

ILLINOIS STATE BOARD OF EDUCATION



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

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

December 18, 2019
10:00 a.m.

I. Roll Call/Pledge of Allegiance (10:00-10:05 a.m.)

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

II. Public Participation (10:05-10:35 a.m.)

III. Recognition (10:35-10:45 a.m.)

- A. Burroughs Award Recipient, Ann Lopez-Caneva
B. 2019 Teacher of the Year, Susan Converse

IV. Presentations (10:45-11:55 p.m.)

- A. FY21 Budget Development
1. Commission on Government Forecasting and Accountability's (COGFA) Economic and Revenue Forecast: Clayton Klenke and Jim Muschinske, COGFA
 2. Development of the Fiscal Year 2021 Budget Recommendation on behalf of pre-K through 12th grade educational service providers: Robert Wolfe, Financial Officer (pp. 3-30)

V. Closed Session (as needed) – Lunch Session (11:55-12:40 p.m.)

- A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5ILCS 120/2(c)(1)
- B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2/2(c)(2)
- C. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILSCS 120/2(c)(11)

VI. Superintendent's Report – Consent Agenda (12:40-1:00 p.m.)

All action consideration items listed with an asterisk () below are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

- A. *Approval of Minutes

1. Plenary Minutes: November 22, 2019 (pp. 31-41)
- B. *Rules for Initial Review
 1. Part 235 (Early Childhood Block Grant) *Chronic Absenteeism* (pp. 42-46)
 2. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) *General Cleanup* (pp. 47-70)
- C. *Contracts & Grants Over \$1 Million
 1. Approval of STAR NET Project (Funding Increase) (pp. 71-73)
 2. Approval of Summer Migrant Education Program Request for Proposals (pp. 74-77)
- D. *Approval of Dissolution of Financial Oversight Panel for Proviso Township High School District 209 (pp. 78-80)
- E. *Approval of 2019 State Board of Education Annual Report to the General Assembly (pp. 81-148)
- F. *FY2020 Board Meeting Dates (pp. 149-150)
- G. *Approval of ESSA Amendment (pp. 151-158)

End of Consent Agenda

VII. Discussion Items (1:10-1:30 p.m.)

- A. Strategic Plan (pp. 159-181)
- B. Perkins V (pp. 182-191)
- C. IL-EMPOWER Update (pp. 192-209)
- D. Assessment Review Update (pp. 210-220)

VIII. Upcoming Board Actions (1:30-1:55 p.m.)

- A. Part 375 (Student Records) *Parental Notification* (pp. 221-229)
- B. Approval of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board for Professional Preparation Support System (pp. 230-232)
- C. Approval of Request for Proposals/Notice of Funding Opportunities Early Childhood Block Grant – Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5 (pp. 233-235)
- D. Approval of Cut Score Recommendations for Redeveloped Licensure Tests (pp. 236-246)
- E. Approval of RFSP for Illinois Assessment of Readiness (pp. 247-250)

IX. Announcements & Reports (1:55-2:00 p.m.)

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

X. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (pp. 251-304)
- B. FOIA Monthly Report (pp. 305-313)

XI. Adjourn (2:00 p.m.)

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.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Development of the Fiscal Year 2021 Budget Recommendation on behalf of pre-K through 12th grade educational service providers

Expected Outcome: Fiscal Year 2021 Budget Recommendation Guidance

Materials: Exhibit A – General Funds Appropriation History
Exhibit B – Fiscal Year 2021 – Preliminary ISBE Staff Recommendations
Exhibit C – Longitudinal View of Board’s General Funds Budget Recommendations
Exhibit D – Longitudinal View of General Funds Appropriations

Staff Contact: Scott Harry, Director, Budget

Purpose of Agenda Item

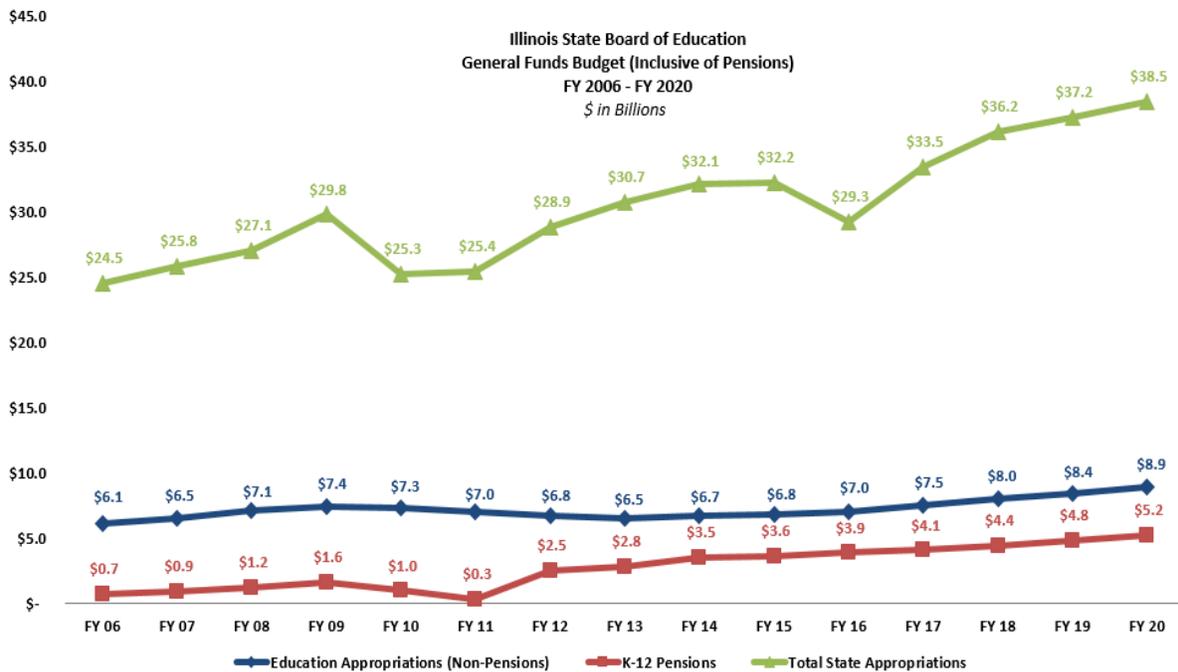
The purpose of this item is to provide the Board with a summary of fiscal year 2021 requests for education funding submitted by the public. Funding requests were received from testimony at the four public budget hearings and from online funding requests submitted via the agency’s website. This agenda item also provides preliminary staff recommendations for some of the agency’s grant appropriation line items for FY 2021. Staff from the Commission on Government Forecasting and Accountability are on the Dec. 18, 2019, Board meeting agenda to present their FY 2020 economic and revenue forecast. Direction is also needed from the Board on the development of the Fiscal Year 2021 Budget Recommendation that will be presented at the Jan. 15, 2020, Board meeting.

Background Information/History

General Funds Longitudinal View FY 2006 – FY 2020

The FY 2020 General Funds budget for the Illinois State Board of Education (ISBE) is \$8.883 billion, which represents a \$491.4 million or 5.9 percent increase when compared to FY 2019 appropriations. Graph 1 shows the 15-year appropriation history for the state’s General Funds, pre-K to 12th grade education, and K-12 pensions. The appropriations in the graph for FY 2018 were adjusted as ISBE’s Evidence-Based Funding (EBF) included \$221.3 million for the Chicago Public School Teachers’ Pension Fund. The FY 2018 education appropriations were reduced by \$221.3 million and reallocated to K-12 pensions for consistent presentation purposes. Total education appropriations, including pensions, in FY 2020 are more than one-third of the state’s overall General Funds appropriations.

Graph 1



Illinois Office of the Comptroller Unpaid Bill Backlog

The Illinois Office of the Comptroller (IOC) continues to face challenges in managing the backlog of unpaid bills. The General Funds backlog of unpaid bills estimated by the IOC as of Nov. 25, 2019, is nearly \$6.0 billion, or \$1.0 billion less than the backlog amount on Nov. 26, 2018. IOC has been unable to make payment on 7,331 delayed ISBE vouchers totaling approximately \$323.2 million. Delayed vouchers for Mandated Categorical reimbursement lines total nearly \$215 million, or 66 percent of the overall ISBE payment delays. This compares to payment delays on 9,406 ISBE vouchers totaling \$432.2 million on Nov. 26, 2018. Providers with limited sources of revenues continue to struggle in providing opportunities for children due to payment delays.

Illinois Economic and Fiscal Policy Report

The Governor’s Office of Management and Budget (GOMB) released its Illinois Economic and Fiscal Policy Report on Oct. 23, 2019. This report contains GOMB’s revenue and spending projections for FY 2020 and the next five fiscal years. GOMB revised its FY 2020 revenue and expenditure estimates, resulting in a projected budgetary surplus of \$184 million. It estimates that the backlog of unpaid bills at the end of FY 2020 would be \$5.9 billion. GOMB’s forecast for the next five years for revenues are based on current law. GOMB factored in increases in pension payments, debt service amounts, and other moderate increases for other sectors of government spending to estimate spending forecasts.

The report recognizes the financial challenges Illinois continues to face with its General Funds budget as the projections show budgetary deficits for the next five fiscal years. GOMB projects a deficit in General Funds of nearly \$1.8 billion for FY 2021. The next four fiscal years have deficits ranging from \$2.4 billion in FY 2022 to \$3.2 billion in FY 2025. These projected deficits result in an estimated unpaid bill backlog of \$19.2 billion at the end of FY 2025.

The report outlines various policy intentions of the Governor to address the projected deficits and to improve fiscal stability. For example, the report acknowledges GOMB has requested that agencies propose options to reduce their FY 2021 General Funds operations budget by 6.5 percent from their FY 2021 maintenance budget level. Maintenance is defined as what is needed to sustain all FY 2020 agency activities during FY 2021 with no expansion of programs or new initiatives. In addition, the report provides various revenue policy intentions to increase revenues to prevent significant cuts to agencies budgets. The report indicates that 15 percent cuts to spending areas, including education and public safety, would be necessary to balance the budget if significant new or enhanced tax revenues are not enacted.

The report also provides the estimated allocation of General Funds appropriations to ISBE for pre-K to 12th grade education from FY 2021 through FY 2025. GOMB has projected an increase appropriation allocation of \$467 million for pre-K to 12th grade education in FY 2021.

FY 2020 Supplemental Request

ISBE is requesting a supplemental increase for the Special Education Orphanage line in FY 2020. The FY 2020 appropriation line for Special Education Orphanage was used to pay approximately \$6.5 million in FY 2019 claims. The State Finance Act (30 ILCS 105/25(j)) authorizes ISBE to use its current year appropriation for this line to pay for prior year claims. The FY 2020 claims for this line have been adjusted after paying the actual FY 2019 claims in August. The preliminary supplemental request for this line in FY 2020 is \$11.1 million. Staff are currently calculating estimates for Mandated Categorical reimbursement lines for both FY 2020 and FY 2021. The FY 2020 supplemental amount for Special Education Orphanage will be updated, if necessary, and included in the Superintendent’s budget recommendations in January.

Summary of FY 2021 Public Budget Hearings

Public budget hearings were conducted in East St. Louis, Bloomington, Mt. Vernon, and Chicago. Participants (educators, parents, families, and community and business leaders) were encouraged to present their stories about the programmatic and financial needs of Illinois’ public schools and the students and families they serve. A total of 228 individuals attended the four budget hearings, which is a 16 percent increase from the attendance at the three public budget hearings held last year.

The public also submitted funding requests using the new online funding request form on the agency’s website. The new system achieved efficiencies for both ISBE staff and public participants. It provided a streamlined sign-in registration process at the hearing site for advocates submitting their testimony prior to the hearing. Significant efficiencies were also realized when compiling the data for reporting and recordkeeping purposes after the four hearings. The system also improved the tracking and transparency of funding requests as the data was made available on ISBE’s intranet system to allow staff access to the data throughout the entire hearing process.

There were 363 requests for funding for 38 different ISBE programs for the FY 2021 education budget. This is a 15 percent decrease in the number of funding requests from last year but a 97 percent increase in the number of requests from two years ago.

Table 1 provides a summary by program of the FY 2021 funding requests submitted by the public. The Mode of FY 2021 Increases column represents the mode of the data set of the funding increase amounts for each program when comparing the FY 2021 request amount to the FY 2020 appropriated amount.

Table 1

Program	Submitted Testimony	Mode of FY 2021 Increases
After School Matters	2	\$0
After-School Programs	8	\$20,000,000
Agricultural Education	32	\$0
Alternative Education – Regional Safe Schools	64	\$5,000,000
Assessments	3	\$0
Bus Driver Training	9	\$0
Career and Technical Education	13	\$10,000,000
Community Schools	8	\$15,000,000
Competency-Based Pilot	1	\$1,000,000
Computer Science Education	2	\$250,000
District Intervention	1	\$0
Diverse Educator Recruitment	6	\$20,000,000
Early Childhood Education	47	\$150,000,000

Program	Submitted Testimony	Mode of FY 2021 Increase
Educators Rising	13	\$1,000,000
Evidence-Based Funding	20	\$500,000,000
Gifted Education	7	\$33,130,000
Golden Apple Scholars	1	\$0
Healthy Community Incentive Fund	7	\$20,000,000
Illinois Psychology School Internship	1	\$50,000
Jobs for America's Graduates	13	\$500,000
Longitudinal Data Systems	1	\$0
Multilingual Assessment	1	\$5,000,000
National Board Certification	3	\$1,000,000
Philip J. Rock Center & School	1	\$440,800
Principal Mentoring	2	\$1,200,000
Regional Offices of Education Salaries	2	\$0
Regional Offices of Education Services	13	\$4,030,000
Ryan Banks Academy	4	\$2,000,000
School Nurses, Counselors, and Support Services	1	\$5,000,000
Seal of Biliteracy	1	\$500,000
Southwest Organizing Project-Parent Mentoring	8	\$1,250,000
State & District Technology Support	5	\$400,000
Teach for America	3	\$1,500,000
Teacher of the Year	9	\$200,000
Teacher Mentoring Programs	12	\$20,000,000
Transportation – Regular and Vocational	3	\$81,299,200
Transportation – Special Education	1	\$66,317,400
Truants' Alternative and Optional Education	33	3,000,000
YouthBuild Illinois	2	2,500,000
Total Funding Requests	363	\$970,567,400
Subtotal General Funds Requests	339	\$966,537,400
Subtotal Other State Funds Requests	24	\$4,030,000

Methodology for the Development of the FY 2021 Preliminary Budget Recommendations

GOMB's Illinois and Economic Fiscal Policy Report and the General Funds appropriation history are useful resources to assist the Board of Education in recommending an amount for the agency's General Funds appropriation growth from FY 2020 to FY 2021. ISBE staff reviewed these resources to calculate a recommended range of appropriation growth for FY 2021 of \$500 million to \$780 million for FY 2021.

ISBE has received approximately \$500 million in General Funds appropriation increases in two of the three fiscal years since the enactment of EBF. This is the recommended low end of an appropriation increase range for FY 2021.

ISBE's General Funds budget received 38 percent of the state's General Funds appropriation growth in FY 2019 and 40 percent in FY 2020. The General Funds appropriation growth is estimated by GOMB at nearly \$2 billion in FY 2021. If ISBE were to maintain its same percentage allocation of the overall appropriation growth in FY 2021 as in the prior two fiscal years, then an estimated upper end of a range for ISBE's FY 2021 appropriation growth is \$760 million to \$800 million, with a midpoint of \$780 million.

This review was shared with the members of the Finance and Audit Committee on Nov. 26, 2019, to establish a beginning point for the prioritization of funding. Utilizing the proposed Board goals, staff was able to prioritize the funding requests received at the four public budget hearings and develop a budget recommendation that could be effectively administered by ISBE staff and provide funding for the priorities outlined in the developing agency strategic plan.

The proposed goals for the new strategic plan are:

- Student Learning – Students will make academic gains by the end of the school year, increasing their knowledge, skills, and opportunities so that each student graduates empowered and equipped to pursue a successful future.
- Learning Conditions – Schools will be environments that are physically and emotionally secure, where available resources are allocated equitably to meet students' specific needs.
- Educator Quality – Educators will meet the needs of Illinois' diverse student population and will be prepared for, supported in, and recognized for those efforts.

Staff aligned the budget recommendations to the proposed goals and to the strategic priority areas of Student Assessment; Evidence-Based Funding; Educator Preparation, Support, and Success; and System of Support.

The preliminary staff recommendation for the FY 2021 General Funds appropriation is \$9.602 billion, or approximately a \$719.3 million or an 8.1 percent increase from FY 2020 to FY 2021. These preliminary recommendations do not include an estimate for Student Safety Support. Staff is currently working on a budget recommendation to fund the agency's work involving supporting school districts' efforts implementing rule changes for seclusion, time-outs, and restraints.

Evidence-Based Funding

Proposed Board Goals: Student Learning, Learning Conditions, Educator Quality

Proposed Priority Area: Evidence-Based Funding

Evidence-Based Funding provides funding to school districts in direct proportions to the needs of the district and its students. EBF uses a hold-harmless payment and provides increases through tier funding to be distributed to districts most in need per the statutory formula. Since the enactment of EBF in FY 2018, the EBF appropriation has had a cumulative increase of nearly \$1.38 billion (not including the \$221.3 million in the EBF appropriation in FY 2018 for Chicago Teachers' Pension and Retirement Fund), of which \$979.1 million has been allocated through tier funding. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 63.5 percent in FY 2020.

Significant progress to improve equity has been achieved through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2020 EBF calculations, is still \$4.54 billion after the FY 2020 tier funding was distributed. The state would need to commit to an annual increase of \$656 million for tier distributions or \$706 million when including \$50 million for Property Tax Relief Pool Funds for the next seven fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2020 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

There were 20 funding requests for Evidence-Based Funding. Many district superintendents provided testimony that included examples of how his/her districts have improved student learning, learning conditions, and educator quality through their district's tier funding allocations since FY 2018. Most advocates recognize that the state cannot fully fund the EBF formula in next year's budget, so they requested an EBF funding increase ranging from \$400 million to \$700 million in FY 2021. The mode of the EBF funding increases from advocate requests is \$500 million.

ISBE staff make a preliminary recommendation of a \$500 million increase to EBF in FY 2021.

Early Childhood Education

Proposed Board Goals: Student Learning, Learning Conditions, Educator Quality

Proposed Priority Area: System of Support

Educators and community and business leaders requested a \$150 million funding increase for early childhood education programs at the four public budget hearings. Early childhood education received the second highest number of funding requests at 47.

Many community providers presented testimony at the Chicago hearing on the Chicago Public Schools' (CPS) FY 2020 Request for Proposals process that resulted in many long-serving programs receiving no CPS funding this fiscal year. Providers testified that demand for the program clearly exceeds funding availability. Early learning providers and educators also pointed to Kindergarten Individual Development Survey data that shows only 26 percent of kindergarten students demonstrated readiness in all three developmental areas, which they say points to the importance of funding for this program.

ISBE staff make a preliminary recommendation of a \$100 million increase to early childhood education programs in FY 2021. Preliminary estimates for FY 2021 allocations based on a \$100 million increase are provided in Table 2:

Table 2

Item	FY 2021 Preliminary Estimate (\$millions)	Notes
Chicago Public Schools	\$37	Statutory Requirement – 37%
One-Time Funding Sources in FY 2020	\$10	Loss of federal funds and FY 2019 carryforward of state funds
Downstate Grants	\$52	Includes quality support funding for existing grantees and funding for new programs, of which 25% is allocated to Prevention Initiative per statutory requirement
Admin/Infrastructure Support	\$1	Operational Support/Monitoring
Total	\$100	

Table 3 summarizes the estimated allocations of the \$50 million increase to early childhood programs in FY 2020:

Table 3

Item	FY 2020 Est. Amount (\$millions)	Notes
Chicago Public Schools	\$18.5	Statutory Requirement – 37%
One-Time Funding Sources in FY 2019	\$14.5	Loss of federal funds and FY 2019 Department of Human Services funding
FY 2019 State Carryforward	(\$7.0)	FY 2019 grants extended through June 30, 2020
Admin/Infrastructure Support	\$1.4	Operational Support/Monitoring
Downstate Quality Supports	\$5.5	Allocated 25% of new funding
New Downstate Grants	\$17.1	Allocated 75% of new funding
Total	\$50	

Mandated Categorical Reimbursements (MCATs)

Proposed Board Goals: Student Learning, Learning Conditions

Proposed Priority Area: System of Support

Table 4 provides the estimated FY 2020 proration levels for each of the six MCAT lines. An additional \$217.4 million would be needed to provide full funding for MCAT lines in FY 2020.

Presenters at the public hearings spoke about the importance of MCAT funding to their schools' budgets. Also, increases were requested to fully fund the two transportation lines. ISBE is requesting an FY 2020 supplemental increase of \$11.1 million for the Special Education Orphanage line. The FY 2020 appropriation line for Special Education Orphanage was used to pay approximately \$6.5 million in FY 2019 claims. The State Finance Act (30 ILCS 105/25(j)) authorizes ISBE to use its current year appropriation for this line to pay for prior year claims. The FY 2020 claims for this line have been adjusted after paying the actual FY 2019 claims in August.

Table 4

Program Name	FY 2019 Proration Level	FY 2020 Estimated Proration Level	Additional amount needed to fully fund in FY 2020
Transportation-Regular/Vocational	82%	86%	\$81,299,200
Transportation-Special Education	86%	82%	\$66,317,400
Special Education-Private Tuition	80%	80%	\$37,865,200
Special Education Orphanage	100%	100%	\$11,084,900
Orphanage Tuition	100%	100%	\$0
Illinois Free Lunch/Breakfast	31%	29%	\$20,856,400
Total			\$217,423,100

The final projections for FY 2021 MCATs will be completed by staff in late December, and the Board will be provided updated amounts necessary for full funding for FY 2020 and proration levels. The results of those projections and consideration of federal maintenance of effort requirements will be reflected in the Superintendent's recommendations to be presented in January.

ISBE staff's preliminary recommendation is to allocate \$75 million to MCATs for FY 2021 as a placeholder until the new projections are available for the January meeting. As stated above, MCAT projections are being developed and review of those projections will identify the amount of growth required to:

1. Fully fund Special Education Orphanage and Orphanage Tuition to comport with statute.
2. Ensure a consistent proration level for the Special Education-Private Tuition line item.
3. Account for growth for Transportation-Regular/Vocational costs in addition to the added costs for transportation-related criminal gang activity hazardous approval.

Advanced Placement

Proposed Board Goal: Student Learning
Proposed Priority Area: Student Assessment

ISBE staff make a preliminary recommendation of a total of \$2.9 million dollars to support initiatives related to Advanced Placement (AP) coursework for students who are from low-income homes or underrepresented in enrollment and completion of AP courses. Of this amount, \$2.4 million will be used to reduce the cost of taking an AP exam for public school students who are low income. These funds increase access to AP exams for students by reducing the cost from \$94 for a regular course exam or \$142 for a capstone course exam down to \$15 for each exam. Funds will be distributed by the College Board via contract; Illinois districts and/or students will be charged at the reduced rate. The requested amount is based upon exam order data from FY 2020 and projections from the College Board.

The remaining \$500,000 will be used for the AP Course Implementation Grant program, which supports school districts to implement or expand Pre-AP and/or AP programs for low-income and underrepresented students. Advanced Placement programming is designed to offer rigorous course work necessary for students to succeed in postsecondary education or the workplace. Funds will be used to provide training for teachers and school administrative staff, including counselors, to obtain the essential content knowledge

and instructional skills necessary to recruit and prepare students for success in Pre-AP and AP courses. Funds are distributed through a competitive grant process for districts.

Assessments

Proposed Board Goal: Student Learning
Proposed Priority Area: Student Assessment

Final cost estimates are being determined for the FY 2021 assessments, where added complexity exists due to several contracts in various states of procurement. Assessments will be conducted in multiple grades to ensure student growth can be calculated for an overall summative rating in the accountability system.

Career and Technical Education

Proposed Board Goals: Educator Quality
Proposed Priority Area: Educator Preparation, Support, and Success

Most of the testimony received from advocates for the career and technical education (CTE) program regarded a \$10 million increase over the FY 2020 appropriated amount. Funding increases would make more money available to local and regional programs and allow for expansion into growing industries, such as cybersecurity, robotics, health/science offerings, and other programs to meet local and regional workforce needs. Advocates testified that additional funds are important to support equipment needs and hands-on learning so that high school students can become career ready. They also cited that CTE students are more likely to graduate on time, have a placement rate in college that is higher than non-CTE students, and leave high school with a skill that can transfer directly to the workforce.

Base funding of \$38 million in CTE allows the state to meet the federal matching requirement of the Strengthening Carl D. Perkins Career and Technical Education for the 21st Century (Perkins V) Act of 2018 and leverages approximately \$44.7 million in federal funding annually. Increases to this line will be used to fund competitive grants to prevent an increase to the federal maintenance of effort requirement.

ISBE staff make a preliminary recommendation of a \$10 million increase to CTE in FY 2021. This increase will be allocated to competitive grants to increase the number of students completing a pathway in education and enrolling and completing a teacher education program at an Illinois college or university.

Advocates for agriculture education presented at all four of this year's budget hearings. A total of 32 funding requests were submitted in support to maintain level funding of \$5 million for agriculture education. Staff also recommends \$5 million for agriculture education.

Competency-Based Education Pilot

Proposed Board Goal: Student Learning
Proposed Priority Area: Student Assessment

ISBE staff makes a preliminary recommendation of \$300,000 to conduct a program evaluation on the effectiveness of the pilot. The evaluation is statutorily required as part of the Postsecondary Workforce Readiness Act. Currently, 25 sites encompassing 47 school districts are part of the pilot program, but little is known about its impact on student achievement. A formal evaluation is needed before next steps are recommended for how to continue with this pilot program.

Diverse Educator Recruitment/Seal of Biliteracy

Proposed Board Goal: Educator Quality
Proposed Priority Area: Educator Preparation, Support, and Success

Advocates requested \$20 million for FY 2021 for diverse educator recruitment to support recruitment programs for schools to diversify the teacher pipeline via local "Grow Your Own" programs to increase the

number of teachers who hold an English as a second language/bilingual endorsement and ensure teachers practice culturally responsive teaching. About 52 percent of the nearly 2 million students in Illinois are non-white, while only 17 percent of teachers in Illinois are non-white.

Advocates put emphasis on broad programming that increases the diversity of the teaching corps, leading staff to make a preliminary recommendation of \$5 million to target diverse educator recruitment. Specifically, monies will be used to provide grants to districts to develop future educator pathway programs that will increase the number of students who complete the Seal of Biliteracy as well as support those students in undergoing early education to become a bilingual teacher.

Educators Rising

Proposed Board Goal: Educator Quality

Proposed Priority Area: Educator Preparation, Support, and Success

Educators Rising received the most educator quality funding requests with a total of 13 submissions. Advocates requested \$1 million for Educators Rising to cultivate a pipeline of future effective educators for Illinois students by fostering interest among high school students in the profession of teaching through pathway opportunities. Advocates testified that Educators Rising has affiliates in 27 states serving 2,400 schools and more than 43,000 students. It is supported nationally by Phi Delta Kappa, the National Education Association, and the American Federation of Teachers. The content was developed in partnership with the National Board for Professional Teaching Standards. Program advocates from Aurora University testified and noted that their program has become steadily more diverse over the past decade, with a third of its membership over the past three years composed of students of color.

The funding of \$1 million would allow for implementation of a statewide series of regional networks. This would include a state coordinator to guide implementation and partial funding for university-based regional coordinators, purchase of Educators Rising Curriculum to provide access for all schools, funding to host a state conference, and support for Tier 1 districts to both develop an education career pathway and provide tuition grants to teachers in cases where none hold the degree required to lead dual credit coursework.

ISBE staff makes a preliminary recommendation of \$1 million, which is consistent with the advocate requests. Funds would be used to support future education pipeline development, to provide districts with access to Educator Rising Curriculum, to support a statewide conference, and to provide tuition grants to expand dual credit coursework in educator preparation. The intended outcome of this program is a strong pipeline of diverse and effective educators for Illinois.

Principal Mentoring

Proposed Board Goal: Educator Quality

Proposed Priority Area: Educator Preparation, Support, and Success

Advocates requested \$1.2 million for principal mentoring to equip new principals with the skills and tools they need to lead schools effectively. Advocates pointed to the importance for new principals to have a safe, critical, experienced colleague to learn with and from. They note that principal mentoring can help reduce costly school leader turnover and point to research that suggests principal quality is a lead indicator in school success.

ISBE staff makes a preliminary recommendation of \$1 million for principal mentoring to be awarded through competitive grants. The \$1 million recommendation will provide mentoring for first-year principals. This funding level was determined by looking at historical averages for principals who would receive services and multiplying this amount by the stipend identified in administrative code.

School Support Services

Proposed Board Goals: Student Learning, Learning Conditions, Educator Quality

Proposed Priority Area: System of Support

The Illinois Every Student Succeeds Act Support and Accountability Plan specifies that schools will receive an annual designation based on their performance based on identified academic and school quality indicators. Schools receiving an Underperforming or Lowest Performing designation are identified for school improvement and eligible to receive support services under IL-EMPOWER. Upon initial designation for improvement, a school receives a federal allocation of \$15,000 to begin a planning period to complete a comprehensive needs assessment and develop a three-year School Improvement Plan. The request for increased state funding is to increase the financial allocation to schools in this planning period and to expand support to newly designated Underperforming and Lowest Performing schools.

The state allocation of \$1,002,800 in FY 2020 funds the 40 schools that were newly designated as Lowest Performing on the 2019 Report Card. An increase of nearly \$4 million will allow the agency to allocate funding to 100 percent of the projected 150 newly designated Underperforming and Lowest Performing schools, which serve approximately 80,000 students, in FY 2021. In addition, the funding would increase the average per-school allocation to approximately \$33,000. This increased amount will allow schools to cover the expense of a contract with an IL-EMPOWER-approved Learning Partner in the planning period to facilitate data analysis of academic and school quality indicators, complete the Illinois Quality Framework Supporting Rubric, develop a three-year School Improvement Plan, and provide professional learning for school personnel.

The federal and state funding will give these schools the supports needed to engage in meaningful planning to impact adult practice and student learning over the three-year implementation of a School Improvement Plan. IL-EMPOWER staff will determine the impact of dollars on adult learning and student outcomes based on pre- and post-surveys of school engagement with Learning Partners. Survey results will be analyzed by school administration and IL-EMPOWER staff against identified student learning goals and quarterly benchmarks in School Improvement Plans.

ISBE staff makes a preliminary recommendation to increase funding for School Support Services by nearly \$4 million for FY 2021.

State & District Technology Support

Proposed Board Goals: Student Learning, Learning Conditions, Educator Quality

Proposed Priority Area: System of Support

Advocates requested \$2.844 million for state and district technology support to fund the Learning Technology Centers (LTCs). LTCs provide services and programs that directly impact the learning environment by ensuring districts have access to broadband, technology infrastructure, funding, resources, and the technical expertise needed in a modern learning environment. Their request represents an increase of \$400,000 over FY 2020 for the purposes of adding supports for districts related to data privacy and security that will be administered through the LTC system.

ISBE staff makes a preliminary recommendation of \$3.35 million to allow for the continuation of services from the LTCs as well as reimbursement to districts for students completing online coursework through the Illinois Virtual Course Catalog. Funding levels for the online courses are based upon FY 2019 virtual course completion data and an average course cost of \$300. Funds for LTC use will be disbursed via intergovernmental agreements, while virtual course funding will be awarded to districts using a reimbursement model.

Teach for America

Proposed Board Goal: Educator Quality

Proposed Priority Area: Educator Preparation, Support, and Success

Advocates requested a total of \$2.5 million, representing an increase of \$1.5 million over FY 2020 funding levels, to recruit and train 100 additional teachers for Illinois schools. Advocates presented evidence of Teach for America educator effectiveness and retention in Illinois as well as made pledges to ensure diversity and address teacher shortage areas with their new educators. ISBE staff makes a preliminary

recommendation of total funding of \$2 million for Teach for America, an increase of \$1 million, to support Teach for America's recruitment and training of a diverse group of new teachers in FY 2021.

Teacher Mentoring

Proposed Board Goal: Educator Quality

Proposed Priority Area: Educator Preparation, Support, and Success

Teacher mentoring received the second highest number of funding requests for educator quality with a total of 12 submissions. Advocates requested \$20 million for teacher mentoring and testified that the program has not been funded since FY 2009. They noted that the funding request for \$20 million is higher than the FY 2009 amount for the program to account for inflation and start-up costs and that outyear funding could sustain the program at \$12 million-\$15 million annually. Advocate funding requests cited that program data from teacher mentoring programs show that 27 percent of those early career educators who did not participate in mentoring programs left the profession, compared with 16 percent of those who did. This resulted in a reduction of teacher loss of over 40 percent. The program provides mentoring and support for new teachers to help them provide quality instruction and support to students and become more effective, and to also improve the retention of teachers.

ISBE staff makes a preliminary recommendation for a funding level of \$8 million for teacher mentoring in FY 2021. Funds will be allocated through competitive grants to districts to develop robust mentoring programs consistent with our current administrative rules. The \$8 million the staff recommends will support mentoring for first-year teachers in Illinois in FY 2021. The funding amount was determined by looking at historical averages of first-year teachers and multiplying this number by the stipend identified in administrative code. The advocate requests were largely based upon a multi-year mentoring structure not currently allowed by our rules, but staff agree with the need for mentoring expressed by the advocates.

Teacher of the Year

Proposed Board Goal: Educator Quality

Proposed Priority Area: Educator Preparation, Support, and Success

Teacher of the Year received eight funding requests for \$200,000 in FY 2021. Funding would support travel expenses, salary, benefits, substitute costs, and conference expenses for the Teacher of the Year. Former Teacher of the Year winners testified at this year's hearings. They told of career and personal sacrifices they made when they served as Teacher of the Year. ISBE staff makes a preliminary recommendation of \$200,000 for Teacher of the Year in FY 2021.

Community Partnerships for Student Health and Well-Being

Proposed Board Goal: Learning Conditions

Proposed Priority Area: System of Support

The results of the Youth Risk Behavior Survey in 2018 identified an increase in the number of students who reported they felt sad or hopeless, considered attempting suicide, or planned as to how they would attempt suicide. This increase, while alarming, is not surprising. Dr. John Walkup, who is head of Child and Adolescent Psychiatry at the Ann and Robert H. Lurie Children's Hospital of Chicago, noted in a 2019 article in Illinois Issues magazine titled "Children's Access to Mental Health Care is in Critical Condition" that the vast majority of mental health conditions — 75 percent to 80 percent — begin prior to age 18. He pointed to a recent study that showed about 20 percent of Illinois children have an active mental health problem and slightly over half of them have ever been in treatment. Children who are anxious often fall behind in terms of their interpersonal development and that can lead to difficulties transitioning into adulthood, according to Walkup.

The purpose of this funding initiative is to build and expand the capacity of Local Education Agencies to establish partnerships that will foster student health and well-being initiatives. This includes a targeted focus on wrap-around supports and initiatives.

Grants will be competitively bid, and the distribution of funds will be prioritized to Tier 1 and Tier 2 school districts as identified under 105 ILCS 5/18-8.5. Districts will be able to use this funding to develop a districtwide wellness plan that encompasses training; establishes partnerships with local health and substance abuse providers; and secures access to resources and supports for students, educators, and the community. The goal of the multi-faceted, targeted approach is to develop and support a comprehensive model of wrap-around services, supports, opportunities, and programs that helps entire families and serves to strengthen communities.

ISBE staff makes a preliminary recommendation for a \$10 million appropriation for community partnerships for student health and well-being for FY 2021.

Safe Schools and Healthy Learning Environment

Proposed Board Goal: Learning Conditions

Proposed Priority Area: System of Support

Students today are facing an alarming number of health and safety issues, including, but not limited to, school environments that are not safe, e-cigarette use, and bullying. The results of the Youth Risk Behavior Survey in 2018 identified an increase in the number of students who did not go to school because they did not feel safe. These students are missing out on valuable instructional time. Another issue facing today's youth is the number of students using e-cigarettes. The number of teens using e-cigarettes continues to rise, according to the most recent report by the Illinois Department of Public Health. Research suggests that there was a 65 percent increase in the number of 10th-graders who used e-cigarettes between 2016-18. These levels indicate that e-cigarette use among youth is now an epidemic. So, too, bullying in schools continues to be an issue. The Youth Risk Behavior Survey reported in 2018 that one in every five students has experienced some type of bullying. Recent studies suggest that bullying at any age is associated with worse mental and physical health, increased depressive symptoms, and lower self-worth. Participants who experienced chronic bullying also reported increased difficulties in physical activities like walking, running, or participating in sports. Those who experienced bullying in the past and were also experiencing bullying in the present showed the lowest health scores. More specifically, lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth and those perceived as LGBTQ are at an increased risk of being bullied. Results from the 2017 Youth Risk Behavior Survey show that, nationwide, more U.S. high school students who self-identify as lesbian, gay, or bisexual report having been bullied on school property (33 percent) and cyberbullied (27.1 percent) in the past year than their heterosexual peers (17.1 percent and 13.3 percent, respectively)

Grant funds would be made available through a competitive Request for Proposals. Priority would be given to those districts identified as Tier 1 and Tier 2 under 105 ILCS 5/18-8.5. Prioritizing distribution of funds to Tier I and Tier 2 schools means that funds may be used for school safety initiatives, including professional development regarding Safe2Help, Handle with Care, and Stop the Bleed. Funding may also be utilized to support LGBTQ programming, such as inclusive classrooms and substance abuse and vaping prevention initiatives.

ISBE staff makes a preliminary recommendation of a \$3 million appropriation for safe schools and healthy learning environments for FY 2021.

Southwest Organizing Project– Parent Mentoring

Proposed Board Goal: Learning Conditions

Proposed Priority Area: System of Support

The central purpose of the Southwest Organizing Project Parent Mentoring Program is to develop parental leadership in low-income schools so that the parents may become an integral part of the classroom, the school community, and the neighborhood around the school. The inclusion of parents in the classroom supports the academic achievement of students and enhance the environment in the schools.

Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours per day, four days a week. They receive training for two hours each week. Parents are assigned to a classroom (not their own child's), where they are mentored by a teacher and work one on one and in small groups with children. Parent mentors receive a modest stipend after reaching 100 volunteer hours. The program is intended to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

There were eight funding requests for Southwest Organizing Project and parent mentoring programs. Three of the eight requests sought an increase of \$1.25 million to the FY 2020 amount of \$3.5 million for a total request of \$4.75 million in FY 2021. The increased funding would allow the program to expand to an additional 38 schools, bringing the statewide total to 183 schools. It would also allow the program to train 328 parent mentors, bringing the total to 1,464 parent mentors in classrooms for two hours a day.

ISBE staff makes a preliminary recommendation of a \$4.75 million appropriation in FY 2021 to support the expansion of the parent mentoring program throughout the state.

Community and Residential Services Authority

Proposed Board Goals: Learning Conditions
Proposed Priority Area: System of Support

The Community and Residential Services Authority (CRSA) is an interagency group created by the Illinois General Assembly in 1985 that is 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 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.

ISBE is the fiscal agent for CRSA. The CRSA is recommending a \$700,000 appropriation in FY 2021, which is a \$50,000 increase over FY 2020.

Philip J. Rock Center and School

Proposed Board Goals: Student Learning, Learning Conditions, Educator Quality
Proposed Priority Area: System of Support

The Philip J. Rock Center's executive director testified at the Chicago hearing and requested an increase of \$440,800 in FY 2021. This is a residential facility that provides programming for deaf-blind students as well as professional support for deaf-blind students throughout the state. The increase was requested for operations due to increased tuition costs, transportation costs, potential classroom rental, pending litigation, equipment updates, overtime costs, and wages to attract employees.

ISBE staff makes a preliminary recommendation of a \$440,800 increase for Philip J. Rock Center and School in FY 2021.

AGENCY CAPACITY

Staff are currently working on developing the operational budgets for ISBE's departments for FY 2021. Preliminary estimates for operational lines projected to have increases or decreases in FY 2021 are provided in Table 5. The Superintendent will provide recommendations for the various operational appropriations in January.

Table 5

Line Item	Fund	FY 2020 Appropriation	FY 2021 Preliminary Recommendation
Agency Capacity	General Revenue Fund	\$23,217,200	\$25,800,000
Indirect Cost Recovery	SBE Special Purpose Trust Fund	\$7,990,000	\$8,150,000
Charter Schools	SBE Special Purpose Trust Fund	\$0	\$1,000,000
State Charter School Commission	State Charter School Commission Fund	\$1,250,000	\$0
Regional Services	Personal Property Tax Replacement Fund	\$0	\$810,000
GATA/BFR	SBE Special Purpose Trust Fund	\$0	\$600,000
Agency Capacity	SBE Federal Agency Services Fund	\$1,378,800	\$2,900,000

OTHER FUNDING REQUESTS

Advocates presented testimony to request funding for new programs in FY 2021 in which staff did not recommend new funding from General Funds. Table 6 lists the advocates' requests and provides comments to explain staff's rationale for not recommending General Funds for these requests.

Table 6

Program	FY 2021 Request Amount	Comments
Jobs for America's Graduates	\$500,000	Fund with federal Perkins award.
Alternative Education Programs	\$8,000,000	Alternative Education programs funded from EBF became eligible for tier funding in FY 2020 due to a statutory change. These programs had a Base Funding Minimum of \$45.2 million and received \$4.8 million in tier funding per the FY 2020 EBF calculations.
Gifted Education	\$33,130,000	This is one of the 34 cost factors in EBF. The statewide adequacy target is \$173 million at \$90 per student.
Various After-School and Community-Based Programming	\$55,000,000	Utilize federal 21 st Century funding for after-school programs and \$13 million of new funds was recommended for community-based partnerships for student health and safe schools.
School Nurses, Counselors, and Support Services	\$5,000,000	These positions are included in the 34 cost factors in EBF. The statewide adequacy target before regionalization is \$595.7 million for these positions.

Recommendations:

This is a summary of the testimony from the four public budget hearings and online funding requests. It is for information purposes only and does not require Board action.

Next Steps:

ISBE staff will continue to review funding requests and prepare budget recommendations aligned with the Board's proposed goals and incorporate the guidance and feedback received from the Board at the December meeting. Staff will present the Superintendent's Fiscal Year 2021 Budget Recommendation that incorporates the requests for education funding on behalf of children throughout the State of Illinois for consideration by the Board at its January meeting.

ILLINOIS STATE BOARD OF EDUCATION
General Funds Appropriation History FY 2011 - FY 2020
December 18, 2019
Exhibit A

\$000's	GENERAL FUNDS										% of FY 2020 TOTAL
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016*	FY 2017	FY 2018**	FY 2019	FY 2020	
General State Aid	4,600,305	4,448,105	4,286,753	4,442,198	4,425,274	4,717,188	5,078,589	6,455,160	6,836,163	7,211,163	0.00%
Evidence-Based Funding	-	-	-	-	-	-	-	221,300	881,458	928,803	0.00%
Chicago Teachers' Pension Fund	1,845,847	1,781,628	1,755,948	1,749,948	1,716,949	1,762,739	1,781,211	885,335	881,458	928,803	10.46%
Mandated Category	342,235	325,124	300,192	300,192	293,438	314,238	393,738	443,738	493,738	543,738	6.12%
ADA Block Grant	-	-	-	-	-	-	-	-	-	-	0.00%
Reading Improvement Block Grant	-	-	-	-	-	-	-	-	-	-	0.00%
Bilingual Education	63,381	63,381	63,381	63,381	62,248	61,681	65,541	29,000	-	218	0.00%
District Consolidation Costs	3,700	1,800	2,805	2,900	3,309	3,309	5,046	3,100	1,900	-	0.00%
Textbook Loans	42,827	-	-	-	-	-	-	-	-	-	0.00%
Career and Technical Education	38,562	38,562	38,062	38,062	38,062	38,062	38,062	38,062	38,062	43,062	0.48%
Other Grants/Lines	31,908	45,533	51,604	40,117	149,447	40,178	57,775	67,755	68,654	86,554	0.97%
Assessments	26,335	24,000	27,400	27,400	43,597	40,178	46,183	51,000	48,515	46,500	0.52%
Agency Operations	24,662	22,254	23,654	23,181	22,659	-	23,312	21,526	23,350	23,217	0.26%
TOTAL GENERAL FUNDS	7,019,761	6,750,387	6,549,799	6,687,380	6,754,984	6,937,395	7,489,457	8,215,977	8,391,840	8,883,255	100.00%

\$000's	GENERAL FUNDS										Change FY11-FY20
	Change FY10-FY11	Change FY11-FY12	Change FY12-FY13	Change FY13-FY14	Change FY14-FY15	Change FY15-FY16	Change FY16-FY17	Change FY17-FY18	Change FY18-FY19	Change FY19-FY20	
General State Aid	(15,671)	(152,201)	(161,352)	155,446	(16,925)	291,915	361,401	(5,078,589)	381,003	375,000	(4,600,305)
Evidence Based Funding	-	-	-	-	-	-	-	6,455,160	(221,300)	-	7,211,163
Chicago Teachers' Pension Fund	(98,232)	(64,218)	(25,680)	(6,000)	(32,999)	45,789	18,473	(895,876)	(3,877)	47,345	(917,044)
Mandated Category	(18,710)	(17,112)	(24,931)	-	(6,754)	20,800	79,500	50,000	50,000	50,000	201,503
ADA Block Grant	(68,526)	-	-	-	-	-	-	-	-	-	-
Reading Improvement Block Grant	(4,706)	(1,900)	-	-	(1,133)	(567)	3,860	(36,541)	(29,000)	-	(63,381)
Bilingual Education	-	(1,900)	1,005	95	409	-	1,737	(1,946)	(1,200)	(1,682)	(3,482)
District Consolidation Costs	-	(42,827)	(500)	-	-	-	-	-	-	-	(42,827)
Textbook Loans	-	-	-	-	-	-	-	-	-	5,000	4,500
Career and Technical Education	(52,544)	13,625	6,071	(11,486)	109,330	(109,269)	17,597	9,980	899	17,900	54,646
Other Grants/Lines	(2,272)	(2,335)	3,400	(473)	16,197	(43,597)	46,183	4,817	(2,485)	(2,015)	20,165
Assessments	(2,138)	(2,408)	1,400	(473)	(522)	(22,659)	23,312	(1,786)	1,823	(133)	(1,445)
Agency Operations	(262,799)	(269,375)	(200,588)	137,581	67,604	182,411	552,062	726,520	175,863	491,415	1,863,494

Totals may not sum due to rounding.
*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.
**Public Act 110-0465 integrated five programs into Evidence-Based Funding.

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 - Preliminary ISBE Staff Recommendations
December 18, 2019
Exhibit B

GENERAL FUNDS	Proposed Board Goal*	Proposed Strategic Plan Priority Area*	FY 2020 Enacted	FY 2021 ISBE Staff	\$ Increase (Decrease)	% Increase (Decrease)
			Budget PA 101-007**	Preliminary Recommendations		
All Goals*						
	Evidence-Based Funding	Evidence-Based Funding	7,214,813.2	7,714,813.2	500,000.0	6.9%
	Early Childhood Education	System of Support	543,738.1	643,738.1	100,000.0	18.4%
	School Support Services	System of Support	1,002.8	5,000.0	3,997.2	398.6%
	State and District Technology Support	System of Support	2,443.8	3,350.0	906.2	37.1%
	Philip J. Rock Center and School	System of Support	3,777.8	4,218.6	440.8	11.7%
	Subtotal, All Goals		7,765,775.7	8,371,119.9	605,344.2	7.8%
Learning Conditions/Student Learning*						
	Transportation - Special Education	Learning Conditions	387,682.6			
	Transportation - Regular/Vocational	System of Support	289,200.8			
	Special Education - Private Tuition	System of Support	152,320.0			
	Special Education - Orphanage Tuition	System of Support	80,500.0			
	Illinois Free Lunch and Breakfast	System of Support	9,000.0			
	Orphanage Tuition	System of Support	10,100.0			
	Subtotal, Learning Conditions/Student Learning		928,803.4	1,003,803.4	75,000.0	8.1%
Educator Quality*						
	Career and Technical Education Programs	Educator Quality	43,062.1	53,062.1	10,000.0	23.2%
	Teacher Mentoring	Educator Quality	0.0	8,000.0	8,000.0	100.0%
	Diverse Educator Recruitment/Seal of Biliteracy	Educator Quality	0.0	5,000.0	5,000.0	100.0%
	Educators Rising	Educator Quality	0.0	1,000.0	1,000.0	100.0%
	Principal Mentoring	Educator Quality	0.0	1,000.0	1,000.0	100.0%
	Teach for America	Educator Quality	1,000.0	2,000.0	1,000.0	100.0%
	Teacher of the Year	Educator Quality	0.0	200.0	200.0	100.0%
	Educator Quality Investigations/Hearings	Educator Quality	429.9	475.0	45.1	10.5%
	Subtotal, Educator Quality		44,492.0	70,737.1	26,245.1	59.0%
Learning Conditions*						
	Community Partnerships for Student Health & Well-Being	Learning Conditions	0.0	10,000.0	10,000.0	100.0%
	Safe Schools and Healthy Learning Environment	Learning Conditions	0.0	3,000.0	3,000.0	100.0%
	Southwest Organizing Project	Learning Conditions	3,500.0	4,750.0	1,250.0	35.7%
	Community and Residential Services Authority	Learning Conditions	650.0	700.0	50.0	7.7%
	Subtotal, Learning Conditions		4,150.0	18,450.0	14,300.0	34.6%
Student Learning*						
	Advanced Placement - Low-Income AP Test Fee	Student Learning	2,000.0	2,400.0	400.0	20.0%
	Competency-Based Pilot-Mandated Study	Student Learning	0.0	300.0	300.0	100.0%
	Subtotal, Student Learning		2,000.0	2,700.0	700.0	35.0%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 - Preliminary ISBE Staff Recommendations
December 18, 2019
Exhibit B

	Proposed Board Goal*		Proposed Strategic Plan Priority Area*		FY 2020 Enacted Budget	FY 2021 ISBE Staff Preliminary Recommendations	\$ Increase (Decrease)	% Increase (Decrease)
					PA 101-007**			
All Goals*								
District Intervention	All Goals	System of Support	12,100.0	12,100.0			0.0	0.0%
Agriculture Education	All Goals	System of Support	5,000.0	5,000.0			0.0	0.0%
GATA/Budgeting for Results	All Goals	System of Support	260.0	260.0			0.0	0.0%
Tax Equivalent Grants	All Goals	System of Support	222.6	222.6			0.0	0.0%
Subtotal, All Goals			17,582.6	17,582.6			0.0	0.0%
Educator Quality*								
National Board Certification	Educator Quality	Educator Preparation, Support, and Success	1,500.0	1,500.0			0.0	0.0%
Subtotal, Educator Quality			1,500.0	1,500.0			0.0	0.0%
Learning Conditions*								
After-School Programs	Learning Conditions	System of Support	20,000.0	20,000.0			0.0	0.0%
Truants' Alternative and Optional Education	Learning Conditions	System of Support	11,500.0	11,500.0			0.0	0.0%
After School Matters	Learning Conditions	System of Support	3,443.8	3,443.8			0.0	0.0%
District Consolidation Costs	Learning Conditions	System of Support	218.0	213.0			(5.0)	(2.3%)
Autism	Learning Conditions	System of Support	100.0	100.0			0.0	0.0%
Subtotal, Learning Conditions			35,261.8	35,256.8			(5.0)	(0.0%)
Student Learning*								
Assessments	Student Learning	Student Assessment	46,500.0	46,500.0			0.0	0.0%
Alternative Education - Regional Safe Schools	Student Learning	System of Support	6,300.0	6,300.0			0.0	0.0%
Materials Center for the Visually Impaired	Student Learning	System of Support	1,421.1	1,421.1			0.0	0.0%
Blind and Dyslexic	Student Learning	System of Support	846.0	846.0			0.0	0.0%
Advance Placement - Course Implementation	Student Learning	Student Assessment	500.0	500.0			0.0	0.0%
Subtotal, Student Learning			55,567.1	55,567.1			0.0	0.0%
Member Initiatives								
Mental Health Services			1,000.0	0.0			(1,000.0)	(100.0%)
STEM Programs			200.0	0.0			(200.0)	(100.0%)
Parent Education Pilot Program			175.0	0.0			(175.0)	(100.0%)
YouthBuild Illinois			2,500.0	0.0			(2,500.0)	(100.0%)
Mobile Tolerance Education Center			1,000.0	0.0			(1,000.0)	(100.0%)
School of the Art Institute of Chicago			30.0	0.0			(30.0)	(100.0%)
Subtotal, Member Initiatives			4,905.0	0.0			(4,905.0)	(100.0%)
TOTAL - GRANTS			8,860,037.6	9,576,716.9			716,679.3	8.1%
Agency Capacity			23,217.2	25,800.0			2,582.8	11.1%
GENERAL FUNDS TOTAL			8,883,254.8	9,602,516.9			719,262.1	8.1%
OTHER STATE FUNDS								
AGENCY CAPACITY--OTHER STATE FUNDS								
Ordinary & Contingent Expenses - Indirect Cost Recovery			7,990.0	8,150.0			160.0	2.0%
Ordinary & Contingent Expenses - Charter Schools			0.0	1,000.0			1,000.0	100.0%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 - Preliminary ISBE Staff Recommendations
December 18, 2019
Exhibit B

	Proposed Board Goal*	Proposed Strategic Plan Priority Area*	FY 2020 Enacted	FY 2021 ISBE Staff	\$ Increase (Decrease)	% Increase (Decrease)
			Budget PA 101-007**	Preliminary Recommendations		
\$000s						
Ordinary & Contingent Expenses - Teacher Certificate Fees			6,000.0	6,000.0	0.0	0.0%
Ordinary & Contingent Expenses - Regional Services			0.0	810.0	810.0	100.0%
Ordinary & Contingent Expenses - ISBE Teacher Cert. Institute			2,208.9	2,208.9	0.0	0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund			600.0	600.0	0.0	0.0%
Subtotal, Agency Capacity			16,798.9	18,768.9	1,970.0	11.7%
TOTAL - AGENCY CAPACITY			16,798.9	18,768.9	1,970.0	11.7%
STATE CHARTER SCHOOL COMMISSION						
State Charter School Commission Fund			1,250.0	0.0	(1,250.0)	(100.0%)
Subtotal, State Charter School Commission			1,250.0	0.0	(1,250.0)	(100.0%)
GATA/Budgeting for Results - Indirect Cost Recovery			0.0	600.0	600.0	100.0%
GRANTS--OTHER STATE FUNDS						
Drivers Education Fund			16,000.0	16,000.0	0.0	0.0%
Personal Property Replacement Tax Fund - ROE Salaries			11,200.0	11,400.0	200.0	1.8%
Personal Property Replacement Tax Fund - ROE Services			6,970.0	6,970.0	0.0	0.0%
Personal Property Replacement Tax Fund - Bus Driver Training			100.0	100.0	0.0	0.0%
State Board of Education Special Purpose Trust Fund			8,484.8	8,484.8	0.0	0.0%
School Technology Revolving Loan Fund			7,500.0	7,500.0	0.0	0.0%
Charter Schools Revolving Loan Fund			200.0	200.0	0.0	0.0%
School District Emergency Financial Assistance Fund			1,000.0	1,000.0	0.0	0.0%
Temporary Relocation Expenses Revolving Grant Fund			1,000.0	1,000.0	0.0	0.0%
After School Rescue Fund			200.0	200.0	0.0	0.0%
Subtotal, Grants			52,654.8	52,854.8	200.0	0.4%
TOTAL - GRANTS			52,654.8	52,854.8	200.0	0.4%
OTHER STATE FUNDS TOTAL			70,703.7	72,223.7	1,520.0	2.1%
FEDERAL FUNDS						
AGENCY CAPACITY						
Ordinary & Contingent Expenses - SBE Fed Dept of Agriculture			19,904.7	19,904.7	0.0	0.0%
Ordinary & Contingent Expenses - SBE Fed Agency Services			1,378.8	2,900.0	1,521.2	110.3%
Ordinary & Contingent Expenses - SBE Fed Dept of Education			50,869.8	50,869.8	0.0	0.0%
TOTAL -- AGENCY CAPACITY			72,153.3	73,674.5	1,521.2	2.1%
GRANTS						
Career and Technical Education						
Career and Technical Education - Basic			66,000.0	66,000.0	0.0	0.0%
Subtotal, Career and Technical Education			66,000.0	66,000.0	0.0	0.0%
Child Nutrition						
Child Nutrition Programs			1,062,500.0	1,062,500.0	0.0	0.0%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 - Preliminary ISBE Staff Recommendations
December 18, 2019
Exhibit B

	Proposed Board Goal*	Proposed Strategic Plan Priority Area*	FY 2020 Enacted Budget PA 101-007**	FY 2021 ISBE Staff Preliminary Recommendations	\$ Increase (Decrease)	% Increase (Decrease)
\$000s						
Subtotal, Child Nutrition			1,062,500.0	1,062,500.0	0.0	0.0%
Individuals with Disabilities Act						
Individuals with Disabilities Education Act			754,000.0	754,000.0	0.0	0.0%
Individuals with Disabilities Education Act - Preschool			29,200.0	29,200.0	0.0	0.0%
Individuals with Disabilities Education Act - State Improvement			5,000.0	5,000.0	0.0	0.0%
Individuals with Disabilities Education Act - Deaf and Blind			800.0	800.0	0.0	0.0%
Subtotal, Individuals with Disabilities Act			789,000.0	789,000.0	0.0	0.0%
Title Programs (excluding Assessments)						
Title I			1,090,000.0	1,090,000.0	0.0	0.0%
Title IV			200,000.0	200,000.0	0.0	0.0%
Title II			160,000.0	160,000.0	0.0	0.0%
Title III			50,400.0	50,400.0	0.0	0.0%
Title V - Charter Schools			23,000.0	23,000.0	0.0	0.0%
Title II - Math/Science Partnerships			2,000.0	0.0	(2,000.0)	(100.0%)
Title X			5,000.0	5,000.0	0.0	0.0%
Title I - Advanced Placement Program			3,300.0	0.0	(3,300.0)	(100.0%)
Title V - Rural and Low-Income School Program			2,000.0	2,000.0	0.0	0.0%
Subtotal, Title Programs (excluding Assessments)			1,535,700.0	1,530,400.0	(5,300.0)	(0.3%)
Assessments						
Assessments			35,000.0	35,000.0	0.0	0.0%
Subtotal, Assessments			35,000.0	35,000.0	0.0	0.0%
Other Grants						
Preschool Expansion			35,000.0	0.0	(35,000.0)	(100.0%)
Preschool Development Birth Through Five			3,750.0	3,750.0	0.0	0.0%
Sexual Risk Avoidance Education			6,500.0	6,500.0	0.0	0.0%
STOP School Violence and Mental Health Training			1,000.0	1,000.0	0.0	0.0%
Substance Abuse and Mental Health Services			5,300.0	0.0	(5,300.0)	(100.0%)
Longitudinal Data System			5,200.0	5,200.0	0.0	0.0%
Congressional Special Projects			5,000.0	5,000.0	0.0	0.0%
Adolescent Health			500.0	500.0	0.0	0.0%
Subtotal, Other Grants			62,250.0	21,950.0	(40,300.0)	(64.7%)
TOTAL - GRANTS			3,550,450.0	3,504,850.0	(45,600.0)	(1.3%)
TOTAL - FEDERAL FUNDS						
			3,622,603.3	3,578,524.5	(44,078.8)	(1.2%)
GRAND TOTAL			\$ 12,576,561.8	\$ 13,253,265.1	\$ 676,703.3	5.4%

* The Board is in the process of developing a strategic plan. The proposed goals and priority areas are currently proposed and have not been acted upon by the Board.
** Fiscal year 2020 enacted budget does not include capital appropriations contained in PA 101-007.

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of Board's General Funds Budget Recommendations (\$'000s)
Fiscal Years 2011 Through 2020
December 18, 2019
Exhibit C

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	10 Year Average	FY 2020 to 10 Year Avg
Equity												
Evidence-Based Funding	-	-	-	-	-	-	-	-	-	-	2,109,536.3	5,101,626.9
MCATS	1,940,938.7	1,938,750.7	1,785,805.0	1,760,619.6	1,806,922.4	1,813,036.5	1,574,396.3	1,893,215.5	1,056,600.0	902,512.4	1,647,279.7	(744,767.3)
General State Aid	4,651,579.1	5,132,502.9	4,649,390.8	5,031,849.5	5,321,528.2	5,088,908.9	5,077,679.3	5,078,585.9	-	-	4,003,202.5	(4,003,202.5)
Early Childhood Education	381,161.4	340,711.8	345,000.0	340,192.4	325,123.5	350,192.4	393,738.1	443,738.1	493,738.1	593,738.1	400,733.4	193,004.7
Truants' Alternative and Optional Education	18,070.3	14,059.0	14,059.0	12,000.0	18,070.0	14,500.0	14,500.0	14,500.0	14,500.0	11,500.0	14,575.8	(3,075.8)
Alternative Learning/Regional Safe Schools	16,682.0	9,341.9	9,341.9	9,341.9	16,682.0	11,300.0	11,300.0	11,300.0	11,300.0	6,300.0	11,289.0	(4,989.0)
Materials Center for the Visually Impaired	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	-
Blind and Dyslexic	816.6	816.6	894.0	816.6	846.6	846.0	1,010.0	846.0	846.0	846.0	858.4	(12.4)
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	-
Autism	100.0	100.0	100.0	250.0	100.0	-	-	-	100.0	100.0	85.0	15.0
Bilingual Education	75,652.0	66,881.2	70,381.2	74,381.2	75,652.0	75,652.0	75,652.0	102,057.5	-	-	61,630.9	(61,630.9)
Homeless Education	-	-	1,000.0	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	-	1,900.0	(1,900.0)
sub-total	7,086,643.8	7,504,807.8	6,877,615.6	7,234,094.9	7,569,568.4	7,359,079.5	7,152,919.4	7,548,886.7	15,465,927.8	8,727,803.4	8,252,734.7	475,068.7
Quality												
Assessments	24,161.8	26,334.7	27,400.0	35,500.0	54,534.4	49,600.0	53,100.0	51,000.0	48,600.0	46,500.0	41,673.1	4,826.9
Career and Technical Education Programs	38,562.1	38,562.1	-	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	43,062.1	38,712.1	4,350.0
District Interventions	-	-	-	-	13,090.0	11,200.0	-	6,560.2	6,561.9	6,564.2	4,397.6	2,166.6
Agricultural Education	3,003.1	1,947.6	1,800.0	1,800.0	2,000.0	3,000.0	3,000.0	5,300.0	5,000.0	5,000.0	3,189.1	1,810.9
P-12 Assessment Alignment Evaluation	-	-	-	-	-	-	-	-	-	3,000.0	300.0	2,700.0
Advance Placement Classes	1,647.0	527.0	577.0	750.0	2,500.0	2,500.0	1,630.0	1,630.0	3,000.0	2,500.0	1,721.1	778.9
State and District Technology Support	6,346.2	6,300.0	3,000.0	3,000.0	5,600.0	4,034.5	2,500.0	4,500.0	4,500.0	2,443.8	4,222.5	(1,778.7)
School Support Services(Lowest Performing Schools)	-	5,000.0	3,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	2,002.8	4,000.3	(1,997.5)
Charter School Revolving Loan Fund Deposit	-	-	-	-	-	-	-	2,000.0	2,000.0	-	-	-
GATA/Budgeting for Results	-	-	-	-	-	-	-	-	-	260.0	26.0	234.0
Teach Illinois Report	-	-	-	-	-	-	-	-	-	2,400.0	240.0	2,160.0
National Board Certification	5,742.5	2,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,574.3	(574.3)
Teach for America	225.0	1,225.0	1,975.0	1,975.0	1,950.0	1,000.0	1,900.0	1,900.0	1,900.0	977.5	1,502.8	(523.3)
Educator Investigations/Hearings	500.0	375.0	375.0	184.0	184.0	326.4	250.0	250.0	250.0	429.9	312.4	117.5
Teacher Mentoring Programs	9,380.0	6,315.2	3,157.6	5,000.0	5,000.0	3,000.0	1,000.0	2,000.0	2,000.0	-	3,685.3	(3,685.3)
Principal Mentoring Program	2,077.0	900.0	900.0	900.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	-	977.7	(977.7)
Teacher Residences Program	-	-	-	-	-	-	-	-	-	-	-	-
Diversified Educator Recruitment	-	-	-	-	700.0	700.0	700.0	700.0	700.0	-	350.0	(350.0)
Performance Evaluations	2,500.0	500.0	200.0	200.0	200.0	200.0	200.0	200.0	200.0	-	440.0	(440.0)
Teacher of the Year	-	-	-	-	-	130.0	130.0	130.0	130.0	-	52.0	(52.0)
Arts and Foreign Language	2,000.0	1,280.0	1,000.0	500.0	500.0	1,000.0	1,000.0	1,000.0	-	-	828.0	(828.0)
Competency-Based Pilot and Postsecondary Workforce Readiness Act	-	-	-	-	-	-	-	1,000.0	2,200.0	-	320.0	(320.0)
District Broadband Expansion	-	-	-	-	-	-	-	5,000.0	6,300.0	-	1,130.0	(1,130.0)
sub-total	96,184.7	91,266.6	82,896.7	93,871.1	131,320.5	121,753.0	110,472.1	128,232.3	129,404.0	116,140.3	109,654.1	6,486.2

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	10 Year Average	FY 2020 to 10 Year Avg
Community												
After-School Programs	-	-	-	-	-	-	-	-	-	-	-	-
After School Matters	500.0	-	-	-	-	-	2,443.8	2,443.8	2,443.8	2,443.8	3,500.0	11,500.0
Southwest Organizing Project (formerly IL Coalition for Immigrants & Refugee Rights)	-	-	-	-	-	-	2,000.0	2,000.0	2,500.0	2,000.0	850.0	1,150.0
District Consolidation Costs	3,720.0	4,600.0	4,600.0	3,950.0	3,970.0	4,700.0	4,800.0	3,100.0	1,900.0	378.0	3,571.8	(3,193.8)
Community Health Initiative Fund	-	-	-	-	-	-	15,000.0	15,000.0	15,000.0	-	4,500.0	(4,500.0)
<i>sub-total</i>	<i>4,220.0</i>	<i>4,600.0</i>	<i>4,600.0</i>	<i>3,950.0</i>	<i>3,970.0</i>	<i>4,700.0</i>	<i>24,243.8</i>	<i>22,543.8</i>	<i>41,843.8</i>	<i>19,821.8</i>	<i>13,449.3</i>	<i>6,372.5</i>
Collaboration												
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	-
Community and Residential Services	575.0	592.3	627.0	592.3	592.3	620.0	592.3	579.0	634.0	579.0	598.3	(19.3)
<i>sub-total</i>	<i>4,152.8</i>	<i>4,170.1</i>	<i>4,204.8</i>	<i>4,170.1</i>	<i>4,170.1</i>	<i>4,197.8</i>	<i>4,170.1</i>	<i>4,156.8</i>	<i>4,211.8</i>	<i>4,156.8</i>	<i>4,176.1</i>	<i>(19.3)</i>
Agency Capacity												
Agency Capacity	29,043.3	26,915.2	24,977.3	23,987.7	23,787.7	23,380.9	23,380.9	23,530.9	23,530.9	23,217.2	24,570.2	(1,353.0)
<i>sub-total</i>	<i>29,043.3</i>	<i>26,915.2</i>	<i>24,977.3</i>	<i>23,987.7</i>	<i>23,787.7</i>	<i>23,380.9</i>	<i>23,380.9</i>	<i>23,530.9</i>	<i>23,530.9</i>	<i>23,217.2</i>	<i>24,570.2</i>	<i>(1,039.3)</i>
Miscellaneous												
Reading Improvement Block Grant	68,525.8	-	-	-	-	-	-	-	-	-	6,852.6	(6,852.6)
Regional Office of Education	14,522.1	14,420.0	14,820.0	16,670.0	-	-	-	-	-	-	6,043.2	(6,043.2)
Extended Learning Opportunities (Summer Bridges)	20,715.3	-	-	-	-	-	-	-	-	-	2,071.5	(2,071.5)
School Security Grant Program	-	-	-	20,000.0	-	-	-	-	-	-	2,000.0	(2,000.0)
Teacher Instructional Support	-	-	-	-	10,000.0	5,000.0	5,000.0	-	-	-	2,000.0	(2,000.0)
ADA Block Grant	18,710.3	-	-	-	-	-	-	-	-	-	1,871.0	(1,871.0)
Extended Learning Time	-	-	-	-	10,000.0	5,000.0	-	-	-	-	1,500.0	(1,500.0)
School District Emergency Fin Asst Fund	-	-	-	-	-	-	-	-	-	-	1,364.0	(1,364.0)
Growth Model	3,500.0	2,400.0	2,400.0	2,400.0	-	-	-	-	-	-	1,070.0	(1,070.0)
Regional Consolidation Incentive Fund	-	-	-	-	10,000.0	-	-	-	-	-	1,000.0	(1,000.0)
ADP and Standards Materials and Training	1,120.0	3,300.0	2,000.0	2,000.0	-	-	-	-	-	-	842.0	(842.0)
Teacher Recruitment (Golden Apple & New Leader)	-	-	-	-	-	8,420.0	-	-	-	-	842.0	(842.0)
Re-Enrolling Students	3,600.0	3,600.0	-	-	-	-	-	-	-	-	720.0	(720.0)
Children's Mental Health Partnership	2,700.0	1,620.0	2,000.0	300.0	300.0	-	-	-	-	-	692.0	(692.0)
Emergency Relief for School Districts	-	-	-	-	5,000.0	-	-	-	-	-	500.0	(500.0)
Longitudinal Data System	250.0	-	-	-	2,311.3	2,386.0	-	-	-	-	494.7	(494.7)
Statewide System of Support	1,671.4	1,002.8	-	-	-	-	-	-	-	-	267.4	(267.4)
Response to Intervention	1,340.0	1,072.0	-	-	-	-	-	-	-	-	241.2	(241.2)
Grow Your Own Teachers	1,750.0	-	-	-	-	-	-	-	-	-	175.0	(175.0)
Kindergarten Readiness	-	1,523.5	-	-	-	-	-	-	-	-	152.4	(152.4)
High Priority School Intervention	1,500.0	-	-	-	-	-	-	-	-	-	150.0	(150.0)
University of Chicago Teacher/Principal Science, Technology, Engineering & Math (STEM) Career Pathways	-	-	1,300.0	-	-	-	-	-	-	-	130.0	(130.0)
District Accountability System	-	900.0	-	-	-	1,000.0	-	-	-	-	100.0	(100.0)
Temporary Relocation Fund Deposit	400.0	-	-	-	350.0	-	-	-	-	-	90.0	(90.0)
Digitized Educational Materials Program	-	500.0	-	-	-	-	-	-	-	-	75.0	(75.0)
School Breakfast Incentive Program	361.8	-	-	-	-	-	-	-	-	-	50.0	(50.0)
School Charter School Funding for Children	-	-	-	-	-	-	-	-	-	-	36.2	(36.2)
Education Funding Advisory Board	-	-	-	-	-	250.0	300.0	-	-	-	30.0	(30.0)
	-	-	-	-	-	-	-	-	-	-	25.0	(25.0)

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	10 Year Average	FY 2020 to 10 Year Avg
Financial Oversight/School Management Assistance	-	-	150.0	-	-	-	-	-	-	-	15.0	(15.0)
Gifted Education	-	-	-	-	65.0	-	-	-	-	-	6.5	(6.5)
<i>sub-total</i>	140,666.7	31,638.3	21,370.0	55,010.0	38,026.3	22,056.0	5,300.0	-	-	-	314,067.3	(314,067.3)
Total Board Budget Request	7,360,911.3	7,663,398.0	7,015,614.4	7,415,083.8	7,770,843.0	7,535,167.2	7,320,486.3	7,727,350.5	15,663,918.3	8,891,139.5	8,436,391.2	454,748.3
Actual Appropriation	7,019,761.2	6,750,386.7	6,549,799.1	6,687,380.4	6,754,984.2	6,937,394.8	7,489,456.8	8,215,976.5	8,391,840.4	8,883,254.8	7,368,023.5	1,515,231.3
Difference	(341,150.1)	(913,011.3)	(465,815.4)	(727,703.4)	(1,015,858.8)	(597,772.4)	168,970.5	488,626.0	(7,272,077.9)	(7,884.7)	(1,068,367.7)	1,060,483.0

ILLINOIS STATE BOARD OF EDUCATION
 Longitudinal View of Board's General Funds Budget Recommendations (\$'000s)
 Fiscal Years 2011 Through 2020
 December 18, 2019
 Exhibit C

	FY 2011		FY 2012		FY 2013		FY 2014		FY 2015		FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		
	Total	% of Total	Total	% of Total																	
GSA	4,651,579.1	63.19%	4,651,579.1	60.70%	5,132,502.9	73.16%	5,031,849.5	67.86%	5,321,528.2	68.48%	5,088,908.9	67.54%	5,077,679.3	69.36%	5,078,585.9	65.72%	5,078,585.9	65.72%	5,078,585.9	65.72%	5,078,585.9
EBF	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	
MCATS	1,940,938.7	26.37%	1,938,750.7	25.30%	1,785,805.0	25.45%	1,760,619.6	23.74%	1,806,922.4	23.25%	1,813,036.5	24.06%	1,574,396.3	21.51%	1,893,215.5	24.50%	1,893,215.5	24.50%	1,893,215.5	24.50%	1,893,215.5
Early Childhood	381,161.4	5.18%	340,711.8	4.45%	345,000.0	4.92%	340,192.4	4.59%	325,123.5	4.18%	350,192.4	4.65%	393,738.1	5.38%	443,738.1	5.74%	493,738.1	6.35%	593,738.1	7.55%	902,512.4
Billingual	75,652.0	1.03%	66,881.2	0.87%	70,381.2	1.00%	74,381.2	1.00%	75,652.0	0.97%	75,652.0	1.00%	75,652.0	1.00%	75,652.0	1.00%	75,652.0	1.00%	75,652.0	1.00%	75,652.0
Career Tech	38,562.1	0.52%	38,562.1	0.50%	38,562.1	0.55%	38,062.1	0.51%	38,062.1	0.49%	38,062.1	0.51%	38,062.1	0.51%	38,062.1	0.49%	38,062.1	0.49%	38,062.1	0.49%	38,062.1
Other	243,974.7	3.31%	599,997.9	7.83%	-381,564.1	-5.44%	145,991.3	1.97%	179,767.1	2.31%	145,994.4	1.94%	137,577.6	1.88%	148,160.5	1.92%	167,787.2	2.15%	117,446.5	1.50%	117,446.5
Agency Capacity	29,043.3	0.39%	26,915.2	0.35%	24,927.3	0.36%	23,987.7	0.32%	23,787.7	0.31%	23,380.9	0.31%	23,380.9	0.32%	23,530.9	0.30%	23,530.9	0.30%	23,530.9	0.30%	23,530.9
	7,360,911.3		7,663,398.0		7,015,614.4		7,415,083.8		7,770,843.0		7,535,167.2		7,320,486.3		7,727,350.5		7,727,350.5		15,663,918.3		8,891,139.5

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations (\$500s)
Fiscal Years 2009 and 2011 through 2020
December 18, 2019
Exhibit D

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016*	FY 2017	FY 2018**	FY 2019	FY 2020	10 Year Avg	FY 2020 to 10 Year Avg
Equity												
Evidence-Based Funding (EBF)	-	-	-	-	-	-	-	6,455,159.9	6,836,163.2	7,211,163.2	2,050,248.6	5,160,914.6
Chicago Teachers' Pension Funds	-	-	-	-	-	-	-	221,300.0	-	-	24,588.9	(24,588.9)
General State Aid (GSA)	4,600,305.1	4,448,104.5	4,286,752.5	4,442,198.3	4,425,273.6	4,632,188.2	4,765,229.0	-	-	-	3,511,116.8	(3,511,116.8)
Hold Harmless Distribution Funding (HB317)	-	-	-	-	97,000.0	-	-	-	-	-	10,777.8	(10,777.8)
GSA Loss Limit	-	-	-	-	-	85,000.0	313,356.9	-	-	-	44,261.9	(44,261.9)
MCATS	1,845,846.5	1,781,628.3	1,755,948.3	1,749,948.3	1,716,949.4	1,762,738.6	1,781,211.1	885,335.5	881,457.9	928,803.4	1,508,986.7	(580,183.3)
Early Childhood Education	342,235.3	325,123.5	300,192.4	300,192.4	293,438.1	314,238.1	393,738.1	443,738.1	493,738.1	543,738.1	375,037.2	168,700.9
Truants' Alternative and Optional Education	14,059.0	14,059.0	12,000.0	11,500.0	11,241.3	11,500.0	11,500.0	11,500.0	11,500.0	11,500.0	12,035.9	(535.9)
Alternative Learning/Regional Safe Schools	9,341.9	9,341.9	6,539.3	6,300.0	6,158.3	6,300.0	6,300.0	6,300.0	6,300.0	6,300.0	6,918.1	(618.1)
Materials Center for the Visually Impaired	1,421.1	1,421.1	1,421.1	1,421.1	1,389.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,417.9	3.2
Blind and Dyslexic	816.6	816.6	816.6	816.6	816.6	846.0	846.0	846.0	846.0	846.0	831.3	14.7
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	-
Autism	100.0	100.0	100.0	100.0	97.8	-	100.0	100.0	100.0	100.0	89.8	10.2
One-Time, Per Capita Grant to Alternative/Safe Schools	-	-	-	-	-	-	-	5,400.0	7,000.0	-	1,377.8	(1,377.8)
Bilingual Education	63,381.2	63,381.2	63,381.2	63,381.2	62,248.4	61,681.2	65,540.7	29,000.0	-	-	47,199.5	(47,199.5)
sub-total	6,877,729.3	6,644,198.7	6,427,374.0	6,576,080.5	6,614,835.2	6,876,135.8	7,339,465.5	8,060,323.2	8,238,748.9	8,704,094.4	7,235,898.6	1,468,195.9
Quality												
Assessments	26,334.7	24,000.0	27,400.0	27,400.0	43,596.5	-	46,182.5	51,000.0	48,514.8	46,500.0	34,092.9	12,407.2
Career and Technical Education Programs	38,562.1	38,562.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	43,062.1	38,662.1	4,400.0
District Intervention	-	-	-	-	12,795.5	11,200.0	-	6,560.2	6,560.2	12,100.0	4,921.6	7,178.4
Agricultural Education	1,947.6	1,800.0	1,800.0	1,250.0	1,759.5	1,800.0	1,800.0	5,000.0	5,000.0	5,000.0	2,715.7	2,284.3
Advance Placement Classes	527.0	-	527.0	500.0	488.8	500.0	500.0	500.0	500.0	2,500.0	654.3	1,845.7
State and District Technology Support	3,335.8	3,000.0	3,000.0	2,500.0	2,443.8	-	4,783.8	2,443.8	2,443.8	2,443.8	2,639.5	(195.7)
School Support Services (lowest Performing Schools)	1,002.8	1,002.8	1,002.8	1,002.8	980.2	-	1,002.8	1,002.8	1,002.8	1,002.8	900.3	102.5
GATA/Budgeting for Results	-	-	-	-	-	-	-	-	-	260.0	26.0	234.0
Teach for America	225.0	1,225.0	1,225.0	1,000.0	1,000.0	977.5	977.5	977.5	977.5	1,000.0	958.5	41.5
National Board Certification	2,756.4	1,000.0	1,000.0	1,000.0	977.5	1,000.0	1,000.0	1,000.0	1,000.0	1,500.0	1,223.4	276.6
Educator Misconduct	375.0	184.0	184.0	184.0	179.9	-	179.9	179.9	179.9	429.9	207.7	222.3
Principal Mentoring Program	830.8	-	-	-	-	-	-	-	-	-	83.1	(83.1)
Teacher Mentoring Programs	5,628.0	-	-	-	-	-	-	-	-	-	562.8	(562.8)
Arts and Foreign Language	1,280.0	1,000.0	500.0	-	488.8	500.0	500.0	-	-	-	426.9	(426.9)
District Broadband Expansion	-	-	-	-	-	-	-	700.0	-	-	70.0	(70.0)
sub-total	82,805.2	71,773.9	74,700.9	72,898.9	102,772.6	54,039.6	94,988.6	107,426.3	104,241.1	115,798.6	88,144.6	27,654.0

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016*	FY 2017	FY 2018**	FY 2019	FY 2020	10 Year Avg	FY 2020 to 10 Year Avg
Community												
After-School Programs	-	-	-	-	-	-	15,000.0	15,000.0	15,000.0	20,000.0	6,500.0	13,500.0
Southwest Organizing Project (formerly IL Coalition for Immigrants & Refugee Rights)	-	-	1,000.0	1,000.0	1,466.3	1,466.3	1,466.3	2,000.0	2,000.0	3,500.0	1,389.9	2,110.1
After School Matters	4,000.0	2,500.0	2,500.0	2,000.0	2,443.8	2,443.8	2,443.8	2,443.8	2,443.8	3,443.8	2,666.3	777.5
District Consolidation Costs	3,700.0	1,800.0	2,805.0	2,900.0	3,309.3	3,309.3	5,046.0	3,100.0	1,900.0	218.0	2,808.8	(2,590.8)
sub-total	7,700.0	4,300.0	6,305.0	5,900.0	7,219.4	7,219.4	23,956.1	22,543.8	21,343.8	27,161.8	13,364.9	13,796.9

Collaboration												
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,497.3	-	7,155.6	3,577.8	3,577.8	3,777.8	3,589.8	188.1
Community and Residential Services Authority	575.0	592.3	592.3	592.3	579.0	-	579.0	579.0	579.0	650.0	590.9	59.1
sub-total	4,152.8	4,170.1	4,170.1	4,170.1	4,076.3	-	7,734.6	4,156.8	4,156.8	4,427.8	4,121.5	306.3

Agency Capacity												
Agency Capacity to Support Educational Excellence	24,661.8	22,254.0	23,654.0	23,180.9	22,659.4	-	23,312.0	21,526.4	23,302.4	23,217.2	23,085.3	131.9
Ordinary & Contingent Expenses - General Revenue	-	-	-	-	-	-	-	-	27.0	-	-	-
Ordinary & Contingent Expenses - Education Assistance	-	-	-	-	-	-	-	-	20.4	-	-	-
sub-total	24,661.8	22,254.0	23,654.0	23,180.9	22,659.4	-	23,312.0	21,526.4	23,349.8	23,217.2	20,781.6	2,435.7

Miscellaneous												
Property Tax Relief Grants	-	-	-	-	-	-	-	-	-	-	365.0	3,285.0
Mental Health Services	-	-	-	-	-	-	-	-	-	-	1,000.0	900.0
STEM Programs	-	-	-	-	-	-	-	-	-	-	200.0	180.0
Parent Education Pilot Program	-	-	-	-	-	-	-	-	-	-	175.0	157.5
YouthBuild Illinois	-	-	-	-	-	-	-	-	-	-	2,500.0	2,250.0
Mobile Tolerance Education Center	-	-	-	-	-	-	-	-	-	-	1,000.0	900.0
School of the Art Institute of Chicago	-	-	-	-	-	-	-	-	-	-	30.0	-
Regional Office of Education	13,620.1	70.0	2,295.1	-	-	-	-	-	-	-	1,598.5	(1,598.5)
East St. Louis District 189	-	-	9,000.0	3,000.0	-	-	-	-	-	-	1,200.0	(1,200.0)
ADP and Standards Materials and Training	400.0	2,000.0	2,000.0	-	-	-	-	-	-	-	440.0	(440.0)
Children's Mental Health Partnership	1,620.0	1,620.0	300.0	300.0	293.3	-	-	-	-	-	413.3	(413.3)
Re-Enrolling Students	3,600.0	-	-	-	-	-	-	-	-	-	360.0	(360.0)
Target Initiatives	-	-	-	350.0	3,128.0	-	-	-	-	-	347.8	(347.8)
Growth Model	2,400.0	-	-	-	-	-	-	-	-	-	240.0	(240.0)
School District Emergency Fin Asst Fund Deposit	-	-	-	1,500.0	-	-	-	-	-	-	150.0	(150.0)
Response to Intervention	1,072.0	-	-	-	-	-	-	-	-	-	107.2	(107.2)
sub-total	22,712.1	3,690.0	13,595.1	5,150.0	3,421.3	-	-	-	-	8,555.0	5,712.3	2,842.7

	Total Appropriation	Increase/Decrease from prior FY	7,019,761.2	6,750,386.7	6,549,799.1	6,687,380.4	6,754,984.2	6,937,394.8	7,489,456.8	8,215,976.5	8,391,840.4	8,883,254.8	7,368,023.5	1,515,231.3
			(262,798.6)	(269,374.5)	(200,587.7)	137,581.4	67,603.8	182,410.6	552,062.0	726,519.7	175,863.9	491,414.4	160,069.5	331,344.9

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.
 **Public Act 110-0465 integrated live programs into Evidence-Based Funding.

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations (\$000s)
Fiscal Years 2011 through 2020
December 18, 2019
Exhibit D

	FY 2011		FY 2012		FY 2013		FY 2014		FY 2015		FY 2016*		FY 2017		FY 2018**		FY 2019		FY 2020	
	Total	% of Total																		
GSA	4,600,305.1	65.33%	4,448,104.5	65.89%	4,448,104.5	67.91%	4,442,198.3	66.43%	4,425,273.6	65.51%	4,717,188.2	68.00%	5,078,585.9	67.81%	6,455,159.9	78.57%	6,836,163.2	81.46%	7,211,163.2	81.18%
EBF	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
MCATS	1,845,846.5	26.30%	1,781,628.3	26.39%	1,755,948.3	26.81%	1,749,948.3	26.17%	1,716,949.4	25.42%	1,762,738.6	25.41%	1,781,211.1	23.78%	885,335.5	10.78%	881,457.9	10.50%	928,803.4	10.46%
Early Childhood	342,235.3	4.88%	325,123.5	4.82%	300,192.4	4.58%	300,192.4	4.49%	293,438.1	4.34%	314,238.1	4.53%	393,738.1	5.26%	443,738.1	5.40%	493,738.1	5.89%	543,738.1	6.12%
Bilingual	63,381.2	0.90%	63,381.2	0.94%	63,381.2	0.97%	63,381.2	0.95%	62,248.4	0.92%	61,681.2	0.89%	65,540.7	0.88%	29,000.0	0.35%	0.0	0.00%	0.0	0.00%
Career Tech	38,562.1	0.55%	38,562.1	0.57%	38,562.1	0.59%	38,562.1	0.58%	38,062.1	0.56%	38,062.1	0.55%	38,062.1	0.51%	38,062.1	0.46%	38,062.1	0.45%	43,062.1	0.48%
Other	104,769.2	1.49%	71,333.1	1.06%	-78,643.5	-1.20%	69,917.2	1.05%	196,353.2	2.91%	43,486.6	0.63%	109,006.9	1.46%	343,154.5	4.18%	119,069.3	1.42%	133,270.8	1.50%
Agency Capacity	24,661.8	0.35%	22,254.0	0.33%	22,254.0	0.34%	23,180.9	0.35%	22,659.4	0.34%	0.0	0.00%	23,312.0	0.31%	21,526.4	0.26%	23,349.8	0.28%	23,217.2	0.26%
	7,019,761.2		6,750,386.7		6,549,799.1		6,687,380.4		6,754,984.2		6,937,394.8		7,489,456.8		8,215,976.5		8,391,840.4		8,883,254.8	

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.
 **FY18 Public Act 110-0465 integrated 5 programs into Evidence-Based Funding. FY18 EBF does not include \$221.3 million for Chicago Teachers' Pension Fund.

100 W. Randolph, Room 16-503
Chicago, IL

ROLL CALL

Mr. Darren Reisberg, chair of the Board, called the meeting to order at 9:01 a.m.

Chair of the Board Reisberg asked the clerk to call the roll. A quorum was present. State Superintendent Dr. Carmen I. Ayala was also in attendance.

Chair of the Board Reisberg announced that the Board meeting was being audio-cast live over the Internet.

Members Present:

Mr. Darren Reisberg, Chair of the Board
Dr. Donna Leak, Vice Chair
Dr. Cristina Pacione-Zayas, Secretary
Dr. Christine Benson
Ms. Cynthia Latimer
Dr. David Lett
Ms. Susie Morrison
Ms. Jane Quinlan
Ms. Jacqueline Robbins

Dr. Ayala made a statement on the findings of the ProPublica article published by the Chicago Tribune on the use of isolated time-out and physical restraint in Illinois schools and the agency's response.

**PUBLIC
PARTICIPATION**

Mark Klaisner, president of the Illinois Association of Regional Superintendents, thanked ISBE for its collaboration and applauded Dr. Ayala and the Board for taking swift action to end the use of isolated time-out/seclusion. He said his organization stands ready and looks forward to working together to end these practices and provide compliance and training for teachers and schools on these rules.

Kevin Rubenstein, president of the Illinois Alliance of Administrators of Special Education, thanked the Board for taking swift action. He talked about his experience engaging these issues on national leadership boards and committees regarding special education policy. He explained that schools are seeing increases in mental and behavioral health issues while taking more of the burden of providing services during a special education teacher shortage as a result of the two-year-long budget crisis. He also said that we must recommit ourselves to providing all students with a free and appropriate education in the least restrictive environment in the spirit of the principles of the Individuals with Disabilities Education Act. He said his organization stands ready to help ISBE and other stakeholders as they move forward with the rulemaking process and creation of legislation.

Rep. Chris Welch spoke about the Proviso Township Oversight Panel. He also said the stories in the article are heart-wrenching and can't be ignored. He is extremely pleased with ISBE for taking immediate actions and will work with ISBE to make any needed statutory changes to protect students.

Zena Naiditch and Olga Pribyl of Equip for Equality spoke on the article. They said they were designated by the Governor to administer the protection and advocacy system for Illinois and detailed their resulting powers. They have conducted numerous studies on this practice and its misuse. Legislation at the federal level has not been in place due to opposition by school-related organizations insisting that these tools are needed to control student behavior. However, use of seclusion reflects staff behavior rather than student behavior. They say the federal government has much more stringent standards than what Illinois previously had before the new rules. They also said prone and supine restraints are especially dangerous. They say that a dramatic change will be seen if new rules are enforced, but ongoing monitoring

and consequences for violations are necessary because any new statues will always be misused. They say we need a culture change that focuses on creating trauma-free environments in schools. They encouraged ISBE to look at models from other states and said it will require significant resources from ISBE and schools to change things.

Larry Frank of the Illinois Education Association (IEA) spoke on behalf of IEA President Kathi Griffin. He reiterated their organization's support for ISBE's rules and on the banning of the practice.

Chris Yun of Access Living thanked ISBE for prompt action through emergency rules. She said isolation is neither educational nor therapeutic. She said schools must provide trained supports rather than locking kids away. She said it's punishment on the basis of disability. She said these issues are caused by a lack of mental health resources, lack of trained staff in schools, lack of positive behavioral supports, and lack of public investment in public education. Her group stands willing to work with ISBE going forward.

Vanessa Fawley, a parent of a child with autism, shared her daughter's difficulty in obtaining an Individualized Education Program (IEP) and the difficulty she faced in navigating due process hearings for her daughter. Her family left Chicago Public Schools (CPS) while waiting for corrective action. We need to listen to the parents because they feel they are not being heard, not just advocate groups and attorneys. She suggested that students who left CPS should have the documentation supporting their outside IEPs be accepted by CPS, and that CPS be held accountable for denying supports. She implored the Board to listen to parents.

Dorianne Hemmons spoke to the Board about the Navistar career and technical education (CTE) program at Thornton Township High School. She highlighted that the program helps her to explore her interests in mechanical and electrical engineering. Leyah Brazill, a student at Thornton Township High School, spoke of how cool the Navistar program is. Because of the Navistar program, she has decided that when she graduates she would like to become a mechanic for the Navy. Ms. Hemmons stated that learning about these complex processes is incredibly interesting, and that the teachers share valuable information about the work and life in general.

Martha Eldredge Stark, executive director of NSERVE, spoke to the Board about how it is important to keep flexibility in teacher licensure and computer science endorsements. Because of inflexibility, there are non-CTE teachers who could teach CTE classes well, but they are unable to use CTE funding. She pointed to Alabama as an example of a state using competency-based qualifications. She also hoped to see an incentive in Perkins to integrate the four areas of STEM in teacher licensure.

Amy Romito, CTE Education for Employment (EFE) systems manager at CPS, spoke about a student requiring a sign language interpreter in order to participate in a CTE-related summer internship. Grant funds could not be used to fund the interpreter since this was a non-credit-bearing internship; Ms. Romito raised local funds to secure the interpreter. To avoid this in the future, Ms. Romito has reserved funds for diverse learners. She asked the Board what Perkins V can do to alleviate these issues. In addition, she requested that ISBE do more with access and completion of an alternative licensure program for CTE teachers, listening to key voices in Illinois and looking to the models of other states, such as New Jersey and Alabama.

Jason Leahy and Sue Holmes of the Illinois Principals Association briefly expressed support for ISBE's actions while discussing the Ed Leaders Network and Ed360. Mr. Leahy said his organization is willing to help in any way possible.

Michael Zimmerman of the DuPage Area Occupational Education System spoke about the need for funding for CTE in order to provide quality courses. He highlighted the current funding levels and the gaps when trying to create innovative career exploration experiences; thus, he advocated for at least a 60-40 split. He also asked

how Evidence-Based Funding and hold harmless relate to grant funding. Lastly, he recommended a teacher preparation program for industry teachers like the one in Indiana, and the development of CTE course standards to match the current day.

Amy Wooten, Tom Phillion, and Mindy Sjoblam spoke to the Board about the work they are doing to address the teacher shortage with the Illinois Ed Prep Impact Network. They highlighted what Illinois already does and made recommendations to the Board about alternative licensure requirements and funding.

Celeste O'Connor, parent of students attending CPS, expressed appreciation for the inclusive schools task force and policies protecting trans, nonbinary, and gender nonconforming students. She also spoke about the special education services at CPS. She reported that members of the parent advisory council of the Office of Diverse Learners Supports and Services in CPS are not treated as stakeholders, even though it was formed based on a recommendation by ISBE. Parents don't know enough about corrective action in CPS. In addition, there is not enough diverse representation among the parents that are present. She also detailed her school's difficulty in getting special education funds approved late, leaving the school short four special education hours. She asked what happens after the 45-day public comment period for SSCA.

Dr. Pacione-Zayas asked if Ms. O'Connor had a source for her statement on the amount of approved versus non-approved funds for schools. Ms. O'Conner stated it was pulled from an IPA report in 2016.

Cynthia Riseman Lund of the Illinois Federation of Teachers (IFT) thanked Superintendent Ayala, the Board, and the agency for their quick action responding to the news article regarding isolation and seclusion and on behalf of students. She noted that she spoke at a recent budget hearing in favor of additional student supports (mental health professionals, counselors) and also training for educators regarding trauma and mental health. The IFT looks forward to working with ISBE and other partners to equitably address school discipline issues.

Cassandre Creswell of Illinois Families for Public Schools expressed the concerns she has for the new consent form on ISBE's website. Ms. Creswell stated that the College Board sells this data, but cannot legally do so without parental consent via this form. However, the form only says the College Board collects data -- not sells, rents, or licenses it. This practice is prohibited by the Student Online Personal Protection Act. The form does not clearly state how data is used and is not in full compliance with the Protection of Pupil Rights Amendment.

Barb Cohen of the Legal Counsel for Health Justice applauded ISBE for taking immediate and decisive actions. She said these rules correctly focus on these students' safety and her group are grateful for that. It looks forward to working with ISBE to develop a long-term response to addressing challenging behaviors that some students have.

Melissa Zako, CEO of Intrinsic Schools, and Ariana Williams, a student at Intrinsic Schools, wanted to make us aware of their new campus downtown. Ms. Williams spoke about the benefits to attending Intrinsic Schools and the courses that she is able to take. Ms. Zako invited the Board and ISBE to tour the school.

Sue Taylor and Gary Greene from IFSOE spoke to the Board about the IFSOE contract. Ms. Taylor highlighted that IFSOE members were in attendance at the meeting. She discussed the importance of having a good contract to maintain and hire staff, especially in light of the Chicago Tribune ProPublica findings. She shared some of the difficulties that ISBE staff have faced as a result of their desire for a fair contract. Mr. Greene thanked management for coming to the table for negotiations regarding benefits, but highlighted that members feel there is inequity and divide in the agency because of inability to agree on economic terms, especially considering the recent reorganization and management raises.

Sergio Hernandez Jr., an ISBE employee, spoke to the Board about ISBE's ability to adhere to the Board's mission and vision on equity by building agency capacity. Because historical budget cuts and employment caps, it becomes essential to build the capacity by achieving a fair contract for consultants and principal consultants in order to serve Illinois families well. He also highlighted the different needs between Chicago and Springfield staff, as well as the difficulty in retaining staff due to other competitive offers.

Julie Luck Jensen of the Illinois Association for Gifted Children spoke to the Board about how important it is to provide accountability and support for the Accelerated Placement Act. She also wants to ensure that the collection of data required by the Report Card Act be gathered by all districts in time to be added to the 2020 Illinois State Report Card. She also requested that the 2019 data be made available.

Irene Gottlieb, parent of gifted children, asked for equity for gifted children in the state. She stated that gifted children are moving out of Chicago and Illinois, if they have the ability to do so, because of a lack of gifted opportunities. She would like to restore pre-2003 funding and add a full-time gifted education staff member at the agency. She also recommended that ISBE give guidance to schools in March, surrounding release of report cards, to remind them about their responsibilities. She also asked that teachers receive professional development and pathways for certification in gifted education.

Constance Means of Save Our Southland stated that Rich Township High School District 227 has closed one of its public schools while a charter school remains open and uses public facilities. She believes that taxpayers should have had input as to whether they wanted a charter school. She also highlighted that when students transfer from the charter to the public school, the money does not follow them, leaving the public schools without necessary funds.

Holly Fingerle, also of Save Our Southland, also spoke to the Board about Rich Township High School District 227. She does not agree with the closure of one of its schools because a number projected for 20 years of repairs was presented as three years' worth of repairs in order to justify a school closing. The alternate option presented was to close two schools and bus minority and low-income schools into Will County schools. Ms. Fingerle requested financial oversight in Rich Township because the public could not adequately engage, and the school board is dysfunctional.

RECOGNITION

The Board recognized Illinois Civic Champion, Jane Leyderman, and Illinois Civic Engagement Champions finalists Amy Truemper, Chuck Scheftel, Mike Feinberg, and Jim Hitchcock.

The Board recognized the Presidential Award for Excellence recipients: Philip Culcasi, Natalie Johnson, Aimee Park, Kristy Regan, and Jennifer Schwarz.

The Board recognized two schools that received National Elementary and Secondary Education Act Distinguished Schools recognition. They are H.H. Conrady Junior High School and Jonas E. Salk Elementary School.

2019 VETO SESSION

Amanda Elliott, director of Legislative Affairs, spoke about the actions taken during the Veto Session.

She provided the Board background and information regarding the emergency rules that were filed for the isolated time-out and physical restraints in Illinois schools.

She mentioned that Senate President John Cullerton will be retiring. She is hopeful that the new Senate president will be just as supportive as President Cullerton has been.

Dr. Brenda Dixon, director of Research and Evaluation, gave a presentation on the Report Card. She highlighted wins for ISBE with regard to funding for CTE, underrepresented minority achievement on the Advance Placement (AP) exams, and decreasing enrollment in remedial courses at community colleges.

Chairperson Reisberg asked Dr. Dixon where this data is received. She replied that this is received through inter-agency agreements, not to ISBE directly.

Dr. Cristina Pacione-Zayas requested that the data on AP achievement be supplied disaggregated by race and ethnicity.

Dr. Leak requested data on freshman taking AP classes and their pass rates.

Dr. Dixon noted that while overall state enrollment in public schools is decreasing, this is consistent with Illinois' population trends. Amidst this, enrollment in AP, International Baccalaureate, dual enrollment, and college prep programs is increasing.

Dr. Pacione-Zayas asked whether out-migration would be a factor in declining enrollment. Dr. Dixon stated that this would be a point of further research.

Dr. Leak asked if ISBE could also look into enrollment in private schools.

Dr. Dixon highlighted that Illinois has its most diverse student population ever. The percentages of students who are English Learners and students with IEPs are both increasing.

Ms. Latimer asked whether there was a change in definition for students with disabilities from 2018 to 2019, specifically whether students with 504 Plans were included. Dr. Dixon stated that she would confer with her colleagues for a definitive answer.

Dr. Pacione-Zayas requested the numerical values of the data presented for English Learners and students with IEPs. She also requested that in future presentations, care be taken to separate English Learner data and students with IEPs data, because of the existing stigma. She wanted to ensure that audiences do not falsely correlate the two.

Dr. Leak asked what the numbers for students with just IEPs versus students with both IEPs and 504 Plans would look like.

Dr. Dixon stated that teacher retention and unfilled positions had slight increases.

Dr. Leak asked for clarification on the three-year retention rate definition. Dr. Dixon and Patrick Payne, director of Data Strategies and Analytics, clarified that this was the three-year average of the year-over-year retention.

Dr. Pacione-Zayas asked whether this measured teachers remaining in the same position. Dr. Dixon also stated that she would provide the Board with written descriptions of the metrics.

Dr. Dixon highlighted teacher demographics. Ms. Latimer pointed out that since 2016, the percentage of black teachers has declined, and that she looks forward to ISBE's strategies in attracting, hiring, and retaining diverse teachers.

Dr. Pacione-Zayas requested that the "other" racial category be disaggregated.

Dr. Dixon highlighted trends in four-year graduation rates and ninth-graders on track to graduate. She also discussed the National Assessment of Educational Progress compared to previous Illinois performance and compared it with other states.

Dr. Pacione-Zayas asked why there would be a decrease in eighth-grade math on the National Assessment of Educational Progress (NAEP). Dr. Dixon states that she doesn't have facts available. Dr. Pacione-Zayas asked whether there was a plan in place to analyze this. Dr. Dixon ensured that it was one of the things that the assessment team would be reviewing. Dr. Ayala stated that ISBE had not put much attention on NAEP, but is examining other assessments being used in order to better understand how and why ISBE should benchmark against NAEP.

Ms. Morrison asked what percentage of students take the NAEP at which grade levels. Dr. Dixon stated that she would find this information. Ms. Morrison asked whether there was still a state reluctance to participate in NAEP and whether the sample was representative. Dr. Dixon stated that there is still reluctance. Dr. Leak added that educators are unsure whether they're comparing the same children, and educators don't want to put their students through another round of assessments. She requested that ISBE formulate a strong plan regarding NAEP administration and aligning curriculum to the assessment.

Dr. Pacione-Zayas asked whether it is mandated to take the NAEP. Dr. Dixon stated that NAEP is intended to be a snapshot, and that it is mandated. Chairperson Reisberg clarified that this will be mandated in 12th grade in 2020. Dr. Dixon confirmed this.

Dr. Dixon highlighted Illinois Science Assessment (ISA) achievement.

Dr. Leak requested data broken out by grade for the ISA.

Ms. Morrison asked whether ISBE was collecting information from educators about the ISA. She reported that those she had talked to did not see the value.

Dr. Dixon stated that eighth-graders took the Illinois Assessment of Readiness (IAR) for the first time this year. She stated that there are no trends visible yet across grades or subjects. She also discussed the PSAT and SAT administration.

Ms. Latimer asked if there was any cohort data and if it could be disaggregated by group.

Dr. Pacione-Zayas asked if ISBE could analyze trends by subject in order to identify areas where students might need greater support.

Ms. Latimer thanked Dr. Dixon and her teams for digging deep in looking at our data and preparing the Report Card, and for providing such in-depth information on assessments. She asked what types of strategic supports we are providing to districts to close the significant excellence gaps that exist in our state. She requested that ISBE share details of specific, targeted supports and guidance for districts to ensure that all of our students are learning. She also stated that supports for certain groups of students are often reported more than others, and specifically requested information on what equitable systemic interventions and supports are being recommended for our black and low-income students.

Dr. Leak also highlighted the number of students with IEPs. She stated that if these young people are receiving their services, they should present as more successful on assessments. She asked how they are being assessed. Dr. Leak also asked what the longitudinal data on IAR looks like beyond just the 2018 and 2019 years of data. Ms. Morrison asked how the data can be turned into plans and processes.

Dr. Ayala described a district that prioritized trauma-informed care and alignment between what is taught and what is measured. The district experienced tremendous growth.

DISCUSSION ITEMS

Strategic Plan

John Luczak from Education First provided an update on the Strategic Plan.

Perkins V

John Rico, CEO of Rico Enterprises and Co-Chair Illinois Workforce Innovation Board; Alejandro Sanchez, a CTE student in CPS; Jose Garcia, a CTE student in CPS; Steve Elza, auto mechanics teacher in District 211 and a former Teacher of the Year; and Amy Romito, CTE manager and EFE system director in CPS were on the panel and answered questions regarding Perkins V.

The following questions were asked:

1. Please tell us about your CTE programs and what skills you have gained from your participation.
2. Please share with us the skills you think we need to develop in our state's future workforce needs.
3. What makes a CTE program high quality?
4. What is one new idea of innovation we should write into our Perkins V State Plan?

Everyone in attendance sang "Happy Birthday" to Mr. Rico in excellent harmony.

Ms. Morrison asked what the timeline of the Perkins reauthorization was. Dr. Jennifer Kirmes summarized the process.

UPCOMING BOARD ACTIONS

Approval of Dissolution of the Proviso THSD 209 Financial Oversight Panel

Dr. Craig Schilling, Financial Oversight Panel (FOP) chair, spoke regarding his support for the dissolution of the FOP.

CLOSED SESSION

Cynthia Latimer moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- A. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)
- B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2)
- C. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1)

I further move that Board members may invite anyone they wish to be included in this closed session.

Jane Quinlan seconded the motion, and it passed with a unanimous roll call vote.

The open meeting recessed at 1:47 p.m., and the Board went into closed session at 1:53 p.m. The open meeting reconvened at 3:10 p.m.

CONSENT AGENDA

Dr. Christine Benson moved that the State Board of Education approve the consent agenda as stated.

Jackie Robbins 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

Plenary Minutes: October 15, 2019

Plenary Minutes: October 16, 2019

Closed Session Minutes: October 16, 2019

Rules for Initial Review

**Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 680
(Seal of Biliteracy)**

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 1 (Public Schools Evaluation, Recognition and Supervision), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Dr. Pacione-Zayas stated that the Bilingual Advisory Council recommended that ISBE revert to the SAT criteria setting the level at 480 in order to be considered college and career ready. The currently level is 540, barring a significant number of students from eligibility for the Seal of Biliteracy. Dr. Ayala agreed and added that this level for the definition affects all students. Dr. Matias filled out the specific numbers affected by the cutoff level change.

Contracts and Grants Over \$1 Million

**Approval of Illinois Science Assessment Administration Contract – Upward
Amendment**

The State Board of Education hereby authorizes the State Superintendent to award the contract to Breakthrough Technologies for an amount not to exceed \$16,606,325.

Fiscal Year 2020 Revised Board Meeting Dates

The State Board of Education approve the revised FY 2020 Board of Education meeting schedule.

Approval to Maintain Current edTPA Cut Scores at the 9.1.18-8.30.19 Levels

The State Board of Education hereby authorizes the State Superintendent to approve maintaining the current September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.

Chairperson Reisberg thought that it would be helpful for the Board to be aware of the data on yearly exams, such as the edTPA, and recommended that this be an annual item so the Board and agency remain aware.

END OF THE CONSENT AGENDA

**APPROVAL OF
METHOD FOR
DISTRIBUTING
AFTER-SCHOOL
FUNDING**

Dr. Pacione-Zayas asked if this would be approved annually. Dr. Ayala confirmed this. Dr. Pacione-Zayas requested to have more discussion about funding if it is awarded to community-based organizations.

Dr. David Lett moved that the State Board of Education hereby authorizes the State Superintendent to execute grant agreements for FY 2020 with identified school districts not to exceed a total of \$17 million and additionally release a Notice of Funding Opportunity/Request for Proposals and make awards not to exceed a total of \$3 million to successful community organization applicants based upon the eligibility criteria outlined in the memorandum. The State Board of Education also authorizes the State Superintendent to execute grant agreements within these parameters to any entity eligible to receive more than \$1 million for a single award.

Dr. Chris Benson seconded the motion, and it passed with a roll call vote.

Dr. Donna Leak abstained from the vote.

**DISCUSSION
ITEMS**

Every Student Succeeds Act Update

Allison Sherman provided an update on Every Student Succeeds Act.

Ms. Sherman informed Board members that ISBE asked the U.S. Department of Education (ED) if changing the names of indicators -- but nothing else -- would require an amendment. ED responded this week that ISBE would not need to submit an amendment if it elected to change names.

However, if ISBE wanted to change weighting of the larger categories or individual indicators or number of designation categories, then an amendment would be required.

Educator Preparation, Support, and Success

Emily Fox provided an update on educator preparation, support, and success.

Dr. Pacione-Zayas highlighted early childhood concerns and the additional courses required for educators to obtain certification. She asked what is being done and identified this as an opportunity area to support educators.

Chairperson Reisberg asked about the budget requests relating to educator preparation, support, and success. He asked how the strategies would link to budget requests, legislative actions, and how ISBE might approach rulemaking to be ready by the next school year. He emphasized the importance of moving quickly on these things.

Ms. Morrison echoed that it is important to accelerate plans and processes. She also added that ISBE should look into what can be done for downstate teachers and providing alternative licensure pathways.

Ms. Latimer asked about the teacher leadership grant. Ms. Fox clarified that this is currently in the process, and ISBE is planning to award four more in the upcoming fiscal year. They were written into the ESSA State Plan.

Dr. Pacione-Zayas asked whether professionals pursuing school-based nursing and social work were included. Ms. Fox confirmed that ISBE is looking into how to alleviate shortages in these areas as well.

Dr. Pacione-Zayas highlighted that principals are required to have specific placements with early childhood, diverse learners, and English Learners, and there had been pushback. She wanted to ensure that the Board explore it and preserve the practice as the only state in the nation requiring this in principal licensure.

2020 Census Communications Plan

Jackie Matthews provided an update on the 2020 Census Communications Plan.

Chairperson Reisberg stated that the Board is also a vehicle for disseminating the Census' importance and can integrate talking points. The Regional Offices of Education as well might have influence across the state.

Dr. Pacione-Zayas highlighted the Erikson Institute's work to demystify the Census. She also added that ISBE should emphasize that missing children in the 2020 count means they are missed for the next 10 years of their childhood with regard to funding. In addition, ISBE needs to clearly communicate the power of Census dollars and how they translate into things that can be touched, felt, and accessed.

Dr. Leak asked when the communications plan would be rolled out to school districts. Ms. Matthews stated that fact sheets would be distributed at the Census EDU Summit and sent via email afterward. Dr. Leak highlighted that distributing earlier would be better so that it's not in the middle of testing periods.

Chairperson Reisberg recommended that instances like parent-teacher conferences and other contact points when parents enter schools would be great opportunities to

reach parents. He also recommended that ISBE seek aid from its common stakeholders to ensure all systems are working together. Dr. Leak suggested that including the local municipalities could be helpful.

**UPCOMING
BOARD
ACTIONS**

Part 235 (Early Childhood Block Grant)

There were no questions regarding Part 235.

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

There were no questions regarding Part 425.

Part 650 (Charter Schools)

Dr. Chris Benson asked about the wording in all the rules, specifically that “must” was added and “shall” has been struck out. Chairperson Reisberg stated that it was likely because this is how rules are reflected in the Illinois Administrative Code.

Approval of STAR NET Project

Dr. Pacione-Zayas asked that the data be disaggregated, especially for early childhood.

Dr. Pacione-Zayas asked that there be a provision to collect data and that it be disaggregated by race and ethnicity.

Approval of Summer Migrant Education Program Request for Proposals

There were no questions regarding the Summer Migrant Education Program.

Approval of 2019 State Board of Education Annual Report for the General Assembly

There were no questions regarding the Annual Report.

**ANNOUNCEMENTS
AND REPORTS**

Superintendent/Senior Staff Announcements

There were none at this time.

Chairman’s Report

Chairperson Reisberg congratulated Dr. Benson for being elected to serve on the National Association of State Boards of Education (NASBE) Board as one of the two NASBE Central Area directors, representing Illinois and 12 other states.

Member Reports

Dr. Lett congratulated the Board on “shattering the seven-hour meeting” record. Laughter ensued.

Dr. Pacione-Zayas reported that she was on a subcommittee for the Cook County Census, pertaining to faith-based and community-based organizations.

Dr. Donna Leak appreciated the opportunity to attend the NASBE conference.

Dr. Benson shared that the NASBE conference was very helpful in terms of contextualizing what each state is doing because of their respective culture and community. She also highlighted that we must be careful in conducting and analyzing research. She illustrated this with a description of the famous Marshmallow Project, and the immediate findings. Years later, it was found that this study was flawed and did not take into account that economic background created great variation, rather than just a child’s willpower.

Chairperson Reisberg mentioned that the Board will discuss the public participation policy during its December Meeting.

**INFORMATION
ITEMS**

Start Date Study
ISBE Fiscal & Administrative Monthly Reports
Freedom of Information Act Monthly Report

**MOTION FOR
ADJOURNMENT**

Dr. Pacione-Zayas moved that the meeting be adjourned.

Dr. Leak seconded the motion, and it passed with a unanimous voice vote. The meeting adjourned at 4:17 p.m.

Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chair of the Board

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 235 (Early Childhood Block Grant) *Chronic Absenteeism*

Expected Outcome: Approval to file Part 235 (Early Childhood Block Grant) proposed rules in the Illinois Register to elicit public comment

Materials: Appendix A: Part 235 (Early Childhood Block Grant) Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Carisa Hurley, Director, Early Childhood
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information/History

This Part is being modified to align with the enactment of Public Act 100-0819, effective July 1, 2019. This Act requires each publicly funded early childhood program receiving State funds under the Early Childhood Block Grant (ECBG) program to collect and review its chronic absence data and determine what supports and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success. On or before July 1, 2020, and annually thereafter, these programs must report this data to the agency. The agency must make the report publicly available via the Illinois Early Childhood Asset Map internet website and the Preschool for All program or Preschool for All Expansion program triennial report.

Part 235 establishes a requirement that specifies that grants support early childhood education for children ages 0-5 years old who are determined via a screening process to be at risk of academic failure. The programs address parent education, preschool education, and staff development for teachers and other working in the programs.

Over the last decade or so, the State Board has funded various other initiatives to assist recipients of ECBG funding and other early childhood stakeholders in providing high-quality programming in areas of the State with families and children most in need of services. Grants require that the agency articulate in administrative rules the entities eligible to apply for funding, required content of the application, criteria for review of the applications, and terms and conditions of any grants awarded. Staff have determined that, going forward, a rules change is necessary since programs now are required to collect chronic absenteeism data and report it to the State Board.

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

Policy Implications: Please see "**Background Information/History**" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

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

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 235 (Early Childhood Block Grant)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

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

Date of Board Action: December 18, 2019

**Appendix A: Part 235 (Early
Childhood Block Grant)
Proposed Rules**

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 235

EARLY CHILDHOOD BLOCK GRANT

SUB PART A: PRESCHOOL EDUCATION AND
PREVENTION INITIATIVE PROGRAMS

SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

Section

- 235.10 Purpose; Eligible Applicants
- 235.20 Application Procedure and Content for New or Expanding Programs
- 235.30 Additional Program Components for Preschool Education Proposals
- 235.40 Additional Program Components for Prevention Initiative Proposals
- 235.50 Proposal Review and Approval for New or Expanding Programs
- 235.55 Proposal Review Process and Additional Funding Priorities for Preschool Education Programs
- 235.60 Application Content and Approval for Continuation Programs
- 235.65 ExceleRate Illinois: Quality Rating and Improvement System
- 235.67 Program Monitoring
- 235.70 Terms of the Grant
- 235.75 Chronic Absenteeism Data Report and Support

SUBPART B: GRANTS FOR TRAINING, TECHNICAL ASSISTANCE AND HIGH-
QUALITY SUPPORTS AND FOR WEB-BASED SERVICES

Section

- 235.100 Purpose
- 235.105 Eligible Applicants
- 235.110 Application Procedure and Content for New Programs
- 235.120 Proposal Review and Approval for New Programs
- 235.130 Application Content and Approval for Continuation Programs
- 235.140 Terms of the Grant

SUBPART C: SOCIAL AND EMOTIONAL CONSULTATION SERVICES

**Appendix A: Part 235 (Early
Childhood Block Grant)
Proposed Rules**

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Section

235.200 Implementation and Purpose; Eligible Applicants

235.210 Application Procedure and Content

235.220 Proposal Review and Approval of Proposals

235.APPENDIX A Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age

235.APPENDIX B Illinois Birth to Five Program Standards

235.APPENDIX C Illinois Early Learning Guidelines – Children from Birth to Age 3

AUTHORITY: Authorized by Section 1C-2 of the School Code [105 ILCS 5/1C-2] and implementing Sections 2-3.71 and 2-3.89 of the School Code [105 ILCS 5/2-3.71 and 2-3.89].

SOURCE: Adopted at 16 Ill. Reg. 10181, effective June 10, 1992; expedited correction at 16 Ill. Reg. 15186, effective June 10, 1992; amended at 26 Ill. Reg. 903, effective January 15, 2002; old Part repealed at 30 Ill. Reg. 4618 and new Part adopted at 30 Ill. Reg. 4620, effective February 28, 2006; emergency amendment adopted at 30 Ill. Reg. 11793, effective June 26, 2006, for a maximum of 150 days; emergency expired November 22, 2006; amended at 30 Ill. Reg. 19383, effective November 28, 2006; amended at 32 Ill. Reg. 13357, effective July 25, 2008; amended at 33 Ill. Reg. 4027, effective February 23, 2009; amended at 34 Ill. Reg. 11615, effective July 26, 2010; amended at 35 Ill. Reg. 3742, effective February 17, 2011; amended at 36 Ill. Reg. 6827, effective April 18, 2012; amended at 39 Ill. Reg. 6674, effective April 27, 2015; amended at 40 Ill. Reg. 15168, effective October 24, 2016; amended at 44 Ill. Reg. _____, effective _____.

Section 235.75 Chronic Absenteeism Data Report and Support

- (a) In this Section, “chronic absence” means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student.
- (b) Each grantee that operates a preschool education program funded under this Part must collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

**Appendix A: Part 235 (Early
Childhood Block Grant)
Proposed Rules**

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

(c) Each preschool education program must annually report all data collected under subsection (b) to the State Board of Education no later than July 1 of each year. The State Board must make this report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.

(Source: Added at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)
General Cleanup

Expected Outcome: Approval to file Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) proposed rules in the Illinois Register to elicit public comment

Materials: Appendix A: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) Proposed Rules

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Wellness Department
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Wellness Department requests the Board to approve a motion from the State Superintendent authorizing solicitation of public comment on the proposed amendments.

Background Information/History

This Part is being modified to address several issues that have developed over time during the implementation of the registration and recognition program and to align with the enactment of Public Act 101-0017. The rules governing the registration and recognition of nonpublic schools (Part 425) were adopted on December 7, 2009; since then, only five specific amendments have been made to the Part. The Wellness Department believes that a general overhaul of the rules is necessary to bring them into alignment with agency practice that has evolved over the past 10 years and to address any issues that have arisen.

Additionally, PA 101-0017, effective June 14, 2019, removed ISBE's duty to publish a list of textbooks authorized to be purchased under the Textbook Block Grant Program. Section 425.90 needs to be amended to reflect this statutory change.

The rules included for the Board's action in December differ in one respect from those presented for future consideration during the Board's November meeting. The original changes to the rules presented in November would have instituted a requirement that registered nonpublic schools hire teachers that have at least a bachelor's degree. Currently, the requirement for a bachelor's degree applies only to teachers in recognized nonpublic schools. Upon further review, staff feel it would be important to engage registered nonpublic schools more deeply to determine the potential impact this might have on those particular entities. Though staff think it is important to ensure educator quality in registered nonpublic schools, we would like to spend more time ensuring that such a change does not negatively impact those same schools. Consequently, the rules before the Board in December do not include a requirement that teachers in registered nonpublic schools have a bachelor's degree.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices as required under the Illinois Administrative Procedure Act.

Cons: Not proceeding with the rulemaking will cause the agency's rules to conflict with the School Code considering changes made in PA 101-0017.

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

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

Date of Board Action: December 18, 2019

**Appendix A: Part 425 (Voluntary
Registration and Recognition of Nonpublic
Schools) Proposed Rules**

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425

VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section

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AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5/2-3.25o, 2-3.51.5, 2-3.155 and 2-3.6] and Section 5 of the Invest in Kids Act [30 ILCS 40/5].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. 5912, effective March 15, 2018; amended at 44 Ill. Reg. _____, effective _____.

Section 425.5 Definitions

"Design Professional" means an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305], an engineer licensed to practice in Illinois under the Professional Engineering Practice Act of 1989 [225 ILCS 325], or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340]. A design professional must be knowledgeable about the local building codes applicable to the school.

**Appendix A: Part 425 (Voluntary
Registration and Recognition of Nonpublic
Schools) Proposed Rules**

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"School Code" or "Code" means 105 ILCS 5.

"State Board" means the State Board of Education.

"State Superintendent" means the State Superintendent of Education.

(Source: Adopted at 44 Ill Reg. _____, effective _____)

Section 425.10 Purpose and Applicability

Section 2-3.25o of the School Code [~~105 ILCS 5/2-3.25o~~] requires the State Board of Education to provide for the voluntary registration and recognition of nonpublic elementary and secondary schools, as defined in that Section. Further, Sections 2-3.51.5 and 2-3.155 of the School Code [~~105 ILCS 5/2-3.51.5 and 2-3.155~~] make State-recognized, nonpublic schools eligible to receive funds under certain block grant programs.

- a) The purpose of this Part is to set forth:
 - 1) the requirements and procedures for nonpublic schools' voluntary registration;
 - 2) the requirements and procedures for nonpublic schools' voluntary recognition;
 - 3) the requirements and procedures for nonpublic schools' receipt of funding under Section 2-3.51.5 of the School Code; and
 - 4) the requirements for monitoring nonpublic schools' use of funding under Section 2-3.155 of the School Code.
- b) This Part ~~does shall~~ not apply to special education facilities under Section 14-7.02 of the School Code [~~105 ILCS 5/14-7.02~~] (see 23 Ill. Adm. Code 401).
- c) Nothing in this Part ~~may shall~~ be construed as relieving a nonpublic school from the duty to comply with any other applicable State or federal law or regulatory requirement.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.20 Requirements for Registration

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- a) The State Superintendent of Education ~~must shall~~ make available an application a form to be used for nonpublic schools' voluntary registration. A school's initial registration may occur at any time from October 1 through June 30 of the relevant school year. Initial registration of a school ~~must shall~~ occur by means of an application process specified by the State Superintendent a paper submission. Each ~~paper~~ registration application form shall bear the signature of the school's chief administrative officer and must be received in the offices of the Illinois State Board of Education no later than June 25 for the school to be registered by June 30.
- 1) Descriptive information that must be submitted by the school must shall include, but is not limited to, the following:
- A) the name of the school, its location and telephone number, its affiliation, and the name of the chief administrator;
- B) demographic and other data on the enrolled students, including a student's race, ethnicity, and grade level; and
- C) data on the staff employed in various capacities.
- 2) The chief administrator of each school ~~must shall~~ provide assurances to the State Superintendent that the school can document the following:
- A) ~~it the school~~ offers:
- i) an academic term of at least 176 days of pupil attendance annually that meet the current statutory requirements regarding minimum hours of instruction per day; annually,
- ii) at least 880 per-pupil clock hours of instruction annually;
or
- iii) an academic term that satisfies any other minimum instructional requirement established in statute that is applicable to public schools, including possible incorporation of exceptions provided for public schools; with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually;
- B) ~~it the school~~ *provides instruction in English, except as otherwise permitted pursuant to Section 27-2 of the School Code, [105 ILCS 5/27-2], in the branches of education taught to children of corresponding age and grade in the public schools [105 ILCS*

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5/26-1], including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health [105 ILCS 5/27-1];

- C) ~~it the school~~ requires the students who are enrolled to attend daily during the school's entire regular school term;
- D) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;
- E) ~~it requires the school will require~~ evidence that, and furnishes will furnish to the State Superintendent, ~~of Education~~ the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [~~105 ILCS 5/27-8.1~~] and the rules of the ~~Illinois~~ Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and cooperates will cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the ~~Illinois~~ Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively;
- F) ~~it the school~~ complies with the applicable requirements of Section 22-30 of the School Code [~~105 ILCS 5/22-30~~], to the extent that the school allows the self-administration and self-carry of asthma medication, diabetes medication, and/or epinephrine auto-injectors, ~~and the applicable requirements of Section 22-30 of the School Code~~ Section 22-33 of the School Code, the Care of Students with Diabetes Act, and 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists, and any other law or rule pertaining to the administration or self-administration of prescription or non-prescription medications;
- G) it can document that each student participating in interscholastic athletics has had an annual physical examination (23 Ill. Adm. Code 1.530) and that it complies with the concussion policy and other requirements under Section 22-80 of the Code and Section 1.20 of the Interscholastic Athletic Organization Act; school

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~~complies with the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]; and~~

- H) ~~it the school~~ it complies with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act of 2004 (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code ~~[105 ILCS 5]~~, and relevant case law; ~~and , including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)~~
- D) it complies with applicable State and federal laws, relevant case law, and State and federal rules and regulations.
- 3) The chief administrator of each school ~~must shall~~ provide evidence to the State Superintendent assurances that the school is a not-for-profit entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or is incorporated as a not-for-profit entity in another state and authorized to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5]. The evidence provided ~~must shall~~ consist of the file number assigned to the not-for-profit entity by the Illinois Secretary of State, Department of Business Services. Under certain circumstances, as determined by the State Superintendent, the State Superintendent may accept an alternative form of evidence from the chief administrator to satisfy the requirements of this subparagraph.
- 4) The chief administrator of each school must provide documentation that it complies with the requirements of Section 2-3.13a of the Code and 23 Ill. Adm. Code 375.75.
- b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent ~~must shall~~ assign a unique identifying number to the school. This number ~~is shall be~~ evidence of completed registration and ~~permits shall permit~~ the school's chief administrator to apply for a user account affording access to the Illinois Web Application Security (IWAS) System, which the school may then use to exchange information with the State Superintendent ~~of Education~~ as relevant to its situation.

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- c) The application for renewal of a school's registration in any subsequent year must be submitted no sooner than October 1 and no later than November 15 of that school year or when prescribed by the State Superintendent. Annual renewal of a school's registration must shall be performed in a manner prescribed by the State Superintendent electronically and must shall be submitted only by the school's chief administrator.
- d) The chief administrator of each school applying to renew its registration must shall submit to the State Superintendent ~~Illinois State Board of Education~~ the same information and assurances required in subsection (a).
- e) The State Superintendent may only register schools that have two or more of grades pre-kindergarten through 12.
- f) Each school that is registered must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of registered schools by school year for, at a minimum, the preceding 5 school years.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.30 Requirements for Recognition

- a) No nonpublic school may be considered for recognition unless it was registered for the immediately previous school year and has renewed that registration for the current school year. Some requirements listed in this Part do not apply to a school whose educational program is delivered via correspondence, online, or through other similar means in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location. No nonpublic school shall apply for recognition unless it was registered for the previous school year, except that a school whose educational program is delivered via correspondence may seek recognition without registration, in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location and thus the school does not provide assurances about its compliance with requirements for health examinations, as required for registration under Section 2-3.25o(b) of the School Code. Recognition shall be granted only to schools that meet the requirements of this Section. A nonpublic school applying for recognition that has not applied for registration renewal by November 15 of the year in which the recognition application is submitted shall not be considered for recognition during the remainder of that school year.

- b) a) Administrative Requirements

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- 1) Each nonpublic school's recognition ~~is shall be~~ contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes, case law, or rules and regulations.

- 2) A school must document to the State Superintendent that it complies with the requirements of:
 - ~~A) The school shall offer an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually.~~

 - ~~B) The school shall require the students who are enrolled to attend daily during the entire regular school term.~~

 - ~~C) The school shall comply with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and relevant case law, including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982).~~

 - A) D) The school shall comply with the requirements of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4], Section 5 of the Missing Children Records Act [325 ILCS 50/5], Section 5 of the Missing Children Registration Law [325 ILCS 55/5], and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] (see 23 Ill. Adm. Code 375.75).

 - ~~B) E) The school shall comply with the requirements of the School Reporting of Drug Violations Act [105 ILCS 127].~~

 - C) F) The school shall comply with the requirements of Sections 10-27.1A and 10-27.1B of the School Code [105 ILCS 5/10-27.1A

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~~and 10-27.1B]~~ regarding firearms and drug-related incidents in schools.

D) G) ~~The school shall comply with the requirements of Section 10-21.7 of the School Code [105 ILCS 5/10-21.7]~~ regarding the reporting of attacks on school personnel.

3) 2) ~~The school must document to the State Superintendent that: Recognition shall also be contingent upon evidence of compliance with the additional administrative requirements of this subsection (a)(2).~~

A) ~~It maintains~~ It maintains ~~The school shall maintain~~ written descriptions of its governance structure and its policy-making procedure, maintains ~~shall maintain~~ its policies in written form, and makes ~~shall make~~ its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request; or-

B) ~~It maintains~~ It maintains ~~The school shall maintain~~ a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C).

c) b) Educational Program

Each nonpublic school's recognition is ~~shall be~~ contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes, case law, or administrative rules or regulations.

1) ~~The school must document that instruction is~~ Instruction shall be provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code, in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code), including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health (Section 27-1 of the School Code).

2) Each school supported or maintained wholly or in part by public funds must document that it:

A) ~~provides~~ shall provide instruction in *American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the*

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United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag (Section 27-3 of the Code);-

- B) ~~leads students in the The Pledge of Allegiance daily (Section 27-3 of the Code); shall be recited daily in nonpublic schools supported or maintained in whole or in part by public funds. (Sections 27-3 and 27-4 of the School Code)~~
- C) ~~devotes *not* ~~Not~~ less than one hour per week to the study of the subject matter identified in subparagraph (A) in grades 7 and 8 shall be devoted to the study of this subject matter in the seventh and eighth grades or their equivalent and in all high school grades (Section 27-4 of the Code);-~~
- D) ~~ensures that no student receives a certificate of graduation without passing an examination on the subjects listed in subparagraph (A) (Section 27-3 of the Code); and *No student shall receive a certificate of graduation from the eighth grade or from high school without passing an examination on these subjects*~~
- E) ~~ensures that *no* ~~No~~ student shall be graduated from the eighth grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject. (Section 27-21 of the School Code [105 ILCS 5/27-21])~~

- 3) The school ~~must~~ ~~shall~~ provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

d) e) Personnel Requirements

~~1) Each nonpublic school's recognition is shall be contingent upon evidence of compliance with the requirements of Section 2-3.25o(c-5) of the School Code or with any other relevant statute, case law, or administrative rule. The school must document that:~~

- 1) 2) ~~it requires from Each school shall require of each new employee *evidence of physical fitness to perform duties assigned and freedom from communicable disease* (Section 24-5(b) of the Code) ~~of freedom from communicable disease~~. A new or existing employee may be subject to~~

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additional health examinations, including screening for tuberculosis, as may be required under the administrative rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 or any other relevant statute, case law, or administrative rule;

- 2) 3) ~~its~~ Each school's personnel policies ~~shall~~ require:
- A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and
 - B) formal evaluation at least every two years in terms of proficiency and competency;
- 3) 4) students' ~~Students'~~ needs for support services such as counseling and social work are ~~shall~~ evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the surrounding community, and the school's staffing configuration reflects ~~shall reflect~~ decision-making about how those needs should be addressed; and.
- 4) 5) each ~~Each~~ individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree.
- 5) 6) each ~~Each~~ individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).
- 6) 7) each ~~Each~~ individual employed in a nonteaching or nonadministrative field requiring licensure (e.g., school nurses) holds and practices ~~shall hold and practice~~ within the scope of the relevant license.

e) 4) Health and Safety

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Each nonpublic school's recognition ~~must shall~~ be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes, case law, or administrative rules. The school must document that:

- 1) ~~the~~ The physical facilities occupied by the school shall comply with the applicable local building code and fire safety requirements. This compliance may be documented with any of the following:
 - A) For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority, or a copy of a report of the most recent safety and fire inspection conducted by or on behalf of the relevant local authority and valid for the upcoming school year.
 - B) For each school not located within the jurisdiction of any code authority, a letter provided by a design professional indicating that he or she has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code under Section 180.60.
 - C) For any school, the State Superintendent may accept a report from an individual other than a local authority or design professional.
- 2) ~~if~~ If the school provides reimbursable food service, the nutrition program and the facilities used must shall comply with the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125];~~;~~
- 3) ~~it has~~ The school shall have a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 et seq.);~~;~~
- 4) ~~The school shall require evidence that, and shall furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental~~

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~~examinations; and shall cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively.~~

- ~~4) 5) it complies The school shall comply~~ with the requirements of the School Safety Drill Act [105 ILCS 128], including conducting a review of the plan in accordance with Section 25(f) of that Act;~~;~~
- ~~5) 6) it complies The school shall comply~~ with the requirements of the Eye Protection in School Act [105 ILCS 115];~~;~~
- ~~6) 7) it complies The school shall comply~~ with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135];~~;~~
- ~~7) 8) it complies The school shall comply~~ with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105]; and;
- 9) ~~The school shall comply with the applicable requirements of Section 22-30 of the School Code [105 ILCS 5/22-30], to the extent that the school allows the self-administration and self-carry of asthma medication and/or epinephrine auto-injectors, and the applicable requirements of Section 22-30 of the School Code and 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists.~~
- ~~8) 10) it complies The school shall comply~~ with the requirements of Section 22-80 of the School Code [~~105 ILCS 5/22-80~~].

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.40 Process for Initial Recognition

A nonpublic school may choose whether to seek recognition under subsection (a) or subsection (b) ~~of this Section~~. An application for initial recognition may be submitted at any time.

- a) Direct Recognition
- 1) The chief administrator of a registered nonpublic school must ~~shall~~ submit an application for recognition, using a format specified by the State

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Superintendent of Education. The application ~~must~~ shall include summary information about the school, including, but not limited to, various assurances of compliance and information about its educational program and its intended calendar for the upcoming school year, as well as a report of the most recent fire inspection conducted by or on behalf of the relevant local authority.

- A) ~~For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority and valid for the upcoming school year shall be included with the application.~~

- B) ~~For each school not located within the jurisdiction of any code authority, the application shall include a letter provided by a design professional, indicating that that individual has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code incorporated at 23 Ill. Adm. Code 180.60.~~

- C) ~~For each school whose most recent fire inspection report is more than one year old, the application shall include a letter provided by either a design professional or an individual who meets the requirements of the rules of the Office of the State Fire Marshal at 41 Ill. Adm. Code 111.30 (General Requirements for a Qualified Fire Official), indicating that that individual has evaluated the facility and found no condition that would constitute a fire hazard.~~

- D) ~~A "design professional" is an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305] and the administrative rules of the Department of Financial and Professional Regulation implementing that Act (68 Ill. Adm. Code 1150), an engineer licensed to practice in Illinois under the Illinois Professional Engineering Practice Act of 1989 [225 ILCS 325] and the applicable administrative rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1380) or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340] and the applicable rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1480).~~

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- 2) Upon receipt of a complete application, the State Superintendent must ~~shall~~ schedule a recognition visit and empanel a review team, whose members must, at a minimum, shall include at least the following people, unless this requirement is waived by the State Superintendent due to extenuating circumstances. The State Superintendent may authorize the nonpublic school to select the team members from subparagraphs (B) and (C).
- A) a representative of the State Superintendent;
- B) an individual who is familiar with the public educational milieu, such as an administrative or instructional employee of representative of a public educational entity such as a school district or regional office of education; or a representative of a department of education at a public college or university; and either
- C) an individual who is familiar with the nonpublic educational milieu, such as a representative of a nonpublic school, other than the school whose recognition is being considered, or a representative of a department of education at a nonpublic college or university another individual who is familiar with the nonpublic educational milieu. The team shall visit the school to verify its compliance with the requirements of this Part. The chief administrator shall be notified in advance of the visit regarding the documentation that must be presented relative to each requirement of Section 425.30 of this Part.
- 3) As part of a school visit, the ~~The team must shall~~ observe the operations of the school, review the required documentation, and, in a format specified by the State Superintendent, prepare a report of its findings, including a recommendation regarding recognition of the school, for the consideration of the State Superintendent to determine the recognition of the school as full, pending, probationary, or none, as described in Section 425.50(c).
- 4) After ~~Upon~~ consideration of the evidence presented and the recommendations of the review team and relevant staff members, the State Superintendent must shall recognize the school if it meets the requirements of Sections 425.20 and Section 425.30 of this Part. If recognition is not granted or is less than full recognition, the State Superintendent must identify ~~Superintendent's notice to the school~~ chief

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~~administrative officer shall identify~~ the deficiencies leading to that determination and Section 425.70 ~~of this Part~~ shall apply. The State Superintendent must allow a school that is assigned a recognition status of “recognized pending further review” or “on probation” an opportunity to resolve those deficiencies preventing full recognition status.

- 5) The State Superintendent may postpone until the following school year consideration for recognition of a school whose application is received in the offices of the State Board after the resources for that consideration have been exhausted for the current school year.

b) Recognition via External Accrediting Organizations

- 1) ~~After receipt of a request for recognition from an accrediting organization, the The State Superintendent must of Education shall review the processes used by that organization various accrediting organizations to identify if that entity's those entities whose approval, recognition, or accreditation of schools is granted on the basis of compliance with at least the requirements of Sections 425.20 and Section 425.30 or if the accrediting organization can properly review a registered nonpublic school for recognition under this Part on behalf of the State Superintendent of this Part. The State Superintendent must approve an entity meeting this standard for the entity to be able to review a registered nonpublic school for recognition purposes under this Part. A nonpublic school shall receive State recognition upon presentation of evidence that it has received approval, recognition, or accreditation from any of these entities. Probationary recognition shall be assigned if the accrediting body has assigned a comparable status to the school.~~
- 2) In keeping with the review cycle and process of the relevant accrediting organization, each registered nonpublic school recognized under this Part through an accrediting organization approved by the State Superintendent must be visited by that accrediting organization. The school must submit documentation of the recognition visit to the State Superintendent from the accrediting organization by the required deadline, as determined by the State Superintendent. The State Superintendent must evaluate the documentation and assign the school a status of “fully recognized,” “recognized pending further review,” “on probation” or no recognition, as described in Section 425.50(c), based on the observations of the accrediting body in the same manner as when evaluating site visit reports generated under subsection (a).

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- 3) The State Superintendent must periodically review the processes of approved accrediting organizations to confirm the organization's ongoing alignment with the requirements of this Part.
- 4) The State Superintendent ~~must shall~~ maintain on the agency's website web site a list of all accrediting organizations entities whose determinations are accepted pursuant to this subsection (b)(1) of this Section.
- c) The State Superintendent must treat each registered nonpublic school recognized under subsection (b) in the same manner as a registered nonpublic school recognized under subsection (a). Each school that is recognized shall receive a Certificate of Nonpublic School Recognition reflecting that status.
- d) ~~Recognition shall be valid until the school's recognition status is determined in the following school year and shall be subject to renewal as provided in Section 425.50 of this Part.~~
- e) ~~Recognition that is granted pursuant to this Part shall not be extended to any additional campus, site or school, nor shall it affect students who are not in attendance at the site to which recognition was specifically granted.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.50 Renewal of Recognition

- a) Cycle for On-Site Review
- 1) Each nonpublic school recognized pursuant to Section 425.40(a) of this ~~Part~~ and seeking continued recognition ~~must shall~~ receive periodic visits by a review team as may be deemed necessary by the State Superintendent to ascertain the degree to which the school complies with applicable requirements of Sections 425.20 and 425.30 and 425.40(a) of this Part and, for those schools receiving block grant funds under Section 2-3.51.5 of the School Code [105 ILCS 5/2-3.51.5], the degree to which the school complies with the requirements of Section 425.80 ~~of this Part.~~ The process for renewal visits must be conducted in the same manner as visits conducted under Section 425.40. The ~~On those occasions, the team shall observe the school's operations, confirm compliance with applicable requirements and prepare a report as provided in Section 425.40 of this Part. When the school's application for renewal of its recognition is~~

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~~received, the State Superintendent must shall~~ consider the evidence presented and proceed as discussed in subsection (c) of this Section.

- 2) Each school recognized pursuant to Section 425.40(b) ~~must of this Part shall~~ be visited in keeping with the review cycle of the relevant accrediting organization. If this review results in a change in a school's recognition status or results in loss of recognition in the course of a school year, the change affects the school's status for the year of the review. When the school's application for renewal of its recognition is received, the State Superintendent shall:

A) ~~renew the school's recognition, if the accrediting organization has renewed the school's accreditation; or~~

B) ~~assign another status as provided in subsection (c) of this Section, if the accrediting organization has not renewed the school's accreditation.~~

b) Renewal in Intervening Years

- 1) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(a) ~~must of this Part shall~~ apply for renewal of the school's recognition by submitting, in ~~a an~~ an electronic format and time specified by the State Superintendent of ~~Education~~, assurances that the school continues to comply with the requirements of this Part, including any revisions that may have occurred, and that no significant changes have been made in its operations, its facilities, or its programs that would negatively impact recognition.

- 2) If annual professional development is required for any staff member pursuant to Section 425.30(d)(5) of this Part, the school's chief administrator must separately shall also submit an assurance that a written plans plan for ensuring that the affected individuals complete relevant activities are in place and are being followed. The school must maintain copies of these plans and proof of their implementation in the individual's personnel file.

- 3) ~~2)~~ For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(b) ~~must of this Part shall~~ apply for renewal of the school's recognition by submitting, in a manner determined by the State Superintendent, evidence that the school's

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accreditation from the relevant organization is in effect for that school year.

- c) Upon consideration of the application materials and the report, and recommendation of the review team if a visit was conducted, the State Superintendent must ~~shall~~ assign a recognition status to the nonpublic school.
- 1) The State Superintendent must assign a A school a status of ~~shall be~~ "fully recognized" if the school ~~it~~ meets the requirements of this Part, ~~including each school whose accreditation by the relevant organization is in effect until the school's recognition status is determined in the following school year.~~
 - 2) The State Superintendent may recognize a school, but assign a school a status of A school shall be "recognized pending further review" if the school ~~it~~ exhibits areas of noncompliance that:
 - A) are not serious enough to warrant probation as delineated in subsection (c)(3) ~~of this Section~~; and
 - B) can be anticipated to be corrected prior to the end of the school year following the school year in which they are identified.
 - 3) The State Superintendent may recognize a school, but assign it a status of A school shall be placed "on probation" if the school ~~it~~ has significant areas of noncompliance or areas of noncompliance that can be anticipated to required extended time for correction. Areas of significant noncompliance may include, but are not limited to, the following:
 - A) exhibiting multiple exhibits deficiencies that present a health hazard or a danger to students or staff;
 - B) failing fails to offer required coursework;
 - C) employing employs personnel who lack the required qualifications;
 - D) failing fails or refusing refuses to serve students according to relevant legal requirements; ~~and/or~~

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- E) ~~prolonging or repeating~~ prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.
- d) When a school is recognized pending further review, the school's chief administrator may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the school must ~~will~~ have an opportunity to discuss compliance issues with representatives of the State Board of Education.
- e) When a school is placed on probation, representatives of the State Board must conduct the State Superintendent shall schedule a conference at which representatives of the school may ~~will~~ discuss compliance issues with the representatives of the State Board of Education, ~~unless the chief administrator has appealed the school's status as provided in Section 425.70 of this Part. If requested by the representatives of the State Board, within~~ Within 60 days following a conference under this subsection (~~e~~), the school's chief administrator must ~~shall~~ submit to the State Superintendent a plan for corrective action that conforms to the requirements of subsection (f) ~~of this Section~~.
- f) The State Superintendent must review and ~~of Education shall~~ respond to the submission of a plan within 15 days after receiving it. The State Superintendent must ~~shall~~ approve a plan if it:
- 1) specifies steps to be taken that are directly related to the areas of noncompliance cited;
 - 2) provides evidence that the school has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
 - 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- g) If a school's plan is not approvable under subsection (f) ~~of this Section~~, the State Superintendent must ~~shall~~ notify the school's chief administrator to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the conference with representatives of the State Board, the school's recognition may ~~shall~~ be withdrawn, subject to appeal under Section 425.70 ~~of this Part~~.

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- h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent may shall withdraw the school's recognition, subject to appeal under Section 425.70 ~~of this Part.~~
- i) If a recognized nonpublic school fails to renew its registration under subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.
- j) If a recognized nonpublic school renews its registration but fails to annually renew its recognition as required in subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.60 Changes in Recognition Status

A nonpublic school's recognition status may be changed by the State Superintendent ~~of Education~~ at any time to reflect information confirmed during compliance monitoring or by any other means, subject to the provisions of Section 425.70 of this Part. Except in instances where the State Superintendent determines there is an emergency situation present at a school, no ~~No~~ school may have its recognition removed by administrative shall without first having been placed on probation.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.70 Appeals

A school's chief administrator who wishes to appeal a nonpublic school's placement ~~into or probation or nonrecognition status must shall~~ submit to the State Superintendent ~~of Education~~ a written statement of appeal within 14 days after receiving notification of the planned ~~recommended~~ status change.

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- a) Within 30 days after receipt of the appeal, the State Superintendent or a designee must shall convene a hearing to review all pertinent information, including the procedures that led to the planned recommended recognition status change. Representatives of the affected school must shall have an opportunity to present evidence demonstrating that the school complies with the requirements of this Part.
- b) No later than 30 days after the conclusion of the hearing, the State Superintendent must shall inform the school's chief administrator of the State Superintendent's determination school's recognition status. If there is no change in the school's recognition status, the school does not need to take any further action. If the school's recognition is removed, and the school wishes to become recognized again, the school must follow the procedure in Section 425.40. The decision of the State Superintendent of Education is shall be a final administrative decision, subject to the Administrative Review Law [735 ILCS 5/Art.III].

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.75 Other Recognition Considerations

- a) Recognition that is granted under this Part may not be extended to any additional campus, site, or school and may not affect students who are not in attendance at the site to which recognition was specifically granted.
- b) Each school that is recognized must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of recognized schools by school year for, at minimum, the preceding 5 school years.

(Source: Adopted at 44 Ill. Reg. _____, effective _____)

Section 425.90 Textbook Block Grant Program

Recognized nonpublic schools serving students in kindergarten through grade 12 are eligible to receive annual funding for the direct purchase of selected secular textbooks ~~that have been preapproved and designated by the State Board of Education (see Section 2-3.155 of the School Code).~~

- a) Funding received under the Textbook Block Grant Program shall be used only for the direct purchase of secular textbooks, as defined in Section 2-3.155(b) of the

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School Code, ~~that have been preapproved and designated by the State Superintendent of Education.~~

- b) For the purposes of monitoring compliance with Section 2-3.155(d) of the School Code, each nonpublic school that receives funding under the Textbook Block Grant Program shall provide to the State Superintendent, upon request, a copy of the purchase order and receipt confirmation for any textbooks acquired that includes the:
- 1) title of each textbook purchased, including its International Standard Book Number (ISBN), or, if no ISBN is provided, a description of the materials purchased;
 - 2) quantity received; and
 - 3) total cost of the textbooks ordered.
- c) Records associated with the purchase of textbooks under Section 2-3.155 of the School Code shall be maintained for three years following the school year in which the textbooks were purchased.
- d) In the event that the nonpublic school fails to comply with Section 2-3.155 of the School Code and this Section, then it shall return to the State Board of Education any grant funds expended on textbooks not in compliance with Section 2-3.155 of the School Code.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: STAR NET Project (Funding Increase)

Expected Outcome: Approval to increase funding for STAR NET regions in Illinois

Materials: N/A

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Program Services
Carisa Hurley, Director, Early Childhood

Purpose of Agenda Item

The Early Childhood Department requests the Board to authorize the State Superintendent to approve a one-time increase of \$10,000 to each of six STAR NET regions, for a total of \$60,000, to provide three additional trainings related to social-emotional skills. Carryover funds from early childhood discretionary projects will be used to fund the request.

Background Information/History

The STAR NET Project¹ provides training, consultation, and resources to the early childhood community. It provides a variety of opportunities for personal and professional growth for those who work with young children ages birth through age 8. STAR NET supports family-centered, researched, and effective practices in early childhood education and care.

STAR NET also serves as a technical assistance provider for all ISBE early childhood special education initiatives, including the Early Childhood Outcomes System (State Performance Plan [SPP] Indicator 7), inclusion of children with disabilities into general education settings (SPP Indicator 6), and the transition of children with disabilities from early intervention to early childhood special education school district services (SPP Indicator 12).

The STAR NET Project divides the state into six regions to allow for a local approach to consultation within each region. Five entities currently operate the STAR NET Project. (Regions I and III are consolidated.)

There is a need for additional social-emotional trainings throughout the state. The training topics were decided upon based on feedback received from the Part 235 Suspension and Expulsion rules that were approved by the Board in September 2019. A current training calendar does exist, but the feedback received indicated a need to offer additional trainings regarding the social-emotional development of children.

- Each STAR NET region will offer a training regarding **trauma-informed care and trauma competence** in screening, assessment, and intervention.
- Each STAR NET region will offer a training regarding **family engagement with diverse populations**.
- Each STAR NET region will offer a training regarding the use of **reflective practices in social-emotional instruction**.

The additional money will allow STAR NET to contract for more presentations and associated materials during the remainder of fiscal year 2020.

- **Current Status:** STAR NET is in Year 3 of a five-year funding cycle.

¹ Additional information on STAR NET may be found at <https://www.starnet.org/>.

- **Relevant Data:** STAR NET conducted 359 in-person and webinar trainings, which reached 9,791 individuals, in FY 2018. STAR NET offers professional development sessions in leadership, assessment, curriculum, family and community engagement, language arts, social-emotional development, and other topics. STAR NET’s impact on students with disabilities is also noted in the Special Education State Performance Plan/Annual Performance Report.

State Performance Plan/Annual Performance Report Indicators

Indicator	FY 17 Targets	FY 16	FY 17
Indicator 6: Preschool Environments Regular early childhood program and receiving most of the special education and related services in the regular early childhood program.	32.8%	40 %	40.7%
Indicator 7: Preschool Outcomes A. Positive social-emotional relationships; B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs.	A.83.7% B. 86.9% C. 88%	A. 76.99 % B. 77.91% C. 78.70%	A.83.73% B. 83.51% C. 85.13%
Indicator 12: Early Childhood Transition Percentage of children referred by Part C prior to age 3 who are found eligible for Part B and who have an Individualized Education Program developed and implemented by their third birthdays.	100%	97.17%	96.90%

*Source: FY 2017 State Performance Plan/Annual Performance Report

- **Pros and Cons:**
 - **Pros:** Approval of these additional funds will allow the Preschool for All and Preschool for All Expansion programs access to continue professional development to maintain high-quality preschool programs.
 - **Cons:** None.

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

The IDEA Part B Preschool Discretionary Grant programs relate to:

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

- All kindergartners are assessed for readiness.
- 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.

Financial Background

The initial term of the grants began July 1, 2017, and extended through June 30, 2018. STAR NET is currently in the third year of the cycle. The initial request was for total costs, including renewal, not to exceed \$14,677,500. This one-time request of an additional \$60,000 from unspent carryover funds means the total costs now will not exceed \$14,737,500. The grants will be funded with federal IDEA Part B Preschool Discretionary Grant funds. The additional \$60,000 will be funded with unspent carryover funds from the same source.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract Federal Funding		Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$2,935,500		\$0	\$2,935,500
FY19	\$2,935,500		\$0	\$2,935,500
FY20	\$2,935,500		\$60,000	\$2,995,500
FY21	\$2,935,500		\$0	\$2,935,500
FY22	\$2,935,500		\$0	\$2,935,500
Total	\$14,677,500		\$60,000	\$14,737,500

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

Policy Implications: None.

Budget Implications: Preschool Discretionary Grants are funded with IDEA Part B-619 federal dollars.

Legislative Action: None.

Communication: ISBE and STAR NET will send notification to the field to inform individuals and entities of the additional training opportunities.

Pros and Cons of Various Actions

Pros: Approval of this request will provide additional funding to the regions. The funding will cover the costs associated with offering additional social-emotional trainings.

Cons: Denial of this request would mean that staff may not have the skills and/or knowledge to support children in their classrooms when they exhibit challenging behaviors.

Board Member(s) Who Will Abstain: None.

Recommendations:

The following motion will be shared at the December Board meeting:

The State Board of Education hereby authorizes the State Superintendent to award a one-time additional funding in the amount of \$60,000 total to six STAR NET regions to provide additional social-emotional trainings.

Date of Board Action: December 18, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Summer Migrant Education Program Request for Proposals

Materials: None

Expected Outcome: Approval to release and award Request for Proposals for the Summer Migrant Education Program

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Program Services Department

Purpose of Agenda Item

At the December 2019 Board meeting, the Multilingual Department will request the Board to authorize the State Superintendent to release and award a Request for Proposals (RFP) to select entities to provide supplemental educational services to migrant children and youth.

Background Information/History

ISBE receives funding under Title I Part C of the Elementary and Secondary Education Act for the Education of Migratory Children to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility. Eligible migrants include children through the age of 21 who have not graduated from high school and have moved on their own as migratory workers or with a parent, spouse, or guardian who is a migratory worker. These services help ensure that these students meet state learning standards, with an emphasis on reading and mathematics. Trained recruiters identify eligible migrant children and youth and document their eligibility on a Certificate of Eligibility. There were 1,313 eligible migrant children and youth ages 0-21 identified in Illinois in 2017-18.¹

Migrant Education Program (MEP) funds are distributed to local projects in communities with documented migrant populations. Migrant program services are guided by a state needs assessment and service delivery plan that includes service areas, strategies, and measurable performance outcomes. Most services are provided during the summer months when the most migrant families are present in the state. Projects typically incorporate recruiting, supplemental instruction, parent education, and ancillary services. Instructional services are designed to address the educational needs of the identified population ranging from school readiness for preschool-age children to elementary, middle, and high school academic support to individualized instruction in English as a second language, life skills, and High School Equivalency preparation for out-of-school youth. In past years, a health service provider offered on-site dental screenings for students enrolled in summer programs.

Financial Background

Grants will be awarded through a competitive process for the term of April 1, 2021 – Aug. 31, 2023. Awards will be renewed for up to two subsequent years depending on availability of funding, the number of migrant children/youth, number of priority for service migrant children/youth,² needs of the identified population,

¹ ISBE provides training to teachers of migrant students at the statewide migrant workshop held in June each year. Staff is in the process of updating the state Comprehensive Needs Assessment this year and Service Delivery Plan next year. Staff will consider how growth is captured using the respective data source to see if it is accurately capturing gains.

² As stipulated in the Every Student Succeeds Act, migratory children/youth who are identified as “priority for service” are those who (1) are failing, or most at risk of failing, to meet challenging state academic standards; or (2) have dropped out of school.

availability of other funding for services, and satisfactory progress in the preceding grant period. Funding for the first grant period will not exceed \$1 million.

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
FY21	\$0	\$0		\$0	\$1,000,000	\$1,000,000
FY22	\$0	\$0		\$0	\$1,000,000	\$1,000,000
FY23	\$0	\$0		\$0	\$1,000,000	\$1,000,000
Total	\$0	\$0		\$0	\$3,000,000	\$3,000,000

Business Enterprise Program (BEP)

This RFP is exempt from the BEP goal because it is a grant.

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

Policy Implications: Migrant children and youth will be identified throughout the state. Supplemental education services will address their unique needs to help them meet state academic standards and graduate from high school ready for college and career.

Budget Implications: The Title I Part C Migrant Education allocation to the state will be used to fund the grants.

Legislative Action: None.

Communication: Upon approval, ISBE will notify districts and other entities about the release of the RFP.

Current Status:

Seven entities were selected via a competitive bidding process to provide summer migrant programs in fiscal year 2018. They will continue to receive Migrant Education funding through August of 2020 (FY 2020). Continuation funding for FY 2020 will be awarded through an application process.

Relevant Data:

Migrant Summer Program Number Served	FY16	FY17	FY18	FY19 (est.)
Students Served in Migrant Summer Programs	590	737	631	561
Number of Funded Entities for Summer	9	7	7	7

ISBE conducts a statewide evaluation of MEP each year to determine to what extent the program meets the Measurable Program Outcomes (MPOs) established in the state Migrant Education Program Service Delivery Plan.³ Some MPOs focus on summer programs while others focus on regular school year programs or year-round activities. The results from the 2017-18 evaluation are listed below:

MPO	Target met?	Evidence
1a: Migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.	YES	Statistically significant (p<.001) mean gains of 2.3, 4.3, and 15.5

³ Title I Part C requires every state migrant program to develop a Service Delivery Plan that lays out strategies that respond to the identified needs of migrant children as well as MPOs used to evaluate the effectiveness of the program.

1b: Migratory students participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.	YES	Statistically significant (p<.001) mean gain of 2.3
1c: Migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.	YES	Statistically significant (p<.001) percentage gain of 29%
1d: Migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.	YES	Statistically significant (p<.001) mean gain of 1.4
2a: 80% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Assessment (ECE) Assessment.	NO ⁴	73% gained 3 or more points
2b: 80% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.	NO	74% gained 3 or more points
3a: 70% of secondary-aged migratory students enrolled in summer migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.	YES	100% earned partial or full credit
3b: 75% of migrant high school students enrolled in schools served by MEP projects for at least 3 months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.	YES	100% worked with staff to update plans
3c: 30% of migrant-eligible out-of-school youth (OSY) will participate in services.	YES	67% of OSY participated
3d: 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.	YES	93% made progress on their learning goals
4a: MEP-sponsored professional development will result in 90% of migrant staff who provide instruction in PK-12 and OSY reporting sufficient ability to support high-quality instruction as measured by a rating of 3 or 4 on a 4-point scale using the professional development survey.	YES	99% reported ability to support high quality instruction
4b: MEP coordination/networking activities will result in 90% of summer MEP staff and migrant parents reporting that migratory students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth	YES	97% reported information was provided
4c: MEP-sponsored parent development will result in 90% of migrant parents reporting sufficient ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent involvement survey.	YES	99% reported ability to support children's education

Pros and Cons of Various Actions

Pros: Funding supplemental migrant educational services will provide support to migrant children and youth so that they can overcome barriers to school achievement due to multiple moves that disrupt their education.

Cons: None.

Board Member(s) Who Will Abstain: None.

Recommendations:

The following recommendation will be shared at the December Board meeting:

The State Board hereby authorizes the State Superintendent to release and award a Request for Proposals for the purpose of funding Migrant Education Program services.

Date of Board Action: December 18, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Approval of the Dissolution of Financial Oversight Panel for Proviso Township High School District 209

Expected Outcome: Approval of the Dissolution of Financial Oversight Panel for Proviso Township High School District 209

Materials: None

Staff Contact(s): Deb Vespa, Director, School Business Services

Purpose of Agenda Item

As presented at the November 22, 2019 State Board meeting, the Proviso Township High School District 209 Financial Oversight Panel (FOP) has requested dissolution of the FOP effective December 31, 2019. The Board is being asked to approve the dissolution of the FOP.

Background Information/History

Certification in Financial Difficulty

The State Board may certify a school district in financial difficulty if it meets the requirements of Section 1A-8 of the School Code [105 ILCS 5/1A-8]. Upon certification, the district may be required to develop, adopt, and submit a financial plan to the State Board for approval. If the district fails to comply with the approved financial plan, the State Board may rescind approval of the plan and appoint a FOP. The State Board certified the Proviso Township High School District in financial difficulty at its October 22, 2008, meeting.

Appointment of the Proviso Township High School District 209 Financial Oversight Panel

In lieu of the provisions of Section 1A-8 and in accordance with Section 1B-4 of the School Code [105 ILCS 5/1B-4], the Proviso Board of Education petitioned the State Board for a voluntary FOP in November 2008. The State Board approved the request and appointed a FOP for the district at its December 18, 2008, meeting.

The State Board approved the FOP's request for reorganization under Section 1H of the School Code [105 ILCS 5/1H] at its June 2012 meeting. The reorganization increased the number of FOP members from three to five. The two additional members were required to be residents of the district. This started the timeline over again for the FOP. Financial Oversight Panels are convened for a minimum of three years and a maximum of 10 years.

The district board, administrators, and FOP have been diligently working to realize stability for the district's finances. The district realized surpluses in each of its operating funds by fiscal year 2014 and had obtained a Financial Profile designation of Recognition for four years. However, the district board had not addressed the considerable capital needs for district facilities and how those needs would be met. Transition benchmarks were developed to assist the Proviso Board of Education and administration with continued financial management improvements. For further details, see the attached Proviso Financial Oversight Panel Exit Report to the State Board. The FOP informed the Proviso Board of Education that if it continued positive financial outlooks and addressed the financing of the facility needs, the FOP would petition the State Board for dissolution of the FOP.

The Proviso Board of Education approved a sustainable Financial Plan, which addresses continued financial stability and financing for the capital needs for district facilities, at its October 2019 meeting. It is with the approval and presentation of this financial plan that the FOP deemed the district met all financial obligations and benchmarks. ISBE staff concurs.

Therefore, the FOP is now requesting the State Board to dissolve the Proviso Township High School District 209 Financial Oversight Panel and return complete governance to the Proviso Board of Education, effective December 31, 2019. That date will allow the FOP to finalize minutes and host a closing meeting with the

Proviso Board of Education. The Proviso Financial Oversight Panel Exit Report to the State Board and the Proviso Township High School District 209 Finance Plan was submitted to the State Board at its November 22, 2019 meeting.

Summary of District’s Current Finances and Financial Projection*:

(\$ in millions)	Unaudited 2019	Budget 2020	Projected 2021	Projected 2022	Projected 2023	Projected 2024
Beginning Fund Balance	45.8	34.8	35.0	34.8	33.6	32.2
Revenues	85.2	89.9	92.4	93.4	94.8	96.2
Expenditures	78.8	85.2	88.1	90.1	91.7	93.4
Results of Operations	6.4	4.7	4.3	3.3	3.1	2.8
Other Funding Sources/Uses	(17.4)	(4.5)	(4.5)	(4.5)	(4.5)	(4.5)
Ending Fund Balance	34.8	35.0	34.8	33.6	32.2	30.5

Estimated Financial Profile: Recognition Recognition Recognition Recognition Recognition Recognition
 *Operating Funds – Educational, Operations and Maintenance, Transportation, and Working Cash

Summary of District’s Capital Fund:

(\$ in millions)	Unaudited 2019	Budget 2020	Projected 2021	Projected 2022	Projected 2023	Projected 2024
Beginning Fund Balance	18.2	62.0	53.9	24.1	(0.3)	3.6
Revenues	0.6	0.4	0.4	0.5	0.5	0.5
Expenditures	1.6	13.0	34.7	29.4	1.1	0.1
Results of Operations	(1.0)	(12.6)	(34.3)	(28.9)	(0.6)	0.4
Other Funding Sources/Uses	44.8	4.5	4.5	4.5	4.5	4.5
Ending Fund Balance	62.0	53.9	24.1	(0.3)	3.6	8.5

The above financial summaries reflect that the district will be:

- Maintaining a balanced operational budget,
- Funding facility needs from operations in lieu of additional debt, and
- Continuing to receive the highest Financial Profile designation, Recognition.

Financial Background

Not applicable

Business Enterprise Program

Not applicable

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

Policy Implications: The State Board will be returning a school district back to its local control. The district will need to continue to exercise the sound financial management it has been conducting to ensure continued financial stability.

Budget Implications: None for the State Board. District administration will need to continue to review and update the strategic plan and financial plan to ensure that the two are aligned and that sustainable budgets are adopted

Legislative Action: None.

Communication: The Proviso Twp. High School District Financial Oversight Panel and Proviso School District Board will be informed of the State Board’s action.

Pros and Cons of Various Actions

Pros: A school district will be returned to its local control.

Cons: None.

Board Member(s) Who Will Abstain: Unknown.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education approves the dissolution of the Proviso Township High School District Financial Oversight Panel effective December 31, 2019.

Date of Board Action: December 18, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Irma Snopek, Policy and Communications Officer *CS*

Agenda Topic: Approval of 2019 State Board of Education Annual Report to the General Assembly

Expected Outcome: For the Board to approve 2019 Annual Report

Materials: 2019 State Board of Education Annual Report

Staff Contact(s): Megan Griffin, Director, Internal Communications

Purpose of Agenda Item

The Internal Communications Department requests the Board to authorize the State Superintendent to approve the 2019 State Board of Education Annual Report.

Background Information/History

The Illinois State Board of Education is required by [105 ILCS 3/2-3.11](#) to provide a report annually to the Governor and General Assembly with specific data. The 2019 Annual Report includes demographic, financial, and statistical data, including state, federal, and local resources; information on Illinois schools and districts; student demographics and assessment performance statistics; educator demographics and licensure data; and special education data. The data elements required in the Annual Report are assembled in specific formats, requiring staff to pull the information from multiple data systems and multiple areas of the agency. Once the data is compiled from various sources, the report then undergoes a multi-step review process. Please note a few data points are not available until the first of the year and will be added at that time.

The State Board of Education Annual Report has been in statute since 1945. All data within the Annual Report can be found within the annual Illinois Report Card. ISBE's 2020 legislative agenda includes a proposal to streamline communications by consolidating the Annual Report with the Illinois Report Card to eliminate this redundancy.

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

Policy Implications: None

Budget Implications: None

Legislative Action: None

Communication: 2019 Annual Report to be filed with the Governor and Illinois General Assembly on or before Jan. 14, 2020.

Pros and Cons of Various Actions

Pros: The Annual Report will be provided in accordance with statute.

Cons: None

Board Member(s) Who Will Abstain: None

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the 2019 Annual Report.

Date of Board Action: December 18, 2019



Illinois State Board of Education

2019

ANNUAL REPORT

Darren Reisberg, Chair of the Board
Dr. Carmen I. Ayala, State Superintendent

STATE BOARD OF EDUCATION



Dr. Carmen I. Ayala
State Superintendent
of Education



Darren Reisberg
Chair of the Board
Chicago



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



**Dr. Cristina
Pacione-Zayas**
Secretary

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

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

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



Susan Morrison
Chair of the Education
Policy Planning Committee
Carlinville



Jane Quinlan
Chair of the Finance and
Audit Committee
Champaign



Dr. Christine Benson
Ottawa



Cynthia Latimer
Aurora



Dr. David Lett
Springfield



Jacqueline Robbins
Batavia



Illinois State Board of Education

2019

ANNUAL REPORT

ISBE Office of Communications, January 2020



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

January 2020

To all residents of Illinois:

We have taken both small steps and giant leaps forward throughout 2019 to improve opportunities and outcomes for students in Illinois. The year began with the swearing in of a new Governor, who is committed to supporting children from birth through graduation and onto successful futures. The Illinois State Board of Education selected the first woman and first person of color to permanently hold the position of State Superintendent of Education. ISBE has initiated the refinement of its strategic plan to strengthen education in Illinois through the lenses of equity, quality, community, and collaboration. The 2019 school year closed with record numbers of students taking – and succeeding in – rigorous college and career preparation courses, such as Advanced Placement, dual credit, International Baccalaureate, and career and technical education (CTE).

The year 2019 saw historic increases in funding for Illinois schools and significant efforts to strengthen the teacher pipeline and teaching profession. Governor JB Pritzker enacted a \$40,000 minimum wage for teachers statewide and eliminated the basic skills test for teacher candidates, which removed a barrier for those interested in pursuing a teaching career in Illinois. The General Assembly also appropriated:

- A \$375 million increase for Evidence-Based Funding;
- A \$50 million increase in early childhood education funding, the largest appropriation ever to support our youngest learners; and
- A \$5 million increase for CTE, the first increase in state funding for CTE in five years.

The state's investments in education reflect the goal of creating equitable learning conditions for all students.

ISBE believes Illinois has a collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each child brings within their different backgrounds and life experiences and deliver the rigor, resources, and academic and social-emotional supports that each child needs to succeed.

ISBE's Diverse and Learner-Ready Teacher Network in 2019 completed its development of culturally responsive teaching standards for Illinois' institutions of higher education. The standards will prepare teachers to incorporate the cultural references and perspectives of the most diverse student population in recent history.

ISBE's mission is to practice data-informed and transformative leadership in partnership with stakeholders and families to provide effective educators, safe and healthy learning conditions, and equitable opportunities and outcomes for all students.

The 2019 Illinois Report Card included new data to support schools and districts in better understanding the relationships between financial investments, student characteristics, and student outcomes within a district. The 2019 Illinois Report Card displayed per-pupil spending at the school level for the first time.

ISBE received national recognition as a leader in collecting, communicating about, and displaying site-based expenditures with the goal of sparking local inquiry and dialogue.

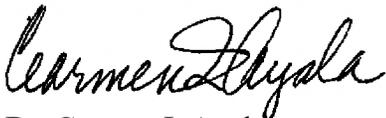
ISBE also embarked on collaborative initiatives to develop a four-year state plan for CTE and to improve Illinois' assessment delivery system. ISBE continues to support school districts in the greatest need through efforts to reduce exclusionary discipline, strengthen students' academic outcomes, and improve services for all children.

All these efforts bring ISBE closer to accomplishing our vision that Illinois's birth through 12th grade education system equips each and every child, from all ZIP codes and demographics, with the knowledge, skills, and attributes to thrive in paths of their choosing and life after high school.

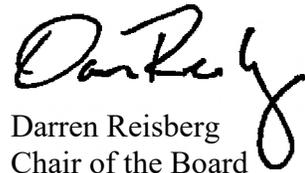
As American engineer W. Edwards Deming said, "Every system is perfectly designed to get the results it gets." ISBE is reshaping systems to produce better results for all children -- equity is the cornerstone of ISBE's approach.

We deeply value your partnership in the education of Illinois' children.

Sincerely,



Dr. Carmen I. Ayala
State Superintendent of Education



Darren Reisberg
Chair of the Board

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Illinois Teacher of the Year



Susan Converse, who teaches special education and functional life skills to high school and young-adult students at Edwardsville High School in Edwardsville Community Unit School District 7, is the 2019 Illinois Teacher of the Year. Converse was announced as last year's top educator during the 44th annual Those Who Excel/Illinois Teacher of the Year banquet in Normal on Oct. 20, 2018.

Converse represented Illinois in the National Teacher of the Year competition and represented Illinois teachers at a variety of events throughout 2019, including a trip to the White House. She also had numerous speaking engagements around the state.

Converse's approach to teaching is best described by one parent as an "unwavering commitment to honoring and believing in all students, regardless of typicality." This is evident in her role as facilitator of the Tiger Den at Edwardsville High School, a student-run coffeehouse that has inspired many of her students and had a profound impact on their development as they transition out of high school. The Tiger Den has allowed her students an opportunity to experience and develop important functioning life skills. These students learn to create a product and sell it. They help maintain the shop right alongside general education students on a day-to-day basis.

Converse didn't begin her career in education. She earned a bachelor's degree in journalism from Southern Illinois University Edwardsville. She soon realized her calling when assigned to cover a story at an elementary school and noticed the unbridled enthusiasm of the students. Converse then pivoted, changing careers in 1995 to become a teacher for third-through-fifth grade students with emotional and/or behavioral issues. She then moved on to teaching general education courses to middle school students with special needs. Converse earned a master's degree in educational leadership from Southern Illinois University Edwardsville and became a special education coordinator, a position she held for nine years before realizing her true passion was back in the classroom.

Converse joined nearly 1,000 educators from across the state at the 45th annual Those Who Excel/Illinois Teacher of the Year banquet on Oct. 19, 2019. She spoke to the audience about the profound impact educators have on their students' lives and shared stories of some of the visits she made during her ambassadorship as Teacher of the Year.

The State Superintendent named Eric Combs the 2020 Illinois Teacher of the Year. Combs is a band instructor at Richland County Middle School in the Richland County Community Unit School District 1 in Olney.

2019 Condition of Education

Budget

The fiscal year 2020 budget included record funding for preK-12 education. The state general funds budget included a \$378.6 million increase for Evidence-Based Funding (EBF), for a total of \$7.2 billion invested in EBF for FY 2020, \$53.6 million of which went toward Property Tax Relief Grants.

FY 2020 marked the third year of implementation of EBF. The enactment of EBF comprehensively changed the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' least well-funded students. The formula calculates a unique Adequacy Target for each school district that is based on 34 cost factors, such as technology, instructional coaches, counselors, and class sizes, that support student learning. The formula compares each district's current state and local resources to its Adequacy Target to produce a Percentage of Adequacy that describes the districts' financial capacity to meet expectations.

The state distributed 89 percent of new EBF funding to school districts furthest away from their Adequacy Targets in FY 2020. However, eight out of every 10 students in Illinois still attend schools funded at less than 90 percent of adequacy. The range of adequacy for Illinois districts after FY 2020 funding is distributed will be 51 to 269 percent, which illustrates the extent of the funding inequity that still exists.

Public Act 100-0465 commits the state to full funding of the formula by June 30, 2027. ISBE, along with the EBF Professional Review Panel, continues to review and implement the state's historic funding reform and recommend recalibration and other modifications to EBF to meet the needs of all students in Illinois.

Student Demographics

The 2019 Illinois Report Card showed that Illinois now has its most racially and linguistically diverse student population in recent history. Students of color comprise a majority of Illinois' students (52.4 percent). The percentage of teachers who are teachers of color showed a slight uptick of 0.7 percent to 15.3 percent in the 2018-19 school year. ISBE's Diverse and Learner-Ready Teacher Network is developing recommendations to diversify the teacher workforce.

The percentage of students identified as English Learners also increased this year, from 11.7 percent in the 2017-18 school year to 12.1 percent in the 2018-19 school year. The number of students with Individualized Education Programs increased from 14.5 percent in 2017-18 to 15.5

percent in 2018-19. Illinois' students today have greater needs and require greater resources than they did even five years ago, while at the same time bringing incredible strengths to the classroom.

Overall student enrollment in Illinois public schools continues to decline, mirroring the state's population trend. Student enrollment totaled 1,984,519 in the 2018-19 school year, dropping below 2 million for the first time in more than 15 years.

Approximately half of all public school students in Illinois in the 2018-19 school year-- 48.4 percent -- qualify as low income, compared to 39 percent 15 years ago. Students qualify as low income if they are in families receiving public aid, live in temporary housing, or are eligible for free or reduced-price meals.

The average class size in 2018-19 increased slightly to 21.9 students per class.

Learning Outcomes

The State Board of Education is working to reshape systems of teaching and learning in Illinois by focusing all its work through a new strategic plan. ISBE's proposed goals are:

1. Students will make academic gains by the end of each school year, increasing their knowledge, skills, and opportunities so that each student graduates empowered and equipped to pursue a successful future.
2. Schools will be environments that are physically and emotionally secure, where available resources are allocated equitably to meet students' specific needs.
3. Educators will meet the needs of Illinois' diverse student population and will be prepared for, supported in, and recognized for those efforts.

The first goal will prioritize the alignment of standards, assessments, curricula, instruction, and strong systems of support for all schools.

The second goal will prioritize achieving fiscal adequacy and equity through Evidence-Based Funding and ensuring school districts meet the needs of all students, including low-income students, students with disabilities, and English Learners.

The third goal will prioritize educator preparation, support, and success. Teacher diversity, retention, and attendance, as well as the total number of teachers in the state, showed slight upticks in the 2018-19 school. ISBE remains committed to strengthening the teacher pipeline and profession so all students have an effective educator in every class, every day.

Data and research will inform ISBE's efforts to build on current strengths.

All schools received annual accountability designations for the second year in 2019. Each school's summative designation describes how well the school is meeting the needs of all students, based on multiple measures of performance. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional federal funding and other state supports through the IL-EMPOWER school improvement process.

ISBE debuted the student growth percentile on the Illinois Report Card in 2018 as a more equitable measure of school performance. The measure allows schools to showcase progress in student learning, even if students have not yet reached proficiency. The student growth percentile compares the gains of students at a school to those of other students in the state who started at the same level of performance. Schools around the state have remarkable stories of growth as the result of multi-year improvement efforts, including:

- Carbondale Elementary School District 95, where students in all demographic groups achieved above the 50th percentile in English language arts and near the 50th percentile in math. The district increased the accountability designations of all four schools.
- Queen Bee School District 16, where 47 percent of students are Latinx and more than a third of students are English Learners. Queen Bee students in all demographic groups achieved between the 68th and 73rd percentiles in English language arts and above the 50th percentile in math. These gains resulted in one school performing among the top 10 percent of all schools in the state and earning the Exemplary designation.
- Gordon Bush Elementary School in East St. Louis School District 189, where students achieved above the 55th percentile in English language arts and above the 59th percentile in math. Gordon Bush has risen from among the lowest-performing 5 percent of schools in the state to earning the Commendable designation. ISBE Board members held their November Board meeting in East St. Louis and visited Gordon Bush Elementary.

Student Performance and Achievement

The 2019 state-level Illinois Report Card data show historic increases in students taking and succeeding in rigorous college and career preparation courses – representing four years of continuous growth and reflecting Illinois' investments in equity and opportunity.

Career and technical education programs enrolled 284,680 students in 2019 – an increase of nearly 5,000 students since 2016 – despite declining student enrollment in Illinois' schools overall. Governor JB Pritzker's FY 2020 budget included the first increase in state funding for career and technical education in five years.

Students in the 10th through 12th grades took a combined 169,217 dual credit, Advanced Placement (AP), and International Baccalaureate courses in 2019 – approximately 10,000 more

than in 2016, when data collection began. Students of color now make up 48 percent of total students enrolled in AP courses – up five percentage points from just three years ago. Even with this expansion in access among historically underrepresented student groups, students recorded the highest-ever pass rates on AP Exams. Illinois has raised its pass rate from 65.9 percent in 2016 to 68.4 percent in 2019. Governor Pritzker’s FY 2020 budget included \$2.5 million for AP Exam fee waivers for students with limited resources and grants for schools to develop and implement AP courses.

The 2019 Illinois Report Card also marked the fourth consecutive year that the percentage of students needing to enroll in remedial courses at Illinois’ community colleges has declined. Illinois lawmakers enacted the Postsecondary and Workforce Readiness Act in 2016 to strengthen pathways from eighth grade all the way through high school and onto college and career. The transitional math component of this law went into effect as an opt-in option for districts in the 2018-19 school year. Passing a transitional math course as a high school senior gives that student guaranteed placement into credit-bearing college math courses – with no need to take a placement test. Every student in grade 12 will have the opportunity to take at least one transitional math course beginning no later than the 2021-22 school year.

Illinois’ educational achievements compare strongly to those of the rest of the nation. Illinois’ performance held steady on the National Assessment of Education Progress in 2019 across all subjects and grades, while 31 other states saw a statistically significant decline in eighth-grade reading; 17 other states saw a decline in fourth-grade reading; three states saw a decline in fourth-grade math; and six states saw a decline in eighth-grade math.

Illinois’ four-year graduation rate held steady at 85.9 percent. The four-year graduation rate is two points higher than it was in 2009, the first year ISBE began disaggregating graduation rates by cohort. Data from 2017, the most recent year available for national graduation rates, shows Illinois ranking in the top half of all states. Illinois is committed to boosting graduation rates, especially among students of color. Ninety-one percent of white students graduated in four years, but that rate drops to 82 percent for Latinx students and 76 percent for black students.

Illinois schools will continue to boost graduation rates by actively intervening with ninth-graders at risk of falling off track and providing individualized supports and interventions. Research from the University of Chicago shows students who have earned at least five full-year course credits and have earned no more than one semester “F” in a core course at the end of ninth grade are almost four times as likely to graduate from high school as students who are not on track. Illinois’ measure of ninth-graders on track to graduate held steady in 2019 at 86.6 percent.

Achievement on the Illinois Science Assessment has dipped slightly over time as participation in the assessment has steadily increased. The average participation rate across all grades in 2019 was 96.2 percent and the average proficiency rate was 48.7 percent.

Students in the third through eighth grades took the Illinois Assessment of Readiness for the first time in 2019. The Assessment of Readiness uses the same content and measures the same standards as the previous assessment but is shorter by about one-third. Students in the 11th grade took the SAT as the state's accountability assessment for the third year.

Overall proficiency rates across all tested grades have held steady in English language arts and math at 37.8 and 31.8, respectively.

Eleventh-grade students' mean SAT scores in both reading/writing and mathematics compare to or exceed those of Michigan and Colorado, two other states with universal SAT administration. Illinois this year began providing the PSAT 8/9 and PSAT 10 to all students in the ninth and 10th grades, respectively, to further prepare students for success on the 11th-grade college admissions exam.



Illinois State Board of Education

2019 Annual Report

Demographic, Financial, and Statistical Data

STATE, LOCAL, AND FEDERAL RESOURCES

State, Local, and Federal Resources For Elementary and Secondary Education (Dollars in Millions) (105 ILCS 5/2-3.11)

Year	State		Local		Federal		Total
	\$	%	\$	%	\$	%	
2018-19	13,294.0	37.7%	18,310.2	51.9%	3,656.5	10.4%	35,260.7
2017-18	12,509.9	36.7%	17,942.0	52.6%	3,654.6	10.7%	34,106.5
2016-17	11,670.4	35.6%	17,552.8	53.5%	3,602.6	11.0%	32,825.8
2015-16	10,881.5	34.8%	17,271.2	55.2%	3,149.1	10.1%	31,301.8
2014-15	10,438.6	34.6%	16,793.7	55.6%	2,976.5	9.9%	30,208.8
2013-14	10,305.2	34.5%	16,560.4	55.4%	3,007.4	10.1%	29,873.0
2012-13	9,411.6	33.1%	16,075.6	56.5%	2,976.7	10.5%	28,463.9
2011-12	9,315.8	32.4%	15,815.4	55.1%	3,580.8	12.5%	28,712.0
2010-11	7,568.2	28.0%	15,344.1	56.7%	4,127.2	15.3%	27,039.5
2009-10	8,613.0	31.6%	15,037.0	55.1%	3,637.4	13.3%	27,287.5
2008-09	9,105.7	34.5%	14,488.5	54.9%	2,773.7	10.5%	26,367.9
2007-08	8,519.6	34.6%	13,903.7	56.5%	2,165.7	8.8%	24,589.0
2006-07	7,492.1	33.1%	12,982.2	57.3%	2,174.1	9.6%	22,648.4
2005-06	6,903.1	32.4%	12,226.1	57.4%	2,163.1	10.2%	21,292.4
2004-05	6,922.0	33.6%	11,456.7	55.6%	2,219.3	10.8%	20,598.0
2003-04	7,223.2	35.9%	10,805.3	53.8%	2,073.8	10.3%	20,102.3
2002-03	6,812.8	35.9%	10,226.2	53.8%	1,952.1	10.3%	18,991.1
2001-02	6,296.1	35.7%	9,724.0	55.1%	1,623.0	9.2%	17,643.1
2000-01	6,441.0	37.3%	9,331.6	54.1%	1,482.0	8.6%	17,254.6
1999-00	5,932.0	36.7%	8,907.0	55.1%	1,328.1	8.2%	16,167.0
1998-99	5,420.9	35.7%	8,571.1	56.5%	1,177.6	7.8%	15,169.6

Notes:

- Fiscal years and school years start July 1 and end June 30. Tax years start Jan. 1 and end Dec. 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2018-19 year includes actual state and federal appropriations for state fiscal year 2019 and local revenues accruing to school districts from the 2017 tax year. The 2017 property taxes are payable to the districts in calendar year 2018, usually after July 1.
- Local includes local original property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.
- State includes appropriated amount, including original appropriations, supplementals, and teachers' retirement contributions (does not include employer contributions).
- FY 2009 federal sources include \$1.5 billion in federal funds received through the American Recovery and Reinvestment Act.
- State and federal data for FY 1999 through FY 2019 is from Illinois Office of the Comptroller (IOC).
- Amounts and percentages may not sum to totals due to rounding.

Elementary and Secondary School Income from Local Sources
(Dollars in Millions)
(105 ILCS 5/2-3.11)

Tax Year	Calendar Year Collected	Property Tax Revenues ^a	CPP Replacement Fund	Total Regular Revenues ^b
2017	2018	\$17,660.1 ^c	\$650.1 ^d	\$18,310.19
2016	2017	\$17,226.9 ^c	\$715.1 ^d	\$17,942.00
2015	2016	\$16,870.7 ^c	\$677.1 ^d	\$17,547.90
2014	2015	16,507.00	764.2	17,271.20
2013	2014	16,077.00	716.7	16,793.70
2012	2013	15,864.10	696.3	16,560.40
2011	2012	15,447.60	628.0	16,075.60
2010	2011	15,188.50	626.9	15,815.40
2009	2010	14,632.60	711.4	15,344.00
2008	2009	14,377.20	659.8	15,037.00
2007	2008	13,706.40	782.1	14,488.50
2006	2007	13,109.80	793.9	13,903.70
2005	2006	12,310.90	671.3	12,982.20
2004	2005	11,600.70	625.4	12,226.10
2003	2004	11,001.70	455.0	11,456.70
2002	2003	10,398.80	406.5	10,805.30
2001	2002	9,823.80	402.4	10,226.20
2000	2001	9,220.20	503.8	9,724.00
1999	2000	8,775.20	556.4	9,331.60
1998	1999	8,405.70	501.3	8,907.00
1997	1998	8,057.60	513.5	8,571.10

^a Revenues are derived by multiplying the total tax rate times the applicable equalized assessed value (EAV) property base for the tax year.

^b "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund" revenues.

^c Based on 2015 EAV amounts and 2015 total tax rates.

^d Revenue represents calendar year 2015 collections that were distributed by the Illinois Department of Revenue in calendar year 2016.

**Net Lottery Proceeds
Compared to Total Appropriations to ISBE
(Dollars in Millions)
(105 ILCS 5/2-3.11)**

Fiscal Year	Total State Appropriations ^a	Net Lottery Proceeds ^b	
		Amount	% of Total
2019	\$13,294.0	\$731.1	5.5%
2018	\$12,509.9	\$718.8	5.7%
2017	\$11,670.4	\$720.3	6.2%
2016	\$10,881.5	\$676.9	6.2%
2015	\$10,438.6	\$678.6	6.5%
2014	\$10,305.2	\$668.1	6.5%
2013	\$9,411.6	\$655.6	7.0%
2012	\$9,315.2	\$639.9	6.9%
2011	\$7,568.2	\$631.9	8.3%
2010	\$8,613.0	\$625.0	7.3%
2009	\$9,105.7	\$625.0	6.9%
2008	\$8,519.6	\$657.0	7.7%
2007	\$7,492.1	\$622.4	8.3%
2006	\$6,903.1	\$670.5	9.7%
2005	\$6,922.0	\$614.0	8.9%
2004	\$7,223.2	\$570.1	7.9%
2003	\$6,815.8	\$540.3	7.9%
2002	\$6,296.1	\$555.1	8.8%
2001	\$6,441.0	\$501.0	7.8%
2000	\$5,932.0	\$515.3	8.7%
1999	\$5,420.9	\$540.0	10.0%

^a General Funds include retirement contributions and supplemental appropriations.

^b Net Lottery Proceeds stated above reflect transfers to the Common School Fund and are provided by the Commission on Government Forecasting and Accountability in the *Wagering in Illinois 2019 Update* and sources from the Illinois Lottery and Illinois Office of the Comptroller.

Notes:

- Net Lottery Proceeds have been deposited into the Common School Fund since FY 1985.
- Starting March 1, 2010, annual transfers to the Common School Fund are equal to the amount transferred in FY 2009, adjusted for inflation. Any additional net revenue is deposited in the Capital Projects Fund.

State Revenues by Source
(Dollars in Millions)
(105 ILCS 5/2-3.11)

ALL FUNDS REVENUE BY SOURCE	FY 2019 *		FY 2020 (est.)	
Income Taxes (Gross)	\$0	TBD	\$21,189	29.4%
Sales Taxes (Gross)	0	TBD	9,568	13.3%
Federal Aid	0	TBD	20,782	28.8%
Public Utility	0	TBD	1,534	2.1%
State Lottery (Net)	0	TBD	1,548	2.1%
All other Sources/Transfers	0	TBD	<u>17,440</u>	<u>24.2%</u>
Total	0	TBD	72,061	100.0%

* Source: FY 2019 IOC Traditional Budgetary Report (placeholder FY 2019 as information is not available until IOC publishes report at end of December 2019).

Source: FY 2020 (est.) - Governor's Illinois State Budget Fiscal Year 2020 published Feb. 20, 2019.

GENERAL FUNDS BY SOURCE	FY 2019		FY 2020 (est.)	
Income Taxes (Gross)	25,630	57.4%	26,150	58.4%
Sales Taxes (Gross)	8,897	19.9%	9,066	20.2%
Federal Aid	3,600	8.1%	3,697	8.2%
Public Utility	863	1.9%	846	1.9%
State Lottery (Net)	731	1.6%	745	1.7%
All other Sources/Transfers	4,967	11.1%	4,310	9.6%
Total	44,688	100.0%	44,814	100.0%

Source: Commission on Government Forecasting and Accountability FY 2020 Budget Summary published Aug. 1, 2019.

Amounts and percentages may not sum to totals due to rounding.

Income and Sales Taxes represent gross amounts not reduced for distributions to other funds.

Appropriations by Major Purpose
(Dollars in Millions)
(105 ILCS 5/2-3.11)

ALL FUNDS BY SOURCE	FY 2019		FY 2020 (est.)	
Elementary & Secondary Education	\$16,951	20.7%	\$17,780	20.7%
Higher Education	3,915	4.8%	4,259	4.9%
Human Services	34,005	41.6%	36,508	42.4%
Public Safety	3,229	4.0%	3,316	3.9%
Environmental & Business Regulation	1,165	1.4%	1,319	1.5%
Economic Development & Infrastructure	5,134	6.3%	5,288	6.1%
Governmental Services & Elected Officials	17,313	21.2%	17,577	20.4%
Total	\$81,711	100.0%	86,047	100.0%

GENERAL FUNDS BY SOURCE	FY 2019		FY 2020 (est.)	
Elementary & Secondary Education	\$13,222	35.5%	\$14,087	36.6%
Higher Education	3,233	8.7%	3,587	9.3%
Human Services	13,989	37.6%	13,885	36.1%
Public Safety	1,984	5.3%	1,977	5.1%
Environmental & Business Regulation	69	0.2%	54	0.1%
Economic Development & Infrastructure	112	0.3%	107	0.3%
Governmental Services & Elected Officials	4,625	12.4%	4,763	12.4%
Total	\$37,235	100.0%	\$38,460	100.0%

Source: Governor's Office of Management and Budget Website; Table IA – FY 2019 Final Appropriations and FY 2020 Enacted Appropriations

Amounts and percentages may not sum to totals due to rounding.

Expenditures by Major Purpose
(Dollars in Millions)
(105 ILCS 5/2-3.11)

ALL FUNDS BY SOURCE	FY 2019		FY 2020 (est.)	
Elementary & Secondary Education	\$10,637	13.4%	\$17,780	20.7%
Higher Education	2,059	2.6%	4,259	4.9%
Human Services	28,904	36.3%	36,508	42.4%
Public Safety	2,593	3.3%	3,316	3.9%
Environmental & Business Regulation	1,477	1.9%	1,319	1.5%
Economic Development & Infrastructure	5,905	7.4%	5,288	6.1%
Governmental Services & Elected Officials	<u>28,085</u>	<u>35.3%</u>	<u>17,577</u>	<u>20.4%</u>
Total	\$79,659	100.0%	\$86,047	100.0%

GENERAL FUNDS BY SOURCE	FY 2019		FY 2020 (est.)	
Elementary & Secondary Education	8,376	23.0%	14,087	36.6%
Higher Education	1,782	4.9%	3,587	9.3%
Human Services	13,281	36.5%	13,885	36.1%
Public Safety	1,947	5.4%	1,977	5.1%
Environmental & Business Regulation	67	0.2%	54	0.1%
Economic Development & Infrastructure	89	0.2%	107	0.3%
Governmental Services & Elected Officials	<u>10,846</u>	<u>29.8%</u>	<u>4,763</u>	<u>12.4%</u>
Total	\$36,387	100.0%	\$38,460	100.0%

Source: Illinois Office of the Comptroller - Spending from appropriations does not include statutory transfers.

Amounts and percentages may not sum to totals due to rounding.

State-Mandated Categorical Grant Programs
(Dollars in Thousands)
(105 ILCS 5/2-3.104)

Appropriations

Program Name	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Sp Ed Personnel	452,257.2	440,200.0	439,061.8	430,588.8	440,114.6	442,400.0	0.0	0.0
Sp Ed Funding for Children	343,375.7	314,196.1	303,091.7	296,113.0	303,829.7	303,829.7	0.0	0.0
Sp Ed Private Tuition	177,743.7	206,843.3	218,947.7	225,013.1	233,000.0	233,000.0	135,265.5	135,265.5
Sp Ed Summer School	10,750.0	10,100.0	10,100.0	10,100.0	11,700.0	11,700.0	0.0	0.0
Sp Ed Transportation	432,525.6	440,500.0	440,500.0	440,363.8	452,785.4	450,500.0	387,682.6	387,682.6
Reg/Voc Transportation	223,976.1	205,808.9	206,947.1	201,178.2	205,808.9	205,808.9	262,909.8	262,909.8
Ill Free Lunch/Breakfast	26,300.0	14,300.0	14,300.0	9,000.0	9,000.0	9,000.0	9,000.0	9,000.0
Sp Ed Orphanage	101,700.0	111,000.0	105,000.0	92,862.5	95,000.0	103,472.5	73,477.6	73,000.0
Reg Ed Orphanage	13,000.0	13,000.0	12,000.0	11,730.0	11,500.0	21,500.0	17,000.0	13,600.0
Totals	1,781,628.3	1,755,948.3	1,749,948.3	1,716,949.4	1,762,738.6	1,781,211.1	885,335.5	881,457.9
Percentage Growth	0.04%	-1.44%	-0.34%	-1.89%	2.67%	1.05%	-50.30%	-0.44%

100% Claims including Chicago 299 (No Audit Adjustments): Reimbursement Programs

Appropriation Year	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sp Ed Personnel	452,235.8	440,282.4	441,525.2	439,932.1	442,512.2	443,361.7	0.0	0.0
Sp Ed Funding for Children	343,375.7	314,196.1	303,091.7	302,928.9	303,829.7	303,829.7	0.0	0.0
Sp Ed Private Tuition	191,096.1	216,782.0	226,181.2	231,983.4	240,693.8	238,404.1	149,525.5	168,709.0
Sp Ed Summer School	10,750.0	10,270.7	11,151.9	11,617.4	12,756.2	12,348.2	0.0	0.0
Sp Ed Transportation	433,370.0	440,149.6	449,057.4	454,828.6	464,444.6	480,617.0	427,121.0	453,408.6
Reg/Voc Transportation	332,409.7	320,773.0	329,858.8	340,649.5	351,110.9	343,981.0	341,295.0	358,456.9

Appropriation Year	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Ill Free Lunch/Breakfast	36,136.8	38,000.9	39,432.9	42,744.4	41,734.8	41,369.5	30,127.5	29,415.1
Sp Ed Orphanage	101,591.4	103,488.0	99,706.6	96,128.6	96,075.6	93,163.1	73,244.8	79,309.4
Reg Ed Orphanage	12,087.2	11,575.3	11,166.4	14,133.5	14,551.9	12,401.8	9,895.3	9,574.0

Pro-Ration Reimburse %	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Sp Ed Personnel	100%	100%	100%	98%	100%	100%	0%	0%
Sp Ed Funding for Children	100%	100%	100%	98%	100%	99%	0%	0%
Sp Ed Private Tuition	87%	91%	94%	94%	94%	96%	90%	80%
Sp Ed Summer School	100%	96%	81%	75%	84%	89%	0%	0%
Sp Ed Transportation	100%	99%	97%	95%	97%	92%	91%	86%
Reg/Voc Transportation	77%	76%	74%	71%	70%	71%	84%	82%
Ill Free Lunch/Breakfast	73%	38%	36%	21%	22%	22%	30%	31%
Sp Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%
Reg Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%

Notes:

- Current fiscal year appropriations pay previous year claims, except for Illinois Free Lunch/Breakfast, Orphanage, and Bilingual programs.
- Appropriation and claim amounts include amounts funded through the Chicago Block Grants.

Receipts and Expenditures for Illinois Public School Districts
(Dollars in Millions)
(105 ILCS 5/2-3.11)

	FY 2010	FY 2011	FY2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Receipts									
Local Taxes/Payments									
in Lieu of Taxes	15,258.2	15,234.4	16,027.9	16,164.4	16,524.0	16,820.2	17,183.3	17,911.3	18,247.6
Other Local	1,322.6	1,331.7	1,249.1	1,240.8	1,188.1	1,232.4	1,306.7	1,411.6	1,619.9
General State Aid	381.7	4,484.8	4,308.8	4,246.4	4,391.1	4,376.0	4,639.2	4,988.9	6,306.9
Other State Funds	5,301.0	2,489.4	2,535.7	2,631.0	2,571.6	2,300.5	1,939.3	1,937.3	1,803.2
Federal Funds	<u>3,163.5</u>	<u>2,640.9</u>	<u>2,127.5</u>	<u>2,078.7</u>	<u>2,094.6</u>	<u>2,051.0</u>	<u>2,122.4</u>	<u>2,128.0</u>	<u>2,127.1</u>
	25,426.9	26,181.1	26,248.9	26,361.3	26,769.3	26,780.0	27,190.9	28,377.1	30,104.7
Expenditures									
Instruction	12,784.1	12,712.5	12,960.3	13,241.5	13,789.4	14,227.2	14,439.4	14,584.8	14,710.6
General Administration	863.7	859.8	893.1	887.1	904.8	908.7	904.7	914.1	926.6
Support Services	8,462.9	8,086.5	8,067.7	8,223.8	8,496.5	8,446.7	8,458.9	8,593.9	8,851.1
Community Services	190.3	123.5	121.4	129.7	136.9	143.2	142.3	142.8	163.9
Payments to Other									
Gov't. Units (In state, out of state)	737.7	706.8	732.0	728.7	725.4	709.4	725.3	706.9	766.7
Debt Service Retired	1,134.6	1,116.9	1,153.8	1,226.7	1,355.0	1,415.9	1,458.6	1,883.0	1,994.1
Debt Services (Interest)	817.7	856.0	907.2	921.9	917.4	930.9	971.8	998.3	1,056.7
Capital Outlay/Non- Capitalized Equip.	<u>1,903.9</u>	<u>1,856.7</u>	<u>1,988.1</u>	<u>1,932.1</u>	<u>1,974.6</u>	<u>2,012.0</u>	<u>1,987.5</u>	<u>1,870.8</u>	<u>2,193.0</u>
	26,894.9	26,318.5	26,823.6	27,291.6	28,300.0	28,7940.0	29,088.4	29,694.6	30,662.7

Source: School District Annual Financial Report, Financial Data Table.

Public Schools Finance Statistics
(105 ILCS 5/2-3.11)

	District Type	Per Capita Tuition Charge	Operating Expense per Pupil
FY 2018	Elementary	\$11,698	\$13,370
	Secondary	16,282	17,749
	Unit	10,848	13,137
	ALL DISTRICTS	11,740	13,764
	Chicago SD 299	12,678	15,878
FY 2017	Elementary	\$11,655	\$12,859
	Secondary	16,463	17,519
	Unit	10,784	12,720
	ALL DISTRICTS	11,701	13,337
	Chicago SD 299	12,255	15,412
FY 2016	Elementary	\$11,236	\$12,504
	Secondary	15,912	17,044
	Unit	10,620	12,374
	ALL DISTRICTS	11,422	12,973
	Chicago SD 299	12,544	14,973
FY 2015	Elementary	\$10,925	\$12,173
	Secondary	15,398	16,494
	Unit	10,382	12,354
	ALL DISTRICTS	11,133	12,808
	Chicago SD 299	12,229	15,310
FY 2014	Elementary	\$10,450	\$11,846
	Secondary	14,900	16,165
	Unit	9,947	12,096
	ALL DISTRICTS	10,677	12,521
	Chicago SD 299	11,707	15,120

District types:

- Elementary School Districts: PreK-8
- Secondary (High) School Districts: 9-12
- Unit School Districts: PreK-12

Source: School Business Services Operating Expense Per Pupil (OEPP)/Per Capita Tuition Charge (PCTC)/Average Daily Attendance (ADA) State Totals Historical File.

Total Resources per Pupil Enrolled
(105 ILCS 5/2-3.11)

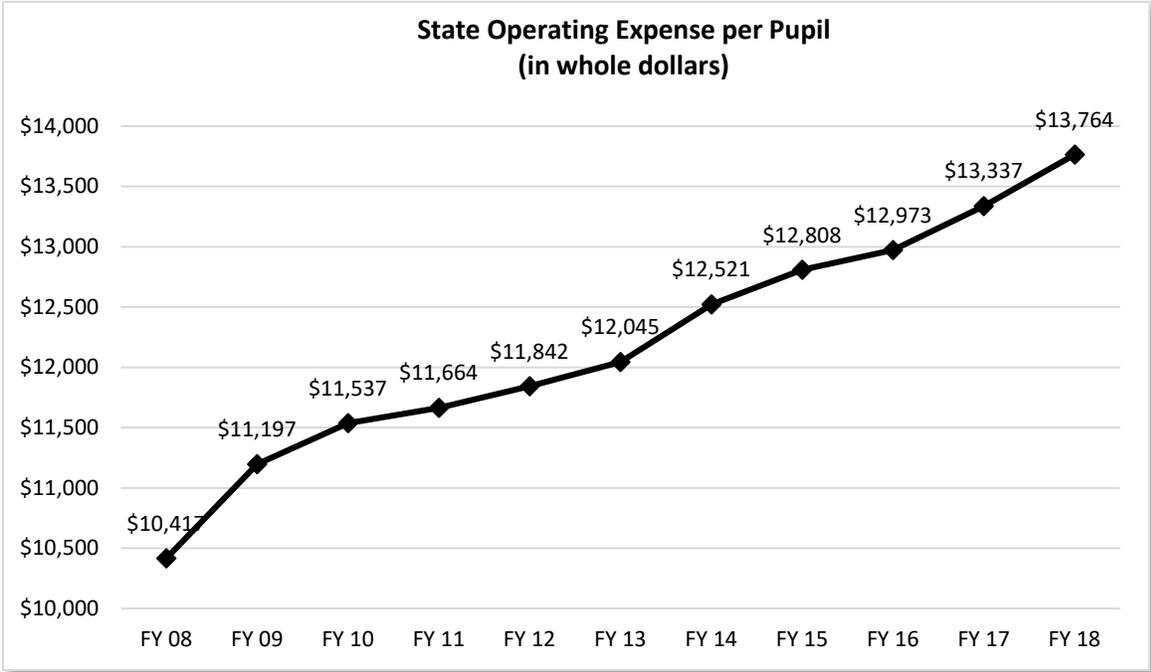
Fiscal Year	Total Resources	Fall Enrollment^b	Total Resources Per Pupil Enrolled^c	% Change in Dollars Per Pupil Enrolled
2019	\$35,260.7	1,984,746	\$17,765	4.4%
2018	34,106.5	2,005,153	17,009	5.1
2017	32,814.0	2,028,162	16,179	5.6
2016	31,289.8	2,041,779	15,325	4.7
2015	30,107.2	2,057,858	14,630	1.6
2014	29,861.2	2,073,480	14,401	4.0
2013	28,453.1	2,054,155	13,851	0.7
2012	28,701.7	2,087,628	13,748	1.5
2011	28,091.7	2,074,806	13,539	-0.2
2010	28,571.8	2,105,779	13,568	9.0
2009	26,293.9	2,112,132	12,449	7.0
2008	24,589.0	2,113,435	11,635	8.8
2007	22,648.4	2,118,692	10,690	6.2
2006	21,264.7	2,111,706	10,070	2.4
2005	20,631.7	2,097,503	9,836	2.9
2004	20,085.2	2,100,961	9,560	4.6
2003	19,051.5	2,084,187	9,141	2.2
2002	18,528.1	2,071,391	8,945	2.0
2001	17,984.7	2,051,021	8,769	5.2
2000	16,827.2	2,018,316	8,337	7.1
1999	15,659.8	2,011,814	7,784	8.5

Note: Resources and percent changes have been updated for fiscal years 2010 through 2015.

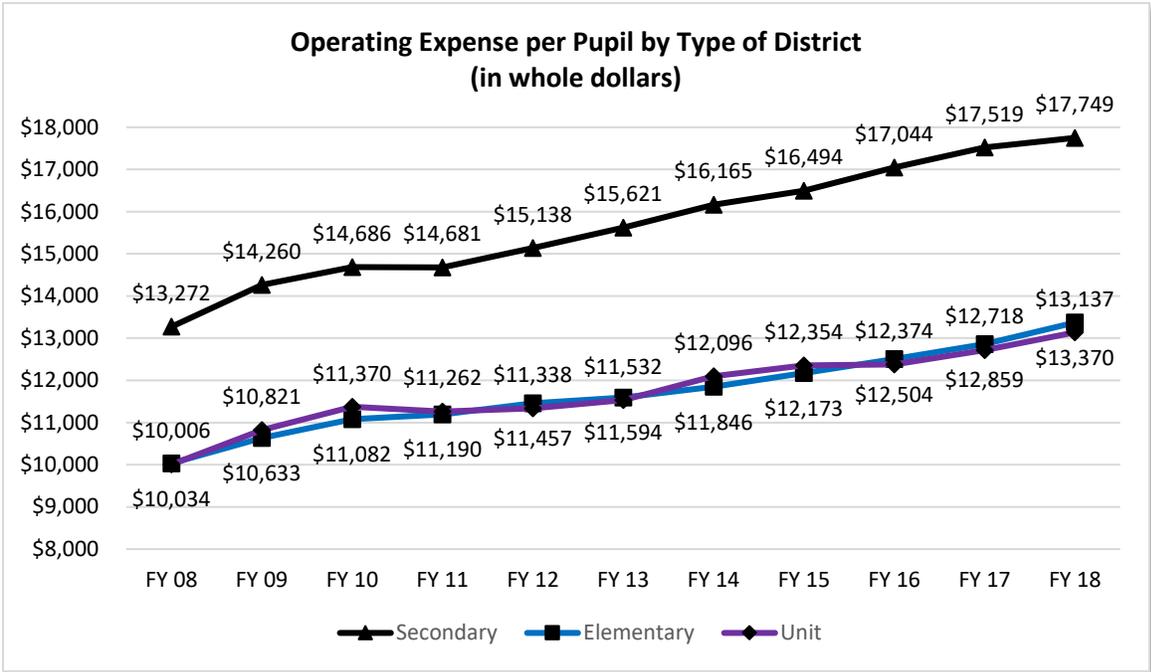
^a In millions; includes state, federal, and local funds and pensions.

^b Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System (SIS) as of Oct. 15. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.

^c In whole dollars.

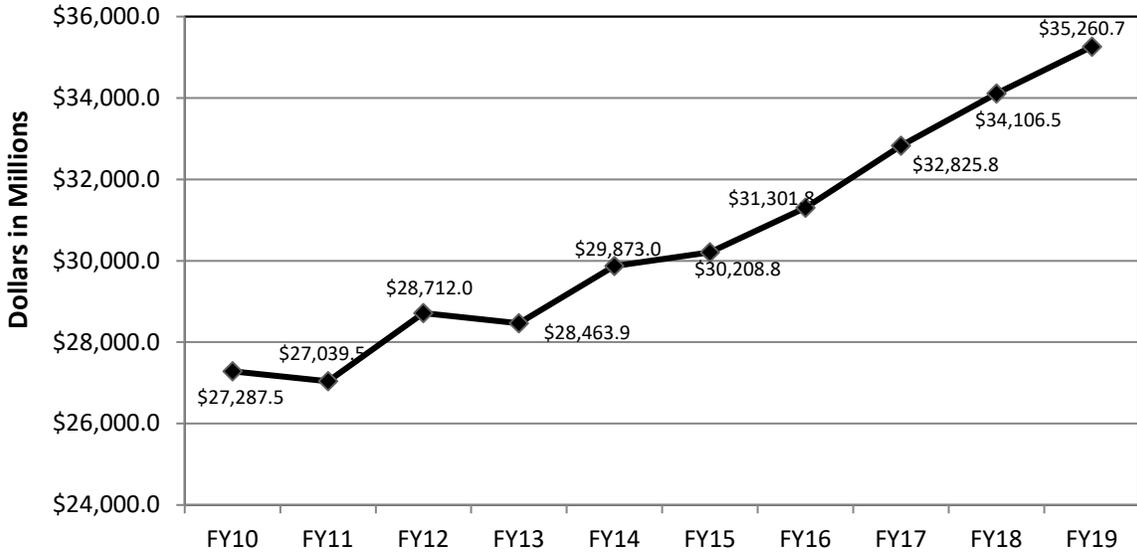


Source: School Business Services OEPP/PCTC/ADA State Totals Historical File.

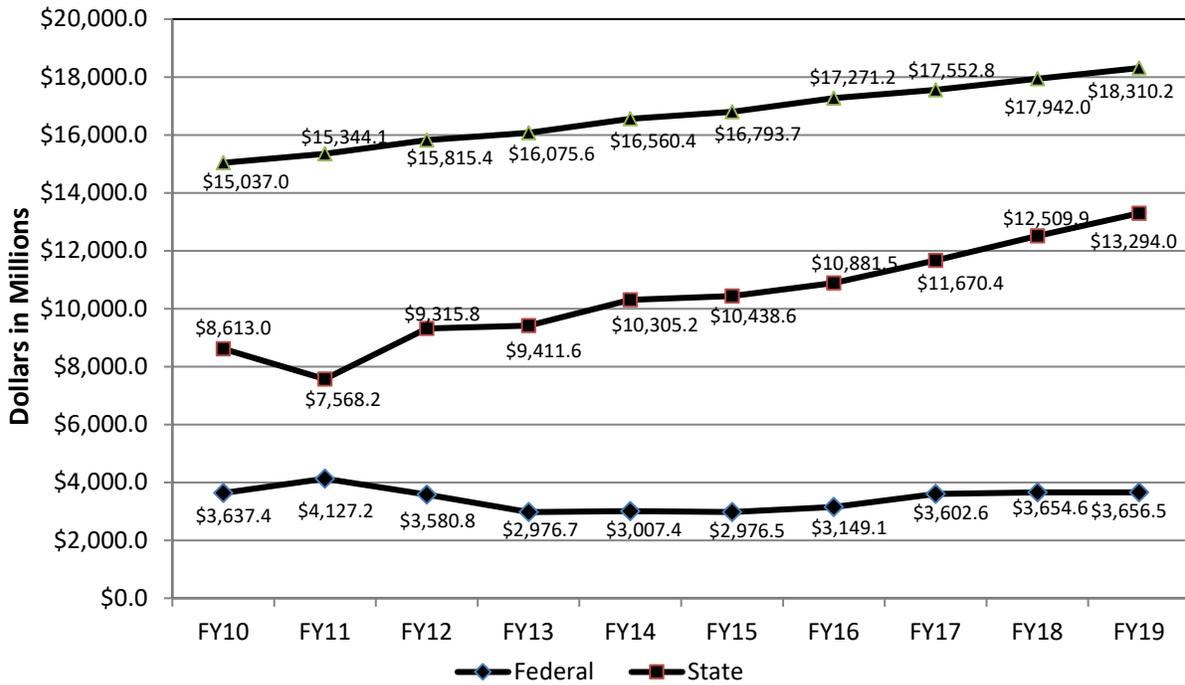


Source: School Business Services OEPP/PCTC/ADA State Totals Historical File.

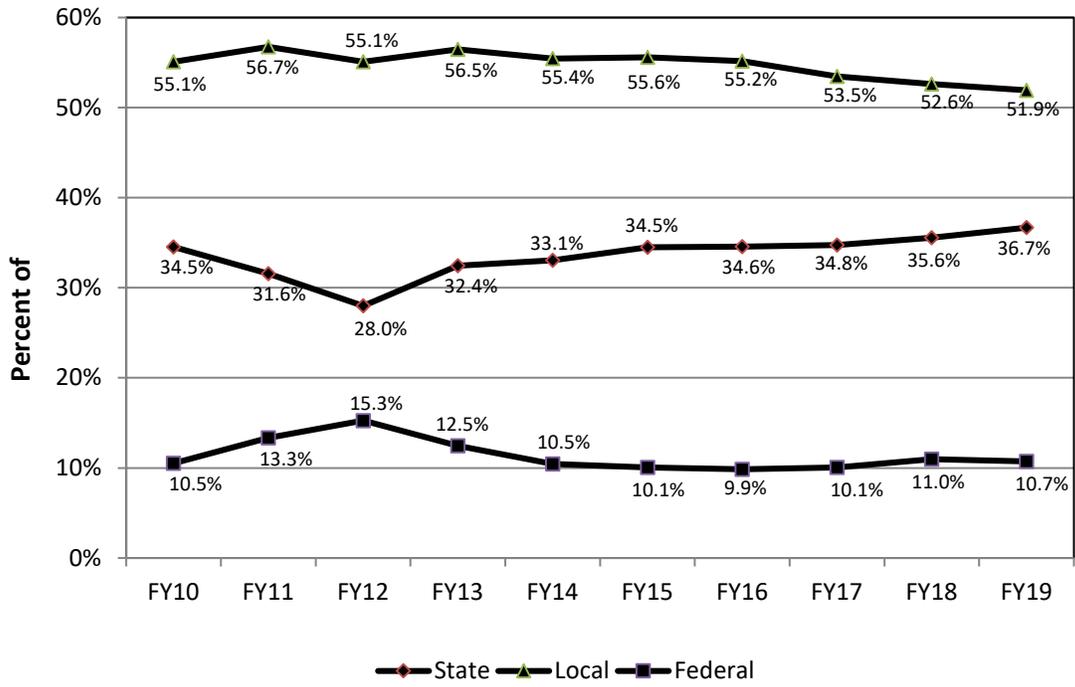
Total Funding Elementary and Secondary Education



State, Local and Federal Funding Elementary and Secondary Education



Percentages of State, Local, and Federal Funding



SCHOOLS AND DISTRICTS

A Profile of Illinois Public Schools in 2018-19 Selections from School Report Card Files (regular public schools only)

SUMMARY

852 districts (regular public)	85.9% graduation rate
3,872 schools	4.2% dropout rate
1,984,519 students	7.1% mobility rate
48.8% low-income enrollment	12.1% EL enrollment

TRENDS

Number of school districts 852. The number of operating school districts with enrollment declined from 871 in 2009 to 852 in 2019; there were 368 elementary districts, 96 high school districts and 388 unit districts.

Decrease in the number of public schools. The number of public schools was 3,872 in 2019, but 4,147 in 2009. These figures include charter schools and regular public schools that issue school report cards.

Decrease in the average school size. The average school size has decreased from 526 students in 2009 to 489 in 2019.

Student enrollment decreased. Student enrollment in regular Illinois public schools decreased from 2,115,061 in 2009 to 1,984,746 in 2019, according to the Fall Housing enrollment counts. This count differs from the enrollment in the Illinois Interactive Report Card (IIRC), which is taken on Oct. 1 and is verified by district superintendents. Calculations involving enrollment will either be based on Fall Housing (SIS) or IIRC data, which will be noted. Student enrollment has been based on the serving school since 2017, and the home school prior to that.

Low-income enrollment increased. The number of low-income students increased from 42.9 percent of the enrollment in 2009 to 48.8 percent in 2019. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

Mobility rate declined. The mobility rate declined from 13.5 percent in 2009 to 7.1 percent in 2019. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once at multiple schools but only once at any one school, depending on the number of transfers the student makes in the year.

The mobility rate calculation was changed in SY 2017. ISBE recalculated mobility going back to SY 2012 to provide comparable trend data. Previous versions of this report and the Report

Cards prior to SY 2017 would have shown a higher incident rate that was roughly double the mobility rate.

Percentage of minority students exceeded 50 percent. Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, or Two or More Races made up 52.4 percent of the enrollment in 2019, up from 46.7 percent in 2009. The increase is mainly among Hispanic, Asian, and Two or More Races students.

Number of English Learners (EL) increased in last decade. The percentage of EL students increased from 8.0 percent in 2009 to 12.1 percent in 2019. EL students include those who are eligible for bilingual education.

Dropout rate changed. The dropout rate decreased from 3.5 percent in 2009 to 2.1 percent in 2018. ISBE changed the calculation for the dropout rate in SY 2019 to match the federal definition and as a result the statewide dropout rate increased to 4.2 percent. The SY 2019 dropout rate is not comparable to prior years. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

Increase in chronic truancy rate. The chronic truancy rate was 13.4 percent in 2019, compared to 8.6 percent reported for 2012, when this rate was first measured using the current calculation. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for 5 percent (nine or more) of the past 180 school days. The definition of chronic truants was changed in 2011. Prior to 2011, chronic truants were defined as missing 10 percent of the previous 180 days.

Average class size increases slightly at most levels. Between 2009 and 2019, the average class sizes increased slightly for:

- Kindergarten --- from 20.5 to 21.5
- Grade 1 --- from 20.9 to 21.3
- Grade 3 --- from 21.8 to 22.0
- Grade 6 --- from 22.0 to 23.2
- Grade 8 --- from 21.4 to 22.6
- High School (grades 9-12) --- from 19.2 to 21.7

Percentage of Non-White teachers increased in the last decade. Non-White teachers accounted for 14.9 percent of the classroom teachers in 2009 compared to 17.4 percent in 2019. Non-White teachers include those who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, Two or More Races, or unknown.

Slight increase in the percentage of male classroom teachers. There is an upward trend in the percentage of male teachers, increasing from 22.9 percent of the teaching force in 2009 to 23.2 percent in 2019.

Percentage of teachers with graduate degrees increased. In 2019, teachers who had a master's degree or higher accounted for 60.6 percent of the classroom teachers in Illinois public schools, up from 55.8 percent in 2009.

Pupil-teacher ratio remained steady at the elementary level and increased at the secondary level. Between 2009 and 2019, the elementary pupil-teacher ratio remained the same at 18.4:1, while the secondary pupil-teacher ratio increased slightly from 18.0:1 to 19.0:1.

Graduation rate decreased. The four-year graduation rate in 2019 was 85.9 percent, decreasing from 87.1 percent in 2009.

Illinois Public School Districts by Type
(105 ILCS 5/2-3.11)

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts ^a
2018-19	368	96	388	852
2017-18	368	96	388	852
2016-17	368	96	388	852
2015-16	369	98	386	853
2014-15	373	99	385	857
2013-14	374	100	386	860
2012-13	375	100	387	862
2011-12	377	100	388	865
2010-11	378	101	388	867
2009-10	378	101	389	868
2008-09	378	101	390	869
2007-08	378	102	390	870
2006-07	376	102	395	873
2005-06	377	102	395	874
2004-05	379	103	399	882
2003-04	381	103	404	888
2002-03	383	103	407	893
2001-02	383	103	407	893
2000-01	383	103	408	894
1999-00	384	103	409	896
1998-99	385	104	408	897

^a Does not include five state-operated school systems -- the two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Human Services Division of Rehabilitation state schools.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.

**Comparison of Public School Districts by Type and Enrollment
2008-09 and 2018-19
(105 ILCS 5/2-3.11)**

District Enrollment	Elementary Districts		Secondary Districts		Unit Districts		Total Districts*	
	08-09	18-19	08-09	18-19	08-09	18-19	08-09	18-19
25,000 or more	0	0	0	0	5	5	5	5
10,000 to 24,999	4	4	2	2	12	13	18	19
5,000 to 9,999	10	10	13	10	26	24	49	44
2,500 to 4,999	54	51	24	26	32	29	110	106
1,000 to 2,499	98	100	26	23	114	104	238	227
600 to 999	55	54	14	17	80	79	149	150
300 to 599	55	51	12	12	90	104	157	167
Fewer than 300	89	98	5	6	20	30	114	134
Total	365	368	96	96	379	388	840	852

* Does not include one non-operating district, Department of Corrections/Juvenile Justice school district, state-operated districts, special education districts, and state charter districts.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.

**Comparison of Public and Nonpublic Attendance Centers
2008-09 and 2018-19
(105 ILCS 5/2-3.11)**

	Public Attendance Centers		Nonpublic Attendance Centers	
	08-09	18-19	08-09	18-19
Elementary	2,630	2,444	Elementary*	864 693
Junior High	615	604	Secondary	122 113
Secondary	682	705	Unit	127 94
Special Education and Others	324	410	Special Education	42 15
Total	4,251	4,163	Total	1,155 915

* Includes Junior High.

Note: These counts include all attendance centers, not just the regular schools included in the Illinois Interactive Report Card. Only registered Nonpublic Attendance Centers are used for Nonpublic Attendance Center counts for Elementary, Secondary, and Unit entities.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.

Public School Recognition Committee
Act or Omissions Status Report for the 2018-19 School Year
(105 ILCS 5/1A-4)

Region	Facility	Final FY Assignment	Date of District Notification
13-Clinton/Jefferson/Marion/Washington	North Wamac SD 186	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
13-Clinton/Jefferson/Marion/Washington	Grand Prairie CCSD 6	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
19-Dupage	Center Cass SD 66	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Dalzell SD 98	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Spring Valley CCSD 99	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton ESD 115	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	La Moille CUSD 303	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton HSD 500	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
34-Lake	Winthrop Harbor SD 1	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
34-Lake	Zion ESD 6	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt

STUDENTS

Public and Nonpublic Prekindergarten through Postgraduate Fall Pupil Enrollment (105 ILCS 5/2-3.11)

School Year	Public	Nonpublic	Total
2018-19	1,984,519	198,643	2,183,162
2017-18	2,005,153	203,864	2,205,393
2016-17	2,028,162	205,263	2,233,425
2015-16	2,041,779	214,631	2,256,410
2014-15	2,057,858	220,144	2,278,002
2013-14	2,073,480	219,700	2,293,180
2012-13	2,054,155	222,122	2,276,277
2011-12	2,087,628	237,377	2,325,005
2010-11	2,074,806	241,323	2,316,129
2009-10	2,105,779	243,680	2,349,459
2008-09	2,112,132	249,373	2,361,505
2007-08	2,113,435	265,276	2,378,711
2006-07	2,118,692	244,188	2,362,880
2005-06	2,111,706	267,651	2,379,357
2004-05	2,097,503	225,765	2,323,268
2003-04	2,100,961	312,891	2,413,780
2002-03	2,084,187	306,047	2,390,234
2001-02	2,071,391	317,198	2,388,589
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478

Notes:

- Fall Housing Enrollment is a snapshot of student enrollment as of Oct. 1. Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment as of Sept. 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.
- Nonpublic schools report data voluntarily on an annual basis.

Sources: Student Information System and Entity Profile System.

**Comparison of Public School Enrollment
2008-09 and 2018-19
(105 ILCS 5/2-3.11)**

Grade Level	2008-09	2018-19	Percent Change
Pre-K (not Bilingual, Special Ed)	65,490	52,216	-20.3%
Pre-K Bilingual	7,192	19,174	166.6%
Pre-K Special Ed	16,717	18,621	11.4%
Kindergarten	146,268	129,692	-11.3%
1 st Grade	152,335	134,337	-11.8%
2 nd Grade	153,325	136,984	-10.7%
3 rd Grade	156,197	140,541	-10.0%
4 th Grade	152,344	144,035	-5.5%
5 th Grade	152,479	148,403	-2.7%
6 th Grade	154,371	151,264	-2.0%
7 th Grade	154,709	148,871	-3.8%
8 th Grade	158,275	148,649	-6.1%
Elementary Total	1,380,303	1,282,776	-7.1%
9 th Grade	175,474	159,497	-9.1%
10 th Grade	165,451	154,801	-6.4%
11 th Grade	145,375	148,344	2.0%
12 th Grade	145,000	149,090	2.8%
Secondary Total	631,300	611,732	-3.1%
Ungraded	0	0	0%
Total Elementary & Secondary	2,098,002	1,984,519	-5.4%

Notes:

- Public school enrollment includes Regional Offices of Education, Department of Corrections/ Juvenile Justice, special education, and regular education schools.
- Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System as of Sept. 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.
- 2016 includes students in other sites.

Source: Student Information System.

**Comparison of Public School Enrollment
By Racial/Ethnic Distribution
2008-09 and 2018-19**

Race	2008-09		2018-19	
	Number	%	Number	%
White Non-Hispanic	1,099,216	52.4	944,451	47.6
Black Non-Hispanic	396,432	18.9	331,838	16.7
Hispanic	462,015	22.0	523,306	26.4
Asian	81,470	3.9	102,113	5.1
American Indian or Alaskan Native	5,528	0.3	5,067	0.3
Hawaiian or Other Pacific Islander	1,362	0.1	2,061	0.1
Two or More Races	51,979	2.5	75,683	3.8
Total Students	2,098,002	100	1,984,519	100
Total Minority Students	998,786	47.6	1,040,068	52.4

Source: Fall Housing Report (Student Information System).

**Comparison of Nonpublic School Enrollment
2008-09 and 2018-19
(105 ILCS 5/2-3.11)**

Grade Level	2008-09	2018-19	Percent Change
Pre-K	31,494	27,720	-12.0%
Kindergarten	20,027	16,658	-16.8%
1 st Grade	17,636	13,163	-25.4%
2 nd Grade	17,396	12,794	-26.5%
3 rd Grade	16,949	12,651	-25.4%
4 th Grade	16,776	12,918	-23.0%
5 th Grade	16,775	12,931	-22.9%
6 th Grade	16,684	13,731	-17.7%
7 th Grade	16,533	12,701	-23.2%
8 th Grade	<u>16,756</u>	<u>13,080</u>	<u>-21.9%</u>
Ungraded Elementary	407	183	-55.0%
Elementary Special Ed (PK-8)	<u>3,706</u>	<u>3,051</u>	<u>-17.7%</u>
Elementary Total	191,139	149,581	-21.7%
9 th Grade	14,852	12,387	-16.6%
10 th Grade	14,510	11,894	-18.0%
11 th Grade	13,923	11,570	-16.9%
12 th Grade	13,702	11,739	-14.3%
Ungraded Secondary	509	47	<u>-90.8%</u>
Secondary Special Ed (9-12)	<u>1,671</u>	<u>1,222</u>	<u>-26.9%</u>
Secondary Total	59,167	48,859	-17.4%
Total Elementary & Secondary	250,306	198,440	-20.7%

Note: Nonpublic schools report data voluntarily on an annual basis.

**English Learner Enrollment by Native Language
2018-19**

Home Language	Chicago SD 299 Number	Non-Chicago Number	Statewide Total Number
Spanish	49,019	125,138	174,157
Other (Identified)	12,837	857	13,694
Arabic	1,403	7,464	8,867
Polish	686	6,023	6,709
Urdu	693	2,991	3,684
Pilipino (Tagalog)	339	1,832	2,171
Gujarati	237	1,851	2,088
Russian	141	1,802	1,943
Mandarin (Chinese)	393	1,228	1,621
French	186	1,325	1,511
Telugu (Telegu)	59	1,441	1,500
Vietnamese	324	1,105	1,429
Hindi	115	1,254	1,369
Ukrainian	339	846	1,185
Cantonese (Chinese)	788	323	1,111
Korean	36	931	967
Assyrian (Syriac/Aramaic)	139	690	829
Tamil	43	769	812
Malayalam	20	762	782
Romanian	115	647	762
Other	2,629	11,273	13,902
Total	70,541	170,552	241,093

Source: Student Information System.

**English Learner Students by Transition Status and School Year Outcome
2018-19
(105 ILCS 5/1A-4)**

Transition Status	Chicago SD 299 Number	Non-Chicago Number
Transitioned ^a	4,142	13,504
Not Transitioned	50,704	120,702
Promoted to next grade or otherwise retained	47,601	126,017
Transferred ^b	5,687	4,734
Graduated	1,454	3,111
Dropped out ^c	97	313
Other outcome ^d	<u>7</u>	<u>31</u>
Total Students	54,846	134,206

Notes: ^a English Learners who attained English language proficiency as defined by the state (a 4.8 Overall Composite Proficiency Level on the ACCESS for ELLs measure) in 2018-19. English Learners who did not transition out of the program were promoted to the next grade, retained in the same grade, graduated, transferred, dropped out, or other outcome.

^b Transferred includes students transferred to another district, home schooled, private schooled, or moved to unknown.

^c Dropped out includes students who dropped out or transferred to a GED program.

^d Other outcomes include death, age out, and the certificate of completion.

Source: Student Information System.

**School Districts That Served More Than 1,000 English Learners
2018-19**

School District Name	EL Enrollment	% of Statewide EL Enrollment
City of Chicago SD 299	70,541	29.3%
SD U-46	12,872	5.3%
Cicero SD 99	6,321	2.6%
Waukegan CUSD 60	5,606	2.3%
Aurora East USD 131	5,732	2.4%
Rockford SD 205	4,988	2.1%
CUSD 300	3,581	1.5%
Palatine CCSD 15	3,311	1.4%
Schaumburg CCSD 54	3,220	1.3%
Joliet PSD 86	2,907	1.2%
Wheeling CCSD 21	2,979	1.2%
Aurora West USD 129	3,045	1.3%
Valley View CUSD 365U	2,765	1.2%
Indian Prairie CUSD 204	2,866	1.2%
Comm Cons SD 59	2,798	1.2%
West Chicago ESD 33	2,400	1.0%
Round Lake CUSD 116	2,190	0.9%
Plainfield SD 202	2,200	0.9%
Addison SD 4	1,597	0.7%
CCSD 62	1,469	0.6%
J S Morton HSD 201	1,525	0.6%
Maywood-Melrose Park-Broadview 89	1,505	0.6%
CUSD 200	1,298	0.5%
East Maine SD 63	1,366	0.6%
Burbank SD 111	1,242	0.5%
Belvidere CUSD 100	1,281	0.5%
CUSD 308	1,347	0.6%
Champaign CUSD 4	1,180	0.5%
North Palos SD 117	1,270	0.5%
Woodland CCSD 50	1,184	0.5%

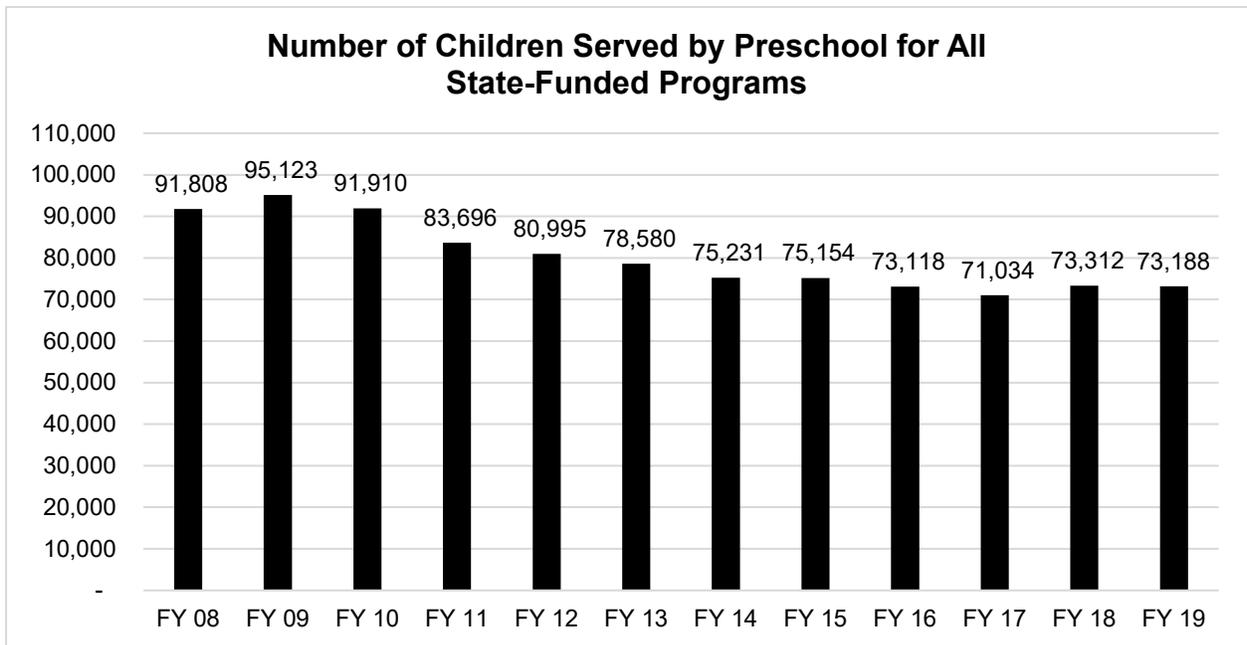
Source: Student Information System.

English Learner Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Chicago District 299	60,154	63,451	62,583	62,300	66,755	70,541
Non-Chicago Districts	126,492	137,841	139,391	143,285	157,751	170,552
Total Enrollment	186,646	201,292	201,974	205,585	224,506	241,093

Note: Enrollment counts were revised to reflect a change in data reporting beginning in 2013-14.

Source: Student Information System.



Sources: Student Information System, Early Childhood Electronic Grant Management System.

High School Graduates
(105 ILCS 5/2-3.11)

School Year	Public	Nonpublic	Total
2018-19	136,534	13,278	149,812
2017-18	139,666	13,343	153,009
2016-17	139,133	14,082	153,215
2015-16	137,296	12,541	149,837
2014-15	137,290	15,633	152,923
2013-14	139,056	15,598	154,654
2012-13	139,187	14,230	153,417
2011-12	134,260	17,514	151,774
2010-11	132,648	17,038	149,686
2009-10	139,870	17,038	156,908
2008-09	132,123	15,970	148,093

Note: Nonpublic schools report data voluntarily on an annual basis.

Sources: Student Information System; Nonpublic Registration, Enrollment, and Staff Report.

**2018-19 High School Dropout Rate by Grade Level, Gender, and Race/Ethnicity
(105 ILCS 5/1A-4)**

	9th Grade		10th Grade		11th Grade		12th Grade		Total		All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
White											
# of Dropouts	196	132	1,054	889	1,465	1,156	1,945	1,446	4,660	3,623	8,283
Statewide Enrollment	40,105	36,868	39,244	36,686	38,368	36,464	40,259	37,433	157,956	147,451	305,427
DROPOUT RATE	0.5%	0.4%	2.7%	2.4%	3.8%	3.2%	4.8%	3.9%	2.9%	2.5%	2.7%
Black-African American											
# of Dropouts	319	237	1,415	1,109	1,318	1,086	1,738	1,315	4,790	3,747	8,537
Statewide Enrollment	14,112	13,258	13,355	12,943	12,499	12,480	12,682	12,589	52,648	51,270	103,918
DROPOUT RATE	2.3%	1.8%	10.6%	8.6%	10.5%	8.7%	13.7%	10.4%	9.1%	7.3%	8.2%
Am Indian-Alaskan											
# of Dropouts	4	3	14	12	17	13	28	13	63	41	104
Statewide Enrollment	203	184	249	195	204	187	186	191	842	757	1,599
DROPOUT RATE	2.0%	1.6%	5.6%	6.2%	8.3%	7.0%	15.1%	6.8%	7.5%	5.4%	6.5%
Asian											
# of Dropouts	8	1	75	55	83	71	136	88	302	215	517
Statewide Enrollment	3,973	3,926	4,026	3,956	3,937	3,706	4,015	3,850	15,951	15,438	31,389
DROPOUT RATE	0.2%	0.00%	1.9%	1.4%	2.1%	1.9%	3.4%	2.3%	1.9%	1.4%	1.6%
Native Hawaiian/Pacific Islander											
# of Dropouts	n/a	n/a	7	2	9	4	8	8	24	14	38
Statewide Enrollment	n/a	n/a	107	81	80	87	81	86	268	254	522
DROPOUT RATE	n/a	n/a	6.5%	2.5%	11.3%	4.6%	9.9%	9.3%	9.0%	5.5%	7.3%
Hispanic											
# of Dropouts	361	173	1,175	834	1,226	907	2,123	1,326	4,885	3,240	8,125
Statewide Enrollment	22,427	20,865	21,348	19,897	19,679	19,235	19,713	18,755	83,167	78,752	161,919
DROPOUT RATE	1.6%	0.8%	5.5%	4.2%	6.2%	4.7%	10.8%	7.1%	5.9%	4.1%	5.0%
Multiracial											
# of Dropouts	42	27	139	100	116	141	171	154	468	422	890
Statewide Enrollment	3,249	3,327	2,486	2,366	2,391	2,292	2,258	2,263	10,384	10,248	20,632
DROPOUT RATE	1.3%	0.8%	5.6%	4.2%	4.9%	6.2%	7.6%	6.8%	4.5%	4.1%	4.3%
Totals											
# of Dropouts	930	573	3,879	3,001	4,234	3,378	6,149	4,350	15,192	11,302	26,494
Statewide Enrollment	84,069	78,428	80,815	76,124	77,158	74,451	79,194	75,167	321,236	304,170	625,406
DROPOUT RATE	1.3%	0.9%	5.49%	4.21%	6.73%	5.19%	9.33%	6.67%	4.7%	3.7%	4.2%
Special Population		EL		Migrant		FRL		IEP			
# of Dropouts		847		2		8218		546			
Statewide Enrollment		34,235		77		270,171		87,166			
Dropout Rate		2.5%		2.6%		3.0%		0.6%			

Source: Student Information System. | Note: SY 2019 dropout rate calculation has changed leading to higher rates than prior school years.

**Selected School Report Card Variables and Statewide Trend Data
(105 ILCS 5/1A-4 & 5/2-3.11)**

Report Card Variable	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment Percentage										
White	52.8%	51.4%	51.0%	50.6%	49.9%	49.3%	48.8%	48.5%	48.0%	47.6%
Black	18.8%	18.3%	18.0%	17.6%	17.5%	17.5%	17.3%	17.0%	16.8%	16.7%
Hispanic	21.1%	23.0%	23.6%	24.1%	24.6%	25.1%	25.5%	25.7%	26.2%	26.4%
Asian/Pacific Islander	4.2%	n/a								
Asian	n/a	4.1%	4.2%	4.3%	4.5%	4.6%	4.7%	4.9%	5.1%	5.1%
Native Hawaiian/ Pacific Islander	n/a	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Native American	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%
Two or More Races	2.9%	2.8%	2.8%	3.0%	3.1%	3.1%	3.2%	3.4%	3.5%	3.8%
Total Enrollment ^a	2,064,312	2,074,806	2,066,692	2,054,155	2,046,857	2,054,556	2,041,779	2,028,162	2,005,153	1,984,519
Oper Expend Per Pupil ^b	\$11,197	\$11,537	\$11,664	\$11,842	\$12,045	\$12,521	\$12,821	\$12,973	\$13,337	\$13,763.5
Graduation Rate	87.8%	83.8%	82.3%	83.2%	86.0%	85.6%	85.5%	87.0%	85.4%	85.9%
Low-Income Enrollment	45.4%	48.1%	49.0%	49.9%	51.5%	54.2%	49.9%	50.2%	49.4%	48.8%
EL Enrollment	7.6%	8.8%	9.4%	9.5%	9.5%	10.3%	10.5%	10.7%	11.7%	12.1%
Dropout Rate	3.8%	2.7%	2.5%	2.4%	2.2%	2.3%	2.0%	2.1%	2.1%	4.2%
Chronic Truancy Rate	3.6%	3.2%	8.6%	9.8%	8.7%	8.7%	9.8%	10.8%	11.2%	13.4%
Mobility Rate	13.0%	12.8%	7.6%	7.3%	7.0%	6.7%	6.9%	6.9%*	6.9%	7.1%
Student Attendance Rate	93.9%	94.0%	94.4%	94.2%	94.5%	94.2%	94.4%	94.0%	93.9%	94.0%
Parental Contact	96.2%	96.0%	95.3%	95.5%	95.7%	95.2%	95.3%	94.9%	89.0%	92.6%
Average Class Size										
Kindergarten	20.7	20.9	20.9	21.1	21.2	20.7	20.4	19.1	19.0	21.5
Gr 1	21.2	21.6	21.2	21.5	21.6	21.6	21.4	19.8	19.0	21.3
Gr 3	22.1	22.3	22	21.9	22.5	22.4	22.5	20.8	20.0	22.0
Gr 6	21.5	22	22.4	23.1	23.1	22.7	22.7	21.3	21.0	23.2
Gr 8	21	21.3	21.5	22.2	22.6	22.2	21.8	20.6	20.0	22.6
High School	19.7	19.2	19.2	19.9	19.4	19.4	19	19.5	20.0	21.8

Note: Beginning in 2009, district statistics include charter school information.

^a Enrollment figures taken from the Illinois Report Card. Report Card enrollment is taken as of Oct. 1 and must be verified by the district superintendent.

^b Prior year expenditures.

* Beginning in FY 2017, the student mobility rate replaced the mobility incident rate. ISBE recalculated mobility rates back to SY 2012.

STUDENT PERFORMANCE

State Accountability Assessments

As part of the Illinois Accountability System, students in grades 3-8 take the Illinois Assessment of Readiness (IAR). High school students have taken the SAT since 2017. The IAR replaced the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium test.

SAT scores should not be compared longitudinally to PARCC high school scores from 2015 and 2016 because PARCC high school assessments were course-based rather than grade-level-based. The PARCC high school assessment and SAT measure different groups of students on different content.

In grades 3 through 8, final district- and school-level results indicate student performance at five performance levels in English language arts and mathematics. In high school, results indicate student performance at four performance levels in English language arts and mathematics. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grade 3	35.3	35.5	36.2	37.0	36.3
Grade 4	39.4	36.9	37.1	38.5	36.7
Grade 5	38.3	35.3	36.6	35.6	37.8
Grade 6	35.4	34.9	34.9	34.0	35.0
Grade 7	39.9	37.3	40.0	39.8	41.3
Grade 8	40.4	39.1	37.4	36.4	39.6
High School %	34.7	34.1	39.8*	36.9*	36.6
High School Score			511.5*	505.7*	497.5*
<u>Mathematics</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	
Grade 3	34.5	39.6	39.2	37.8	40.6
Grade 4	27.9	30.5	30.8	31.5	33.5
Grade 5	26.9	31.7	29.6	30.8	29.8
Grade 6	27.2	28.7	28.1	26.9	25.3
Grade 7	27.5	27.3	27.2	30.7	29.9
Grade 8	32.1	31.8	32.3	30.5	32.6
High School %	18.7	21.8	36.4*	34.3*	34.8
High School Score			504.4*	501.3*	497.0*

* Students have taken the SAT instead of the ACT since 2017.

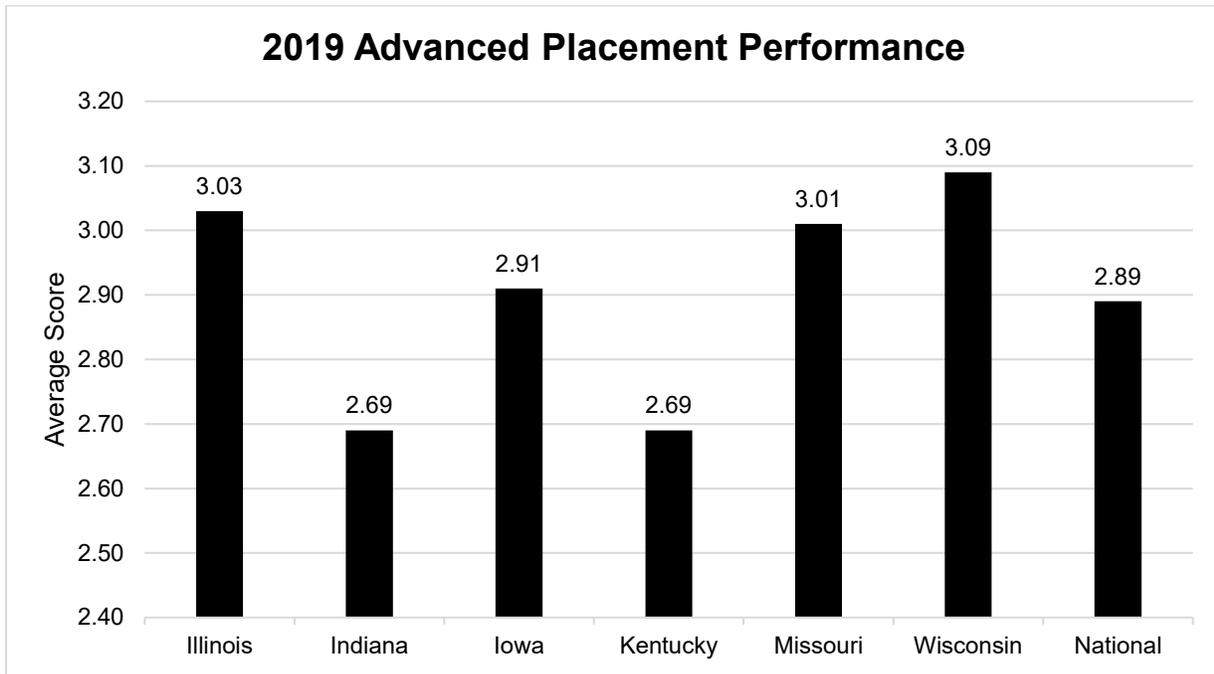
Dynamic Learning Maps Alternate Assessment

The Dynamic Learning Maps Alternate Assessment (DLM-AA) measures student performance on alternate content standards for students with the most significant cognitive disabilities – DLM Essential Elements. Essential Elements detail what children should know and be able to do at a particular grade level.

The DLM-AA replaced the Illinois Alternate Assessment (IAA) in 2016. Statewide results provide a new baseline for measuring student progress and therefore cannot be compared to IAA scores.

Final district- and school-level results indicate student performance at each of the five performance levels in English language arts and mathematics by grade level in elementary and high school. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grade 3	15.9	13.2	13.7	13.7
Grade 4	20.1	18.6	15.9	13.6
Grade 5	23.2	21.0	22.2	15.4
Grade 6	20.6	17.7	16.6	14.1
Grade 7	25.4	25.3	25.7	21.0
Grade 8	27.1	26.4	23.3	22.2
Grade 11	24.6	26.9	28.2	23.9
<u>Mathematics</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grade 3	15.6	12.6	14.0	14.2
Grade 4	18.4	19.8	17.8	19.4
Grade 5	13.1	8.7	10.6	8.2
Grade 6	11.7	10.0	9.4	9.3
Grade 7	6.2	5.2	5.8	4.6
Grade 8	10.7	7.2	7.2	4.2
Grade 11	4.0	5.1	5.3	3.8



Source: 2019 College Board AP Summary Reports.
<https://research.collegeboard.org/programs/ap/data/participation/ap-2019>

National Assessment of Educational Progress “The Nation’s Report Card” Average Student Scores for Illinois and U.S. Public Schools

	<u>2009</u>	<u>2011</u>	<u>2013</u>	<u>2015</u>	<u>2017</u>	<u>2019</u>
<u>Reading</u>						
Illinois Grade 4	219	219	219	222	220	218
U.S. Grade 4	220	220	221	221	221	219
Illinois Grade 8	265	266	267	267	267	265
U.S. Grade 8	262	264	266	264	265	262
Illinois Grade 12	292	n/a	289	n/a	n/a	n/a
U.S. Grade 12	287	n/a	287	n/a	n/a	n/a
<u>Mathematics</u>						
Illinois Grade 4	238	239	239	237	238	237
U.S. Grade 4	239	240	241	240	240	240
Illinois Grade 8	282	283	285	282	282	283
U.S. Grade 8	282	283	284	281	282	281
Illinois Grade 12	n/a	n/a	154	n/a	n/a	n/a
U.S. Grade 12	n/a	n/a	152	n/a	n/a	n/a
<u>Science</u>						
Illinois Grade 4	148	n/a	n/a	151	n/a	n/a
U.S. Grade 4	149	n/a	n/a	153	n/a	n/a
Illinois Grade 8	148	147	n/a	150	n/a	n/a
U.S. Grade 8	149	151	n/a	153	n/a	n/a

Source: National Center for Education Statistics, Institute of Educational Sciences.

**National Assessment of Educational Progress “The Nation’s Report Card”
Comparison of Illinois and U.S. Achievement Gaps**

<u>Grade 4</u>	2019 Reading		2019 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	228	229	246	249	166	165
Black	200	203	217	224	125	132
Hispanic	208	208	231	231	137	138
Asian	238	239	259	263	173	168
American Indian/Alaska Native	*	204	*	228	*	141
Native Hawaiian/Other Pacific Islander	*	209	*	230	*	142
Two or More Races	229	225	238	243	152	158

<u>Grade 8</u>	2019 Reading		2019 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	274	271	291	291	162	165
Black	246	244	262	259	126	131
Hispanic	255	251	273	268	139	139
Asian	290	284	320	313	163	165
American Indian/Alaska Native	*	249	*	263	*	140
Native Hawaiian/Other Pacific Islander	*	252	*	263	*	137
Two or More Races	263	266	286	285	*	158

* Reporting standards not met as the sample n-size was insufficient to permit a reliable estimate.

Source: National Center for Education Statistics, Institute of Educational Sciences.

EDUCATORS

Number of Selected Public School Personnel by Gender Full-Time Equivalents 2018-19 (105 ILCS 5/2-3.11)

Staff Category	Male	Female	Total
Prekindergarten Teachers	19.3	1,541.7	1,561.0
Kindergarten Teachers	132.7	3,815.2	3,948.0
Elementary Teachers (1-8)	11,847.2	57,112.1	68,959.3
Secondary Teachers (9-12)	14,490.2	17,700.5	32,190.6
Special Education Teachers	3,415.5	18,865.7	22,281.2
Undefined Grade-Level Teachers	73.7	164.8	238.4
District Superintendents	573.1	205.4	778.5
Assistant District Superintendent	209.2	222.1	431.6
Principals	1,666.8	1,939.9	3,606.7
Assistant Principals	1,072.6	1,524.1	2,596.7
Other Administrators	1,530.7	2,559.9	4,090.6
Ancillary School Staff	5,486.1	43,932.8	190,100.8
Total Public School Personnel	40,517.1	149,583.8	330,783.4

Nonpublic School Personnel Full-Time Equivalents (FTE) 2018-2019 (105 ILCS 5/2-3.11)

Staff Category	FTE
Prekindergarten Teachers	1,992.3
Kindergarten Teachers	1,191.6
Elementary Teachers (1-8)	8,402.5
Secondary Teachers (9-12)	4,081.9
Special Education Teachers	526.9
Administrative Staff (includes Principals and Assistant Principals)	2,576.9
Pupil Personnel Services Staff	848.4
Support Staff	4,960.4
Supervisory Staff	<u>910</u>
Total Nonpublic Personnel (FTE)	25,490.9

Source: 2017-18 Nonpublic Registration, Enrollment, and Staff Report.

**Salaries for Select Full-Time Equivalent Public School Personnel
2018-19
(105 ILCS 5/2-3.11)**

Staff Category	Median	Mean
Prekindergarten Teachers	50,068	53,491
Kindergarten Teachers	56,523	61,273
Elementary Teachers (1-8)	61,160	64,924
Secondary Teachers (9-12)	67,365	73,620
Special Education Teachers	60,244	65,179
Undefined Grade-Level Teachers	89,050	85,363
District Superintendents	151,621	162,927
Assistant District Superintendent	151,668	152,416
Principals	109,500	111,245
Assistant Principals	93,549	95,326
Other Administrators	97,416	101,688
Ancillary School Staff	27,977	39,500

Sources: Educator Information System, Illinois Report Card.

Public School Pupil-to-Teacher Ratios

School Year	Elementary	Secondary
2018-19	18.4	19.0
2017-18	20.1	20.0
2016-17	18.7	19.4
2015-16	18.7	18.9
2014-15	18.5	18.4
2013-14	18.6	18.1
2012-13	18.7	17.9
2011-12	18.9	18.8
2010-11	18.8	18.9
2009-10	18.2	18.2
2008-09	18.4	18.0

Source: Illinois Report Card.

Educator Licenses Issued by Evaluation, Entitlement, and Exchange
(105 ILCS 5/2-3.11)

Licenses	2014-15	2015-16	2016-17	2017-18	2018-19
Evaluation	10,664	21,059	20,501	22,563	30,281
Entitlement	4,749	6,011	5,392	4,876	5,111
Exchange	206	895	952	1,834	3
Total	15,619	27,965	26,845	27,439	35,395

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

Educator Licenses Issued by Type

Licenses	2014-15	2015-16	2016-17	2017-18	2018-19
Professional Educator License	7,447	7,667	7,116	6,807	11,980
Educator License with Stipulations (ELS) - Provisional Educator	1,167	2,700	1,548	1,884	4
Substitute Teacher License	10,111	10,074	9,972	10,916	11,675
Short-Term Substitute Teacher License				0	2,210
ELS-Paraprofessional				7,037	8,393
ELS-Transitional Bilingual	444	508	355	352	490
ELS- Career and Technical Educator				264	375
ELS- Visiting International Educator				49	37
ELS- Provisional In-State Educator				7	18
APE				119	210
CSBO				4	0
Total	18,725	20,441	18,636	27,439	35,392

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

Educator Endorsements Issued by Type
(105 ILCS 5/2-3.11)

Endorsements	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	3,283	3,524	3,347	2,964	4,075
Secondary	5,349	2,625	3,564	2,914	3,810
Middle Grade/Middle School				4,060	3,797
Early Childhood	438	677	599	721	1,102
Special	2,682	3,622	2,686	816	809
School Support Personnel	1,225	1,298	1,190	1,171	1,637
Administrative	1,595	1,843	1,126	1,324	1,859
Special Education- other than LBSI				53	88
LBSI				2,280	2,927
ESL				3,077	3,490
Bilingual				1,014	1,198
Short-Term Emergency Approvals in Special Education				68	134
Short-Term Approvals*				198	383
Total	14,572	13,589	12,512	20,678	25,309

Notes: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

2013-14 and 2014-15 data were updated.

*Short-Term Approvals are issued in all teaching content areas except special education and driver education.

Test Field	2014-15	2015-16	2016-17	2017-18	2018-19
Basic Skills: TAP	22,081	6,084	1,016	4,650	586
edTPA				4,368	5,271
Early Childhood	662	561	459	708	763
Elementary	3,138	2,769	2,180	8,869	2,738
Special Education - all categories	3,466	3,308	2,012	3,496	3,079
Sciences - all disciplines	549	569	375	695	550
Math & Computer Science	515	467	305	621	627
Foreign Languages - all languages	465	368	270	344	256
English, Speech, Media, Reading, EL	1,565	1,414	1,642	1,577	1,302
History & Social Science	782	738	529	890	872
Art, Music, Theatre, Dance	569	428	450	508	427
Vocational/Technical - all fields	298	135	124	416	344
Health & Physical Education	542	486	367	415	479
School Support Personnel - all fields	1,265	831	1,198	1,332	1,246
Administrative - all types	947	1,942	1,323	2,873	2,041
Language Proficiency	949	787	627	910	958
Assessment of Professional Teaching	7,220	2,038	337	929	99
Other	0	0	321	22,723	24,153
Total	45,013	22,925	13,535	56,324	45,791

**National Board-Certified Teachers
Certification Earned in Illinois**

Year	Newly Certified	% Change from Prior Year	Cumulative Growth
2018-19	179	-46.9	6,578
2017-18	337	2,963.6	6,399
2016-17	11	-74.4	6,062
2015-16	43	-79	6,051
2014-15	205	-21.5	6,034
2013-14	261	-40.1	6,025
2012-13	436	-5.4	6,100
2011-12	461	-40.2	5,842
2010-11	771	5.3	5,155
2009-10	732	4.1	4,694
2008-09	704	37.8	3,924
2007-08	511	18.6	3,192
2006-07	431	36.8	2,492
2005-06	315	-23.7	1,986
2004-05	413	n/a	1,573
1993-2004	1,240	n/a	1,238

Note: Changes in state funding for the Illinois Candidate Fee Subsidy and changes in the National Board's certification process and timeline have impacted Illinois' numbers of candidates each year. Additionally, changes to the certification process regarding content and timelines for completion impacts 2015-16 and 2016-17 numbers.

Expenditures to National Board-Certified Teachers

Year	Mentoring	Registrations	Annual Stipends	Total
2018-19	\$0	\$1,000,000	\$0	\$1,000,000
2017-18	\$0	\$1,000,000	\$0	\$1,000,000
2016-17	0	1,000,000	0	1,000,000
2015-16	0	1,000,000	0	1,000,000
2014-15	0	1,000,000	0	1,000,000
2013-14	0	1,000,000	0	1,000,000
2012-13	0	1,000,000	0	1,000,000
2011-12	0	1,000,000	0	1,000,000
2010-11	0	0	2,756,400	2,756,400
2009-10	0	0	5,740,730	5,740,730
2008-09	2,616,000	667,000	8,202,000	11,485,000
2007-08	1,273,500	2,866,960	6,294,000	10,434,460
2006-07	783,000	2,183,500	5,164,109	8,130,609
2005-06	730,000	0	3,874,995	4,604,995
2004-05	530,865	834,135	3,240,000	4,605,000
1993-2004	765,500	3,229,590	4,620,000	8,615,090

Note: Public Act 097-0607 eliminated the annual stipend for Illinois Master Certificate holders effective July 1, 2011.

SPECIAL EDUCATION SERVICES

Students with Disabilities Receiving Special Education Services Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Disability Category	2014-15	2015-16	2016-17	2017-18	2018-19
Autism	21,893	23,252	24,503	25,754	27,131
Cognitive Disability (MR)	17,629	17,012	16,341	15,715	15,252
Deaf-Blind	32	27	24	28	28
Deafness	606	575	544	545	561
Developmental Delay	34,287	35,859	36,649	37,586	38,814
Emotional Disability	19,668	19,270	18,692	18,440	18,294
Hearing Impairment	3,097	3,091	2,994	2,876	2,796
Multiple Disabilities	2,689	2,735	2,829	2,856	2,916
Other Health Impairment	33,114	34,759	35,685	37,135	38,409
Orthopedic Impairment	1,409	1,312	1,225	1,124	1,025
Specific Learning Disability	103,710	103,606	102,335	101,388	100,659
Speech/Language	54,981	53,486	50,579	49,917	50,384
Traumatic Brain Injury	715	699	682	661	633
Visual Impairment	1,123	1,107	1,086	1,041	1,058
Total	294,953	296,790	294,168	295,066	297,960

Students with Disabilities by Gender Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Male	197,366	198,143	196,017	196,273	197,827
Female	97,587	98,647	98,151	98,793	100,133
Total	294,953	296,790	294,168	295,066	297,960

Source: I-Star and Student Information System.

**Students with Disabilities by Race/Ethnic Group
Ages 3-21 Unduplicated Count
(105 ILCS 5/2-3.11)**

Race/Ethnicity Groups	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	1,628	1,554	1,109	849	823
Asian	6,621	6,857	7,162	7,545	7,798
Black or African American	61,401	61,485	59,365	58,508	58,108
Hispanic or Latino	64,128	65,965	73,668	75,748	78,284
Native Hawaiian or Other Pacific Islander	443	390	258	256	258
Two or More Races	9,665	10,269	10,676	11,148	12,067
White	151,067	150,270	141,930	141,012	140,622
Total	294,953	296,790	294,168	295,066	297,960

**Students with Disabilities by Age
Unduplicated Count
(105 ILCS 5/2-3.11)**

Age	2014-15	2015-16	2016-17	2017-18	2018-19
3	9,166	9,575	8,929	9,043	9,381
4	12,967	13,076	13,113	12,591	13,245
5	15,612	15,228	15,225	15,503	15,420
6	17,155	16,651	16,664	16,811	17,457
7	18,832	18,817	18,689	18,479	18,822
8	20,240	20,727	20,233	20,263	20,295
9	21,034	21,415	21,565	21,413	21,389
10	21,476	21,542	21,544	21,947	21,858
11	20,987	21,660	21,251	21,687	22,178
12	20,681	21,077	21,335	21,265	21,631
13	20,814	20,802	20,825	21,428	21,367
14	20,663	20,725	20,324	20,605	21,212
15	20,287	20,659	20,383	20,066	20,387
16	20,184	19,905	20,060	19,869	19,608
17	18,757	18,896	18,443	18,667	18,499
18	9,632	9,634	9,415	9,333	9,119
19	3,207	3,120	2,945	3,027	2,945
20	1,902	1,874	1,824	1,733	1,826
21	1,357	1,407	1,401	1,336	1,321
Total	294,953	296,790	294,168	295,066	297,960

Source: I-Star and Student Information System.

**Students with Disabilities Exiting School
Ages 14-21 Unduplicated Count
(105 ILCS 5/2-3.11)**

Reason for Exiting School	2014-15	2015-16	2016-17	2017-18	2018-19
Certificate of Completion	177	202	814	306	386
Died	76	76	84	55	62
Dropped Out of School	3,570	2,872	2,650	2,775	2,570
High School Diploma	13,708	13,484	11,364	15,916	15,458
Moved, Continuing School	8,453	8,747	7,358	7,540	6,082
Reached Maximum Age	657	655	567	354	306
Returned to Regular Education	2,360	2,334	3,012	1,606	1,734
Total	29,001	28,370	25,849	28,552	26,598

**Students with Disabilities by Primary Language
Ages 3-21 Unduplicated Count
(105 ILCS 5/2-3.11)**

Primary Language	2014-15	2015-16	2016-17	2017-18	2018-19
American Sign Language	38	37	110	97	99
Arabic	648	730	2,005	2,164	2,301
Assyrian	101	124	294	272	295
Cambodian	27	28	64	66	68
Cantonese (Chinese)	175	184	260	224	238
Croatian	10	8	21	28	34
English	258,359	257,986	228,274	201,585	201,257
French	68	73	221	231	256
German	18	23	69	68	77
Greek	72	74	241	216	224
Gujarati	141	146	368	395	420
Hindi	60	75	242	306	341
Hindustani	0	0	0	0	0
Italian	37	48	164	147	148
Japanese	35	43	81	70	90
Kashmiri	0	0	0	0	0
Korean	96	105	250	255	265
Lao	13	19	80	78	77
Lithuanian	33	42	123	130	136
Mandarin (Chinese)	100	114	307	350	382
Others	1,139	1,294	3,178	35,197	32,362
Pilipino	226	257	798	768	808
Polish	846	941	1,969	1,940	2,002
Romanian	80	93	188	199	218
Russian	145	167	409	433	462
Spanish	31,959	33,592	53,098	48,469	50,526
Urdu	355	403	988	1,031	1,086
Vietnamese	172	184	366	347	340
Total	294,953	296,790	294,168	295,066	294,512

**Students with Disabilities Receiving Related and Other
Special Education Services
Ages 3-21 Duplicated Count
(105 ILCS 5/2-3.11)**

Related and Other Services	2014-15	2015-16	2016-17	2017-18	2018-19
Acquisition of Daily Living Skills	899	866	842	740	635
Adapted Driver Education	5	10	25	30	5
Adapted Physical Education	6,628	6,453	6,511	6,338	6,248
Aide - Class	46,086	44,227	43,556	38,325	37,967
Aide - Individual Student	16,379	16,724	17,431	8,918	9,108
Art Therapy	248	186	168	170	153
Assistive Device	17,289	15,952	15,255	2,644	11,639
Audiology	3,585	3,542	3,271	2,650	2,644
Behavioral Intervention Plan	17,967	17,334	171,488	16,134	18,215
Brailist/Reader	101	92	81	80	76
Career and Technical Education	1,268	1,268	1,234	1,019	879
Competitive Employment	132	149	130	82	59
Consultant Services	2,004	2,066	1,910	1,993	2,128
Counseling Services	12,630	13,291	13,944	13,890	14,517
Interagency Linkages	723	780	683	650	618
Interpreter Services	973	907	824	634	731
Music Therapy	380	262	391	328	273
Occupational Therapy	48,830	51,059	52,235	46,892	54,988
Orientation and Mobility	797	772	764	698	773
Other Related Services	3,631	3,671	3,337	2,915	3,089
Outdoor Education	25	33	44	48	53
Parent Counseling	272	226	254	195	189
Physical Therapy	13,203	13,267	13,324	12,345	13,408
Psychiatric Services	524	463	389	329	298
Psychological Services	3,200	3,190	2,930	1,639	1,590
Recreation	87	68	82	107	105
School Health Services	15,580	15,931	16,206	8,774	14,003
Social Work Services	81,830	83,047	84,870	67,812	87,767
Speech/Language Services	87,778	90,162	92,437	83,751	103,788
Students reported with no related services	105,585	105,045	103,781	144,340	
Supported Employment	393	288	374	406	489
Supports for Transition to Post-Sec Ed	2,032	1,816	1,709	1,637	1,651
Transition/STEP by Div of Rehab Services	23,533	22,987	22,366	3,805	22,503
Transportation (Special)	63,882	63,650	63,209	53,361	54,182
Travel Training	159	150	122	113	78

Note: This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to eight services.

Source: I-Star and Student Information System.

Educational Placement of Children with Disabilities
Ages 3-5 Unduplicated Count
(105 ILCS 5/2-3.11)

Educational Environment	2014-15	2015-16	2016-17	2017-18	2018-19
Early Childhood Program:					
At least 80% of time	n/a	n/a	9	n/a	n/a
Early Childhood Program:					
40% - 79% of time	n/a	n/a	1	n/a	n/a
Early Childhood Program:					
less than 40% of time	n/a	n/a	3	n/a	n/a
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of Spec Ed and related services in the regular Early Childhood Program	12,773	13,555	13,999	14,299	16,375
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of hours of Spec Ed and related services in some other location	8,555	8,297	8,439	8,728	8,335
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec Ed and related services in the regular Early Childhood Program	865	831	901	837	678
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec Ed and related services in some other location	1,442	1,409	1,281	1,318	1,166
Separate Class	10,155	9,943	9,325	8,221	7,859
Separate School	692	728	632	1,034	1,073
Residential Facility	13	15	14	7	6
Home	86	93	102	110	92
Service Provider Location	3,164	3,008	2,561	2,583	2,462
Total Ages 3-5	37,745	37,879	37,267	37,137	38,046

Source: I-Star and Student Information System.

**Educational Placement of Children with Disabilities
Ages 6-21 Unduplicated Count
(105 ILCS 5/2-3.11)**

Educational Environment	2014-15	2015-16	2016-17	2017-18	2018-19
Inside Regular Class 80% or more of day	135,721	136,311	134,901	135,483	137,214
Inside Regular Class 40-79% of day	67,243	67,881	67,932	68,147	68,132
Inside Regular Class less than 40% of day	34,044	34,415	34,530	34,103	33,927
Separate School	14,641	14,615	14,738	15,449	15,992
Residential Facility	1,172	1,027	888	488	505
Homebound/Hospital	424	405	384	396	387
Correctional Facilities/ Detention Programs	218	167	84	17	8
Parentally Placed in Private Schools	3,745	4,090	3,442	3,846	3,749
Total Ages 6-21	257,208	258,911	256,899	257,929	259,914

**Teachers Employed to Provide Special Education Services
Full-Time Equivalent
(105 ILCS 5/2-3.11)**

	2014-15	2015-16	2016-17	2017-18	2018-19
Teachers for Ages 3-5 (Highly Qualified)	1,402.6	1,346.9	1,342.8	1,646.5	1,581.1
Teachers for Ages 3-5 (Not Highly Qualified)	9.4	6.3	6.6	1.0	0
Teachers for Ages 6-21 (Highly Qualified)	21,170.8	21,630.0	18,059.0	21,948.2	21,842.2
Teachers for Ages 6-21 (Not Highly Qualified)	288.0	344.7	210.9	44.7	15.0
Total Special Education Teachers	22,870.8	23,327.9	19,619.2	23,640.4	23,438.3

Source: I-Star and Student Information System.

Paraprofessionals Employed to Provide Special Education Services
Full-Time Equivalents
(105 ILCS 5/2-3.11)

	2014-15	2015-16	2016-17	2017-18	2018-19
Paraprofessionals for Ages 3-5 (Highly Qualified)	5,044.9	5,351.8	4,720.8	3,580.3	3,492.7
Paraprofessionals for Ages 3-5 (Not Highly Qualified)	678.8	566.8	519.7	1.0	0
Paraprofessionals for Ages 6-21 (Highly Qualified)	23,449.6	23,986.3	23,728.3	28,493.4	28,346.4
Paraprofessionals for Ages 6-21 (Not Highly Qualified)	4,518.8	3,565.6	3,730.8	48.9	4.9
Total Special Education Paraprofessionals	33,692.1	33,470.5	32,699.6	32,123.6	31,844

Special Education and Related Services Personnel
Full-Time Equivalents
(105 ILCS 5/2-3.11)

	2014-15	2015-16	2016-17	2017-18	2018-19
Audiologists	34.9	30.8	31.6	39.2	39.3
Counselors & Rehabilitation Counselors	972.0	973.9	374.8	467.8	547.9
Interpreters	223.8	213.9	202.7	227.9	215.4
Medical/Nursing Service Staff	571.7	548.0	413.4	620.0	497
Occupational Therapists	996.3	955.6	894.2	1,000.2	1,001.4
Orientation & Mobility Specialists	22.0	20.7	19.1	18.6	20.1
Physical Education Teachers/ Therapeutic Recreation Specialists	217.8	215.6	206.3	206.2	192.5
Physical Therapists	374.4	331.0	308.3	321.0	314.3
Psychologists	2,172.5	2,128.6	1,900.6	2,066.2	2,008.1
Social Workers	3,287.5	3,202.4	2,911.3	3,261.6	3,313.2
Speech-Language Pathologists	3,899.4	3,957.8	3,635.8	3,943.7	3,929.1
Total Related Services Personnel	12,772.1	12,578.3	10,898.1	12,172.6	12,078.3

Source: I-Star and Student Information System.

**2018-19 Counts of Due Process Cases
(105 ILCS 5/14-8.02d)**

Due Process Complaints	Total
Total Number of due process complaints filed	263
Resolution Meetings	27
Written settlement agreements reached through resolution meetings	10
Hearings fully adjudicated	14
Decisions within timeline (include expedited)	1
Decisions within extended timeline	12
Due process complaints pending	70
Due process complaints withdrawn or dismissed (including resolved without a hearing)	179

Expedited Due Process Complaints (Related to Disciplinary Decision)	Total
Total Number of expedited due process complaints filed	8
Expedited resolution meetings	1
Expedited written settlement agreements	0
Expedited hearings fully adjudicated	2
Change of placement ordered	0
Expedited due process complaints pending	0
Expedited due process complaints withdrawn or dismissed	6

Disability	2018-19
Other Health Impairment	64
Autism	57
Specific Learning Disabilities	52
Unknown/None	46
Emotional Disability	43
Developmental Delay	17
Intellectual Disability	17
Speech/Language Impairment	14
Multiple Disabilities	8
Hearing Impairment	5
Orthopedic Impairment	5
Visual Impairment	4
Traumatic Brain Injury	1

<u>Issue</u>	<u>Specific Issue</u>	<u>Count</u>
Education Placement	Placement Determination	129
Evaluation of Students for Sp Ed Services	Independent Educational Evaluation	54
Educational Services/IEP	Sufficiency of Instructional Services Offered	43
Reimbursement	Placement of Children by Parents when FAPE is an Issue	33
Educational Services/IEP	FAPE	29
Eligibility of Students for Sp Ed Services	Disagreement over Eligibility	24
Procedural Safeguards	Parent Participation (examine records, meetings, placement decisions)	19
Education Placement	LRE Requirements	16
Educational Services/IEP	Sufficiency of Related Services Offered	13
Evaluation of Students for Sp Ed Services	Child Find	12
Educational Services/IEP	IEP Implementation-Spec Ed Services/Program	12
Discipline Procedures	Discipline Appeal	11
Evaluation of Students for Sp Ed Services	Reevaluations (General, Who Can Request, Timelines)	9
Educational Services/IEP	Behavioral Intervention Policies and Procedures	9
Educational Services/IEP	Transportation	8
Educational Services/IEP	Content of IEP (PLAAFP, Goals, Reporting on Goals, Statement of Services, Participation, Assessment, Services Dates)	8
Educational Services/IEP	IEP Implementation- Related Services/Programs	7
Educational Services/IEP	Transition Services - Content of IEP	6
Educational Services/IEP	Assistive Technology/Equipment	5
Educational Services/IEP	Development of IEP (Considerations of Special Factors, Amending IEP)	5
Evaluation of Students for Sp Ed Services	Additional Requirements for Evaluations and Reevaluations (Determination of Additional Data-Domain Meeting, Evaluation prior to a change in Eligibility)	5

Related Services	Social Work	5
Educational Services/IEP	IEP Implementation- Accommodations/Modifications	4
Related Services	Occupational Therapy	4
Related Services	Speech Language Pathology	4
Discipline Procedures	Suspension/Expulsion (Including in-School and Bus), Manifestation Determination, Weapons	4
Evaluation of Students for Sp Ed Services	Initial Evaluations (General, Who Can Request)	3
Evaluation of Students for Sp Ed Services	Eligibility Determination (General, Copy of Report, Determinant Factors, Procedures)	3
Discipline Procedures	Protection for Students Not Yet Eligible	3
Procedural Safeguards	Notification (prior notice, content of notice understandable language)	2
Personnel	Lack of Qualified Personnel	2
Other	District Policies and Procedures	2
Evaluation of Students for Sp Ed Services	Referral/Evaluation Procedures (Date of Referral, District Procedures and Response, Timelines, Notice, Nondiscriminatory Testing, Report)	2
Educational Services/IEP	IEP Implementation-Support from School Personnel	2
Educational Services/IEP	IEP Implementation-Assistive Technology/Equipment	2
Educational Services/IEP	FAPE Exceptions- Graduation/Incarcerations	2
Educational Services/IEP	Calculation of Educational Benefit	2
Related Services	Physical Therapy	2
Educational Services/IEP	Extended School Year Services	1
Other	Facilities	1
Educational Services/IEP	IEP Review and Revisions	1
Educational Services/IEP	Initial IEP- Provisions of Services	1
Educational Services/IEP	Physical Education Services	1
Educational Services/IEP	Transition Services - Participation Agency Failure to Meet Objectives	1
Educational Services/IEP	Vocational Services	1
Discipline Procedures	Notification Requirements	1
Other	Participation in Graduation Ceremonies/Activities	1

Related Services	Interpreting Services	1
Educational Services/IEP	Nonacademic/Extracurricular Services	1
Related Services	Medical Services	1
Discipline Procedures	IEP Determination of Setting (IAES)	1
Discipline Procedures	Change in Placement Due to Disciplinary Removals	1
Discipline Procedures	Placement During Appeals	1

Source: Special Education Monitoring System.

Mandated Categorical Grants Rate Analysis
(105 ILCS 5/2-3.104)

Program	Reimbursement Rate (amount)	School Code Reference	Last Rate Change to School Code
Illinois Free Lunch/ Breakfast	\$0.15 per meal	105 ILCS 125	PA76-875 Effective August 1969
Regular Ed - Orphanage	1.2 weighted per capita multiplied by reported ADA. Demonstrated actual costs above weighted formula are reimbursed to 100%. Separate summer claim reimbursed at actual cost.	105 ILCS 5/18-3	PA95-0793 Effective August 2009
Special Ed - Funding for Children Requiring Sp Ed	Funds distributed at 85% based on ADA and 15% on poverty as used in the most recent GSA claim for each district.	105 ILCS 5/14-7.02(b)	PA95-0705 Effective January 2008
Special Ed - Orphanage	Actual cost for education and transportation	105 ILCS 5/14-7.03	PA79-797 Effective July 1973
Special Ed - Personnel Reimbursement	\$9,000 per certified full-time worker; \$3,500 per noncertified worker.	105 ILCS 5/14-13.01(c)	PA95-707 Effective January 2008 PA 100-0465 Repealed August 2017
Special Ed - Private Tuition	Actual tuition cost paid less 2 district per capita tuition amounts.	105 ILCS 5/14-7.02	PA80-1405 Effective August 1978
Special Ed - Summer School	Weighted ADA multiplied by GSA amount per ADA.	105 ILCS 5/18-4.3	PA79-1350 Effective August 1976 PA 100-0465 Repealed August 2017
Special Ed - Transportation	80% of allowable cost	105 ILCS 5/14-13.01(b)	Laws of 1965 Effective July 1965
Vocational Ed Transportation	80% of allowable cost	105 ILCS 5/29-5	Laws of 1961 Effective March 1965
Regular Ed Transportation	Actual costs less EAV qualifying amount for eligible students (min \$16 per student).	105 ILCS 5/29-5	Laws of 1961 Effective March 1965

Notes:

- ADA: Average Daily Attendance
- GSA: General State Aid
- EAV: Equalized Assessed Valuation

Teachers' Retirement Systems

The purpose of these funds is to pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System, including the Teachers' Retirement Insurance Program, and to subsidize the Chicago Teachers' Pension Fund (Public Act 88-593).

These funds are appropriated directly to the Teachers' Retirement System and the Chicago Teachers' Pension Fund. The following represent historical appropriation amounts:

Fiscal Year	Non-Chicago System	Chicago System	Total Appropriations
2019	\$4,591,440,070	\$238,869,000	\$4,830,309,070
2018	\$4,209,483,859	\$11,692,000	\$4,221,175,859
2017	\$4,096,286,351	\$12,186,000	\$4,108,472,351
2016	\$3,850,960,455	\$12,105,000	\$3,863,065,455
2015	\$3,513,861,000	\$62,145,000	\$3,576,006,000
2014	\$3,529,008,000	\$11,903,000	\$3,540,911,000
2013	\$2,790,161,000	\$10,931,000	\$2,801,092,000
2012	\$2,494,094,000	\$10,449,000	\$2,504,543,000
2011	\$255,953,000	\$42,971,400	\$298,924,400
2010	\$913,868,667	\$37,551,400	\$951,420,067
2009	\$1,527,263,000	\$74,844,700	\$1,602,107,700

* Teachers' Retirement Insurance Program (below) included in the above Non-Chicago System totals for the following fiscal years.

Teachers' Retirement Insurance Program

2019	\$125,261,961
2018	\$114,167,713
2017	\$109,703,000
2016	\$108,258,261
2015	\$100,983,000
2014	\$90,430,000
2013	\$86,683,000
2012	\$87,622,000
2011	\$85,953,000
2010	\$79,007,000
2009	\$75,474,000

Source: Appropriations for FY 2009 through FY 2019 are from the Illinois Office of the Comptroller. In FY 2018, the Chicago System also received \$221.3 million from ISBE's FY 2018 Evidence-Based Funding appropriation, which is not reflected above.

Amounts and percentages may not sum to totals due to rounding.



Illinois State Board of Education

2019 Annual Report

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ILLINOIS STATE BOARD OF EDUCATION
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: Revised FY 2020 Board Meeting Dates

Materials: Revised FY 2020 Board Meeting Calendar

Staff Contact(s): Kim Clarke, Interim Board Services Coordinator

Purpose of Agenda Item

The purpose of this agenda item is for the Board to review revised meeting dates for fiscal year 2020.

Background Information/History

The meeting date for the February meeting needs to be changed due to a scheduling conflict.

Relationship to/Implications for the State Board's Strategic Plan

Action at meetings of the State Board of Education allows for the implementation of all aspects of the Board's Strategic Plan.

Background Information

We are proposing a meeting date of Feb. 18 in Springfield.

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

The Board will be holding meetings in different schools throughout Illinois, which helps build relationships between the Illinois State Board of Education and districts.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Staff will make arrangements, be in communication with Board members, and post the information on the ISBE website.

Pros and Cons of Various Actions

Pros: The approval of the proposed calendar will allow staff to plan for FY 2020 Board meeting dates.

Cons: None.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the motion be adopted:

The State Board of Education approve the revised FY 2020 Board of Education meeting schedule.

REVISED FY 2020 STATE BOARD OF EDUCATION MEETINGS

FY 2020 Board of Education Meeting Schedule	
Please check www.isbe.net/calendar for final meeting postings.	
Date	Description
July 2019	No Board Meeting
August 14, 2019	Springfield
September 17-18, 2019	Springfield, Board Retreat and Meeting (2-day meeting)
October 15-16, 2019	East St. Louis (2-day meeting)
November 22, 2019	Chicago
December 18, 2019	Springfield
January 15, 2020	Springfield
February 18, 2020	Springfield
March 17-18, 2020	Macomb (2-day meeting)
April 15, 2020	Springfield
May 20, 2020	Springfield
June 16-17, 2020	Rockford (2-day meeting)

NOTE: Please check the final meeting postings for a possible change in the start time of these regular meetings.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of ESSA Amendment

Expected Outcome: It is expected that the Board will authorize the State Superintendent to change the summative designation of Lowest Performing School to Comprehensive Support School and Underperforming School to Targeted Support School

Materials: IBAM Committee Letter

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Allison Sherman, Executive Director, ESSA
Rae Clementz, Director, Accountability

Purpose of Agenda Item

ESSA requests the Board to authorize the State Superintendent to change the summative designation names of Lowest Performing School to Comprehensive Support School and Underperforming School to Targeted Support School. If approved, this modification will occur beginning with the summative designations released on the Illinois Report Card or before October 31, 2020.

Background Information/History

The U.S. Department of Education (ED) approved the Every Student Succeeds Act (ESSA) State Plan for Illinois on Aug. 30, 2017. A provision in ESSA requires that states periodically review and, if necessary, revise its approved state plan. Illinois undertook this work beginning in the spring 2019.

Specifically, the review occurred through a multi-phase approach and focused upon the following areas: the distribution of weight between the academic indicator category and the student success/school quality categories, weighting of the individual indicators within the academic indicator and student success/school quality categories,¹ the names and numbers of summative designations, and the testing policy for newly arrived English Learners (ELs).

The first phase consisted of a series of in-person meetings that were open to all interested individuals. These meetings occurred in late May 2019.² The second phase occurred from late May 2019 through the end of July 2019. It consisted of releasing a survey that ascertained respondents' opinions on the aforementioned topics.³

¹ This also included consideration of chronic absenteeism as an indicator and if high school growth should be included as an indicator. Both indicators are within the student success/school quality category.

² May 16, 5-7 p.m. – DuPage County ROE, 421 N. County Farm Road, Wheaton
May 20, 5-7 p.m. – Chicago, Garden Level Board Chambers, 42 W. Madison Ave., Chicago
May 22, 5-7 p.m. – Springfield District 186, 1900 W. Monroe St., Springfield
May 23, 5-7 p.m. – Carbondale Community High School, 1301 E. Walnut, Carbondale
May 29, 5:30-7:30 p.m. – Rock Island ROE, 3430 Avenue of the Cities, Moline

³ In addition to English, the survey was translated into Spanish, Polish, Urdu, and Arabic. More than 1,000 individuals submitted responses to the survey. Respondents included teachers, administrators, parents, and other advocates.

This feedback resulted in an amendment recommendation summarized on the next page and shared with the Board at its September 2019 meeting.

- Maintain the overall weight of academic indicators (75%) to student success/school quality indicators (25%).
- Adjust the weight of individual indicators, remove chronic absenteeism, and include high school growth.⁴
- The number of summative designations will move from four categories to five.⁵
- The names of the summative designations will be modified and include a strengths-based approach to identification.⁶
- Newly arrived English Learners will complete all required state assessments in their first year of attendance in a school. The results will not be used for accountability in Year 1. Growth will be used in Year 2, and proficiency results will be used in Year 3.⁷

Board members shared concerns on the recommendation in numerous areas at their September meeting. For instance:

- Some members were concerned that ISBE was recommending the removal of chronic absenteeism despite the research base supporting its efficacy.

⁴ This includes the weighting within the academic indicator and student success/school quality categories as well as if growth should be included in high school (**Current Status**, **current draft of the amendment**).

	Elementary/Middle Indicator	E/M Weight		HS Indicator	HS Weight
Academic	ELA Proficiency	7.5 12.5%	Academic	ELA Proficiency	7.5 12.5%
	Math Proficiency	7.5 12.5%		Math Proficiency	7.5 12.5%
	Science Proficiency	5%		Science Proficiency	5%
	ELPtP	5%		ELPtP	5%
	ELA Growth	25 20%		ELA Growth	10%
	Math Growth	25 20%		Math Growth	10%
				Graduation Rate	50 20%
	Total	75%	Total	75%	
Experiential	Chronic Absenteeism	20	Experiential	Chronic Absenteeism	40
	Climate Survey	5 6.25%		Climate Survey	6.67 6.25%
	P-2	0 6.25%		9 th Grade On-Track	8.33 6.25%
	Elementary/Middle	0 6.25%		College & Career Readiness	0 6.25%
	Fine Arts	0 6.25%		Fine Arts	0 6.25%
		Total		25%	Total

⁵ The majority of the more than 3,800 schools are identified as Commendable. The size of this group makes it challenging to understand the specific characteristics of a Commendable School insofar as a Commendable School with an index score closer to that of an Exemplary School is very different than a Commendable School with an index score closer to an Underperforming School or Lowest Performing School. The desire for an additional summative designation category was grounded upon the desire to provide additional nuance in what an individual summative designation may mean.

⁶ The desire for a strengths-based approach to summative designations was a value from respondents. Few respondents provided specific examples of what the designation name(s) ought to be. Thus, the summative designation names were developed by staff to reflect the core value from stakeholders.

⁷ This is the approach for which ISBE received approval in August 2017. The purpose of asking about the newly arrived EL testing policy was to verify that this was the preferred option of the two available in ESSA.

- Members found both the description of additional summative designations and the potential decoupling of the summative designations from the identification of school support to be confusing⁸.
- There were questions about the “balance” between the P-8 system and high school system if growth is included at the high school level.

The third phase of this work commenced after the September Board meeting. The first two phases focused on receiving input from individuals who may or may not reflect the views of their representative professional groups; the third phase of work focused expressly on meeting with organizations to collect their feedback on the four amendment areas.⁹

Meetings occurred with stakeholder groups during the week of Oct. 7 and continued throughout the first week of November.¹⁰ Below is a summary of the feedback from the meeting.¹¹ Most significant is the concern that the system is “too new” to make significant changes to the accountability system. Put differently, some organizations shared that while specific aspects of the system were not optimal (e.g., 75%/25% weighting) and ultimately a change to these is preferable, there will be unintended consequences that would not be desirable in terms of impact on schools and districts.

ESSA Item	ISBE recommendation	Rationale for recommendation
Proposal 1: Overall Weighting of the Academic and School Quality /Student Success Indicators	Staff recommend that the overall weighting of the academic (75%) and school quality/student success indicators (25%) be maintained.	<ul style="list-style-type: none"> • Overall, the organizations did not support changing the proposed weights. Stakeholders shared that it is too early in implementation of our accountability system to make this “significant” of a change. • Modifying the accountability system at this time is too sudden of a change for districts. • Possessing at least three years of data on the current structure is important in order to best ensure changes, should they occur in the future, are grounded in data. • State comparison data indicates that only four states have a narrower gap than the

⁸ There is nothing in ESSA that requires a state to tie its summative designations to identification of support. Illinois currently does this, as do many other states.

⁹ In addition to the information on the identified amendment topics, staff asked specifically about the inclusion of chronic absenteeism and high school growth, and if organizations believed that the summative designation names of *Comprehensive Support School* and *Targeted Support School* were preferable to *Lowest Performing School* and *Underperforming School*.

¹⁰ Staff met with the Illinois Alliance of Administrators of Special Education; Stand for Children; Illinois Association of School Boards; Illinois Federation of Teachers (IFT); Chicago Teachers Union (CTU); Illinois Education Association (IEA); Illinois Principals Association (IPA); Illinois Association of School Administrators (IASA); Advance Illinois; Illinois Association of Regional School Superintendents; Latino Policy Forum; Data, Assessment, and Accountability subcommittee of the P-20 Council; ED-RED; LUDA; Illinois High School District Organization; LEND; South Cooperative Organization for Public Education; Family and Community Engagement subcommittee of the P-20 Council; Healthy Schools Campaign; and the Illinois Balanced Accountability Measure (IBAM) Committee.

¹¹ Agency leadership met on Nov. 5 with the IBAM Committee and had a general discussion on the ESSA amendment proposals. The IBAM Committee is identified in state statute (PA 99-193) for the purpose of developing recognition standards for student performance and school improvement for all state school districts and their individual schools. The IBAM Committee consists of individuals from a variety of statewide organizations (e.g., IFT/CTU, IEA, IPA, IASA, among others). In the past, IBAM provided formal recommendations on the accountability writ large as well as individual indicators. The committee determined at the Nov. 5 meeting that it would draft a letter to the Illinois State Board of Education on its stance regarding each proposal and gain agreement of its contents by its members during its Dec. 4 meeting.

		current 75% (academic) and 25% (student success/school quality) indicators for both the elementary and high school accountability systems in Illinois. These are the basis for our recommendation not to change the current overall weighting of academic and school quality indicators.
Proposal 2: Weighting of Indicators within the Academic and Student Success/School Quality Categories	<ul style="list-style-type: none"> Weighting of individual indicators is kept the same as in the currently approved plan. High school growth is not included at this time as part of the accountability system. Chronic absenteeism is included in the accountability system 	<ul style="list-style-type: none"> Overall, organizations do not support changing the weighting of indicators within the academic and student success/school quality indicators. Modifying the accountability system at this time is too sudden of a change for districts. Possessing at least three years of data on the current structure is important in order to best ensure changes, should they occur in the future, are grounded in data. Stakeholders acknowledged that there are aspects of chronic absenteeism that are outside the control of a school; however, the connection of this data point to future success in schooling is such that its inclusion in the Illinois system is important. State identification of school quality/student success indicators vary greatly from state to state. For example, 36 states include chronic absenteeism at either/or the elementary and high school level.
Proposal 3: The Name and Number of Summative Designations	<ul style="list-style-type: none"> Changing the names of the lowest two summative designations from Underperforming School and Lowest Performing School to Targeted Support School and Comprehensive Support School, respectively. Keeping four summative designations as in the current plan. 	<ul style="list-style-type: none"> The majority of organizations support changing the names of the lowest two categories. State comparison data indicate that states using three levels seem to overwhelmingly align them to identification for support, as either Comprehensive, Targeted, or Universal support. States using five levels seem to align levels to an A-F grading scale or 1-5 scale using numbers or stars. Eleven State Education Agencies, including Illinois, use performance level descriptors of some kind.
Proposal 4: Policy for the testing of Newly Arrived English Learners	<p>The policy of testing newly arrived English Learners continues as in the currently approved plan.</p> <ul style="list-style-type: none"> Year 1: Newly arrived student completed all accountability exams, used for baseline purposes only, and none count toward an accountability designation. 	<ul style="list-style-type: none"> The majority of organizations support the current policy for testing newly arrived English Learners. However, these organizations made clear their disagreement with subjecting newly arrived students to completing an exam that is not in their native language as well as the “harm” to these students resulting from the requirement to take assessments. ISBE staff documented this feedback and agreed to share it with ED to advocate for these students

	<ul style="list-style-type: none"> • Year 2: Student completes all exams and growth is calculated. The growth score is used for the purposes of accountability. • Year 3: Student completes all exams and growth and proficiency are used for the purposes of accountability. 	<ul style="list-style-type: none"> • The state comparison indicates that 26 states, the District of Columbia, and Puerto Rico selected the current approach used in Illinois.
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Superintendent’s Recommendation

The feedback from individuals, organizations, and committees on the impact of significant changes (e.g., the weights of the indicator categories, inclusion/exclusion of specific indicators and the impact on the system, the newness of the system, and that there are indicators approved in the plan but that are not currently used for the purposes of accountability) on a system that is not yet fully implemented was considered.

Moreover, it is important that ISBE continue to monitor the accountability system as additional indicators are implemented, keep abreast of national trends in ESSA accountability, and continue to learn from how other states are approaching accountability work.

Due the impact of any changes to such a young and not fully implemented system,¹² it is recommended to change the names of summative designations from *Lowest Performing School* to *Comprehensive Support School* and *Underperforming School* to *Targeted Support School*.¹³

Financial Background

N/A

Business Enterprise Program

N/A

¹² The letter from the IBAM Committee supports the change to the summative designations names. In respects to the weighting of the accountability system, the committee states, “it has been the long-standing recommendation of IBAM that the overall weight of the Accountability System be less than 75/25%, but more balanced at the highest 60/40% or more preferred at 51/49%. We recognize ISBE’s recommendation to keep the current weight while collecting data over the next two years. However, we strongly recommend and request that an ongoing dialogue is scheduled with all educational stakeholders to discuss a more balanced

approach and decreasing the weight on academic indicators, which is primarily driven by the IAR [Illinois Assessment of Readiness] (one test on one day).” So, too, the IBAM Committee “request[s] that ISBE reconvene the working groups on different academic and student success indicators to review national data and what other states are doing in order to continue to build a better and more robust system that adequately and comprehensively describes the amazing work of Illinois public schools.” Finally, IBAM supports the current approach in the approved ESSA State Plan for Illinois for the testing of newly arrived English Learners.”

¹³ ED shared a letter dated Oct. 24 with states in which it detailed those changes to the accountability system that would require that a state submit an amendment. Staff contacted ED to determine if we could change the names of summative designations while not changing anything else about the accountability system. ED responded on Nov. 14, 2019, that ISBE does not require an amendment to change the summative designation names.

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

Policy Implications: Changing the names of *Lowest Performing School* to *Comprehensive Support School* and *Underperforming School* to *Targeted Support School* will require an update of the ESSA State Plan for Illinois, which is posted on the ISBE website. A formal amendment to the ESSA State Plan for Illinois is not required for this change.

Budget Implications: N/A

Legislative Action: N/A

Communication: Upon Board approval, staff will communicate the change in designation names to districts. Changes will occur on the Report Card released on or before Oct. 31, 2020.

Pros and Cons of Various Actions

Pros: Changing the summative designation names supports the feedback ISBE received emphasizing the importance of a support/strength-based designations both prior to and during the amendment feedback process.

Cons: Not changing the summative designations will run contrary to stakeholders' desire for strength-based summative designations.

Board Member(s) Who Will Abstain: None.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve changing the summative designation names of the *Lowest Performing School* to *Comprehensive Support School* and *Underperforming School* to *Targeted Support School*.

Date of Board Action: Dec. 18, 2019

To: Dr. Carmen Ayala, State Superintendent of Education
Dr. Jason Helfer, Deputy Superintendent for Instructional Education
Ms. Allison Sherman, Executive Director of ESSA

From: Illinois Balanced Accountability Measure Committee ("IBAMC")

RE: IBAMC Recommendations Regarding ISBE's State Accountability Plan Recommendations

Date: December 5, 2019

The purpose of this communication is to share the collective opinion of the Illinois Balanced Accountability Measure Committee ("IBAMC") on ISBE's most recent recommendations regarding the Illinois State Accountability System. It is our understanding that ISBE is considering the following four recommendations to the Illinois Accountability System: 1) Maintaining overall weight 75/25%; 2) Maintaining current academic and student success indicators; 3) Changing two designations of "underperforming" and "lowest performing" to "targeted support" and "comprehensive support" and 4) Maintaining the current policy on testing newly arrived English Learners. Overall, subject to the comments below, we are in conditional support of ISBE's most recent recommendations as stated herein.

First, it has been the long-standing recommendation of IBAM that the overall weight of the Accountability System be less than 75/25%, but more balanced at the highest 60/40% or more preferred at 51/49%. We recognize ISBE's recommendation to keep the current weight while collecting data over the next two years. However, we strongly recommend and request that an ongoing dialogue is scheduled with all educational stakeholders to discuss a more balanced approach and decreasing the weight on academic indicators, which is primarily driven by the IAR (one test on one day).

Second, we understand ISBE's position in maintaining the current academic and student success indicators while it fully implements all indicators and collects data over the next two years. We believe this maintains continuity and allows further research and reflective analysis moving forward. We again request that ISBE reconvene the working groups on different academic and student success indicators to review national data and what other states are doing in order to continue to build a better and more robust system that adequately and comprehensively describes the amazing work of Illinois public schools.

Third, we fully support changing the names of the two designations from "underperforming" and "lowest performing" to "targeted support" and "comprehensive support". We commend ISBE's recommendation and response to the field requesting said changes. We also believe this reflects the true nature and origin of creating an accountability system that is rooted in support rather than shame and punishment.

Lastly, we do not oppose ISBE's recommendation to maintain the current policy for testing of newly arrived English Learners. We continue to advocate for creating meaningful and safe spaces and mechanisms for children who do not speak English to participate in federal/state mandated assessments. We would welcome any opportunity to engage in further conversation on this topic.

Overall, we appreciate ISBE's further deliberation on these very important issues. IBAM stands ready to continue its statutory work to review and make recommendations regarding the Illinois Accountability System. It is our overall and collective stance that the Illinois Accountability System

should be balanced, fair and an accurate depiction of the amazing work that all Illinois public schools do for Illinois students every day. It is imperative that we continue to build a system of continuous improvement and ongoing support that celebrates student successes and improvements rather than shame and blame without stable and predictable educational and financial resources.

Thank you in advance for your review and consideration.

Respectfully Submitted,

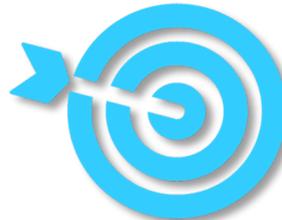
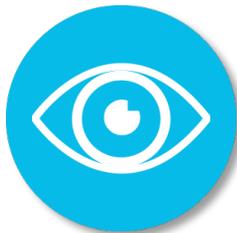
A handwritten signature in black ink that reads "Sara Groom Boucek". The signature is written in a cursive style with a large, looped initial 'S'.

Sara Groom Boucek, Chair
Illinois Balanced Accountability Measure Committee



Illinois State Board of Education

Draft Strategic Plan



December 2019

Today's agenda

2

- | | | |
|---|--|--------|
| 1 | Welcome and Introductions | 10 min |
| 2 | Vision, Mission, & Equity Statements | 10 min |
| 3 | Input on Draft Strategic Plan Goals and Strategies | 60 min |
| 4 | Next Steps and Close | 10 min |



Today's objectives

3

All participants will...

- ▶ See how their work can connect with ISBE's emerging strategic plan
- ▶ See how their work can connect with ISBE's emerging strategic plan
- ▶ Provide critical input on strategic plan draft goals and strategies

Introductions

4

Before we get started, please share:

- ▶ Your Name
- ▶ Organization
- ▶ **One** word to describe what you hope to see in ISBE's new strategic plan

About Education First

5

Who We Are

Founded in 2006, Education First is a **national, mission-driven strategy, policy and implementation organization** with unique and deep expertise in education improvement. We have 50+ consultants in 16 states.

What We Strive For

Our mission is to deliver **exceptional ideas, experience-based solutions and results** so all students—and particularly low-income students and students of color—are prepared for success in college, career and life.

What We Do

We support **districts, states, policymakers, advocates and funders** that share our mission and help them tackle the barriers getting in the way. We have served national, state and local clients in more than 40 states.



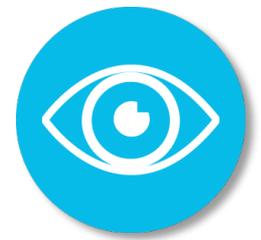
Four Principles

6

ISBE has **four principles** that impact every decision and will guide the development of this new strategic plan:

- 1) **Equity**
- 2) **Quality**
- 3) **Collaboration**
- 4) **Community**

Vision

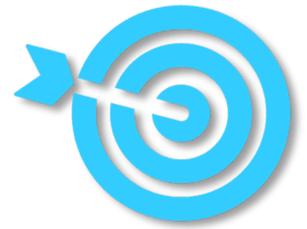


7

Each and every child is equipped to **make meaningful contributions** to society and live life to their fullest potential.



Mission



8

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





Equity Statement

9

Illinois has a collective responsibility to achieve Educational Equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences by delivering the holistic supports, programs, and educational opportunities they need to succeed.



Strategic Plan Goals

10

Goal 1: Student Learning

Every child will make academic gains each year, increasing their knowledge, skills and opportunities so they graduate equipped to pursue a successful future.

Goal 2: Learning Conditions

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

Goal 3: Educator Quality

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



Goal 1: Student Learning

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Goal 1: Student Learning

Every child will make strong academic gains each year, increasing their knowledge, skills and opportunities so they graduate equipped to pursue a successful future.

► Priority Areas

- **1. Assessment** | Develop and support an aligned PreK-12 assessment system within four years that enables every student to accurately demonstrate their ability.
- **2. System of Support** | Provide all schools with the level of support necessary to propel efforts to continuously improve.



1.1.1 Expand assessment literacy by creating four assessment literacy informational products for different audiences

1.1.2 Provide all districts with an aligned assessment system funded by the state

1.1.3 Provide more helpful assessment reports for educators and parents that present actionable information to better support student learning

1.1.4 Develop a native language assessment within three years

1.1.5 Implement a common method of measuring PreK-12 growth within two years

1.1.6 Exit at least 33% of all currently identified schools from comprehensive status within three years.



DRAFT Strategies

1.2.1 Better coordinate support between ISBE and districts with identified schools, including working with ROE's

1.2.2 Identify high-quality providers to be included as IL-EMPOWER Learning Partners

1.2.3 Ensure effective support is delivered by IL-EMPOWER Learning Partners by reporting quarterly on their strategic impact

1.2.4 Provide tiered state-level support for districts determined by the number of schools who remain in the lowest 5% designation



GOAL 1 | Student Learning

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Discussion Questions

- ▶ Do the strategies sufficiently address the most critical priorities within Goal 1?
- ▶ What is missing?
- ▶ Do you have specific recommendations about how to sequence and prioritize the interim assessment work?

Goal 2: Learning Conditions

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Goal 2: Learning Conditions

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

► Priority Areas

- **1. Evidence-Based Funding** | Provide districts with tools and supports to ensure that Evidence-Based Funding is used to address inequities, close achievement gaps, and improve the achievement of every student.
- **2. System of Support** | All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.



DRAFT Strategies

2.1.1 Promote collaboration and understanding within LEAs among their finance and programmatic teams regarding resource allocation decision-making, cost factors, and the evidence base.

2.1.2 Provide clear, intuitive, user-friendly data to inform strategic resource allocation decision making within LEAs

2.1.3 Inform and advocate for funding improvements toward greater adequacy, equity, and predictability

2.1.4 Communicate with and educate advocates, stakeholders, and within LEAs regarding designated funds for specific student populations

2.1.5 Create an efficient and effective reporting system & supports that encourages and fosters braiding and blending (i.e., integrated resource allocation system & supports).



DRAFT Strategies

2.2.1 Convene a stakeholder committee to identify, advise on, and set goals for priority safe and healthy school issues at the state and local level.

2.2.2 Work with LEAs to develop clear policies that create and promote healthy and safe cultures and environments in schools and on school grounds.

2.2.3 Develop statewide guidelines around, and provide districts with guidance and tools to support implementation of non-discrimination and inclusion practices.

2.2.4 Invest new capital funding resources strategically to address lingering safety and maintenance issues.

2.2.5 Work with the School Construction Task Force to prioritize the construction of schools in the highest need communities.



GOAL 2 | Learning Conditions

18

Discussion Questions

- ▶ Do the strategies sufficiently address the most critical priorities within Goal 2?
- ▶ What is missing?
- ▶ Are there other safe and healthy schools issues that should be prioritized?

Goal 3: Educator Quality

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Goal 3: Educator Quality

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

► Priority Area

- **Educator Recruitment, Preparation & Support** | To increase the number of diverse, high-quality educators in the Illinois public schools who meet the needs of the local context.



DRAFT Strategies

3.1.1 Attract and recruit a diverse teaching and leadership corps that meets the needs of districts and schools from early education through secondary school by leveraging innovative pathways including partnerships, international recruitment, and high school programming.

3.1.2 Prepare teachers through supporting the development of teacher residency partnerships between districts, IHEs and other entities (e.g. Golden Apple).

3.1.3 Retain effective educators and elevate the profession by providing coaching and mentoring, teacher leadership opportunities, principal preparation support, and access to high quality professional learning.



GOAL 3 | Educator Quality

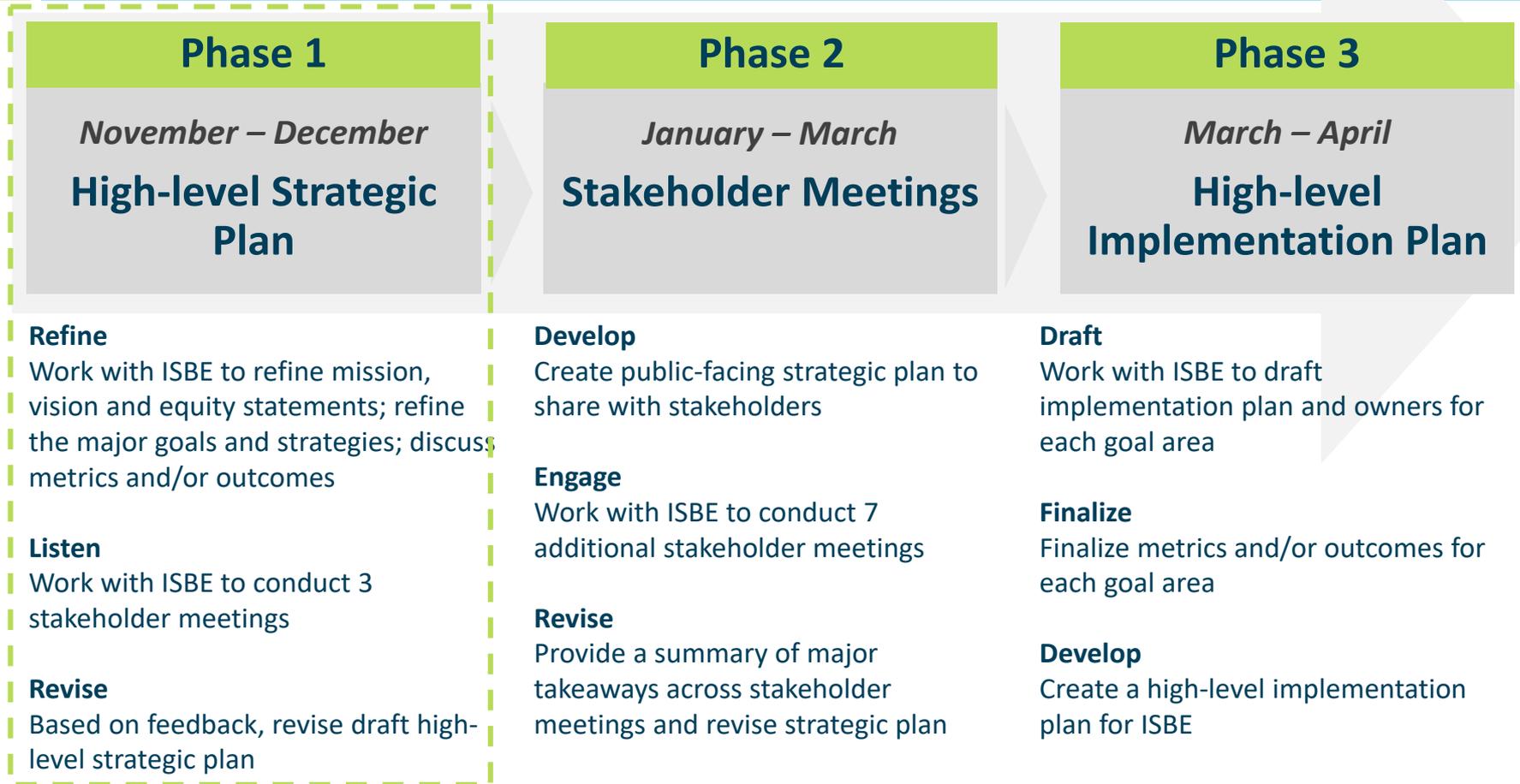
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Discussion Questions

- ▶ What are the innovative pathways the state should support to meet district and school hiring needs across the state?
- ▶ Are there additional long- and short-term strategies needed to meet these needs?

Timeline and Next Steps

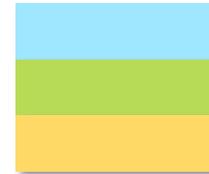
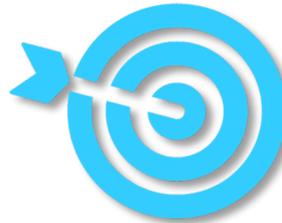
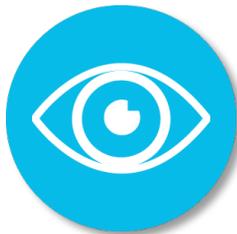
22





Illinois State Board of Education

Thank you!



December 2019



Illinois State Board of Education

Perkins V Update

December 18, 2019

Stakeholder Feedback

- Listening tours
- Focus groups of students and employers
- Conference presentations
- Webinar (45 attended)
- Feedback survey (109 responses)

Stakeholder Feedback

- Funding
 - Split – do not make it 50/50.
 - Don't decrease funding by changing the formula.
 - Reserve funding should be the full 15%.
 - More funding for career exploration.
 - More flexibility on allowable expenses.

Stakeholder Feedback

- Teacher Pipeline
 - Change the licensure for educators with stipulations. There are too many barriers for individuals in business/industry to become CTE teachers.
 - Dual credit is important but hard to implement due to teacher credential requirements.
 - Work with universities to implement CTE teacher programs.

Stakeholder Feedback

- Programs of Study
 - Include computer science as part of CTE.
 - Incorporate work-based learning.
 - Identify course code for career exploration.
 - Improve career guidance supports.
 - Develop more interdisciplinary courses.

Stakeholder Feedback

- Employers
 - Support the development of relationships between employers and schools.
 - Raise the profile of skilled trades and technical careers.
 - Expand work-based learning.
 - Prioritize the development of employability/soft skills.
 - Capitalize on the employer desire to contribute and be involved.

Stakeholder Feedback

- Students
 - CTE experience can have a powerful impact.
 - There are barriers to entering CTE programs
 - Exploration of CTE programs should begin earlier.
 - Work-based learning is incredibly valuable and needs to be prioritized and made more available to all.
 - Relevant and contextualized learning is more useful and important.

Changes to CTE in Illinois

- **Improve Collaboration (HS/CC/Industry)**
 - Have an Advisory Committee in each of the 16 career clusters.
 - Provide regional networking opportunities for members of the business, community college, and K-12 communities to begin planning.
- **Increase Access**
 - Develop micro-credential and career exploration kits for elementary/middle grades teachers.
 - Support after-school/summer programs to allow for career exploration and CTE opportunities for all students, including migrant students.
 - Increase funding for Department of Juvenile Justice.



Changes to CTE in Illinois

- **Improve Support for Current CTE Teachers**
 - Provide targeted professional learning for new CTE teachers.
 - Provide ongoing, job-embedded professional learning with an emphasis on supporting learners from special populations (in collaboration with Special Education and Multilingual departments).
 - Provide opportunities for teacher externships to keep current.
 - Develop a professional learning community for CTE teachers of color.
- **Build Stronger CTE Teacher Pipeline**
 - Bridge program and industry mentors for core teachers interested in teaching CTE.
 - Review licensure requirements to remove barriers for individuals in industry/business to enter the teaching field.
 - Support educator pathways for current high school students.



Changes to CTE in Illinois

- **Improve Program Quality**

- Adopt CTE standards and model programs of study.
- Create cross-cluster pathways (e.g., Vet Tech – Health Science and Ag).
- Provide guidance/resources for integrating core academic skills into CTE classes.
- Require and support work-based learning and dual credit opportunities.

- **Supporting Innovation**

- 15% reserve funds for competitive innovation grants.
- Support a structured learning community of grantees to design, implement, analyze, and improve innovation at the local level.





Illinois State Board of Education

IL-EMPOWER **System of Support Update**

December 18, 2019

Board Meeting

Update Structure

2

- Context
- Support Services
- Planning Year Evaluation – Findings and Action

Context

3

Vision

To **build capacity** of adults within ISBE identified districts and schools to support **continuous improvement of schoolwide systems** for success.

Mission

To **empower** school **communities** to collectively prepare students for postsecondary success.

Context

4

System of support outlined in ESSA State Plan

Implementation began in the 2018-19 school year

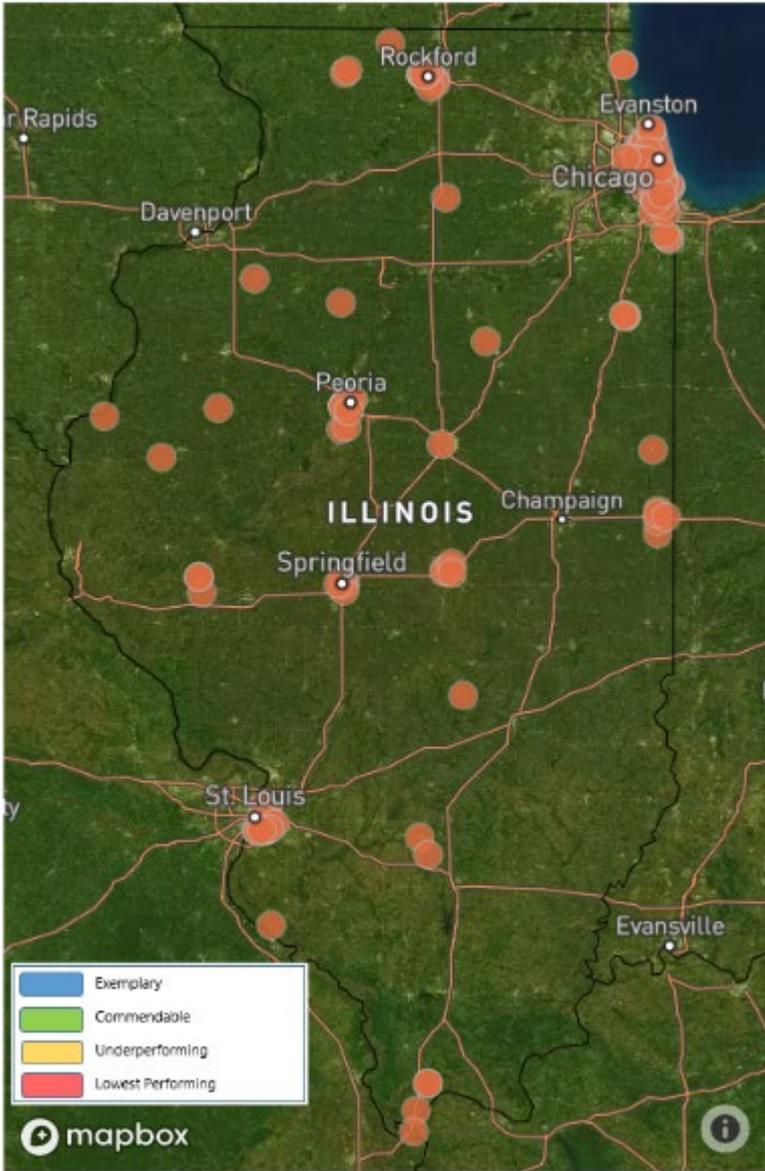
- Planning year for schools
- Program development and staff onboarding
- Development of conceptual model for short- and long-term program evaluation
- Baseline data collection

Context

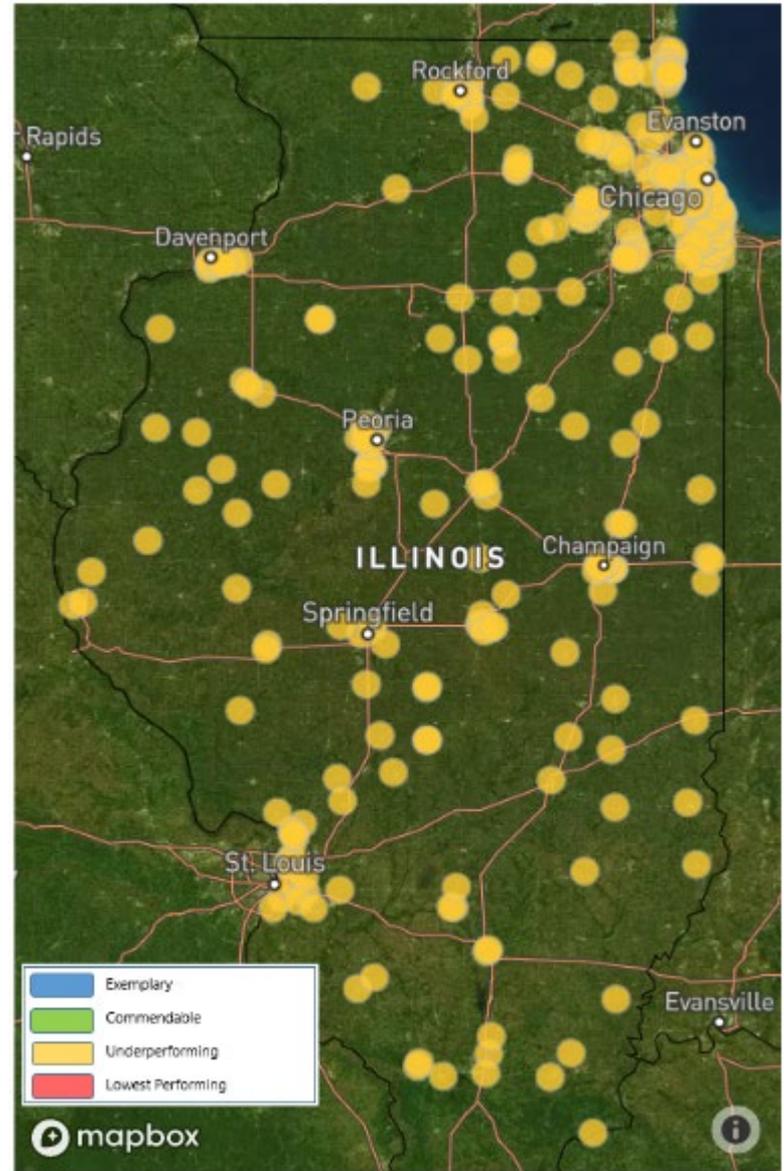
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Number of schools supported by IL-EMPOWER

	RC 18 Cohort Schools	RC 19 Cohort Schools	Total Schools Supported 2019-20
Under-performing	546	125	671
Lowest Performing	195	53	248



RC 18 & 19 Comprehensive Support Schools



RC 18 & 19 Targeted Support Schools

Support Services

7

Comprehensive Support Schools

- Federal Title I School Improvement - 1003(a) grant funding
- State grant funding – School Support Services
- IL-EMPOWER-approved Learning Partner (required)
- On-site school support manager (SSM)

Targeted Support Schools

- Federal Title I School Improvement - 1003(a) grant funding
- IL-EMPOWER-approved Learning Partner (optional)
- Access to school support manager (hotline)
- SSM trainings at Regional Offices of Education
- IL-EMPOWER webpage resources



Support Services

Federal Funding – Title I School Improvement - 1003(a) Grant

	Preliminary Funding RC 18	RC 18 Planning Period	RC 18 Yr I Implementation	RC 19 Planning Period	Total Annual Title I 1003(a) Grant Funding
FY19	20,120,000	27,155,000			47,275,000
FY20			44,171,573	2,730,000	46,901,573

Base funding (listed below). Additional funding through equitable formula.

- Schools in Planning Period: \$15,000
- Targeted Support Schools – 3 Years Implementation: \$60,000
- Comprehensive Support Schools – 3 Years Implementation: \$200,000

Support Services

9

FY 2019 Vendor Learning Partners

- 28 currently approved
- 33 recently awarded

FY 2019 Peer Learning Partners

- 24 currently approved

Request for Sealed
Proposals projected
release.

for January 2020

Support Services

10

Learning Partners – Comprehensive Support Schools

- 25% contracted >1 partner
- 21% contracted 3 or 4 partners

School Engagement

- Feedback, guidance, coaching (28%)
- Developing school improvement plans (26%)
- Professional development (21%)
- Data collection and analyses (21%)

Support Services

11

Learning Partner support related to the Illinois Quality Framework (IQF) Standards Percentage of ROS Comprehensive Schools

IQF Standards	2018-2019	2019-2020
Continuous Improvement	63%	45%
Culture and Climate	43%	31%
Shared Leadership	35%	25%
Government, Management, and Operations	22%	10%
Educator and Employer Quality	31%	22%
Family and Community Engagement	45%	41%
Student and Learning Development	49%	33%

Source of data: MI school survey, ROS n=51



Support Services

12

School Support Managers (SSMs)

Support

- Data literacy to identify achievement and equity gaps
- Implementation of Illinois Quality Framework needs assessment
- Selection process for Learning Partner(s)
- Development of School Improvement Plan (SIP)

Accountability

- Alignment of school needs to SIP and grant budget
- Progress and effectiveness of school improvement planning
- Accountability for program evaluation surveys/reports

Planning Year Evaluation

13

Finding 1: District implementation of high-impact practices for effective school improvement is mixed.

Action

- Design district-level system needs assessment (implementation July 2020)
- Hire additional SSMs to expand monthly support to district administration (July 2020)
- Partner with identified organizations to provide professional development for district leaders (February 2020)

Planning Year Evaluation

14

Finding 2: Support for Underperforming Schools and Chicago Public Schools (CPS) is limited.

Action

- Expand partnership with Regional Offices of Education to provide training and oversight of IL-EMPOWER deliverables (began August 2019)
- Expand IL-EMPOWER staff to address communication and accountability in CPS (November 2019)
- Hire additional SSMs to expand support to Underperforming Schools and CPS (July 2020)

Planning Year Evaluation

15

Finding 3: Communication with Learning Partners is inconsistent, contributing to lack of program clarity for partners and schools.

Action

- Hold monthly meetings with Learning Partners to increase clarity for program deliverables and expectations (began October 2019)
- Revise/Update Learning Partner webpage (by March 2020)

Planning Year Evaluation

16

Finding 4: Alignment of School Improvement Plans to data-informed priorities and budget is inconsistent.

Action

- Implement progress reporting system for Comprehensive Schools and Learning Partners (January 2020)
- Implement quarterly meetings and monthly check-ins with schools and Learning Partners for purpose of progress monitoring (January 2020)
- Hire additional SSMs to expand accountability for performance of Underperforming Schools (July 2020)

Planning Year Evaluation

17

Finding 5: Funding availability and timeline for distribution lacks clarity.

Action

- Implement funding allocation system to support long-term, continuous school improvement planning (began August 2019)
- Increase communication to all IL-EMPOWER stakeholders through existing agency platforms and expanded meeting venues (began October 2019)





Illinois State Board of Education

IL-EMPOWER **System of Support Update**

December 18, 2019

Board Meeting



Illinois State Board of Education

Preliminary Analyses from Exploratory Study to Support the Creation of an Innovative and Effective Student Achievement Assessment System for Illinois

Dr. Brenda M. Dixon, Research and Evaluation Officer
Illinois State Board of Education

Sue Rasher, Director, OER Associates LLC

Large Interest and Participation of Illinois Stakeholders

2

- More than 5,000 survey responses received as of 12/6/19
- Eight focus groups with a total of 24 participants representing 16 Illinois advocacy groups conducted



Initial 5-Year Term with One 3-Year and One 2-Year Renewal Allows for a 10-Year Program Commitment

3

- 100% of focus groups emphasize the importance of having a long-term commitment to the assessment model.
- 100% of focus groups agree that districts need valid, understandable longitudinal assessment trend data.
- 75% of survey respondents agree that a common metric that can be analyzed longitudinally is needed.



Retain Transadaptive Math Assessment for English Learners

4

- None focus groups and none survey respondents commented on the current transadaptive math assessments.
- 86% of survey respondents agree that Illinois should assess English Learners' knowledge in ways that are not dependent on English language proficiency.
- 63% of focus groups advocate for allocating resources to the development of a Spanish language arts assessment or other supports for English Learners on the language arts portion of the exam.



Transition to Computer Adaptive Assessments

5

- 63% of focus groups support examining the possibility of using computer adaptive assessments.
- Sufficient number of test items must be developed to move to a computer adaptive system.
- The topic requires further study and feedback over the next year.



Interim Assessments

6

- 87% of focus groups support the exploration of adding optional interim assessments.
- 75% of survey respondents support the offering of a menu of optional interim assessments that can be used to assess K-12 students.
- Requires further study and feedback over the next year.

Timely Return of Results Remains a Priority

7

- 87% of focus groups emphasize importance of timeliness of receipt of results.
- 92% of survey respondents request timely, easily understood reportage of test results to parents, educators and, as appropriate, students.
- RFSP requires the return of preliminary machine-scored results within 1 week of the close of the administration window and preliminary human-scored results, along with final student reports, within 1 month of the close of the administration window



Enhanced Reporting

8

- Lack of ability to compare longitudinal data across local and state assessments.
- Enhanced reporting that includes the addition of Lexile and Quantile correlates.
- Must address how the reports will be shared with schools, districts, and families, including a final summative individual student report for parents.
- Requires further study and feedback over the next year.



Additional Concerns Requiring Further Study and Feedback

9

- Large amount of time students spend being assessed takes away from instructional time.
- Explore alternative and creative ways to minimize standardized testing.
- Explore other states' approaches.
- Explore possibilities of moving toward authentic additional assessments.
- Validity of cut scores and school designation levels.



Conclusion

10

- Explicit expression of appreciation to ISBE for taking a careful, comprehensive look at assessment in Illinois: “...I do appreciate the extensive effort ISBE is taking to get comprehensive stakeholder input. This has not always been done in the past when dealing with assessment.”
- Importance of continuing to seek feedback and study to establish an equitable pre-K through grade 12 student achievement assessment system tied to the Illinois State Standards that offers educators quick and frequent access to results that can be used to target instruction to student needs during the same year of testing.



Questions

11

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 375 (Student Records) *Parental Notification*

Expected Outcome: Board will be informed of upcoming rulemaking.

Materials: Appendix A: Part 375 (Student Records) Proposed Rules

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Wellness Department
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

This item is to inform the Board of upcoming rulemaking.

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0515, effective August 23, 2019, and Public Act 101-0161, effective January 1, 2020. PA 101-0515 modifies the definition of "Student Temporary Record" to include information contained in service logs maintained by a Local Education Agency under Section 14-8.02f(d) of the School Code. PA 101-0161 provides for different methods a school district may use to notify a parent or student before any school student record is destroyed or information is deleted from that record. This Part must be amended to conform with the changes made by these Public Acts. Other cleanup changes, including School Code and administrative rule references, are made as well.

Current Status: Awaiting initial review.

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

Policy Implications: Please see "**Background Information/History**" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

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

Next Steps

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment at a future board meeting.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
 SUBTITLE A: EDUCATION
 CHAPTER I: STATE BOARD OF EDUCATION
 SUBCHAPTER k: SCHOOL RECORDS

PART 375
 STUDENT RECORDS

Section	
375.10	Definitions
375.20	Rights of Students
375.30	Notification
375.40	Maintenance and Destruction of School Student Records
375.50	Cost for Copies of Records
375.60	Emergency Release of Information
375.70	Release of Information
375.75	Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80	Directory Information
375.90	Challenge Procedures
375.100	Implementation
375.110	Enforcement

AUTHORITY: Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Sections 2-3.13a and 2-3.64a-5 of the School Code [105 ILCS 5/2-3.13a and 2-3.64a-5].

SOURCE: Emergency rule adopted March 24, 1976; codified at 7 Ill. Reg. 12864; amended at 10 Ill. Reg. 12602, effective July 9, 1986; amended at 12 Ill. Reg. 4818, effective February 25, 1988; amended at 20 Ill. Reg. 15304, effective November 18, 1996; amended at 23 Ill. Reg. 13843, effective November 8, 1999; amended at 26 Ill. Reg. 16202, effective October 21, 2002; amended at 29 Ill. Reg. 5467, effective March 29, 2005; amended at 32 Ill. Reg. 7143, effective April 17, 2008; amended at 32 Ill. Reg. 16475, effective September 29, 2008; amended at 36 Ill. Reg. 2220, effective January 24, 2012; amended at 37 Ill. Reg. 9479, effective June 19, 2013; amended at 39 Ill. Reg. 2449, effective February 2, 2015; amended at 40 Ill. Reg. 2287, effective January 13, 2016; amended at 42 Ill. Reg. 5899, effective March 15, 2018; amended at 44 Ill. Reg. _____, effective _____.

Section 375.10 Definitions

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event, or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe

enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or if ~~whether~~ the school nurse has referred the student for a medical evaluation, regardless of whether the parent or, guardian, ~~or~~ student (if 18 years or older),² or an unaccompanied ~~homeless~~ youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code.

"Health-related Information" means current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, that which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parent's or guardian's ~~parents'~~ acknowledgement of the district's concussion policy adopted under Section 22-80 ~~pursuant to Sections 10-20.53 and 34-18.45~~ of the School Code, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act who has responsibility for the *maintenance, care and security of all school student records, whether or not such ~~the~~ records are in his or her personal custody or control.*

"School Code" or "Code" means 105 ILCS 5.

"School Student Record" has the meaning given to that term ~~shall have the meaning set forth~~ in Section 2(d) of the Act, except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes;

Electronic recordings made on school buses, as ~~described~~ defined in Section 14-3(m) of the Criminal Code of ~~2012~~ 1964 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the ~~School~~ Code and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action or ~~or~~ compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the ~~School~~ Code, to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Evidence required under Section ~~5(b)(1)~~ 5(b)(1) of the Missing Children ~~Children's~~ Records Act [325 ILCS 50/5~~(b)(1)~~];

Academic transcript, including:

grades, graduation date, and grade level achieved;

as applicable, and if allowed by district policy, scores received on college entrance examinations if that inclusion is requested in writing by a student, parent, or person who enrolled the student;

the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System);

as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the ~~School~~ Code;

as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section ~~2-3.159~~ ~~2-3.157~~ of the ~~School~~ Code and 23 Ill. Adm. Code ~~680~~ ~~1.442~~ (State Seal of Biliteracy);

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code ~~680~~ ~~1.442~~ (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance Section ~~2-3.169~~ ~~2-3.167~~ of the ~~School~~ Code and 23 Ill. Adm. Code 1.443 (Illinois Global Scholar Certificate);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act;

Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and

Information concerning participation in school-sponsored activities or athletics; or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act;

Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64a-5);

The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students));

Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction;

Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8-6] and information contained in service logs maintained by a local education agency under Section 14-8.02f(d) of the Code (see 105 ILCS 10/2(f));

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code;

Health-related information; and

Accident Reports; and

May also consist of:

Family background information;

Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Other disciplinary information; or

Special education records;

Records associated with plans developed under section 504 of the federal Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the education of the student.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 375.40 Maintenance and Destruction of School Student Records

- a) The provisions within the Act and this Part requiring the official records custodian to separate school student records into permanent and temporary categories shall apply only to records of students who are enrolled in the school on or after the effective date of this Part. Records of students who have graduated or permanently withdrawn prior to the effective date of this Part are not subject to these classifications except:
 - 1) In compliance with the request of a parent or eligible student that this categorization occur; and
 - 2) The official records custodian shall ensure that information characterized by the Act and this Part as "temporary" shall not be *disclosed except as provided by Section 5 or 6 of the Act or by court order* [see 105 ILCS 10/4(f)]. For the purposes of this Part, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge.
- b) Pursuant to Section 4(g) of the Act [~~105 ILCS 10/4(g)~~], student temporary records shall be reviewed every four years or upon a student's change in attendance centers, whichever occurs first, to verify entries and to eliminate or correct all out-

of-date, misleading, inaccurate, unnecessary, or irrelevant information pursuant to Section 375.10 of this Part. The records review is required in any given school year at the time a student first changes attendance centers within a district, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year.

- c) Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents and the student of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of the student's records at any time prior to their destruction. Notification shall consist of the following: date of notification, name of parent, name of official records custodian, name of student, and the scheduled destruction date of temporary and permanent records. A school may provide reasonable prior notice to a parent or student through notice in the school's parent or student handbook, publication in a newspaper published in the school district, or, if no newspaper is published in the school district, in a newspaper of general circulation within the school district, U.S. mail delivered to the last known address of the parent or student, or other means provided the notice is confirmed to have been received (see Section 4(h) of the Act). Biometric information collected pursuant to the district's policy, if any, shall not be subject to the retention requirements applicable to the remainder of students' temporary records under Section 4(f) of the Act, and its destruction shall not be subject to authorization by the appropriate Local Records Commission under Section 7 of the Local Records Act [50 ILCS 205/7]. Instead, the destruction of students' biometric information shall conform to the requirements of Section 10-20.40 or ~~34-18.34~~ ~~34-34.18~~ of the School Code, as applicable.
- d) Upon graduation or permanent withdrawal of a student with a disability, as defined in Article 14 of the School Code [~~105 ILCS 5/Art. 14~~] and 23 Ill. Adm. Code 226-~~Subpart A~~ (Special Education), special education records, and other information contained in the student temporary record that may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.
- e) If a certified copy of an order of protection has been filed with a school district, then the district shall notify its school employees that the student records or information in those records of a protected child identified in the order shall not be released to the person against whom the order was issued (see Section 222(f) of the Illinois Domestic Violence Act of 1986 [~~750 ILCS 60/222(f)~~]).
- f) Any final finding report required by Section 8.6 of the Abused and Neglected

Child Reporting Act that has been filed in a student's temporary record shall be removed from the student's record and returned to the Department of Children and Family Services (Department) upon written request made by the Department pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act. If a school that receives a request from the Department has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the Department's request to the receiving school, which shall comply with this subsection (f). No report other than what is required under Section 8.6 of the Abused and Neglected Child Reporting Act shall be placed in the school student record.

- g) School student records shall be maintained for at least the period of time set forth in Section 4 of the Act.
- 1) The official records custodian shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use.
 - 2) With the exception of material eliminated in accordance with subsections (b), (d), and (f) of this Section, the destruction or disposal of any records or information contained in those records shall be subject to the provisions of the Act and authorization by the appropriate Local Records Commission (see Section 7 of the Local Records Act).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board for Professional Preparation Support System

Expected Outcome: This is a discussion item.

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning will request the Board at the January 2020 meeting to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with the National Board Resource Center (NBRC) at Illinois State University (ISU). The IGA will extend from July 1, 2020, to June 30, 2021, with the option of four one-year renewals to extend the agreement through June 30, 2025.

Background Information/History

The National Board for Professional Teaching Standards (NBPTS) contract, which is between ISBE and the NBRC at ISU, provides funds for supporting the recruitment, training, and mentoring of teachers who are seeking National Board Certification. The contract is used to cover administrative costs (staff resources, recruitment events, recruitment-related travel) for implementing the Illinois Teaching Excellence Program, which sets forth provisions for obtaining and renewing NBPTS certification in Illinois and is outlined in Section 21B-70 of the Illinois School Code and Section 25.444 of Illinois Administrative Code. NBRC serves as ISBE's fiscal agent for the Illinois Teaching Excellence Program grant. ISBE requested general revenue funding from the General Assembly in fiscal year 2020 to support the Illinois Teaching Excellence Program. Subsequently, \$1.5 million was allocated as a line item in the state budget to provide support to educators who are undergoing the certification process.

Public Act 101-0333, effective Jan. 1, 2020, will change how funding is utilized through the Illinois Teaching Excellence Program. The goal of the program is to improve instruction and student performance. Previously, the law did not recognize teachers working in Tier 1 or Tier 2 school districts as identified through Evidence-Based Funding; rather, teachers were categorized as working in "poverty" or "low-performing" schools identified as priority schools under Section 2-3.25d-5 of the Illinois School Code or schools in which 50 percent or more of its students are eligible for free or reduced-price school lunches. Under PA 101-0333, teachers working in a Tier 1 school district will have priority for receiving the subsidies outlined in PA 101-0333. These subsidies consist of \$2,000 for initial certification, \$1,500 for serving as a mentor, and \$1,000 for certificate renewal. A new one-time incentive of \$3,000 will be awarded to all National Board Certified Teachers (NBCTs) who work in a Tier 1 rural or remote school district. Additionally, the new law recognizes and provides incentives for NBCTs, rural or remote candidate cohort facilitators, and rural or remote liaisons. More specifically, funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who have or who are in the process of obtaining licensure through the National Board for Professional Teaching Standards.

The National Board Resource Center at ISU has managed the Illinois Teaching Excellence Program since FY 2003. The NBRC at ISU, one of five national centers established by NBPTS, partners with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties. ISU maintains close communications with the Educator Effectiveness Department at ISBE to collaboratively solve problems, maintain records, monitor candidate progress, and share relevant data and strategies.

- **Current Status:** An IGA for this work is currently in place with ISU but is due to expire June 30, 2020.
- **Relevant Data:** There currently are 6,533 National Board Certified Teachers in the State of Illinois. As of 2018, Illinois ranked fifth in the nation with the most National Board Certified Teachers.

Only three Illinois counties, each with only one district, do not have a National Board Certified Teacher. The National Board Resource Center continues to recruit teachers from all 102 counties in the State of Illinois, with the goal of having NBCTs in each county.

- Table 1 reflects the ethnic diversity in the National Board program over the last five years. The percentage of non-white NBCTs nearly mirrors the diversity of our state’s teachers, and the NBRC is continuing to focus on recruiting diverse teachers to pursue National Board Certification.

Table 1: NBCTs in Illinois

Ethnicity	Number of NBCTs	Percent of NBCTs	Percent of Illinois Teachers Overall
White	4,965	76.0%	82.6%
Prefer not to answer	584	8.9%	--
Hispanic or Latino	384	5.9%	6.7%
Black or African American	391	6.0%	5.9%
Asian	159	2.4%	1.6%
Two or more races	7	0.1%	0.8%
Other	25	0.4%	--
American Indian or Alaska Native	18	0.3%	0.2%

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

The IGA between ISBE and ISU will support the Educator Preparation, Support, and Success priority.

The National Board Resource Center ensures:

- All teachers are committed to their students and their learning,
- Teachers know the subjects they teach and how to teach those subjects to students,
- Teachers are responsible for managing and monitoring student learning,
- Teachers think systematically about their practice and learn from experience, and
- Teachers are members of learning communities.

Financial Background

ISBE entered the current IGA with ISU on July 30, 2010, to recruit and support candidates in Illinois.

This request is to enter a new IGA effective July 1, 2020, through June 30, 2021, and to request an additional \$298,000 in funding for FY 2021. This agreement would bring the total amount of federal funding awarded to \$3,458,929. The funding will come from Teacher Quality Leadership – Title II federal dollars.

The financial background of this contract is illustrated in the table on the next page:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY11	\$0	\$380,624.80		\$0	\$0	\$380,625.00
FY12	\$0	\$372,807.63		\$0	\$0	\$372,808.00
FY13	\$0	\$277,143.00		\$0	\$0	\$277,143.00
FY14	\$0	\$342,352.86		\$0	\$0	\$342,353.00
FY15	\$0	\$297,117.36		\$0	\$0	\$298,000.00
FY16	\$0	\$297,360.68		\$0	\$0	\$298,000.00
FY17	\$0	\$298,000.00		\$0	\$0	\$298,000.00

FY18	\$0	\$298,000.00		\$0	\$0	\$298,000.00
FY19	\$0	\$298,000.00		\$0	\$0	\$298,000.00
FY20	\$0	\$298,000.00		\$0	\$0	\$298,000.00
FY21	\$0	\$0		\$0	\$298,000.00	\$298,000.00
Total	\$0	\$3,159,406.33		\$0	\$298,000.00	\$3,458,929.00

Business Enterprise Program

Not applicable.

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

Policy Implications: Approval of the contract with the National Board Resource Center at Illinois State University will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois. Additionally, Part 25.444 of Rule will be updated, per the new legislation that goes into effect Jan. 1, 2020.

Budget Implications: Funding for the Illinois National Board Initiative is dependent upon federal Title II money and if the state provides a line item to support educators who apply for National Board Certification.

Legislative Action: None required.

Communication: Approvals and updates will be shared with ISU.

Pros and Cons of Various Actions

Pros: Approval will allow the Illinois National Board Initiative to continue to grow and increase the number of diverse National Board Certified Teachers serving in Illinois classrooms statewide.

Cons: None.

Board Member(s) Who Will Abstain: None.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Request for Proposals/Notice of Funding Opportunities Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

Expected Outcome: This is a discussion item.

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Program Services Department
Carisa Hurley, Director, Early Childhood Department

Purpose of Agenda Item

The Department of Program Services will request the Board in January to authorize the State Superintendent to release and award a fiscal year 2021 Request for Proposals (RFP)/Notice of Funding Opportunities (NOFO) for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All 3-5 Expansion. Funding for the RFP/NOFO is subject to appropriation by the Illinois General Assembly.ⁱ

The initial term of the grants will begin July 1, 2020, and extend through June 30, 2021. There will be two one-year renewals to align with the FY 2019 competition contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

Background Information/History

The Early Childhood Block Grant (ECBG) consists of three programs: Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI).

Preschool for All Children Program

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program. The Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

The Preschool for All Children program provides half-day or full-day educational services to all 3- to 5-year-old children whose families choose to participate. The program focuses on providing high-quality educational programs for children who have been determined to be at risk of academic failure. The Preschool for All Children program serves only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before Sept. 1 of the school year in which the program is to be implemented).

Preschool for All Expansion Programⁱⁱ

The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. These quality components include comprehensive services and an instructional leader, a parent educator, mental health services, community partnerships, and family education opportunities. Preschool for All Expansion has an emphasis on increasing the number of classrooms that align with the Preschool Expansion Model to meet the federal match for the Preschool Expansion Grant, as well as increasing the number of full-day, high-quality comprehensive preschool slots for at-risk children in Illinois.

Prevention Initiative Program

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] establishes specific requirements for Early Childhood Block Grant programs that offer coordinated services to at-risk infants and toddlers and their

families. These programs are commonly referred to as the Prevention Initiative. The Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, Prevention Initiative programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an Individual Family Service Plan to guide and support each family based on a needs assessment. Finally, there must be a community involvement component to provide coordination within the service system.

The RFP/NOFO for PFA, PFAE, and PI will be released in January 2020. Proposals will be given priority based on the area to be served as defined by a Tier 1 or Tier 2 school district. Factors that are considered include adequacy rate,ⁱⁱⁱ the quality of the proposal, the need of the communities to be served, and the population of children birth to age 5 in need of services. Writers and reviewers of the RFP/NOFO will use a list of Tier 1 and Tier 2 districts made public via the ISBE website. It is important to note that 37 percent of funds must be allocated to Chicago Public Schools (CPS) and 25 percent of those funds must be dedicated to PI programming.⁴

Based on conversations with the Governor's Office, ISBE's first step working toward closing early childhood service gaps is to identify the number of classrooms necessary to serve all eligible children. Additionally, it is ISBE's goal to increase the per pupil amount that programs receive in their ECBG, which will provide currently funded programs additional dollars to support quality components (such as mental health consultation, transportation and salary increases for staff). Staff also met in early December with members of the Early Learning Council executive committee to hear their suggestions for modifications or new inclusions to the RFP/NOFO.

- Current Status: The Early Childhood Department is working with the Governor's Office to prepare the FY 2021 RFP/NOFO to be released after Board approval in January 2020.
- Relevant Data: In FY 2019 and FY 2020, the ECBG appropriation was insufficient to fund all awardable applications. In FY 2019, funds were received from the Department of Human Services (DHS) to award those applications, which were maintained with the FY 2020 appropriation. With support from DHS, all awardable applications in FY 2019 were funded. In FY 2020, there were 84 awardable applications totaling over 31M that were not able to be funded. This is a total of 5,849 unfunded slots in the State (PFA 2,661, PFAE 376, PI-HV 2,278, PI-CB 534).

In order to run a grant program in FY2021, the allocation for new programs, prior to awarding new programs, would need to include all mandates (37% CPS, 25% PI) and include funding for the FY 2020 and FY 2021 programs. If, for instance, \$100 million was appropriated to the ECBG, there will be approximately \$39 million left for new slots after the aforementioned mandates and extant programs are funded. This would result in an increase of approximately 9,000¹ slots (6,379 PFA, 921 PFAE, 1,701 PI) in the state. Of the \$39 million, 25% of this will be awarded to currently funded programs to increase the per pupil rate in their ECBG.

- Pros and Cons:
PROS: Assuming a sufficient state appropriation for the ECBG, allowing for the release and award of the ECBG RFP/NOFO will ensure applications are reviewed and awards are released upon the approval of a state budget.

Allowing for the award and release of the ECBG RFP/NOFO and prioritizing districts with fewer resources will assist in ensuring that children in these areas are able to access early childhood programming to prepare them for primary grade education.

CONS: Not approving the release and award of the ECBG RFP/NOFO until a budget is enacted will significantly delay the awarding of programs and delivery of services to children and communities.

Financial Background

The Program Services Department requests approval to release and award the ECBG RFP/NOFO in anticipation that the state will continue to support its longstanding commitment to early learning programming. The release of the RFP/NOFO prior to knowing an actual amount for programming is to ensure that services can commence as soon as possible after a budget is signed into law. It is important to note that 37 percent of funds must be allocated to CPS and 25 percent of funds must be dedicated to PI programming. The initial term of the grants will begin July 1, 2020, and extend through June 30, 2021. There will be two one-year renewals to align with the FY 2019 competition contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY19	\$493,738,100	0\$		0\$	0\$	\$493,738,100
FY20	\$543,738,100	0\$		0\$	0\$	\$543,738,100
FY21	--- \$	0\$		0\$	0\$	--- \$
Total	--- \$	0\$		0\$	0\$	--- \$

Business Enterprise Program

This RFP/NOFO will not have a BEP goal because it is a grant.

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

Policy Implications: Part 235(Early Childhood Block Grant states that programs that score 60 and above will be funded. Should the appropriation not be great enough meet all awardable applications, then some programs scoring 60 or above will not be funded.

Budget Implications: The Early Childhood Block Grant is funded by the State General Revenue Funds.

Legislative Action: Not applicable.

Communication: The RFP/NOFO will be posted on the ISBE Early Childhood website with a link to the application. Information is also posted in *ISBE's Weekly Message*, as well as forwarded to and passed on by early childhood advocacy agencies and members of the Early Learning Council. There will be a bidder's webinar provided after the RFP/NOFO is released

Pros and Cons of Various Actions

Pros: Programs will have funding to provide birth – age 3 and preschool programs throughout Illinois, with a priority on those service areas with fewer resources.

Cons: The children of Illinois with have fewer resources to ensure educational success and kindergarten readiness if this request is not approved.

Board Member(s) Who Will Abstain: None.

ⁱ The requested approval, assuming sufficient appropriation, will allow ISBE to release an RFP/NOFO and award applicants that meet the scoring threshold identified in 23 Illinois Administrative Code 235.55(b) once a budget is signed into law. This will allow awardees to receive funding to begin the delivery of services in FY 2021.

ⁱⁱ A Federal Preschool Development Grant - Expansion Grant was awarded to Illinois in 2014 and included a commitment to increase funding for the Early Childhood Block Grant by \$50 million through FY 2020. These increases were approved by the State Board at its September 2014 meeting. The FY 2016 increase was \$25 million, the FY 2017 increase was \$75 million, and the FY 2018 and FY 2019 increase was \$50 million each year.

ⁱⁱⁱ Evidence-Based Funding (EBF) uses a formula to place districts in one of four tiers based upon percentage of adequacy. Districts in Tier I are <67.4% adequacy, Tier II are between 67.4%-<90% adequacy, Tier III districts are between 90%-<100% adequacy, and Tier IV districts are <100% adequacy. Ninety-nine percent of any new EBF funds are allocated to Tier I and Tier II districts. See <https://www.isbe.net/Documents/FY20-EBF-At-a-Glance.pdf>.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Cut Score Recommendations for Redeveloped Licensure Tests

Expected Outcome: The recommended cut scores will be approved at the January Board meeting.

Materials: Appendix A, B, C, and D

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to review cut score recommendations at its December meeting and authorize the State Superintendent to approve them for the Phase IV Groups 4 and 5 field content exams at its January meeting.

Background Information/History

Teacher candidates in Illinois must successfully complete an exam in their respective content area prior to receiving a teaching license, among other requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracts with Evaluation Systems Group of Pearson to develop and deliver various content exams required for licensure. Evaluation Systems Group of Pearson worked with ISBE from 2016-18 to continue the redevelopment for 23 Illinois Licensure Testing System (ILTS) test fields in nine phases, with three phases completed. This work continues in 2019. Development of the revised tests in the ILTS program ensures alignment to relevant state and national standards. Content-specific pedagogy and reading literacy in the content areas are included in the redevelopment of ILTS tests. The last major redevelopment of tests in the ILTS program occurred during 2001-05.

A standard-setting panel, which consists of higher education faculty and teachers with expertise in the content-specific fields, was established for each of the 10 revised tests as the final step in the redevelopment process. (See Appendix A for test redevelopment process details). The standard-setting conference, held in June 2019, resulted in cut score recommendations for each test. The panels, which were diverse in terms of ethnicity, gender, and school setting (e.g., urban, rural, small, large), were composed of practicing Illinois educators who held endorsements in the respective areas and educator preparation faculty who are preparing future Illinois teachers in the 10 fields. (See Appendix B for the composition of each panel.)

Round 1 and Round 2 Standard Setting: Multiple Choice, Item-by-Item Ratings

Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). A modified Angoff standard-setting model was used for establishing the recommended raw passing scores for each subtest. This standard-setting model conforms to accepted industry practice and is used by the State Board of Education in establishing passing scores for all licensure tests. The method relies on raters estimating the difficulty of each item for a hypothetical group of minimally competent or (just acceptably qualified) examinees. Raters were asked to estimate the percent of just acceptably qualified examinees that would get each item correct.

Panelists were provided with detailed descriptors of JAQC and were asked to refer to the descriptors several times throughout the conference. Using the test frameworks, panel members discussed the level of professional knowledge and skills this group of candidates would need to perform the job of entry-level educators in these fields

in Illinois public schools. The discussion included a focus on the level of knowledge and skills required to be an effective educator in Illinois and fulfill the requirements of the respective Illinois license/endorsement. The discussion also revolved around differentiating those who are just above the “qualified” line separating qualified and unqualified candidates (the JAQC) and those who are much higher above the line separating qualified and unqualified candidates. Facilitators reminded panel members in these discussions that JAQCs, while ready to enter their roles as entry-level educators, will gain more experience, knowledge, and skills as their careers develop over time.

Next, panelists began item-rating activities following the JAQC discussions. This work occurred through multiple rounds. Each round resulted in a more refined judgment on test questions. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple choice question considering the expected performance level of “just acceptably qualified” entry-level candidates in Illinois. These JAQCs are those candidates who are just above the boundary line between qualified and unqualified candidates.

Specifically, when thinking about the expected performance level of the JAQC in Illinois, panelists were asked to rate how this hypothetical group of individuals would perform by answering the following question for each scorable multiple choice item on the first test form.

Imagine a hypothetical group of individuals who are just at the level of professional knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.

What percentage of this group would answer the item correctly?

0% – 10%	=	1	51% – 60%	=	6
11% – 20%	=	2	61% – 70%	=	7
21% – 30%	=	3	71% – 80%	=	8
31% – 40%	=	4	81% – 90%	=	9
41% – 50%	=	5	91% – 100%	=	10

Once the Round 1 ratings were complete, Evaluation Systems analyzed the data and provided panelists with summaries of their Round 1 results for their respective content exam. After discussing the rating summaries, panel members had an opportunity to revise their Round 1 item level judgments during Round 2, based upon additional instructions and training provided by the facilitators.

Round 3 Standard Setting: Multiple Choice, Confirmatory Ratings

In Round 3, the results of the Round 2 ratings were provided to each panelist. The facilitators explained how to read and interpret the Round 2 Multiple Choice Item-Based Passing Score Summaries. The Round 2 individual item ratings were calculated and a test-based passing score for each test was provided. The passing scores were described and discussed in preparation for a final Round 3 test-level rating. Based on the information provided in Round 3, panel members were then asked to provide Round 3 multiple choice passing score judgments for their test by responding to the questions below.

Imagine a hypothetical individual who is just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.

What is the number of multiple choice items on the test that would be answered correctly by this individual?

Rounds 1, 2, and 3 Standard Setting: Constructed-Response Ratings (Foreign Languages only)

There are two constructed-response items on each of the two foreign language tests. The first is a presentational speaking assignment that consists of a two-minute (maximum) recorded oral response. The second is a presentational writing assignment with a suggested length of 300-400 words.

In Round 1, the facilitator reviewed the performance characteristics, the score scale, and the scoring process for each of the foreign language assignments with the panelists. Panelists were provided with actual representative

responses (based upon the pilot test) at each of the four score points for each assignment. They were then asked to estimate the score that a JAQC would achieve on each assignment by asking themselves the following question and selecting one of the sample responses.

Specifically, “[i]magine a hypothetical group of individuals who are just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools. Which of the points on the score scale represents the level of response that would be achieved by this group?”

Panelists were then asked to double the score associated with the response they selected and enter a number between two and eight that represented the total score each panelist thought the JAQC would achieve.

In Round 2, panelists were provided with the results of their Round 1 selections. The panelists were then asked once again to select a response that represents how a JAQC would perform. This activity was completed for each constructed-response assignment.

In Round 3, the Round 2 results were reviewed and discussed. In Round 3, panelists could provide a more precise rating by predicting that the JAQC would receive one score by one reviewer and a different score by the second reviewer.

The recommended cut scores were shared with the State Educator Preparation and Licensure Board (SEPLB). SEPLB recommended on Oct. 4, 2019, that ISBE adopt Panel-Recommended Cut Scores for each test.

- **Current Status:** Review and redevelopment of most of the existing ILTS tests began in 2016 to ensure alignment to relevant content standards and national standards and include content-specific pedagogy and reading literacy in the content areas, where applicable. This redevelopment is divided into six phases, with Phase III tests going live starting in 2018 and tests included in the later phases going live starting in 2019, 2020, and 2021. These Phase IV tests align to relevant national content standards and are required for licensure.
- **Relevant Data:** See table below for pass rate data for the current versions of the Phase IV exams, disaggregated by race/ethnicity, for the past two years.

Phase IV Fields: Pass Rates by Race/Ethnicity 2017-19					
Best Attempt					
Field Name	Race/Ethnicity	N 2017-18	Pass Rate 2017-18 Best Attempt	N 2018-19	Pass Rate 2018-19 Best Attempt
English as a New Language					
	All	12	83%	14	93%
	White	4	Low N	9	Low N
	Hispanic	3	Low N	3	Low N
	Black/African American	1	Low N		
	Asian/ Pacific Islander	3	Low N	1	Low N

	Omitted	1	Low N	1	Low N
World Language: Italian					
	All	3	Low N	4	Low N
	White	3	Low N	3	Low N
	Omitted			1	Low N
Dance					
	All	8	Low N	4	Low N
	White	6	Low N	4	Low N
	Black/African American	2	Low N		
Family and Consumer Sciences					
	All	34	100%	33	100%
	White	29	100%	28	100%
	Hispanic	1	Low N	2	Low N
	Black/African American	2	Low N	1	Low N
	Asian/ Pacific Islander	1	Low N	1	Low N
	Other/Multiracial	1	Low N		
	Omitted			1	Low N
Library Information Specialist					
	All	77	95%	74	100%
	White	64	97%	67	100%
	Hispanic	3	Low N	3	Low N
	Black/African American	1	Low N	1	Low N
	Other/Multiracial	4	Low N	1	Low N
	Omitted	5	Low N	2	Low N
Reading Teacher					
	All	180	94%	201	88%
	White	147	96%	173	88%
	Hispanic	16	94%	13	85%
	Black/African American	4	Low N	3	Low N
	Asian/ Pacific Islander	6	Low N	5	Low N
	Other/Multiracial	6	Low N	4	Low N
	Omitted	1	Low N	3	Low N
Technology Specialist					
	All	142	86%	136	88%
	White	120	87%	118	89%
	Hispanic	8	Low N	3	Low N
	Black/African American	4	Low N	3	Low N
	Asian/ Pacific Islander	5	Low N	1	Low N
	Native American	1	Low N		
	Other/Multiracial	3	Low N	3	Low N
	Omitted	1	Low N	8	Low N
School Counselor					
	All	290	98%	232	97%
	White	203	100%	161	100%
	Hispanic	31	97%	24	100%

	Black/African American	40	90%	30	83%
	Asian/ Pacific Islander	5	Low N	6	Low N
	Native American			1	Low N
	Other/Multiracial	7	Low N	5	Low N
	Omitted	4	Low N	5	Low N
Chief School Business Official					
	All	72	89%	51	88%
	White	54	91%	41	95%
	Hispanic	5		1	Low N
	Black/African American	8		7	Low N
	Asian/ Pacific Islander	2		1	Low N
	Other/Multiracial	1		1	Low N
	Omitted	2			

- Pros and Cons:** Approving the cut score will allow educators to register for the exam and obtain a score to satisfy a licensure requirement. Educators who take the exam will not be able to enroll in student teaching until a cut score is approved. A passing score on the content test is required prior to student teaching, per 23 Illinois Administrative Code 25.720.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Approving the cut score will ensure that candidates are able to complete most current tests aligned to most current standards outlined in 23 Illinois Administrative Code.

Budget Implications: This is a no-cost contract. ILTS content tests are between \$99 and \$162 per test. In 2018, Pearson’s revenue from test administration and support totaled \$2.4 million (32,062 tests).

Legislative Action: Not applicable.

Communication: Communication to the field will include information regarding the redevelopment of the exams and dates as to when the tests become operational.

Pros and Cons of Various Actions

Pros: Approving the cut score will allow educators who take the exam to obtain a score to satisfy a licensure requirement.

Cons: Educators who take the exam will not be able to enroll in student teaching until a cut score is approved. A passing score on the content test is required prior to student teaching, per 23 Illinois Administrative Code 25.720.

Appendix A

Illinois Licensure Testing System

Test Development Process

Program Planning and Advisory Committees

Evaluation Systems staff meets with ISBE representatives to discuss and formulate plans for the development and administration components of Illinois Licensure Testing System (ILTS) redevelopment. A management planning document is developed by Evaluation Systems and serves as the basis for the discussions for each test development cycle. A Content Advisory Committee (CAC) is established for each field to review test materials primarily from the standpoint of content accuracy and appropriateness. A Bias Review Committee (BRC) is established to review test materials for issues of potential bias and diversity.

Develop Test Frameworks

The content of each test is documented in the test frameworks. The test frameworks define the content eligible for testing. Appropriate state and/or national standards, as indicated by ISBE, form the basis of each test framework. Each framework is divided into sub-areas (content domains). Each sub-area contains objectives aligned to the standards, and each objective is further defined by a set of descriptive statements that further delineate the content within each objective.

Framework Review

Illinois teachers and teacher educators are recruited to serve on the BRC and CAC. These committees meet with Pearson facilitators/trainers to review the test frameworks and revise them according to ILTS CAC and BRC review criteria.

Job Analysis Study

A three-part job analysis study is conducted after a content validation survey is compiled. First, a list of educator tasks is developed and subsequently reviewed by Illinois educators and college faculty. Second, a sample of Illinois educators participates in a task survey rating the importance of and time spent on each task. Third, members of the CAC participate in a "linking study" to establish a formal link between the educator tasks and the objectives in the test framework.

Content Validation Survey

A content validation survey of the objectives within the test framework is conducted after the test framework review. This is an important step in the validation of those objectives. A sample of Illinois educators and college faculty are asked to rate the importance of each objective to the job of an entry level educator in Illinois. The test frameworks are finalized based upon the results of the content validation survey and scheduled to be posted to the ILTS website.

Item Development

A set of draft test items is developed to assess the content defined by the validated test objectives. Content specialists, item development specialists, content and bias reviewers, and psychometricians are involved in developing test items for the ILTS to align the validated test objectives within each test framework.

Item Review Conference

The Illinois BRC and CAC meet to review the test items and revise them according to ILTS review criteria.

Field Testing

Reviewed and validated test items are field-tested by a number of Illinois educator preparation candidates to collect item performance data to determine if the items have acceptable statistical and qualitative characteristics and can be included on operational test forms.

Marker Response Selection (For content tests with constructed response Items only)

A panel of CAC members reviews and selects marker responses from the field tests. The panel selects a set of responses that represents each score point description for each type of constructed-response assignment. This set of responses is used as “marker” responses in scorer training and calibration activities.

Standard Setting/Passing Score Review

The last step in the test development process calls for members of the CAC to be trained to provide standard-setting judgments that will result in a passing score recommendation for each field. These recommendations are used by the Illinois State Board of Education to set the passing score for each test.

Appendix B
Faculty/Public School Educator Composition of Content

Committees

Test Field	Race/Ethnicity	Geographic Region	Faculty	Public School Educator	Total
Dance (209)	Black/African Am.= 2 White=4	Chicago=6	1	5	6
Family and Consumer Sciences (217)	Black/African Am.= 1 White=6 Not Reported=4	Chicago=1 Northwest=1 East Central=3 West Central=4 Southwest=2	2	9	1 1
Library Information Specialist (220)	White=7 Hispanic or Latino=1 Not Reported=3	Chicago=2 Northeast=4 Northwest=3 West Central=2	-	1 1	1 1
Reading Teacher (222)	White=5 Not Reported=1	Chicago=2 Northeast=2 East Central=1 Southwest=1	2	4	6
Technology Specialist (223)	Black/African Am.=1 White=7 Asian=1 Not Reported=1	Chicago=3 Northeast=2 Northwest=2 West Central=1 East Central=2	1	9	1 0
Chief School Business Official (224)	White=6 Not Reported=3	Chicago=1 Northeast=4	1	8	9

		Northwest=3 West Central=1			
School Counselor (235)	Black/African Am.=3 White=6	Chicago=3 Northeast=3 Northwest=2 Southeast=1	3	6	9
English as a New Language (250)	Black/African Am.=2 White=5 Hispanic or Latino=2	Chicago=3 Northeast=1 Northwest=2 East Central=2 Southwest=1	1	8	9
World Language: Italian (255)	White=2 Other=1	Chicago=3	3	-	3
World Language: Russian (259)	White=5 Two or More Races=1	Chicago=3 Northwest=2 Southeast=1	-	6	6

Appendix C
Panel-Recommended Cut Scores
with Standard Error of Measurement (SEM) Adjustments
multiple choice-only fields

Field	-2 SEM	-1 SEM	Panel-Recommended Cut Score	+1 SEM	+2 SEM
Dance (209)	44	49	53/80	57	62
Family and Consumer Sciences (217)	43	47	52/80	56	60
Library Information Specialist (220)	50	54	58/80	62	66
Reading Teacher (222)	43	48	52/80	56	61
Technology Specialist (223)	47	51	55/80	59	63
Chief School Business Official (224)	48	52	56/80	60	64
School Counselor (235)	50	54	58/80	62	66
English as a New Language (250)	46	50	54/80	58	63

Appendix D
World Languages (Italian and Russian)
Panel-Recommended Cut Scores (PRC) with SEM
Adjustments¹

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
World Language: Italian (255) Multiple Choice	27	31	34/52	37	41
Constructed-Response 1 Presentational Writing	3	4	5/8	6	7
Constructed-Response 2 Presentational Speaking	4	5	6/8	7	8
World Language: Russian (259) Multiple Choice	30	33	36/52	40	43
Constructed-Response 1 Presentational Writing	4	5	6/8	7	8
Constructed-Response 2 Presentational Speaking	5	6	7/8	8	9

¹ Constructed-Response Score scale is 1-4. Responses are scored by two independent reviewers. A candidate's final score for each constructed-response assignment is the sum of the two scores received from the reviewers.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of RFSP for Illinois Assessment of Readiness

Expected Outcome: This is a discussion item.

Materials: None

Staff Contact(s): Rae Clementz, Acting Director of Assessment
Daniel Brown, Supervisor, Assessment
Jim Palmer, Principal Consultant, IAR Coordinator

Purpose of Agenda Item

The Assessment Department requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) for the Grades 3-8 Illinois Assessment of Readiness (IAR) Administration Contractor and to enter into contract with the resultant bid for an initial term of five years from July 1, 2020, to June 30, 2025, with an optional three-year renewal (ending June 30, 2028) and an optional two-year renewal (ending June 30, 2030) for an amount not to exceed \$360 million.

Background Information/History

The Every Student Succeeds Act (ESSA) requires that states test students in reading or language arts and math annually in grades 3-8. ISBE is currently seeking feedback about state assessment programs, so this memo will be updated with additional information from this ongoing evaluation on Dec. 26, 2019, in advance of the January Board meeting.

The IAR was first administered in the 2018-19 school year, but the RFSP intended to procure the administration vendor for it was not deemed successful. The original RFSP was released on May 8, 2018; 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 on Oct. 1, 2018. 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. Unfortunately, the Chief Procurement Office's decision and remedy came too late, which placed the spring 2019 administration in significant jeopardy. Thus, on Jan. 16, 2019, the Board authorized ISBE to contract for a single year of assessment administration services under a competitive, multi-state procurement that was authored and conducted by the District of Columbia. Illinois was a contributor to that multi-state effort. The terms of the award could be accessed by interested states (including Illinois), which then licensed content through New Meridian. A second year of these services was approved by the Board on May 15, 2019, in the interests of ensuring a smoother 2020 administration. Newly appointed State Superintendent Dr. Carmen Ayala announced her intent to conduct a comprehensive statewide evaluation of the entire assessment system. The continuation of the contract procured by the District of Columbia ensured stability while the evaluation was being conducted.

The original RFSP was written to address stakeholder feedback about the outcomes most needed from the administration of a state accountability assessment. The RFSP had five main components. Bidders were asked to:

1. Administer a standards-aligned test on the PARCC scale using content from ISBE's content vendor, reporting preliminary machine-scored results within one week and preliminary human-scored results within one month of the end of the assessment window.
2. Transition from a fixed form assessment to a computer adaptive assessment, while maintaining comparability at the cohort level between year-to-year administrations.
3. Develop fully native language assessment options for mathematics. Fully native language assessment development was differentiated from translated or trans-adapted Spanish math forms currently available.

4. Develop fully aligned interim assessment(s) or assessment tool(s) that could be optionally administered by schools or districts in the fall and/or winter to measure student growth over time toward proficiency on the spring summative assessment.
5. Provide a single-platform solution that would flexibly host, score, and report assessments of other subject areas or grade levels (e.g., science, high school), which ISBE could optionally contract for.

The new RFSP differs from the one issued two years ago in the following ways:

1. It focuses on the online administration, scoring, and printed reporting of the Illinois accountability assessment of English/language arts and mathematics in grades 3-8. If the results of the statewide assessment evaluation indicate that additional item development is needed beyond what is contained in the existing content development contract, it will be addressed through a separate, future RFSP. This provides ISBE with an opportunity to gather additional feedback from stakeholders regarding appropriate assessment content.
2. For the present, the assessments will continue to consist of two online forms per grade and content area as well as additional accommodation assessments. If the results of the statewide assessment evaluation indicate that transitioning to computer adaptive assessments is still highly desired by the field, it will be addressed through a separate, future RFSP.
3. Timely return of results remains a high priority within the RFSP. The RFSP requires the return of preliminary machine-scored results within 1 week of the close of the administration window and preliminary human-scored results, along with final student reports, within 1 month of the close of the administration window. In addition, administrators and educators will benefit from the enhanced quality of reporting, which will at minimum include the incorporation of Lexile and Quantile correlates.
4. The current transadaptive mathematics assessment appears to be working well and, according to stakeholder feedback, needs no changes at this time. The development of a Spanish language arts assessment or other supports for English learners on the language arts portion of the exam will be addressed through a separate future RFSP when sufficient research and stakeholder engagement can determine what the most effective path forward will be.
5. Stakeholder feedback indicates there is no interest in bringing multiple assessments to a single platform. The new RFSP removes the options for a single platform. This provides much more flexibility if further study and stakeholder feedback indicate interest in moving towards computer adaptive or interim assessments.

There are important similarities in both procurements. At the core of both procurements are the services and deliverables necessary to smoothly and successfully administer, score, and report the state summative assessment, and to do so in a way that maintains high levels of support and accommodations for students with disabilities and English Learners. It also retains the option of interim assessments aligned to the summative assessment.

As the statewide assessment evaluation preliminary results indicate, stability of the assessment program over time is critical. As such, this RFSP establishes an initial five-year term and includes an optional three-year renewal and an optional two-year renewal to allow for a total 10-year program commitment. Respondents requested longitudinal data in the form of meaningful measures that are comparable across many years, as well as across other assessments administered by districts. This RFSP combines these efforts through the length of the contract and Item 3 in the second list above to support student progress/proficiency and student gains/growth scores that permit comparisons with optional interim assessments and yearly IAR assessments over a longer period of time (more trend data).

Finally, this RFSP is limited to grades 3-8 summative assessments required by ESSA. ISBE will work with key stakeholders to review the detailed survey and focus group results to guide the design a system that creates a healthy balance between federally required (ESSA) year-end summative testing and optional but valuable interim and formative assessments that actively support teaching and learning. Depending on the final results of the evaluation of the assessment system, a separate RFSP will be developed and released for K-2 assessment, as needed.

- **Current Status:** The current grades 3-8 assessment vendor contract ends June 30, 2020. The anticipated timeline for a procurement is no less than six months.
- **Pros and Cons:**
 - **Pros**
 - Establishes a long-term agreement that incorporates preliminary feedback from the field via the statewide assessment survey.

- Trims the scope of work to better position this procurement to meet the needs of the ESSA summative assessment program while highlighting potential future procurements to address additional assessment enhancements.
- Maintains supports for Spanish test versions.

Cons

- Potentially adds more vendors to the assessment process, which may require additional ISBE staff to coordinate the various efforts.
- Requires additional future procurements, which must then be carefully aligned to the outcome of this procurement to reduce risk of misalignment.

Financial Background

The original IAR approved amount included fiscal years 2021-24. The Assessment Department requests that fiscal years 2025-30 be added to maximize the procurement and assure the field that the program will remain in place, allowing for the collection of additional trend data.

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
FY21	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY22	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY23	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY24	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY25	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY26	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY27	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY28	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY29	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY30	\$0	\$0		\$18,000,000	\$18,000,000	\$0
Total	\$72,000,000	\$72,000,000		\$108,000,000	\$108,000,000	\$360,000,000

Business Enterprise Program

The Business Enterprise Program (BEP) goal is initially set at 20 percent. ISBE will finalize this with the BEP Council prior to posting the RFSP.

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

Policy Implications: The products and services associated with this contract are necessary to fulfill the federal requirement to annually assess all students in grades 3-8 in English language arts and mathematics under ESSA to maintain Illinois’ eligibility for receipt of approximately \$678 million annually in federal Title funds. These services are also critical to the statewide accountability system and are reported on the Illinois Report Card.

Budget Implications: The contract is in line with prior assessment contracts. It will be partially funded with state General Revenue Funds estimated at \$180 million.

Legislative Action: None.

Communication: Assessment Department staff will begin communicating to districts and schools regarding the administration platform and support materials applicable to administration of the spring 2021 assessment.

Pros and Cons of Various Actions

Pros: This action fulfills the federal mandate to assess students in grades 3-8 annually, which averts the consequences identified as cons. It provides standards-aligned information to teachers to guide instructional decision-making. It maintains stability within the accountability system and allows for modest system improvements while conforming to broader timelines regarding the evaluation of the assessment system.

Cons: Failure to deliver the federally required grades 3-8 assessment would impact the implementation of our accountability system for years. This system drives monetary support to schools and students, meaning students in underperforming schools would possibly not receive needed supports. Failure places Illinois at risk for sanctions, including the loss or restriction of approximately \$678 million in federal Title funds, and imposes additional federal monitoring demands and/or corrective actions requiring agency resources.

Recommendations:

I recommend that the following motion be adopted:

This memo will be updated with additional information from an ongoing evaluation of state assessment programs on Dec. 26, 2019, in advance of the January Board meeting.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Information Item: ISBE Fiscal & Administrative Monthly Reports

Materials: Financial Status Report (contract & grant detail) – FY19 & FY20
Comparative Statement of Expenditures – FY19 & FY20
Appropriation and Spending by Program – FY19 & FY20
Contract & Grant Awards Under \$1 million - FY19 & FY20
10-yr Headcount History Graph, Monthly Headcount Graph, Staff Detail

Staff Contact(s): Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board standard reports with key information on fiscal and administrative activities of the Illinois State Board of Education.

Background Information/History

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit, and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the agency organize and standardize the financial and headcount data provided to the Board for its future policy work and decision-making.

The monthly or quarterly fiscal and headcount reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Awards Under \$1 Million Report has been added to the SBE fiscal and administrative monthly reports package.

Currently, the following reports are provided:

1. Budget (annually in January)
2. Financial Status Report – Contract/Grant Detail (monthly)
3. Comparative Statement of Expenditures (monthly)
4. Appropriation and Expenditure (monthly)
5. Contract & Grant Awards Under \$1 Million (monthly)
6. Headcount Reports (monthly)
7. Headcount History Graph, Monthly Headcount Graph, & Staff Detail by Division

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

The fiscal and administrative reports are for informational purposes only. State and federal funding supports critical school functions to uphold efforts toward obtaining the board's goals. This funding provides the most support to the Illinois' communities most in need.

Recommendations:

The fiscal and administrative reports are for informational purposes only and do not require board action.

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 11/30/19
FY2020**

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>November Expenditures</u>	<u>Description</u>
Personal Services and Related	41,515.4	15,114.1	36.4%	3,105.4	Salaries & Benefits
Contractual Services	183,200.7	16,764.7	9.2%	3,074.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,742.4	301.7	17.3%	78.3	Staff Travel
Commodities	260.2	38.5	14.8%	6.9	Supplies; Books
Printing	123.4	0.5	0.4%	0.0	Agency Printing
Equipment	553.4	110.8	20.0%	87.8	Computers; Printers; Furniture
Telecommunications	746.4	183.8	24.6%	35.5	Telecommunications Expenses
Auto Operations	25.0	7.4	29.6%	3.4	Operation of Agency Autos
Prompt Payment Act	701.9	0.0	0.0%	0.0	Prompt Payment
Refunds	10.2	2.2	40.0%	0.1	Refunds
Grants	12,603,611.3	3,530,980.6	28.0%	832,796.1	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction and Maintenance Grants
TOTAL	12,861,881.4	3,563,504.3	27.7%	839,187.9	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Research and Evaluation

OER ASSOCIATES					Will establish an equitable Pre-K through Grade 12 student achievement assessment system tied to Illinois State Standards that offers educators quick and frequent access to results that can be used to target instruction to student needs during the same year of testing.
GRF	53.0	0.0	0.0%	0.0	

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	1,059.1	364.0	34.4%	0.0	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	636.0	198.7	31.2%	0.0	
GRF	1,112.1	347.1	31.2%	0.0	
Other State	423.1	132.1	31.2%	0.0	
Siciliano, Inc					Carpentry for ISBE Springfield office.
Other State	50.0	6.0	12.0%	0.0	

General Counsel

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Laner Muchin					In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.
GRF	150.5	41.0	27.2%	10.1	

Regulatory Support and Wellness

American Institutes for Research (AIR) Federal	664.6	221.5	33.3%	55.4	Technical assistance to the 21st Century Community Learning Centers grantees.
Educational Development Center Inc Federal	371.0	92.8	25.0%	0.0	Statewide evaluation of the 21st Century Community Learning Center program.
Southern Illinois University - Carbondale Federal	88.2	22.1	25.1%	0.0	
Illinois Criminal Justice Federal	84.7	2.5	3.0%	0.0	Will collect and analyze several different types of data to document the implementation of the STOP-SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training.
The University of Chicago GRF	753.0	0.0	0.0%	0.0	Will provide the support and services to administer a statewide survey of learning conditions as required by Section 2-3.153 of School Code (105 ILCS 5/2-3.153).
West 40 Intermediate Federal	243.1	0.0	0.0%	0.0	Will work in conjunction with the ISBE to meet the STOP grant deliverables of providing statewide mental health awareness trainings.

Innovation and Secondary Transformation

Educational SVC Region Office GRF	1,400.0	176.6	12.6%	0.0	Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
Illinois Department of Employment Security GRF	240.0	0.0	0.0%	0.0	A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
Peoria County ROE GRF	475.0	316.6	66.7%	79.1	Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.

Information Technology

Afton Partners Federal	55.0	22.5	100.0%	0.0	Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
Anchor Data Systems Other State	155.3	53.5	34.4%	7.0	One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Anchor Data Systems Other State	155.3	52.3	33.7%	7.4	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Ashbaugh & Associates					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
Other State	182.2	53.4	29.3%	8.7	
Ashbaugh & Associates					Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Other State	182.2	61.1	33.5%	8.7	
Ashbaugh & Associates					Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).
Federal	170.0	64.1	37.7%	7.9	
Ashbaugh & Associates					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18225
Federal	356.0	87.7	24.6%	17.4	
Ashbaugh & Associates					Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications
Federal	182.5	59.2	32.4%	9.0	
Bowsher Information Systems					One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216
GRF	164.0	55.6	33.9%	7.3	
Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	171.3	58.9	34.4%	7.9	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	167.3	58.1	34.7%	7.7	
Bowsher Information Systems					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225
Federal	176.0	60.0	34.1%	8.3	
Bowsher Information Systems					Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.
Federal	330.0	100.8	30.5%	16.0	
Bowsher Information Systems					One developer (Matt Fuiten) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172215
Federal	100.8	21.7	21.5%	0.0	
GRF	67.2	31.3	46.6%	8.0	
Bowsher Information Systems					Time and materials for the services of one software developer to provide continued development and maintenance of extant and future data systems as they pertain to Special Education projects. MY18228
Federal	172.0	53.0	30.8%	8.7	
Bowsher Information Systems					Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
Other State	168.0	53.4	31.8%	6.5	
Dynamic Interactive Business					One developer (HemantSinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214
Federal	81.6	35.8	43.9%	11.9	
GRF	54.4	11.9	21.9%	0.0	
Edify Technologies					Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems. MY18226
GRF	164.0	54.0	32.9%	6.5	
Edify Technologies					Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18224
Federal	158.0	53.7	34.0%	6.6	
Edify Technologies					Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212
GRF	164.0	52.8	32.2%	12.4	
IBM					One project manager, one business analyst 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 States Early Childhood program data. MY14222
Federal	302.8	0.0	0.0%	0.0	
GRF	1,199.7	307.2	25.6%	0.0	
Illinois Board of Higher Education					Will allow for the rapid development of the following enhancements to the Illinois Board of Higher Educations component of the Illinois Longitudinal Data System.
Federal	50.0	0.0	0.0%	0.0	
Lead IT					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18223
Federal	130.0	49.5	38.1%	11.5	
Learning Mate Solutions					One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse. MY162216
Other State	288.3	97.5	33.8%	60.7	
Federal	804.2	173.1	0.0%	71.3	
GRF	212.7	134.6	100.0%	33.4	
Learning Mate Solutions					Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued 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 grant projects.
Federal	150.0	20.7	13.8%	7.5	
Levi Ray & Shoup Inc					One Project Manager to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17228
Federal	170.0	54.9	32.3%	13.6	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
Federal	345.1	75.6	21.9%	44.8	
GRF	166.3	82.7	49.7%	37.8	
Other State	18.4	13.6	73.9%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.
GRF	140.0	47.1	33.6%	12.8	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.
Federal	157.7	34.6	21.9%	34.6	
GRF	32.3	32.3	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.
Other State	360.0	113.1	31.4%	29.1	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric,ESSA summative designations and holistic district plans.
Federal	92.0	36.1	39.2%	0.0	
GRF	92.0	25.4	27.6%	25.4	
Other State	46.0	18.7	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	80.0	26.3	32.9%	13.7	
GRF	48.0	11.7	24.4%	0.0	
Other State	32.0	13.1	40.9%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.
GRF	182.0	56.0	30.8%	15.3	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one data analyst (Jaimee Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.
Federal	128.9	0.0	0.0%	0.0	
GRF	15.0	15.0	100.0%	0.0	
Other State	36.0	15.0	41.7%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.
Federal	160.0	53.0	33.1%	12.4	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.
Other State	176.0	59.1	33.6%	16.1	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
GRF	680.0	209.2	30.8%	51.9	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse.
Federal	190.0	69.2	36.4%	17.6	
MBB of Springfield					Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18221
Federal	154.0	53.2	34.5%	14.0	
MBB of Springfield					One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	164.0	57.7	35.2%	15.4	
MBB of Springfield					One developer (Santosh Pulijala) to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172211
Federal	168.0	62.2	37.0%	17.1	
MBB of Springfield					Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project. MY182211
Federal	149.0	53.6	36.0%	13.8	
Northern Illinois					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.
Federal	81.8	41.0	0.0%	0.0	
GRF	48.8	0.0	0.0%	0.0	
Plickers					Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY19225
Federal	51.2	51.2	100.0%	0.0	
GRF	51.2	0.0	0.0%	0.0	
Southern Illinois University					Will coordinate and work with ISBE to further develop the Illinois Open Education Resources (IOER) including, but not limited to: planning, testing, and implementing IOER integration and tool enhancements. MY19223
Federal	40.1	7.7	19.2%	5.2	
GRF	52.3	0.0	0.0%	0.0	
Other State	3.3	0.0	0.0%	0.0	
Synapsis Inc.					One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	154.0	51.2	33.2%	13.3	
Synapsis Inc.					Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.
Federal	118.1	28.0	23.7%	28.0	
GRF	14.6	14.6	100.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
Other State	33.2	14.6	44.0%	0.0	
Veteran's Consulting Inc.					
Federal	164.0	48.1	29.3%	6.3	One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects. MY17226
<u>Technology Support and Infrastructure</u>					
CDW LLC					
Federal	188.9	0.0	0.0%	0.0	Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	0.0	0.0%	0.0	
Crowe Horwath LLP					
Federal	83.7	33.7	40.3%	4.7	Will perform comprehensive risk assessment.
GRF	124.0	20.7	16.7%	(1.6)	
Other State	55.8	11.4	20.4%	0.0	
<u>College and Career Readiness</u>					
Illinois State University					
Federal	259.8	15.6	6.0%	7.0	Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
<u>Curriculum and Instruction</u>					
Illinois State Univ					
Federal	1,775.0	323.3	18.2%	108.7	Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.
GRF	225.0	56.9	25.3%	17.6	
Illinois Math and Science Academy					
Federal	200.0	3.2	1.6%	0.0	Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.
Measurement Incorporated					
GRF	100.1	20.7	100.0%	20.7	Will provide an independent evaluation to determine the degree and debt to which dissemination of best practices and effective innovation have occurred at existing charter schools and each awarded site and to determine what differences these activities have made. MY19431
<u>Early Childhood</u>					
American Institutes of Research					
Federal	148.4	48.4	32.6%	0.0	Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.
American Institutes of Research					
					Will conduct a statewide birth to five early childhood needs assessment of the availability and quality of existing early childhood programs in Illinois.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Detailed Breakdown:					
Federal	184.2	26.0	14.1%	0.0	
American Institutes of Research					Will develop a statewide, birth to five Strategic Plan as described in the Preschool Development Grant. Birth -5 federal grant award.
Federal	248.8	32.0	12.9%	0.0	
IL Action for Children					A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations. MY18444
GRF	1,200.0	256.0	21.3%	191.8	
IL Action for Children					Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.
Federal	297.3	0.0	0.0%	0.0	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	0.0	
Illinois Network of Child Care					Will credential and related fees and tuition reimbursement for the PDG B-5 Grant.
Federal	72.5	72.5	100.0%	0.0	
IL Department of Children					Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website
Federal	252.9	0.0	0.0%	0.0	
Illinois State University					Will provide services for the ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant, especially in the areas of supporting a Birth to Third Grade Continuum of Learning. ISU will hire a P-3 Director, whose tasks will be to support districts to align preschool - 3rd grade through system building, highly qualified and committed personnel and appropriate and inclusive standards, environments and measures.
Federal	51.6	21.4	41.5%	4.7	
National Louis University					Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443
GRF	1,569.8	392.4	25.0%	0.0	
Northern Illinois					Will conduct a multi-dimensional evaluation of the Preschool Expansion Grant Program.
Federal	71.5	27.2	38.0%	0.0	
Northern Illinois					Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.
Federal	139.1	87.2	62.7%	38.8	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	274.6	156.3	56.9%	0.0	
Regents of The University of California					Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.
GRF	500.7	167.0	33.4%	166.9	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Sangamon County ROE					Will provide approximately 16 part time KIDS Professional Development Consultants located throughout the state and one KIDS Professional Development Coordinator. Consultants will provide yearly KIDS teacher and administrator trainings to new staff, as well as personalized coaching to kindergarten classes located within their designated areas of service.
GRF	1,002.2	191.0	0.0%	0.0	
SCHOOL ASSN FOR SPECIAL EDUC					Will provide a summary of recommendations on inclusion of 0-5 year old's with disabilities in community based early childhood programs included in strategic plan use the surveys results of school districts and community based early childhood programs to identify how children with disabilities are supported within the community based early childhood programs, the barriers and what would be helpful to alleviate those barriers.
Federal	66.0	0.0	0.0%	0.0	

School Readiness Consulting					Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.
Federal	67.4	8.1	12.0%	0.0	
YWCA of Metropolitan Chicago					Will conduct a completed review of the KTAC recommended practices and policy changes.
Federal	56.9	0.0	0.0%	0.0	
University of Illinois					Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. 18025
GRF	350.0	61.1	17.5%	20.9	
University of Illinois					The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders. MY19442
GRF	750.0	185.4	24.7%	65.6	

English Language Learning

Northern Illinois University					Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452
Federal	574.0	48.0	8.4%	0.0	
University of Colorado					Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.
Federal	100.0	0.0	0.0%	0.0	
The Center for Resources					Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners. MY17452
GRF	500.0	124.9	25.0%	41.6	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

The Center for Resources					Will develop and deliver high quality, ongoing professional development to support English learners, biliteracy, and bilingual family engagement. MY17451
GRF	1,199.9	178.7	14.9%	60.8	

Special Education Services

Boone Winnebago ROE					Will hire, supervise and evaluate state sponsored IEP facilitators in partnership with ISBE. IEP facilitators will promote positive communication between districts/school personnel and parents during IEP meetings and assist with resolving conflicts that may arise as IEP team works to develop mutually acceptable IEPs.
Federal	125.0	5.6	4.5%	0.0	
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	800.0	145.5	18.2%	65.1	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	73.0	18.2	24.9%	0.0	
Mediation Officers (10)					Special Education mediation services
Federal	200.0	68.3	34.2%	17.6	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	818.5	272.8	33.3%	0.0	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	138.0	45.9	33.3%	11.4	
Special Education Solutions					Will provide Special Education Mediator Training to maintain the mediators special education regulatory knowledge, dispute resolution skill set and critical thinking skills.
Federal	55.3	18.4	33.3%	4.6	
University of Illinois					Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.
Federal	144.0	48.0	33.3%	12.0	

Assessment

College Entrance Exam Board					Will administer, score and report the assessments of state and federal accountability in grades 9 through 11.
GRF	9,663.2	0.0	0.0%	0.0	
NCS Pearson					Contractor will provide test administration services for the 3-8 assessment.
Federal	4,027.5	0.0	0.0%	0.0	
GRF	18,347.8	0.0	0.0%	0.0	
New Meridian Corporation					Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8. MY18641
GRF	6,362.6	2,638.0	41.5%	527.5	
University of Kansas Ctr for Research					Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
Federal	2,558.0	895.3	35.0%	0.0	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,291.0	1,316.2	40.0%	0.0	
GRF	3,291.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Southern Illinois University - Carbondale					Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644
Federal	4,033.0	0.0	0.0%	0.0	
GRF	467.0	458.0	0.0%	458.0	

Breakthrough Technologies					Breakthrough Technologies will transfer ownership of the AWS account it currently administers on ISBEs behalf for the Illinois Science Assessment to ISBE.
Federal	67.5	67.5	100.0%	0.0	

Educator Certification

Central Illinois Staffing Services LLC					Temporary assistance with scanning and uploading mail, forms and other licensure documents during the summer season.
Other State	18.1	0.0	0.0%	0.0	
Westat Inc					Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.
Federal	69.0	4.0	5.8%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	0.0	0.0%	0.0	
Henderson Knox Mercer Warren					Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Federal	180.0	0.0	0.0%	0.0	
Hearing Officers (5)					Certification Revocation Hearing Officers
Other State	80.0	0.2	0.3%	0.0	

IL-Empower

Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	946.2	217.4	23.0%	0.0	
Measurement Inc					Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students. MY19731
Federal	172.0	43.0	25.0%	43.0	

Data Strategies Analytics

National Student Clearinghouse					Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.
GRF	78.2	0.0	0.0%	0.0	
Northern Illinois University					Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool. MY17683
Federal	639.1	0.0	100.0%	0.0	
GRF	1,110.9	0.0	0.0%	0.0	

Fiscal Support Services

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	119.0	85.0	71.4%	33.0	

Funding and Disbursements

MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	99.0	14.0	14.1%	14.0	
MTW Solutions					Annual license fee for propriety software which is a design tool that allows ISBE staff to design, develop and publish state and federal grants via the electronic Grants Management System. (eGMS)
Other State	49.5	49.5	100.0%	0.0	

Nutrition Programs

City of Chicago					Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CAFCP) At-Risk program in the City of Chicago.
Federal	145.0	102.0	70.3%	0.0	
CN Resource LLC					Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.
Federal	450.0	0.0	0.0%	0.0	
Hambrick & Associates Inc.					Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.
Federal	500.0	0.0	0.0%	0.0	
Precision Business Solutions					Will provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs. Federal regulations require that ISBE provide appeal rights whenever fiscal action from reviews, denial of applications and revisions of claims.
Federal	95.0	6.0	6.3%	2.0	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	85.0	56.4	66.4%	0.0	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	281.3	0.0	0.0%	0.0	
Lanter Distributing LLC					Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Other State	2,500.0	510.3	20.4%	183.0	
LB-UBS Commercial Mortgage					Will provide conference space, service and catering service to ISBEs School Nutrition Programs Back to School Conference 7/22/19-7/24/19.
Federal	75.0	54.8	73.1%	0.0	

School Business Services

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
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Detailed Breakdown:

Encore Consulting Services					Temporary assistance is needed to help in completing the uploading of school district Annual Financial Report data and 2019 budget data, calculating and completing reports for the Financial Profile designations, calculating and completing the Special Education Revenue and Expenditure Report, calculating each districts Operating Expense per Pupil and Per Capital Tuition Charge. MY19861
Federal	23.1	23.1	100.0%	0.0	
GRF	77.0	11.7	11.7%	2.8	

Federal and State Monitoring

Vander Wee Group LLC					Contract will cover monitoring of federal grants provided to CPS. Including a monitoring plan, work papers documenting testing activities and results subject to review and acceptance by ISBE periodically throughout fieldwork and a final report describing activities the activities performed and findings noted subject to review and acceptance by ISBE. MY18881
Federal	121.3	74.5	61.4%	0.0	

Accountability

The Center					Will provide research on accountability best practices, evaluate the functionality of Illinois accountability system and provide opportunities for state agency and staff to collaborate with the other state technical experts to refine and improve the States accountability system and assessments.
Federal	331.5	0.0	0.0%	0.0	

Grants Breakdown:

Evidence-Based Funding	7,209,463.3	2,600,071.0	36.1%	642,980.7	Formula
Title I - Low Income	1,090,000.0	97,704.0	9.0%	20,165.6	Formula
Child Nutrition	1,062,500.0	214,513.7	20.2%	78,187.7	Formula - Reimbursement
IDEA	754,000.0	110,314.3	14.6%	28,540.2	Formula
Early Childhood Block	533,670.8	183,312.9	34.3%	38,450.3	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	96,920.7	25.0%	0.0	Formula
Transportation Reg/Voc	289,200.8	72,300.2	25.0%	0.0	Formula
School Infrastructure	255,928.4	972.3	0.4%	22.7	Grant
Title II - Teacher Quality	160,000.0	15,195.6	9.5%	2,976.9	Formula
Spec Ed Private Tuition	152,320.0	38,080.0	25.0%	0.0	Formula
Title IV - 21st Century	112,128.8	9,052.1	8.1%	1,857.3	Competitive
Title IV - SSAE	87,871.2	8,613.4	9.8%	2,157.4	
Spec Ed Orphanage Tuition	80,500.0	10,376.1	12.9%	0.0	Formula
Career and Tech Ed - Federal	66,000.0	7,264.4	11.0%	2,264.8	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	4,821.1	9.6%	1,117.4	Grant
Career & Tech Ed Programs - State	43,062.1	20,475.9	47.5%	3,089.6	Formula
Preschool Expansion Grants	34,013.5	888.5	2.6%	45.9	Grant
IDEA Preschool	29,200.0	4,322.4	14.8%	1,060.6	Formula - special education, 3-5 year-olds
Title V - Charter Schools	23,000.0	0.0	0.0%	0.0	Competitive
After-School Programs	20,000.0	0.0	0.0%	0.0	Grants
Drivers' Education	16,000.0	4,000.0	25.0%	0.0	Reimbursement
District Intervention	12,100.0	2,900.0	24.0%	2,900.0	Grants
Truants' Alternative Optiona Educati	11,500.0	3,661.5	31.8%	982.9	Grants
ROE Salaries	11,200.0	4,405.3	39.3%	879.8	Salaries for ROE's

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>November</u>	<u>Description</u>
Grants Breakdown:					
Orphanage Tuition	10,100.0	1,732.6	17.2%	0.0	Reimbursement to school districts for children residing in orphanages
Illinois Free Lunch and Breakfast	9,000.0	1,941.6	21.6%	799.9	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	0.0	0.0%	0.0	Loans to schools to implement technology
ROE Services	6,970.0	2,924.7	42.0%	593.4	Services for ROE's
Sexual Risk Avoidance Education	6,403.7	924.0	14.4%	64.3	Grant
Alternative Ed/Reg Safe Schools	6,300.0	2,634.9	41.8%	564.4	Formula
Substance Abuse and Mental Health	5,300.0	426.4	8.0%	126.2	Grant
Agriculture Education	5,000.0	2,061.2	41.2%	865.4	Grants to school districts
Title X - Education for Homeless	5,000.0	290.8	5.8%	0.0	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	431.5	8.6%	202.7	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	Grants
Philip J. Rock Center & School	3,777.8	1,009.8	26.7%	309.8	Targeted Initiative
Property Tax Relief Grant	3,650.0	0.0	0.0%	0.0	Grants
Southwest Organizing Project	3,500.0	1,750.0	50.0%	437.5	Grants
After School Matters	3,443.8	0.0	0.0%	0.0	Grant to After School Matters
Title I - Advanced Placement	3,300.0	224.8	6.8%	0.0	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
Youth Build Illinois	2,500.0	625.0	25.0%	0.0	Grants
Low Income Adv Placement Fee	2,000.0	0.0	0.0%	0.0	Competitive - at-risk students/dropout prevention
Title V-Rural & Low-Income Prog.	2,000.0	321.6	16.1%	67.1	Grants to school districts
Title II Math/Science Partnerships	2,000.0	913.6	45.7%	0.0	Formula
PDG Birth to Five	1,551.9	539.1	34.7%	97.3	Grant
Nat'l Board Certification	1,500.0	0.0	0.0%	0.0	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	650.0	45.7%	75.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	0.0	0.0%	0.0	Grants to lowest performing schools
Mental Health Services	1,000.0	0.0	0.0%	0.0	Grants
Mobile Tolerance Education Center	1,000.0	0.0	0.0%	0.0	Grants
Teach for America	1,000.0	416.7	41.7%	416.7	Grant to Teach for America-Chicago
Emergency Financial Assistance	1,000.0	0.0	0.0%	0.0	Formula and loans to school districts
Temporary Relocation	1,000.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Blind and Dyslexic	846.0	200.5	23.7%	200.5	Grant to increase achievement of students with visual impairments
IDEA - Deaf/Blind	800.0	70.7	8.8%	37.0	Grant to Philip J. Rock Center
Advanced Placement - Course Impl.	500.0	113.9	22.8%	27.0	Grants
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grants
District Consolidation Costs	218.0	134.7	61.8%	134.7	Grants
STEM Programs	200.0	24.5	12.3%	24.5	Grants
After School Rescue Fund	200.0	0.0	0.0%	0.0	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	0.0	Other/Repayment of loans
Parent Education Pilot	175.0	72.9	41.7%	72.9	Grants
Autism	100.0	30.0	30.0%	0.0	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	100.0	70.0	70.0%	0.0	ROE Bus Driver Training
Indirect Grants	57.1	57.1	100.0%	0.0	Grants to school districts
Art Institute of Chicago	30.0	0.0	0.0%	0.0	Grants

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 71,057,100	\$ 13,682,943	\$ 57,374,157	19.26%	80.74%
Awards and Grants	4,046,632,800	1,323,619,997	2,723,012,803	32.71%	67.29%
Total General Revenue Fund	\$ 4,117,689,900	\$ 1,337,302,940	\$ 2,780,386,960	32.48%	67.52%
<u>Education Assistance Fund</u>					
Awards and Grants	\$ 728,849,300	\$ 400,303,761	\$ 328,545,539	54.92%	45.08%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 1,021,243,669	\$ 2,191,771,931	31.78%	68.22%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 1,359,918	\$ 4,640,082	22.67%	77.33%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 82,029	\$ 8,402,771	0.97%	99.03%
Lump Sums (10)	7,990,000	1,185,434	6,804,566	14.84%	85.16%
Total SBE Special Purpose Trust Fund	\$ 16,474,800	\$ 1,267,463	\$ 15,207,337	7.69%	92.31%
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 51,519	\$ 2,157,381	2.33%	97.67%
<u>SBE Federal Department of Agriculture Fund</u>					
Lump Sums	\$ 19,904,700	\$ 3,131,968	\$ 16,772,732	15.73%	84.27%
Awards and Grants	1,062,500,000	214,513,706	847,986,294	20.19%	79.81%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 217,645,674	\$ 864,759,026	20.11%	79.89%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Lump Sums	\$ 1,378,800	\$ 77,848	\$ 1,300,952	5.65%	94.35%
Awards and Grants	17,050,000	2,180,140	14,869,860	12.79%	87.21%
Total SBE Federal Agency Services Fund	\$ 18,428,800	\$ 2,257,988	\$ 16,170,812	12.25%	87.75%
<u>SBE Federal Department of Education Fund</u>					
Lump Sums	\$ 85,869,800	\$ 8,271,755	\$ 77,598,045	9.63%	90.37%
Awards and Grants	2,435,900,000	261,110,149	2,174,789,851	10.72%	89.28%
Total SBE Federal Department of Education Fund	\$ 2,521,769,800	\$ 269,381,904	\$ 2,252,387,896	10.68%	89.32%
<u>Charter Schools Revolving Loan Program Fund</u>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Lump Sums	\$ 600,000	\$ 2,411	\$ 597,589	0.40%	99.60%
District Broadband Expansion	15,928,428	972,318	14,956,110	6.10%	93.90%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 256,528,428	\$ 974,729	\$ 255,553,699	0.38%	99.62%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	30.00%
Awards and Grants	6,970,000	2,924,737	4,045,263	41.96%	58.04%
Grants for Educational Purposes	11,200,000	4,405,295	6,794,705	39.33%	60.67%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 7,400,032	\$ 10,869,968	40.50%	59.50%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>Fund for Advancement of Education</u>					
Awards and Grants	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	63.58%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 314,664	\$ 935,336	25.17%	74.83%
ISBE TOTALS	\$ 12,861,881,365	\$ 3,563,504,252	\$ 9,298,377,113	27.71%	72.29%

Footnote: The Financial Status Report – Awards and Grants line items differ from the Awards and Grants Expenditures Report due to appropriations allowed for the use of grant funds for ordinary and contingent costs. The Financial Status Report references the entire grant award while the Awards and Grants Report has the administrative costs removed.

ILLINOIS STATE BOARD OF EDUCATION
Combined Financial Status Report
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>All Funds</u>						
Lump Sums	205,044,100	27,045,055	1,185,433	176,813,611	13.19%	86.23%
Awards and Grants	12,387,446,128	3,535,273,764	-	8,852,172,364	28.54%	71.46%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total All Funds	\$ 12,861,881,365	\$ 3,562,318,819	\$ 1,185,433	\$ 9,298,377,113	27.70%	72.29%
<u>General Revenue Fund</u>						
Lump Sums	\$ 71,057,100	\$ 13,682,943	\$ -	\$ 57,374,157	19.26%	80.74%
Awards and Grants	4,046,632,800	1,323,619,997	-	2,723,012,803	32.71%	67.29%
Total General Revenue Fund	\$ 4,117,689,900	\$ 1,337,302,940	\$ -	\$ 2,780,386,960	32.48%	67.52%
<u>Other State Funds</u>						
Lump Sums	\$ 26,833,700	\$ 3,065,975	\$ -	\$ 23,767,725	11.43%	88.57%
Awards and Grants	4,825,363,328	1,733,849,772	-	3,091,513,556	35.93%	64.07%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total Other State Funds	\$ 5,121,588,165	\$ 1,736,915,747	\$ -	\$ 3,384,672,418	33.91%	66.09%
<u>Federal Funds</u>						
Lump Sums	107,153,300	11,481,570	-	95,671,730	10.72%	89.28%
Awards and Grants	3,515,450,000	477,803,995	-	3,037,646,005	13.59%	86.41%
Total Federal Funds	\$ 3,622,603,300	\$ 489,285,566	\$ -	\$ 3,133,317,734	13.51%	86.49%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,445,598,300	\$ 878,827,348	\$ 1,566,770,952	35.94%	64.06%
Advanced Placement Classes	500,000	113,853	386,147	22.77%	77.23%
Advanced Placement Low Income Test Fee	2,000,000	-	2,000,000	0.00%	100.00%
District Consolidation	218,000	134,694	83,306	61.79%	38.21%
Agriculture Education	5,000,000	2,061,176	2,938,824	41.22%	58.78%
Vocational Education Career and Technical Education	43,062,100	20,475,899	22,586,201	47.55%	52.45%
Early Childhood Education	533,670,771	183,312,865	350,357,906	34.35%	65.65%
Youthbuild Illinois	2,500,000	625,000	1,875,000	25.00%	75.00%
Parent Education Pilot Program	175,000	72,916	102,084	41.67%	58.33%
STEM Programs	200,000	24,500	175,500	12.25%	87.75%
Art Institute of Chicago	30,000	-	30,000	0.00%	100.00%
Mental Health Services	1,000,000	-	1,000,000	0.00%	100.00%
Mobile Tolerance Education Center	1,000,000	-	1,000,000	0.00%	100.00%
District Intervention	12,100,000	2,900,000	9,200,000	23.97%	76.03%
Blind and Dyslexic	846,000	200,539	645,461	23.70%	76.30%
Materials Center for the Visually Impaired	1,421,100	650,000	771,100	45.74%	54.26%
Alternative Education/Regional Safe Schools	6,300,000	2,634,871	3,665,129	41.82%	58.18%
Truants' Alternative/Optional Education	11,500,000	3,661,546	7,838,454	31.84%	68.16%
National Board Certification Reimbursement	1,500,000	-	1,500,000	0.00%	100.00%
Teach for America	1,000,000	416,665	583,335	41.67%	58.33%
Special Education-Private Tuition	152,320,000	38,079,996	114,240,004	25.00%	75.00%
Special Education-Orphanage Tuition	80,500,000	10,376,099	70,123,901	12.89%	87.11%
Transportation-Regular/Vocational	289,200,800	72,300,200	216,900,600	25.00%	75.00%
Transportation-Special Education	387,682,600	96,920,650	290,761,950	25.00%	75.00%
Free Lunch/Breakfast	9,000,000	1,941,621	7,058,379	21.57%	78.43%
Orphanage Tuition	10,100,000	1,732,570	8,367,430	17.15%	82.85%
Property Tax Relief Grants	3,650,000	-	3,650,000	0.00%	100.00%
Southwest Organizing Project-Parent Mentoring	3,500,000	1,750,000	1,750,000	50.00%	50.00%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	-	1,002,800	0.00%	100.00%
Autism	100,000	30,000	70,000	30.00%	70.00%
After-School Programs (Community Health Initiative)	20,000,000	-	20,000,000	0.00%	100.00%
Philip Rock Center	3,777,800	1,009,800	2,768,000	26.73%	73.27%
After School Matters	3,443,800	-	3,443,800	0.00%	100.00%
Total General Revenue Fund	\$ 4,034,121,671	\$ 1,320,475,409	\$ 2,713,646,262	32.73%	67.27%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ 400,000,000	327,149,356	55.01%	44.99%
Total Education Assistance Fund	\$ 727,149,356	\$ 400,000,000	\$ 327,149,356	55.01%	44.99%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Common School Fund</u>					
Evidence-Based Funding	\$ 3,213,015,600	\$ 1,021,243,669	\$ 2,191,771,931	31.78%	68.22%
Total Common School Fund	\$ 3,213,015,600	\$ 1,021,243,669	\$ 2,191,771,931	31.78%	68.22%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 57,075	\$ 57,075	\$ -	100.00%	0.00%
Total Special Purpose Trust Fund	\$ 57,075	\$ 57,075	\$ -	100.00%	0.00%
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
Total Drivers Education Fund	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	63.58%
Total Fund for the Advancement of Education	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	63.58%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 214,513,706	\$ 847,986,294	20.19%	79.81%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 214,513,706	\$ 847,986,294	20.19%	79.81%
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,358,735	\$ 917,563	\$ 5,441,172	14.43%	85.57%
PDG Birth to Five	1,551,855	539,071	1,012,785	34.74%	65.26%
Improving Student Health	45,000	6,430	38,570	14.29%	85.71%
Substance Abuse and Mental Health	5,300,000	426,414	4,873,586	8.05%	91.95%
Total SBE Federal Agency Services Fund	\$ 13,255,590	\$ 1,889,478	\$ 11,366,113	14.25%	85.75%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 321,619	\$ 1,678,381	16.08%	83.92%
Preschool Expansion Grant	34,013,547	888,471	33,125,076	2.61%	97.39%
Title III - English Language Acquisition	50,400,000	4,821,073	45,578,927	9.57%	90.43%
Charter Schools	23,000,000	-	23,000,000	0.00%	100.00%
Advanced Placement Fee	3,300,000	224,824	3,075,176	6.81%	93.19%
Title I - Basic	917,260,000	76,842,504	840,417,496	8.38%	91.62%
Title I - Migrant Children	3,540,000	550,068	2,989,932	15.54%	84.46%
Title I - Neglected/Delinquent	1,200,000	215,880	984,120	17.99%	82.01%
Title I - School Improvement	168,000,000	20,095,511	147,904,489	11.96%	88.04%
Title IV - 21st Century/Community Service	112,128,763	9,052,168	103,076,595	8.07%	91.93%
Title IV - ESEA Student Support	87,871,237	8,613,450	79,257,787	9.80%	90.20%
Title II - Teacher Quality	160,000,000	15,195,587	144,804,413	9.50%	90.50%
Title II - Math/Science Partnerships	2,000,000	913,628	1,086,372	45.68%	54.32%
Title X - McKinney Homeless	5,000,000	290,756	4,709,244	5.82%	94.18%
Longitudinal Data System	500	-	500	0.00%	100.00%
IDEA - Preschool	29,200,000	4,322,393	24,877,607	14.80%	85.20%
IDEA - Improvement	5,000,000	431,502	4,568,498	8.63%	91.37%
IDEA	754,000,000	110,314,323	643,685,677	14.63%	85.37%
IDEA - Deaf/Blind	800,000	70,702	729,298	8.84%	91.16%
Career and Technical Education - Basic Perkins	66,000,000	7,264,469	58,735,531	11.01%	88.99%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,429,714,047	\$ 260,428,927	\$ 2,169,285,119	10.72%	89.28%
<u>Charter Schools Revolving Loan Program Fund</u>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total Charter Schools Rev. Loan Program Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total Temporary Relocation Exp. Rev. Grant Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through November 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Infrastructure Fund</u>					
School Infrastructure	\$ 255,928,428	\$ 972,318	\$ 254,956,110	0.38%	99.62%
Total School Infrastructure Fund	\$ 255,928,428	\$ 972,318	\$ 254,956,110	0.38%	99.62%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	30.00%
Awards and Grants, Lump Sums	6,970,000	2,924,737	4,045,263	41.96%	58.04%
Grants for Educational Purposes	11,200,000	4,405,295	6,794,705	39.33%	60.67%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 7,400,032	\$ 10,869,968	40.50%	59.50%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total After School Rescue Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School District Emergency Financial Assistance</u>					
Lump Sums	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total After School Rescue Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 12,633,002,904	\$ 3,530,980,606	\$ 9,102,022,298	27.95%	72.05%

Footnote: The Financial Status Report – Awards and Grants line items differ from the Awards and Grants Expenditures Report due to appropriations allowed for the use of grant funds for ordinary and contingent costs. The Financial Status Report references the entire grant award while the Awards and Grants Report has the administrative costs removed.

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (November 30, 2019)
Fiscal Years 2019 and 2018

	FY20				FY19			
	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date
<i>All Funds</i>								
Lump Sums/Admin	\$ 205,044,100	\$ 27,045,055	\$ 1,185,433	13.19%	\$ 240,558,300	\$ 28,219,779	\$ 555,049	11.96%
Awards and Grants	12,387,446,128	3,535,273,764	-	28.54%	11,889,236,900	3,299,455,799	-	27.75%
Construction Grants	269,391,137	-	-	0.00%	69,391,137	-	-	-
Total All Funds	\$ 12,861,881,365	\$ 3,562,318,819	\$ 1,185,433	27.70%	\$ 12,199,186,337	\$ 3,327,675,578	\$ 555,049	27.28%
<i>General Revenue Fund</i>								
Lump Sums	\$ 71,057,100	\$ 13,682,943	\$ -	19.26%	\$ 72,576,100	\$ 13,605,403	\$ -	18.75%
Awards and Grants	4,046,632,800	1,323,619,997	-	32.71%	3,728,852,000	1,209,110,908	-	32.43%
Total General Revenue Fund	\$ 4,117,689,900	\$ 1,337,302,940	\$ -	32.48%	\$ 3,801,428,100	\$ 1,222,716,311	\$ -	32.16%
<i>Other State Funds</i>								
Lump Sums	\$ 26,833,700	\$ 3,065,975	\$ -	11.43%	\$ 25,828,900	\$ 3,343,703	\$ -	12.95%
Awards and Grants	4,825,363,328	1,733,849,772	-	35.93%	4,646,084,900	1,633,725,078	-	35.16%
Construction Grants	269,391,137	-	-	0.00%	69,391,137	-	-	0.00%
Total Other State Funds	\$ 5,121,588,165	\$ 1,736,915,747	\$ -	33.91%	\$ 4,741,304,937	\$ 1,637,068,781	\$ -	34.53%
<i>Federal Funds</i>								
Lump Sums	\$ 107,153,300	\$ 11,481,570	\$ -	10.72%	\$ 142,153,300	\$ 11,270,673	\$ -	7.93%
Awards and Grants	3,515,450,000	477,803,995	-	13.59%	3,514,300,000	456,619,813	-	12.99%
Total Federal Funds	\$ 3,622,603,300	\$ 489,285,566	\$ -	13.51%	\$ 3,656,453,300	\$ 467,890,486	\$ -	12.80%

Illinois State Board of Education

FY 2020 Appropriation & Spending by Program 07/01/2019 thru 11/30/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$8,143,834.6</u>	<u>\$8,142,134.7</u>	<u>\$1,699.9</u>	<u>\$2,821,860.6</u>	<u>\$2,821,556.8</u>	<u>\$303.8</u>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$2,600,374.8	\$2,600,071.0	\$303.8
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$0.0	\$0.0	\$0.0
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$134.7	\$134.7	\$0.0
Mandated Categoricals	<u>\$928,803.4</u>	<u>\$928,803.4</u>	<u>\$0.0</u>	<u>\$221,351.1</u>	<u>\$221,351.1</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$1,941.6	\$1,941.6	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$1,732.6	\$1,732.6	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$10,376.1	\$10,376.1	\$0.0
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$38,080.0	\$38,080.0	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$96,920.7	\$96,920.7	\$0.0
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$72,300.2	\$72,300.2	\$0.0
Standards - Assessment & Accountability	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$46,500.0</u>	<u>\$3,823.0</u>	<u>\$0.0</u>	<u>\$3,823.0</u>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$3,823.0	\$0.0	\$3,823.0
Ensuring Quality Ed Personnel	<u>\$2,500.0</u>	<u>\$2,500.0</u>	<u>\$0.0</u>	<u>\$416.7</u>	<u>\$416.7</u>	<u>\$0.0</u>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$0.0	\$0.0	\$0.0
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$416.7	\$416.7	\$0.0
Early Childhood	<u>\$543,738.1</u>	<u>\$533,670.8</u>	<u>\$10,067.3</u>	<u>\$185,957.9</u>	<u>\$183,312.9</u>	<u>\$2,645.1</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$6,296.4</u>	<u>\$6,296.4</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$2,634.9	\$2,634.9	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$3,661.5	\$3,661.5	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$499.5</u>	<u>\$0.0</u>	<u>\$499.5</u>
State & District Tech Support	\$2,443.8	\$0.0	\$2,443.8	\$499.5	\$0.0	\$499.5
Career Preparation	<u>\$48,062.1</u>	<u>\$48,062.1</u>	<u>\$0.0</u>	<u>\$22,537.1</u>	<u>\$22,537.1</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$2,061.2	\$2,061.2	\$0.0
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$20,475.9	\$20,475.9	\$0.0
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$9,481.8</u>	<u>\$0.0</u>	<u>\$9,481.8</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Targeted Initiatives	<u>\$55,159.0</u>	<u>\$53,819.1</u>	<u>\$1,339.9</u>	<u>\$7,977.4</u>	<u>\$7,599.2</u>	<u>\$378.2</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$113.9	\$113.9	\$0.0
After School Matters	\$3,443.8	\$3,443.8	\$0.0	\$0.0	\$0.0	\$0.0
After-School Programs	\$20,000.0	\$20,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Art Institute of Chicago	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$30.0	\$30.0	\$0.0
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$200.5	\$200.5	\$0.0
Community Residential Services Authority	\$650.0	\$0.0	\$650.0	\$221.2	\$0.0	\$221.2
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$157.0	\$0.0	\$157.0
GATA/ BFR	\$260.0	\$0.0	\$260.0	\$0.0	\$0.0	\$0.0
Mental Health Services	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Mobile Tolerance Education Center	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Southwest Organizing Project - Parent Mentoring	\$3,500.0	\$3,500.0	\$0.0	\$1,750.0	\$1,750.0	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$0.0	\$0.0	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$650.0	\$650.0	\$0.0
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$1,009.8	\$1,009.8	\$0.0
Adv Placement Low Income Test Fee	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STEM Programs	\$200.0	\$200.0	\$0.0	\$24.5	\$24.5	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$72.9	\$72.9	\$0.0
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$625.0	\$625.0	\$0.0
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$2,900.0	\$2,900.0	\$0.0
OTHER STATE						
Regional Services	<u>\$18,270.0</u>	<u>\$18,270.0</u>	<u>\$0.0</u>	<u>\$7,400.0</u>	<u>\$7,400.0</u>	<u>\$0.0</u>
ROE - Bus Driver Training	\$100.0	\$100.0	\$0.0	\$70.0	\$70.0	\$0.0
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$4,405.3	\$4,405.3	\$0.0
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$2,924.7	\$2,924.7	\$0.0
School Infrastructure Fund	<u>\$256,528.4</u>	<u>\$255,928.4</u>	<u>\$600.0</u>	<u>\$974.7</u>	<u>\$972.3</u>	<u>\$2.4</u>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$974.7	\$972.3	\$2.4
Driver Education	<u>\$16,000.0</u>	<u>\$16,000.0</u>	<u>\$0.0</u>	<u>\$4,000.0</u>	<u>\$4,000.0</u>	<u>\$0.0</u>
Other Funds	<u>\$65,224.8</u>	<u>\$39,348.2</u>	<u>\$25,876.6</u>	<u>\$2,993.6</u>	<u>\$57.1</u>	<u>\$2,936.5</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$1,267.5	\$57.1	\$1,210.4
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$51.5	\$0.0	\$51.5
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Loan	\$7,500.0	\$7,500.0	\$0.0	\$0.0	\$0.0	\$0.0
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$314.7	\$0.0	\$314.7
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$1,359.9	\$0.0	\$1,359.9
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

FEDERAL

Federal Ordinary & Contingent	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$9,152.6	\$0.0	\$9,152.6
Federal Funds	\$3,550,450.0	\$3,505,469.1	\$44,980.9	\$480,132.9	\$476,832.1	\$3,300.8
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$224.8	\$224.8	\$0.0
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$66,000.0	\$66,000.0	\$0.0	\$7,264.5	\$7,264.5	\$0.0
CEEDAR Grant - University of Florida	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Charter Schools	\$23,000.0	\$23,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Child Nutrition	\$1,062,500.0	\$1,062,500.0	\$0.0	\$214,513.7	\$214,513.7	\$0.0
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$70.7	\$70.7	\$0.0
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$431.5	\$431.5	\$0.0
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$4,322.4	\$4,322.4	\$0.0
Improving Student Health and Achievement	\$45.0	\$45.0	\$0.0	\$6.4	\$6.4	\$0.0
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$110,314.3	\$110,314.3	\$0.0
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$467.8	\$0.0	\$467.8
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$913.6	\$913.6	\$0.0
Preschool Expansion Grant	\$35,000.0	\$34,013.5	\$986.5	\$1,101.9	\$888.5	\$213.4
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$805.1	\$539.1	\$266.0
School Health Programs - Abstinence	\$6,455.0	\$6,358.7	\$96.3	\$939.6	\$917.6	\$22.1
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STOP School Violence	\$1,000.0	\$0.0	\$1,000.0	\$2.6	\$0.0	\$2.6
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$426.4	\$426.4	\$0.0
Title I - Basic Programs	\$917,260.0	\$917,260.0	\$0.0	\$76,842.5	\$76,842.5	\$0.0
Title I - Education of Migratory Children	\$3,500.0	\$3,500.0	\$0.0	\$541.3	\$541.3	\$0.0
Title I - Migrant Consortium Incentive	\$40.0	\$40.0	\$0.0	\$8.8	\$8.8	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Title I - Neglected and Delinquent	\$1,200.0	\$1,200.0	\$0.0	\$215.9	\$215.9	\$0.0
Title I - School Improvement	\$168,000.0	\$168,000.0	\$0.0	\$20,095.5	\$20,095.5	\$0.0
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$15,195.6	\$15,195.6	\$0.0
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$4,821.1	\$4,821.1	\$0.0
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$8,613.5	\$8,613.5	\$0.0
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$9,052.2	\$9,052.2	\$0.0
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$321.6	\$321.6	\$0.0
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$2,328.9	\$0.0	\$2,328.9
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$290.8	\$290.8	\$0.0
TOTAL - ALL FUNDS:	\$12,861,881.4	\$12,633,002.4	\$228,879.0	\$3,563,504.3	\$3,530,980.6	\$32,523.6

Illinois State Board of Education
Contract Awards
November 1, 2019 - November 30, 2019

Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
Tabatha Koylass	N/A	Personal Service Contract	Upon Execution - 10/31/2020	\$ 97,800.00	Contractor will support IL-EMPOWER leadership to develop/refine practices to support, monitor, and evaluate Chicago Public Schools (CPS) identified for school improvement.
West 40 Cook ISC	N/A	IGA	11/4/2019-6/30/2021	\$486,300.00	Contractor will work in conjunction with the Illinois State Board of Education to meet the STOP grant deliverables of providing statewide mental health awareness trainings.
Apex Learning	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
BCG North American Corp	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Peoria ROE #48	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Edgenuity	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Edmentum	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Wisconsin Center for Education Products and Services	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Peoples Education	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Branching Minds	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Professional Development Plus!	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
UChicago Impact	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Illinois Resource Center	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
FIRST Educational Response	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Committee For Children	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
The Flippen Group	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Generation Ready	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Illinois Principals Association	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Houghton Mifflin	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Learning Science International	9/26/2019	RFSP	11/18/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
The Hanover Research Council	9/26/2019	RFSP	11/25/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Education Resource Strategies	9/26/2019	RFSP	11/25/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Erikson Institute	9/26/2019	RFSP	11/25/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Instruction Partners	9/26/2019	RFSP	11/25/19-6/30/2020	\$ -	IL EMPOWER Learning Partner
Pyramid Model Consortiium	10/17/2019	Sole Source	1/1/19-6/30/2020	\$ 122,000.00	Will provide services for the implementation of the State Preschool Expansion Grant, especially around and supporting early childhood educators and programs to implement the structures needed for high-fidelity implementation of the Pyramid Model.

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION**
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777

Approved Grants Less Than 1 Million

Thru Date:(11/01/2019-11/30/2019)

Program: 2020 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-1720-22(20)	QUINCY SD 172	QUINCY	\$3,639	11/22/2019
01-009-0150-26(30)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$10,188	11/18/2019
01-009-0640-26(20)	VIRGINIA CUSD 64	VIRGINIA	\$2,325	11/20/2019
01-009-2620-26(30)	A-C CENTRAL CUSD 262	ASHLAND	\$12,656	11/22/2019
01-069-1170-22(20)	JACKSONVILLE SD 117	JACKSONVILLE	\$3,336	11/20/2019
01-075-0040-26(20)	GRIGGSVILLE CUSD 4	GRIGGSVILLE	\$2,982	11/18/2019
03-011-0040-26(30)	EDINBURG CUSD 4	EDINBURG	\$6,725	11/18/2019
03-026-2030-26(30)	VANDALIA CUSD 203	VANDALIA	\$10,765	11/18/2019
04-004-1000-26(20)	BELVIDERE CUSD 100	BELVIDERE	\$3,437	11/20/2019
04-101-3220-26(30)	DURAND CUSD 322	DURAND	\$12,852	11/08/2019
09-027-0050-26(20)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$3,993	11/22/2019
11-023-0010-26(20)	SHILOH CUSD 1	HUME	\$3,791	11/20/2019
12-013-0250-26(30)	NORTH CLAY CUSD 25	LOUISVILLE	\$7,125	11/18/2019
13-014-0030-26(20)	WESCLIN CUSD 3	TRENTON	\$4,246	11/22/2019
15-016-349N-00(20)	GARY COMER YOUTH CENTER INC	CHICAGO	\$1,617	11/22/2019
15-016-349N-00(30)	GARY COMER YOUTH CENTER INC	CHICAGO	\$13,840	11/18/2019
16-019-4260-26(20)	HIAWATHA CUSD 426	KIRKLAND	\$2,421	11/06/2019
17-053-0080-26(30)	PRAIRIE CENTRAL CUSD 8	FAIRBURY	\$24,315	11/22/2019
17-053-2300-17(30)	DWIGHT TWP HSD 230	DWIGHT	\$7,321	11/18/2019
17-064-0070-26(20)	LEXINGTON CUSD 7	LEXINGTON	\$4,296	11/22/2019
20-024-0010-26(30)	EDWARDS COUNTY CUSD 1	ALBION	\$16,750	11/18/2019
20-083-0010-26(20)	GALATIA CUSD 1	GALATIA	\$2,931	11/22/2019
20-083-0020-26(30)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$11,486	11/18/2019
21-028-1680-26(20)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$2,421	11/22/2019
21-100-0020-26(20)	MARION CUSD 2	MARION	\$3,928	11/26/2019
24-032-7900-40(20)	GRUNDY AREA VOC CTR	MORRIS	\$5,000	11/20/2019
24-047-0180-16(30)	NEWARK CHSD 18	NEWARK	\$12,266	11/18/2019
26-029-0660-25(30)	CANTON UNION SD 66	CANTON	\$6,416	11/18/2019
26-062-1700-26(20)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$4,144	11/20/2019
26-085-0050-26(30)	SCHUYLER-INDUSTRY CUSD 5	RUSHVILLE	\$6,610	11/18/2019
28-006-5000-15(20)	PRINCETON TWP HSD 500	PRINCETON	\$1,815	11/20/2019
28-037-2240-26(20)	GALVA CUSD 224	GALVA	\$4,903	11/20/2019
33-048-2020-26(20)	KNOXVILLE CUSD 202	KNOXVILLE	\$4,751	11/22/2019
33-048-2050-26(20)	GALESBURG CUSD 205	GALESBURG	\$3,892	11/20/2019
33-048-2100-26(20)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	\$3,336	11/20/2019
35-050-0020-26(20)	COMMUNITY UNIT SCHOOL NO 2	SERENA	\$4,296	11/20/2019
35-050-0400-17(20)	STREATOR TWP HSD 40	STREATOR	\$4,347	11/22/2019
35-078-5350-26(20)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$4,650	11/20/2019
35-078-5350-26(30)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$14,518	11/18/2019
39-055-0610-25(20)	DECATUR SD 61	DECATUR	\$5,000	11/20/2019
39-055-0610-25(21)	DECATUR SD 61	DECATUR	\$5,000	11/20/2019
40-031-0010-26(30)	CARROLLTON CUSD 1	CARROLLTON	\$7,332	11/08/2019
45-067-0030-26(30)	VALMEYER CUSD 3	VALMEYER	\$7,103	11/18/2019
45-079-1390-26(30)	CHESTER CUSD 139	CHESTER	\$12,488	11/18/2019
47-071-2200-26(20)	OREGON CUSD 220	OREGON	\$3,993	11/22/2019
47-071-2230-26(20)	MERIDIAN CUSD 223	STILLMAN VALLE	\$4,549	11/20/2019
47-098-0050-26(30)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$11,276	11/18/2019

**ILLINOIS STATE BOARD OF EDUCATION
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100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

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47-098-0060-26(30)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$9,926	11/18/2019
49-081-3000-26(30)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$10,279	11/08/2019
50-082-0770-16(20)	FREEBURG CHSD 77	FREEBURG	\$3,883	11/20/2019
50-082-0770-16(30)	FREEBURG CHSD 77	FREEBURG	\$6,953	11/18/2019
51-065-2000-26(20)	GREENVIEW CUSD 200	GREENVIEW	\$3,235	11/22/2019
53-102-1220-17(20)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$3,690	11/22/2019
			\$355,037	

Program: 2020 - 3695, Truants Alternative/Optional Ed.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION01	QUINCY	\$183,429	11/05/2019
04-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	\$269,302	11/08/2019
07-016-2060-17(RF)	BLOOM TWP HSD 206	CHICAGO HEIGH	\$55,507	11/18/2019
07-016-2180-16(RF)	COMMUNITY HIGH SCHOOL DIST 218	OAK LAWN	\$86,126	11/18/2019
09-010-0040-26(RF)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$125,387	11/26/2019
12-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$285,088	11/05/2019
12-080-0010-26(RF)	RICHLAND COUNTY CUSD 1	OLNEY	\$60,855	11/05/2019
15-016-2990-AL(RF)	YOUTH CONNECTION CHARTER SCHOOL	CHICAGO	\$180,827	11/18/2019
16-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$165,683	11/05/2019
16-019-5230-51(RF)	KISHWAUKEE COLL DIST 523	MALTA	\$70,316	11/05/2019
17-054-4040-16(RF)	LINCOLN CHSD 404	LINCOLN	\$45,267	11/05/2019
20-033-0100-26(RF)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$29,705	11/08/2019
24-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION24	MORRIS	\$119,686	11/26/2019
28-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$89,962	11/05/2019
33-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$142,312	11/18/2019
33-048-2050-26(RF)	GALESBURG CUSD 205	GALESBURG	\$64,046	11/18/2019
34-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION34	GRAYSLAKE	\$86,429	11/08/2019
34-049-0600-26(RF)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$132,075	11/07/2019
40-056-0010-26(RF)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$72,087	11/18/2019
41-057-0120-26(RF)	MADISON CUSD 12	MADISON	\$37,574	11/05/2019
49-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$58,318	11/05/2019
50-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$60,043	11/05/2019
50-082-1880-22(RF)	BROOKLYN UD 188	LOVEJOY	\$66,702	11/05/2019
56-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION56	JOLIET	\$166,461	11/08/2019
			\$2,653,187	

Program: 2020 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-1170-22(01)	JACKSONVILLE SD 117	JACKSONVILLE	\$571,665	11/19/2019
01-069-1170-22(PE)	JACKSONVILLE SD 117	JACKSONVILLE	\$371,760	11/20/2019
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$308,508	11/19/2019
01-075-0120-26(00)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$299,522	11/20/2019
01-075-0120-26(01)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$260,055	11/20/2019
01-086-0010-26(00)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	\$277,639	11/26/2019
03-068-0030-26(00)	HILLSBORO CUSD 3	HILLSBORO	\$743,207	11/08/2019
03-068-0030-26(01)	HILLSBORO CUSD 3	HILLSBORO	\$208,360	11/08/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$204,762	11/19/2019
03-068-0220-26(01)	NOKOMIS CUSD 22	NOKOMIS	\$55,315	11/20/2019
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$133,281	11/18/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$240,000	11/26/2019

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05-016-0620-04(00)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$799,685	11/06/2019
05-016-0620-04(01)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$280,540	11/07/2019
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$407,021	11/06/2019
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$755,109	11/26/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$139,461	11/18/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$266,562	11/12/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$663,730	11/18/2019
06-016-1000-02(01)	BOARD OF EDUCATION SD 100	BERWYN	\$277,392	11/18/2019
06-016-1000-02(PE)	BOARD OF EDUCATION SD 100	BERWYN	\$153,419	11/18/2019
06-016-1030-02(00)	LYONS SD 103	LYONS	\$400,343	11/20/2019
06-016-1030-02(01)	LYONS SD 103	LYONS	\$277,392	11/19/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$135,269	11/06/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$106,058	11/18/2019
07-016-1220-02(01)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$346,740	11/20/2019
07-016-1250-02(00)	ATWOOD HEIGHTS DISTRICT 125	ALSIP	\$173,800	11/06/2019
07-016-1450-02(00)	ARBOR PARK SD 145	OAK FOREST	\$250,213	11/06/2019
07-016-1490-02(PE)	DOLTON CUSD 149	CALUMET CITY	\$171,434	11/06/2019
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$228,811	11/20/2019
07-016-1580-02(00)	LANSING SD 158	LANSING	\$284,938	11/22/2019
07-016-1630-02(PE)	PARK FOREST SD 163	PARK FOREST	\$389,662	11/26/2019
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$400,834	11/26/2019
07-016-1680-04(01)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$285,087	11/20/2019
07-016-1680-04(PE)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$213,711	11/26/2019
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$802,454	11/26/2019
07-016-768P-00(00)	TINY TOWN OF LANSING NURSERY	LANSING	\$24,924	11/26/2019
08-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION08	FREEMONT	\$685,592	11/26/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$735,982	11/22/2019
08-008-3140-26(01)	WEST CARROLL CUSD 314	MOUNT CARROL	\$312,856	11/18/2019
09-010-043P-00(00)	CHAMPAIGN COUNTY OF	URBANA	\$725,151	11/22/2019
09-010-043P-00(PE)	CHAMPAIGN COUNTY OF	URBANA	\$488,512	11/22/2019
09-010-1160-22(01)	URBANA SD 116	URBANA	\$397,433	11/26/2019
09-010-1160-22(PE)	URBANA SD 116	URBANA	\$315,996	11/22/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$592,683	11/20/2019
09-010-8010-60(00)	RURAL CHAMPAIGN CTY SP ED COOP	CHAMPAIGN	\$803,095	11/08/2019
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$436,754	11/19/2019
11-015-0020-26(01)	MATTOON CUSD 2	MATTOON	\$321,130	11/18/2019
11-015-0020-26(PE)	MATTOON CUSD 2	MATTOON	\$290,760	11/18/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$318,851	11/18/2019
11-023-0950-25(01)	SCHOOL DISTRICT NO 95	PARIS	\$191,345	11/07/2019
11-023-0950-25(PE)	SCHOOL DISTRICT NO 95	PARIS	\$434,188	11/20/2019
12-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$661,564	11/22/2019
12-040-0010-26(00)	JASPER COUNTY CUD 1	NEWTON	\$128,648	11/26/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$620,285	11/18/2019
12-080-0010-26(01)	RICHLAND COUNTY CUSD 1	OLNEY	\$310,598	11/18/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$188,083	11/26/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$47,309	11/08/2019
13-041-5210-51(00)	REND LAKE COLL DIST 521	INA	\$88,312	11/12/2019
13-095-0490-04(00)	NASHVILLE CCSD 49	NASHVILLE	\$205,300	11/26/2019
15-016-022P-00(EF)	CHILDRENS HOME AND AID SOCI	CHICAGO	\$322,376	11/26/2019

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15-016-271P-00(01)	YWCA OF METROPOLITAN CHICAGO	CHICAGO	\$561,157	11/22/2019
15-016-431N-00(01)	NEW MOMS INC	CHICAGO	\$397,675	11/26/2019
15-016-780P-00(PE)	ILLINOIS ACTION FOR CHILDREN	CHICAGO	\$744,925	11/22/2019
16-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$352,519	11/26/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$266,562	11/18/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$332,310	11/20/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$191,800	11/18/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$172,956	11/26/2019
17-064-0050-26(00)	MCLEAN COUNTY UD 5	NORMAL	\$764,323	11/18/2019
17-064-0050-26(EF)	MCLEAN COUNTY UD 5	NORMAL	\$398,400	11/18/2019
17-064-0050-26(PE)	MCLEAN COUNTY UD 5	NORMAL	\$371,760	11/07/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$733,952	11/26/2019
19-022-0150-61(01)	COOP ASSOC FOR SPEC EDUC	GLEN ELLYN	\$679,096	11/07/2019
19-022-0200-02(00)	KEENEYVILLE SD 20	HANOVER PARK	\$176,746	11/20/2019
19-022-0330-02(EF)	WEST CHICAGO SD 33	WEST CHICAGO	\$819,744	11/18/2019
19-022-0330-02(PE)	WEST CHICAGO SD 33	WEST CHICAGO	\$445,352	11/18/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$520,843	11/18/2019
20-033-0100-26(01)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$213,823	11/22/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$53,151	11/26/2019
20-076-0010-26(00)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$143,058	11/20/2019
20-093-3480-26(00)	WABASH CUSD 348	MOUNT CARMEL	\$266,562	11/26/2019
20-093-3480-26(01)	WABASH CUSD 348	MOUNT CARMEL	\$187,768	11/26/2019
20-096-009P-00(00)	KIDDIE KOLLEGE OF FAIRFIELD INC	FAIRFIELD	\$133,281	11/20/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$399,842	11/26/2019
26-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$439,688	11/26/2019
26-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$346,740	11/08/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$266,562	11/12/2019
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$105,863	11/26/2019
26-085-0050-26(00)	SCHUYLER-INDUSTRY CUSD 5	RUSHVILLE	\$301,765	11/26/2019
28-006-0840-04(00)	MALDEN CCSD 84	MALDEN	\$122,600	11/20/2019
28-006-0990-04(00)	SPRING VALLEY CCSD 99	SPRING VALLEY	\$199,921	11/19/2019
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	\$483,238	11/26/2019
28-006-3400-26(00)	BUREAU VALLEY CUSD 340	MANLIUS	\$265,404	11/06/2019
28-037-2290-26(00)	KEWANEE CUSD 229	KEWANEE	\$750,379	11/22/2019
28-037-2300-26(00)	WETHERSFIELD CUSD 230	KEWANEE	\$133,323	11/26/2019
30-039-9000-41(01)	ARCHWAY INC	CARBONDALE	\$187,405	11/26/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$192,351	11/22/2019
31-045-1290-22(01)	AURORA WEST SCHOOL DIST 129	AURORA	\$699,259	11/22/2019
31-045-1310-22(01)	SCHOOL DIST 131 KANE CO	AURORA	\$520,110	11/22/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$249,902	11/26/2019
32-046-0610-02(00)	BRADLEY SD 61	BRADLEY	\$761,674	11/20/2019
32-046-2560-04(00)	ST ANNE CCSD 256	ST ANNE	\$122,272	11/20/2019
34-049-0340-04(01)	ANTIOCH CCSD 34	ANTIOCH	\$95,680	11/22/2019
34-049-0500-04(00)	WOODLAND CCSD 50	GURNEE	\$390,203	11/19/2019
34-049-080P-00(00)	AMERICAN ASSOCIATION OF	WAUKEGAN	\$133,281	11/18/2019
34-049-1160-26(00)	ROUND LAKE AREA SD 116	ROUND LAKE	\$896,442	11/26/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$264,224	11/26/2019
35-050-1220-02(00)	LASALLE ESD 122	LA SALLE	\$538,892	11/20/2019
35-050-1240-02(00)	PERU PUBLIC SCHOOLS	PERU	\$269,402	11/22/2019

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35-050-1240-02(PE)	PERU PUBLIC SCHOOLS	PERU	\$102,529	11/22/2019
35-050-1250-02(00)	OGLESBY ESD 125	OGLESBY	\$523,344	11/18/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$590,165	11/26/2019
35-050-1410-02(PE)	OTTAWA ESD 141	OTTAWA	\$164,297	11/26/2019
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$214,571	11/08/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$183,391	11/26/2019
39-055-0610-25(01)	DECATUR SD 61	DECATUR	\$410,051	11/18/2019
39-055-0610-25(EF)	DECATUR SD 61	DECATUR	\$750,518	11/18/2019
39-055-0610-25(PE)	DECATUR SD 61	DECATUR	\$483,383	11/18/2019
40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$761,872	11/26/2019
40-042-1000-26(01)	JERSEY CUSD 100	JERSEYVILLE	\$216,155	11/26/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$160,538	11/22/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$449,077	11/20/2019
41-057-0080-26(00)	BETHALTO CUSD 8	BETHALTO	\$381,082	11/26/2019
41-057-0130-02(00)	EAST ALTON SD 13	EAST ALTON	\$659,227	11/20/2019
41-057-0130-02(01)	EAST ALTON SD 13	EAST ALTON	\$427,646	11/19/2019
41-057-064P-00(00)	EARLY EXPLORATIONS INC	EDWARDSVILLE	\$133,281	11/08/2019
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$211,383	11/18/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$171,806	11/26/2019
45-079-1390-26(01)	CHESTER CUSD 139	CHESTER	\$200,342	11/26/2019
47-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$317,845	11/08/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$298,813	11/20/2019
48-000-0000-00(PE)	REGIONAL OFFICE OF EDUCATION48	PEORIA	\$743,520	11/26/2019
48-072-012P-00(00)	CRITTENTON CENTERS	PEORIA	\$122,376	11/26/2019
48-072-012P-00(01)	CRITTENTON CENTERS	PEORIA	\$213,230	11/26/2019
48-072-091P-00(00)	CADENCE EDUCATION INC	SCOTTSDALE	\$506,482	11/26/2019
48-072-3250-26(01)	PEORIA HEIGHTS CUSD 325	PEORIA HEIGHT	\$409,708	11/20/2019
49-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$824,778	11/22/2019
49-081-020P-00(00)	SAL FAMILY AND COMMUNITY SRVCS	MOLINE	\$43,104	11/18/2019
49-081-0370-02(00)	EAST MOLINE SD 37	EAST MOLINE	\$623,088	11/19/2019
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$996,846	11/26/2019
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$509,084	11/08/2019
50-082-025P-00(00)	TODDLE TOWN DAY CARE CENTER	BELLEVILLE	\$133,281	11/22/2019
50-082-053P-00(00)	JACK & JILL CHILD DEV CENTER INC	BELLEVILLE	\$133,281	11/26/2019
50-082-0700-04(EF)	FREEBURG CCSD 70	FREEBURG	\$176,480	11/22/2019
50-082-088P-00(PE)	SMART START LEARNING CENTER INC	BELLEVILLE	\$571,046	11/26/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$210,158	11/26/2019
50-082-0900-04(01)	OFALLON COMM CONS 90	OFALLON	\$270,731	11/26/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$331,902	11/26/2019
50-082-1810-02(00)	SIGNAL HILL SD 181	BELLEVILLE	\$143,058	11/20/2019
50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$293,342	11/26/2019
51-084-0010-26(00)	TRI CITY CUSD 1	BUFFALO	\$195,976	11/26/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$350,501	11/26/2019
53-060-1260-26(00)	HAVANA CUSD 126	HAVANA	\$221,365	11/20/2019
53-060-1260-26(01)	HAVANA CUSD 126	HAVANA	\$204,025	11/20/2019
53-060-1260-26(PE)	HAVANA CUSD 126	HAVANA	\$177,000	11/26/2019
53-090-028P-00(00)	EASTSIDE EDUCATIONAL CTR INC	MACKINAW	\$266,562	11/22/2019
53-090-1020-02(00)	SCHOOL DIST NO 102	MARQUETTE HE	\$238,079	11/08/2019
53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$107,000	11/08/2019

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56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$266,562	11/26/2019
56-099-060P-00(00)	GODLEY PARK DISTRICT	GODLEY	\$66,037	11/18/2019
65-108-0160-51(01)	THE CENTER RESOURCES FOR	ARLINGTON HTS	\$751,270	11/22/2019
65-108-2355-51(01)	COUNTY OF WAYNE	FAIRFIELD	\$264,188	11/22/2019

\$57,771,027

Program: 2020 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-191P-00(PP)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$175,000	11/13/2019
			\$175,000	

Program: 2020 - 4107, Title V- Rural Education Initiative

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$29,525	11/12/2019
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$65,824	11/18/2019
12-051-0200-26(00)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$22,694	11/07/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$2,557	11/07/2019
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$1,878	11/07/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$60,377	11/20/2019
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	\$4,802	11/18/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$5,298	11/07/2019
44-063-0500-26(00)	HARVARD CUSD 50	HARVARD	\$11,616	11/18/2019
			\$204,571	

Program: 2020 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$67,759	11/18/2019
01-001-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$250,676	11/06/2019
03-011-0030-26(00)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$580,176	11/12/2019
03-025-0300-26(00)	DIETERICH CUSD 30	DIETERICH	\$116,691	11/20/2019
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$114,690	11/18/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$73,327	11/26/2019
06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$56,748	11/18/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$341,105	11/06/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$198,097	11/18/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$767,285	11/06/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$69,513	11/18/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$59,640	11/06/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$225,246	11/18/2019
06-016-2340-16(00)	SCHOOL DIST 234 RIDGEWOOD HIGH	NORRIDGE	\$132,733	11/18/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$188,322	11/18/2019
07-016-1270-02(00)	WORTH SD 127	WORTH	\$624,166	11/18/2019
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	\$101,006	11/19/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$323,978	11/19/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$300,143	11/18/2019
07-016-1530-02(00)	HOMWOOD SD 153	HOMWOOD	\$206,274	11/06/2019
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RICHTON PARK	\$951,762	11/06/2019
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$644,456	11/06/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$440,226	11/18/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$369,966	11/06/2019

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09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$202,535	11/20/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$879,957	11/18/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$39,945	11/20/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$261,505	11/20/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$258,365	11/18/2019
11-023-0010-26(00)	SHILOH CUSD 1	HUME	\$99,719	11/06/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$412,870	11/20/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$105,894	11/06/2019
11-087-0210-26(00)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$184,959	11/18/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$169,260	11/19/2019
12-051-0200-26(00)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$491,150	11/20/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$660,657	11/07/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$14,436	11/20/2019
13-041-0050-04(00)	COUNTY OF JEFFERSON	OPDYKE	\$162,766	11/06/2019
13-058-1350-02(00)	CENTRALIA SD 135	CENTRALIA	\$881,912	11/20/2019
13-095-0150-04(00)	ASHLEY CCSD 15	ASHLEY	\$50,762	11/20/2019
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	\$202,298	11/19/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$249,692	11/18/2019
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	\$47,681	11/18/2019
17-054-0230-26(00)	MOUNT PULASKI CUD 23	MOUNT PULASKI	\$82,633	11/18/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$102,719	11/18/2019
17-064-0070-26(00)	LEXINGTON CUSD 7	LEXINGTON	\$42,251	11/19/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$312,076	11/18/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$371,060	11/07/2019
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$290,071	11/20/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$150,541	11/18/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$471,100	11/18/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$216,952	11/20/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$218,902	11/18/2019
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$217,055	11/18/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$64,626	11/18/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$204,021	11/18/2019
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$89,193	11/19/2019
21-044-1330-17(00)	VIENNA HSD 133	VIENNA	\$102,391	11/18/2019
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	\$130,609	11/18/2019
24-032-1110-16(00)	COUNTY OF GRUNDY SD 111	CHANNAHON	\$120,753	11/18/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$241,536	11/06/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$18,453	11/18/2019
26-029-0010-26(00)	ASTORIA CUSD 1	ASTORIA	\$90,808	11/06/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$166,878	11/18/2019
28-088-1000-26(00)	STARK COUNTY CUSD 100	WYOMING	\$167,015	11/20/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$80,163	11/19/2019
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$267,913	11/06/2019
30-039-1860-26(00)	COUNTY OF JACKSON	MURPHYSBORO	\$920,842	11/06/2019
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$259,234	11/20/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$166,997	11/19/2019
32-046-0050-26(00)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$320,492	11/20/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$593,354	11/18/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$48,450	11/07/2019

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33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$190,084	11/08/2019
33-048-2020-26(00)	KNOXVILLE CUSD 202	KNOXVILLE	\$190,306	11/20/2019
34-049-0460-04(00)	COMMUNITY CONSOLIDATED SCHOOL	GRAYSLAKE	\$359,216	11/18/2019
34-049-0700-02(00)	LIBERTYVILLE SD 70	LIBERTYVILLE	\$76,323	11/18/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$369,980	11/18/2019
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$263,257	11/18/2019
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	\$142,662	11/19/2019
34-049-1130-17(00)	TOWNSHIP HIGH SCHOOL DIST 113	HIGHLAND PARK	\$235,661	11/06/2019
34-049-1150-16(00)	LAKE FOREST CHSD 115	LAKE FOREST	\$81,794	11/18/2019
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	\$496,725	11/18/2019
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$558,995	11/06/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$43,118	11/06/2019
35-050-1700-04(00)	SENECA CCSD 170	SENECA	\$73,555	11/07/2019
35-050-2100-04(00)	MILLER TWP CCSD 210	MARSEILLES	\$38,438	11/18/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$194,375	11/20/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$162,329	11/20/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$133,994	11/18/2019
40-007-0400-26(00)	CALHOUN CUSD 40	HARDIN	\$113,435	11/18/2019
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$411,323	11/18/2019
40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$655,979	11/26/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$235,844	11/19/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$131,969	11/18/2019
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$187,129	11/19/2019
41-057-0030-26(00)	VENICE CUSD 3	VENICE	\$136,008	11/07/2019
44-063-0150-04(00)	MCHENRY CCSD 15	MC HENRY	\$585,064	11/18/2019
44-063-1580-22(00)	HUNTLEY COMMUNITY SCHOOL	ALGONQUIN	\$231,849	11/06/2019
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$155,604	11/20/2019
45-079-1340-04(00)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROC	\$38,889	11/18/2019
47-052-2720-26(00)	AMBOY CUSD 272	AMBOY	\$119,902	11/07/2019
47-071-2210-26(00)	FORRESTVILLE VALLEY CUSD 221	FORRESTON	\$125,666	11/07/2019
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$84,409	11/07/2019
47-098-0020-26(00)	RIVER BEND CUSD 2	FULTON	\$89,239	11/07/2019
47-098-0130-02(00)	ROCK FALLS ESD 13	ROCK FALLS	\$576,780	11/18/2019
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$344,827	11/18/2019
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$242,846	11/20/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$172,736	11/18/2019
49-081-1000-26(00)	RIVERDALE CUSD 100	PORT BYRON	\$186,716	11/06/2019
50-082-0770-16(00)	FREEBURG CHSD 77	FREEBURG	\$43,522	11/18/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$376,310	11/18/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$84,768	11/06/2019
50-082-1190-02(00)	BELLE VALLEY SD 119	BELLEVILLE	\$290,328	11/18/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$136,816	11/07/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$227,660	11/18/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$364,196	11/20/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$127,768	11/06/2019
51-084-0100-26(00)	AUBURN CUSD 10	AUBURN	\$223,928	11/19/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$96,298	11/06/2019
53-090-0500-02(00)	DISTRICT 50 SCHOOLS	WASHINGTON	\$168,873	11/18/2019
53-090-0980-02(00)	COUNTY OF TAZEWELL SCH DIST 98	PEKIN	\$31,886	11/06/2019

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100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

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Thru Date:(11/01/2019-11/30/2019)

53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$70,683	11/18/2019
53-102-0010-04(00)	METAMORA COMMUNITY GRADE SD 1	METAMORA	\$62,759	11/18/2019
53-102-1220-17(00)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$37,616	11/06/2019
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	\$446,397	11/18/2019
54-092-0610-03(00)	ARMSTRONG-ELLIS CSD 61	ARMSTRONG	\$39,376	11/06/2019
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$352,125	11/18/2019
54-092-2250-17(00)	ARMSTRONG TWP HSD 225	ARMSTRONG	\$43,110	11/06/2019
54-092-5120-26(00)	SALT FORK COMMUNITY UNIT	CATLIN	\$110,374	11/18/2019
56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$385,368	11/18/2019
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$172,272	11/20/2019
56-099-0900-02(00)	COUNTY OF WILL SD90	LOCKPORT	\$101,155	11/26/2019
56-099-1220-02(00)	NEW LENOX SD 122	NEW LENOX	\$149,268	11/18/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$100,474	11/18/2019
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$180,154	11/07/2019
			<hr/>	
			\$31,969,946	

Program: 2020 - 4305, Title I - Low Income - Neglected Priv.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$511,719	11/19/2019
			<hr/>	
			\$511,719	

Program: 2020 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(20)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$30,000	11/18/2019
01-001-0040-26(20)	MENDON CUSD 4	MENDON	\$45,000	11/26/2019
01-001-1720-22(20)	QUINCY SD 172	QUINCY	\$457,893	11/12/2019
01-009-0150-26(20)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$50,882	11/12/2019
01-009-2620-26(20)	A-C CENTRAL CUSD 262	ASHLAND	\$100,000	11/20/2019
03-068-0030-26(20)	HILLSBORO CUSD 3	HILLSBORO	\$45,727	11/12/2019
05-016-0620-04(20)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$30,000	11/26/2019
06-016-0925-02(20)	WESTCHESTER SD 92-5	WESTCHESTER	\$30,000	11/12/2019
07-016-1090-02(20)	INDIAN SPRINGS SD 109	JUSTICE	\$30,252	11/12/2019
07-016-1300-02(20)	COOK COUNTY SD 130	BLUE ISLAND	\$105,000	11/18/2019
07-016-1320-02(20)	CALUMET PUBLIC SD 132	CALUMET PARK	\$30,000	11/26/2019
07-016-1350-02(20)	ORLAND SD 135	ORLAND PARK	\$30,000	11/20/2019
07-016-2050-17(20)	THORNTON THSD 205	SOUTH HOLLAN	\$315,787	11/18/2019
09-010-0040-26(20)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$227,722	11/26/2019
11-015-0010-26(20)	CHARLESTON CUSD 1	CHARLESTON	\$66,271	11/18/2019
11-015-0020-26(20)	MATTOON CUSD 2	MATTOON	\$39,755	11/12/2019
11-018-0030-26(20)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$30,000	11/18/2019
11-023-0060-26(20)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$100,000	11/18/2019
11-087-003A-26(20)	COWDEN-HERRICK CUSD 3A	COWDEN	\$15,000	11/26/2019
12-017-0020-26(20)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$30,000	11/20/2019
13-041-0010-26(20)	WALTONVILLE CUSD 1	WALTONVILLE	\$30,000	11/12/2019
17-053-4290-04(20)	PONTIAC CCSD 429	PONTIAC	\$15,000	11/18/2019
17-064-0870-25(20)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$165,979	11/26/2019
19-022-0020-02(20)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$31,559	11/20/2019
19-022-0480-02(20)	SALT CREEK SD 48	VILLA PARK	\$15,000	11/20/2019
19-022-0680-02(20)	WOODRIDGE SD 68	WOODRIDGE	\$30,000	11/20/2019
21-044-0550-02(20)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$30,000	11/12/2019

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21-061-0010-26(20)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$60,000	11/20/2019
26-029-0020-26(20)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$200,000	11/18/2019
26-062-1700-26(20)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$130,000	11/12/2019
30-039-1960-26(20)	ELVERADO CUSD 196	ELKVILLE	\$30,000	11/12/2019
30-077-1010-26(20)	MERIDIAN CUSD 101	MOUNDS	\$15,000	11/18/2019
30-091-0660-22(20)	DONGOLA CUSD 66	DONGOLA	\$200,000	11/20/2019
31-045-1310-22(20)	SCHOOL DIST 131 KANE CO	AURORA	\$496,194	11/26/2019
31-045-3040-26(20)	GENEVA CUSD 304	GENEVA	\$30,000	11/12/2019
32-038-1240-26(20)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$30,000	11/18/2019
32-046-0530-02(20)	BOURBONNAIS ESD 53	BOURBONNAIS	\$30,000	11/20/2019
34-049-0030-04(20)	BEACH PARK CCSD 3	BEACH PARK	\$86,894	11/18/2019
34-049-0060-02(20)	ZION ESD 6	ZION	\$344,033	11/18/2019
34-049-0560-02(20)	GURNEE SD 56	GURNEE	\$90,000	11/12/2019
40-056-0060-26(20)	STAUNTON CUSD 6	STAUNTON	\$65,637	11/20/2019
41-057-0120-26(20)	MADISON CUSD 12	MADISON	\$230,000	11/12/2019
41-057-0130-02(20)	EAST ALTON SD 13	EAST ALTON	\$60,000	11/20/2019
44-063-2000-26(20)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$34,925	11/18/2019
45-079-1380-26(20)	STEELEVILLE CUSD 138	STEELEVILLE	\$30,000	11/18/2019
47-071-2310-04(20)	ROCHELLE CCD 231	ROCHELLE	\$30,000	11/12/2019
47-098-0050-26(20)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$102,725	11/20/2019
48-072-0630-02(20)	NORWOOD ELEM SD 63	PEORIA	\$15,000	11/20/2019
49-081-0340-02(20)	SILVIS SD 34	EAST MOLINE	\$60,000	11/20/2019
49-081-0400-22(20)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$163,276	11/20/2019
49-081-1000-26(20)	RIVERDALE CUSD 100	PORT BYRON	\$30,000	11/26/2019
50-082-1040-02(20)	CENTRAL SD 104	OFALLON	\$30,000	11/12/2019
50-082-1160-02(20)	HIGH MOUNT SD 116	SWANSEA	\$30,000	11/18/2019
50-082-1870-26(20)	CAHOKIA CUSD 187	CAHOKIA	\$876,131	11/12/2019
50-082-1880-22(20)	BROOKLYN UD 188	LOVEJOY	\$100,000	11/12/2019
51-065-2000-26(20)	GREENVIEW CUSD 200	GREENVIEW	\$100,000	11/26/2019
51-084-1860-25(20)	SPRINGFIELD SD 186	SPRINGFIELD	\$953,591	11/26/2019
53-102-0020-04(20)	RIVERVIEW CCSD 2	EAST PEORIA	\$30,000	11/12/2019
53-102-0060-26(20)	FIELDCREST COMMUNITY UNIT	MINONK	\$30,000	11/12/2019
53-102-0110-26(20)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$30,000	11/20/2019
53-102-0210-26(20)	LOWPOINT-WASHBURN CUSD 21	WASHBURN	\$100,000	11/20/2019
54-092-0040-26(20)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$30,000	11/12/2019
56-099-0890-02(20)	FAIRMONT SD 89	LOCKPORT	\$30,000	11/12/2019
56-099-201U-26(20)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$117,614	11/18/2019
56-099-2020-22(20)	PLAINFIELD SD 202	PLAINFIELD	\$38,607	11/20/2019
			\$7,186,454	

Program: 2020 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-011-0030-26(00)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$36,956	11/12/2019
03-025-0300-26(00)	DIETERICH CUSD 30	DIETERICH	\$21,208	11/20/2019
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	\$111,391	11/18/2019
04-101-2050-25(00)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$784,124	11/18/2019
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$12,213	11/18/2019
05-016-2070-17(00)	MAINE TWP HSD 207	PARK RIDGE	\$64,630	11/06/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$20,980	11/06/2019

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06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$51,518	11/06/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$21,787	11/18/2019
06-016-2340-16(00)	SCHOOL DIST 234 RIDGEWOOD HIGH	NORRIDGE	\$19,159	11/18/2019
07-016-1270-02(00)	WORTH SD 127	WORTH	\$23,875	11/18/2019
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	\$16,924	11/19/2019
07-016-1300-02(00)	COOK COUNTY SD 130	BLUE ISLAND	\$76,315	11/18/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$30,636	11/19/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$6,342	11/19/2019
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$19,485	11/06/2019
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$41,080	11/06/2019
07-016-2180-16(00)	COMMUNITY HIGH SCHOOL DIST 218	OAK LAWN	\$29,500	11/20/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$20,555	11/18/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$21,628	11/06/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$63,459	11/18/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$23,239	11/20/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$22,627	11/18/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$10,000	11/06/2019
11-087-0210-26(00)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$12,420	11/18/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$19,602	11/19/2019
13-058-1350-02(00)	CENTRALIA SD 135	CENTRALIA	\$60,234	11/20/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$17,695	11/18/2019
17-054-0230-26(00)	MOUNT PULASKI CUD 23	MOUNT PULASKI	\$10,000	11/18/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$92,942	11/19/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$106,562	11/19/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$31,912	11/07/2019
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$14,531	11/20/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$10,000	11/18/2019
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$14,156	11/18/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$12,545	11/18/2019
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$14,244	11/19/2019
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	\$10,000	11/18/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$14,935	11/06/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$12,631	11/18/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$10,999	11/18/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$10,301	11/19/2019
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$18,643	11/06/2019
30-039-1860-26(00)	COUNTY OF JACKSON	MURPHYSBORO	\$77,077	11/06/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$11,213	11/19/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$5,097	11/07/2019
33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$16,269	11/08/2019
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$334,198	11/20/2019
34-049-0700-02(00)	LIBERTYVILLE SD 70	LIBERTYVILLE	\$16,252	11/18/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$26,103	11/18/2019
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$23,840	11/18/2019
34-049-1150-16(00)	LAKE FOREST CHSD 115	LAKE FOREST	\$10,958	11/18/2019
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	\$42,317	11/18/2019
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$35,837	11/06/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$4,082	11/06/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$13,026	11/20/2019

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40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$113,745	11/26/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$15,329	11/19/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$10,247	11/18/2019
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$12,174	11/19/2019
41-057-0030-26(00)	VENICE CUSD 3	VENICE	\$15,229	11/07/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$112,585	11/12/2019
44-063-0470-04(00)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$81,148	11/07/2019
44-063-1580-22(00)	HUNTLEY COMMUNITY SCHOOL	ALGONQUIN	\$13,518	11/06/2019
47-071-2210-26(00)	FORRESTVILLE VALLEY CUSD 221	FORRESTON	\$10,000	11/07/2019
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$10,000	11/07/2019
47-098-0020-26(00)	RIVER BEND CUSD 2	FULTON	\$11,856	11/07/2019
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$22,021	11/18/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$13,269	11/18/2019
49-081-1000-26(00)	RIVERDALE CUSD 100	PORT BYRON	\$12,537	11/06/2019
50-082-0770-16(00)	FREEBURG CHSD 77	FREEBURG	\$10,001	11/18/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$29,931	11/18/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$10,000	11/07/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$12,001	11/18/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$16,223	11/20/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$10,000	11/06/2019
51-084-0100-26(00)	AUBURN CUSD 10	AUBURN	\$24,095	11/19/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$3,000	11/06/2019
53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$10,000	11/18/2019
53-102-0010-04(00)	METAMORA COMMUNITY GRADE SD 1	METAMORA	\$12,064	11/18/2019
53-102-1220-17(00)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$10,000	11/06/2019
54-092-0610-03(00)	ARMSTRONG-ELLIS CSD 61	ARMSTRONG	\$10,000	11/06/2019
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$40,446	11/18/2019
54-092-1180-24(00)	DANVILLE CCSD 118	DANVILLE	\$227,770	11/06/2019
54-092-2250-17(00)	ARMSTRONG TWP HSD 225	ARMSTRONG	\$10,000	11/06/2019
56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$29,999	11/18/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$23,971	11/20/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$15,620	11/18/2019
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$139,650	11/07/2019
			\$3,758,681	

Program: 2020 - 4421, Title IV - 21st Century Comm Learning Centers

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-718P-00(13)	HAROLD COLBERT JONES MEMORIAL	CHICAGO HEIGH	\$230,186	11/18/2019
13-041-0800-02(13)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$110,250	11/12/2019
13-041-0800-02(15)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$270,000	11/26/2019
15-016-191P-00(13)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$274,067	11/26/2019
15-016-191P-00(19)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$450,000	11/26/2019
21-028-0990-26(13)	CHRISTOPHER UNIT SCHOOL DIST 99	CHRISTOPHER	\$129,647	11/22/2019
30-002-0050-26(15)	EGYPTIAN CUSD 5	TAMMS	\$135,000	11/06/2019
31-045-1290-22(15)	AURORA WEST SCHOOL DIST 129	AURORA	\$540,000	11/06/2019
			\$2,139,150	

Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$14,850	11/08/2019

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Thru Date:(11/01/2019-11/30/2019)

04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$12,182	11/08/2019
05-016-0150-04(00)	COMM CONS SCHOOL DISTRICT NO 15	PALATINE	\$117,200	11/06/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$1,959	11/22/2019
05-016-0300-02(00)	NORTHBROOK-GLENVIEW SD 30	NORTHBROOK	\$5,543	11/18/2019
05-016-0360-02(00)	COOK COUNTY SCHOOL DISTRICT 36	WINNETKA	\$13,331	11/20/2019
06-016-0930-02(00)	HILLSIDE SD 93	HILLSIDE	\$9,112	11/05/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$11,743	11/12/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$23,269	11/08/2019
08-043-1200-22(00)	GALENA UNIT SCHOOL DISTRICT	GALENA	\$9,824	11/26/2019
09-010-0010-26(00)	FISHER CUSD 1	FISHER	\$2,884	11/06/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$91,349	11/05/2019
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$12,477	11/06/2019
09-010-0080-26(00)	HERITAGE CUSD 8	HOMER	\$8,600	11/06/2019
09-010-1300-04(00)	THOMASBORO CCSD 130	THOMASBORO	\$2,573	11/06/2019
09-010-1420-04(00)	LUDLOW CCSD 142	LUDLOW	\$2,485	11/06/2019
09-010-1690-04(00)	ST JOSEPH CCD 169	SAINT JOSEPH	\$3,986	11/08/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$1,115	11/06/2019
09-010-1970-04(00)	PRAIRIEVIEW-OGDEN CCSD 197	ROYAL	\$2,143	11/06/2019
13-058-8010-60(00)	KASKASKIA SPECIAL ED DIST 801	CENTRALIA	\$250,603	11/26/2019
15-016-9030-90(00)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$1,805	11/12/2019
15-016-9040-90(00)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$2,131	11/12/2019
19-022-0340-02(00)	WINFIELD SD34		\$2,530	11/07/2019
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	\$36,902	11/05/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$4,853	11/19/2019
19-022-0620-02(00)	GOWER SD 62	WILLOWBROOK	\$2,591	11/08/2019
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$206,032	11/26/2019
19-022-8020-60(00)	NORTH DUPAGE SP ED COOPERATIVE	ROSELLE	\$130,612	11/08/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$9,840	11/08/2019
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$14,381	11/05/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$21,666	11/08/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$6,456	11/18/2019
20-076-0010-26(00)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$5,824	11/12/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$1,014	11/08/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$5,787	11/08/2019
20-083-0030-26(00)	HARRISBURG CUSD 3	HARRISBURG	\$22,873	11/08/2019
20-083-0040-26(00)	ELDORADO CUSD 4	ELDORADO	\$11,217	11/06/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$3,136	11/07/2019
20-093-3480-26(00)	WABASH CUSD 348	MOUNT CARMEL	\$20,720	11/08/2019
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$685	11/08/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$12,812	11/05/2019
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$1,487	11/08/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$9,576	11/08/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$19,227	11/22/2019
21-100-8010-60(00)	WILLIAMSON COUNTY SP ED DIST	MARION	\$74,245	11/07/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$62,261	11/05/2019
26-062-0000-61(00)	WEST CENTRAL ILL SPEC EDUC C	MACOMB	\$117,884	11/08/2019
30-039-0860-03(00)	DESOTO CCSD 86	DESOTO	\$2,547	11/22/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$2,554	11/18/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$9,448	11/12/2019

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30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$6,784	11/12/2019
30-039-1860-26(00)	COUNTY OF JACKSON	MURPHYSBORO	\$24,544	11/12/2019
30-039-1960-26(00)	ELVERADO CUSD 196	ELKVILLE	\$4,228	11/05/2019
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$4,121	11/12/2019
30-073-2040-04(00)	COMMUNITY CONS SCH DIST 204	PINCKNEYVILLE	\$1,566	11/05/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$16,749	11/12/2019
30-091-0160-04(00)	LICK CREEK CCSD 16	BUNCOMBE	\$2,479	11/18/2019
30-091-0170-22(00)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$7,559	11/12/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$7,748	11/08/2019
30-091-0430-04(00)	COUNTY OF UNION SCH DIST NO 43	JONESBORO	\$5,630	11/12/2019
30-091-0660-22(00)	DONGOLA CUSD 66	DONGOLA	\$3,229	11/08/2019
30-091-0840-26(00)	SHAWNEE CUSD 84	WOLF LAKE	\$11,485	11/12/2019
31-045-1010-22(00)	BATAVIA USD 101	BATAVIA	\$46,634	11/08/2019
31-045-3010-26(00)	CENTRAL CUSD 301	BURLINGTON	\$8,001	11/05/2019
32-038-0030-26(00)	COMMUNITY U S D 3	DONOVAN	\$4,689	11/08/2019
32-038-0040-26(00)	CENTRAL CUSD 4	ASHKUM	\$10,472	11/18/2019
32-038-0060-26(00)	CISSNA PARK CUSD 6	CISSNA PARK	\$3,029	11/07/2019
32-038-0090-26(00)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$8,619	11/08/2019
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$5,320	11/08/2019
32-038-2490-26(00)	CRESCENT-IROQUOIS CUSD 249	CRESCENT CITY	\$2,210	11/06/2019
34-049-1060-02(00)	BANNOCKBURN S D 106	DEERFIELD	\$1,654	11/26/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$56,873	11/19/2019
35-050-1250-02(00)	OGLESBY ESD 125	OGLESBY	\$8,726	11/18/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$37,451	11/12/2019
35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$2,387	11/18/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$6,784	11/08/2019
35-050-4250-26(00)	LOSTANT CUSD 425	LOSTANT	\$2,419	11/05/2019
35-059-0050-61(00)	BMP TRI-CO SPEC EDUC COOP	TISKILWA	\$78,606	11/18/2019
39-055-0020-26(00)	MAROA FORSYTH CUSD 2	FORSYTH	\$5,886	11/18/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$8,386	11/05/2019
39-055-0610-25(00)	DECATUR SD 61	DECATUR	\$114,132	11/26/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$19,675	11/05/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$6,382	11/22/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$12,128	11/18/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$42,842	11/26/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$87,612	11/26/2019
44-063-2000-26(00)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$61,854	11/05/2019
44-063-8010-60(00)	SPECIAL EDUCATION DISTRICT	WOODSTOCK	\$125,846	11/26/2019
47-071-8010-60(00)	OGLE COUNTY EDUC COOP	BYRON	\$102,467	11/05/2019
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$4,795	11/05/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$5,412	11/22/2019
65-108-9000-80(RS)	ILLINOISDHS0736	SPRINGFIELD	\$4,648	11/19/2019
			\$2,402,385	

Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-026-2040-26(00)	RAMSEY CUSD 204	RAMSEY	\$111,189	11/18/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$399,307	11/08/2019
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$310,328	11/08/2019

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05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$152,779	11/22/2019
05-016-0300-02(00)	NORTHBROOK-GLENVIEW SD 30	NORTHBROOK	\$262,137	11/18/2019
05-016-0310-02(00)	WEST NORTHFIELD SD 31	NORTHBROOK	\$211,805	11/05/2019
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$800,757	11/05/2019
05-016-0340-04(EI)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$162,620	11/06/2019
05-016-0360-02(00)	COOK COUNTY SCHOOL DISTRICT 36	WINNETKA	\$508,869	11/20/2019
05-016-0650-04(EI)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$1,633	11/06/2019
06-016-0930-02(00)	HILLSIDE SD 93	HILLSIDE	\$131,271	11/05/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$962,542	11/22/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$266,053	11/12/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$555,458	11/08/2019
08-043-1200-22(00)	GALENA UNIT SCHOOL DISTRICT	GALENA	\$209,030	11/26/2019
08-089-2010-26(00)	DAKOTA CUSD 201	DAKOTA	\$195,960	11/18/2019
09-010-0010-26(00)	FISHER CUSD 1	FISHER	\$126,203	11/06/2019
09-010-0040-26(EI)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$376,933	11/05/2019
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	OLONO	\$362,564	11/06/2019
09-010-0080-26(00)	HERITAGE CUSD 8	HOMER	\$126,020	11/06/2019
09-010-1300-04(00)	THOMASBORO CCSD 130	THOMASBORO	\$58,692	11/06/2019
09-010-1420-04(00)	LUDLOW CCSD 142	LUDLOW	\$28,956	11/06/2019
09-010-1690-04(00)	ST JOSEPH CCD 169	SAINT JOSEPH	\$164,735	11/08/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$47,401	11/06/2019
09-010-1930-17(00)	RANTOUL TWP HSD 193	RANTOUL	\$198,865	11/06/2019
09-010-1970-04(00)	PRAIRIEVIEW-OGDEN CCSD 197	ROYAL	\$56,151	11/06/2019
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	\$84,146	11/07/2019
15-016-9020-90(00)	AMANDLA CHARTER SCHOOL	CHICAGO	\$78,165	11/18/2019
15-016-9030-90(00)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$70,720	11/12/2019
15-016-9040-90(00)	BETTY SHABAZZ INTERN CHARTER SCH	CHICAGO	\$137,673	11/12/2019
16-019-4320-26(00)	SOMONAUK CUSD 432	SOMONAUK	\$168,292	11/22/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$184,863	11/06/2019
19-022-0340-02(00)	WINFIELD SD34		\$94,283	11/07/2019
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	\$971,934	11/05/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$242,118	11/19/2019
19-022-0620-02(00)	GOWER SD 62	WILLOWBROOK	\$182,257	11/08/2019
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$582,038	11/18/2019
19-022-2000-26(EI)	COMMUNITY UNIT SCHOOL DIST 200	WHEATON	\$433,271	11/13/2019
19-022-2040-26(EI)	INDIAN PRAIRIE 204	AURORA	\$746,790	11/13/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$229,466	11/08/2019
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$226,773	11/05/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$360,896	11/08/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$167,050	11/18/2019
20-076-0010-26(00)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$136,513	11/12/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$108,320	11/08/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$126,161	11/08/2019
20-083-0030-26(00)	HARRISBURG CUSD 3	HARRISBURG	\$496,049	11/08/2019
20-083-0040-26(00)	ELDORADO CUSD 4	ELDORADO	\$303,628	11/06/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$47,907	11/08/2019
20-093-3480-26(00)	WABASH CUSD 348	MOUNT CARMEL	\$457,353	11/08/2019
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$29,843	11/08/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$192,567	11/05/2019

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20-096-2250-16(00)	FAIRFIELD CHSD 225	FAIRFIELD	\$115,307	11/08/2019
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$77,957	11/08/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$198,888	11/08/2019
20-097-0050-26(00)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$414,964	11/05/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$541,664	11/22/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$35,482	11/12/2019
30-039-0860-03(00)	DESOTO CCSD 86	DESOTO	\$73,569	11/22/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$69,930	11/18/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$204,647	11/12/2019
30-039-1650-16(00)	CARBONDALE CHSD 165	CARBONDALE	\$288,011	11/06/2019
30-039-1650-16(EI)	CARBONDALE CHSD 165	CARBONDALE	\$40,564	11/13/2019
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$276,217	11/12/2019
30-039-1860-26(00)	COUNTY OF JACKSON	MURPHYSBORO	\$686,888	11/12/2019
30-039-1960-26(00)	ELVERADO CUSD 196	ELKVILLE	\$112,319	11/05/2019
30-039-1960-26(EI)	ELVERADO CUSD 196	ELKVILLE	\$16,542	11/06/2019
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$171,728	11/12/2019
30-073-1010-16(00)	PINCKNEYVILLE CHSD 101	PINCKNEYVILLE	\$131,417	11/18/2019
30-073-2040-04(00)	COMMUNITY CONS SCH DIST 204	PINCKNEYVILLE	\$39,554	11/05/2019
30-073-2040-04(EI)	COMMUNITY CONS SCH DIST 204	PINCKNEYVILLE	\$5,838	11/06/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$466,993	11/12/2019
30-091-0160-04(00)	LICK CREEK CCSD 16	BUNCOMBE	\$36,263	11/18/2019
30-091-0170-22(00)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$163,295	11/12/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$208,267	11/08/2019
30-091-0430-04(00)	COUNTY OF UNION SCH DIST NO 43	JONESBORO	\$117,234	11/12/2019
30-091-0660-22(00)	DONGOLA CUSD 66	DONGOLA	\$100,031	11/08/2019
30-091-0810-16(00)	ANNA JONESBORO CHSD 81	ANNA	\$136,317	11/08/2019
30-091-0840-26(00)	SHAWNEE CUSD 84	WOLF LAKE	\$132,692	11/12/2019
31-045-3010-26(00)	CENTRAL CUSD 301	BURLINGTON	\$779,228	11/05/2019
32-038-0030-26(00)	COMMUNITY U S D 3	DONOVAN	\$104,373	11/08/2019
32-038-0040-26(00)	CENTRAL CUSD 4	ASHKUM	\$266,901	11/18/2019
32-038-0060-26(00)	CISSNA PARK CUSD 6	CISSNA PARK	\$71,017	11/07/2019
32-038-0090-26(00)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$274,960	11/08/2019
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$170,478	11/08/2019
32-038-2490-26(00)	CRESCENT-IROQUOIS CUSD 249	CRESCENT CITY	\$33,111	11/06/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$599,169	11/08/2019
34-049-1060-02(00)	BANNOCKBURN S D 106	DEERFIELD	\$36,588	11/26/2019
34-049-1130-17(00)	TOWNSHIP HIGH SCHOOL DIST 113	HIGHLAND PARK	\$784,783	11/18/2019
34-049-1150-16(00)	LAKE FOREST CHSD 115	LAKE FOREST	\$377,103	11/18/2019
34-049-1250-13(EI)	CONS HIGH SCH DIST 125	LINCOLNSHIRE	\$113,031	11/06/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$462,063	11/22/2019
35-050-1250-02(00)	OGLESBY ESD 125	OGLESBY	\$200,706	11/18/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$779,762	11/12/2019
35-050-1700-04(00)	SENECA CCSD 170	SENECA	\$172,232	11/07/2019
35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$73,317	11/18/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$106,833	11/08/2019
35-050-4250-26(00)	LOSTANT CUSD 425	LOSTANT	\$33,576	11/05/2019
39-055-0020-26(00)	MAROA FORSYTH CUSD 2	FORSYTH	\$270,338	11/18/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$213,773	11/05/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$351,589	11/05/2019

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40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$315,830	11/22/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$173,395	11/18/2019
41-057-0100-26(EI)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$79,162	11/26/2019
47-052-1700-61(00)	LEE COUNTY SPEC EDUC ASSOC	DIXON	\$775,963	11/06/2019
50-082-0700-04(00)	FREEBURG CCSD 70	FREEBURG	\$215,781	11/18/2019
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$107,995	11/05/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$799,527	11/08/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$162,717	11/22/2019
50-082-1600-04(00)	MILLSTADT CCSD 160	MILLSTADT	\$191,907	11/18/2019
50-082-1870-26(EI)	CAHOKIA CUSD 187	CAHOKIA	\$150,656	11/06/2019
50-082-1890-22(EI)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	\$269,639	11/06/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$444,341	11/05/2019
51-084-1860-25(EI)	SPRINGFIELD SD 186	SPRINGFIELD	\$678,801	11/04/2019
53-102-1220-17(00)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$172,778	11/05/2019
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$242,519	11/22/2019
60-105-4280-30(00)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	\$417,200	11/05/2019
			\$29,983,054	

Program: 2020 - 4905, Title III - Immigrant Education Program (IEP)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-1220-22(00)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$3,282	11/26/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$3,607	11/27/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$4,070	11/13/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$1,561	11/13/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$15,750	11/26/2019
31-045-1310-22(00)	SCHOOL DIST 131 KANE CO	AURORA	\$417	11/07/2019
34-049-0460-04(00)	COMMUNITY CONSOLIDATED SCHOOL	GRAYSLAKE	\$6,600	11/07/2019
39-055-0610-25(00)	DECATUR SD 61	DECATUR	\$719	11/13/2019
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$3,319	11/07/2019
			\$39,325	

Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-1220-22(00)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$34,933	11/22/2019
05-016-0230-02(00)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	\$50,773	11/18/2019
05-016-0250-02(00)	ARLINGTON HEIGHTS SD 25	ARLINGTON HTS	\$96,991	11/26/2019
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$104,559	11/12/2019
05-016-2140-17(00)	TOWNSHIP HSD 214	ARLINGTON HTS	\$145,895	11/18/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$20,388	11/18/2019
06-016-1020-02(00)	COOK CO SCHOOL DIST 102	LA GRANGE PAR	\$17,535	11/12/2019
06-016-1030-02(00)	LYONS SD 103	LYONS	\$119,649	11/06/2019
06-016-2090-17(00)	PROVISO TWP HSD 209	FOREST PARK	\$93,119	11/20/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$68,105	11/26/2019
07-016-1260-02(00)	ALSIP-HAZLGRN-OAKLWN SD 126	ALSIP	\$31,100	11/18/2019
07-016-1400-02(00)	KIRBY SD 140	TINLEY PARK	\$20,114	11/20/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$57,511	11/12/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$78,198	11/12/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$57,670	11/12/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$105,648	11/20/2019
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$89,736	11/18/2019

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33-048-2050-26(00)	GALESBURG CUSD 205	GALESBURG	\$26,800	11/22/2019
34-049-0460-04(00)	COMMUNITY CONSOLIDATED SCHOOL	GRAYSLAKE	\$61,317	11/06/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$22,506	11/18/2019
44-063-0150-04(00)	MCHENRY CCSD 15	MC HENRY	\$69,300	11/18/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$40,828	11/20/2019
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$15,743	11/20/2019
49-081-0370-02(00)	EAST MOLINE SD 37	EAST MOLINE	\$95,313	11/20/2019
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$269,630	11/06/2019
			\$1,793,361	

Program: 2020 - 4920, McKinney Education for Homeless Children

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$361,945	11/19/2019
11-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$233,513	11/27/2019
21-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION21	BENTON	\$434,345	11/27/2019
26-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$224,585	11/13/2019
47-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$281,664	11/13/2019
56-000-0000-00(RF)	REGIONAL OFFICE OF EDUCATION56	JOLIET	\$529,897	11/13/2019
			\$2,065,949	

Program: 2020 - 4932, Title II - Teacher Quality

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$27,881	11/18/2019
01-001-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$1,628	11/06/2019
03-011-0030-26(00)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$90,745	11/12/2019
03-025-0300-26(00)	DIETERICH CUSD 30	DIETERICH	\$9,398	11/20/2019
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$45,466	11/18/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$14,627	11/26/2019
05-016-2070-17(00)	MAINE TWP HSD 207	PARK RIDGE	\$247,194	11/06/2019
06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$10,032	11/18/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$53,233	11/06/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$25,702	11/18/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$99,537	11/06/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$12,745	11/18/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$29,534	11/06/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$72,746	11/18/2019
06-016-2340-16(00)	SCHOOL DIST 234 RIDGEWOOD HIGH	NORRIDGE	\$23,774	11/18/2019
07-016-1110-02(00)	SCHOOL DISTRICT 111	BURBANK	\$208,346	11/19/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$63,891	11/18/2019
07-016-1270-02(00)	WORTH SD 127	WORTH	\$62,144	11/18/2019
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	\$24,891	11/19/2019
07-016-1300-02(00)	COOK COUNTY SD 130	BLUE ISLAND	\$139,672	11/18/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$25,067	11/19/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$19,614	11/19/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$53,339	11/18/2019
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$44,210	11/06/2019
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RIGHTON PARK	\$27,116	11/06/2019
07-016-2170-16(00)	ARGO CHSD 217	SUMMIT	\$78,818	11/06/2019
07-016-2180-16(00)	COMMUNITY HIGH SCHOOL DIST 218	OAK LAWN	\$211,110	11/20/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$67,616	11/18/2019

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08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$44,163	11/06/2019
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$52,356	11/20/2019
09-010-1160-22(00)	URBANA SD 116	URBANA	\$258,052	11/20/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$58,575	11/18/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$1,583	11/26/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$41,820	11/20/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$55,744	11/18/2019
11-023-0010-26(00)	SHILOH CUSD 1	HUME	\$27,865	11/06/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$15,955	11/06/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$34,059	11/19/2019
12-051-0200-26(00)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$78,436	11/20/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$106,285	11/07/2019
13-058-1350-02(00)	CENTRALIA SD 135	CENTRALIA	\$91,030	11/20/2019
13-095-0150-04(00)	ASHLEY CCSD 15	ASHLEY	\$10,608	11/20/2019
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	\$54,750	11/19/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$54,628	11/18/2019
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	\$17,260	11/18/2019
17-054-0230-26(00)	MOUNT PULASKI CUD 23	MOUNT PULASKI	\$24,090	11/18/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$274,986	11/19/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$178,288	11/19/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$102,159	11/18/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$82,821	11/07/2019
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$46,797	11/20/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$33,027	11/18/2019
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$268,531	11/18/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$203,295	11/18/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$31,810	11/20/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$31,782	11/18/2019
21-028-1030-13(00)	BENTON CHSD 103	BENTON	\$21,558	11/18/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$17,299	11/18/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$23,896	11/18/2019
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$14,704	11/19/2019
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	\$12,428	11/18/2019
24-032-1110-16(00)	COUNTY OF GRUNDY SD 111	CHANNAHON	\$32,644	11/18/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$59,374	11/06/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$4,468	11/18/2019
26-029-0010-26(00)	ASTORIA CUSD 1	ASTORIA	\$13,312	11/06/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$24,421	11/18/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$11,382	11/19/2019
30-039-1760-26(00)	TRICO CUSD 176	CAMPBELL HILL	\$51,463	11/06/2019
30-039-1860-26(00)	COUNTY OF JACKSON	MURPHYSBORO	\$117,070	11/06/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$68,322	11/19/2019
32-046-0050-26(00)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$108,004	11/20/2019
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$289,691	11/18/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$17,785	11/07/2019
33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$30,933	11/08/2019
33-048-2020-26(00)	KNOXVILLE CUSD 202	KNOXVILLE	\$29,510	11/20/2019
34-049-0460-04(00)	COMMUNITY CONSOLIDATED SCHOOL	GRAYSLAKE	\$90,277	11/18/2019
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$608,938	11/20/2019

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34-049-0700-02(00)	LIBERTYVILLE SD 70	LIBERTYVILLE	\$55,277	11/18/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$72,165	11/18/2019
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$45,288	11/18/2019
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	\$27,225	11/19/2019
34-049-1130-17(00)	TOWNSHIP HIGH SCHOOL DIST 113	HIGHLAND PARK	\$53,989	11/06/2019
34-049-1150-16(00)	LAKE FOREST CHSD 115	LAKE FOREST	\$21,446	11/18/2019
34-049-1160-26(00)	ROUND LAKE AREA SD 116	ROUND LAKE	\$140,426	11/18/2019
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	\$135,369	11/18/2019
34-049-1250-13(00)	CONS HIGH SCH DIST 125	LINCOLNSHIRE	\$117,077	11/18/2019
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$96,139	11/06/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$1,092	11/06/2019
35-050-1700-04(00)	SENECA CCSD 170	SENECA	\$1,500	11/06/2019
35-050-2100-04(00)	MILLER TWP CCSD 210	MARSEILLES	\$16,832	11/18/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$42,725	11/20/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$31,380	11/18/2019
40-007-0400-26(00)	CALHOUN CUSD 40	HARDIN	\$6,532	11/18/2019
40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$117,993	11/26/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$39,178	11/19/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$23,273	11/18/2019
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$38,663	11/19/2019
41-057-0030-26(00)	VENICE CUSD 3	VENICE	\$12,801	11/07/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$342,954	11/12/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$444,109	11/18/2019
44-063-0150-04(00)	MCHENRY CCSD 15	MC HENRY	\$102,449	11/18/2019
44-063-0470-04(00)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$267,128	11/07/2019
44-063-1580-22(00)	HUNTLEY COMMUNITY SCHOOL	ALGONQUIN	\$95,524	11/06/2019
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$36,956	11/20/2019
45-079-1340-04(00)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROC	\$2,500	11/18/2019
47-052-2720-26(00)	AMBOY CUSD 272	AMBOY	\$30,586	11/07/2019
47-071-2210-26(00)	FORRESTVILLE VALLEY CUSD 221	FORRESTON	\$20,515	11/07/2019
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$12,354	11/07/2019
47-098-0020-26(00)	RIVER BEND CUSD 2	FULTON	\$27,708	11/07/2019
47-098-0130-02(00)	ROCK FALLS ESD 13	ROCK FALLS	\$935	11/18/2019
48-072-0620-02(00)	PLEASANT VALLEY SD 62	PEORIA	\$30,701	11/18/2019
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$77,083	11/20/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$32,100	11/18/2019
49-081-1000-26(00)	RIVERDALE CUSD 100	PORT BYRON	\$29,150	11/06/2019
50-082-0770-16(00)	FREEBURG CHSD 77	FREEBURG	\$10,654	11/18/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$86,706	11/18/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$21,712	11/06/2019
50-082-1190-02(00)	BELLE VALLEY SD 119	BELLEVILLE	\$38,852	11/18/2019
50-082-2010-17(00)	BELLEVILLE TWP HSD 201	BELLEVILLE	\$175,617	11/18/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$22,901	11/07/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$67,618	11/18/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$126,724	11/20/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$28,347	11/06/2019
51-084-0100-26(00)	AUBURN CUSD 10	AUBURN	\$34,634	11/19/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$22,734	11/06/2019
53-090-0500-02(00)	DISTRICT 50 SCHOOLS	WASHINGTON	\$27,174	11/18/2019

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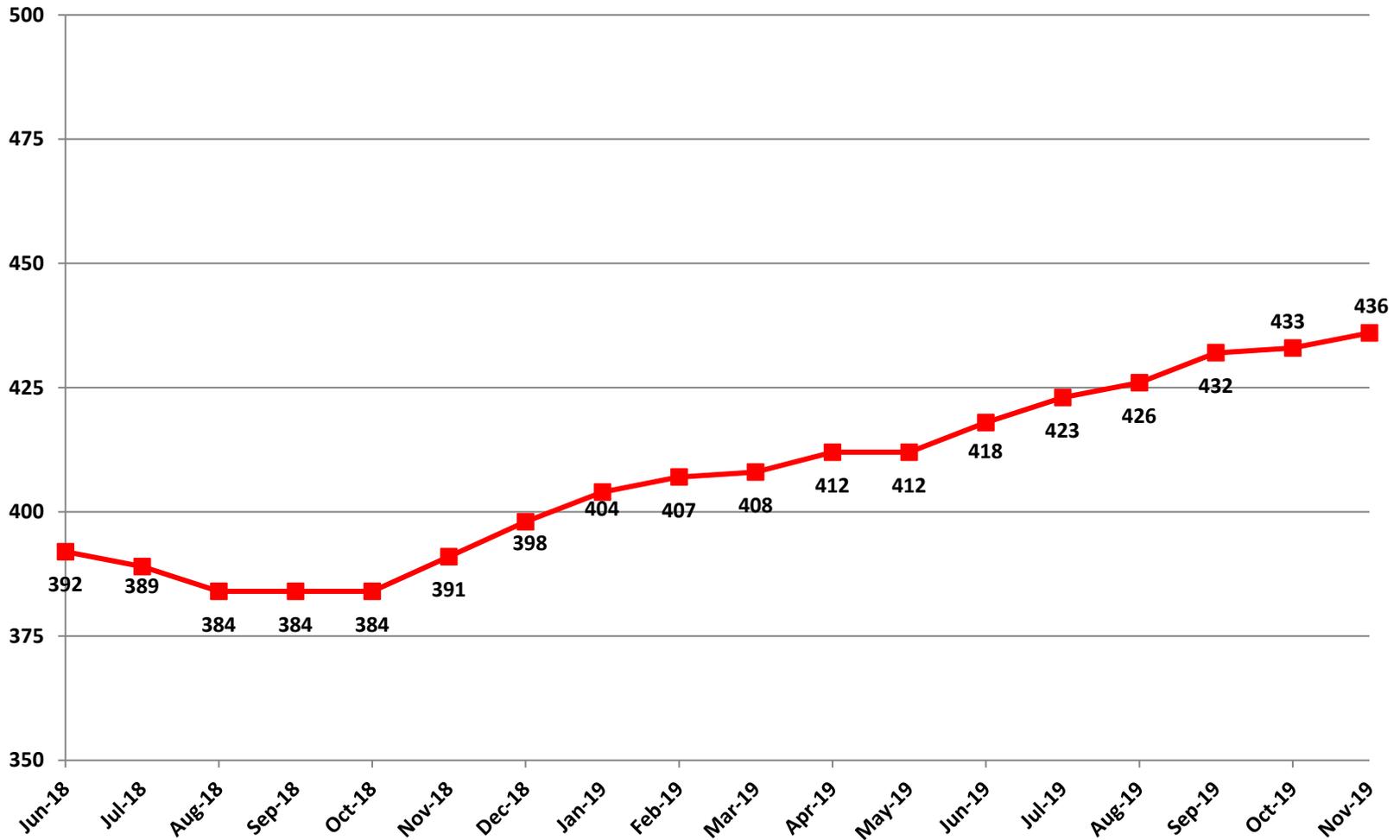
Thru Date:(11/01/2019-11/30/2019)

53-090-0980-02(00)	COUNTY OF TAZEWELL SCH DIST 98	PEKIN	\$5,289	11/06/2019
53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$12,319	11/18/2019
53-102-0010-04(00)	METAMORA COMMUNITY GRADE SD 1	METAMORA	\$17,058	11/18/2019
53-102-1220-17(00)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$13,176	11/06/2019
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	\$109,727	11/18/2019
54-092-0610-03(00)	ARMSTRONG-ELLIS CSD 61	ARMSTRONG	\$7,887	11/06/2019
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	\$70,743	11/18/2019
54-092-1180-24(00)	DANVILLE CCSD 118	DANVILLE	\$414,412	11/06/2019
54-092-2250-17(00)	ARMSTRONG TWP HSD 225	ARMSTRONG	\$4,153	11/06/2019
54-092-5120-26(00)	SALT FORK COMMUNITY UNIT	CATLIN	\$10,035	11/18/2019
56-099-0900-02(00)	COUNTY OF WILL SD90	LOCKPORT	\$11,368	11/26/2019
56-099-1220-02(00)	NEW LENOX SD 122	NEW LENOX	\$74,062	11/18/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$31,012	11/18/2019
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$243,561	11/07/2019
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$88,438	11/07/2019
			<hr/>	
			\$10,144,345	
			<hr/>	

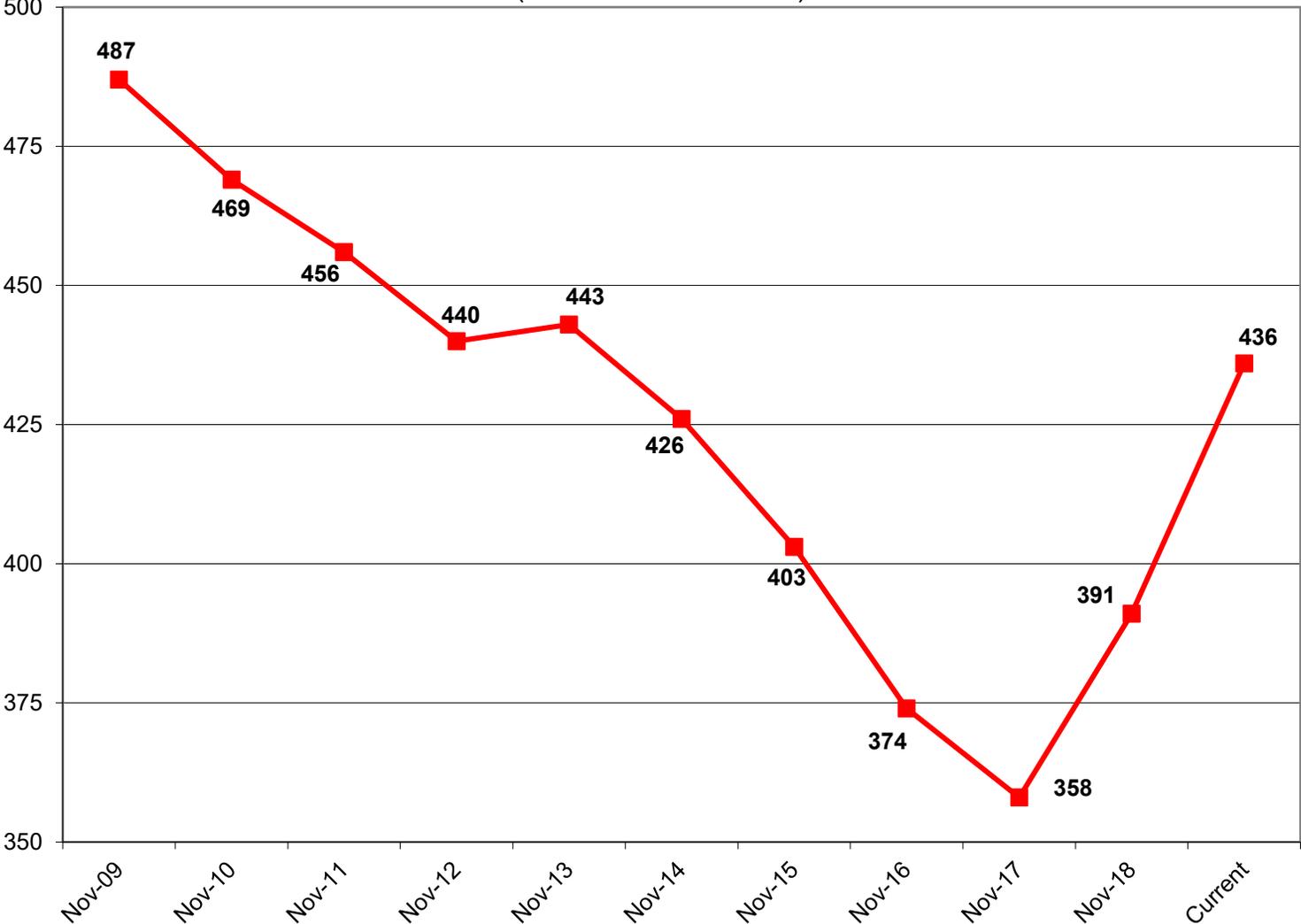
Program: 2020 - 4935, Title II - Teacher Quality - Leadership Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-25(TR)	CITY OF CHICAGO SD 299	CHICAGO	\$50,000	11/08/2019
44-063-2000-26(TR)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$50,000	11/20/2019
			<hr/>	
			\$100,000	
			<hr/>	

ILLINOIS STATE BOARD OF EDUCATION 18-MONTH HEADCOUNT HISTORY (As of November 2019)



ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of November 2019)



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF NOVEMBER 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
State Superintendent	1	2	0	3	0	3
Board Services	0	0	0	0	0	0
Legal	3	12	1	15	1	16
Internal Audit	1	5	1	7	0	7
Sub-Total	5	19	2	25	1	26
FINANCE (002)						
Finance	2	0	1	3	0	3
Budget and Financial Management	1	2	0	3	0	3
Fiscal Support Services	2	9	2	13	0	13
Funding and Disbursements	1	14	4	8	11	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	7	1	10	0	10
Sub-Total	9	34	8	40	11	51
RESEARCH AND EVALUATION (007)						
Research and Evaluation	1	0	1	2	0	2
Information Systems	5	29	1	35	0	35
Research	1	3	0	4	0	4
Assessments	2	8	1	9	2	11
Data Strategies and Analytics	3	6	1	10	0	10
Sub-Total	12	46	4	60	2	62
OPERATIONS (010)						
Operations	1	1	2	4	0	4
Projects Management	6	0	0	6	0	6
Human Resources	2	4	6	12	0	12
Facility Management	1	2	6	9	0	9
Technology and Infrastructure	3	20	0	23	0	23
Sub-Total	13	27	14	54	0	54
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Wellness	2	14	1	10	7	17
Nutrition and Wellness Programs	2	36	4	3	39	42
Sub-Total	6	50	6	16	46	62
Regulatory Services (019)						
Regulatory Services	0	0	0	0	0	0
GATA	1	7	1	9	0	9
Title Grant Administration	2	15	1	0	18	18
Federal and State Monitoring	2	13	1	16	0	16
Sub-Total	5	35	3	25	18	43

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
EDUCATION (039)						
Education	1	0	1	2	0	2
Instructional Education	1	0	0	1	0	1
Operation Education	1	0	0	1	0	1
Sub-Total	3	0	1	4	0	4
Program Services (050)						
Early Childhood Education	1	13	2	15	1	16
Multilingual Services	0	7	1	8	0	8
Program Services	1	0	0	0	1	1
Special Education Services	3	33	6	0	42	42
Sub-Total	5	53	9	23	44	67
TEACHING AND LEARNING (070)						
CTE & Innovation	1	9	1	9	2	11
Curriculum & Instruction	1	4	0	1	4	5
Teaching and Learning	1	0	0	1	0	1
Educator Effectiveness	2	23	5	0	30	30
Sub-Total	5	36	6	11	36	47
POLICY AND COMMUNICATIONS (100)						
Internal Communications	1	3	0	4	0	4
External Communications	1	1	0	2	0	2
Legislative Affairs	1	2	1	4	0	4
Policy and Communications	1	0	0	1	0	1
Sub-Total	4	6	1	11	0	11
INSTRUCTIONAL EDUCATION (102)						
Instructional Education (100)	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
ESSA (104)						
IL-Empower	1	0	0	0	1	1
ESSA	1	0	1	1	1	2
Accountability	1	0	0	1	0	1
Sub-Total	3	0	1	2	2	4
REGIONAL SERVICES (106)						
Regional Services	1	0	0	1	0	1
Charter Schools	1	2	0	3	0	3
Sub-Total	2	2	0	4	0	4
	72	308	56	276	160	436
GRAND TOTAL, ALL CENTERS	17%	71%	13%	63%	37%	100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Trisha Olson, Legal Officer 

Agenda Topic: Information Item: FOIA Monthly Report

Materials: November 1-25 FOIA Report – Fiscal Year 2020

Staff Contact(s): Kelly Weston, FOIA Officer, Assistant Legal Counsel

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board a report with general information on recent Freedom of Information Act (FOIA) requests made to ISBE.

Relationship to/Implications for the State Board's Strategic Plan

Not applicable. The report is for informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable. The report is for informational purposes only.

Background Information

Records in possession of public agencies may be accessed by the public upon written request under the provisions of FOIA ([5 ILCS 140](#)).

ISBE received 35 FOIA requests during the month of November. They are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA Report for Board Meetings

Run Date: 11/25/2019 9:18 AM

F000469-110319

Create Date	Customer Full Name	Company Name	Public Record Desired
11/3/2019	Dr. Craig Schilling		I am requesting the following info for all schools listed on the Report Card-Public Data Set 2019: RCDTS, School Name, District, , "All Students Index Score" and "Low Income Students Index Score" I am requesting the same information I did last year on FOIA Request - F000001-010219

F000470-110419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/4/2019	[REDACTED]		Hello, to whom is concerned, This is [REDACTED]. I would like to receive my kids records for last two years. Their information are attached below. Thanks.

F000471-110419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/4/2019	Fakhira Chander	Taft High School	I need the list of teachers that have been at William Howard Taft High School in Chicago, IL for the last 15 years and are still currently employed. This information is so we know who has been employed how long at our school for internal decisions.

F000472-110419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/4/2019	Assistant Principal Amanda Spychalski		This information will be used in my doctoral dissertation which is focusing on the relationships between the effective leaders and collaborative teacher strands of the 5Essentials and K-5 teacher retention in Illinois. If this information could be provided to me electronically, I would appreciate that. My attached document has school name, state school ID and school district for each of the schools for which I am making this FOIA request. I am requesting 2014-2015, 2015-2016, 2016-2017 and 2017-2018 5Essentials teacher survey scores for effective leaders and collaborative teachers for all 503 K-5 elementary schools in Illinois (see schools in the attachment) that took the survey twice during the 2014-2018 school years. I am also requesting the teacher retention data for all 503 K-5 elementary schools in Illinois (see attachment) that took the 5Essentials survey during 2014-2015, 2015-2016, 2016-2017 and 2017-2018. Thank you, Amanda Spychalski

F000473-110519

Create Date	Customer Full Name	Company Name	Public Record Desired
11/5/2019	Mike Pietrzak		Please provide the Program Design Documents (Proposal Form), and any resources which may be available for the following IAA Programs: #810 - Masonic Model Student Assistance Training Program #1860 - Leveraging Cultural Differences to Promote Diversity and Equity #1638 - Safe Schools: Bullying Prevention #??? - Prevention Training (developed by Masons) - Description: Educations attending this powerful, full day seminar will learn and discuss the most up-to-date information on child/adolescent depression and suicide ...

F000474-110619

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000474-110619

Create Date	Customer Full Name	Company Name	Public Record Desired
11/6/2019	Bobby Chung	University of Illinois	Hi, I am a research associate at the University of Illinois. I am conducting a research on teacher licenses in Illinois and find out that the search engine on your website has all the useful licensee information I need (https://sec1.isbe.net/ELISPublicInquiry/Pages/Normal/Educators.aspx). Instead of copy and paste one-by-one, could I have a spreadsheet putting all information together? Do you also have student-level records that link the teacher database as well? Thanks.

F000475-110619

Create Date	Customer Full Name	Company Name	Public Record Desired
11/6/2019	Director of Strategic Contracting Stella Gibbs	Open Assessment Technologies	Bid # 20-586SBE-FINAN-B-10297, SBE: Illinois Science Assessment Support, Delivery, and Maintenance We are formally requesting a copy of the evaluation criteria and scores assigned to all three of the bids, (total scores as well as breakdowns by category/sections and by evaluator). We are also requesting a copy of all sections and parts of the winning bid, under the FOIA regulations.

F000476-110619

Create Date	Customer Full Name	Company Name	Public Record Desired
11/6/2019	Jason Cohee	Intelligence R us	Hi FOIA Officer, I, Jason Cohee, make the following FOIA requests as follows: 1. All communications with Dr, Roger Alvey, District 327's Superintendent, about 1st Division Vans being allowed to run regular routes. From October 1 to November 5, 2019. 2. The view, protocol, and recommendations the ISBE takes or makes with the 1 Division vehicles, Vans , being used as daily route vehicles picking up/dropping off at student's homes. 3. What is the recommended discipline for a superintendent who allows such Vans to be used as described above if improper. 4. What law enforcement agency should the above abuse of power, or the Board consider a civil matter. Let me remind the ISBE that a 327 Van rolled on its side and slid over 50-60 feet without claimed injuries to the driver.

F000477-110719

Create Date	Customer Full Name	Company Name	Public Record Desired
11/7/2019	Administrative Analyst I Matthew Jacques	Cook County Government - Board of Commissioners	We request a listing of every educational entity with grade 11 students within Cook County, Illinois. We would like school name, type of school, address, municipality of location, and contact information for an administrator. Please ANY entity that has grade 11 students, included schools of detention centers, second-chance schools, etc. Thank you.

F000478-110919

Create Date	Customer Full Name	Company Name	Public Record Desired
11/9/2019	Edward Murphy		Any and all applications, correspondence or other records pertaining to licenses issued, expired, and/or reinstated by Timothy A. Baldermann

F000479-110919

Create Date	Customer Full Name	Company Name	Public Record Desired
11/9/2019	Susan Harkin		I would like the list of school districts that were awarded the Preschool For All grant for FY 2020 and the dollar amount they were awarded. I would like the list of the school districts that were awarded the Preschool Development Grant - Expansion Grant for FY 2020 and the amount they were awarded.

F000479-110919

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000480-110919

Create Date	Customer Full Name	Company Name	Public Record Desired
11/9/2019	Mrs. Michelle Graham		Hello, I am looking for data as to how many female superintendents there are currently in the state of Illinois. I'm also looking for data as to how many current female superintendents in Illinois came from elementary school positions. This information will be used in my doctoral dissertation, examining the barriers women face towards the superintendency and how they overcome them. Thank you in advance for all your help, Michelle Graham

F000481-111219

Create Date	Customer Full Name	Company Name	Public Record Desired
11/12/2019	Zak Koeske	Daily Southtown	Hello - Pursuant to the Illinois Freedom of Information Act (5 ILCS 140/1 to 11), I hereby request the following records: 1) A record of any and all communication, written or emailed, with Country Club Hills School District 160 or any of its officials or representatives from April 1, 2019 to present. 2) A record of any and all complaints made or inquiries requested regarding any Country Club Hills School District 160 employees or board members from April 1, 2019 to present 3) A record of any and all requests that action be taken against the licenses, certifications or credentials of any Country Club Hills School District 160 employees from April 1, 2019 to present and record of any and all action taken against Country Club Hills School District 160 employees' licenses, certifications or credentials since April 1, 2019 I also request that, if appropriate, fees be waived as I believe this request is in the public interest. The requested documents will be processed by a representative of the news media/press and made public in the process of news gathering and not for commercial usage. In the event that fees cannot be waived, I would be grateful if you would inform me of the total charges in advance of fulfilling my request. I would prefer the request filled electronically, by e-mail attachment if available or CD-ROM if not. Thank you in advance for your anticipated cooperation in this matter. I look forward to receiving your response to this request within 5 business days, as the statute requires.

F000482-111219

Create Date	Customer Full Name	Company Name	Public Record Desired
11/12/2019	Susan Stanton		Email addresses for all current 21st Century Project Directors

F000483-111219

Create Date	Customer Full Name	Company Name	Public Record Desired
11/12/2019	Cheryl Pratt	John Soules Foods	listing of schools that diverted to Goldkist and Tyson for SY 2019-20

F000484-111319

Create Date	Customer Full Name	Company Name	Public Record Desired
11/13/2019	Practicum Coordinator, UIUC Laurie Andrews	University of Illinois, Urbana-Champaign	I am seeking the names and email addresses of special education teachers who were granted initial Illinois Learning Behavior Specialist I (LBSI) Professional Educator Licensure between January 1, 2019 and September 30, 2019. I do not want to include teachers who renewed or reinstated their LBSI licensure in that time period.

F000485-111419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/14/2019			Hi, I hope you are having a nice day. I would like to place a Freedom of Information Request for all transportation contracts funded by the Every Student Succeeds Act (ESSA) for Foster Youth Transportation, which cover the 2019-2020 school year and includes the estimated annual contract value. If the 2019-20 contract or comparable document does not have the estimated annual contract value, please also provide the most recent invoices sent to transportation vendors servicing transportation funded by ESSA. If it is easier to just send me the following information in an email, this is what I am most interested in: -Vendor Name -Contract start/end date -Annual contract amount*** - Pricing details Annual contract amount is the most important item. If you do not have a hard amount, please provide an estimate for each company/organization you contract with and/or a month's worth of invoices so I can calculate. Thank you! - Tanner

F000486-111419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/14/2019	RN, PEL Laura Miller	Mrs.	1) All filings by Peoria Public Schools District 150 from August 1996 to August 2017 with the name of Laura Miller. 2) Any lists received from District 150 of certified or qualified school nurses by name. 3) Confirmation of and amount of funds dispersed to Peoria Public Schools District 150 from August 1996 to August 2017 related to their report of a Type 73 School Service Personnel with School Nurse Endorsement & / or PEL Professional Educator License with School Nurse Endorsement on staff (specifically, Laura Miller RN, IL-CSN / PEL). This includes funds dispersed to District 150 for having a Type 73 School Nurse / PEL on staff vs. funds dispersed for a non-certificated RN or LPN; also funds dispersed for Laura Miller RN, IL-CSN / PEL for work regarding IEP - ordered 1:1 health aides August 2014 to December 2016.

F000487-111419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/14/2019			Our firm represents Erikson Institute in connection with its proposal for ISBE RFP No. 19-586SBE-CHFED-B-6613. Pursuant to 44 Ill. Admin. Code § 1.2080(c) and the Illinois Freedom of Information Act (5 ILCS 140/1 et seq.), we respectfully request access to the public procurement file for the above-referenced solicitation, including but not limited to a copy of the CPO's written determination resolving the prior protests of the Vander Weele Group, LLC.

F000488-111419

Create Date	Customer Full Name	Company Name	Public Record Desired
11/14/2019	School Board Member Patricia Carr		Superintendent Elizabeth Reynolds Salary and benefits report/Compensation Report 105 5/10-20.47 Sec. 10-20.47 requesting report with Base Salary and Benefits. Benefits include without limitations vacation days, sick days, bonuses, annuities and retirement enhancements and health insurance. Calumet Public School District 132. 1440 W. Vermont Street, Calumet Park, IL. 60827

F000489-111519

Create Date	Customer Full Name	Company Name	Public Record Desired

F000489-111519

Create Date	Customer Full Name	Company Name	Public Record Desired
11/15/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	1. Emails or other correspondence between Jennifer Smith, Esq. and/or other persons at the Franczek law firm and Tricia Olson during October and November 2019; 2. Communication from March 1, 2019 to November 15, 2019 between the ISBE and/or Oak Park River Forest High School regarding the high school's submission for reimbursement of tuition based upon an Order from a hearing officer and additional information needed. This includes, but is not limited to, the correspondence from an attorney referenced by Tricia Olson in her November 12, 2019 email to me as well as regarding why a release signed by the parent is needed. 3. Emails by and/or between Tricia Olson, Jodi Whitlow, Timothy Imler, Shanell Bowden and/or Barbara Moore regarding the reimbursement of tuition for non-state approved therapeutic day school placements and/or tuition reimbursements for recent hearing officer orders from August 1, 2019 through today's date.

F000490-111919

Create Date	Customer Full Name	Company Name	Public Record Desired
11/19/2019	Mike Pietrzak		Please provide a list of non-public schools with individuals first employed in or assigned to a full-time teaching or administrative position before the 2011-2012 school year who does not hold a bachelor's or higher degree. Please provide a CSV/XLS file with all Directory fields for the specific sites (e.g., CountyName, RecType, Region-2 County-3 District-4, Type, School, RCDTS, FacilityName, Administrator, Mailing Address, Delivery Address, City, Zip, Telephone, Email, GradeServed, StRep, StSen, FedCong, Cat. Affiliation). Thank you

F000491-112019

Create Date	Customer Full Name	Company Name	Public Record Desired
11/20/2019	Superintendent Jeremy Larson	Paris Union School District No. 95	Please provide me with a list of all school districts that are charter school districts. Additionally, any ISBE guidance or rules for charter districts is appreciated.

F000492-112019

Create Date	Customer Full Name	Company Name	Public Record Desired
11/20/2019	Paul Williams		OEPP by Special Education District. My understanding is that Special Education Districts (and Coops and Associations, e.g., Bi-County Special Education Cooperative, Four Rivers Special Education District) have member districts who pay into the organization that, in turn, provide special education services to students in those districts. I would like an operating expense per pupil breakdown by special education district, similar to the OEPP data per general education district on ISBE's website currently. Please feel free to reach out if you have questions about the request. Thank you.

F000493-112019

Create Date	Customer Full Name	Company Name	Public Record Desired
11/20/2019			IDEA Section 618 Part B Child Count and Educational Environment data for all school districts within the state of Illinois by age, grade (specifically K, 1, 2, & 3), disability category and race and ethnicity from years 2012-2018. IDEA Section 619 Part B Child Count and Early Childhood Special Education Educational Environments data for all school districts within the state of Illinois by age, disability category, and race and ethnicity from years 2012-2018

F000494-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	TEST		Test request

F000495-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	Stephen Miller	Forecast5 Analytics	I am looking for average SAT scores for all districts and schools in the state for 2019 (ELA and Math). This data is in the Interactive Report Cards, but is not in the Report Card Public Data Set spreadsheet posted on the Report Card data webpage. If this data is available somewhere else online please direct me to it. If it is not, please include the RCDT and RCDTS codes in the data file in response to this request. Thank you

F000496-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	Joshua Dwyer	Midwest Center for the Gifted	I need the data required under the Accelerated Placement Act, preferably disaggregated by district.

F000497-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	Ethan Gill	Deltek, Inc.	Hello, Deltek is submitting a public records request to Illinois State Board of Education. We would like to request information regarding solicitation 19-586SBE-CHFED-B-9027 for Illinois Science Assessment Support, Delivery, and Maintenance - JP with a submittal date of 09/19/2019. Specifically, we are interested in the following information: - Contract/Award Number -Awarded Vendor Name, Address, and Phone -Award Amount - Award Date -Start and End Date of the Contract -Contract Terms (ex., 2 year contract with 3 renewals) Please also provide the awarded contract document and bid tabulation if available. If your policy does not allow the filling of the table or the creation of a new document, please disregard and only provide the requested documents. Please note that this records request is for commercial purposes. If a fee will be required, please let me know in advance. Regards, Ethan Gill

F000498-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	Research Programmer Kerry Schellenberger	Mathematica Policy Research	Statewide scale score means and standard deviations for ELA and math for each grade from the PARCC from 2017 and 2018 so we can standardize the data from the districts. My organization, Mathematica Policy Research, is conducting an evaluation of teacher preparation and professional development efforts. We are working with student-level test score data from districts in several states, including Illinois. I have looked on your website and see that you provided this information in individual PARCC Student Roster Reports and was hoping you could send it to me.

F000499-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	█ █		Investigation done by the school districts assistant superintendent from incident on Nov 5,2019 at █ school. █ School missed a dose of medication that day.

F000500-112119

Create Date	Customer Full Name	Company Name	Public Record Desired
11/21/2019	Partner Darcy Kriha	Kriha Boucek LLC	All complaints and written communications (including email messages) received by ISBE from [REDACTED]. Thank you.

F000501-112219

Create Date	Customer Full Name	Company Name	Public Record Desired
11/22/2019	Director of Data, Assessment and Program Evaluation Ben Ditkowsky	Barrington School District 220	This is a request for information under the Illinois Freedom of Information Act (5 ILCS 140). I am requesting information regarding the final ESSA (34 CFR 299) index scores for all schools in Illinois, as well as interim calculations and formulas that are used for school designations under ESSA. On page 59 of the Illinois State Plan for ESSA (https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf) a Meaningful Differentiation of Schools is pledged to the FED, it says "ESSA also requires that ISBE provide this information in an easily accessible and understandable way to parents, caregivers, and community members through the Illinois State Report Card." This request is necessary for all public schools. As a school district we are required to inform our public about the performance of our schools (105 ILCS 5/10-17a). With the passage of ESSA and the new school performance designations it is incumbent upon school districts to examine how our schools are being evaluated by the state and to identify any inconsistencies in calculations. This is not possible without the index scores for the entire group(ALL) and for each subgroup (All, Male, Female, White, Black, Hispanic, Asian, Hawaiian/ Pacific Islander, Native American, Two or more races, LEP, Not LEP, Migrant, IEP, Not IEP, Low Income and Not Low Income) , formulas and interim calculations made by the ISBE division of assessment, information technology and or data analysis. I do not believe that there should be any financial cost to this request, as this information is presumably already available and in electronic format (i.e., spreadsheet or .csv file). The specific request herein includes a request for data concerning each school in the state of Illinois and for each group (ALL) and each of the sixteen subgroups within each school in electronic format, including: 1. Indicator scores for each of the 10 indicators (https://www.isbe.net/Documents/Illinois_ESSA_Plan_Executive_Summary.pdf , pg. 6) used to derive ESSA Index scores for each school in the state of Illinois 2. Final Index scores for the "All students" and "16 subgroups" where applicable for each school in the state of Illinois. 3. Conversion tables for ACCESS Scale Scores to ACCESS 2.0 scale scores that are necessary to determine individual growth status in English Language Proficiency as described on page 27 of the ESSA State Plan for Illinois (https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf) 4. Derived Growth Tables from PARCC data using the R - SGP package (https://cran.r-project.org/web/packages/SGP/SGP.pdf)

F000502-112219

Create Date	Customer Full Name	Company Name	Public Record Desired
11/22/2019	Legal Investigator Jeff McClain	Kevin W. McClain Investigations, Ltd	Any and All records pertaining to Licensure, Certificate, Complaints, Disciplinary Action on the following individual: [REDACTED]

F000503-112319

Create Date	Customer Full Name	Company Name	Public Record Desired
11/23/2019	[REDACTED]		School records

U000831-110619

Create Date	Customer Full Name	Company Name	Public Record Desired
11/6/2019	[REDACTED]		

U000845-111819

Create Date	Customer Full Name	Company Name	Public Record Desired
11/18/2019			