

ILLINOIS STATE BOARD OF EDUCATION



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

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

January 16, 2019
10:30 a.m.

I. Roll Call/Pledge of Allegiance

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

II. Swearing-In of Board Members (as needed)

III. Public Participation

IV. Resolutions & Recognition

- A. Richard Nogal, 2018 Thomas Lay Burroughs Award Recipient **(pp. 3)**

V. Presentations & Updates

- A. Student Advisory Council Update
B. Update on Postsecondary and Workforce Readiness Act **(pp. 4-23)**
C. Equity Values and Beliefs in Action **(pp. 24-29)**
D. Fine Arts Indicator Recommendation **(pp. 29.1-35)**

VI. FY20 Budget Recommendation (pp. 36-98)

VII. Temporary Assessment Administration Vendor Contract with NCS Pearson, Inc. (pp. 99-102)

VIII. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes
1. Plenary Minutes: December 12, 2018 **(pp. 103-111)**
B. *Rules for Initial Review
C. *Rules for Adoption
1. Part 1 (Public Schools Evaluation, Recognition and Supervision) **(pp. 112-128)**
D. *Contracts & Grants Over \$1 Million
1. FY19 Title V Sexual Risk Avoidance Education Grant **(pp. 129-131)**
2. 21st Century Community Learning Centers Program Grant Renewal **(pp. 132-137)**
3. Invitation to Bid for Summer Meals Campaign **(pp. 138-143)**
4. RFSP – Information Systems – Early Childhood Data Systems Team **(pp. 144-146)**
5. RFSP – Statewide Survey of Learning Conditions **(pp. 147-148)**

End of Consent Agenda

IX. Discussion Items

- A. District Oversight Update
B. Legislative Update

- C. ESSA Update
- D. Other Items for Discussion

X. Announcements & Reports

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

XI. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at isbe.net*)

XII. Closed Session (as needed)

XIII. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

NOTE: The Chairperson may call for a break in the meeting as necessary in order for the Board to go into closed session.

RESOLUTION



**Honoring
Richard J. Nogal
January
2019**

WHEREAS, Richard J. Nogal exemplifies leadership serving in the capacity as President of the Consolidated High School District 230 School Board for the past six years. Prior to that, he served as a community volunteer on the Student Services Committee for four years as well as serving on the Palos Community Consolidated Board of Education District 118 School Board for eight years; and

WHEREAS, Richard J. Nogal champions equity by initiating school funding reform discussions and town hall meetings that resulted in more fair and equitable school funding bills being considered by legislators; and

WHEREAS, Richard J. Nogal instills a culture of collaboration by committing to a school board committee structure comprised of board members, administrators, teachers, and community members who meet monthly in order to vet topics to be brought forth for board consideration, providing an equal voice in the establishment of policy; and

WHEREAS, Richard J. Nogal established an initiative called *Period 2: Advisory, Enrichment and Intervention*, scheduled during the school day to ensure all students are afforded an equal opportunity to social and emotional learning curriculum, seek additional help from their teachers and peers, and so students can explore areas of interest for the pure joy of learning; and

WHEREAS, Richard J. Nogal was nominated for the Thomas Lay Burroughs Award for the State's Outstanding School Board President;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Richard J. Nogal** for his commitment and dedication to the students of Illinois and the field of education.

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Ruth Cross, Member

Lula Ford, Member

Mitch Holzrichter, Member

Craig Lindvahl, Member

Susie Morrison, Member

Kevin Settle, Member

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Update on Postsecondary and Workforce Readiness Act

Materials: Attachment A – Career Pathways Dictionary

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Mary Reynolds, Executive Director, Innovation and Secondary Transformation

Purpose of Agenda Item

The attached materials provide an update on the developments and activities underway to implement the Postsecondary and Workforce Readiness (PWR) Act.

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

The developments to implement the PWR Act support the following Board goals:

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

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The PWR Act (Public Act 99-0674) passed the General Assembly unanimously and was signed into law in July 2016. The PWR Act includes four major components:

1. Develop a competency-based high school graduation requirements pilot program.
2. Establish a Postsecondary and Career Expectations (PaCE) framework.
3. Define high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction.
4. Create college and career pathway endorsements on high school diplomas.

Develop a competency-based high school graduation requirements pilot program

Since the last update to the Board in June 2018, a new law authorized a collaborative of districts to join the competency pilot (Public Act 100-0599). Three collaboratives joined the pilot in December. The total number of pilot sites is 24, which represents 45 engaged school districts. Districts participating in the pilot may develop and implement a competency-based education

program that meets the needs of their students, communities, teachers, and partners. Working together as collaboratives allows districts to utilize common frameworks and share resources. By joining the pilot, districts gain access to Illinois' growing community of practice around personalized learning, performance assessments, and career pathways. A working group of pilot sites created the [Learner Competency Guidance document](#) to support alignment of standards to academic and adaptive competencies. Outreach regarding the pilot continues with stakeholders as well as with national innovation organizations.

Establish a Postsecondary and Career Expectations (PaCE) framework

The PaCE framework was adopted in 2017 by ISBE, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Student Assistance Commission (ISAC) and is available on the [ISBE College and Career website](#). ISAC is actively working with districts to support sharing career information with students. A student version of PaCE has been developed and is located on the [ISBE Student Voices website](#).

Define high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction

All 39 community college districts are working collaboratively with high schools on implementation plans and memorandums of understanding for implementation of transitional math. An estimated 233 (approximately 34 percent) high schools will be offering a transitional math pathway in 2019-20. Partners have hosted 27 summits serving 33 community college districts, and 2,285 individuals have been trained on transitional math. Additional webinars and face-to-face workshops will be offered in 2019. Free open educational curricular resources are being developed by teachers, and employers have been consulted for authentic applications. Courses are also being developed for use in an online platform. A new website has been created (www.iltransitionalmath.org) and webinars and newsletters are provided to inform. ISBE, ICCB, IBHE, Regional Offices of Education, community colleges, and Northern Illinois University Education Systems Center and the P20 Center are working in partnership to guide implementation.

Create college and career pathway endorsements on high school diplomas

ISBE adopted the interagency framework for the college and career pathway endorsements in June 2017. This is a voluntary program for school districts wherein the achievement of public high school graduates who receive one or more college and career pathway endorsements is noted on their high school diploma. The endorsement recognizes course sequences and work-based learning that supports a student's career goals. The Illinois 60 by 25 Network is supporting local communities in their endorsement implementation efforts and how competency mapping at the State level has helped anchor local priorities around student achievement. The Statewide Public-Private Steering Committees for College and Career Pathways Endorsements continues to finalize the remaining sequence of minimum career competencies so that all industry clusters are complete in early 2019.

The attached **Career Pathways Dictionary** is a collaborative effort of ISBE, IBHE, ICCB, ISAC, the Department of Commerce and Economic Opportunity (DCEO), and the Illinois Department of Employment Security (IDES). This document reflects changes as a result of additional stakeholder contributions since the last draft was shared with the Board in June 2018. This dictionary includes the "career pathways" definition that has been formally adopted by ISBE and all relevant state boards as well as ISBE's College and Career Readiness Indicator. The dictionary provides a common understanding of the terms surrounding workforce and education. Collaborative efforts across the agencies continue to identify key strategies needed to operationalize these definitions guiding the implementation of PWR.

Financial Background

Thus far, no specific State appropriations have been made to support the implementation of the PWR Act. Funding is included in the ISBE fiscal year 2020 budget request.

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

Policy Implications: Further development of the PWR initiatives will offer guidance and opportunities to students, families, educators, administrators, businesses, and community-based organizations.

Budget Implications: Districts are encouraged to incorporate transitional math and pathway endorsements into existing college- and career-ready efforts.

Legislative Action: No further legislative action is requested at this time.

Communication: ISBE will continue to share information about all components of the PWR.

Pros and Cons of Various Actions

Pros: Informational updates regarding the implementation of the PWR Act will enable districts to plan for transitional math and pathway endorsements in the 2019-20 school year.

Cons: Failing to provide advance planning opportunities will not allow districts enough time to participate in PWR Act initiatives.

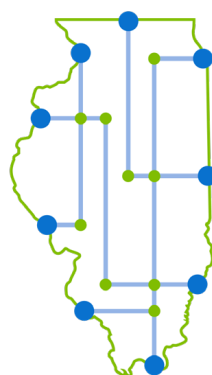
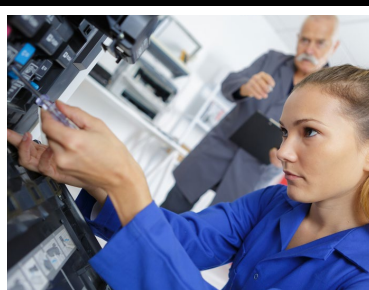
Next Steps

Staff will continue to share information through presentations and communication channels regarding the PaCE framework, competency pilot, College and Career Pathway Endorsement Programs, and transitional math opportunities with stakeholders. Staff will continue to collaborate with IBHE, ISAC, ICCB, DCEO, and IDES to implement the provisions of the PWR Act.



Career Pathways Dictionary

A Unified State Framework for College
and Career Readiness and Success



**WORK
LEARN
GROW**

Pathways to
the Jobs of
Illinois' Future



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Acknowledgements

This document has been created in partnership with several key State agencies and entities participating in the Workforce Readiness through Apprenticeships & Pathways (WRAP) project of the Governor's Cabinet on Children and Youth, including:

State Boards



**Illinois Workforce
Innovation Board**



**GOVERNOR'S CABINET ON
CHILDREN AND YOUTH**

State Agencies



**Illinois
Department of Commerce
& Economic Opportunity**



**Illinois
State Board of
Education**



**OFFICE OF THE
GOVERNOR**

External Partners



Executive Summary

Intent & Structure

In the State of Illinois, the public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development through a lens of career pathways. This College and career pathways approach envisions that Illinois residents will be enabled to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. Career pathways in Illinois are administered by a variety of private, state, and local entities; and thus several state education and workforce committees, including an extensive base of stakeholders, developed agreed-upon definitions to ensure alignment across agencies, legal frameworks, and initiatives.

This document consists of four main components:

1. An introduction which provides a detailed background of the intent behind this work as well as the research and refinement processes that resulted in the included definitions,
2. The adopted Illinois State definition for Career Pathways,
3. The adopted Illinois State definitions for elements within a career pathway program or system,
4. Appendices containing related policy frameworks and definitions.

Current Status

As of this writing, the dictionary has been adopted by the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth, and the Career Pathways definition has been formally adopted by all relevant State boards. This broad-based consensus is a major accomplishment as Illinois pioneers a new approach to collaboration across education, training, and workforce.

While agreement on these definitions is the first essential step, current efforts center on their implications for structures and operations. Both the WRAP Steering Committee and its member agencies have begun to identify key strategies needed to implement these definitions across their work. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the approach to working on career pathways within Illinois.



WORK LEARN GROW: *Pathways to the Jobs of Illinois' Future* is a unifying brand and initiative that was born out of the work-based learning and career pathways work supported by the Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor's Children's Cabinet and Illinois' participation in a National Governors Association-sponsored Policy Academy. A collaborative movement across multiple state agencies, private sector businesses, workforce professionals, and education stakeholders, the WORK LEARN GROW initiative logo is a symbolic representation of the diverse coalition of institutions committed to developing and strengthening career pathways to ensure economic prosperity across Illinois.

Introduction

Background

In the State of Illinois, the public and private sector alike are conducting a broad range of efforts pertaining to education, workforce development, and economic development. Common to all this work is a shared philosophy regarding college and career pathways—with the aim of enabling Illinois residents to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetimes. A wide range of education and training programs and initiatives administered by a variety of private, state, and local entities fall within this system of college and career pathways. As such, several state education and workforce committees, including an extensive base of stakeholders, have worked to define key terms to ensure alignment across agencies, legal frameworks, and initiatives.

This document includes the overarching Illinois State definition for Career Pathways. It also defines terms essential to career pathway program and system elements. These definitions have been developed and refined through research, stakeholder engagement, and thoughtful alignment to a variety of efforts—especially the Workforce Innovation and Opportunity Act (WIOA), the Illinois Every Student Succeeds Act (ESSA) State Plan, and the Illinois Postsecondary and Workforce Readiness (PWR) Act. These definitions have been thoroughly reviewed by representatives of key State entities and committees pertaining to the broader education and workforce systems in Illinois, including:

STATE AGENCIES

Illinois State Board of Education (ISBE)
Illinois Community College Board (ICCB)
Illinois Board of Higher Education (IBHE)
Illinois Department of Employment Security (IDES)
Illinois Department of Commerce & Economic Opportunity (DCEO)
Illinois Student Assistance Commission (ISAC)

STATE COMMITTEES & ENTITIES

Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth
Illinois P-20 Council College & Career Readiness (CCR) Committee
Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee
Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
Governor's Office Education Team

Importance of Defining Terms

Sharing these agreed-upon definitions provides indispensable clarity as the broader fields of education and workforce development create and implement new programming. In this unified presentation, the State hopes to convey that no single approach to education or workforce development functions in isolation. Apprenticeships and other work-based learning, as well as education-centered efforts, are all aspects of a collective system that supports Illinois residents' pursuit of college and career success. Bringing coherence to these diverse initiatives better serves the State's goal: individuals in Illinois are equipped to be successful in college, career, and beyond through adequate preparation and the timely introduction to a robust network of opportunities.

Criteria for Inclusion

While many terms and definitions pertain to education and workforce training, in order to be included in this document, they must meet the following criteria:

1. The term pertains to—or deeply impacts—multiple programs across State agencies; and/or,
2. The term applies to programming with funding from multiple federal agencies (e.g., WIOA-funded programming).

Process for Updating this Document

If an agency undertakes a process by which they are developing a definition for a term related to career pathways and which meets the criteria above, that agency should proceed with the following steps:

1. The agency brings the definition under development to the WRAP Steering Committee for feedback and final approval; and
2. On a case-by-case basis, the WRAP Steering Committee will determine whether a particular definition should be elevated to the level of formal board or agency approval.

Illinois Career Pathways Definition Background

In 2014, President Obama signed the Workforce Innovation and Opportunity Act, or WIOA, into law. It is the primary federal legislation governing workforce development and embodies the strategy to enhance a region's economic stability and prosperity by improving the skills of the people in that community. The law took effect on July 1, 2015; it supersedes the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

WIOA requires coordination among four core partners who are responsible for the four titles of WIOA. The titles are:

1. Workforce development: Department of Commerce and Economic Opportunity (DCEO),
2. Adult education and literacy: Illinois Community College Board (ICCB),
3. Unemployment and labor services through the Wagner-Peyser Act¹: Illinois Department of Employment Security (IDES), and
4. Vocational rehabilitation to individuals with disabilities: Illinois Department of Human Services (IDHS).

As WIOA implementation began in earnest (When?), it became evident that the state of Illinois needed a statewide career pathways definition to guide its implementation of WIOA and other programs. At WIOA regional planning meetings, representatives from the Illinois Community College Board, Department of Commerce and Economic Opportunity, Women Employed, and the Chicago Jobs Council sought to address confusion about the different roles programs play in the overall career pathways system in Illinois by developing and adopting a unified state definition.

Definition Development, Stakeholder Engagement, and Process for Adoption

WIOA legislation includes a career pathways definition, but that legislation does not govern the entirety of the state and systems that may engage in career pathway development in some way. Furthermore, it does not provide detail and clarity around its components, which created confusion among practitioners and providers of career pathways programs. Therefore, the initial group determined it was necessary to pull in a wider group of stakeholders.

Original four entities:

- Women Employed,
- the Chicago Jobs Council,
- the Illinois Community College Board, and
- the Department of Commerce and Economic Opportunity.

The expanded representation includes representatives from:

- the Illinois Department of Employment Security,
- the Illinois Department of Human Services,
- the Illinois Board of Higher Education,
- the Illinois State Board of Education,
- the Illinois Workforce Innovation Board,
- the Illinois Student Assistance Commission
- the Chicago-Cook Workforce Partnership,
- the Governor's office, and
- employers.

We convened a series of meetings with the broad group of stakeholders and settled on the career pathways definition set forth in WIOA as our foundation, as it is already the required definition for workforce and adult education programs — and it is likely to be the definition included in subsequent federal legislation for career and technical education in the future. However, the definition alone provided little exposition of each of its eight components. The stakeholder group identified a series of best practices for career pathways for each of the components, as seen below, to provide guidance to policymakers, practitioners, and providers statewide. After the group of stakeholders—which included a number of agency staff members—settled on a final definition, they included the definition on the agendas of their governing boards for approval. The approval process was as follows:

STATE BOARD OR COMMITTEE	APPROVAL DATE
ICCB	12/01/2017
ISBE	12/13/2017
IWIB	2/14/2017
IL P-20 Council CCR Committee	12/18/2017
IL P-20 Council	03/12/2018
IBHE	03/13/2018
ISAC	06/14/2018

¹ https://www.nationalskillscoalition.org/resources/publications/file/NSC_TPIB_Wagner.pdf

Illinois Career Pathways Policy Context

The definitional agreement on career pathways operates within the context of several other State priorities and initiatives that contribute to the broader system of career pathways in Illinois. Governor Bruce Rauner established the Apprenticeship Plus initiative as part of the Governor's Cabinet on Children and Youth in 2016 as an effort to promote the use of apprenticeships and related models to connect Illinois residents to gainful employment through learn-and-earn programs. This initiative was originally called "Apprenticeship Plus" based on the Apprenticeship Plus Framework established by the Illinois Workforce Innovation Board's (IWIB) Apprenticeship Committee in defining high-quality apprenticeships for the State. However, as State work developed around a broader approach of college and career pathways, the Apprenticeship Plus committee was reshaped into the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee, which includes members from across state education and workforce agencies. As part of their efforts, the WRAP Committee sought to develop clear and unified definitions for apprenticeship and apprenticeship-related activities. When Illinois was selected for the National Governors Association (NGA) Work-Based Learning Policy Academy in October 2017, related work was integrated as a core deliverable area within the WRAP structure to promote further alignment across workstreams within the career pathways context.

Further, WRAP identified connections to the Postsecondary and Workforce Readiness (PWR) Act's components around College and Career Pathway Endorsements (CCPE) to be recorded on high school diplomas. After several years of broad-based stakeholder engagement and policy development, the PWR Act passed the Illinois House and Senate unanimously in May 2016, and was signed by the Governor in July 2016. The PWR Act takes a student-centered and competency-based approach to assist Illinois students to prepare for and select the right postsecondary option, and ultimately obtain meaningful employment. The four aligned strategies in the Act require coordinated community systems involving school districts, post-secondary education institutions, employers, and other public and private organizations. The CCPE Framework establishes a system for school districts to award

Endorsements on high school diplomas, which provide a mechanism for high schools, postsecondary education institutions, and employers to validate the work of students in preparing for a particular industry sector. Endorsements include work-based learning, planning, and coursework components. These Endorsements are also related to the Postsecondary and Career Expectations (PaCE) Framework of the PWR Act, which provides a way for communities to organize career exploration and development; college exploration, preparation, and selection; and financial literacy requirements into an understandable format that can be shared with parents, teachers, and employers.

Related to both of these efforts around postsecondary and workforce readiness is the College and Career Readiness Indicator (CCRI) included in the school accountability framework of the State's ESSA plan. The CCRI represents a multiple-measures approach to college and career readiness, and is aligned to the spirit of WIOA legislation and directly to the PWR CCPE framework. This indicator, based on the Redefining Ready framework developed by the American Association of School Administrators, combines academic components with career readiness components that span a variety of career exploration and preparation activities.

Additionally, the State of Illinois has agreed-upon structures for integrating core academic coursework with real-world learning beyond the secondary space. Consequently, definitions for Bridge and Integrated Career and Academic Preparedness System are included. Both types of programming serve adults re-entering the broader career pathways system, and are integral to ensuring the system provides adequate opportunity for a variety of populations.

Collectively, these definitions establish a continuum of employer engagement and work-based learning experiences within a career pathway system. As shown in the following diagram, experiences delivered across the continuum require varying levels of intensity of employer engagement. Employers can choose to provide opportunities anywhere along the continuum, and may begin with a lighter-touch opportunity (such as career exploration) and eventually build to a higher-level of engagement (such as an apprenticeship model). Other employers may be prepared to dive in and provide experiences further along the continuum.

CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



Definitions–System Elements Development, Stakeholder Engagement, and Process for Adoption

The definitions provided in this document are based on a combination of established State and federal statutes and regulations, as well as research into national, state, and local best practices. As appropriate, these definitions have been further refined through interagency and stakeholder engagement, and are strategically aligned to the fullest extent possible in order to minimize duplication and confusion. In some cases, implementation guidance supplements the base definition to provide greater clarity for agencies and providers.

These definitions have been vetted with stakeholders through a variety of engagement platforms including the:

- WRAP Committee of the Children’s Cabinet,
- Apprenticeship Committee of the IWIB,
- CCR Committee of the P-20 Council,
- DAA Committee of the P-20 Council, and
- Illinois team for the NGA Work-Based Learning Policy Academy, among others.

In April of 2018, the WRAP Committee of the Children’s Cabinet moved to adopt these definitions and establish a plan for updating this document. Both the WRAP Steering Committee and its member agencies have begun the process to identify key strategies needed to implement these definitions across their efforts and in their engagement with their constituents. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the way of working on career pathways within Illinois.

Definitions

Career Pathways

A combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

Guidance

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. Items **A** through **G** below represent elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship² and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

² “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act³.

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials⁴ in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan⁵.

(C) Includes counseling to support an individual in achieving the individual's education and career goals.

Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).

³ The Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

⁴ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

⁵ Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

Definitions: Career Pathways *(continued)*

- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁶ and training for a specific occupation or occupational cluster.

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁷, which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning⁸ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.

Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments⁹ to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable

⁶ "Workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

⁷ "Foundational professional skills" (often also called "soft skills" or "essential skills") are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

⁸ Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

⁹ Non-duplicative (across education and training partners) assessments of participants' education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

for all populations. Strategies include, but are not limited to, modularized curriculum¹⁰, contextualized curriculum and instruction¹¹, and virtual learning.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential.

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential¹², as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core¹³ and required¹⁴ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training¹⁵, and other work-based training strategies.

¹⁰ "Modularized curriculum" is curriculum that is divided into shorter, 'self-contained' segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

¹¹ "Contextualized curriculum and instruction" is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

¹² "Recognized post-secondary credential", as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf> WIOA sec. 3(52)

¹³ Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

¹⁴ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild.

¹⁵ "Incumbent worker training" is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

Definitions: Career Pathways (continued)

- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access

and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.

- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Definitions of Work-Based Learning Continuum Elements

CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



Apprenticeship Models

An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.

Registered Apprenticeship

An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL, which includes the five required components:

1) Business Involvement; 2) Structured On-the-Job Training; 3) Related Instruction; 4) Rewards for Skill Gains; and 5) Industry Credentials.

Non-Registered Apprenticeship

An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration.

Pre-Apprenticeship

A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all of the following:

- a. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship.
- b. Access to educational and career counseling, and other supportive services as needed by participants.
- c. Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework.
- d. Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship or Non-Registered Apprenticeship program, and may receive preference for enrollment.

Youth Apprenticeship

A program for youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;

Definitions of Work-Based Learning Continuum Elements *(continued)*

2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field; and
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Implementation Guidance:

- Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range.
- Programs must include a documented partnership with an employer.

For any industry area where an Industry Credential does not yet exist, a group of employers that are representative of the industry (including small, medium, and large firms) in Illinois should determine the critical core competencies that participants should learn through the apprenticeship, and agree to a formal process for recognizing mastery of those competencies.

Career Development Experience

A supervised work experience relating to an individual's career area of interest that:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; and
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool.

6. Takes place for a minimum of 60 total hours.

Implementation Guidance:

Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.

Career Exploration Activity

An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations.

Implementation Guidance:

While related, a Career Exploration Activity in and of itself does not constitute a Career Development Experience.

Team-based Challenges

A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

Work-Based Learning

Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

Definitions of Additional Career Pathway System Elements

Bridge Program¹⁶

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

The following definition outlines the key components of bridge programs in Illinois. This definition provides a foundation for bridge program design in Illinois.

Bridge Program Core Elements

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components — contextualized instruction, career development, and support services. Required elements include:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/ occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available): academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and childcare.

NOTE: Career development and transition services should take into account the needs of those low-income adults who will need to find related work as they progress in their education and career paths.

Dual Credit

“Dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

¹⁶ https://www.iccb.org/iccb/wp-content/pdfs/shiftinggears/ICCB_2012BridgeGuide_web_REV_FEB13.pdf

Essential Employability Skills

Foundational skills needed for success in college, careers, and life including, but not limited to, the following:

- a. Personal Ethic: integrity, respect, perseverance, positive attitude
- b. Work Ethic: dependability, professionalism
- c. Teamwork: critical thinking, effective and cooperative work
- d. Communication: active listening, clear communication

Optional Resources: Illinois Essential Employability Skills Framework and Self-Assessment; Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

Industry Credential

A work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance:

While a credential issued by a postsecondary education provider is not an “Industry Credential,” the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an Industry Credential examination. A student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

Integrated Career and Academic Preparedness System (ICAPS)

An Accelerating Opportunities Initiative, seeks to address the needs of the adults in our community who are in need of a high school diploma. Recognizing that by 2018, two-thirds of the job opportunities will require some level of postsecondary education, it seeks to provide an opportunity for skill attainment. The ICAPS program includes dual enrollment in Adult Education and Career and Technical Education courses, leading to completion of the high school

Definitions of Additional Career Pathway System Elements *(continued)*

equivalency (GED), an institutional certificate, and at least one industry certification. Each program includes a pathway for students to continue their education, leading to a degree.

In addition to the unique programming offerings, intense support services are offered to ensure students have the tools needed to complete their studies and be successful in the workforce. A career navigator works with each student, assisting the student with any obstacles that arise.

Professional Skills Assessment

A tool-based observational assessment of a participant's performance in a Career Development Experience given by an adult supervisor and shared with the participant that addresses foundational professional skills including,

at a minimum, those outlined in the Essential Employability Skills framework. The Professional Skills Assessment tool is to be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

Optional Resource:






Illinois workNet's Observational Assessment and Worksite Evaluation tools may be used as a Professional Skills Assessment.

Young People

Youth who are either in or out of school, aged 16-24 (inclusive of age 24).

Appendices

Appendix 1: Example for College & Career Pathway Endorsement (PWR Act) – *Manufacturing*

	9 th	10 th	11 th	11 th or 12 th	
Individualized Plan 	Individualized plan for college, career, and financial aid; resume; personal statement				
Career-focused Instructional sequence <i>(consult with EFE; 2 years of coursework or equivalent competencies)</i> 	Manufacturing Orientation and Safety (OSHA 10-based competencies with Industry focus)	Quality Practices and Measurement* (MSSC, NIMS, AWS) Mfg. Processes & Production (MSSC, NIMS, AWS)*	Advanced topics* In: 1. Manufacturing Processes & Production (pre-apprenticeship) OR 2. Maintenance Awareness & Automation (MSSC)	District and local CC certify articulation to cert./degree with labor market value	
		<i>*2022-23 SY: Include at least 6 hours of early college credit</i>			
Professional Learning 	At least 2 career exploration activities, or one intensive	60 cumulative hours of paid or for-credit supervised career development experiences with a professional skills assessment			
	At least 2 team-based challenges with adult mentoring				
Academic Competencies 	Ready for non-remedial coursework in Reading and Math by high school graduation through criteria defined by district and local community college				

Appendix 2: ESSA College & Career Readiness Indicator (CCRI)¹⁷

Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT: 30 or SAT: 1400
3. At least one academic indicator in each ELA and Math during junior/senior year (Algebra II at any time)
4. Three career ready indicators during junior/senior year
5. 95% attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during junior/senior year

Academic Indicators

ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English: 18 and of Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Readiness Indicators

- Career Development Experience
- Industry Credential
- Military Service or an ASVAB Score of 31 or Higher
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-curricular Activities

¹⁷ Approved at April 2018 Illinois State Board of Education meeting. Full CCRI implementation guidance can be found at <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

Appendix 3: Additional College & Career Readiness Indicator Definitions

While these career ready terms originate in the CCRI of the State's ESSA plan and thus are particularly relevant to high school students, they may also address career readiness activities for postsecondary students and out-of-school youth. Given that these were developed to reflect a high school context, some terms may need to be interpreted differently to reflect different population contexts such as older or out-of-school youth.

Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

Implementation Guidance: Implementation Guidance: There are three ways to meet this indicator:

1. An Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher and student commitment to serve in the Armed Services.
2. Split training enlistment, which entails enlistment at age 17 as a Junior with permission of a parent or guardian, attendance at Basic Combat Training before Senior year, training one weekend per month through Senior year with a local unit, and planned attendance at Advanced Individual Training after Senior year.
3. Junior Reserve Officer Training Corps participation.

Completion of a Program of Study

Completion of coursework necessary to qualify a student as a CTE Concentrator.

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), "CTE Concentrator" means:

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Consistent Employment for 12 Months

Verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours which is an average of 10 hours per week for 12 of the 24 months..

Consecutive Summer Employment

Verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer.

Community Service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance: The student must receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served.

Co-Curricular Activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,
2. Take place outside of school or after regular school hours, and may be operated by outside organizations.
3. Instills adaptive competencies and/or Illinois Essential Employability Skills including personal ethic, work ethic, teamwork, and communication.

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities such as sports teams and general interest clubs toward the requirement.

Dual Credit Career Pathway Course

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education, or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 
Stephanie Jones, General Counsel 
Robert Wolfe, Chief Financial Officer 

Agenda Topic: Equity Values and Beliefs in Action

Materials: Equity Lens Policy Statement
Presentation: "Equity Values and Beliefs in Action"

Staff Contact(s): Rupa Ramadurai, Assistant General Counsel, Legal
Sara R. Shaw, Senior Manager, Fiscal and Academic Solvency

Purpose of Agenda Item

The purpose of this agenda item is to update the Board on the ways in which its adopted vision and values regarding equity have been and continue to be embedded in the Agency's work.

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

Equity is the lens through which all Agency decision-making should be viewed to ensure that the individual needs of every child are addressed such that all children in the state can reach their full potential. This equity lens best positions the Agency to realize its vision as a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure. It is furthermore integral to achieving each of the Board goals:

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

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

Background Information

The Board adopted the above goals in September 2015. These goals define specific milestones for the state's public education system to demonstrate success in serving all students. They also serve as the Agency's grounding force, and their influence is evident in the Agency's commitment and approach to the major initiatives and policy developments detailed in this memo.

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law representing an opportunity for states, districts, and schools to equitably design education systems to ensure that the students who have historically been underserved receive an education that prepares them for the demands of the 21st century. The Agency engaged in a 16-month collaborative process to gather feedback and create a State Plan that reflects the unique needs and ideas of Illinois' diverse communities. The State Plan includes the Board's goals as its long-term goals and sets forth a new accountability system for all Illinois schools. Equity principles undergird the accountability system, as seen especially through its attention to specific student groups and through its commitment that schools with lower outcomes will receive greater supports. The U.S. Department of Education approved Illinois' State Plan in August 2017.

Shortly thereafter, former Illinois Governor Bruce Rauner signed into law Public Act 100-0465, the new Evidence-Based Funding (EBF) formula for Illinois public schools, which directs state money to school districts in direct proportion to the needs of districts and their students. In addition to its distributive power, the formula allows for the identification of districts that are the furthest away from adequacy, i.e., districts that have the greatest financial need. EBF embodies core principles of equity, recognizing that different children require different levels of resources because of their different needs and establishing an institutionalized state funding formula to address this diversity. Through EBF, school districts can better ensure the provision of a safe, rigorous, and well-rounded learning environment for *all* students.

The Agency has also committed to creating the optimal conditions for staff to support districts in achieving equitable outcomes for all students. This work is perhaps best exemplified by the establishment of a cross-divisional collaborative, the Equity Advisory Work Group (EAWG), which first convened in May 2018. The EAWG brings together managers and staff interested in promoting equity within the Agency. Members are self-selecting, and their identities reflect many dimensions of diversity. The EAWG has put forth a theory of action that begins by focusing on the individual's self-work and learning, then looks to the collective work of the individual's division, identifying where the EAWG can lean in, and ultimately examines and influences how an equity lens informs Agency decision-making. As part of its theory of action, the EAWG has committed to identifying meaningful learning opportunities and shared readings for Agency staff, as well as designing and implementing equity assessment tools for reflection and improvement at both the individual and divisional level.

ESSA, EBF, and the EAWG are just three broad-based ways in which the Agency has intentionally demonstrated a commitment to equity. Most recently, the Board's adoption of an Equity Lens Policy Statement (including a statement on fair access and equitable support and five articulated values and beliefs) has helped both Agency employees and external stakeholders see the connections among these commitments. Inspired by the Board's momentum, ISBE staff continue to make strong progress on building internal capacity to deepen relationships with and service to districts. Included below is a selection of ongoing initiatives that highlight this Agency-wide commitment and specifically illustrate how the Board's equity vision and values are translated into the practical and experiential activities of the Agency.

Examples of Equity Work across the Agency: **IL-EMPOWER**

One of the hallmarks of the Illinois ESSA plan was the development of the IL-EMPOWER system of differentiated support and accountability for schools across the state. IL-EMPOWER aims to assist schools in reaching the Board's long-term goals for students. In accordance with the equity principle of accompanying high expectations with differentiated support, the system classifies schools based on their ability to serve all students at high standards of excellence and

includes strategic supports for schools that are lower performing. A highlight of this framework is the opportunity for high-achieving schools to provide targeted, peer-to-peer supports for schools that are lower performing, with Agency school support managers offering tailored assistance for school leaders.

Division of English Learners

In alignment with the Board's belief that all children have the right and ability to learn, the Agency's Division of English Learners (DEL) serves all students with full regard for their cultural or linguistic background. The primary objective of this division is to provide support and technical assistance to English Learners (ELs), which includes migrant, multilingual, multicultural, undocumented, and refugee communities. DEL promotes equitable access for disenfranchised communities, empowers linguistic and cultural minorities, and reshapes the way administrators and teachers interact with the parents and communities of ELs. By connecting with and assisting school districts and communities, DEL's programs and supports allow students coming from non-English-speaking households to be recognized as possessing tremendous assets with their native language. DEL has also supported implementation of the portion of EBF stipulating district funding and responsibilities due to their EL population. Districts with higher populations of ELs receive greater financial support, illustrating the state's commitment to equitably serving ELs. Both by virtue of its existence and, more significantly, through the vision and values it upholds in its activities, DEL as a division is driven by equity.

Career and Technical Education

The Agency continues to provide resources, support, and guidance to the field in support of ISBE's goal that 90 percent or more of students will graduate from high school ready for college and career. In conjunction with ESSA, the reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins V) emphasizes the importance of equitable access to career and technical education (CTE). In Illinois, federal and state secondary CTE grants are disseminated through Education for Employment Regional Delivery Systems (EFE) to local public secondary schools to support high-quality CTE programs that prepare all students for high-wage, high-skill, and in-demand occupations. Perkins V contains opportunities to enhance students' industry connections, expand dual-credit partnerships, and broaden the reach and scope of guidance counseling to increase the success of underserved students. Perkins V requires all eligible recipients to put forth a local plan focusing on equity that identifies and quantifies any gaps in performance of special populations in CTE programs. The local plan must outline strategies to decrease and/or eliminate disparities. As the Agency crafts a five-year plan for CTE in Illinois, students, families, businesses, community, and educational leaders have been and will continue to be engaged so that their perspectives are reflected in the plan. This approach affirms the Board's belief in the unique and important solutions that come from the field, and the Board's belief that we must provide equity, access, and opportunity for every student while eliminating opportunity and achievement gaps.

Parent and Family Engagement

In order to ensure that all students arrive at school ready to learn, the Agency has taken a direct approach to supporting the parents and families of all students across the state, realizing that the Board's goals for the achievement of all students requires coordinating the network of adults that support children outside of school. This realization is also specifically articulated in the Board's belief that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students. The purpose of the Agency's Parent and Family Engagement Workgroup is to strengthen the Agency's support of Local Education Agencies (LEAs) and families in ways that are linked to students' academic and social-emotional outcomes. The Workgroup plays an advisory role to

support the strategic planning and the systemic integration of parent and family engagement policies and practices within Agency functions and supports for LEAs. The Workgroup aims to increase cross-division learning, strengthen collaboration and coordination internally and externally, and identify and share promising practices concerning parent and family engagement.

Equity Lens Policy Statement

As noted in “Background,” the Board’s Equity Lens Policy Statement contains five core statements of values and beliefs related to equity and is intended to act as a North Star to guide the Agency’s work. The document originated with an EAWG subcommittee that charged itself with pulling together the Agency’s existing statements on equity onto a single powerful communication for maximum transparency and deepest impact. For the state to adequately support districts in achieving the Board goals, ISBE staff must live out the Board goals’ underlying principles. The Equity Lens Policy Statement explicitly articulates these principles for the first time. The internal impact of the statement has been increased energy and focus around developing equity initiatives. In September 2018, the State Board adopted the Equity Lens Policy Statement to publicly commit the Agency to the promotion and implementation of comprehensive policies, practices, and programs that ensure fair access to a quality education for all students in state. The Board’s leadership, grounded in equity beliefs and values, sets an example for the rest of the state.

One-Year Workplan

The ISBE One-Year Workplan also shows ISBE’s public commitment to equity as a driving value. In September 2017, ISBE announced the goal that by August of 2018, the Agency would have the capacity, culture, and infrastructure required to know the strengths and challenges of every district relative to the ISBE Board goals and would have developed and publicized a Workplan to support all districts to improve student outcomes. The now-published Workplan establishes five values to guide all Workplan activities: the “LACES” of Leadership, Accountability, Collaboration, Equity, and Service. Embodying these values will help ISBE begin to “weave the laces” of its mission statement. Within LACES, the Equity value incorporates holding high expectations for all students; providing the individual supports that districts, schools and students need; directing greater supports to those in greater need; and recognizing the strengths of cultural and linguistic diversity. The One-Year Workplan supports all ISBE staff in better understanding the direction of the Agency and how their individual roles influence “tying the LACES.” Outlining the next year’s work allows the organization to align efforts across divisions, build capacity, and increase transparency – and ultimately to better serve districts.

Board Budget Memo - Superintendent’s FY 2020 Budget Recommendation

As part of the Agency’s commitment to creating conditions for all children to be nested in systems where they are economically and socially secure, the Board Budget Memo - Superintendent’s FY 2020 Budget Recommendation illustrates continued agency-wide prioritization of meeting the needs of all children, families, and communities. Once approved, the Board Budget Memo represents the Board’s proposed investment in public education and follows from the ongoing work of the Board to advocate for fair and adequate resources for all schools. Through the Board Budget Memo and subsequent Budget Book, ISBE articulates what funding is necessary, based on data and community engagement, to support all children’s needs so that they may meet the state’s high expectations.

For the first time this year, the Agency’s Chief Financial Officer, Director of Budget, and Director of Professional Capital engaged members of the EAWG in reviewing the program narratives

drafted for the budgeting process in order to ensure that the priorities and requests of each narrative aligned with the Board goals and equity values and beliefs as delineated in the Equity Lens Policy Statement. Moreover, where possible, program narratives explicitly referred to Board goals and equity values and beliefs. The following are a sampling of the initiatives requesting additional funding to ensure equitable services and supports are provided to all Illinois students.

1. Early Childhood

As part of the Agency's commitment to all kindergartners being assessed for readiness and in connection with the Agency's belief that all children should have access to high-quality yearlong learning opportunities, the Early Childhood Division requested an appropriation of \$2.4 billion for the Early Childhood Block Grant. Specifically, the initiatives of this grant seek to equip children with the foundational knowledge and skills that will allow them to be prepared for kindergarten, receive the educational support needed to be reading at or above grade level by third grade, and be identified as at-risk and accordingly offered the high-quality comprehensive services they need.

2. Truants Alternative and Optional Education Programs (TAOEPs) / Regional Safe School Programs (RSSPs)

As part of the Agency's commitment to supporting public education systems and structures that set high expectations for all students and ensuring every student achieves success, the Division of Safe and Healthy Climates advocated for increased funding for two programs specifically established to support at-risk youth: Regional Safe School Programs that provide a variety of holistic services aimed at meeting the specific needs of students struggling with disciplinary issues, and Truants Alternative and Optional Education Programs that create modified instructional programming and services for students with attendance issues and/or students who have dropped out of school. These programs are evidence of ISBE's commitment to promoting access to equitable educational opportunities for students whose behaviors and/or circumstances may have otherwise prevented them from accessing these opportunities.

3. Diverse Educator Recruitment

As part of the Agency's commitment to ensuring that all Illinois students are supported by highly prepared and effective teachers and school leaders, ISBE recognized the importance of teachers in fulfilling the value of providing equity, access, and opportunity for every student. Specifically, the Board believes that teachers need the training and support to not only demonstrate competency in their content areas, but also to adjust their pedagogy to student need and establish positive relationships with all students, including students whose backgrounds and life experiences are different from theirs. Funds for this recruitment program will help ensure that all students, particularly students of color, can learn from diverse educators. Accordingly, the Educator Effectiveness Division re-emphasized, for the fifth time in a row, a request of \$700,000 to be appropriated in support of the nationwide movement to increase the parity of teacher versus student racial demographics and the practice of culturally responsive teaching.

Financial Background

Full funding of the proposed FY 2020 budget will support continued work on these initiatives, continued progress toward the Board goals, and continued fulfillment of the Board's equity values and beliefs.

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

Policy Implications: None beyond the implications already considered by the Board upon establishing Board goals and equity statements.

Budget Implications: None.

Legislative Action: None.

Communication: As noted above, the Board's adoption of an Equity Lens Policy Statement reflects the values and beliefs that the Agency holds true. The Agency will continue to message these values and beliefs internally and externally. For example, the Agency continues to provide all staff with opportunities to unpack the Equity Lens Policy Statement (e.g., a "Lunch and Learn" set for Jan. 30, 2019, facilitated by the EAWG) and deepen their understanding of where the values and beliefs are at play in discrete initiatives as well as threaded throughout our work.

Next Steps

This is an informational item. Moving forward, the EAWG and its partners will continue to support individuals' self-work and learning, divisions' collective work and learning, and Agency decision-making through an equity lens. Expected activities in the year ahead will include not only the communication opportunities listed above, but also actions to:

- Increase individuals' capacity to understand their role and service to districts through an equity lens.
- Develop Agency structures and ethos to further ensure that the equity vision and values drive Agency decision-making coherently, sustainably, and holistically.



Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent

ILLINOIS ARTS INDICATOR RECOMMENDATION REPORT

Presented to the Illinois State Board of Education

on

December 19, 2018

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EXECUTIVE SUMMARY

In 2017, the Illinois State Board of Education (ISBE) tasked the Illinois Arts Indicator Work Group (Work Group) with recommending the measure and weight for the fine arts (arts) indicator as part of the *Illinois Every Student Succeeds Act (ESSA) State Plan*. The arts are essential to a complete, competitive, and well-rounded education for all students. Recognizing this, ISBE includes the arts as a school quality indicator, making Illinois one of only two states with a distinct arts indicator and the only state applying it to elementary as well as high schools. During its year-long process, the Work Group benefited from its diverse, statewide membership, which included arts education organizations, administrators, teachers, unions, higher education, researchers, and other key stakeholders.

The Work Group recommends that the arts indicator measure combine three key elements (submeasures) – student participation in arts coursework, quality of instruction, and student voice – into a composite measure that gives a comprehensive, nuanced picture of the arts in Illinois schools. The recommendation uses the same combination of submeasures for elementary and high schools, thereby providing consistency.

The Work Group recommends that the indicator take effect and receive five percent weight starting in School Year (SY) 2020/21, followed by a three-year phase-in:

- Year 1 (SY 20/21) considers only *student participation*, weighted at five percent.
- Year 2 (SY 21/22) adds *quality of instruction*, weighting it at two percent and participation at three percent.
- Year 3 (SY 22/23) incorporates *student voice* but weights the submeasure at zero percent to reflect the need to address the challenges of a student survey.

The State Plan allows for the arts indicator to receive five percent weight in SY 20/21. In addition, the Work Group's Data & Research Team examined multi-year scenarios using relevant, school-level data, conducting the most extensive analysis to date of Illinois statewide arts education data.

The Work Group took the issue of inequity of school resources seriously throughout this process. While there appears to be no strong correlation in Illinois between student arts participation and school funding, the arts indicator includes concrete provisions to avoid being punitive. It enables all schools to receive partial points for attaining meaningful rates below targets. The indicator also distinguishes between schools in lower- and higher-funded districts, and through SY 21/22, applies to schools in lower-funded districts only if it increases their summative score.

As a result, the arts indicator is the only Illinois indicator that accounts for school resources. In its first two years, it will go beyond holding schools in lower-funded districts harmless: it will give them the opportunity to increase their score if they are already making strides in the arts. It will make Illinois' accountability system *more* equitable.

The recommendation herein embodies the Work Group's guiding principles: student-centered, fair, actionable, multi-disciplinary, aligned with ISBE's overall vision of education, and meeting ESSA requirements. The arts indicator is educative, equitable, and non-punitive. Through the arts indicator, schools can tell a fuller, more diverse story of their success.

INTRODUCTION

In 2017, the Illinois State Board of Education (ISBE) charged the Illinois Arts Indicator Work Group (Work Group) with recommending the measure and weight for the fine arts (arts) indicator, part of Illinois' new system of school accountability and support under the *Every Student Succeeds Act* (ESSA). The arts encompass dance, media arts, music, theater, and visual arts and are included as a distinct indicator within the set of school quality/student success indicators. The inclusion of the arts indicator underscores the importance of the arts as essential to a complete, competitive, and well-rounded education for all Illinois students.

BACKGROUND

The *Illinois ESSA State Plan* established a new system of school accountability and support. Under this system, schools receive points based on academic indicators (such as math proficiency, science proficiency, and graduation rates) and indicators of school quality/student success (such as chronic absenteeism and 9th Grade On-Track). The arts are a distinct indicator of school quality/student success for both elementary and high schools. The Illinois State Board of Education received nearly 3,000 comments calling for a *weighted* distinct arts indicator, more than all other comments combined.

The arts indicator is included in the State Plan but currently has no weight. The State Board of Education made a commitment to weighting this indicator when a sound method of measurement is determined. To that end, the Work Group was formed to study the implications of various measures, to identify and analyze the potential impacts a weighted arts indicator could have on schools of varying resource levels, and to recommend a single or composite arts measure that adheres to the ESSA requirements and is educative, equitable, and non-punitive.

The arts indicator gives Illinois a unique opportunity to lead the nation in arts education. Illinois is one of only two states (the other, Connecticut) to include a distinct arts indicator in its ESSA school accountability and support system. Unlike Connecticut, however, the Illinois arts indicator applies to elementary as well as high schools, and the Work Group's recommendation addresses student participation, quality of instruction, and student voice. Additionally, the measure reflects the Work Group's shared concern for lower-funded schools and is designed to take resources into account.

The rest of the nation is watching to see if Illinois takes advantage of this unprecedented opportunity to empower students and schools through the arts in ESSA.

WORK GROUP

The Illinois Arts Indicator Work Group formed in January 2018 to begin the process of developing the recommendation. Chaired by Arts Alliance Illinois, the Work Group consisted of 27 members, representing some of the state's most impactful and respected organizations in arts education and in the wider education community. Members included arts education organizations, administrators, teachers, unions, higher education, researchers, and other key stakeholders.

A subgroup called the Data & Research Team (DRT) was assembled and led by Ingenuity. This group played a key role in assisting the Work Group in gathering, analyzing, and sharing findings with the group at large to ensure that decisions aligned with Work Group principles and ESSA requirements. Both the Work Group and DRT met regularly, beginning on March 7, 2018, to leverage collective expertise. Work Group members participated in person in Chicago or joined remotely by video conference. For a full list of Work Group members, see Appendix A.

GOALS

The Work Group was charged with the following primary goals:

- Develop a recommendation for a single or composite arts indicator measure,
- Determine the weight of the indicator, and
- Provide sound rationale for the recommendation.

The Work Group had the following secondary goals:

- Assess the data landscape of arts education in Illinois, identifying relevant, currently available data as well as data gaps that may exist; and
- Using currently available data, gain an overall understanding of arts education access, participation, and quality throughout Illinois.

GUIDING PRINCIPLES

As its first action, the Work Group determined guiding principles to govern the *process* of delivering a final recommendation on the arts indicator. Given the innovative nature of the indicator, these principles ranged from the more concrete, such as a commitment to remain focused on the primary goals of the group, to the more abstract, such as the collective agreement to be audacious in the approach to crafting the recommendation.

The following is the full list of principles:

- Focused – Centered and directed by its primary goals (see above).
- Inclusive – Statewide, engaging a wide array of stakeholders and reflecting Illinois' diversity.
- Collaborative – Recognizing the equal value of all voices and seeking consensus.
- Transparent – Sharing information and deliberating openly.
- Audacious – Creative, seeing opportunity in challenges, and willing to consider new approaches.

In addition, the Work Group collectively determined principles that must be present in any *product* presented to ISBE. These principles include the following:

- Student-centered – First and foremost, the measure helps advance the needs of Illinois students.
- Essential – Built on the foundational belief that the arts are essential to a complete, competitive education.
- Fair – Aspirational but not punitive, understanding that resources vary by school.
- Aligned – The measure will be aligned to Illinois' overall vision and goals for education.
- Actionable – It is clear how a school can improve its performance relative to the indicator.
- Multi-disciplinary – Recognizing that the arts encompass five unique disciplines: dance, media arts, music, theater, and visual arts.
- Meets ESSA requirements:
 - Reliable, valid, and comparable across all local education agencies in the state;
 - Calculated the same way for all schools;
 - Disaggregated by subgroups of students (gender, race/ethnicity, socioeconomic status, disability, and English language learners);

- Different from other measures the accountability system uses for any other indicator; and
- Contributes to meaningful differentiation by demonstrating varied results across all schools.

PROCESS FOR DEVELOPING THE MEASURE

The Work Group approached its task willing to explore a wide variety of ideas and possible solutions. Its members brought to the deliberations the same creativity and collaboration that characterize the arts. The process began with broad concepts and ideal possibilities and then, through subsequent rounds of analysis and discussion, the ideas were narrowed down and tested against the group's guiding principles, ESSA requirements, and other factors. This process was repeated as many times as necessary to thoroughly discuss and explore all ideas until the Work Group reached a final recommendation. See Appendix B for the Work Group's timeline.

RECOMMENDATION

The Work Group recommends that the arts indicator measure combine three key elements (submeasures) – participation, quality, and student voice – into a composite measure that provides a comprehensive, nuanced picture of the arts in elementary and high schools. Weighted at five percent starting in School Year (SY) 2020-21, this data-informed measure accounts for the resource gap among Illinois schools and infuses a greater degree of equity into the accountability system.

The following table summarizes the overall measure:

Summary – Arts Indicator Measure for Elementary and High Schools		
Year 1 / SY 2020-21*	Year 2 / SY 2021-22*	Year 3 / SY 2022-23
Participation: Enrollment 5% (2.5, 5 points)	Participation: Enrollment 3% (1.5, 3 points)	Participation: Enrollment 3% (1.5, 3 points)
	Quality: Arts Endorsed Teachers 2% (1, 2 points)	Quality: Arts Endorsed Teachers 2% (1, 2 points)
		Student Voice: Survey 0% (0 points)
* Indicator applies to schools in lower-funded districts only if it increases their summative score.		

SUBMEASURES OF THE ARTS INDICATOR

The arts indicator consists of three submeasures: student participation in arts coursework, quality of instruction, and student voice. It establishes consistency by using the same combination of these submeasures for both elementary and high schools. Built upon straightforward definitions, the weighted submeasures offer clear, actionable pathways for schools to tell their story of success and, as needed, improve their score.

PARTICIPATION

To determine student participation in arts coursework, the submeasure calculates the participation rate, defined as the percent of students enrolled in arts coursework. Specifically, the rate equals the school's total number of students enrolled in one or more arts courses divided by (*/*) that school's total number of students. The Illinois State Board of Education already collects this data annually from every school.

Participation serves as a more effective measure than access because it reflects students' actual engagement in the arts, rather than simply the possibility of it, that is, the availability of arts courses. In addition, unlike participation, access does not meet the ESSA requirement of disaggregation by student subgroup.

QUALITY

The arts indicator, however, goes beyond student participation in arts learning. It measures the quality of that learning by considering the qualifications of the teachers providing it. To what extent are students receiving their arts instruction from teachers who have an arts endorsement? This question defines the quality submeasure, calculated as a school's total number of students enrolled in one or more arts courses taught by an arts-endorsed teacher divided by (/) that school's total number of students enrolled in one or more arts courses.

As with participation, the quality submeasure is data ready and focuses on the student. The Illinois State Board of Education currently collects the necessary data from all schools annually and can disaggregate it by student subgroup.

The Work Group recognizes concerns about Illinois' overall supply of educators, across all subject areas. In its 2018 Triennial Report "Educator Supply and Demand in Illinois," ISBE analyzed the increase in unfilled positions from SY 2015/16 to 2016/17 and noted, "The primary driver of the increase was an increase in unfilled school service personnel staff, ... [which] was offset by a 17 percent decrease in unfilled instructional staff positions" (Illinois State Board of Education, 2018). Moreover, concerns over teacher supply are not particular to the arts. The issue impacts student and school performance in other subject areas and indicators, including ones with greater accountability weight than the arts indicator.

Many members of the Work Group expressed their strong commitment to increasing teacher supply. The arts themselves, in fact, can actually improve a school's ability to build and sustain an effective teaching staff. Research has shown that including the arts in schools helps increase teacher satisfaction and lower teacher turnover rates (Bellisario & Donovan, 2012).

STUDENT VOICE

The arts serve as a particularly effective channel for student voice. Given this, it seems particularly appropriate to consider incorporating student voice, that is, student perceptions of their arts education, into the arts indicator as a third submeasure. "Research indicates that students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe they have a voice (Quaglia Institute for School Voice and Aspirations, 2016). Inclusion of a submeasure of this kind will further support students in their quest to become lifelong learners.

The Work Group recommends that ISBE explore a survey for capturing student voice but recognizes that no such survey currently exists. To provide time for exploring and potentially developing the survey, the indicator does not include it until Year 3 (SY 22/23), and then only as a placeholder.

The placeholder's zero percent weight reflects the need to address concerns over the implementation and veracity of a survey collecting student perception data. The State Board should first consider whether it can collect the data through existing tools such as the University of Chicago's "My Voice, My School" survey.

WEIGHT: STUDENT PARTICIPATION AND QUALITY OF INSTRUCTION

The Work Group recommends that the arts indicator receive an overall weight of *five percent*, equal to each of the other school quality/student success indicators. This weight reflects the arts indicator's equal importance but guarantees that it does not take precedence over any other school quality/student success indicator. This weight designation affirms the essential role of the arts in ensuring student success, an assertion backed by extensive research (Appendix C), and continues Illinois' momentum toward a balanced, holistic accountability system through ESSA.

The indicator's five percent weight will be comprised of the student participation submeasure and the quality of instruction submeasure beginning in Year 2, when both submeasures are fully implemented. Student participation and quality of instruction will receive three percent and two percent weight, respectively. This apportionment distinguishes student participation as the more important barometer of a school's strength in the arts, while still acknowledging the need for high-quality instruction delivered by an arts-endorsed teacher.

Points for student participation are allocated as follows:

Student Participation		
Elementary Schools		
Rate	Year 1 (of 5 points total)	Year 2 (of 3 points total)
≥ 90%	5 points	3 points
50–89%	2.5 points	1.5 points
High Schools		
Rate	Year 1 (of 5 points total)	Year 2 (of 3 points total)
≥ 50%	5 points	3 points
25–49%	2.5 points	1.5 points

Points for quality of instruction are allocated as follows:

Quality of Instruction		
Elementary and High Schools		
Rate	Year 1 (n/a)	Year 2 (of 2 points total)
$\geq 80\%$	n/a	2 points
50–79%	n/a	1 point

NON-PUNITIVE AND EQUITABLE: ADJUSTING FOR RESOURCES

All Illinois students, no matter which school they attend, need and deserve quality arts education. An effective system of school accountability and support recognizes that this student need, in and of itself, is an equity issue. For this reason, the Illinois school code identifies the arts as a fundamental learning area and explicitly calls for each school district to ensure that each school makes the arts available (Illinois Administrative Code, 2007).

Throughout its deliberations, the Work Group considered inequity of school resources and emphasized that the arts indicator should be fair, aspirational but not punitive, understanding that resources vary by school. The Work Group gave significant, deserved attention to the equity concern articulated in the *Illinois ESSA State Plan*, adopted before the state's reform of the funding formula. Given the systemic nature of the issue, concern over equity must be equitably applied to all indicators, and the Work Group took it seriously.

The DRT conducted extensive data analysis to gain a better understanding of the relationship between the arts and school funding in Illinois. It was the most extensive analysis to date of Illinois statewide arts education data. The most significant finding is that there appears to be no strong correlation between student arts participation and school funding.

Consider these two questions: In what percent of Illinois elementary schools are half or more of students enrolled in at least one arts course per year? In what percent of elementary schools do half or more of the arts-enrolled students receive instruction from an arts-endorsed teacher per year? Among higher-funded districts, the results are 79% and 70%, respectively. Among lower-funded districts, the results are 80% and 71%. The results in the higher- and lower-funded districts are virtually identical.

The Work Group's recommendation, nevertheless, includes concrete provisions to guard against the indicator being punitive. The arts indicator is the only Illinois indicator that accounts for inequity. It distinguishes between schools in districts at or above 60% funding adequacy (resource threshold) and below that threshold, that is, higher- and lower-funded districts, and then adjusts as follows:

- For schools in higher-funded districts, the indicator will apply as outlined above, starting in SY 2020/21 (Year 1).

- For any given school in a lower-funded district, the indicator will not apply until SY 2022/23 (Year 3), unless applying the indicator to that school would increase that school's summative score.
- For every school in a lower-funded district, ISBE will calculate that school's summative score *with* and *without* application of the arts indicator. The Illinois State Board of Education will then automatically apply the arts indicator calculation that results in the higher summative score for that school.

Therefore, the arts indicator is non-punitive and will actually make Illinois' accountability system *more* equitable. In its first two years, the arts indicator will go beyond holding schools in lower-funded districts harmless: it will give them the opportunity to *increase* their score if they are already making strides in the arts.

IMPLEMENTATION TIMELINE

The Work Group recommends that the arts indicator take effect and receive five percent weight starting with SY 2020/21. This start date provides one full year (2019/20) for all schools to prepare without the indicator applying. In addition, to make implementation even more gradual, the Work Group recommends a three-year phase-in of the arts indicator submeasures as follows:

- Year 1 (SY 20/21) considers only *student participation* in arts coursework.
- Year 2 (SY 21/22) adds consideration of the *quality* of that coursework with the inclusion of arts-endorsed teachers.
- Year 3 (SY 22/23) includes the possibility of incorporating *student voice* into the indicator.

Given that ISBE already has essential and reliable data to study this indicator's effect on schools, the arts indicator can be implemented in SY 20/21 without further study. The Work Group acknowledges that the *Illinois ESSA State Plan* states that the arts indicator "will receive 0% [weight] for the next four school years" (Illinois State ESSA Plan, 2017, p. 48). The State Plan, however, also includes a provision for applying a weighted arts indicator worth five percent starting in SY 19/20 (p.47).

Furthermore, when approving the State Plan, the State Board indicated its willingness to implement the weighting earlier if possible. During the Board's March 15, 2017 meeting, upon approving the arts indicator as part of the State Plan, the chairman stated, "We don't want a zero hanging out that long, and so I think we are going to speed up that process."

The assumption in the State Plan was that ISBE would need to collect four years of data, but the data required to generate the first two submeasures of this indicator is already available. It requires no additional data collection. This fact makes it possible to illustrate how the recommended arts indicator would have looked in prior years, which the Work Group has done for each of the past six school years. More details about the existing administrative data collected by ISBE and the Work Group's analyses of this data are available in Appendix D.

Reliable administrative data is currently available. The Work Group acknowledges that schools may need more time to adjust to the addition of the arts indicator as a weighted component of the school accountability and support system. The Work Group recommends phasing in the different elements of the indicator over the course of three years (see above).

The arts are the very antithesis of the worn, over-testing regime of No Child Left Behind. Through the arts indicator, schools can tell a fuller, more diverse story of their success than the accountability system's current indicators allow and without the burden of increased reporting. The arts indicator is evidence-based, thoroughly studied, data-ready, phased-in, and non-punitive. Illinois should not needlessly delay schools their opportunity to tell – and receive credit for – their successes in the arts. We should allow those schools to more fully tell their stories now.

CONCLUSION

The Work Group's recommendation embodies the guiding principles. It is multi-disciplinary, encompassing all five artistic disciplines (dance, media arts, music, theater, and visual arts), and rooted in the reality – affirmed by the State Board in establishing the arts indicator – that the arts are essential to a complete, competitive, and well-rounded education for all Illinois students. The recommendation is student-centered, promotes student voice, and aligns with our state's vision of whole, healthy children who are empowered through creativity.

The recommendation is not only educative, but also equitable and non-punitive. It has fairness built into it, deliberately and thoughtfully accounting and adjusting for resources to an extent not seen in any other indicator. It is actionable; the measures are straightforward and offer a clear, attainable path for schools to improve performance, as needed. At the same time, the recommendation meets ESSA requirements, from meaningful differentiation to disaggregation by subgroup.

At the onset of this process, the Work Group was encouraged to be innovative in its conversations and development of the fine arts indicator. Therefore, the Work Group encourages the State Board to keep the following in mind when making decisions related to the adoption and implementation of this indicator:

- This recommendation innovatively and meaningfully addresses student access and quality of instruction in the arts, and
- This recommendation is data-informed and takes into consideration the realities of lower-funded schools, offering a viable solution to reward schools in their efforts to offer a well-rounded education.

The issue of resources was a shared concern among all Work Group members and was woven into the group's guiding principles to ensure that this important consideration was not overlooked. Over time, partnerships among local and statewide entities were forged among Work Group members. These partnerships have the potential to connect schools with valuable public and private funding and professional development opportunities.

In addition to connecting schools with arts education advocates, the Work Group wishes to point out that there are federal funding opportunities that school districts and schools should be aware of and explore further. As stated in a recent report released by the Hewlett Foundation:

The Every Student Succeeds Act includes at least 12 different funding opportunities that state educational agencies, local educational agencies [school districts], and schools can use to implement arts integration interventions for students in all grades, from prekindergarten to Grade 12. These funding opportunities can be used to support activities such as teacher professional development, school improvement efforts, supports for English learners, arts integration courses, instructional materials, [and] extended learning time programs (Porter, Anderson, Gonring, Towne & Callahan, 2018).

It is also important to note that "Title IV of ESSA explicitly identifies programs in the arts and arts integration as allowable activities, and it provides for dedicated assistance for arts education. The *Every Student Succeeds Act* also offers funding for arts integration interventions that address the needs of specific student subgroups, such as economically disadvantaged students and English learners" (Porter et al., 2018).

The State Board of Education made a deliberate move towards innovation in approving the arts indicator as part of the *Illinois ESSA State Plan*. Illinois now has the rare opportunity to become the first state in the nation to have a distinct, weighted indicator in the arts as a measure of school quality – a dynamic arts indicator that integrates

student participation, quality of arts instruction, and student voice. The Work Group looks forward to partnering with ISBE to continue this positive trajectory – ensuring that every student, in every school, in every grade, has access to quality arts education.

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APPENDIX A: WORK GROUP MEMBERSHIP AND MEETING LOGISTICS

ILLINOIS ARTS INDICATOR WORK GROUP MEMBERS

Jonathan VanderBrug, *Arts Alliance Illinois* – Work Group Co-Chair * ♦
Karla Rivera, *Ingenuity* – Work Group Co-Chair * ♦
Julia deBettencourt, *Chicago Public Schools, Department of Arts Education* ♦
Sara Boucek, *Illinois Association of School Administrators*
Kassie Davis, *CME Group Foundation*
Jonathan Furr, *Education Systems Center, Northern Illinois University*
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Jeffrey Waraksa, *Chicago Public Schools, Department of Arts Education*
Josh Kaufmann, *Teach Plus Illinois*
Galatea Kontos, *Teaching Artist, Northeastern Illinois University*
Jessica Kwasney, *Teacher, Eugene Field Elementary School, CCSD 64*
Aaron Mercier, *Illinois Association of Regional Superintendents of Schools*
Darcy Nendza, *Illinois Music Education Association*
Hannah Oakley, *Office of the Governor*
Keira Quintero, *Teacher, Oliver Wendell Holmes Elementary School, Oak Park, District 97*
Monique Redeaux-Smith, *Illinois Federation of Teachers*
Jesus Sanchez, *Art Teacher, Chicago Public Schools*
Steven Shewfelt, *Ingenuity* – Data and Research Team Chair * ♦
Michael Skura, *Illinois Art Education Association* * ♦
Harvey Smith, *Illinois Report Card, Northern Illinois University* *
Robin Steans, *Steans Family Foundation*
Paige Williams, *Advance Illinois*
Diana Zaleski, *Illinois Education Association* *
Paul Zavitkovsky, *Center for Urban Education Leadership, University of Illinois at Chicago* *

* Data and Research Team Member

♦ Writing Team

ILLINOIS STATE BOARD OF EDUCATION

Jason Helfer, *Deputy Superintendent for Teaching and Learning*
Howard Hammel, *Student Information System Project Manager*
Theresa Moy, *Data Quality Information Manager*

MIDWEST COMPREHENSIVE CENTER, AIR

Janice Keizer, *Project Lead, Work Group Meeting Facilitator*

MEETING DATES, LOCATIONS, AND LOGISTICS

Date	Type of Meeting	Location
February 9, 2018	Data & Research Team	Conference Call
February 28, 2018	Data & Research Team	Ingenuity
March 7, 2018	Full Work Group	ISBE Thompson Center/VTEL
March 28, 2018	Data & Research Team	Ingenuity
April 27, 2018	Full Work Group	ISBE Thompson Center/VTEL
May 4, 2018	Data & Research Team	Ingenuity
June 22, 2018	Full Work Group	ISBE Thompson Center/VTEL
July 23, 2018	Data & Research Team	Ingenuity
August 22, 2018	Data & Research Team	Conference Call
August 24, 2018	Full Work Group	American Institutes for Research/ZOOM
September 7, 2018	Full Work Group	American Institutes for Research/ZOOM
September 17, 2018	Full Work Group	American Institutes for Research/ZOOM
October 11, 2018	Full Work Group	American Institutes for Research/ZOOM
October 19, 2018	Full Work Group	American Institutes for Research/ZOOM
November 13, 2018	Data & Research Team	Conference Call
November 16, 2018	Full Work Group	American Institutes for Research/GoToMeeting
November 29, 2018	Full Work Group	American Institutes for Research/GoToMeeting
November 30, 2018	Full Work Group	American Institutes for Research/GoToMeeting
December 6, 2018	Full Work Group	American Institutes for Research/GoToMeeting
December 7, 2018	Writing Team	American Institutes for Research/GoToMeeting
December 11, 2018	Writing Team	American Institutes for Research/GoToMeeting
December 12, 2018	Writing Team	American Institutes for Research/GoToMeeting
December 13, 2018	Writing Team	American Institutes for Research/GoToMeeting

APPENDIX B: TASKS AND TIMELINE

STEP	ACTIVITY	TARGET DATES
1	Outreach to key potential Work Group members	Jan-Feb 2018
2	Work Group meets for the first time, establishes guiding principles, and discusses scope and mission. Data & Research Team forms.	Feb-March, 2018
3	Work Group approves the foundational documents (goals, principles, process, and timeline)	April 2018
4	Broad concepts gathered. A list of all-inclusive, general ideas (42 in total) for possible measures is gathered from Work Group members.	April-May 2018
5	From the list of broad concepts, Work Group identifies the universe of possible measures, throwing out ones that are clearly not workable.	May-June 2018
6	Work Group narrows the long list of possible measures to a list of approximately 4-6 viable options. Consideration of % weight begins in greater detail.	July-Aug 2018
7	Work Group further narrows the list of possible measures to 2-3 specific options. Also, 2-3 weight options considered.	Sept-Oct 2018
8	Work Group decides and approves the measures and weight it will formally recommend to ISBE	Dec 11, 2018
9	Work Group formally submits final recommendation and report to ISBE.	Dec 19, 2018
10	Work Group presents the recommendation report to the IBAM Committee.	January 7, 2018
11	The State Board of Education considers and votes on the recommended measures and weight.	January 2019 (tentative)

APPENDIX C: SUPPORTING RESEARCH

Council of Chief State School Officers. (2017). *Identifying a school quality/student success indicator for ESSA: Requirements and considerations*. Retrieved from <https://www.ccsso.org/sites/default/files/2017-10/CCSSOIdentifyingSchoolQualityStudentSuccessIndicator1242017.pdf>

Connecticut State Department of Education. (2018). *Using accountability results to guide improvement*. Retrieved from http://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Ludwig, M., Boyle, A., & Lindsey, J. (2017). *Review of evidence: Arts integration research through the lens of the Every Student Succeeds Act*. Chicago, IL: American Institutes for Research.

Wan, Y., Ludwig, M.J., & Boyle, A. (2018). *Review of Evidence: Arts education through the lens of ESSA*. Chicago, IL: American Institutes for Research.

Von Zastrow, C. (2018). *Using state data systems to report information on arts education*. Retrieved from <https://www.ecs.org/wp-content/uploads/Using-State-Data-Systems-to-Report-Information-on-Arts-Education.pdf>

APPENDIX D: SUMMARY OF DATA ANALYSIS PROCESS

To develop and test the arts indicator, the Work Group and its Data & Research Team conducted extensive analyses using data provided by ISBE from School Years 2013-2018. This data includes:

- School and grade-level data on total student enrollment and number of students who enrolled in at least one arts course during that school year.
- School and teacher-level data on total number of teachers who taught any course and those who taught at least one arts course during that school year, including those teachers' unique IEIN.
- School and grade-level counts of the number of courses taught in any subject and the number of courses taught in the arts.
- Teacher-level data, by IEIN, of all certifications received and the date on which those certifications were received.

The Work Group also collected data from School Year 2018 on evidence-based funding adequacy. This data is available at the district level only.

The Work Group combined these disparate data sets into a single data table that includes information for all schools across all years between 2013-2018. This data table became the resource for exploring a variety of measure options related to course offerings, teacher certifications in the arts, and student enrollment in the arts. In addition, the Work Group considered a variety of ways to adjust the implementation of the indicator based on the level of resources available in the district of which each school is a part.

The Work Group would welcome further exploration of this data, as well as the analytical tools used to conduct its analyses. To that end, the Work Group is open to sharing the origin data sets from ISBE or the final table that includes the merged information.

APPENDIX E: POSITION STATEMENTS



Position Statement ESSA Accountability: Fine Arts Indicator

December 5, 2018

The Illinois Education Association (IEA) believes that all students deserve a rich and diverse curriculum that includes the fine and performing arts. However, until all schools are funded at a minimum of 90% of their state determined adequacy targets, the IEA does not support the inclusion of any indicator that would lead to an inequitable and punitive state accountability system.

The Illinois State Board of Education (ISBE) has indicated that their accountability system was designed to be educative, equitable, and non-punitive. ISBE has indicated that a fine arts indicator would violate these values due to inequitable school funding and should receive a weight of zero. The IEA agrees that a fine arts indicator would negatively impact the summative designation for schools for reasons that are outside of the schools control (ISBE, 2017, p.57).

Until all schools are adequately funded, we recommend retaining a fine arts indicator with a weight of zero. In this scenario no schools would be negatively impacted. In addition, this would allow the state to further investigate all proposed fine arts indicators and their hypothetical impact on the summative designations of schools across the state. An educative, equitable, and non-punitive accountability system is the goal. On behalf of our members, IEA urges ISBE to meet this goal for the benefit of students and educators across the state.

References

Illinois State Board of Education. (2017). *State Template for the Consolidated State Plan under the Every Student Succeeds Act*. Retrieved from <https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>



A Union of Professionals



**CHICAGO
TEACHERS
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Position Statement ESSA Accountability: Arts Indicator

Context

President Obama signed the *Every Student Succeeds Act* (ESSA) in 2015, requiring states to develop new school accountability systems. Throughout Illinois's stakeholder engagement process, the Illinois Federation of Teachers and the Chicago Teachers Union sought every opportunity for our members' voices to be heard on the issues impacting their day-to-day work with students. We continually advocated for a broad, rich, and meaningful curriculum that would include, but not be limited to, fine arts; for academic and school quality indicators that are not weighted so as to disadvantage schools due to socioeconomic factors; and for an accountability system that does not define schools by a single score derived from multiple measures since the work done in schools is too complex to be captured by a single "score." We represented our members and advocated for these principles during three rounds of public comment on the ESSA plan, and since early 2016 we attended over 100 meetings convened by the Illinois State Board of Education, the state P20 Council, the Illinois Early Learning Council, and the Illinois Balanced Accountability Measures Committee. While ISBE continues to solicit practitioner feedback, we are greatly concerned that the input of our members is ignored. Many of the new accountability measures may be valuable indicators of general school quality under normal conditions of education. However, when these measures are combined and used to differentiate school performance amid vast inequities in school funding, they lose their value as indicators of quality and distort the educational process similar to the way high-stakes testing has negatively impacted teaching and learning over the past fifteen years. ESSA provides an opportunity to move away from the failed policies of NCLB, and there is still time for Illinois to get ESSA right, basing school accountability on fair, meaningful, multiple measures and differentiated supports with a commitment to resource equity and sufficiency.

Issue: Proposed Arts accountability indicator

Position: The IFT and CTU recommend an all-inclusive indicator that equally prioritizes all the educational opportunities necessary for a rich, broad, meaningful curriculum

Rationale: The IFT and CTU wholeheartedly agree that opportunities to engage in the Arts are vital to a well-rounded educational experience. However, our members equally value their students having access to foreign languages, daily P.E., fully staffed libraries, career and technical education, wraparound services, and other social and academic support services. All of these opportunities contribute to a rich educational experience. As we asserted during public comment periods in 2016, and during stakeholder meetings in

2017 and 2018, we believe an all-encompassing, inclusive indicator is necessary to focus on the various inputs that create a well-rounded educational experience. Stakeholder discussions have focused on creating an indicator that only measures the participation and quality of a school's arts programs, but we believe this type of metric could be applied to all inputs. Rather than single out one component, we again take this opportunity to advocate for an indicator that measures all aspects of a well-rounded education—which would include, but not be limited to, fine arts—for all students.

Issue: Proposed Arts accountability indicator weighing Arts participation and the teaching of the arts by a certified/licensed arts teacher at 5%.

Position: The IFT and CTU oppose adding weight to any indicator within an accountability system that penalizes schools for inadequate resources.

Rationale: National data confirms that wealthier, whiter schools offer more in academic subject areas and the arts. While only 45% of schools nationally report having theatre instruction, 92% of affluent schools vs. 57% of under-resourced schools do so. There are similar disparities in music and visual arts (NCES 2012-14). Having a wide range of academic coursework and opportunities to engage in arts are important to a quality education, but research unequivocally shows not all students have access to these opportunities. In Illinois, there are wide disparities in school funding: some districts are funded above adequacy while others fall far below adequacy targets. While the new evidence-based funding model attempts to bring equity to school funding, it does not eradicate funding disparities nor does it eliminate the impact of decades-long disinvestment. To include an indicator that is so highly correlated to socioeconomic status, will continue the tradition of penalizing schools with fewer resources and perpetuate inequity. Until all schools are funded at a minimum of 90% of their state-determined adequacy targets, the IFT and CTU do not support the inclusions of any indicator that would exacerbate an inequitable and punitive state accountability system.

When developing its new accountability system, the Illinois State Board of Education (ISBE) stated that this system would be educative, equitable, and non-punitive. ISBE acknowledged that a fine arts indicator would be a proxy for resources and therefore would not be in harmony with its vision of an equitable accountability system. To elevate the Arts while not unfairly penalizing under-resourced schools, ISBE recommended the Arts be included in the accountability system with a weight of zero (ISBE, 2017, p.57). In a similar effort, the Arts Indicator Committee recommends that schools within districts falling below a to-be-determined threshold of adequacy be granted an additional two years before required implementation of the Arts Indicator. This is a commendable recommendation and is the only indicator that attempts to concretely address inequity. However, the IFT and CTU believe that an even more equitable approach would be to fully fund all schools to ensure they are can provide a rich, broad, and meaningful curriculum *before* holding them accountable for providing educational experiences that require resources many schools do not currently have.

If an Arts Indicator is to be included in Illinois' accountability system, we recommend its weight remain at zero until all schools are adequately funded. This would ensure that no schools are negatively impacted by the indicator due to lack of resources. It would also allow the state to fully investigate all proposed fine arts indicators, the state's capacity to provide certified and/or licensed Arts teachers to every school, and the potential impact on the summative designations of schools across the state—while not unfairly penalizing schools in the process.

The IFT and CTU believe in an accountability system that is educative, equitable, and non-punitive. On behalf of our members, we urge ISBE to work collaboratively with us to achieve this goal for the benefit and well-being of students, educators and public education in Illinois.

Resources

- [Darling-Hammond et al, Pathways to New Accountability Through the Every Student Succeeds Act](#)
- [IFT ESSA webpage](#)
- Illinois State Board of Education. (2017). *State Template for the Consolidated State Plan Under the Every Student Succeeds Act*. Retrieved from <https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>
- Journey for Justice Alliance. (2018). *Failing Brown v Board: A continuous struggle against inequity in public education*. Retrieved from www.j4jalliance.com

To: Dr. Tony Smith, State Superintendent of Education
Mr. Ralph Grimm, Interim Chief Education Officer
Dr. Jason Helfer, Deputy Superintendent of Teaching and Learning
Illinois State Board of Education

From: Illinois Balanced Accountability Measure Committee (“IBAMC”)

RE: IBAMC Fine Arts Indicator Recommendations

Date: January 10, 2019

Pursuant to statutory authority, the purpose of this letter is to provide recommendations and feedback to the Illinois State Board of Education regarding the overall composition of the Illinois ESSA State Plan, specifically and inclusive of the Fine Arts Indicator Report as submitted by the Fine Arts Work Group.

Purpose

The Illinois Balanced Accountability Measure Committee (“IBAMC”) was created pursuant to House Bill 2683 (P.A. 99-0193) to provide guidance, recommendations and feedback regarding the ESSA State Plan and any additions, modification and revisions thereof. Thus, in accordance, with ISBE protocols, the IBAMC met on January 7, 2019 to fully analyze and discuss the recommended Fine Arts Indicator as submitted by the Fine Arts Work Group.

Pursuant to statute, the IBAMC consists of ten (10) voting members and one (1) ISBE appointed non-voting members. The voting members are as follows: Sara Boucek, Chair (Illinois Association of School Administrators) (“IASA”), Thomas Bertrand, Vice Chair (Illinois Association of School Boards) (“IASB”), Daniel Booth, Superintendent - Carbondale Elementary School District (Illinois Principals Association), (“IPA”), Jeff Broom, Director of Performance Data and Policy (Chicago Public Schools) (“CPS”), Erin Roche, Principal (Chicago Principal and Administrators Association). Karl Goeke, Teacher McLean Unit 5 Schools (Illinois Education Association) (“IEA”), Kurt Hilgendorf, Policy Advisor (Chicago Teachers Union) (“CTU”), Dr. Mark Klaisner, Executive Director West 40 (Illinois Association of Regional School Superintendents) (“IARSS”), Cathy Mannen, Union Professional Issues Director (Illinois Federation of Teachers) (“IFT”) and Mary Jane Morris, Director of Teaching and Learning (Illinois Education Association) (“IEA”). Additionally, ISBE appointed Matthew Rodriguez, President, Illinois PTA, who unfortunately with Karl Goeke was unable to make the meeting on January 7, 2019.

In accordance with its statutory obligation, the IBAMC has analyzed and debated various issues related to the Fine Arts Indicator. The end goal upon completion of this analysis was to provide

group-wide consensus and recommendation to ISBE regarding the inclusion of Fine Arts Indicator and any subsequent ramifications thereof. However, where consensus was not available, it was important to all members of the IBAMC that explanation and reason be provided. Accordingly, the result is the recommendations and information provided below.

Recommendations

Prior to submitting its recommendations regarding the Fine Arts Indicator, it was very important to every IBAMC member to reiterate and reaffirm the IBAMC's original recommendations set forth on January 26, 2017 regarding the overall weight set forth in the Illinois ESSA State Plan, as well as the inclusion of an "access to broader curriculum" indicator within the Student Success portion of the State Plan.

It is the overwhelming majority position of the IBAMC that the overall weight of the Academic Indicators vs. Student Success Indicators in the State Plan should be revised to 51%/49% from the current percentage allocation of 70%/30%. This approach is not only deeply aligned with the original statutory intent of P.A. 99-0193, but supports a more balanced approach to accountability which highlights academic indicators, but also celebrates and allows for multiple measures of school quality through Student Success Indicators.

Additionally, although IBAMC does support the inclusion of fine arts within the accountability plan, the IBAMC reaffirms its support for a more comprehensive approach which celebrates a school's dedication to a broad and rich curriculum. In addition to the arts, the IBAMC believes that access to the following should be considered: world languages, science, social sciences, vocational education, physical education and enrichment and advanced learning opportunities. It has always and will remain the focus of the IBAMC to advocate for a multi-measured approach to accountability that celebrates the opportunities provided to the enrichment of the whole child, rather than a single measure approach focused on "one test on one day".

Fine Arts Indicator as submitted by the Fine Arts Work Group

As noted above, the IBAMC remains committed to the inclusion of the Arts within the State Plan as one piece of a well-rounded educational experience for students, however, by overwhelmingly majority consensus, the IBAMC¹ does not recommend that ISBE adopt the Fine Arts Indicator in its current form as submitted and set forth in the "Illinois Arts Indicator Recommendation Report". It is very important to commend and celebrate the dedicated and comprehensive work of the Fine

¹ Every stakeholder with the exception of the Chicago Principals and Administrators Association indicated that it would not support the Fine Arts Indicator as originally submitted by the Fine Arts Work Group. The Chicago Principals and Administrators Association abstained from said vote as it needed to consult further with its members.

Arts Work Group. We strongly believe that their detailed process and method of recommendation will serve as an example for future working groups. Their use of data and thoughtful analysis was extremely helpful to IBAMC as it completed its analysis and recommendation.

Moreover, IBAMC shares the Work Group's guiding principles as set forth on pages 5-6 of the Report, especially its commitment to setting forth a fair, non-punitive and balanced indicator. As set forth in the Report, the Fine Arts Work Group recommends the Indicator measure three key elements, student participation in the arts, quality of the arts education provided and student voice. The IBAMC's concerns and recommendations are set forth below.

Student Participation in the Arts

The first recommendation of the Fine Arts Work Group is that schools should be assessed based on the participation of students enrolled in arts coursework (*Illinois Arts Indicator Recommendation Report*, Pages 9-11). The Fine Arts Work Group recommendation is that student participation rate equals the school's total number of students enrolled in one or more arts courses divided by the school's total number of students. The Work Group further recommend that points be assigned in a "cut score" method. For elementary schools and high schools, the proposal is that if 90% or more of elementary school students or 50% or more of high school students participate in arts coursework, the school (in year 1) would receive full point allocation. If between 50-89% of elementary students and 25-49% of high school students participate in arts coursework, the school would receive half of the point allocation. If the schools have student participation that is below 50% or 25% at the respective school types, no points would be allotted. However, the Work Group made an equitable and non-punitive recommendation that any school within in a district who is not funded at more than 60% of adequacy as detailed through the District's Evidence Based Funding Metric would not be subject to the indicator unless the indicator would increase the school's overall summative designation.

First, IBAMC believes that the participation thresholds are too high and need to be adjusted downward. The following example was provided by Daniel Booth, Superintendent of Carbondale Elementary School District No. 95 and previous Principal of Carbondale High School District No. 165: Carbondale High School for a number of years has had award winning Band/Choral programs that traditionally place in the top 3 in the State. They also have various other electives which focus on the arts. With that, as a whole, its participation rate is most likely on average between 25-30%. If the participation rates stay as proposed, Carbondale High School in year 1, despite its award winning programs, would receive half of the allocated points at best. The IBAMC believes that this exact example would apply to a number of elementary and high school districts within the

state. For that reason, the IBAMC recommends the participation rate at both the elementary and high school levels be decreased to avoid the inevitable unintended punitive consequence.²

Second, the IBAMC believes that ISBE should examine the possibility of a “sliding scale” approach versus a hard “cut score” approach. As indicated above, whether an elementary school has a participation rate of 89% or 50%, the school would receive half of the total points, rather than the entire point allocation. This did not have unanimous IBAMC support, but did carry a majority support to examine the possibility of using said sliding approach, similar to what is used when determining the growth calculations within the Academic Success Indicators in the State Plan.

Third, and most important, the IBAMC felt very strongly that the funding adequacy level of 60% that was used as part of the “equitable and non-punitive” adjustment was by far too low. All voting members (with the exception of CPS and CPAA (which was due to the need to talk to their respective members for a formal position) recommended that the minimum threshold should be 90% of adequacy. The IBAMC very much respects and supports the Fine Arts Work Group’s adjustment based on inadequate funding and commends its approach, but takes deep issue with its finding that schools with a financial adequacy percentage of 60% is considered highly funded. The threshold for Tier 3 funding within the Evidence Based Funding Formula is 90%, accordingly, any school who is funded lower than 90% is a Tier 2 or Tier 1 school which receives the overwhelming majority of new education funding due to that lack of resources and funding. To set the adjustment lower than 90% has little to no support of the IBAMC. We firmly believe that this indicator should not apply and/or punish schools who are not at least at the 90% adequacy threshold.³ With that, we unanimously support the Fine Art Work Group’s recommendation that if a underfunded school’s summative rating would be positively impacted regardless of its funding level, the indicator should apply. We believe this supports the very core of a rigorous yet balanced approach to accountability.

Therefore, as it relates to this sub-measure, for the following reasons as set forth above, the IBAMC recommends that ISBE not adopt the sub-measure as proposed, but rather looks to decrease the participation rate at both the elementary and high school levels, explore the possibility of a sliding scale approach to point allocation and set the minimum funding adequacy for the purposes of indicator application to a minimum of 90%.

² At this time and due to the short time provided for analysis, the IBAMC does not have a specific recommendation as to where the participation rates should be decreased to, but remains willing and open to discuss with the Fine Arts Work Group and ISBE based on further data analysis.

³ For calculations purposes and to see the vast effect it has on schools, please see the following data analysis as provided by the Fine Arts Work Group: <https://ingenuity-dataviz-shinyapps.io/ESSA-Arts-Data-Exploration/>

Quality of The Arts Education Provided

Second, the Fine Arts Work Group support, as a concept, the addition of a sub-measure that assesses the quality of a school's arts program. Its Report suggests using as a quality metric (a proxy for program quality) as the percent of students taking arts courses whose course is taught by a teacher with a Professional Educator License (PEL) and a specific Fine Arts Content Area Endorsement as compared to the total number of students enrolled in one or more arts courses (*Illinois Arts Indicator Recommendation Report*, Pages 8 and 11).

The majority of IBAMC questions whether the measure is sufficient as a measure of the quality of a school's arts program. The application of this metric would assess a program input but not the output of the program. The IBAMC encourages ISBE to consider this question as it debates the effectiveness of the proposed sub-measure.

Further, current Illinois statute and regulation make the definition of a "qualified teacher of the arts" for the purposes of the proposed sub-measure calculation difficult and may allow for a disparate impact in the application of the sub-metric as written. Elementary, middle school, and high school PELs may include a content area endorsement for the arts. In middle schools and high schools, teachers must have this endorsement to teach arts courses. However, if the holder of an elementary grade PEL has taken, as part of their teacher preparation coursework, a techniques course for music, visual arts, dance, or the like, they may, as part of their job assignment, teach that arts course as long as they do so as part of an elementary teaching assignment. The elementary school must hire someone with a specific arts endorsement IF the full time job of that teacher is to teach, for example, visual arts. However, if a fifth grade teacher is required to teach 120 minutes per week of visual arts as part of the fifth grade assignment AND IF that teacher had, as part of their teacher preparation coursework, a visual arts teaching techniques course for the elementary grades, then the teacher is qualified, under the statutes and rules of Illinois, to teach that arts course for the district. This fact means that this sub-measure, as written, would require elementary schools in which a licensed teacher is fully qualified to teach an arts course, but does not have a content area endorsement for the visual arts, to count that fifth grade arts course as one that is not taught by a teacher with an arts endorsement, thereby losing the potential point allocation under the sub-measure. This tension in the existing licensure of Illinois teachers at the elementary level causes the IBAMC concern and pause as to the use of teacher licensure as a proxy for program quality is a wise one.

The vast majority of the IBAMC recommend that, if ISBE determines to use this sub-metric, the definition be changed so that it measure the percent of students whose arts course is taught by a qualified Illinois teacher. To do otherwise would treat properly licensed elementary teachers different than their middle school/high school counterparts. We encourage ISBE to consider this dilemma and to suggest that further data analysis be done before the State Board considers

recommending that the metric be implemented using teacher qualification as a proxy for program quality.

Additionally, the Fine Arts Work Group recommends hard “cut score” percentage rates as it did in the student participation in the arts sub-measure. We, again, submit the concerns and potential recommendations as stated above.

The IBAMC encourages and celebrates the push to bring and highlight a robust arts education within Illinois schools, but does not support an initiative that could result in unintended and punitive ramifications, especially when it could result in a disparate impact to a classification of teachers in an already fragile and concerning teacher shortage environment.

Student Voice

Third, the Fine Arts Work Group recommend that ISBE in consultation with the Fine Arts Work Group study and include a sub-measure of “student voice” through survey data. This recommendation is weighted at 0 points until which time the analysis is completed. At this time, members of the IBAMC shared concern with an additional survey requirement, but reserve their recommendation until which time ISBE and the Fine Arts Work Group make a more definitive recommendation.

Conclusion

Thank you for your review and consideration of the abovementioned recommendations by the IBAMC. If upon your review, questions and/or concerns should arise, please do not hesitate to contact us. We look forward to the opportunity to continue to collaborate with ISBE and the Fine Arts Work Group in this very important work.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

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

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

Staff Contact: Scott Harry, Director, Budget

Purpose of Agenda Item

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

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

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

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

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

Funding Principles of the Superintendent’s Budget Recommendation

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

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

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

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

The deep structural inequity in Illinois’ schools today did not happen by accident. Historical and ongoing institutional policies, programs, and practices contribute to disparate and statistically predictable educational outcomes for all Illinois students and, specifically, for historically marginalized and underserved student populations.

To counter the impact of past policy means not only rectifying where possible the effects of these policies, programs, and practices, but also proactively and positively encouraging fair access and equitable support for our future.

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

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

EQUITY

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

1. We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
2. We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
3. We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, this State has a kindergarten through Grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
4. We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
5. We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content; their ability to adjust their pedagogy to student need; their ability to establish positive relationships with all students, including students whose background and life experience is different from theirs; and their understanding of human development.

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

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

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

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

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

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

QUALITY

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

Illinois has taken strides to provide flexibility for schools to redesign the educational experience based on what leads to better student outcomes. Data indicate that the innovation afforded by this flexibility is working: Illinois students have made significant gains in college and career readiness. The 2018 Illinois Report Card shows that the percentage of students enrolling in college 12 months after graduation from high school has increased to nearly three-quarters of all graduates, up from 68.7 percent just four years ago.

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

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

As part of the State's new support and accountability system for all schools, each school's Report Card includes a designation: a descriptor of how well the school is meeting the needs of all students, based on 10 measures of performance. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional support through the IL-EMPOWER school improvement process, such that they are better positioned to provide high-quality educational opportunities.

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

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

COMMUNITY

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

advocates submitted their specific funding requests. ISBE held the budget hearings in Springfield, Mt. Vernon, and Chicago. Educators, parents, families, and community and business leaders participated to present their stories about the programmatic and financial needs of Illinois' public schools and the students and families they serve.

Approximately 200 individuals attended the three budget hearings, a 64 percent increase above last year's attendance. ISBE also accepted testimonials and funding requests via email at ISBEFY20@isbe.net. ISBE received more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget, approximately a 130 percent increase above the prior year.

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

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

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

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

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

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

EDUCATOR RECRUITMENT AND RECOGNITION

The stakes are high to ensure every student has an excellent teacher in every classroom. Every student in every Illinois school deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research has shown that student belonging in

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

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

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

EQUITY

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

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

The formula's efficacy and the realization of the State's responsibility, however, depends upon continuously increasing levels of new funding. The Illinois Constitution mandates that the "primary responsibility for financing the system of public education" belongs to the State. Yet in FY 2018, the State contributed only approximately one-third of school districts' revenues. The first sentence of the general provisions in statute creating EBF states, "The purpose of this Section is to ensure that, by June 30, 2027, and beyond, this State has a kindergarten through Grade 12 public education system with the capacity to ensure the educational development of all persons to the limits of their capacities in accordance with Section 1 of Article X of the Constitution of the State of Illinois." The investments in EBF over the past two years have been necessary and significant, but they are not sufficient to fulfill the state's constitutional obligation or to put the state on track to reach 90 percent adequacy by 2027.

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

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

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

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

As discussed during December's Board meeting, the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2019 EBF calculations, is \$4.83 billion after distribution of the FY 2019 tier funding. In order for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027, the state would need to commit to an annual increase of approximately \$610 million in tier distribution funding, or \$660 million if including \$50 million for Property Tax Relief Pool Funds, for the next eight fiscal years. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2019 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and many other variables.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As discussed at the December’s Board meeting, offering a high-quality early childhood program for all children in Tier 1 and Tier 2 districts, with 50 percent of funding allocated for half-day programs and 50 percent for full-day programs, is estimated to require a \$190 million increase to the ECBG for each fiscal year from FY 2020 through FY 2027. This estimate does not factor in statutory percentage requirements for amounts that must be allocated specifically to Chicago (37 percent allocation of ECBG appropriation) or the Prevention Initiative Program (20 percent allocation of ECBG line) that provides services for children in the birth-to-3 range. The estimate also does not include regional cost factors.

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

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

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

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

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

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

MCAT Proration Level History

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

Transportation Reimbursement – Regular/Vocational and Special Education

Regular/Vocational

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

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

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

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

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

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

Special Education

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

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

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

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

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

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

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

Regular and Special Education Orphanage Reimbursements

Regular Education Orphanage Tuition

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

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

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

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

Special Education Orphanage Tuition

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

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

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

Special Education Private Facility Reimbursement

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

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

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

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

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

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

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

Illinois Free Lunch and Breakfast

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Operations

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

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

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

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

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

Facility Needs

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

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

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

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

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

Total Estimated Facility Repair Needs	\$6,500,000*

*Reappropriations will be needed in the subsequent fiscal years due to the scope of the projects and their associated timelines for completion of construction.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

QUALITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stand for Children Illinois provided testimony stating:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMUNITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATOR RECRUITMENT AND RECOGNITION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OTHER STATE FUNDS

Drivers Education Fund

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

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

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

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

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

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

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

Personal Property Replacement Tax Fund

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

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

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

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

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

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

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

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

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

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

School District Emergency Financial Assistance Fund

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

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

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

School Technology Revolving Loan Fund

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

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

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

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

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

Temporary Relocation Expenses Revolving Grant Fund

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

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

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

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Next Steps

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

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

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

ILLINOIS STATE BOARD OF EDUCATION
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Exhibit A

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

ILLINOIS STATE BOARD OF EDUCATION
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Exhibit A

\$000s	FY 19 Board Recommendation	FY 19 Enacted Budget PA 100-586*	FY 20 Superintendent's Recommendation	Comparison of FY 20 Superintendent's Recommendation to			
				FY 19 Board Recommendation		FY 19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
OTHER STATE FUNDS							
AGENCY CAPACITY--OTHER STATE FUNDS							
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	7,990.0	974.8	13.9%	974.8	13.9%
Ordinary & Contingent Expenses - Teacher Certificate Fees	6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
Subtotal, Agency Capacity	15,824.1	15,824.1	16,798.9	974.8	6.2%	974.8	6.2%
TOTAL - AGENCY CAPACITY	15,824.1	15,824.1	16,798.9	974.8	6.2%	974.8	6.2%
STATE CHARTER SCHOOL COMMISSION							
State Charter School Commission Fund	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
Subtotal, State Charter School Commission	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
GRANTS--OTHER STATE FUNDS							
Drivers Education Fund	18,750.0	18,750.0	19,000.0	250.0	1.3%	250.0	1.3%
Personal Property Replacement Tax Fund - ROE Salaries	11,000.0	11,000.0	11,200.0	200.0	1.8%	200.0	1.8%
Personal Property Replacement Tax Fund - ROE Services	8,000.0	6,970.0	11,000.0	3,000.0	37.5%	4,030.0	57.8%
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	100.0	30.0	42.9%	30.0	42.9%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0	0.0%
School Technology Revolving Loan Fund	7,500.0	7,500.0	7,500.0	0.0	0.0%	0.0	0.0%
Charter Schools Revolving Loan Fund	2,000.0	200.0	2,000.0	0.0	0.0%	1,800.0	900.0%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%
Subtotal, Grants	58,004.8	55,174.8	61,484.8	3,480.0	6.0%	6,310.0	11.4%
TOTAL - GRANTS	58,004.8	55,174.8	61,484.8	3,480.0	6.0%	6,310.0	11.4%
OTHER STATE FUNDS TOTAL				75,078.9	72,248.9	79,533.7	4,454.8 5.9% 7,284.8 10.1%
FEDERAL FUNDS							
AGENCY CAPACITY							
Ordinary & Contingent Expenses - SBE Fed Dept of Agricultural	19,904.7	19,904.7	19,904.7	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - SBE Fed Agency Services	1,378.8	1,378.8	1,378.8	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - SBE Fed Dept of Education	50,869.8	50,869.8	50,869.8	0.0	0.0%	0.0	0.0%
TOTAL-- AGENCY CAPACITY	72,153.3	72,153.3	72,153.3	0.0	0.0%	0.0	0.0%

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

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

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

				Comparison of FY 20 Superintendent's Recommendation to			
				FY 19 Board Recommendation		FY 19 Appropriation	
\$000s	FY 19 Board Recommendation	FY 19 Enacted Budget PA 100-586*	FY 20 Superintendent's Recommendation	\$ Increase	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL - FEDERAL FUNDS	3,656,453.3	3,656,453.3	3,618,853.3	(37,600.0)	(1.0%)	(37,600.0)	(1.0%)
GRAND TOTAL	19,395,450.5	12,113,495.2	19,314,873.8	(80,576.7)	(0.4%)	7,201,378.6	59.4%

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

ILLINOIS STATE BOARD OF EDUCATION

Superintendent's Recommended FY 2020 Assessment Appropriation

Exhibit B

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

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

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Temporary Assessment Administration Vendor Contract with NCS Pearson, Inc.

Materials: None

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

Purpose of Agenda Item

The Assessment and Accountability Division in the Center for Innovation and Secondary Transformation requests the Board to authorize the State Superintendent to execute a one-year contract for assessment administration services for the statewide Grades 3-8 accountability assessment. Illinois is a party to a joint competitive procurement led by the District of Columbia, which awarded a contract to NCS Pearson, Inc. The contract is open to affiliated states to provide for the administration of the federally required accountability assessments of English/language arts and mathematics, and may be customized to individual state needs. Due to a protest of the outcome of Illinois' own procurement for an assessment administration vendor, the time involved with resolving said protest, and the final decision from the Chief Procurement Office on Jan. 4, 2019, granting the protest, Illinois seeks to utilize the D.C. procurement for the spring 2019 assessment administration only. The contract amount is not to exceed \$22,292,992 for the proposed term of Jan. 16, 2019, through Aug.30, 2019, subject to approval by the Chief Procurement Officer.

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

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

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

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

Background Information

The Every Student Succeeds Act (ESSA) requires that all states receiving federal Title I funds administer a set of high-quality, standards-aligned academic assessments of English/language arts and mathematics annually in Grades 3 through 8. From 2015 to 2018, Illinois administered the Partnership for Assessment of Readiness for College and Careers (PARCC). Throughout

the early administration of PARCC, Illinois remained committed to the improvement of student assessment through innovation, including establishing a structure for maintaining comparability, rigor and quality. Having established this structure, Illinois began the process to procure a new assessment administration vendor to continue to innovate and respond to needs from the field. At the same time, Illinois remained a partner in the PARCC consortium and affiliated with the Washington, D.C., procurement, to have the ongoing ability to access that assessment procurement as well if needed.

In the effort to procure our own assessment vendor separate from the D.C. procurement, the Board authorized the release of a Request for Sealed Proposal (RFSP) to procure an administration and development vendor for the Illinois Assessment of Readiness in February 2018. The RFSP had five main outcomes that exceeded the scope of the D.C. contract: (1) to maintain comparability with previous assessments; while (2) returning machine-scored results of the assessment within one week and human-scored results within one month of the end of the testing window; (3) transition the test design to a computer adaptive design; (4) develop true native language mathematics assessment options; and (5) provide for the option of bringing all accountability assessments onto a single administration and management platform.

The RFSP was released on May 8, 2018, and bids were due June 21, 2018. Three bids were received and were evaluated by a team of seven evaluators: two ISBE content experts and five external reviewers. This review, including pre- and post-evaluation meetings, was conducted in July and August of 2018, and an award was posted on Sept. 17, 2018.

A timely protest to the procurement was received from NCS Pearson, Inc. on Oct. 1, 2018, and ISBE's legal and procurement teams worked diligently to respond to the content of the protest, filing a formal response on Nov. 7, 2018. The protest remained under review of the state Chief Procurement Office until Jan. 4, 2019. The Chief Procurement Office has granted the protest and directed ISBE to either cancel the procurement or "use the discussion/clarification/BAFO [Best and Final Offer] process to clarify its requirements and obtain BAFOs based upon a consistent set of requirements and assumptions."

Illinois is still federally required to administer an accountability assessment annually to all students. Neither remedy directed by the Chief Procurement Office will result in resolution of the procurement process in time to administer the required assessment in spring 2019. Substantial work occurs in the months preceding the administration of the test, and this work is critically delayed in Illinois. In order for a successful administration, districts and schools require time to prepare the secure testing environment. Accommodated test forms, including Braille, large print, and Spanish test forms, need to be ordered, printed, and delivered. Each year in January, Illinois provides its administration vendor a roster of all the students in the state who need to test so that entities can be loaded into the management system and sessions built and rostered. Students need opportunities to practice engaging with the delivery platform. For this work to occur in time for a spring 2019 administration, an administration services contract must be executed in January of 2019. Both the BAFO process and the cancellation and reissuance of the procurement would involve too much time to meet this deadline to ensure that student assessments occur in spring of 2019 with minimal delays. Therefore, it is necessary to process another procurement for the spring of 2019 student assessments while concurrently working with the bidders and Chief Procurement Officer's staff in the discussion/clarification/BAFOR process to have an administration contract in place for the spring of 2020 student assessments.

The District of Columbia authored, released and awarded a competitive bid that could be accessed by interested states licensing content through New Meridian, including the State of

Illinois. At this time, executing a one-year option under the District of Columbia's contract is the only viable method for Illinois to successfully administer its accountability assessment in spring 2019. The vendor awarded by the District of Columbia has deep familiarity with the technical requirements of the assessment as developed by New Meridian and the demonstrated capacity to handle the volume of testing in a state the size of Illinois. Moreover, its platform is deeply familiar to districts and schools, reducing the likelihood of technology or training challenges in the field. ISBE has the authority to enter into such a contract under the Illinois Governmental Joint Purchasing Act to "piggyback" off of contracts that are competitively procured by other Illinois agencies or other states.

The execution of this contract would allow ISBE to maintain continuity in how it assesses the Illinois Learning Standards, maintain comparability with previous years' reporting of student proficiency and growth, allow time for its own procurement issues to be fully resolved, and enable Illinois to continue to benchmark its students' progress toward high standards of college and career readiness. The District of Columbia has already fully executed a contract with the vendor, and work is underway with this vendor for spring administration in four states. This action would allow the vendor to begin implementation in Illinois immediately upon approval and execution of a contract.

Financial Background

ISBE had presently budgeted \$27,243,150 for administration of vendor services in fiscal year 2019. The District of Columbia contract price is \$12 per student per subject, plus annual fixed costs of \$350,000. This includes all administration, customer support, scoring and reporting services necessary for the successful administration of the state's accountability assessment. The contract also includes no more than 10 percent paper testing, as well as other state-specific administration requirements and psychometric analyses. With an estimated 890,000 students in Grades 3 through 8 who will take this assessment, the financial background of this contract with NCS Pearson, Inc., is illustrated in the table below. The contract value in FY 2019 is not to exceed \$22,292,992.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19	\$0	\$0		\$16,188,737	\$6,104,255	\$22,292,992
Total	\$0	\$0		\$16,188,737	\$6,104,255	\$22,292,992

Business Enterprise Program (BEP)

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

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

Policy Implications: The content and services associated with this contract are necessary to fulfill the federal requirement to annually assess all students in Grades 3 through 8 in English/language arts and mathematics under ESSA, to maintain Illinois' eligibility for receipt of approximately \$678 million annually in federal Title funds.

Budget Implications: The contract will be funded with state General Revenue Funds not to exceed \$16,188,737 and federal funds not to exceed \$6,104,255, a significant reduction from previous expectations.

Legislative Action: None.

Communication: The Assessment and Accountability Division must immediately communicate to districts and schools the administration platform and support materials applicable to the spring 2019 assessment administration, and provide organization and pre-identification information to an operational vendor.

Pros and Cons of Various Actions

Pros: Fulfills federal mandate to assess students in Grades 3 through 8 annually, which averts the consequences identified as cons. Maintains consistency of the delivery platform in the field, which reduces learning and administration burden on the field. Provides standards-aligned information to teachers to guide instructional decision-making.

Cons: Failure to deliver the federally required Grades 3 through 8 assessment would impact the implementation of our accountability system for years. Students would suffer from school districts' inability to ascertain student progress toward Illinois Learning Standards. Schools that are underperforming would likely not receive needed State support through IL-Empower, including additional funding to improve outcomes. Failure places Illinois at risk for federal sanctions, including the loss or restriction of approximately \$678 million in Title funds, imposes additional federal monitoring demands and/or corrective actions requiring agency resources.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract from date of execution through Aug. 30, 2019, with no renewals, with NCS Pearson, Inc. to administer, score and report the Illinois Assessment of Readiness in English/language arts and mathematics in Grades 3 through 8 in spring 2019 for a total amount not to exceed \$22,292,992.

Next Steps

Upon Board authorization, Agency staff will execute the contract with NCS Pearson, Inc. under the terms negotiated in the District of Columbia contract, including any state-specific requirements, and immediately communicate to districts and schools the administration platform and support materials applicable to the spring 2019 assessment administration.

**Illinois State Board of Education Meeting
via video conference
December 12, 2018**

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

ROLL CALL

Chairman James Meeks called the meeting to order at 10:35 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present in Springfield

Chairman Meeks
Kevin Settle
Eligio Pimentel
Susie Morrison
Craig Lindvahl
Mitch Holzrichter

**PUBLIC
PARTICIPATION**

Cynthia Riseman Lund, Illinois Federation of Teachers, addressed concerns regarding virtual schools. The importance of a teacher/student relationship, not merely screen time, was stressed. A request was made to offer work to the Federation and not just contractors.

Dr. Michael Popp, Assistant Executive Director, West 40, spoke of 22 ROE/ISCs being inadvertently omitted from Evidence-Based Funding. Passage of the supplemental appropriation kept programs alive. The Professional Review Panel is charged with recommending a solution, and legislation is being proposed at its Dec. 18 meeting. Dr. Popp thanked Robert Wolfe, Chief Financial Officer; Amanda Elliott, Co-Director Legislative Affairs; and Barbara Hobrock, Legislative Affairs Coordinator, for their ongoing work with the Professional Review Panel in finding an equitable solution. All ISBE staff were thanked for their diligent efforts. Work continues for a supplemental appropriation for FY 2019. Mr. Wolfe and Jason Hall, Director of State Funding and Forecasting, were thanked for data collection to aid in that effort. Chairman Meeks thanked all staff for addressing the issue.

Jimmy Gunnel, Executive Director, AERO Special Education Cooperative, and Tarin Kendrick, Niles Township District for Special Education 807, spoke regarding flow-through of IDEA funds and a lack of stakeholder meetings regarding the issue. The six-month extension is not feasible, and Ms. Kendrick stated the need for more time to plan properly. A prior financial plan took two years to create. A request for a one-year extension was made.

Nancy Latham, Executive Director, Council on Teacher Education at the University of Illinois, brought attention to concerns related to the ISBE Teach Illinois Report. Concerns include de-professionalizing the field through the leveling of teacher education professional preparation, temporarily filling teacher vacancies with underprepared teachers, fueling teacher attrition rates, de-valuing of Illinois higher education and the meaning of an Illinois license, and ignoring substantive data collection and analysis practices. A request was made to the Board to reject the report's recommendations. Also, a request for the Board to direct ISBE to put in a rule that all current and any future pathways to licensure such as alternative certification routes, emergency provisional license rules, subsequent endorsements, and the completion of a PEL, be specially coded in the ISBE data system so that teacher performance and persistence can be examined and data collected that

informs the Board and Illinois constituents solidly on the outcomes of these pathways over time.

Suzanne Lee, Illinois Teacher Education Division (ITED), spoke regarding special education teacher preparation as stated in the Teach Illinois Report. Specific endorsements are required in Illinois, and because of depth and breadth of skills, she said we need to spend special attention to recommendations and that they prepare teachers accordingly. Underprepared special education teachers underperform in classrooms. Without special attention to this, we will continue to make the problem worse instead of better, she said. Collection of data would aid future efforts.

Tina Whobrey and Jennifer Eirvon-Conway, Urbana School District 116, reported issues with the transparency of their local school board in Urbana. Board of Education members have engaged in violations of the Open Meetings Act and Code of Ethics as well as violated state and federal laws, they said. Perception is that black and Latino staff members are being targeted by BOE members. FOIA requests are being shielded by the district attorney. A request was made for help to bring transparency back to the local school board. Chairman Meeks stated the material will be turned over to our Legal Counsel. Chairman Meeks recognized Derrick Anderson and Eric Conway, also from Urbana School District 116.

Gregory White, President and CEO, LEARN Charter School, discussed inconsistencies with funding relating to North Chicago. LEARN has asked to transfer authorization of its network to the State Charter Commission. Mr. White asked the Board to support the request to comply with funding obligations by the end of the year. Chairman Meeks congratulated LEARN on its continued success. Stephanie Jones, General Counsel, addressed the Board explaining the dispute between LEARN and North Chicago. The transfer authorization is being reviewed and work continues with attorneys from both LEARN and North Chicago.

Chairman Meeks recognized Jane Quinlan, Regional Superintendent ROE 9, and Mark Jontry, Regional Superintendent ROE 17, as in attendance.

RESOLUTIONS & RECOGNITION

Susan Converse, Illinois Teacher of the Year

Ms. Morrison read the Resolution honoring Susan Converse as 2019 Illinois Teacher of the Year. The Illinois State Board of Education extends its sincere appreciation and gratitude to Ms. Converse for her commitment and dedication to the students of Illinois and the field of education.

Mr. Holzrichter made a motion that the State Board of Education hereby approve the resolution honoring Susan Converse as the 2019 Illinois Teacher of the Year. Chairman Meeks seconded the motion and it passed by unanimous voice vote.

Dr. Smith commended Ms. Converse's extraordinary methods of working with students in multiple settings. Ms. Converse thanked the Board for the recognition.

PRESENTATIONS AND UPDATES

FY20 Budget Development

Clayton Klenke, Executive Director, and Jim Muschinske, Revenue Manager, Commission on Government Forecasting and Accountability (COGFA), presented the *Economic and Revenue Forecast*. After the Great Recession, the recovery that began in June 2009 has been steady but erratic on a quarterly basis. We are still in a period of relatively low inflation. Treasury rates, exports, Illinois employment, and unemployment were reviewed. Illinois was hit harder than the nation as far as unemployment. We still have to recoup all the jobs lost under the recession. FY

2020 future revenues for Illinois will more than likely be a transition year punctuated with slower growth. The Commission will not present its official forecast for FY 2020 until late February. Chairman Meeks thanked them for the presentation.

Development of the Fiscal Year 2020 Budget Recommendation

Dr. Smith thanked Kevin Settle, Budget and Finance Chair, for all of the hard work. Mr. Settle stated three hearings were held, including testimony regarding community needs. More than 425 requests were received. Evidence-Based Funding was a common thread. Early Childhood asked for increases. The importance of increased funding was stressed. The needs of our state are diverse and we have an equity problem. This is not the State Board's budget, this is for the schools and students in Illinois.

Robert Wolfe, Chief Financial Officer, stated Board member participation and intentional collaboration between Finance and Communications teams, along with presence on social media, increased attendance. Mr. Wolfe summarized the testimony received with direction coming from the Board, especially regarding Evidence-Based Funding and Early Childhood. Based on FY 2019 data, to accomplish 90 percent of adequacy for each district, \$4.929 billion is the estimated need. The statutory requirement per PA 100-465 states adequacy will be attained by June 30, 2027. An eight-year ramp-up is provided in the budget proposal today in efforts to reach that statutory requirement. Yearly increases of \$666 million would get us there by 2027. Included in this amount is \$50 million for the Property Tax Relief Grant and 1 percent for Tier 3 and 4 schools as required by statute. Amounts will change as data points change. There will be recommendations from the Professional Review Panel for ROE Funding and the amount does not include these recommendations. This is the best estimate we have at this time. If this target is not met, it will add to the need next year. As for Early Childhood, the total estimated cost is \$2.4 billion, which is a \$1.9 billion increase over current appropriation levels. Chairman Meeks asked to break this down into legislative districts and/or the amount per student per legislator, for it would make each senator and representative an advocate for students. Mr. Wolfe can provide this information. Utilizing June 30, 2027, date, an annual increase of \$190 million is needed to fully fund Early Childhood. This is the cost for universal pre-K. Two statutory requirements of 37 percent of Early Childhood appropriations go to CPS and 20 percent of all Early Childhood programs being allocated to Birth-3 program (Prevention Intervention Program) exist and will need to be addressed. Ms. Morrison asked if other stakeholders were involved with the Early Childhood research. Mr. Wolfe stated only current staff were utilized due to timeframe constraints. The Professional Review Panel will collaborate with Early Learning Council in the near future. Dr. Smith added legislative changes need to occur. Stakeholders have not known a full number until now.

FY 2019 mandated categoricals are estimated to need \$183 million to be fully funded. A specific community-driven request is \$8 million for alternative education (TAOEP, RSSP Grant line item). School business service staff are in consultation with the Philip J. Rock Center as well as architects on the ground currently. The Illinois State Board of Education owns the building, and a capital request will come to the Board in January. Work items will comply with Health, Life, and Safety requirements to keep the building to code. Other requests were reviewed. Dr. Smith stated this is a community-made budget. Mr. Holzrichter pointed out EBF and Early Childhood are similar to pension issues. Providing milestones for legislators to reach is more attainable than simply stating a whole number. Possibly provide what this would mean for our Tier 1 schools. The more information we provide, the more persuasive we can be. Dr. Smith noted the average from last year's appropriation

was 2 percent growth toward adequacy. Providing this type of information could aid the cause.

IDEA Part B Flow through

Heather Calomese, Executive Director Special Education, and Stephanie Jones, General Counsel, presented *FY 2020 IDEA Part B Flow Through Procedural Change*. The Office of Special Education Programs (OSEP) conducted an onsite visit to ISBE in September 2016, which brought to light that the Hokenson letter applies to Illinois. Vacancies in the agency extended response time to the issue. This is a robust conversation that began in Special Education and ended up in executive level decision-making. To avoid a finding from the Department of Education and avoid the urgencies is a delicate balance. We are trying to meet the needs of both sides. It is important to address these issues before they become findings to improve our rating status. The Project Planning Team continues to map the process. The original directive was to comply by December 2019. Ms. Morrison is concerned with conflicting perceptions from the field. What is the downside of waiting six months? OSEP would potentially have an audit finding with a possible rating slide per Ms. Calomese. This is a heavy lift from all stakeholders. The agency is here for support throughout the process. Ms. Jones stated as things emerged, our perception of how to engage with the field changed. We would be happy to sit with IAASC and engage in conversations. Dr. Smith reiterated the urgency from OSEP to fix the issue. Ms. Jones stated schools that have reached out are urging efforts to continue. IAASC has not taken a formal position on this. Mr. Settle asked about utilizing funds and possibly losing Special Education staff for half a year. Ms. Calomese stated this is a concern and problem-solving continues. Ultimately, schools can have up to 17 months to plan if they are approved for the six-month extension.

CONSENT AGENDA

Mr. Pimentel moved that the State Board of Education approve the consent agenda as presented. Mr. Lindvahl seconded the motion and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education approves the minutes for the Nov. 16, 2018, Board meeting.

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition, and Supervision)

This rulemaking will add provisions clarifying that short-term substitute teachers must hold the short-term substitute teacher license. An individual who has a valid and active professional educator and at least an associate's degree may be a short-term substitute teacher without obtaining the license. No short-term substitute may be employed for more than five consecutive days per licensed teacher. All short-term substitute teachers must complete the required training. Additionally, this rulemaking will add provisions per Public Act 100-0813, which provided that the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms.

Part 25 (Educator Licensure)

Public Act 100-0596 made several changes to Article 21B of the School Code. Specifically, it added provisions in Section 21B-20 and 21B-35 for out-of-state

educators who are seeking a short-term substitute teaching license or professional educator license and educators who are seeking subsequent teaching endorsements on their professional educator license. The legislation also added provisions for utilizing professional development and for professional development provider audits. This rulemaking will add provisions stating the professional educator license shall be awarded when an individual presents evidence of a bachelor's degree (master's degree for administrative and most school support personnel endorsements) and a valid, comparable out-of-state license. Since the aforementioned requirements now result in a professional educator license, the educator license with stipulations endorsed for provisional educator (ELS-PEDU) is no longer necessary and has been removed from statute and rules.

General Grantmaking (44 Illinois Administrative Code 7200)

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

Rules for Adoption

Part 227 (Gifted Education)

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

Public Act 100-0421 specified guidelines for school districts to develop accelerated placement policies. This rulemaking clarifies that the written policies shall indicate approaches for early entrance to both kindergarten and first grade. Data that ISBE will collect shall include demographic information (gender, ethnicity, English Learner status, special education status, free and reduced lunch/low-income), and the type of placement of students who are accelerated. School districts will be required to report data on students upon identification but not later than July 31 of each year beginning with the 2018-19 school year. The data will be posted annually on the ISBE website. The proposed amendments were published in the Illinois Register on July 6, 2018, to elicit public comment; 15 comments were received.

Ms. Morrison asked if Educator License is in regards to teachers out-of-state. Dr. Jason Helfer, Deputy Superintendent, clarified this was the piece of legislation signed into law last summer. This was the last iteration of our annual licensure.

Contracts and Grants Over \$1 Million

Request for Sealed Proposals - Illinois Virtual Course Catalog

Innovation and Secondary Transformation requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror(s) to provide courses for the Illinois Virtual Course Catalog. The total award to school districts for partial reimbursement of costs for student enrollment in approved Illinois Virtual Course Catalog courses will not exceed \$6 million over a five-year period.

IL MTSS-N – IDEA Part D SPDG

Special Education Services requests the Board to authorize the State Superintendent to increase the grant award for ROE 47 by \$450,000 for FY 2019 and FY 2020, bringing the total award for these final two years of the grant to \$2,570,900. The grant awarded to ROE 47 supports development of the Illinois Multi-tiered System of Supports Network (IL MTSS-N) and is funded by the State Personnel Development Grant (SPDG) through the U. S. Department of Education. ISBE allocates the majority of federal dollars from the SPDG to grant funds, thus available to ROE 47. The rest of the federal dollars are set aside as administrative funds. The ISBE's 2015 application for the SPDG outlined many of the partnerships and contracts that would be paid for through administrative funds, such as project evaluations and higher-education partnerships. These contracts and partnerships were covered through administrative funds through the original 2010 SPDG grant and FY 2015. Beginning in 2016, these contracts were absorbed by IL MTSS-N, thereby paid with grant funds. In FY 2019 alone, IL MTSS-N budgeted \$325,000 for expenditures that should be paid for by administrative funds. The increase in grant award to ROE 47 by \$450,000 reimburses for expenditures pertaining to administrative costs. This additional funding will allow IL MTSS-N to hire the additional staff to meet the needs of the 11 districts it is currently partnered with.

Request for Sealed Proposal - Information Systems – ILDS Finance Team

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of one Project Manager, one Business Analyst, one Developer, and one Outreach Coordinator to assist on agency projects, with a focus on the development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) grant projects. The total award over a five-year period will not exceed \$3,830,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

Request for Sealed Proposal - Information Systems – Special Education Systems – Two Developers and One Business Analyst

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Developers and one Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to Special Education-related projects. The total award over a five-year period will not exceed \$2,810,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

Request for Sealed Proposal - Information Systems – Two Business Intelligence Developers

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Business Intelligence Developers to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) grant projects. The total award over a five-year period will not exceed \$1,840,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

Request to Award - ISBE SIS Information Technology Support

On Dec. 13, 2017, the Board authorized the State Superintendent to release an RFSP and award a contract not to exceed \$5,950,000 to acquire the services of one Project Manager, one Business Analyst, two Data Analysts, and two Programmer

Analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the State's Student Information System (SIS). The bids received were higher than anticipated, and the winning bid included an additional project team member, a Technical Writer/Help Desk Support resource. The Information Systems Division is requesting approval for the \$160,478 award differential. The total award over a five-year period will not exceed \$6,110,478.

Ms. Morrison asked how the Illinois Virtual Course Catalog impacts the Illinois Virtual School. Mary Reynolds, Executive Director of Innovation and Secondary Transformation, explained the catalog will expand courses available to schools. These are options for school districts.

Ms. Morrison requested a breakdown of how many IT personnel are employed at ISBE, including salary cost versus contractual employees hired for IT services, with rough estimate of dollar amount for the January Board meeting.

Draft Annual Report

The 2018 Draft Annual Report provides specific data pertaining to education across the state, including demographic, financial and statistical data; state, federal, and local resources; schools and districts; students; student performance; educators; special education; and categorical grants. After the Board approves this report, it will be provided to the Governor and General Assembly as required by statute.

END OF THE CONSENT AGENDA

Capital Needs Assessment Biennial Report

Mr. Wolfe presented information regarding the Capital Needs Assessment Biennial Report. Section 5-60 of the School Construction Law [105 ILCS 230/5-60] requires ISBE and the Capital Development Board (CDB) to file a joint, comprehensive, biennial assessment report of the capital needs of all school districts to the General Assembly by Jan. 1, 2019. All school districts were asked to complete a Capital Needs Assessment Survey.

- ISBE received responses from 350 of 851 school districts.
- With only 41 percent reporting, the total need is just under \$9.4 billion
- The \$9.4 billion need reflects an increase of approximately \$1.9 billion over the past survey when 406 districts reported.
- The largest need lies in the Health/Life, Safety category, which increased 89.5 percent. Of the \$5.5 billion Health/Life, Safety need, HVAC (Heating, Ventilation, and Air Conditioning) represents the largest need at \$3.0 billion, increasing 241.4 percent over the prior survey. This increase in part is attributable to state education funding reductions that commenced in FY 2011. As a result of those funding decreases, administrators made difficult decisions to defer facility maintenance needs in order to fulfill educational needs of children.

Mr. Settle moved that The State Board of Education hereby authorizes the State Superintendent to submit the attached Capital Needs Assessment Survey Report to the General Assembly by Jan. 1, 2019. The motion was seconded by Chairman Meeks. Passed by unanimous voice vote.

DISCUSSION ITEMS

2018 Tracked Legislation and 2019 Legislative Agenda

Amanda Elliott, Co-Director, Legislative Affairs, provided an update. Veto session wrapped up a few weeks ago. One bill that was overridden in both House and Senate would require three members of the State Board to be from the educator

community, as well as allow those currently working in schools to serve on the Board. Inauguration for the General Assembly is Jan. 9, 2019, and inauguration for the Governor is Jan. 14, 2019. Looking forward to many new faces and the opportunity to create new relationships.

ESSA Update

Allison Sherman, Executive Director, IL-EMPOWER, highlighted the three-year anniversary of ESSA. There is more data readily available than ever before. The IL-EMPOWER school support managers are assigned to each comprehensive school and are accessible to other schools. Currently, there are 30 fully executed learning partners. Next week, they will release the application for exemplary and other schools to be partners, which will provide peer-to-peer collaboration. The story-telling initiative is underway and is being published on weekly basis.

Teach Illinois Update

Dr. Helfer, Deputy Superintendent, gave an update on the Teach Illinois Initiative.

Recommendation 1 – Meeting Jan. 23 with 30 stakeholders.

Recommendation 2 – Northern Illinois University is working on pathways and will have framework in March or April.

Recommendation 3 – Peer-to-peer learning meeting established in March.

Recommendation 4 – RFP for teacher residency was just approved.

Recommendation 5 – Basic skills test – currently working with stakeholders.

Recommendation 6 – Teacher leader RFP released and due middle February.

Recommendation 7 – Developing group to look into mentoring standards.

Since the last board meeting, Dr. Helfer met with faculty from community colleges, Illinois Board of Higher Education (IBHE), faculty groups from public and private colleges that deliver teacher preparation programs, SEPLB, as well as the Factory Advisory Council to clarify the recommendations and receive input for moving forward.

Instructional Day Flexibility

Jeff Aranowski, Executive Director, Safe and Healthy Climate, addressed concerns with instructional day flexibility. Public Act 100-0465, also known as the Evidence-Based Funding for Student Success Act, made sweeping changes to education funding in Illinois when it became law on Aug. 31, 2017. The law changed the basis of state funding to student enrollment, rather than attendance. The act resulted in the sun setting of Section 18-8.05 of the School Code, which had defined a day of attendance as a minimum of five instructional hours. Therefore, there is currently no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students. Attendance can be counted when the student is participating in learning anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

Furthermore, an instructional day need not be confined to classroom-based instruction. Students learn in a variety of ways and settings. Districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that focuses on student competencies and mastery of subject matter.

Public Act 100-0495 also eliminated certain provisions related to teacher in-service trainings and parent-teacher conferences being creditable toward a district's minimum number of instructional days. Therefore, pursuant to Section 10-19 of the School Code, districts must have a "minimum term of at least 185 days to ensure 176 days of actual pupil attendance." As we are currently in transition, ISBE will honor all school calendars that have fewer than 176 pupil attendance days for the 2018-19 school year.

In response to questions and concerns from the field about this issue, ISBE staff provided preliminary guidance about this topic on Nov. 9, 2018. This guidance was informal in nature and designed to assist schools and school districts in planning for the 2019-20 school year calendar that many schools and districts are currently working on. A copy of that guidance document is included in the packet for Board members to review.

In an effort to learn more about challenges in locally defining an instructional day to improve student outcomes and to engage with educators, parents, families, and school and district leaders on this topic, staff held public meetings as follows (all events were from 4-6 p.m.):

- Dec. 3: Rooney Elementary School, 4900 Columbus Road, Quincy
- Dec. 4: Carbondale High School, 1301 E. Walnut Street, Carbondale
- Dec. 5: Silas Willard Elementary School, 460 Fifer Street, Galesburg
- Dec. 6: DuPage County Regional Office of Education, 421 N. County Farm Road, Wheaton
- Dec. 10: Williams Elementary , 1901 S. Ninth Street, Mattoon

ANNOUNCEMENTS AND REPORTS

Superintendent/Senior Staff Announcements

Dr. Smith recognized how the past is shaping the present in Illinois. The anniversary of ESSA, as well as the anniversary of the Universal Declaration for Human Rights, hold our values high, and Board goals align.

Member Reports

Mr. Settle represented the Board at the Triple I conference and presented the Thomas Burroughs Award. Mr. Richard Nogal, District 230, was the recipient. Mr. Settle is very impressed with ISBE staff after attending conventions and meetings.

INFORMATION ITEMS

The Anticipated Regulatory Agenda is included in the board packet.

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

MOTION FOR ADJOURNMENT

Chairman Meeks moved that the meeting be adjourned. No one seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:04 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

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

Materials: Recommended Rules

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Rae Clementz, Director, Assessment and Accountability
Cara Wiley, Director, Regulatory Support and Wellness
Rachel Diamond, Agency Rules and Waiver Coordinator

Purpose of Agenda Item

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to adopt a motion approving the proposed amendments.

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

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

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

Background Information

The proposed rules represent a holistic set of changes to the rules guiding assessment in response to a number of legislative changes. Numerous technical changes are being made to remove references to No Child Left Behind, update language to reflect the Every Student Succeeds Act, remove references to specific assessments, and align the effected Sections to current ISBE practices.

This rulemaking will remove the prohibition on promotion to grade 12 without having taken the grade 11 assessment. It adds guidelines for how a district may request a waiver of the requirement to take the state's final accountability assessment in order to graduate for a small number of students. School districts must provide ISBE with an explanation of why the student was unable to take the state accountability assessment, justification for granting the waiver, and evidence that granting the waiver does not represent systemic exclusion of students from accountability. Schools are limited to waiving 1 percent of the graduating class without providing

additional evidence that granting the waiver does not contribute to systemic exclusion of groups of students from accountability.

Additionally, this rulemaking will allow ISBE to identify schools to participate in studies and pilot programs more frequently than once every four years as needed to ensure sufficient sample size. It clarifies that students with an Individualized Education Program who receive an alternative diploma must take the state's accountability assessment during the years of compulsory attendance; however, a student can be exempted after he/she takes the state's final accountability assessment.

Finally, Public Act 100-465 created the Invest in Kids Scholarship Program. Students who receive scholarships to attend nonpublic schools are required by PA 100-465 to take the state's accountability assessment. This rulemaking adds language clarifying that these students are required to take the state's accountability assessment.

The proposed amendments were published in the *Illinois Register* on, October 19, 2018, to elicit public comment; 1,488 comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted

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

Public Schools, Evaluation, Recognition, and Supervision (23 Ill. Adm. Code 1),

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

Next Steps

Notice of the approved amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

Summary and Analysis of Public Comment

23 Ill. Adm. Code 1

Comment

Six commenters agreed with extra standardized tests and standardized testing being used as a graduation requirement.

Analysis

The Illinois State Board of Education (ISBE) appreciates the support of these commenters.

Recommendation

No change will be made in response to this comment.

Comment

659 commenters had concerns with the standardized test being used as a graduation requirement. Of these commenters, two hundred and two were concerned with the formality of the requirement and wanted the students and families to be able to opt out of taking the final exam. Additionally, one hundred and fifty commenters were concerned with the student's level of stress and anxiety as well as exam burn out associated with taking too many tests. Finally, three hundred and seven commenters were concerned with the burden and stress on the teachers as well as the fear that exam preparation would take away valuable time from the classroom.

Analysis

Federal law requires ISBE to administer certain assessments to all students who attend public school in the state, including students who attend charter schools. ISBE is mandated to annually assess students and the expectation is that there will be one hundred percent participation in such assessment. Per 105 ILCS 5/2-3.64(a)5, ISBE must administer an assessment that is recognized by this State's public institutions of higher education, as defined in the Board of Higher Education Act, for the purpose of student application or admissions consideration. Students who do not take the State's final accountability assessment or its approved alternate assessment may not receive a regular high school diploma. While ISBE does not want to unduly cause students distress or anxiety, part of participating in public education is to be assessed. It is expected in order to fulfill a role as individuals receiving a public school education. Because these tests carry such high standards and are so very rigorous, the best preparation for this test is daily instruction well aligned to the standards.

Recommendation

ISBE appreciates these comments. Upon review of the Rules, we have determined that taking the word graduate out of the phrase "graduate or receive a regular high school diploma." would be more in keeping with the language and intent of the School Code.

Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not ~~graduate or receive a~~ regular high school diploma. In accordance with Section 2-3.64a-5 of the School Code.

districts may issue a regular high school diploma or graduate to a student who has not met this requirement with approval from the Illinois State Board of Education.

Comment

A majority of commenters wanted to convey that students should not be measured by these test results alone and that learning and students were more than just standardized tests. One hundred and seventy three commenters were concerned with what they perceived to be an inherent bias in the exams that would penalize students of color, of different socioeconomic backgrounds, female students, students who have English as a second language, students who did not want to go to college, or who have special needs making it difficult for them to test well. Additionally, two hundred and forty six commenters believed that the standardized tests were not an accurate assessment of a student's intelligence, abilities, or academic success. Lastly, two hundred and eighty two commenters sent correspondence that they wanted to comment on the rules but did not elaborate.

Analysis

ISBE appreciates all of these comments and concerns and recognizes that both learning and students are more than the results of a standardized test, and that students learn more than what is covered on these exams. However, these exams are part of a mandated assessment put into place in 2001 by both Federal and State Law. The students do not need to pass the exams, the exams just have to be taken. They are not an assessment of a students' abilities but rather result in having a clear standard metric reflection of the landscape of learning in Illinois. It is important to have this metric in order to make sure that ISBE can ensure equitable instruction and learning. The Rules are now written in a way to provide exemptions and help for students who do not follow the typical four year trajectory.

Recommendation

No changes will be made in response to these comments.

Comment

One hundred and twenty two commenters wanted to know why the standardized test must remain if so many college schools are moving away from a standardized test such as the SAT as a college entrance exam.

Analysis

If we are federally and state mandated to have these assessments it is helpful to students to have ones that are the same as college entrance exams. These exams are in keeping with increasing access to post-secondary education because they are either good skills practice or a free entrance exam regardless of the students' ultimate academic goal.

Recommendation

No changes will be made in response to these comments.

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards

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1.245	Waiver of School Fees
1.250	District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260	Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270	Book and Material Selection (Repealed)
1.280	Discipline
1.285	Requirements for the Use of Isolated Time Out and Physical Restraint
1.290	Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

1.510	Transportation
1.515	Training of School Bus Driver Instructors
1.520	Home and Hospital Instruction

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- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

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

SUBPART G: STAFF QUALIFICATIONS

Section

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

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1.790 Substitute Teacher

1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	Competency-Based High School Graduation Requirements Pilot Program Criteria for Review
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)
1.APPENDIX H	Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.64a-5, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.64a-5, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective

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July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 42 Ill. Reg. _____, effective _____.

SUBPART A RECOGNITION REQUIREMENTS

Section 1.30 State Assessment

The State Superintendent of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64~~a-5~~ of the School Code [105 ILCS 5/~~2-3-64~~]. In addition, school districts shall collaborate with the State Superintendent in the design and implementation of special studies.

a) Development and Participation

- 1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (~~20142013~~), published by the American Educational Research Association, 1430 K St., N.W., Suite 1200,

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Washington, D.C. 20005. (No later amendments to or editions of these standards are incorporated.)

- 2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.
- 3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot testing no more than once every four years, except that participation may be required more frequently as needed to ensure sufficient sample size for validity twice every four years in the case of the Illinois Alternate Assessment.
- 4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services* and students receiving scholarships to attend nonpublic schools under the Invest in Kids Act [35 ILCS 40] shall be required to participate in the State's accountability assessments~~State assessment~~, whether by taking the regular assessment, with or without accommodations, or by participating in the State's approved alternate assessment~~an alternate form of the assessment~~ (Sections 2-3.25a and 2-3.64 of the School Code). Assessments in English/language arts and mathematics are administered annually in grades 3 through 11, and in grades 5, 8 and at least once in high school for science.
- A) Students who are served in any locked facility that has a State-assigned ~~RCDTS~~ (region/county/district/type/school (~~RCDTS~~) code, ~~students who attend public university laboratory schools under Section 18-8.05(K) of the School Code~~, and students beyond the age of compulsory attendance (~~other than students with IEPs~~) whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State's accountability~~State~~ assessment. Students with an IEP who receive an alternate diploma are required to participate in the State's accountability assessment during years of compulsory attendance.

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These student can be exempted only after participating in the State's final accountability assessment.

B) It is the responsibility of each district or other affected entity (e.g., nonpublic school or special education co-operative) to ensure that all students required to participate in the State's accountability assessment do so. See also Section 1.50 ~~of this Part.~~

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State's accountability assessment by students with disabilities, as reflected in those students' IEPs, ISPs, or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.

b) Assessment Procedures

1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)

2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the State's accountability ~~approved State~~ assessments, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any ~~such~~ complaint and shall report to the State Superintendent the results of its investigation.

4) Districts shall administer the State's final accountability assessment or its approved alternate assessment the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when a student has earned the number of credits

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necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part.

~~A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.~~

- 5) Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not ~~graduate or~~ receive a regular high school diploma. In accordance with Section ~~2-6.64a-5-2-3.64a-5~~ of the School Code, districts may issue a regular high school diploma ~~or graduate~~ to a student who has not met this requirement with approval from the State Board of Education.
- 6) To request approval to issue a regular high school diploma to ~~graduate~~ a student who has not taken the State's final accountability assessment, the school must submit to the State Board:
 - A) Explanation of why the student was not able to be assessed on the State's final approved accountability assessment in either grade 11 or 12, or commensurate final stage of a competency-based program.
 - B) Justification that granting the exemption does not represent systemic exclusion from accountability based on gender, race, disability, English Learner status, income or other demographic factors.
- 7) Schools within a district that exercise this exemption for less than 1 percent of the graduating cohort of that school year (i.e., all students receiving a regular diploma from that school within a single school year) will have these exemption requests approved without requiring additional evidence.
- 8) Schools within a district that exercise this exemption for more than 1 percent of the graduating cohort of that school year will be asked to submit additional evidence in support of subsection (b)(6)(B), and may receive additional support, monitoring or audits.

c) Accommodations

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15 (Identification of Eligible Students), including students not enrolled in programs of bilingual education, may

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participate in an accommodated ~~setting for the State's accountability~~State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the ~~State's accountability~~State assessment when, in the judgment of the student's teacher, extra time is necessary in order for the student's performance to reflect his or her level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

- d) Illinois Alternate Assessment
~~The 1 percent of students~~Students with the most significant ~~cognitive~~intellectual disabilities whose IEPs identify the ~~State's~~ regular ~~accountability~~State assessment as inappropriate for them even with accommodations shall participate in the ~~State's approved alternative accountability assessment~~Illinois Alternate Assessment (IAA), based on ~~alternate~~ achievement standards aligned to the Illinois Learning Standards, for all subjects tested. See also Section 1.60(c) ~~of this Part.~~
- e) Review and Verification of Information
Each school district, ~~and each~~ charter school and nonpublic school participating in the Invest in Kids Act shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the ~~State's accountability~~State assessment, including information about the participating students as well as the scores achieved.
- 1) Within 10 business days after the preliminary data ~~from the accountability assessments is for the Illinois Standards Achievement Test (ISAT) and the IAA are made available and within five days after preliminary data for the PSAT are made available~~, each district or charter school shall make any necessary corrections to its ~~demographic and score~~ data and then use a means prescribed by the State Board to indicate either:
- A) that both its demographic and preliminary data are correct; or
- B) that it is requesting rescoring of some or all portions of the assessment for specific students, if available.
- 2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

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- 3) At the end of the 21-day period discussed in subsection (e)(2)~~-of this Section~~, all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95~~-of this Part~~.
- f) Reports of ~~the State's Accountability~~State Assessment Results
 - 1) Following verification of the data under subsection (e)~~-of this Section~~, the State Board shall send each school and district a report containing final information from the results of each administration of the State's accountability~~State~~ assessment.
 - A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are youth in care~~wards~~ of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.
 - B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.
 - C) The scores of students who were enrolled in a nonpublic school through the Invest in Kids Act scholarship program shall be reported to the students' nonpublic school of record.
 - 2) Each report shall include, as applicable to the receiving entity:
 - A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

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- B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h) of this Section).
- g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school with respect to accountability and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.
- h) Classification of Scores
Each score achieved by a student on the State's a regular or alternate ~~State~~ accountability assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that "demonstrate proficiency".
- 1) Each score achieved by a student on a regular State assessment (~~i.e., the ISAT or the PSAT~~) shall be classified among categories such as "did not yet meet," "academic warning," "partially meet," "below standards," "approaching," "meets standards," "meet standards," or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.
- 2) Each score achieved by a student on the State's approved alternate accountability assessment IAA shall be classified among categories such as "emerging," "entry," "approaching," "foundational," "at target," "satisfactory," or "advanced" mastery". Among these scores, those identified as "at target/satisfactory" or "advanced mastery" shall be considered as demonstrating proficiency.
- i) Scores Relevant to Accountability Adequate Yearly Progress
For purposes of determining a school's annual summative accountability rating, whether a district or a school has made adequate yearly progress, scores achieved and measures of growth calculated from those scores achieved on the State's accountability ~~a State~~ assessment in reading or mathematics from students who attended the "same school within a local educational agency for at least half of a school year" (See Section 1111(c)(4)(F)(i) of the Elementary and Secondary Education Act (20 USC 6301 et seq.)), shall be "relevant scores". For schools without grades higher than 2 and 3 (that is, for schools where the State's

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~~accountability~~ ~~no State~~ assessment is ~~not~~ administered, and administered such that student growth can be calculated for attending students), the "relevant scores" used to determine the annual summative accountability rating ~~determination as to whether a school in this group has made adequate yearly progress~~ shall be ~~current~~ year data of students who were enrolled at the impacted school in the nearest year to have current applicable assessment data (i.e., a kindergarten-grade 3 school would map its 2016 grade 3 enrollments to use those students' 2017 grade 4 growth scores; a prekindergarten-grade 2 school would map its 2016 grade 2 enrollments to use those students' 2017 grade 3 English language arts and math proficiency scores, and would map its 2015 grade 2 enrollments to use those students' 2017 growth scores) ~~the determination applicable to the school where the largest number of students go on into the third grade.~~

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

Section 1.50 Calculation of Participation Rate

- a) A ~~district's or a~~ school's ~~accountability score~~ ~~adequate yearly progress~~ for a particular year is generally contingent upon participation in the ~~State's Accountability~~ ~~State~~ assessment by at least 95 percent of the district's or the school's students, both in the aggregate and within each subgroup represented. ~~However, a district or a school that has not achieved 95 percent participation in a given year shall be considered to have had a participation rate sufficient for adequate yearly progress if, for each affected subgroup or the entity as a whole, as applicable:~~
- ~~1) the average of the participation rate for the year in question and the participation rate for the immediately preceding year is at least 95%; or~~
 - ~~2) the average of the participation rate for the year in question and the participation rates for the two immediately preceding years is at least 95%.~~
- b) Students who, at the time of administration of the ~~State's accountability~~ ~~State~~ assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing in or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the ~~State's accountability~~ ~~State~~ assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the ~~State's accountability~~ ~~State~~ assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

be excluded from the enrollment counts of the affected schools and districts for
purposes of calculating accountability ratings~~the participation rate~~.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Requesting Authorization of the FY 2019 Title V Sexual Risk Avoidance Education Grant exceeding \$1 Million

Staff Contact(s): Jeff Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to approve the release of a Request for Proposals (RFP) and to award a Sexual Risk Avoidance Education Grant (SRAE) in the amount of \$1.9 million in fiscal year 2019.

Relationship to/Implications for the State Board's Strategic Plan

The Sexual Risk Avoidance Education Grant supports the following goals:

- Every school will offer a safe and healthy learning environment for all students.

The Title V Sexual Risk Avoidance Grant provides federal funds to states for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund sexual risk avoidance education as defined by section 510(b) (2) of the Social Security Act (42 U.S.C. § 710(b)) and/or programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

Background Information

The purpose of the Sexual Risk Avoidance Education (SRAE) Program is to fund an entity to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity. SRAE Programs also teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal-setting, resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

The Illinois State Board of Education (ISBE) has been awarded a grant by the U.S. Department of Health and Human Services (HHS) to develop and implement the Title V Sexual Risk Avoidance Education Grant in an effort to address these issues. This grant will provide abstinence education and mentoring/counseling services to identified at-risk populations across the state. The grant goals and activities will not contradict state law (P.A. 098-0441) regarding the inclusion of contraception in equal balance with abstinence as evidenced-based measures to prevent sexually transmitted infections (STI) and/or pregnancy.

The successful Project Management Applicant will coordinate sexual risk avoidance education through a cohort of sub-awardees in order to reach intended target populations that hold the greatest risk and vulnerability for targeted behaviors.

The successful Project Management applicant will facilitate the recruitment, coordination, engagement, and partnership with up to 15 sub-awardees selected based on their ability to provide the following within the context of abstinence education:

- Use evidenced-based approaches, including evidence-informed teen pregnancy curricula.
- Demonstrate the ability to utilize effective strategies to educate youth on how to navigate risks that could lead to teen pregnancy.
- Design and implement projects that utilize a Positive Youth Development (PYD) framework.
- Reach intended target populations that hold the greatest risk and vulnerability for the targeted behaviors.
- Link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants.

Financial Background

The amount of the grant award is \$1,900,000. The grant period will begin no sooner than March 1, 2019.

The recommendation to fund is determined through a competitive application process using three peer reviewers.

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: Funding for Title V Sexual Risk Avoidance Education Grant allows a Project Management entity to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity. SRAE Programs also teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal-setting, resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

Legislative Action: None.

Communication: Notice for the RFP will be made via www.isbe.net. The award will be listed on the [Grant and Accountability Transparency Act](#) website.

Pros and Cons of Various Actions

Pros: Board approval of funds for Sexual Risk Avoidance Education and a sufficient appropriation will allow the successful project management entity to offer modified or instructional programs or other services designed to prevent students from engaging in unhealthy behaviors.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release the SRAE Request for Proposals in the amount of \$1.9 million and award a successful

applicant. The initial term of the grant will begin no sooner than March 1, 2019, and extend through Aug. 31, 2019.

Next Steps

Upon Board authorization, agency staff will prepare and release the RFP for competitive bids in FY 2019 and award funding to successful applicant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Grant Renewal Exceeding \$1 Million: 21st Century Community Learning Centers Program

Materials: 21st Century Community Learning Centers Cohort FY15 Renewal

Staff Contact: Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness
Kristy Jones, Supervisor, Regulatory Support and Wellness

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to renew and extend 21st Century Community Learning Centers (21st CCLC) grants for the Cohort Fiscal Year 2015 (Cohort 15) grantees. The total renewal award over a five-year grant term (FY 2020-2024) will not exceed \$157,708,905.00. The previous five-year grant term (FY 2015-2019) totaled \$162,199,039.00. The total for the 10-year grant period will be \$319,907,944.00.

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

21st CCLC grants support the following agency goals:

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

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

Background Information

Under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) reauthorized by the Every Student Succeeds Act (ESSA), the purpose of this Title IV, Part B is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, in order to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug- and violence-prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

The cohort FY 2015 grant period will end on Aug. 31, 2019. Under the U.S. Department of Education's (ED) renewability rule, the state education agency has authority to renew grants for up to five years after the initial award of five years has ended. The Regulatory Support and Wellness division is requesting to extend the Cohort 15 grantees who were awarded funds in FY 2015 for an additional five years at the funding levels from the original award or most recent level of funding as approved by the Illinois State Board of Education (ISBE). All grantees from cohort 15 will be offered the opportunity to renew their grant for the five-year extended grant term. Grantee eligibility was determined based upon a review of the results from the FY 16, 17 and 18 annual risk analysis data. The purpose of the risk assessment is to identify areas of grant implementation that are not aligned to the program specifics and/or program assurances for the 21st Century Community Learning Centers grant. This document enables informed decisions to be made to minimize any risk of improper program implementation and ensure programs are operating with fidelity. Eligibility for renewal was given to grantees with a risk score that did not exceed 10% of the averaged total from these three fiscal years. Grantees with scores that fell above 10% of the averaged total still qualify for renewal but program staff will explore the option for corrective action that will provide additional supports to assist these grantees in achieving a higher level of performance throughout the renewed grant period. Grantees will be required to serve the same schools and sites identified in their original award or most recently approved application from ISBE. Cohort FY 2015 will follow the requirements for Title IV, Part B of Every Student Succeeds Act (ESSA) during the five-year extension.

The most recent 21st Century Community Learning Centers statewide evaluation reflects that during the 2016-17 year, two cohorts of grantees were active: the 2013 Cohort and the 2015 cohort. A total of 121 grantees operated 380 sites, and served 47,970 students during the year. With the already renewed Cohort 13 grants and the requested five-year level funded renewal of the Cohort 15 grants, this will allow for continued and uninterrupted services to students and families across Illinois.

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

Policy Implications: The Regulatory Support and Wellness division will develop written guidance for the 21st CCLC Cohort 15 renewability process.

Budget Implications: This program is supported by federal funding sources and will continue to be funded in this manner. Allocations are preliminary and payment under this grant for these programs is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

Legislative Action: None required at this time.

Communication: Regulatory Support and Wellness staff will notify Cohort 15 grantees about the opportunity for renewability of grants, as well as begin the process for development of the electronic IWAS application. Notice of renewability awards will be posted via www.isbe.net as well as on the Grant Accountability and Transparency Act website.

Pros and Cons of Various Actions

Pros: With approval, ISBE will extend the previously awarded grant and be in compliance with the U. S. Department of Education's renewal policy. Funding will be renewed for 83 grantees to continue uninterrupted services to students across the State of Illinois.

Cons: If renewability is not approved, this may halt the progress of the largest cohort of active grantees to continue seamless delivery of programming to students.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes the State Superintendent to renew the previously funded FY 2015 21st CCLC grantees for the provision of the 21st Century Community Learning Centers grant in an amount not to exceed \$157,708,905.00 over the term of five (5) fiscal years (FY 2020-2024).

Next Steps

Upon Board authorization, agency staff will make notification to eligible grantees of the renewability option, create written guidance regarding the process for renewability, develop the IWAS application, and work with the grantees to submit their applications for FY 2020.

21st Century Community Learning Centers

Cohort FY15 Renewal

Fiscal Agent	RCDT Code	FY 20 (renew)
Alternative Schools Network	15-016-5030-51	\$135,000
Alton CUSD 11	41-057-0110-26	\$258,005
America Baila: Folkdance Company of Chicago	05-016-315N-00	\$539,112
ASPIRA Inc. of Illinois	15-016-737P-00	\$135,000
ASPIRA Inc. of Illinois	15-016-737P-00	\$405,000
Aurora East USD 131	31-045-1310-22	\$540,000
Aurora East USD 131	31-045-1310-22	\$540,000
Aurora West USD 129	31-045-1290-22	\$540,000
Boys & Girls Clubs of Chicago	15-016-573P-00	\$405,000
Boys & Girls Clubs of Freeport & Stephenson County	08-089-025P-00	\$215,192
Boys and Girls Clubs of Central Illinois	51-084-071P-00	\$480,899
Boys and Girls Clubs of Central Illinois	51-084-071P-00	\$476,931
Brighton Park Neighborhood Council	65-108-1665-51	\$540,000
BUILD, Inc.	15-016-716P-00	\$81,000
Cahokia CUSD 187	50-082-1870-26	\$540,000
Cahokia CUSD 187	50-082-1870-26	\$540,000
Center for Community Academic Success Partnerships	65-108-1585-51	\$202,500
Center for Community Academic Success Partnerships	65-108-1585-51	\$445,500
Chicago Arts Partnerships in Education	65-108-0235-51	\$270,000
Chicago Arts Partnerships in Education	65-108-0235-51	\$270,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$540,000
Chicago Public Schools 299	15-016-2990-25	\$135,000
Chicago Youth Centers	15-016-206P-00	\$270,000
Chicago Youth Centers	15-016-206P-00	\$270,000
Columbia College Chicago	15-016-446P-00	\$540,000
Columbia College Chicago	15-016-446P-00	\$540,000
Dime Child Foundation	15-016-904P-00	\$135,000
Driven and Empowered Youth, Inc.	65-108-1580-51	\$210,045

21st Century Community Learning Centers

Cohort FY15 Renewal

Fiscal Agent	RCDT Code	FY 20 (renew)
Driven and Empowered Youth, Inc.	65-108-1580-51	\$315,000
East Richland CUSD 1	12-080-0010-26	\$315,000
East St. Louis SD 189	50-082-1890-22	\$540,000
Egyptian CUSD 5	30-002-0050-26	\$135,000
Enlace Chicago	65-108-9335-51	\$450,000
Enlace Chicago	65-108-9335-51	\$450,000
Family Focus	65-108-5520-51	\$540,000
Family Focus	65-108-5520-51	\$540,000
Family Focus	65-108-5520-51	\$540,000
Frida Kahlo Community Organization	15-016-317N-00	\$404,869
Frida Kahlo Community Organization	15-016-317N-00	\$404,869
Gads Hill Center	15-016-587P-00	\$135,000
Gary Comer Youth Center	15-016-349N-00	\$135,000
Illinois Alliance of Boys & Girls Clubs	51-084-109P-00	\$540,000
Illinois Alliance of Boys & Girls Clubs	51-084-109P-00	\$540,000
Illinois Alliance of Boys & Girls Clubs	51-084-109P-00	\$465,750
Madison CUSD 12	41-057-0120-26	\$123,341
Meridian CUSD 101	30-077-1010-26	\$270,000
Metropolitan Family Services	15-016-191P-00	\$540,000
Metropolitan Family Services	15-016-191P-00	\$540,000
Mount Vernon School District 80	13-041-0800-02	\$270,000
National Museum of Mexican Art	65-108-0240-51	\$540,000
NICASA	34-049-020P-00	\$90,000
Northeastern Illinois University	15-016-5405-51	\$236,250
Northeastern Illinois University	15-016-5405-51	\$405,000
Park Forest-Chicago Heights SD 163	07-016-1630-02	\$540,000
Project Success of Vermilion County	65-108-9765-51	\$382,500
Project Success of Vermilion County	65-108-9765-51	\$207,000
Quincy School District 172	01-001-1720-22	\$269,655
Regional Office of Education 33	33-000-0000-00	\$225,000
Regional Office of Education 28	28-000-0000-00	\$499,090
Regional Office of Education 28	28-000-0000-00	\$535,354
Regional Office of Education 49	49-000-0000-00	\$135,000

21st Century Community Learning Centers

Cohort FY15 Renewal

Fiscal Agent	RCDT Code	FY 20 (renew)
Regional Office of Education 49	49-000-0000-00	\$135,000
Regional Office of Education 49	49-000-0000-00	\$135,000
Rock Island/Milan School District 41	49-081-0410-25	\$229,500
Rockford School District 205	04-101-2050-25	\$540,000
Rockford School District 205	04-101-2050-25	\$540,000
Rockford School District 205	04-101-2050-25	\$540,000
School District U-46	31-045-0460-22	\$540,000
Springfield Urban League, Inc.	51-084-063P-00	\$540,000
Springfield Urban League, Inc.	51-084-063P-00	\$540,000
Sterling-Rock Falls YMCA	47-098-001P-00	\$209,967
Urbana School District 116	09-010-1160-22	\$135,000
Urbana School District 116	09-010-1160-22	\$225,000
West Chicago ESD 33	19-022-0330-02	\$540,000
Youth Guidance	64-108-6270-51	\$539,952
Youth Organizations Unbrella, Inc.	65-108-1220-51	\$504,000
Youth Organizations Unbrella, Inc.	65-108-1220-51	\$364,500
Youth Organizations Unbrella, Inc.	65-108-1220-51	\$126,000
	TOTAL PER YEAR	31,541,781

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Invitation For Bid (IFB) for Summer Meals Campaign

Materials: SFSP Sample Advertisements

Staff Contact(s): Mark Haller, Director, Nutrition
Jeff Aranowski, Executive Director, Safe and Healthy Climate

Purpose of Agenda Item

The Nutrition Division requests the Board to authorize the State Superintendent to release an Invitation For Bid (IFB) and award to the lowest-cost, responsible bidder with the expertise to provide selection and placement services for Summer Meals advertisements and announcements in various modes of transportation media such as bus advertisements, platform advertisements, billboards, etc. The total award will not exceed \$500,000 for one year or a maximum of \$1.5 million over a three-year period covering summer program activities from January 2019– June 2021.

Relationship to/Implications for the State Board's Strategic Plan

The successful contractor would support the following board goals:

Every school will offer a safe and healthy learning environment for all students.

By providing healthy and nutritious summer meals to eligible children, the program and awareness efforts provide ongoing student support during the summer months through participating schools as well as engaging non-profit centers and community organizations. The free Summer Meals program ensures that children remain healthy and ready to learn when schools reopen in the fall.

Background Information

The Summer Food Service Program (SFSP) is a U.S. Department of Agriculture (USDA) federally funded program aimed at reducing hunger by feeding eligible children 18 and under during the summer months when schools are not in session. Per federal regulations 7 CFR Ch.11, Part 225, state agencies are required to actively identify areas with a concentration of eligible children and to conduct outreach efforts.

The SFSP is underutilized nationally and in Illinois. According to No Kid Hungry, 1 in 6 Illinois children face food insecurity, which is defined as having limited, or uncertain, access to nutritionally adequate and safe food. The need increases during the summer months when schools are not in session. In Illinois, for every 100 children who participate in the National School Lunch Program, only 12 participate in Summer Meals.

In 2018, The Food Research and Action Center set an ambitious, but achievable, goal of reaching 40 children with the Summer Nutrition Programs for every 100 participating in school

lunch and calculated the number of unserved children and the federal dollars lost in each state that was not meeting this goal. In Illinois, we missed that mark by losing \$16.4 million in federal funding and left 218,092 children unserved. ISBE has been collaborating with No Kid Hungry/Share Our Strength for the past four years in developing and implementing a statewide campaign to increase awareness of the availability of free summer meals. The campaign included print advertisements, audio and visual announcements on radio and television as well as billboards (downstate), fliers, transportation signs (in Chicago/suburbs and Peoria) and cash jackets or bookmarks distributed at Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) locations.

Unfortunately, we did not get the response we were hoping to receive. Of the approximately 4.5 million impressions delivered last year, we received only a 0.22 percent click-through rate; thus, only a small fraction of people who were seeing the ads were getting more information on how to find a meal. The program saw an increase in the number of meals served in 2017 of only 1 percent. Although the numbers for 2018 are not final, ISBE expects to see another small increase in summer meals served. Even though this does not appear to be a drastic increase, it is a significant step in the right direction given that Illinois was one of the only nine states that saw an increase in the number of lunches served during all three summer months.

As a result, we have decided to adjust our campaign advertisement to remove what did not work in the past and continue the efforts most beneficial: transportation advertisements. The Illinois Hunger Coalition, the entity in charge of running our Summer Meals Hotline, reported that 44 percent of the calls it received came from media such as billboards, transportation signage, posters, fliers, etc. We will also continue to work with ISBE communications staff to fully utilize the agency Facebook, Twitter and other social media outlets to reach as many people as possible. Similarly, when asking sponsors what they have seen/heard has been most beneficial in terms of marketing, the majority have said billboards and bus advertisements. The transportation advertisements, such as on trains and buses, are extremely helpful in the Chicagoland area where 66 percent of summer sites are located. Similarly, billboards have been especially beneficial to reach rural Southern Illinois regions. Since we are taking a more targeted approach of procuring transportation advertisement, additional funding and effort is focused on expanding advertisement into communities in central, western and southern Illinois.

With the targeted focus and expansion into additional communities, we will be evaluating the effectiveness of the advertisement by evaluating the participation numbers as well as the information provided on the number of calls from these areas through the Summer Meals Hotline.

The successful contractor would implement the following tasks in consultation with ISBE Nutrition staff:

- 1) Coordinate the identification of effective media to reach children (18 and under) and/or their parents in high-need/low-income areas of the state;
- 2) Procure the best time slots or placements for announcements to reach targeted audience at the best prices;
- 3) Work with staff to identify and procure best venues and media to reach targeted audience;
- 4) Work with staff to identify and place earned (free) promotional opportunities related to sponsor training or to reach targeted eligible children;
- 5) Provide media proofs or tear sheets and orders placed for announcements;
- 6) Work with staff to revise or fine-tune placements for subsequent year placements.

Financial Background

A Summer Meals marketing campaign was first launched in 2014, encompassing TV, radio, newspaper, transit, billboard, and direct mail marketing/advertising. A multi-year contract was issued in FY 2016 to effectively leverage advertising purchases and placement. Based on the experience of the previous years, ISBE seeks to award an IFB over a three-year term. A three-year period would provide continuity and a more effective implementation of a sustained campaign. Based on the results of previous campaigns, transit and billboard marketing was more effective in reaching target populations.

The Summer Meals Transportation Ad Campaign contract will be awarded competitively from the IFB, beginning in January 2019 (or upon execution). These funds will expand the campaign to include recruitment advertisements early in each fiscal year. Added funds will also allow for incremental additions of bus advertising in areas outside of the Chicagoland area such as Rockford, Decatur, Champaign, Springfield and East St. Louis.

This contract will be funded by federal Child Nutrition State Administrative Expense funds to support the Summer Food Service Program. Below is a summary for funding the proposed contract.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19				\$500,000	\$500,000
FY 20				\$500,000	\$500,000
FY 21				\$500,000	\$500,000
Total					\$1,500,000

Business Enterprise Program (BEP)

The solicitation will be issued with a 20% Business Enterprise Program (BEP) goal.

The BEP estimated projections are illustrated in the table below:

	BEP Goal Percentage	BEP Goal Amount
FY 19	20%	\$100,000
FY 20	20%	\$100,000
FY 21	20%	\$100,000

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

Policy Implications: Approval of the request will assist the Illinois State Board of Education to develop outreach designed to increase awareness of the Summer Meals program and thereby increase the number of nutritious summer meals served to children in high-need areas of the state.

Budget Implications: The contract will be funded by the USDA federal funds specific to the administration of the Child Nutrition Programs and subsequently through State Administrative Expense funds provided to support the Summer Food Service Program (SFSP).

Legislative Action: None.

Communication: Notice for the IFB will be made via www.isbe.net. The award will be listed on the Grant and Accountability Transparency Act website.

Pros and Cons of Various Actions

Pros: With approval, the contract will allow for the planning, coordination and implementation of a Summer Meals promotional campaign to target eligible children in high-need areas across the state, including urban and rural areas, and to increase their level of participation and thereby meet federal outreach requirements and ensure that children remain healthy and ready to learn when schools reopen in the fall.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an Invitation For Bid (IFB) and award to the lowest-cost, responsible bidder for the purpose of entering into a contract for coordination and implementation of a statewide Summer Meals awareness campaign beginning January 2019. The anticipated contract will cover three years until June 2021 for an initial annual term amount of \$500,000 per fiscal year at a maximum total contract amount not exceeding \$1,500,000.

Next Steps

Upon Board authorization, agency procurement staff will present the IFB to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an IFB in accordance with the approved motion. After all responsible bids are tabulated, agency staff will award to the successful bidder.



Carbondale, IL

8, 13, 14

16, 17, 19



Houck Transit Advertising



Carbondale, IL

8, 13, 14

16, 17, 19



Houck Transit Advertising

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Request for Sealed Proposal (RFSP) – Information Systems – Early Childhood Data Systems Team

Materials: None

Staff Contact(s): John Shake, Director, Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful Offeror/s to procure the services of one Project Manager, one Business Analyst, and two Developers to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the State's Early Childhood Program data. The total award over a five-year period will not exceed \$4,050,000. (This RFSP is a replacement for current contractual resources that are expiring.)

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

The contractors will provide critical support to Early Childhood by enhancing data gathering applications needed to answer policy questions identified by the Early Learning Council, the Illinois State Board of Education (ISBE), and the Governor's Office of Early Childhood Development. The State's Early Childhood project portfolio includes a series of related efforts that will provide a more complete picture of Pre-K-12 student progress in Illinois. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

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

Background Information

The Illinois Education Data Systems are being transformed via a portfolio of projects into a comprehensive statewide data solution designed to provide a sustainable, cost-effective, integrated education analysis and reporting system. This initiative will protect data privacy while also maintaining high data quality, security policies, and standards. These re-engineered systems and underlying data will support teachers, administrators, agency staff, parents, and

policymakers by allowing them to make informed, efficient, and effective data-driven decisions to improve student achievement.

The Early Childhood Data Systems support and enhancements provided as part of this RFSP will be used in making data-driven decisions to improve program outcomes. This work will provide valuable information on how interagency cooperation can be most efficiently and effectively utilized in an effort to bring quality services to children. These efforts will result in an improved understanding of how Early Childhood resources are currently allocated and how they could be better allocated in the future. This work will also result in an improved understanding of the program and workforce factors that contribute to successful support of children, especially those coming from our most vulnerable populations.

The procured contractors will provide critical support to various ISBE Early Childhood applications. The contractors may be assigned to multiple project teams over the course of the contract. Each project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to attend weekly project status meetings. The project team's progress and accomplishments will be continually evaluated by ISBE management to ensure that each member is performing efficiently.

Financial Background

The initial term will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$4,050,000. The RFSP will be federally funded.

The financial background of this contract is illustrated in the table below:

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY20		\$790,000	\$790,000
FY21		\$790,000	\$790,000
FY22		\$790,000	\$790,000
FY23		\$840,000	\$840,000
FY24		\$840,000	\$840,000
Total			\$4,050,000

Business Enterprise Program (BEP)

There will be a 20% Business Enterprise Program (BEP) goal placed on each solicitation. The BEP estimated projections are illustrated in the table below.

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount</u>
FY20	20%	\$158,000
FY21	20%	\$158,000
FY22	20%	\$158,000
FY23	20%	\$168,000
FY24	20%	\$168,000

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

Policy Implications: None.

Budget Implications: The contract will use federal funds, as detailed above.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: The contractors will support continued efforts to enhance Early Childhood applications. Approval of this RFSP will allow the Information Systems Division to continue providing a high level of service to the Early Childhood Division, and to assist in the successful delivery of federal early childhood grant outcomes.

Cons: Without approval of this RFSP, essential support and enhancements to the Early Childhood Data Systems will be hindered, impacting federal early childhood grant outcomes and quality and access to important data driving improved educational outcomes.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful Offeror/s to procure the services of one Project Manager, one Business Analyst, and two Developers to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the State's Early Childhood Program data. The initial term of the contract that will be awarded to the successful Offeror/s will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$4,050,000.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful Offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Request for Sealed Proposals - Statewide Survey of Learning Conditions

Staff Contact(s): Jeff Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror(s) a contract to administer a Statewide Survey of Learning Conditions.

Relationship to/Implications for the State Board's Strategic Plan

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

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

Background Information

This contract provides the supports and services necessary to administer a Statewide Survey of Learning Conditions, as required by 105 ILCS 5/2-3.153. The survey is administered to students, teachers, and parents across the State of Illinois.

Deliverables of the RSFP include: software licensing and set-up for survey administration; survey communications; help desk support; on-line professional learning modules on data interpretation; survey scoring and on-line reporting tool; professional learning and development about data usage and school improvement; and additional survey elements.

Financial Background

The initial term of the contract will begin upon execution and extend through June 30, 2022. There will be two possible one-year renewal periods contingent upon sufficient appropriate and satisfactory contractor performance in each preceding contract year. This RFSP will be State-funded.

The financial background of this contract/grant is illustrated in the table below:

	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY 20	\$550,000		\$550,000
FY 21	\$550,000		\$550,000

FY 22	\$550,000		\$550,000
FY 23	\$550,000		\$550,000
FY 24	\$550,000		\$550,000
Total	\$2,750,000		\$2,750,000

Business Enterprise Program

This RFSP has a Business Enterprise Program (BEP) goal of 20 percent.

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

Policy Implications: Issuance of the RFSP will ensure a competitive process to administer a Statewide Survey of Learning Conditions.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

Pros: The approval of this RFSP will allow for the administration of the Statewide Survey of Learning Conditions as required per 105 ILCS 5/2-3.153.

Cons: Funding for this RSFP is dependent upon State appropriation.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RSFP and award to the successful offeror(s) a contract to administer the Statewide Survey of Learning Conditions as required per 105 ILCS 5/2-3.153. The initial term of the contract will begin on July 1, 2019, and ends June 30, 2022. There will be two possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each proceeding contract year. The estimated total cost, including renewals, will not exceed \$2,750,000, subject to appropriation.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful offeror(s).