

**Thursday, February 19, 2015**

**9:00 to 11:00 a.m.**

**President Abraham Lincoln Hotel, Salon C**



**IASA**

**Governmental Relations & Advocacy Committee**



**IASA Office**

**2648 Beechler Court**

**Springfield, IL 62703**

**217.753.2213**

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**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS  
GOVERNMENTAL RELATIONS & ADVOCACY COMMITTEE**

Thursday, February 19, 2015 – 9:00 to 11:00 a.m.  
President Abraham Lincoln Hotel, Salon C  
Springfield, Illinois

**AGENDA**

- I. CALL TO ORDER/ROLL CALL
- II. APPROVAL OF MINUTES OF SEPTEMBER 17, 2014 MEETING (Pages 1-4)
- III. FORMULATION OF THE 2015 SPRING LEGISLATIVE PROGRAM
  - A. IASA Legislative Program for 2015 (Page 5)
- IV. DISCUSSION ON HOT TOPICS
  - A. Vision 20/20 legislation (to be distributed)
  - B. Budget Issues
    - 1. ISBE's FY 16 Budget request (Pages 6-60)
    - 2. ISBE Weekly Message (Pages 61-62)
  - C. Education Funding Reform
    - 1. SB 1 (Pages 63-72)
    - 2. Vision 20/20 – Adequacy Model Language (Draft) (Pages 73-76)
  - D. Pension Update
  - E. KIDS Assessment
    - 1. DuPage and Lake County concerns regarding KIDS assessment (Page 77-85)
  - F. Educator Equity Plan (Presentation by Jason Helfer, ISBE Assistant Superintendent - Educator Effectiveness) (Pages 86-90)
- V. LEGISLATIVE ISSUES FROM THE REGION
- VI. HOT BILLS LIST (to be distributed)
- VII. OTHER BUSINESS
  - A. IPAC and APAC (Pages 91-93)
  - B. IASA Legislative Activities Calendar (Pages 94-95)
  - C. Illinois House and Senate Calendar (Page 96-97)
- VIII. FUTURE MEETINGS
  - A. There are no meetings scheduled through June 30, 2015.
- IX. ADJOURNMENT

**ITEM II. Approval of Minutes from the September 17, 2015 GRAC meeting**

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**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS  
GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE**

Wednesday, September 17, 2014 – 10:30 a.m. to 2:30 p.m.  
IASA Office - Springfield, Illinois

**I. CALL TO ORDER/ ROLL CALL**

The meeting was called to order at 10:30 a.m. by Chair Dr. Kevin O'Mara. He welcomed members and roll call was taken.

Present:           Dr. Kevin O'Mara, Chair  
                      Mr. Scott Doerr, Associate Chair  
                      Dr. Sheila Harrison Williams, Associate Chair  
                      Mr. Cliff McClure, Associate Chair  
                      Mr. Adam Ehrman, Abe Lincoln  
                      Mr. Ray Bergles, Blackhawk  
                      Dr. Lindsey Hall, Central Illinois Valley  
                      Dr. Judy Hackett, Cook North  
                      Dr. Darryl Taylor, Cook South  
                      Dr. Edward Condon, Cook West  
                      Mr. Gary Tipsord, Corn Belt  
                      Dr. Gwynne Kell, DuPage  
                      Dr. Michael Smith, Egyptian  
                      Mr. Andrew Larson, Illini  
                      Mr. Michael J. Kelly, Kaskaskia  
                      Ms. Lea Damisch, Kishwaukee  
                      Dr. Prentiss Lea, Lake  
                      Mr. Thomas Mahoney, Northwest  
                      Mr. Michael Shimshak, Shawnee  
                      Ms. Leigh A. Lewis, Southwestern  
                      Mr. Jay McCracken, Starved Rock  
                      Dr. John Palan, Three Rivers  
                      Mr. Brent O'Daniell, Two Rivers  
                      Mr. Dan Cox, Wabash Valley  
                      Mr. Ralph Grimm, Western  
                      Dr. Brent Clark, IASA  
                      Ms. Diane L. Hendren, IASA  
                      Ms. Mary Ellen Buch, IASA  
                      Mr. Ben Schwarm, IASB  
                      Dr. Calvin Jackson, IASBO

Absent:           None

**II. FUNCTION OF THE GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE**

The function of the Governmental Relations and Advocacy Committee and a listing of the committee members were included in the packet as informational.

**III. APPROVAL OF THE FEBRUARY 28, 2013 MINUTES**



Chair O'Mara noted a copy of the March 6, 2014 Minutes were included in the packet. Mr. Andrew Larson moved the Minutes of the March 6, 2014 meeting be approved as submitted. The motion was seconded by Dr. Prentiss Lea and unanimously approved by voice vote.

#### IV. VETO SESSION UPDATE

##### A. Pension Litigation Update

An article regarding pension reform and the litigation surrounding it was included in the packet as informational.

##### B. SB 16 (Manar, D-Bunker Hill) School Funding Reform Act of 2014

Ms. Hendren reported that House Democrats have been holding meetings and asking for input regarding ways to improve the bill, an indication that they might hold a committee hearing on SB 16 during the upcoming veto session. It could then be passed in early January with only a simple majority vote needed. If not passed then, the Bill would have to start over with both Chambers.

Adding the cost shift to the bill is a possibility. The cost shift would save the state an estimated \$800 million in normal employer pension costs, almost the amount needed to restore full funding of General State Aid. Because SB 16 creates both winners and losers among IASA member districts, IASA remains politically neutral.

##### C. What you might not know about the state budget

An article regarding the state budget was included in the packet as informational.

##### D. Student discipline issues

The group discussed that this is best kept as a local control issue. Many districts already do the things outlined in the legislation. IASA will be asking members to make phone calls to their local legislators regarding this issue. Ms. Hendren reported that a bill on this subject and restorative justice may surface during the upcoming Veto Session.

##### 1. Stats pointing to racial bias in expulsions and suspensions spur a new look at school discipline

An article regarding racial bias in expulsions and suspensions was included in the packet as informational.

##### E. Unfunded Mandates

An article regarding the high costs of unfunded mandates on local school districts was included in the packet as informational. IASA continues to work to keep unfunded mandates out of state law.

##### F. Veto Session Schedule

Veto Session has been scheduled for November 19, 20 and 21 and December 2, 3 and 4, 2014.

##### G. Election Dates



The General Election is scheduled on November 4, 2014.

#### VI. UPDATE ON ISBE RULES

##### A. Update on Proposed Rules for SB 315

Dr. Richard Voltz addressed this issue. He stated that ISBE will notify districts in bottom 20 percent in student performance in the next week. Districts on that list must then incorporate student growth into their evaluations. He is doing trainings across the state on this complicated issue. A document of PERA resources is on the IASA website under Dr. Voltz's Ed Leadership Thoughts blog. It includes links to additional information as well as timelines. In addition, an Academy has been added the Wednesday of the IASA Conference in Springfield and there are still openings available. In addition, a Breakout session only for the lower 20% districts has been scheduled for the last day of the Conference.

#### VII. VISION 20/20 INITIATIVE UPDATE

Dr. Brent Clark, IASA, gave a presentation on Vision 20/20. He explained the plans for public rollout of the initiative. IASA members will be updated more fully at the October Annual Conference closing session. A special preview will take place October 15 in Arlington Heights, with the official kickoff to take place during the first general session of the Triple I Joint Annual Conference November 21. Finally, three Super Region meetings will be held December 8 in Naperville, December 9 in Bloomington and December 19 in Mt. Vernon.

#### VIII. FY 2015 BUDGET-SCHOOL FUNDING

##### A. ISBE summary of budget and related legislation that passed during the 2014 Spring Session

Information regarding budget legislation passed during the 2014 Spring Session was included in the packet as informational.

#### IX. SUMMARY OF LEGISLATION THAT HAS BEEN SIGNED INTO LAW BY THE GOVERNOR

Legislation signed into Law by the governor was included in the packet as informational.

#### X. FORMULATION OF THE 2015 SPRING LEGISLATIVE PROGRAM

##### A. IASA Legislative Program for 2014

A copy of the 2014 IASA Legislative Program was included in the packet as informational. The committee read through the Program. A motion was made by Dr. Prentiss Lea to approve the Program. Mr. Michael Shimshak seconded the Motion and it was approved via Roll Call. See Appendix A.

#### XI. OTHER BUSINESS

##### A. IASA Legislative Activities Calendar

A copy of the IASA Legislative Activities Calendar was included in the packet as informational.

##### B. Illinois School Administrators Political Action Committee (IPAC) and the Alliance Political Action Committee (APAC)

Membership forms for both IPAC and APAC were included in the packet as informational. Members were encouraged to contribute to the Political Action Committees.

C. Suggested talking points regarding IPAC

Suggested talking points for IPAC were included in the packet as informational.

D. Time to Engage with Legislators article

An article regarding engaging with legislators was included in the packet as informational.

XII. IASA POSITION STATEMENTS

The IASA Position Statements were included in the packet as informational. Dr. O'Mara asked the group if they had any changes, deletions or comments on the Position Statements. With no comments, Mr. Michael Kelly made a motion to accept the Position Statements, seconded by Dr. John Palan. The motion was approved via Roll Call. See Appendix B.

XIII. REVIEW OF 2014 IASB RESOLUTIONS COMMITTEE REPORT

Committee members were informed of the Resolution process. New Resolutions, Amended Existing Positions and Reaffirmation of Existing Positions were all included in the packet as informational. The committee was asked if there were any changes, deletions or comments and hearing none, a motion was made by Mr. Andrew Larson to accept the new, amended and reaffirmed resolutions. The motion was seconded by Mr. Jay McCracken and approved via Roll Call. See Appendix C.

XIV. FUTURE MEETINGS

The next meeting of the Governmental Relations and Advocacy Committee is scheduled for Thursday, February 19, 2015.

XV. ADJOURNMENT

There being no further discussion, the meeting was declared adjourned at 1:30 p.m.

Respectfully submitted,

Dr. Kevin O'Mara, Chair  
IASA Governmental Relations and Advocacy Committee



### ITEM III.A. IASA Legislative Program for 2015

The following includes the IASA Legislative Program for 2015 as proposed to the IASA Governmental Relations and Advocacy Committee at its meeting on February 19, 2015.

- I. Vision 20/20
  - A. Highly Effective Educators
  - B. 21<sup>st</sup> Century Learning
  - C. Shared Accountability
  - D. Equitable and Adequate Funding
  
- II. Funding
  - A. Special Education Funding
    1. Support efforts to work towards a funding formula that reflects an equalized approach to supporting students with the greatest needs and costs
    2. Levy (Unfunded Costs) for Special Education
  - B. Support long-term solution to School Funding
  - C. Oppose all unfunded mandates
  - D. Maintain the financial stability of and prevent further erosion of benefits provided to public school employees through the Illinois Downstate Teachers' Retirement System
    1. Not allow the cost shift to further erode financial base
    2. Authority to levy costs for cost shift outside the Tax Caps
  - E. Support the Education Funding Advisory Board's (EFAB) recommended Foundation Level and fully fund current Foundation Level instead of prorating
  - F. Emergency Life Safety Relief
    1. Exemption to the Tax Cap
  - G. PTELL Extension Limitation (Further Tax Cap Limitation)
    1. Maintain current PTELL limitations (5% or CPI, whichever is lower)
    2. Oppose any legislation that would result in further PTELL limitations (e.g., 0% limitations)
  
- III. Professional Development
  - A. Seek state support and guidance in the area of using student growth in principal and teacher performance evaluations
  
- IV. Instruction
  - A. Continuing support for the improvement of NCLB/ESEA language
  - B. To participate in the implementation process for a statewide growth model assessment system
  - C. Meaningful change for successful implementation of Common Core State Standards, the PARCC assessment and the climate survey from ISBE. Components consistent with this successful implementation entail:
    1. A rollout of the PARCC Assessment in line with a reasonable timeframe (perhaps a two year waiver)
    2. Allow for a trial period in PARCC Assessment rollout. There would not be punitive measures taken for school districts participating during the trial period
    3. Continue to research a better vehicle for measuring student growth grades k-12
    4. Allow for a testing window that does not conflict with other key assessments for Illinois Students (i.e. AP Exams, etc.)
    5. Clarify intent of the overall testing program – is it for student growth identification for school improvement purposes or accountability measures for districts and schools or a combination of both.



**ITEM IV.B.1. ISBE's FY 16 Budget request**

**Superintendent's Recommendation**

The Superintendent recommends that the Board seek an increase of \$729.9 million (10.7%) in General Funds appropriations for FY2016 over FY2015 appropriations, and requests that the recommendations outlined in EXHIBIT A be presented and acted on by the Board. The Superintendent further recommends that the Board authorize agency staff to present the recommendations for spending authority for other state and federal funds outlined in EXHIBIT A to be presented and acted upon by the Board.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Superintendent's Recommended Fiscal Year 2016 Budget Summary**

**Background**

Since FY2009, General Fund appropriations have decreased by approximately \$597 million. During the same time period, the percentage for Pre-K through 12<sup>th</sup> grade education of overall state funding for operations from General Funds for has remained relatively consistent at approximately 26.5%.

For FY2015, the Board sought an increase of \$1.08 billion or a 16.2% increase over Fiscal Year 2014 appropriation levels for General Funds. This was primarily due to the Board's recommendation to fully fund the FY2015 General State Aid claim at the \$6,119 foundation level set in statute. The budget that was enacted reflected a General Funds appropriation of \$6.805 billion, which resulted in an overall increase of \$117.9 million (1.8%) from the Fiscal Year 2014 appropriation levels. The Superintendent's recommendation for FY2016 General Funds Budget for Pre-K through 12<sup>th</sup> grade calls for a \$729.9 million increase over FY2015, which would restore 122.4% of the cumulative loss since Fiscal Year 2009.

The FY2009 ISBE General Funds Appropriation was \$7.4 billion. The Superintendent's recommended budget for FY2016 is 5.2% less than the FY2009 appropriation level when adjusted for inflation.

The Superintendent's recommended budget is detailed in EXHIBIT A.

**General State Aid (GSA)**

Appropriation shortfalls for GSA that began most recently in FY2010 have become more pronounced in recent years. When appropriations fall short of the GSA claim amounts, those claims are prorated, meaning the state pays only a percentage of the amount owed to each district. The shortfalls and proration amounts are as follows:

**GSA Proration History**

<b>FY</b>	<b>Shortfall (\$000's)</b>	<b>Proration</b>
FY10	\$18,899.1	98.3%
FY11	\$260.4	99.9%
FY12	\$231,057.5	95.0%
FY13	\$518,176.4	89.2%
FY14	\$562,116.0	88.7%
FY15	\$550,828.6	89.1%

Since FY2012, the amount of appropriation needed to fully fund the GSA at the \$6,119 Foundation Level (FL) and the Supplemental Low-Income statutory requirements has increased



annually due to growing proportions of low-income students and declining property values. The cost to fully fund the GSA claims for this time period is as follows:

#### GSA Claim History

FY	Claim Amount (\$000's)	% Increase (Decrease)
FY10	\$4,619,204.2	
FY11	\$4,600,565.5	(0.4%)
FY12	\$4,679,162.0	1.7%
FY13	\$4,804,928.9	2.7%
FY14	\$5,004,314.3	4.1%
FY15	\$5,073,359.1	1.4%

#### Forecasted FY16 General State Aid (FL \$6,119)

Proration	Appropriation	Increase to FY15 Appropriation Level
Fully Funded	\$5,088,908,958	\$566,378,428
89% Proration	\$4,532,428,972	\$9,898,442

The estimated cost to fully fund the GSA claim at the Foundation Level of \$6,119 for FY2016 is \$5,088,908,958. This is an increase of \$15.5 million, or 0.3%, to the amount that was required to fully fund the FY2015 GSA claim. Graphics and detailed information on the GSA claim are attached as Exhibits B through G.

This year's increase in the cost of the claim is quite marginal by historical standards. Total property value, as represented by Equalized Assessed Valuations, is down 6%, increasing the cost of the equalization formula grant portion of GSA by \$36 million. In contrast, we are predicting a decline in the number of low-income students, resulting in a decrease in the low-income grant portion of GSA of \$29 million. The remainder of the difference is due to adjustments for prior year EAV changes and audit findings.

The Superintendent is recommending a \$566.4 million increase, or 12.5%, to the FY2015 GSA appropriation for a Fiscal Year 2016 GSA appropriation of \$5.088 billion to fully fund the FY2016 GSA claim at the Foundation Level of \$6,119.

#### **Mandated Categorical Reimbursements (MCATS)**

For FY2015 MCAT funding was increased by \$6.1 million from the FY2014 level. The final FY2015 proration amounts for the MCAT programs are as follows:

### FY2015 MCAT Proration Levels

Program Name	FY15 Actual Proration
Sp. Ed. – Personnel	100%
Sp. Ed. – Funding for Children	100%
Sp. Ed. – Private Tuition	97%
Sp. Ed. – Orphanage	100%
Sp. Ed. – Summer School	75%
Sp. Ed. - Transportation	97%
Transportation – Reg/Voc	72%
Ill Free Lunch and Breakfast	23%
Regular Orphanage 18-3	100%

Staff have completed estimates of the funding that would be needed to fully fund the MCATS in FY2016 as described in the table below. Based on these estimates, an additional \$223.6 million would be needed in FY2016 to fully fund MCATS. The amount required to fully fund Regular/Vocational Transportation Reimbursement accounts for the majority of the increase that would be needed to fully fund all MCATS.

### FY2016 Mandated Categorical Programs – 100% Funded (\$000's)

Program Name	FY16 100% Funded	Increase (Decrease) Over FY15
Sp. Ed. – Personnel	\$442,400.0	\$1,900.0
Sp. Ed. – Funding for Children	\$300,094.4	(\$2,834.5)
Sp. Ed. – Private Tuition	\$245,000.0	\$14,807.6
Sp. Ed. – Orphanage	\$95,000.0	\$0.0
Sp. Ed. – Summer School	\$14,700.0	\$4,600.0
Sp. Ed. - Transportation	\$471,500.0	\$21,000.0
<b>Sub-Total Special Ed</b>	<b>\$1,568,694.4</b>	<b>\$39,473.1</b>
Transportation – Reg/Voc	\$358,000.0	\$152,191.1
Ill Free Lunch and Breakfast	\$41,404.5	\$32,404.5
Regular Orphanage 18-3	\$11,500.0	(\$500.0)
<b>Total Mandated Categorical Programs</b>	<b>\$1,979,598.9</b>	<b>\$223,568.7</b>

Funding limitations have resulted in the proration of MCAT payments in recent years. The table below illustrates the degree of proration for the various MCAT lines in Fiscal Years 2013 through 2015 as well as the estimated proration at the FY2016 funding level recommended by the Superintendent.



### MCAT Proration Level History

Program Name	FY13	FY14	FY15	FY16 Supt Rec
Sp. Ed. - Personnel	100%	100%	100%	100%
Sp. Ed. - Funding for Children	100%	100%	100%	100%
Sp. Ed. - Private Tuition	91%	94%	97%	95%
Sp. Ed. - Orphanage	100%	100%	100%	100%
Sp. Ed. - Summer School	96%	81%	75%	80%
Sp. Ed. - Transportation	99%	97%	97%	96%
Transportation - Reg/Voc	76%	74%	72%	80%
Ill Free Lunch & Breakfast	38%	36%	23%	35%
Regular Orphanage 18-3	100%	100%	100%	100%

The Superintendent is not recommending that the Board request full funding for all Mandated Categorical Programs for FY2016. The Superintendent is recommending increases to Regular/Vocational Transportation Reimbursement and Illinois Free Lunch and Breakfast. He is also recommending appropriation levels for the Special Education Mandated Categorical Reimbursements to comply with Federal Maintenance of Effort requirements.

The Regular/Vocational Transportation Reimbursement Appropriation has not been fully funded since FY2010. Since fiscal year 2011, the average proration has been approximately 75%, however, the proration level for FY2015 has fallen to 72%. In its recommendation for FY2015, the Board recommended an increase \$30.4 million to provide a proration level of 80%. That increase was not funded by the General Assembly. As illustrated in EXHIBIT H, aggregate expenditures for Regular/Vocational Transportation decreased as school districts implemented changes to the transportation programs to become more efficient in the operation of transportation programs. Aggregate expenditures have increased 1.4% for the second consecutive year. When compared to the Consumer Price Index increase of 1.63%, the increase in aggregate expenditures appear to be reasonable especially when compared to the average increase in aggregate expenditures of 4.5% before the reduction in appropriations for Regular/Vocational Transportation.

The actual claim cost for Regular/Vocational Transportation increased 3.5% for FY2015 as illustrated in EXHIBIT I. This increase is attributable to the increased aggregate expenditures and the decline in EAV of 1.9% which are illustrated in EXHIBIT J. The formula for Regular/Vocational Transportation is the only MCAT that provides for a measurement of Available Local Resources and provides less reimbursement for districts that have greater amounts of Available Local Resources.

As previously discussed, the EAV for Tax Year 2013 has declined which increases the cost of the Regular/Vocational Transportation Reimbursement. If the FY2016 Regular/Vocational Transportation remains at the current appropriation level of \$205.8 million, it is forecasted that the proration amount for FY2016 Regular/Vocational Transportation will be 69%.

School Districts are dealing with increasing transportation costs at the same time as declining local revenue and deeper proration amounts for Regular/Vocational Transportation Reimbursement. Due to these factors, the Superintendent is recommending a \$48.7 million increase to the Regular/Vocational Transportation Appropriation in an effort to bring the proration level to an estimated 80% for FY2016. The table below describes the estimated



appropriation level needed in FY2016 to achieve various levels of proration for Regular/Vocational Transportation.

**Regular/Vocational Transportation  
Estimated Appropriations - Various Proration Levels  
2013-14 School Year Data**

<b>Proration</b>	<b>75%</b>	<b>78%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>	<b>95%</b>
Estimated Appropriation	\$230,136.7	\$244,761.2	\$254,542.1	\$279,312.7	\$304,266.0	\$329,577.0
Current Appropriation	\$205,808.9	\$205,808.9	\$205,808.9	\$205,808.9	\$205,808.9	\$205,808.9
Change	\$24,327.8	\$38,952.3	\$48,733.2	\$73,503.8	\$98,457.1	\$123,768.1

The Superintendent is recommending that the increase to the FY2016 appropriation level for the Special Education – Private Facility Program be limited to the minimum amount needed to meet Federal Maintenance of Effort (MOE) requirements related to the Federal Individuals with Disabilities Education Act (IDEA). Conformance with the MOE requirement is dependent on expenditures by the Department of Human Services, Division of Rehabilitation Services and the Department of Juvenile Justice as well as ISBE. Over estimation of expenditures by the two other agencies resulted in nonconformance with the MOE requirement by \$2 million in FY2014. Current estimates of FY2016 appropriations needed to meet the MOE requirement include an \$11 million dollar buffer to reduce the potential of nonconformance due to inaccurate estimates of expenditures. The table below describes the estimated appropriation level needed in FY2016 to achieve various levels of proration for Special Education Private Facility.

**Special Education Private Facility  
Estimated Appropriations - Various Proration Levels  
2013-14 School Year Data**

<b>Proration</b>	<b>98%</b>	<b>96%</b>	<b>94%</b>	<b>92%</b>	<b>90%</b>
Estimated Appropriation	\$240,100.0	\$235,200.0	\$230,300.0	\$225,400.0	\$220,500.0
100% Appropriation	\$245,000.0	\$245,000.0	\$245,000.0	\$245,000.0	\$245,000.0
Change	(\$4,900.0)	(\$9,800.0)	(\$14,700.0)	(\$19,600.0)	(\$24,500.0)

The funding levels and estimated proration levels that the Superintendent is recommending for the MCAT Programs are as follows:

**Fiscal Year 2016 Mandated Categorical Programs – Recommended Funding**  
(\$000's)

Program Name	FY16 Recommended	FY16 Projected Proration	Increase (Decrease) Over FY15
Sp. Ed. – Personnel	\$442,400.0	100%	\$1,900.0
Sp. Ed. – Funding for Children	\$300,094.4	100%	(\$2,834.5)
Sp. Ed. – Private Tuition	\$233,000.0	95%	\$2,807.6
Sp. Ed. – Orphanage	\$95,000.0	100%	\$0.0
Sp. Ed. – Summer School	\$11,700.0	80%	\$1,600.0
Sp. Ed. - Transportation	\$450,500.0	96%	\$0.0
<b>Sub-Total Special Ed</b>	<b>\$1,532,694.4</b>		<b>\$3,473.1</b>
Transportation – Reg/Voc	\$254,542.1	80%	\$48,732.2
Ill Free Lunch and Breakfast	\$14,300.0	35%	\$5,300.0
Regular Orphanage 18-3	\$11,500.0	100%	(\$500.0)
<b>Total Mandated Categorical Programs</b>	<b>\$1,813,036.5</b>		<b>\$57,006.3</b>

**Standards and Assessments**

Assessments

As a result of making the ACT exam optional in FY2015, ISBE was able to negotiate almost \$3.17 million out of the final contract. These savings came from eliminating a contract provision for ACT's Standard Professional and Psychometric Services, which was no longer a requirement given that the test was to be optional. Also, at the time the FY2015 Board request was made, the Partnership for the Assessment of Readiness for College and Careers (PARCC) exam costs were not known. When the contract was finalized in the summer of 2014, the cost of the PARCC assessment was less than projected and additional savings were realized.

In FY2015, the Assessments appropriation funded PARCC exams for grades three through eight and eleven as well as the ACT exam in grade eleven.

For FY2016, the Superintendent is recommending funding for Assessments to include the cost of administering the PARCC for grades three through eight plus three high school exams, a federally required science assessment, PARCC diagnostic testing for grades 2 through 8 and a college entrance exam for grade 11 that will not include a writing assessment due to the fact that writing is assessed by PARCC. While the total cost of the recommended assessments would require approximately \$9.0 million in additional State Assessment funding in FY2016, as a result of some of the FY2015 savings previously mentioned, it would only require a \$5 million increase to State Assessment funding in FY2016.

A breakdown of assessment costs is attached as EXHIBIT K.

Longitudinal Data System

The Superintendent recommends an appropriation of \$2.4 million for further development and maintenance of the Longitudinal Data System. Through federal grant dollars, the agency has made substantial investments in the development of the Illinois Longitudinal Data System. This investment has resulted in our ability to collect and report key data points on students, teachers, administrators, and schools. The School Report Card reports on much of the data we collect and is available to the public at [www.illinoisreportcard.com](http://www.illinoisreportcard.com). With the data warehouse behind these public reports, ISBE has comprehensive data to better measure program effectiveness



and return on investment (ROI) through the Budgeting for Results process. In addition, with this correlated data, ISBE has valuable information for both internal analysis and external research partnerships. The ISBE data systems are being organized to provide clear, transparent information to Illinois' educators, policymakers, parents, and taxpayers that will enable them to make informed decisions about education and raising student achievement.

The agency currently collects a substantial set of individual-level data on Illinois students from preschool through twelfth grade, as well as information about their teachers. These data sets, that are the primary target of this data warehousing effort, include the Student Information System (SIS), the Educator Licensure Information System (ELIS) and the Employment Information System (EIS). In addition, the agency catalogs data on school entities (e.g., districts and individual schools) in its Entity Profile System (EPS). The agency also gathers a series of aggregate data collections on special topics of interest as required by legislative mandates or for grant reporting. The agency expects that its internal processes of data management, data analysis and reporting will be made more efficient as a result of this project.

ISBE, along with other state agencies and education partners, continues to move forward in the design, development and implementation of the state-wide ILDS. When fully implemented, this system will have the ability to provide information (based on the data collected) that tracks the progress of Illinois students from preschool through postsecondary education, and as they enter the workforce. As defined by Illinois Public Act 96-0107, the ILDS is made possible with federal funding, and must historically link student test scores, length of enrollment and graduation records. The agencies responsible for implementation of Public Act 96-0107 have entered into an intergovernmental agreement which specifies the ILDS will exist as a federated data system. A common demographic dataset will allow linking of student records across agency systems.

Due to the expiration of federal grants and monies in FY2015, ISBE will require state funding to support ongoing ILDS system development and maintenance. System maintenance efforts will include editing the warehouse structure, maintaining operation as data is added to the warehouse, and modifying/adding to the agency's reports portal to meet stakeholder demands. Data linking between systems will be leveraged to administrators and educators, providing intuitive tools to make critical data-driven decisions resulting in heightened student achievement. Once fully developed and implemented, these tools will enable access to longitudinal data and will provide educators an in-depth, comprehensive review of students' progress. Additional developments include clear and meaningful charts, graphs, and statistical tools to assist education leaders in identifying performance trends at the LEA, school, classroom, and student level. Administrator tools are also in the development plan to assist with policy decisions based on school and LEA level trends. Future planned enhancements include integration of special education and financial data in addition to integration of ISBE data with data from other agencies to allow for P-20W reporting. The Board's Fiscal Year 2015 Budget request included \$2.3 million that was not appropriated by the General Assembly.

## **Academic Improvement**

### **Early Childhood Education**

An increase of \$50 million over the FY2015 appropriation of \$300.2 million is being recommended by the Superintendent for Early Childhood Education. It is estimated that over 250,000 children from birth to age five years are living in families that are at or below 200% of the federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative, or Preschool for All program. Funding for Early Childhood Education has been reduced by \$80 million since FY2009. ISBE staff is requesting a budget increase of \$50



million which was initially approved by the State Board at their meeting in September 2014 as part of the application process for the Preschool Development Grant - Expansion Grant application. The application incorporated the State plan to increase State investments in early childhood education and to increase access to quality, effective services for the most at-risk children in the State.

On December 10, 2014, Illinois was awarded a grant of \$80,000,000 (\$20,000,000 per year for four years from January 1, 2015, through December 31, 2018) for Preschool Expansion by the US Department of Education. An increase in State funding for the Early Childhood Block Grant of \$750,000,000 (\$50,000,000 of new monies per year for five years) starting in FY2016 was part of the 2014 Federal Preschool Development – Expansion Grant Proposal. The funding plan is illustrated in the table below. The state plan would:

- Increase the number of intensive, full-day slots for four-year-olds through a new program option in its Preschool for All state-funded preschool program “More at Four”. It is a new full day, comprehensive program for children with very high needs.
- Increasing funding to Preschool for All, which would include services for three-year-olds not eligible for the federal slots.
- Restore the historic 8% cut to currently funded Preschool for All Programs and provide a cost of living adjustment increase

#### Preschool Development - Expansion Grant Funding Commitments for Early Childhood Block Grant

	More at Four Funding Increase*	Other Preschool for All Funding (3-5 years old)	Prevention Initiative Funding (0-3 years old)**	Total Early Childhood Block Grant Funding	ECBG Increase over FY15
SFY15		\$258,165,464	\$42,026,936	<b>\$300,192,400</b>	
SFY16	\$1,660,000	\$278,493,920	\$70,038,480	<b>\$350,192,400</b>	\$50,000,000
SFY17	\$27,750,000	\$292,403,920	\$80,038,480	<b>\$400,192,400</b>	\$100,000,000
SFY18	\$61,000,000	\$299,153,920	\$90,038,480	<b>\$450,192,400</b>	\$150,000,000
SFY19	\$93,600,000	\$306,553,920	\$100,038,480	<b>\$500,192,400</b>	\$200,000,000
SFY20	\$125,000,000	\$315,153,920	\$110,038,480	<b>\$550,192,400</b>	\$250,000,000
<b>Total</b>	<b>\$309,010,000</b>	<b>\$1,749,925,064</b>	<b>\$492,219,336</b>	<b>\$2,551,154,400</b>	<b>\$750,000,000</b>

\* Required Per Preschool Development - Expansion Grant Proposal

\*\* Public Act Public Act 98-0645 effective July 1, 2014, requires that the percentage of the ECBG to be used for programs serving children birth-three will increase to at least 20% by fiscal year 2016

The proposal for the Federal grant included estimates of the number of children to be served by each Early Childhood Education program. Those estimates are included in the table below.



**Anticipated Children Served with Early Childhood Block Grant and Pre School –  
Expansion Grant**

Slots for Children in the Following Programs	Current	Additional Program Slots Created Annually						Total Additional Slots Created Over Current	Total Slots Available in 2021
		2015	2016	2017	2018	2019	2020		
Prevention Initiative (0-3 year old Children)	<b>13,870</b>		3,112	1,111	1,111	1,111	1,111	<b>7,556</b>	<b>21,426</b>
Preschool For All (3-5 year old Children)	<b>73,145</b>		4,517	3,091	1,500	1,644	1,911	<b>12,663</b>	<b>85,808</b>
More at Four (4 year old Children)		2,600	2,080	3,540	2,540	3,251	3,132	<b>17,143</b>	<b>17,143</b>
<b>Total Slots</b>	<b>87,015</b>	<b>2,600</b>	<b>9,709</b>	<b>7,742</b>	<b>5,151</b>	<b>6,006</b>	<b>6,154</b>	<b>37,362</b>	<b>124,377</b>

The recommended funding would also be used in part to provide for enhancement of preschool for four year olds by extending current half day slots to full day preschool. The following chart describes the number of anticipated enhanced slots by year.

**More at Four Slot Enhancement Estimates**

	2015	2016	2017	2018
Enhanced Slots	680	1,420	2,200	3,000

Arts and Foreign Language

The Superintendent is recommending an appropriation of \$1 million for FY2016. The recommendation represents a \$500,000 (100%) increase over the FY2015 appropriation. The requested funds will fund approximately 16 Arts and Foreign Language program implementation grants to school districts. These grants have a matching fund requirement. An estimated 800 students would participate.

Extended Learning Time

The Superintendent's FY2016 budget recommendation includes \$5 million for an Extended Learning Time program. These funds will provide incentives to school districts to provide extended learning time (after and summer school). The requested amount would assist students and teachers. Currently, the only funding available to support extended learning time is the Federal 21<sup>st</sup> Century Communities Learning Centers grants. These funds serve approximately 53,700 students in Illinois. In FY2015, 141 applications were received. Funding was only available to support 51 proposed projects. The recommended State funds could serve approximately 50 additional sites in the lowest performing schools in the state at an estimated \$100,000 per school. The programs will focus on expanding instructional time for students and opportunities for teachers to collaborate as they implement the New Illinois Learning Standards.



### Bilingual Education

The number of English Language Learners increased by 16.6% between FY2011 and FY2015. The Bilingual Education appropriation has remained at approximately \$63 million for five fiscal years. Currently, approximately 10.4% of Illinois students are English Language Learners. The Superintendent is recommending a \$12.0 million increase (18.8%). The increase in funding is projected to provide for a proration of 77.4% in FY2016 as compared to the projected proration level of 66.8% for FY2015.

### **Bilingual Funding and Proration History**

Year	Appropriation	Proration
FY09	\$75,652.0	81.5%*
FY10	\$68,086.8	88.5%
FY11	\$63,381.2	82.2%
FY12	\$63,381.2	73.7%
FY13	\$63,381.2	81.0%
FY14	\$63,381.2	67.8%
FY15	\$63,681.2	66.8%

\*In Fiscal Year 2009, Chicago received bilingual funding through the Chicago Block Grant. As a result, Chicago Public Schools (CPS) Bilingual claims were funded at 100% and downstate was prorated at 65.7%. For comparative purposes the Fiscal Year 2009 appropriation level would've caused an 81.5% proration had CPS been reimbursed for their claim as has been the practice since Fiscal Year 2010.

### Advanced Placement

The Superintendent is recommending a \$1 million appropriation in support of Advanced Placement classes. The recommendation amounts to a \$500,000 (100%) increase over the FY2015 appropriation of \$500,000. The recommended funding would fund new, or expand existing Advanced Placement and/or pre-Advanced Placement programs, including teacher training, promotional materials for students and parents, and student assistance efforts to prepare students to enroll in Advanced Placement courses; and/or ensure students currently enrolled in Advanced Placement courses successfully complete those courses and take the examination following completion of those courses. Districts where 40% or more of students are eligible for free or reduced lunch qualify for the grants. The requested amount would double the number of school districts served from 11 to 22 allowing an estimated 1,100 students to participate.

### Low-Income Advanced Placement

The percentage of low-income students taking Advanced Placement (AP) exams has increased every year since 2003 and is expected to continue this trend. The AP exam program prepares students for a successful transition to college readiness and success, and reduces the amount of college remediation courses for students. The Superintendent recommends a \$1.5 million appropriation which would fund the approximate \$25 per advanced placement exam fee not covered by either the Federal Advanced Placement Grant or College Board funding for low-income students. The requested amount would assist an estimated 60,000 low-income students.

### STEM Career Pathways

The Superintendent is recommending \$1 million in funding to support Illinois Career Pathways. The State is supporting local career pathway system's continuation of STEM related industry sectors important to the Illinois economy; specifically in (1) Agriculture, Food, & Natural Resources; (2) Energy; (3) Finance; (4) Health Science; (5) Information Technology; (6)



Manufacturing; (7) Research & Development; (8) Transportation, Distribution, and Logistics and (9) Architecture & Construction. A career pathway system is a series of connected education, training, and support strategies that enable learners to secure industry relevant credentials and transition into post-secondary and/or rewarding careers within a targeted occupational area. As part of its strategy to support local career pathway systems, Illinois Pathways partnered with the Race to the Top developed STEM Learning Exchanges that better coordinate investments, resources, and planning in the above-identified industry sectors. Each Learning Exchange will be led by a lead nonprofit or government entity. The STEM Learning Exchanges, in partnership with career & technical Education leaders, will support local communities with programs of study, structures and best practices, high quality curricular and professional development resources, career and technical student organizations and expanding access to real-world challenges and work-based learning. Grants to Learning Exchanges (8) will go toward statewide initiatives relating to: (a) career pathway curricular design and alignment; (b) educator professional development, including teacher externships; (c) problem-based learning activities; and/or (d) work-based learning opportunities for students. Learning exchanges provide at least a dollar for dollar match of funding received from ISBE. It is estimated that 15,000 students will participate in FY2016.

#### Agricultural Education

The Superintendent is recommending funding of \$3 million for Agricultural Education, an increase of \$1.2 million (66.7%) over FY2015. The recommended increase represents the restoration of the funds cut from the line since FY2010. The increase in the Ag Ed line item would go toward supporting several priorities including funds for local districts through the Ag Ed Incentive Funding Grant (\$760,000), funds for developing an agricultural science course for laboratory science credit aligned with the Next Generation Science Standards (\$150,000), funds to support recruitment and retention initiatives for agriculture science teachers (\$140,000), and funds to support the agriculture literacy efforts in the 67 county coalitions (\$100,000) as well as existing program supports such as professional development and curriculum improvement. The Ag Ed Incentive Funding Grant requires at least a 50% local match. In FY2014, nearly \$400,000 in local match dollars were generated. It should also be noted that investments in Ag Ed Incentive Funding are used in part to support the Supervised Agricultural Experience program. Students participating in the program have developed and managed agriculture related projects that have resulted in \$11.8 million in earnings.

Agricultural education programs serve nearly 30,000 students in 381 secondary schools across the state.

#### Career and Technical Education

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; articulate transitions to postsecondary training programs, employment or both, assist in meeting the new Illinois Learning Standards, and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement.

CTE provides instruction for careers in high-wage, high-skill, and high-demand occupations. The secondary CTE instructional programs are grouped into 5 broad areas based on the related content. These content areas are: Agricultural Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology, and Technology and Engineering Education.

In FY2014, 47.1% of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE. This is an increase of 7.4% from last year's CTE participation rate. In total,



678 high schools in Illinois participated in CTE programs in FY2014, and 636 high schools had on-site CTE programs provided. Among those 636 participating schools, 322 high schools provided Agricultural Education; 579 high schools provided Business, Marketing and Computer Education; 471 high schools had programs in Family and Consumer Sciences; 125 schools served Health Science Technology; 483 high schools had Technology and Engineering Education programs provided.

Funding for this program in addition to funding administered by the Illinois Community College Board leverages approximately \$40.5 million in federal funding annually. The Superintendent recommends funding CTE at \$38.1 million, the level required to meet MOE requirements for FY2016.

### School Reform and Accountability

#### Lowest Performing Schools

The Superintendent is recommending a \$5 million appropriation for the state's lowest performing schools. The additional requested amount of \$4 million would fund assistance to all the lowest performing schools. It is estimated that the additional funds would fund assistance to 88 school districts, with 270 schools in addition to the 21 priority school districts with 35 schools as described in the tables below. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, use of time, effective instruction, use of data, school environment, and family and community engagement.

#### **Focus District Funding Allocations**

<b>Focus District – (Non-SIG School Enrollment range)</b>	<b>Number in Range</b>	<b>Per District Allocation base grant of \$25,000 if less than 1,000 students, over 1,000 is \$34 per student</b>	<b>Total Allocation</b>
Over 4,000	8	\$269,103	\$1,352,825
3,000-4,000	4	\$86,913	\$347,650
1,000-3,000	24	\$42,231	\$1,013,100
Under 1,000	52	\$25,000	\$1,300,000
<b>Total</b>	<b>88</b>		<b>\$4,013,575</b>

Focus district funding would benefit an estimated 132,000 students.

#### **Priority District Funding Allocations**

<b>Non-SIG Priority School Enrollment range</b>	<b>Number in range*</b>	<b>Per district allocation Base grant</b>	<b>Total Allocation</b>
Over 3000	3	\$80,000	\$240,000
1000-3000	6	\$50,000	\$300,000
Under 1000	12	\$26,000	\$312,000
<b>Total</b>	<b>21</b>		<b>\$852,000</b>

\*This number could change depending upon those receiving a School Improvement 1003(g) Grant.

Priority district funding would benefit an estimated 25,000 students.



### State and District Technology Support

The Board requested \$5.6 million in FY2015 to cover the cost of the Illinois Virtual School (IVS), Learning Technology Centers (LTC) and the Illinois Shared Learning Environment (ISLE) as illustrated in the table below. The FY2015 appropriation of \$2.5 million did not fund ISLE in FY2015. The Superintendent's FY2016 recommendation of \$4.035 million includes a \$1.5 million appropriation for ISLE. ISLE is an online platform currently under development that will provide educators with integrated data and tools to personalize learning and drive student success. ISLE's services to school districts will include teacher dashboards, search tools for educational content, assessment applications, and streamlined access to educational technology tools and applications. In addition ISLE will reduce district reporting burdens by streamlining data transfer from districts to ISBE. ISLE will begin rolling out to Race to the Top (RTTT) districts in FY2015 and will ultimately be offered to all districts across Illinois. The development of this system has been financed with \$12 million in capital funds. The funds included in this budget will allow for implementation of the product that has been developed—including training and support for teachers and principals in implementing the system.

The requested budget for ISLE will provide the resources required to support, maintain, and scale the statewide instructional technology platform. These resources include personnel, contractual technology services, and instructional application development.

The State and District Technology line also includes \$950,000 in funding for the IVS and \$1.5 million for LTCs. IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades five through 12 as well as online professional development to Illinois Educators. More than 300 schools have used IVS to fill in where students 1) need a course but can't fit it into their schedule, 2) are unable to attend school regularly, 3) recover credit to graduate on time, or 4) would like a course which the school does not offer. The online courses are standards-aligned and taught by Illinois certified, highly qualified teachers. IVS currently employs 61 certified teachers. For the FY2014 school year, IVS had 3,136 full service course enrollments and reported a 92% completion rate in full service courses.

The 15 LTCs work with Regional Education Offices, Intermediate Service Centers, higher education, special education and vocational education partners to implement digital age learning.

### **State and District Technology Support Funds Allocation by Program**

<b>State and District Technology Support</b>	<b>FY16 Request</b>
Tech for Success Administration	\$20,000
Illinois Virtual School	\$950,000
Learning Technology Center Grants	\$1,530,000
Illinois Shared Learning Environment	\$1,534,500
<b>Total</b>	<b>\$4,034,500</b>

### Targeted Special Education Programs

The FY2015 ISBE appropriation included \$6.5 million in funding for five programs which serve individuals with special education needs in Illinois. These programs include the Community Residential Services Authority, the Materials Center for the Visually Impaired, the Philip J. Rock Center and School, Autism, and Blind and Dyslexic. The Superintendent recommends funding



for these programs at the FY2015 levels with the exception of the three recommended changes described below. It is important to note that the funding for the five lines is included in the calculation of MOE for the federal Individuals with Disabilities Education Act.

#### Blind and Dyslexic

The Superintendent's recommendation includes an increase of \$29,400 (3.6%) in funding for Blind and Dyslexic. The additional funding would cover the cost of maintaining services to the 750 school sites currently served.

#### Autism

The Autism program was included in the FY2015 budget at \$100,000. The cost of the program will be covered with federal IDEA funds in FY2016 and the Superintendent is not recommending a General Funds Appropriation for FY2016.

#### Community Residential Services Authority

ISBE serves as the fiscal agent for the authority which has proposed an increase of \$27,700 (4.7%) in their FY2016 budget to cover the cost of an additional regional office.

### Educator Quality and Support

#### Teach for America

The Superintendent is recommending an appropriation of \$1 million for FY2016. The recommended appropriation amount is sufficient to continue to receive a matching \$1 million dollars of private funding for the program. The funding will be utilized to recruit and support an additional 140 first year teachers of color.

#### National Board Certification

The FY2015 appropriation for National Board Certification is \$1 million. The funds provide for support of teachers and school counselors seeking National Board Certification with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students. The Superintendent is recommending flat funding.

#### Teacher of the Year

The Teacher of the Year program honors outstanding school personnel in seven categories through the Those Who Excel program and identifies an Illinois Teacher of the Year to serve as an "Ambassador" for the teaching profession. The Teacher of the Year travels throughout the state to address advocacy, policy and practice to pre-service teachers and faculty in teacher education programs, teachers, principals, district administrators, parents, business and civic leaders. The Superintendent recommends an appropriation of \$130,000 to fund the travel expenses, salary, benefits, substitute costs, Space Camp, and the Next Step Conference.

#### Diverse Educator Recruitment

Although there has been a slight increase in numbers of people of color entering the teaching force, nationally and in Illinois the teaching force remains overwhelmingly white and female. In 2011, 84% of teachers were white and 84% were female (Profile of Teachers in the U.S., 2011). The Superintendent is recommending a \$700,000 appropriation for a minority recruitment and mentoring program which supports students in middle and high school to take appropriate coursework and begin career exploration into the teaching field. This amount would fund training for 300 teachers, curriculum materials, and workshops for mentors during the school year, and stipends for teachers who serve as mentors. More specifically, the training will take



place in locations throughout Illinois and trainers will work with teachers during a three day residency.

#### Teacher Recruitment

The Superintendent recommends \$8.42 million in funding for the support of practicing teachers through programs such as the Golden Apple and New Leaders for New Schools programs. These funds would be used for recruitment and support for educators who would serve in priority districts for no less than 3 years. It is currently estimated that the recommended funding would result in 30 Golden Apple recruits and 350 New Leader program recruits. Thirty priority districts have been identified from among the lowest performing 5% in Illinois.

#### Performance Evaluations

The Superintendent is recommending \$200,000 for FY2016 in order to continue to support the work of the Performance Evaluation Advisory Council (PEAC) and school districts in the implementation of the Performance Evaluation Reform Act of 2010. The funding will be used to fund a contract with an entity to provide facilitation services to the PEAC and to provide meeting space and necessary travel reimbursement to those stakeholders who may need assistance in order to attend the required meetings. The PEAC is required to meet until June 30, 2017, by statute.

#### Principal Mentoring Program

It is estimated that up to 10% of principals will retire during the next five years. Quality leaders are recognized as a key component for school improvement and strong schools. Due to this being a key component, the Superintendent is recommending \$1 million to fund mentoring for first and second year principals. ISBE rules specify the amount of granted funds per mentored principal at \$2,750. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

#### Teacher Mentoring Program

The Superintendent is recommending \$3 million to provide mentoring opportunities for new teachers. Studies have found that high quality induction programs can reduce turnover by 50%. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness. Each teacher who leaves the profession in a mid-sized to large district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs. Studies indicate that intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. With increasing accountability and new evaluations systems, it is critical that the approximately 8,700 new teachers entering the workforce each year receive support and professional development that will support their teaching. This funding combined with the \$2 million appropriation recommended from the Teacher Certification Fee Fund would support mentoring of approximately 2,500 to 3,000 new teachers.

#### Teacher Instructional Support

The Superintendent's FY2016 recommendation includes \$5 million for a Teacher Instructional Support program. These funds will be used to support the development of classroom materials, development of online courses, and professional development to support the teachers in the implementation of curriculum in the areas of English Language Arts, Math, Science, Arts and Physical Education, and their alignment to the New Illinois Learning Standards. The requested amount would assist 127,830 teachers by providing them with opportunities for state developed professional development, online courses, and additional resources that will support classroom implementation of instruction and assessments aligned to the Illinois Math, ELA, and Science



standards. A survey completed by teachers, identified areas of need. Some of those responses were:

- Only 13.5% felt completely prepared to implement the New Illinois Learning Standards;
- 32% aren't using data to improve curricula and classroom instruction;
- 61% need professional development in the development of formative assessments aligned with the New Illinois Learning Standards;
- 63% need professional development in the development of units/lessons aligned with the New Illinois Learning Standards;
- 51.7% need assistance in providing instructional supports.

### **Other Statewide District Categorical Assistance**

#### District Consolidation Costs

Staff have completed estimates of the amount necessary to fund the cost of Reorganization Feasibility Studies and District Reorganization Incentives. The Superintendent is recommending an appropriation of \$4.7 million, which is an increase of \$1.315 million (38.8%) for FY2016 to provide full funding to the 14 qualified districts.

#### District Interventions

At the December Board Meeting, the Board directed staff to obtain additional appropriation requests for North Chicago CUSD 187 and East St. Louis SD 189 to provide additional supports to improve student achievement for which the progress will be measured through each district's dashboard. The focus of the additional supports is in the following areas:

- Safe & Healthy School Environment
- Pre-School for Every Eligible Child
- Attracting, Developing and Retaining Highly Effective Leaders and Classroom Teachers
- Engaging both Parents and Community
- College and Career Readiness
- Debt Service

The Chief Educational Officer and Superintendent of both districts submitted budget proposals that are outlined in EXHIBITS L totaling \$11.2 million. Agency staff will be working with both school districts in an effort to ensure that the additional funding request plans will generate results that will be seen in each districts' dashboard. Additionally, staff will be reviewing existing federal grants to guarantee that there is an aligned and comprehensive plan in place to improve the student achievement. Furthermore, both districts will be required to utilize the funding provided for Debt Service as additions to the ending fund balance for FY2016 so as to provide a level of financial sustainability for FY2017.

Lastly, the Board's direction that the supplemental appropriation for the East St Louis SD 189 would be contingent upon the district demonstrating efforts to reduce excess costs was communicated to the Superintendent of the East St Louis SD 189.

The Superintendent is recommending an appropriation for District Intervention in the amount of \$11.2 million.



## Student Health and Safety Initiatives

### Alternative Learning/Regional Safe Schools

The Superintendent's budget recommendation includes \$11.3 million in funding for the Regional Safe School program, a \$5 million (79.4%) increase over FY2015. Between FY2009 and FY2015, funding for this program was reduced by 66%. Between FY2009 and FY2014, the number of students served decreased by 32%. The Board sought a \$5 million dollar supplemental appropriation for this program in FY2015 to fund 100 additional staff and serve approximately 800 additional students.

### Truant Alternative and Optional Education

The FY2014 and FY2015 Budgets that were enacted included appropriations for this program were 42% less than the Fiscal Year 2009 appropriations. Between FY2010 and FY2014, the number of students served by the program decreased by 51,000 or 69%. The Board requested a \$3 million supplemental appropriation in FY2015 to fund four additional programs and to provide additional funding to 51 underfunded programs. The Superintendent recommends \$14.5 million for this program for FY2016, an increase of \$3 million (26.1%) over FY2015.

### Homeless Education

The Superintendent is recommending \$3 million for the Homeless Education Program. The number of homeless students as reported by districts was 59,014 in FY2014, an increase of 23.4% over Fiscal Year 2012. Funding will provide assistance, support services, outreach and advocacy needed for homeless students to remain in school and have equal access to the same free, appropriate public education as provided to other children and youth.

### Educator Misconduct Investigations/Hearings

The Superintendent recommends \$326,400 in funding, a \$142,400 (77.4%) increase, for Educator Misconduct Investigations which will pay for an additional attorney and an additional investigator position. Since FY2014, one goal of the project has been to simplify the process of reporting allegations of misconduct to ISBE, the outcome of which has been an increase in matters reported for investigation. A further goal of the project is to decrease investigation time and make a determination whether to pursue sanctions within 1 calendar year. Approximately 400 investigations currently remain open, some dating back to FY2010. Another investigator assigned to the project will double our capacity to investigate cases from the FY2014 average of 20 per month to 40, resulting in more efficient and timely investigations. Average time for closing a case in FY2014 was 842 days. Anticipated cycle time with additional staff would be within a year. With the addition of another investigator, the attorney's duties will expand, likely in a 1:1 ratio, thus necessitating an additional attorney position for the project. An additional attorney will also allow for a back-up and ensure consistency and continuation of the project.

## Miscellaneous

### Alternative Model for Determining an Adequate Foundation Level

The Superintendent recommends an appropriation of \$250,000 to support the Education Funding Advisory Board's (EFAB) study and development of a new model for determining the adequate foundation level for education in future years. The Augenblick and Myers model was established in 2001 and merits updating. Currently EFAB is required to use a successful school district model that considers the actual spending amounts of districts that are low-spending and high achieving, but the state and EFAB would benefit from information from other models and two possibilities have been discussed in recent years. The professional judgment model recognizes base education costs and then adds to that the cost of educating students with



additional needs, often relying on education experts to determine these costs. The evidence-based model relies on determining tested research practices, assigning a cost to those practices and summarizing the cost of those practices for school districts and the state. These models could be used in place of or in addition to the successful schools model to determine an adequate funding amount in future years.

#### Tax Equivalent Grants

In accordance with the School Code (105 ILCS 5/18-4.4) ISBE is required to provide Tax Equivalent Grants to make up for lost property tax revenues due to state property ownership in the Chaney-Monge School District 88. Without changes in Illinois statute, funding in the amount of \$222,600 will remain in the fiscal year 2016 ISBE Budget recommendation.

#### Agency Operations

ISBE was appropriated \$23.2 million for agency administration in FY2015. The FY2015 appropriation was 13.5% less than the amount appropriated in FY2010. ISBE has sustained operations at the lower funding level by implementing cost reduction strategies related to personal services, information systems and facilities management.

TRS requires ISBE to make retirement contributions if salary increases exceed six percent in the last four years of employment. Although not prevalent, this does occasionally occur. In FY2012 & FY2013, ISBE had no appropriation from the Retirement line and could not make these payments. In FY2014, ISBE was able to make these payments from the GRF administrative lump sum. In FY2015, due to line-item appropriations, ISBE will again not be able to make these payments. As a result, the Superintendent is recommending a \$200,000 appropriation in FY2016 to pay for these costs for FY2016.

#### Other State Funds

##### Corporate Personal Property Tax Replacement Fund

###### Regional Office of Education - Salaries

Public Act 97-703 required the Illinois State Board of Education (ISBE) to consolidate the number of Regional Offices of Education (ROE) down from the current 44 to 35. During the November 22, 2013, ISBE meeting, the Board adopted a motion to consolidate ROEs as per the Public Act effective July 1, 2015. As a result, the Superintendent is requesting an FY2016 appropriation of \$10.2 million, a \$2.45 million decrease (-19.4%) from FY2015, to pay for ROE salaries from the Corporate Personal Property Tax Replacement Fund. The requested amount will provide funding for the statutorily determined salaries for the remaining 35 regions and 3 Intermediate Service Centers.

###### Regional Office of Education – School Services

The Superintendent is recommending funding for ROE services at the FY2015 level of \$4.95 million. This funding supports the administrative costs of the ROEs and Intermediate Service Centers. It also supports continuous improvement and capacity building in the regional offices and intermediate offices, and provides for the delivery of specific services.



## Teacher Certificate Fee Revolving Fund

### Teacher Certification

The FY2015 appropriation from the Teacher Certificate Fee Revolving Fund for the ordinary and contingent expenses of the issuance and renewal of teacher certificates is \$5 million. The Superintendent recommends flat funding of this line in FY2016.

### Teacher Mentoring

The Board approved a 2015 legislative agenda at its September 2014 meeting that amended to Section 5/21B-40(b) of the School Code to expand the allowable uses of the monies in the Teacher Certificate Fee Revolving Fund. Currently the allowable use of the fund is limited to the provision of technology and human resources necessary for the timely and efficient processing of applications and renewals. The proposed language would allow the funds to be used for programs such as teacher mentoring and diverse educator recruitment. In anticipation of the passage of the amendatory legislation, the Superintendent recommends a FY2016 appropriation for the Teacher Certificate Fee Revolving Fund of \$2 million for the Teacher Mentoring program. This funding would supplement the \$3 million appropriation recommended from the General Revenue Fund to support mentoring of approximately 2,500 to 3,000 new teachers.

### Drivers Education Fund

Over the past 4 fiscal years, the Driver's Ed fund has seen significant payment delays caused by expenditures exceeding revenues in prior years. In FY12, ISBE took action to decrease the FY12 appropriation in order to begin eliminating these payment delays. Each year since ISBE has appropriated less than the projected revenues in order to eliminate the payment delays. As of September 2014 the payment delay was just 5 days, which is considered current. As a result of the fund now being current on all expenditures, the Superintendent recommends increasing the appropriations to the level of expected revenues which is an increase of \$600,000 (3.4%) for an FY16 appropriation of \$18.5 million.

### Federal Funding

The recommended request for federal spending authority provides sufficient authority to allow for disbursement of all federal grant and administrative funds, including those carried over from previous grant years. Federal spending authority being sought for FY2016 is \$2.1 million (0.1%) more than the FY2015 authority. The change is attributed to the expiration of the Title I ARRA program which required appropriations in FY2015 in order to expend carryover funds from the previous year and the Federal grants which funded the development of the Longitudinal Data System and the addition of appropriations for the newly awarded Federal Preschool Expansion grant.

### Capital Budget Request

#### Technology for Instruction and Assessments

In August 2014, Illinois began using I-TRAx, an Illinois specific technology readiness tool. This tool allows districts to self-report their external and internal connections as well as their devices. The tool then provides reports that show district's capabilities to use technology for instruction as well as online testing.

According to I-TRAx, approximately 80% of Illinois schools have fiber optic based connections to the internet. The remaining schools have internet access via telephone lines, cable modem, wireless or copper circuits with most of these schools having internet access at less than

50Mb/s. Based upon the figures created by the Illinois Century Network (ICN) in November 2013, the estimated funding needed for external fiber optic connections to Illinois schools is approximately \$100M. The final number will depend on a number of factors including distance of school location from currently available fiber and construction cost per mile to lay fiber.

Illinois Century Network (ICN) guidelines indicate that buildings currently having 20 Mbps or less Internet speed and 99 Mbps internal network speed require upgrading. There are approximately 220 Illinois schools or 1,400 classrooms that fit into that category. Using the ICN's cost approximation of \$4,000 per classroom (to upgrade internal network to include wiring as well as the purchase and installation of wireless access points, servers, networking software, etc.) the costs would be \$17,520,000.

Finally, it was determined that approximately 17,786 devices would be needed in order for districts to comply with online testing requirements. At \$500 per device, the cost would be \$8,892,750. Total projected cost amounts to approximately \$126.4 million for technology readiness as described in the table below.

#### **Technology for Instruction and Assessments Fund Allocation by Component**

<b>Component</b>	<b>Allocation</b>
Broadband delivery to underserved areas	\$100,000,000
Internal IT Upgrades (including wiring & hardware)	\$17,520,000
Devices (chromebooks, Ipads, etc)	\$8,892,750
<b>Total</b>	<b>\$126,412,750</b>

#### **Next Steps**

Once the Board gives the final approval for a Fiscal Year 2016 budget recommendation, that recommendation will be forwarded to the Governor and the General Assembly. It will also be posted on the Agency's website.



**ILLINOIS STATE BOARD OF EDUCATION**  
**Superintendent's Recommended FY 2016 Budget Request**  
**January 21, 2015**  
**Exhibit A**

	\$000s	Comparison of FY 2016 Superintendent Recommendation							
		to FY15 Appropriation		to FY15 Board Recommendation					
		\$	%	\$	%				
<b>GENERAL FUNDS</b>									
<b>General State Aid</b>									
Statutory Foundation Level		\$6,119	\$6,119	\$6,119					
		Pro-rated 100%	Pro-rated 89%	Pro-rated 100%					
GSA Formula Grant	3,022,748.4	2,553,249.7	2,972,938.9	419,689.2	16.4%	(49,809.5)	-1.6%		
PTELL Adjustment	186,198.6	161,800.3	136,732.5	(25,067.8)	-15.5%	(51,466.2)	-27.3%		
Total GSA Formula Grant	3,210,947.0	2,715,050.0	3,109,671.3	394,621.3	14.5%	(101,275.7)	-3.2%		
GSA Supplemental Low-Income Grant	2,085,581.1	1,777,480.5	1,949,237.6	171,757.1	9.7%	(136,343.5)	-6.5%		
Net Adjustments, 105 ILCS 5/2-3.33, 5/2-3.84	25,000.0	30,000.0	30,000.0	0.0	0.0%	5,000.0	20.0%		
<b>Subtotal, General State Aid</b>	<b>5,321,528.2</b>	<b>4,522,530.5</b>	<b>5,088,909.0</b>	<b>566,378.4</b>	<b>12.5%</b>	<b>(232,619.2)</b>	<b>-4.4%</b>		
<b>Mandated Categoricals</b>									
Sp Ed - Personnel Reimbursement	442,600.0	440,500.0	442,400.0	1,900.0	0.4%	(200.0)	0.0%		
Sp Ed - Funding for Children Requiring Sp Ed Services	302,928.9	302,928.9	300,094.4	(2,834.5)	-0.9%	(2,834.5)	-0.9%		
Sp Ed - Orphanage Tuition	95,000.0	95,000.0	95,000.0	0.0	0.0%	0.0	0.0%		
Sp Ed - Private Tuition	228,000.0	230,192.4	233,000.0	2,807.6	1.2%	5,000.0	2.2%		
Sp Ed - Summer School	13,000.0	10,100.0	11,700.0	1,600.0	15.8%	(1,300.0)	-10.0%		
Sp Ed - Transportation	462,900.0	450,500.0	450,500.0	0.0	0.0%	(12,400.0)	-2.7%		
<b>Subtotal, Special Ed Categoricals</b>	<b>1,544,428.9</b>	<b>1,529,221.3</b>	<b>1,532,694.4</b>	<b>3,473.1</b>	<b>0.2%</b>	<b>(11,734.5)</b>	<b>-0.8%</b>		
Illinois Free Lunch/Breakfast	14,300.0	9,000.0	14,300.0	5,300.0	58.9%	0.0	0.0%		
Orphanage Tuition	12,000.0	12,000.0	11,500.0	(500.0)	-4.2%	(500.0)	0.0%		
Transportation - Regular/Vocational	236,193.5	205,808.9	254,542.1	48,733.2	23.7%	18,348.6	7.8%		
<b>Subtotal, Mandated Categoricals</b>	<b>1,806,922.4</b>	<b>1,756,030.2</b>	<b>1,813,036.5</b>	<b>57,006.3</b>	<b>3.2%</b>	<b>6,114.1</b>	<b>0.3%</b>		
<b>Standards and Assessments</b>									
Assessments	54,534.4	44,600.0	49,600.0	5,000.0	11.2%	(4,934.4)	-9.0%		
Longitudinal Data System	2,311.3	0.0	2,386.0	2,386.0	NA	74.7	3.2%		
<b>Subtotal, Standards, Assessments and Accountability</b>	<b>56,845.7</b>	<b>44,600.0</b>	<b>51,986.0</b>	<b>7,386.0</b>	<b>16.6%</b>	<b>(4,859.7)</b>	<b>-8.5%</b>		
<b>Academic Improvement</b>									
Early Childhood Education	325,123.5	300,192.4	350,192.4	50,000.0	16.7%	25,068.9	7.7%		
Arts and Foreign Language	500.0	500.0	1,000.0	500.0	100.0%	500.0	100.0%		
Extended Learning Time	10,000.0	0.0	5,000.0	5,000.0	NA	(5,000.0)	-50.0%		
Gifted Education	65.0	0.0	0.0	0.0	NA	(65.0)	-100.0%		
Bilingual Education	75,652.0	63,681.2	75,652.0	11,970.8	18.8%	0.0	0.0%		

\$000s	Comparison of FY 2016 Superintendent Recommendation				
	FY 15 Board Recommendation	to FY15 Appropriation		to FY15 Board Recommendation	
		FY15 ISBE Appropriation	FY16 Superintendent Recommendation	Increase (Decrease) \$	Increase (Decrease) %
<u>College and Career Readiness</u>					
Advance Placement Classes	500.0	1,000.0	500.0	100.0%	100.0%
Low-Income Advanced Placement	2,000.0	1,500.0	(500.0)	NA	-25.0%
Science, Technology, Engineering & Math (STEM) Career Pathways	0.0	1,000.0	1,000.0	NA	NA
Agricultural Education	2,000.0	3,000.0	1,000.0	66.7%	50.0%
Career and Technical Education Programs	38,062.1	38,062.1	0.0	0.0%	0.0%
Subtotal Career and College Readiness	42,562.1	44,562.1	2,000.0	10.4%	4.7%
<b>Subtotal, Academic Improvement</b>	<b>453,902.6</b>	<b>476,406.5</b>	<b>22,503.9</b>	<b>17.7%</b>	<b>5.0%</b>
<u>School Reform and Accountability</u>					
Lowest Performing Schools	5,000.0	5,000.0	0.0	398.6%	0.0%
Statewide System of Support	300.0	0.0	(300.0)	-100.0%	-100.0%
Children's Mental Health Partnership	50.0	20.0	(30.0)	-60.0%	-60.0%
Tech for Success Administration	1,200.0	950.0	(250.0)	-20.8%	-20.8%
Illinois Virtual School	1,750.0	1,530.0	(220.0)	22.4%	-12.6%
Learning Technology Center Grants	2,600.0	1,534.5	(1,065.5)	NA	-41.0%
Illinois Shared Learning Environment	10,900.0	9,034.5	(1,865.5)	137.6%	-17.1%
<b>Subtotal, School Reform and Accountability</b>					
<u>Targeted Special Education</u>					
Autism	100.0	0.0	(100.0)	-100.0%	-100.0%
Blind and Dyslexic	846.6	846.0	(0.6)	3.6%	-0.1%
Community and Residential Services Authority	592.3	620.0	27.7	4.7%	4.7%
Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	0.0	0.0%	0.0%
<b>Subtotal, Targeted Special Education</b>	<b>6,537.8</b>	<b>6,464.9</b>	<b>(72.9)</b>	<b>-0.7%</b>	<b>-1.1%</b>
<u>Educator Quality and Support</u>					
National Board Certification	1,000.0	1,000.0	0.0	0.0%	0.0%
Teach for America	1,950.0	1,000.0	(950.0)	0.0%	-48.7%
Teacher of the Year	0.0	130.0	130.0	NA	NA
Diverse Educator Recruitment	700.0	700.0	0.0	NA	0.0%
Teacher Recruitment (Golden Apple & New Leader)	0.0	8,420.0	8,420.0	NA	NA
Teacher Instructional Support	10,000.0	5,000.0	(5,000.0)	NA	-50.0%
Performance Evaluations	200.0	200.0	0.0	NA	0.0%
Principal Mentoring Program	1,000.0	1,000.0	0.0	NA	0.0%
Teacher Mentoring Program	5,000.0	3,000.0	(2,000.0)	NA	-40.0%
<b>Subtotal, Educator Quality and Support</b>	<b>19,850.0</b>	<b>20,450.0</b>	<b>600.0</b>	<b>922.5%</b>	<b>3.0%</b>
<u>Other Statewide District Categorical Assistance</u>					
District Consolidation Costs	3,970.0	4,700.0	730.0	38.8%	18.4%
District Interventions	13,090.0	11,200.0	(1,890.0)	-14.4%	-14.4%
Emergency Relief for School Districts	5,000.0	0.0	(5,000.0)	NA	-100.0%
Regional Consolidation Incentive Fund	10,000.0	0.0	(10,000.0)	NA	-100.0%
Temporary Relocation Expenses Revolving Grant Fund Deposit	350.0	0.0	(350.0)	NA	-100.0%
<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>32,410.0</b>	<b>15,900.0</b>	<b>(16,510.0)</b>	<b>-3.5%</b>	<b>-50.9%</b>



	FY 15 Board Recommendation	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	Comparison of FY 2016 Superintendent Recommendation			
				to FY15 Appropriation		to FY15 Board Recommendation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<b>Student Health and Safety Initiatives</b>							
Alternative Learning/Regional Safe Schools	16,682.0	6,300.0	11,300.0	5,000.0	79.4%	(5,382.0)	-32.3%
Homeless Education	3,000.0	0.0	3,000.0	3,000.0	NA	0.0	0.0%
Tuant Alternative and Optional Education	18,070.0	11,500.0	14,500.0	3,000.0	26.1%	(3,570.0)	-19.8%
<b>Subtotal, Health &amp; Safety Initiatives before lump sums</b>	<b>37,752.0</b>	<b>17,800.0</b>	<b>28,800.0</b>	<b>11,000.0</b>	<b>61.8%</b>	<b>(8,952.0)</b>	<b>-23.7%</b>
Educator Investigations/Hearings—Lump Sum	184.0	184.0	326.4	142.4	77.4%	142.4	77.4%
<b>Subtotal, Student Health and Safety Initiatives</b>	<b>37,936.0</b>	<b>17,984.0</b>	<b>29,126.4</b>	<b>11,142.4</b>	<b>62.0%</b>	<b>(8,809.6)</b>	<b>-23.2%</b>
<b>Miscellaneous</b>							
After School Matters	0.0	2,500.0	0.0	(2,500.0)	-100.0%	0.0	NA
Alternative Funding Model	0.0	0.0	250.0	250.0	NA	250.0	NA
Targeted Initiatives	0.0	3,200.0	0.0	(3,200.0)	-100.0%	0.0	NA
Tax Equivalent Grants	222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
Illinois Coalition for Immigrant and Refugee Rights	0.0	0.0	0.0	0.0	NA	0.0	NA
Southwest Organizing Project	0.0	1,500.0	0.0	(1,500.0)	-100.0%	0.0	NA
<b>Subtotal, Miscellaneous</b>	<b>222.6</b>	<b>7,422.6</b>	<b>472.6</b>	<b>(6,950.0)</b>	<b>-93.6%</b>	<b>250.0</b>	<b>112.3%</b>
<b>Subtotal Grants without GSAMCATS</b>	<b>618,604.7</b>	<b>503,628.4</b>	<b>609,840.9</b>	<b>106,312.5</b>	<b>21.1%</b>	<b>(8,763.8)</b>	<b>-1.4%</b>
<b>TOTAL - GRANTS</b>	<b>7,747,055.3</b>	<b>6,782,089.1</b>	<b>7,511,786.4</b>	<b>729,697.2</b>	<b>10.8%</b>	<b>(235,268.9)</b>	<b>-3.0%</b>
<b>ADMINISTRATION –GENERAL FUNDS</b>							
Personal Services	16,036.3	15,563.3	15,563.3	0.0	0.0%	(473.0)	-2.9%
Retirement Pick-Up	191.8	191.8	191.8	0.0	0.0%	0.0	0.0%
Retirement	0.0	0.0	200.0	200.0	NA	200.0	NA
Social Security/Medicare	517.6	517.6	517.6	0.0	0.0%	0.0	0.0%
<b>Sub-Total Personal Services and Benefits</b>	<b>16,745.7</b>	<b>16,272.7</b>	<b>16,472.7</b>	<b>200.0</b>	<b>1.2%</b>	<b>(273.0)</b>	<b>-1.6%</b>
Contractual	6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0	0.0%
Travel	300.0	166.3	166.3	0.0	0.0%	(133.8)	-44.6%
Commodities	71.3	71.3	71.3	0.0	0.0%	0.0	0.0%
Printing	64.7	64.7	64.7	0.0	0.0%	0.0	0.0%
Equipment	132.2	132.2	132.2	0.0	0.0%	0.0	0.0%
Telecommunications	450.0	450.0	450.0	0.0	0.0%	0.0	0.0%
Operation of Automotive Equipment	23.8	23.8	23.8	0.0	0.0%	0.0	0.0%
<b>Subtotal, Operations</b>	<b>23,787.7</b>	<b>23,180.9</b>	<b>23,380.9</b>	<b>200.0</b>	<b>0.9%</b>	<b>(406.8)</b>	<b>-1.7%</b>
<b>TOTAL - ADMINISTRATION AND LUMP SUMS</b>	<b>23,787.7</b>	<b>23,180.9</b>	<b>23,380.9</b>	<b>200.0</b>	<b>0.9%</b>	<b>(406.8)</b>	<b>-1.7%</b>
<b>TOTAL, including Fund for the Advancement of Education</b>	<b>7,770,843.0</b>	<b>6,805,270.1</b>	<b>7,535,167.3</b>	<b>729,897.2</b>	<b>10.7%</b>	<b>(235,675.7)</b>	<b>-3.0%</b>

A: House Bill 6093 requires \$200 million of the GSA appropriation to come from the Fund for the Advancement of Education, a non-General Fund



\$000s	FY 15 Board Recommendation	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	Comparison of FY 2016 Superintendent Recommendation			
				to FY15 Appropriation		to FY15 Board Recommendation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<b>OTHER STATE FUNDS</b>							
<b>ADMINISTRATION—OTHER STATE FUNDS</b>							
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	7,015.2	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Teacher Certificate Fees	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
<i>Subtotal, Lump Sums</i>	<b>14,824.1</b>	<b>14,824.1</b>	<b>14,824.1</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>14,824.1</b>	<b>14,824.1</b>	<b>14,824.1</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
<b>GRANTS—OTHER STATE FUNDS</b>							
After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%
Charter Schools Revolving Loan Fund	20.0	20.0	20.0	0.0	0.0%	0.0	0.0%
Drivers Education Fund	15,000.0	17,900.0	18,500.0	600.0	3.4%	3,500.0	23.3%
Personal Property Replacement Tax Fund - ROE Salaries	12,650.0	12,650.0	10,200.0	(2,450.0)	-19.4%	(2,450.0)	-19.4%
Personal Property Replacement Tax Fund - ROE Services	4,950.0	4,950.0	4,950.0	0.0	0.0%	0.0	0.0%
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	70.0	0.0	0.0%	0.0	0.0%
Teacher Certificate Fee Revolving Fund - Teacher Mentoring	0.0	0.0	2,000.0	2,000.0	NA	2,000.0	NA
School District Emergency Financial Assistance Fund	1,500.0	1,500.0	1,500.0	0.0	0.0%	0.0	0.0%
School Technology Revolving Loan Fund	5,000.0	5,000.0	2,000.0	(3,000.0)	-60.0%	(3,000.0)	-60.0%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0	0.0%
Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	1,400.0	0.0	0.0%	0.0	0.0%
State Charter School Commission Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
<i>Subtotal, Grants</i>	<b>49,874.8</b>	<b>52,774.8</b>	<b>49,924.8</b>	<b>(2,850.0)</b>	<b>-5.4%</b>	<b>50.0</b>	<b>0.1%</b>
<b>TOTAL - GRANTS</b>	<b>49,874.8</b>	<b>52,774.8</b>	<b>49,924.8</b>	<b>(2,850.0)</b>	<b>-5.4%</b>	<b>50.0</b>	<b>0.1%</b>
<b>OTHER STATE FUNDS TOTAL</b>				<b>(2,850.0)</b>	<b>-4.2%</b>	<b>50.0</b>	<b>0.1%</b>



	Comparison of FY 2016 Superintendent Recommendation						
	FY 15 Board Recommendation	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	to FY15 Appropriation		to FY15 Board Recommendation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<b>\$000s</b>							
<b>FEDERAL FUNDS</b>							
<b>ADMINISTRATION</b>							
<i>Operations</i>							
Personal Services	17,897.0	17,897.0	17,897.0	0.0	0.0%	0.0	0.0%
Retirement Pick-Up	114.9	114.9	114.9	0.0	0.0%	0.0	0.0%
Retirement	7,732.7	7,732.7	7,732.7	0.0	0.0%	0.0	0.0%
Social Security/Medicare	1,259.3	1,259.3	1,259.3	0.0	0.0%	0.0	0.0%
Group Insurance	5,203.8	5,203.8	5,203.8	0.0	0.0%	0.0	0.0%
<b>Sub-Total Personal Services and Benefits</b>	<b>32,207.7</b>	<b>32,207.7</b>	<b>32,207.7</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
Contractual	26,525.5	28,625.5	29,125.5	500.0	1.7%	2,600.0	9.8%
Travel	2,030.0	2,030.0	2,030.0	0.0	0.0%	0.0	0.0%
Commodities	410.0	410.0	410.0	0.0	0.0%	0.0	0.0%
Printing	498.0	498.0	498.0	0.0	0.0%	0.0	0.0%
Equipment	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Telecommunications	459.0	459.0	459.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Operations</b>	<b>63,130.2</b>	<b>65,230.2</b>	<b>65,730.2</b>	<b>500.0</b>	<b>0.8%</b>	<b>2,600.0</b>	<b>4.1%</b>
<b>TOTAL- ADMINISTRATION</b>	<b>63,130.2</b>	<b>65,230.2</b>	<b>65,730.2</b>	<b>500.0</b>	<b>0.8%</b>	<b>2,600.0</b>	<b>4.1%</b>
<b>GRANTS</b>							
<b>Career and Technical Education</b>							
Career and Technical Education - Basic	55,000.0	55,000.0	55,000.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Career and Technical Education</b>	<b>55,000.0</b>	<b>55,000.0</b>	<b>55,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
<b>Child Nutrition</b>							
Child Nutrition Programs	725,000.0	725,000.0	725,000.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Child Nutrition</b>	<b>725,000.0</b>	<b>725,000.0</b>	<b>725,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
<b>Individuals with Disabilities Act</b>							
Individuals with Disabilities Education Act	700,000.0	700,000.0	700,000.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	25,000.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - State Improvement	4,500.0	4,500.0	4,500.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Individuals with Disabilities Act</b>	<b>730,000.0</b>	<b>730,000.0</b>	<b>730,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>

	Comparison of FY 2016 Superintendent Recommendation					
	FY 15 Board Recommendation		FY15 ISBE Appropriation		FY16 Superintendent Recommendation	
	\$	%	\$	%	\$	%
\$000s	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
<b>NCLB (excluding Assessments)</b>						
NCLB - Title I - Advanced Placement Program	3,000.0	0.0%	3,000.0	0.0%	3,000.0	0.0%
NCLB - Title I	940,000.0	0.0%	940,000.0	0.0%	940,000.0	0.0%
NCLB - Title I - ARRA	30,000.0	(30,000.0)	30,000.0	(100.0%)	0.0	(30,000.0)
NCLB - Title II - Math/Science Partnerships	14,000.0	4,000.0	14,000.0	28.6%	18,000.0	4,000.0
NCLB - Title II - Teacher/Principal Training	157,000.0	3,000.0	157,000.0	1.9%	160,000.0	3,000.0
NCLB - Title III - Language Acquisition	45,500.0	0.0	45,500.0	0.0%	45,500.0	0.0%
NCLB - Title IV - 21st Century/Community Service Programs	74,000.0	1,000.0	74,000.0	1.4%	75,000.0	1,000.0
NCLB - Title V - Charter Schools	9,000.0	0.0	9,000.0	0.0%	9,000.0	0.0%
NCLB - Title VI - Rural and Low Income Schools	2,000.0	0.0	2,000.0	0.0%	2,000.0	0.0%
NCLB - Title X - Homeless Education	5,000.0	0.0	5,000.0	0.0%	5,000.0	0.0%
<b>Subtotal, NCLB (excluding Assessments)</b>	<b>1,279,500.0</b>	<b>(22,000.0)</b>	<b>1,279,500.0</b>	<b>-1.7%</b>	<b>1,257,500.0</b>	<b>(22,000.0)</b>
<b>Assessments</b>						
Assessments	23,780.3	0.0	23,780.3	0.0%	23,780.3	0.0%
<b>Subtotal, Assessments</b>	<b>23,780.3</b>	<b>0.0</b>	<b>23,780.3</b>	<b>0.0%</b>	<b>23,780.3</b>	<b>0.0%</b>
<b>Other Grants</b>						
Congressional Special Projects	5,000.0	0.0	5,000.0	0.0%	5,000.0	0.0%
Longitudinal Data System	5,200.0	(5,200.0)	5,200.0	(100.0%)	0.0	(5,200.0)
Longitudinal Data System - ARRA	10,000.0	(10,000.0)	10,000.0	(100.0%)	0.0	(10,000.0)
Substance Abuse and Mental Health Services	0.0	3,800.0	0.0	NA	3,800.0	3,800.0
Early Learning Challenge	35,000.0	0.0	35,000.0	0.0%	35,000.0	0.0%
Preschool Development	0.0	35,000.0	0.0	NA	35,000.0	35,000.0
Race to the Top	42,800.0	0.0	42,800.0	0.0%	42,800.0	0.0%
<b>Subtotal, Other Grants</b>	<b>98,000.0</b>	<b>23,600.0</b>	<b>98,000.0</b>	<b>24.1%</b>	<b>121,600.0</b>	<b>23,600.0</b>
<b>TOTAL - GRANTS</b>	<b>2,911,280.3</b>	<b>1,600.0</b>	<b>2,911,280.3</b>	<b>0.1%</b>	<b>2,912,880.3</b>	<b>1,600.0</b>
<b>TOTAL - FEDERAL FUNDS</b>	<b>2,974,410.5</b>	<b>2,100.0</b>	<b>2,976,510.5</b>	<b>0.1%</b>	<b>2,978,610.5</b>	<b>4,200.0</b>
<b>GRAND TOTAL</b>	<b>10,809,952.4</b>	<b>729,147.2</b>	<b>9,849,379.5</b>	<b>7.4%</b>	<b>10,578,526.7</b>	<b>(231,425.7)</b>

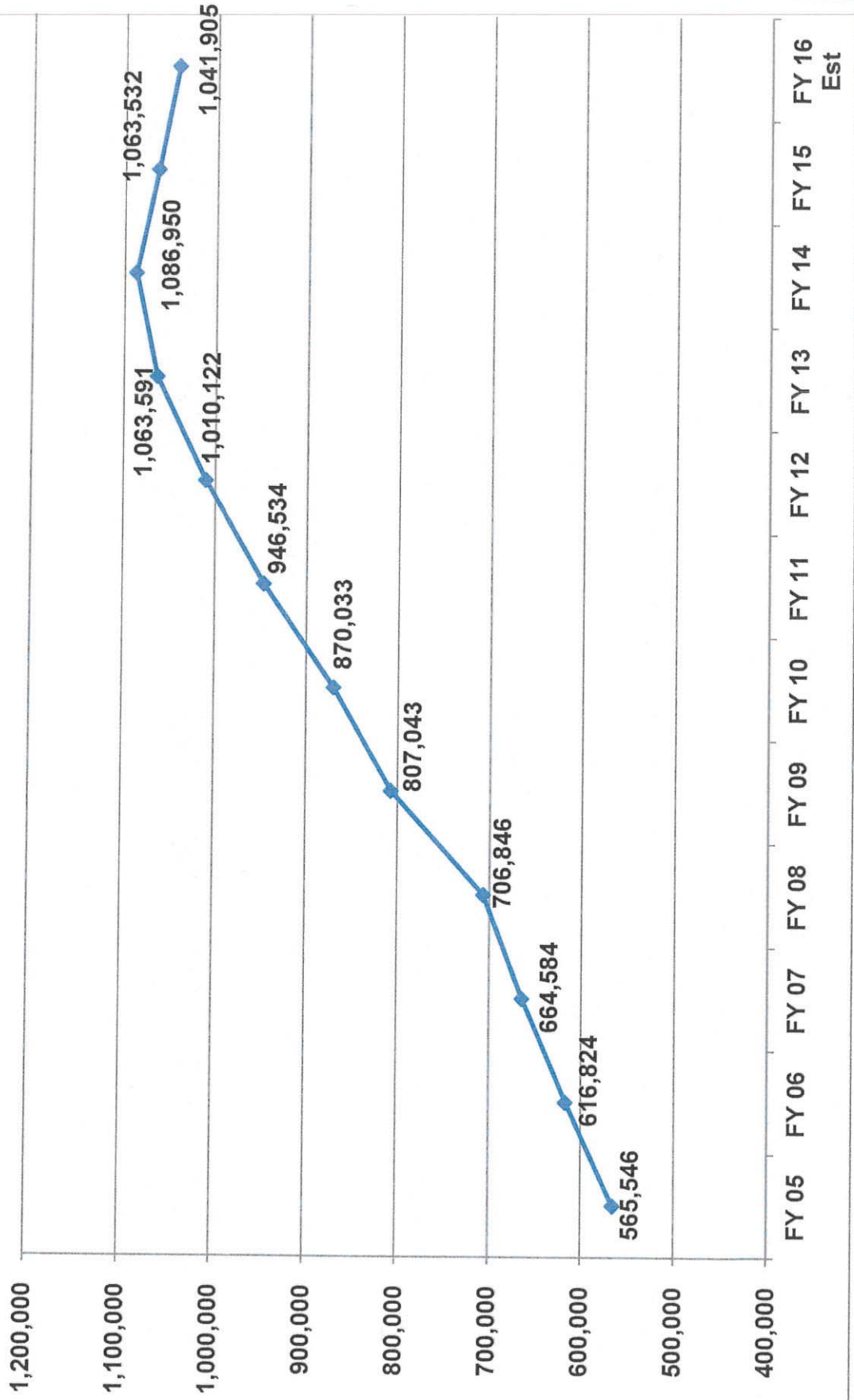


**ILLINOIS STATE BOARD OF EDUCATION**  
**FY 2016 General State Aid Budget Based on Estimated Data**  
**January 21, 2015**  
**Exhibit B**

*Amounts Listed in Actual Dollars*

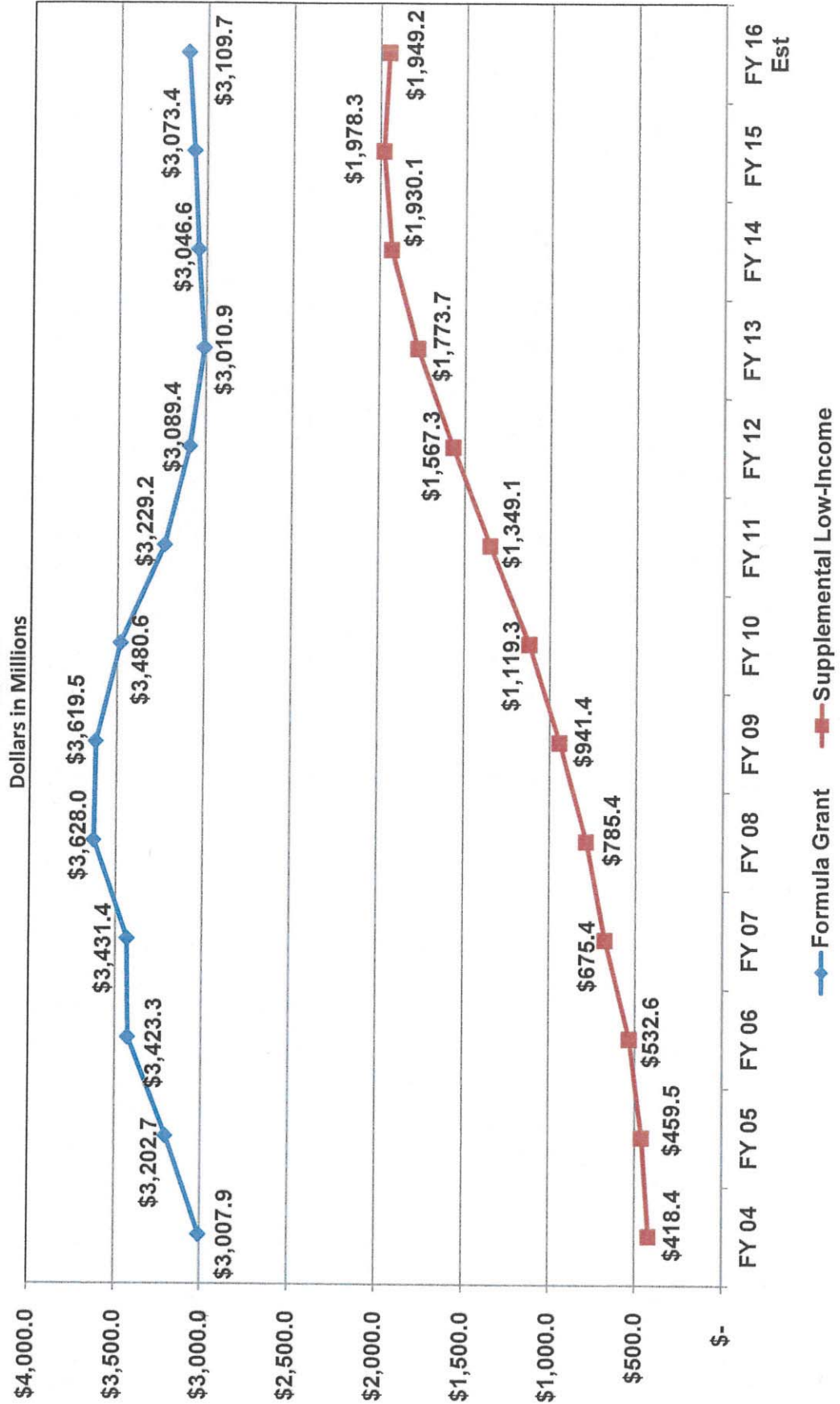
	FY 2012	FY 2013	FY 2014	FY 2015	Superintendent's Recommendation FY 2016 Estimate
GSA Foundation Level	\$ 6,119	\$ 6,119	\$ 6,119	\$ 6,119	\$ 6,119
GSA Claim	\$ 4,679,162,048	\$ 4,804,928,870	\$ 5,004,314,307	\$ 5,073,359,100	\$ 5,088,908,958
GSA Appropriation	\$ 4,448,104,514	\$ 4,286,752,500	\$ 4,442,198,260	\$ 4,522,530,530	\$ 5,088,908,958
Proration	95%	89%	89%	89%	100%
	<u>Prorated Amounts</u>	<u>Prorated Amounts</u>	<u>Prorated Amounts</u>	<u>Prorated Amounts</u>	<u>Full Claim Amounts</u>
GSA Formula Amount	\$ 2,936,137,949	\$ 2,684,807,075	\$ 2,702,484,702	\$ 3,073,436,862	\$ 3,109,671,348
GSA Supplemental Low-Income	\$ 1,489,562,765	\$ 1,581,627,650	\$ 1,712,100,069	\$ 1,978,295,873	\$ 1,949,237,610
GSA Adjustments	\$ 22,403,800	\$ 20,317,776	\$ 27,613,489	\$ 21,626,364	\$ 30,000,000
Total GSA	\$ 4,448,104,514	\$ 4,286,752,500	\$ 4,442,198,260	\$ 5,073,359,099	\$ 5,088,908,958

**ILLINOIS STATE BOARD OF EDUCATION**  
**DHS Service Populations Used in GSA Poverty Grant Calculations**  
 January 21, 2015  
 Exhibit C





**ILLINOIS STATE BOARD OF EDUCATION**  
**Comparison of the Equalized GSA Formula Grant to the**  
**Non-equalized Supplemental Low-Income Grant**  
**January 21, 2015**  
**Exhibit D**



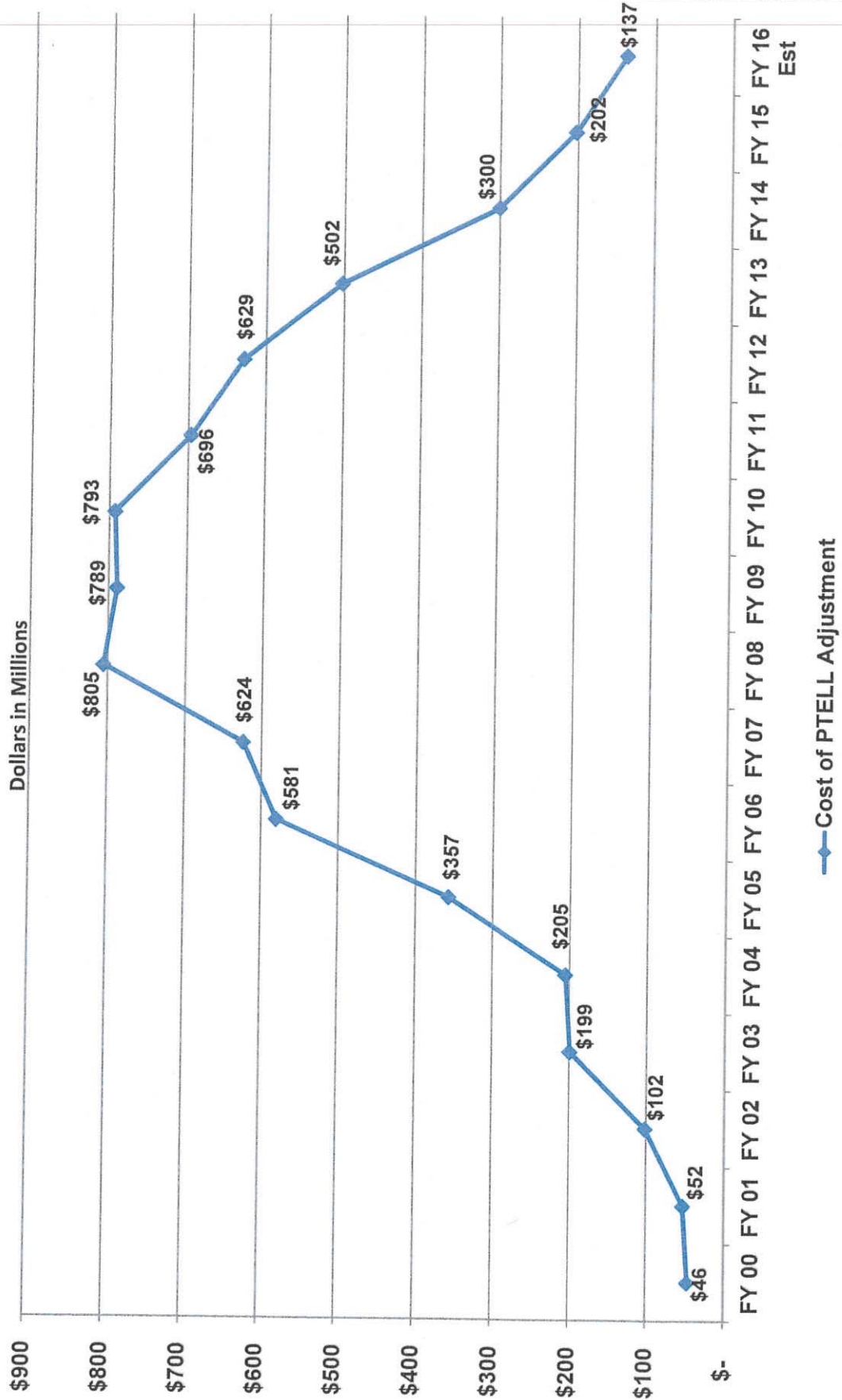
**ILLINOIS STATE BOARD OF EDUCATION  
History of GSA PTELL Adjustment  
January 21, 2015  
Exhibit E**

Fiscal Year	Cost of PTELL Adjustment (in Millions)	Districts		Total Districts
		Benefitting	Subject to PTELL	
2000	\$46.0	97	369	896
2001	\$52.2	255	387	894
2002	\$101.5	353	436	893
2003	\$199.1	292	455	893
2004	\$205.2	299	460	888
2005	\$357.3	353	458	881
2006	\$580.6	326	459	874
2007	\$624.1	307	461	873
2008	\$805.5	348	461	870
2009	\$789.0	296	461	869
2010	\$792.7	365	460	869
2011	\$696.2	348	460	867
2012	\$628.7	364	460	865
2013	\$501.9	291	460	862
2014	\$300.0	189	460	860
2015	\$201.8	106	460	857
2016 Est	\$136.7	96	460	857

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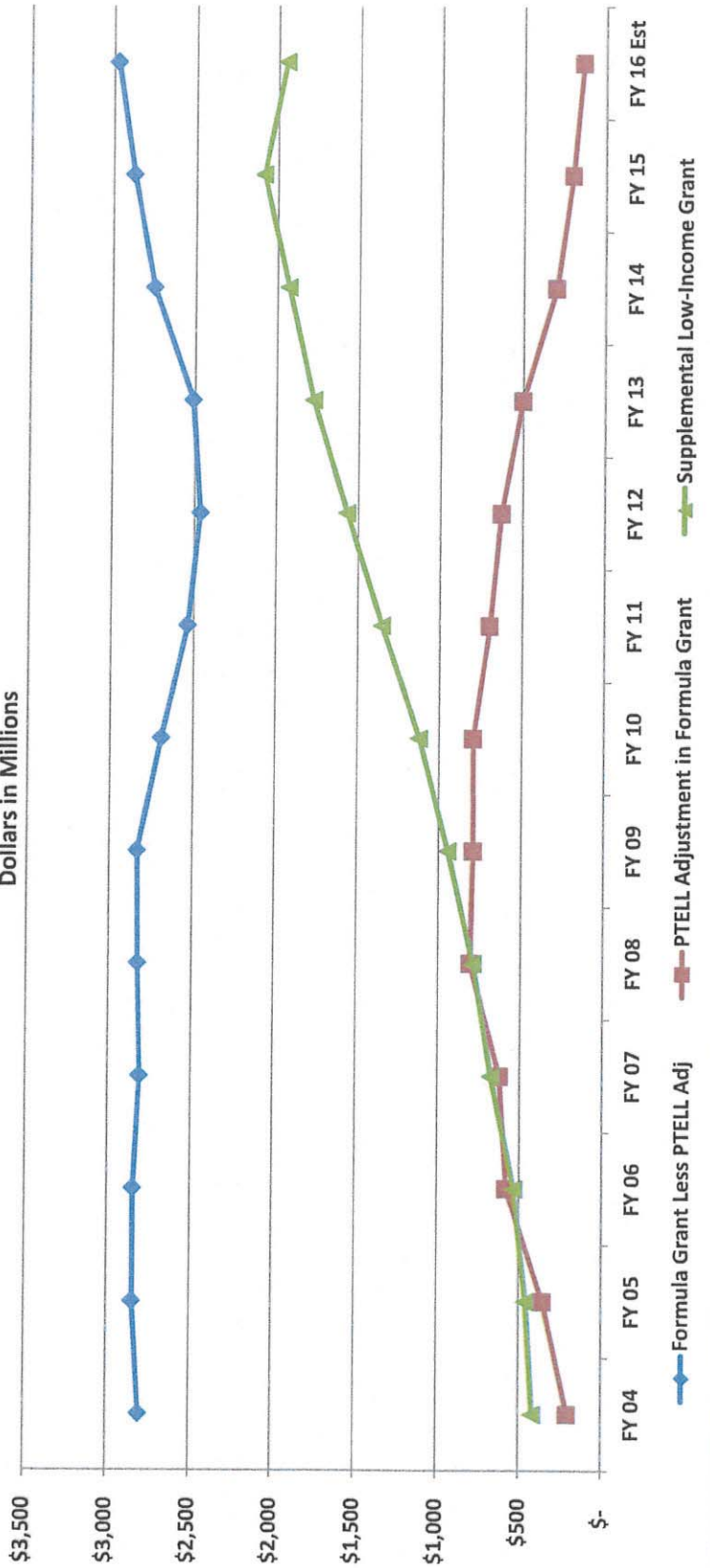
**ILLINOIS STATE BOARD OF EDUCATION**  
**Cost of PTELL Adjustment Since FY 2000**  
**January 21, 2015**  
**Exhibit F**



**ILLINOIS STATE BOARD OF EDUCATION**  
**GSA Components with PTELL Adjustment Deducted from Formula Grant**  
 January 21, 2015

**Exhibit G**

Dollars in Millions

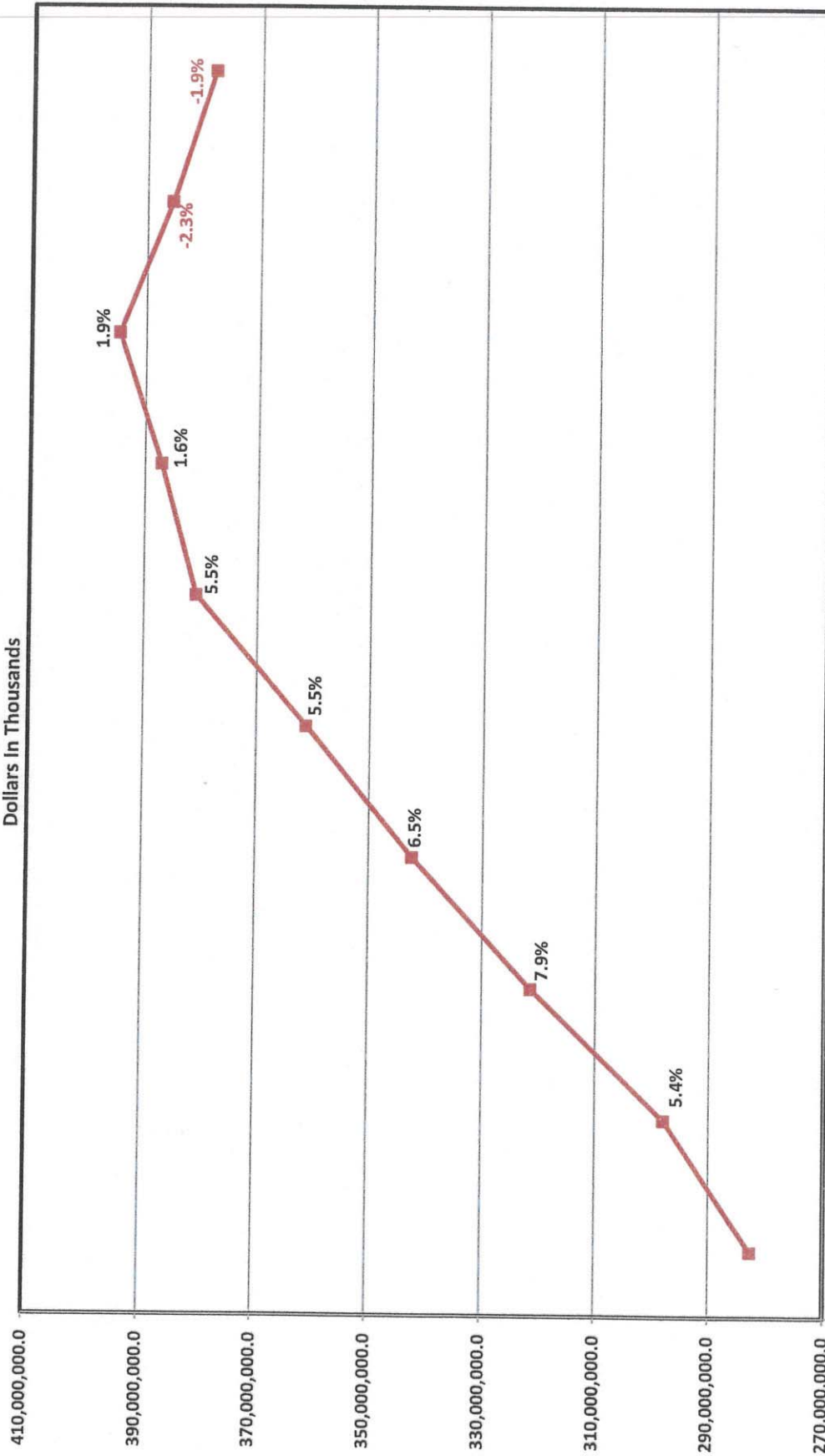




**ILLINOIS STATE BOARD OF EDUCATION**  
**District - Equalized Assessed Valuation used In Regular**  
**Transportation Paid Claims, excluding District 299**

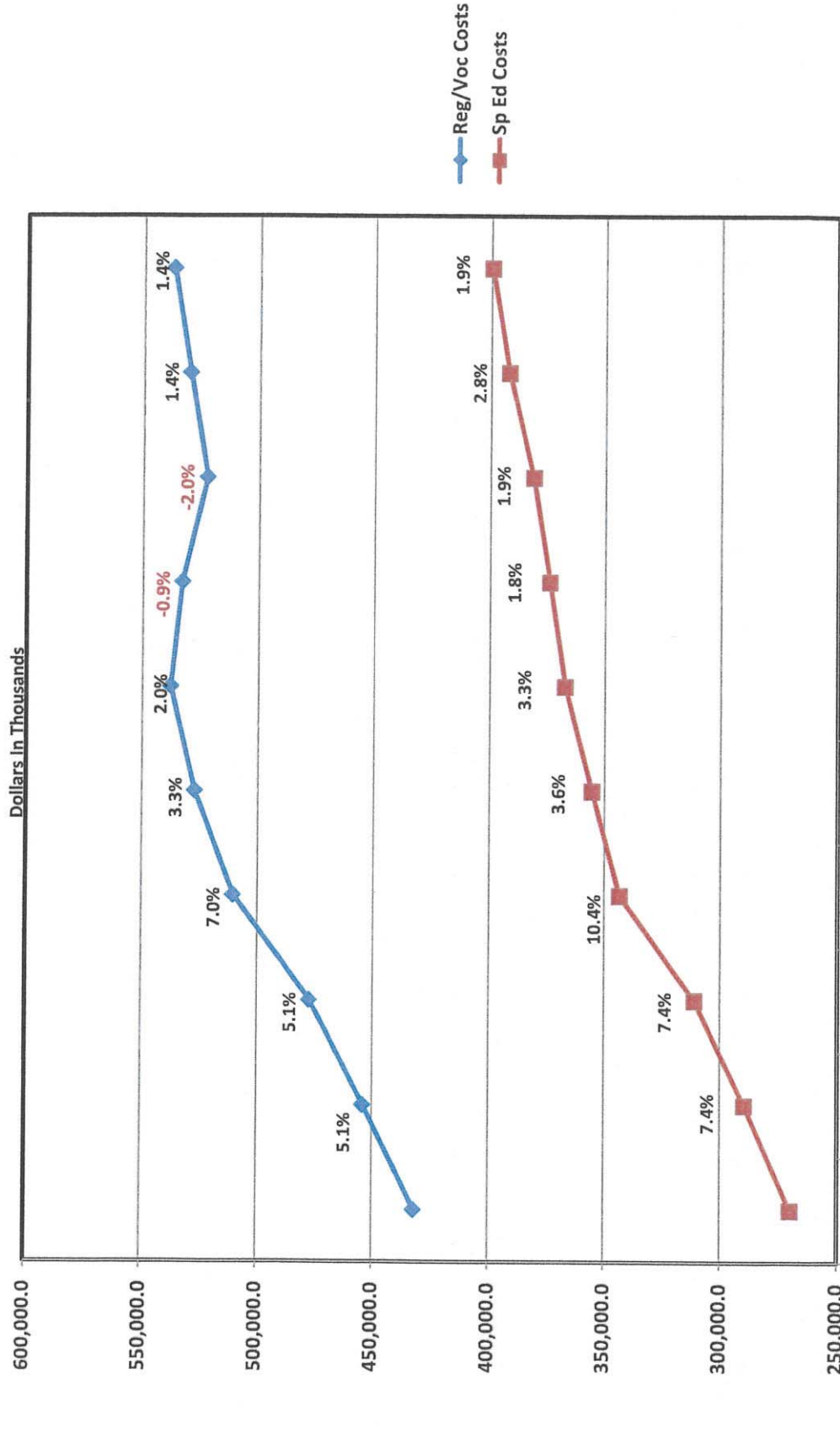
**Exhibit J**

Dollars In Thousands



Reg EAV	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	282,670,692.3	297,895,575.5	321,384,052.7	342,344,297.6	361,127,181.2	380,843,782.5	387,127,320.4	394,653,586.9	385,588,792.6	378,218,591.4

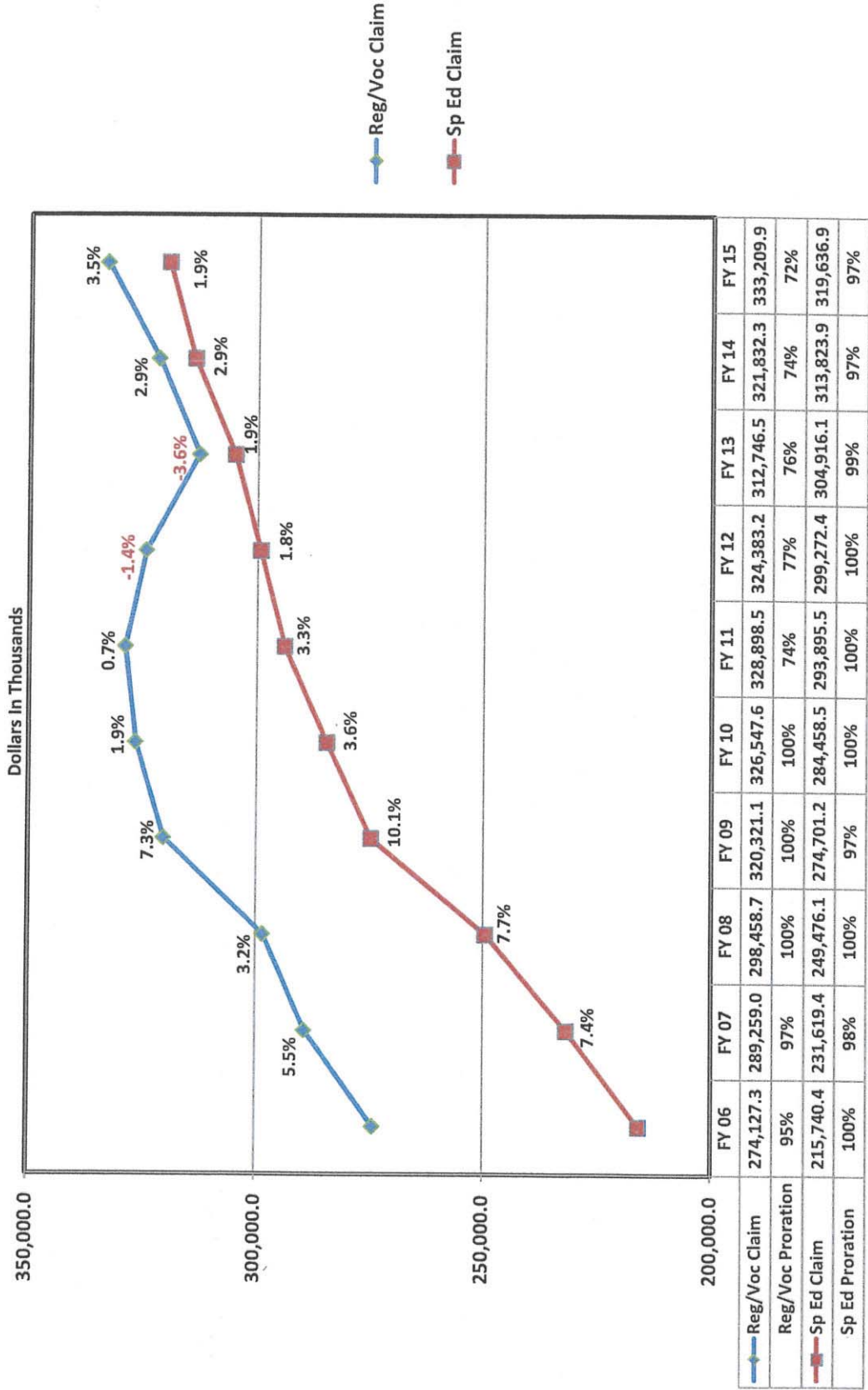
**ILLINOIS STATE BOARD OF EDUCATION**  
**Regular and Special Education Transportation Cost, excluding District 299**  
**Exhibit H**





## ILLINOIS STATE BOARD OF EDUCATION Regular/Vocational and Special Education Transportation Claims and Prorations, excluding District 299

Exhibit I



**ILLINOIS STATE BOARD OF EDUCATION**  
**Superintendent's Recommended FY 2015 Assessment Budget**  
**January 21, 2015**  
**Exhibit K**

Contract	Estimated FY16 Assessment Costs			Difference
	FY15 Cost	FY16 Cost		
<b>PARCC *</b>	\$ 32,211,762	\$ 45,780,648	\$ 13,568,886	
PARCC - Grades 3-8 plus once during High School	\$ 30,933,911	\$ 30,149,391	\$ (784,520)	
PARCC - Two additional High School Assessments	-	9,992,508	\$ 9,992,508	
PARCC - Pearson's Administration Fee	51,294	51,294	-	
PARCC Inc. Administration	1,226,557	1,226,557	-	
PARCC Data Warehouse	-	1,190,000	\$ 1,190,000	
PARCC Diagnostic Testing - Grades 2-8	-	3,170,898	\$ 3,170,898	
<b>College Entrance Assessment</b>	\$ 10,875,000	\$ 6,773,238	\$ (4,101,762)	
Administration Fees	\$ 325,000	\$ 325,000	\$ -	
11th Grade Assessment	\$ 5,100,000	\$ 5,349,488	\$ 249,488	
11th Grade Writing Assessment	\$ 2,250,000	\$ -	\$ (2,250,000)	
Career Readiness Assessment	\$ 3,200,000	\$ 1,098,750	\$ (2,101,250)	
<b>Science Assessment</b>	\$ -	\$ 6,000,000	\$ 6,000,000	
<b>Other Required Assessment Costs (DLM, ACCESS, Etc.)</b>	\$ 8,424,552	\$ 8,257,052	\$ (167,500)	
	\$ 51,511,314	\$ 66,810,938	\$ 15,299,624	

FY16 Superintendent's Recommended Assessments Funding	
FY16 Assessments Cost	\$ 66,810,938
Less: Available Federal Assessments Funding	17,210,938
<b>FY16 GRF Assessments Funding Required</b>	<b>49,600,000</b>
FY 15 GRF Assessments Appropriation	44,600,000
<b>Recommended GRF Assessments Increase</b>	<b>5,000,000</b>

\* FY 2015 PARCC is 60% Paper/Pencil. FY16 Recommendation is 50% Paper/pencil. Estimated savings: \$1.33 million



Illinois State Board of Education  
 Superintendent's Recommended FY2016 District Intervention Budget Summary  
 January 21, 2015  
 EXHIBIT L

**North Chicago CUSD #187**

Safe & Healthy School Environment	\$ 875,000
Pre-School for Every Eligible Child	\$ 75,000
Attracting, Developing and Retaining Highly Effective Leaders and Classroom Teachers	\$ 996,000
Engaging both Parents and Community	\$ 125,000
College and Career Readiness	\$ 329,000
Debt Service on Alternate Revenue Bonds	\$ 3,400,000
<b>sub-total</b>	<b>\$ 5,800,000</b>

**East St Louis SD 189**

Safe & Healthy School Environment	\$ 60,000
Pre-School for Every Eligible Child	\$ 880,000
Attracting, Developing and Retaining Highly Effective Leaders and Classroom Teachers	\$ 398,219
Engaging both Parents and Community	\$ 100,000
College and Career Readiness	\$ 1,961,781
Debt Service on Alternate Revenue Bonds	\$ 2,000,000
<b>sub-total</b>	<b>\$ 5,400,000</b>
<b>Total</b>	<b>\$ 11,200,000</b>

# ILLINOIS STATE BOARD OF EDUCATION



## FY 2016 Superintendent's General Funds Budget Recommendation



# ILLINOIS STATE BOARD OF EDUCATION

- The Superintendent is recommending General Funds Appropriation Levels of \$7.535 Billion for Fiscal Year 2016. That represents an increase of \$729.9 Million over the Current Fiscal Year Appropriation Levels
- Over 98% of the total increase is attributable to 7 areas which comprise over 98% of the total recommended Appropriation Levels
- Agency Administration represents 0.31% of the total recommended Appropriation Levels. The agency has and will continue to reduce operational expenditures by implementing cost reduction strategies related to personal services, information systems and facilities management
- Current Fiscal Year General Funds Appropriation Levels are \$597 million less than Appropriation Levels for Fiscal Year 2009 which represents ISBE's highest appropriation level



# ILLINOIS STATE BOARD OF EDUCATION

Over 98% of the Recommended Increase is attributable to 7 Areas	Amount of Increase	% of Total Increase
General State Aid Fully Funded at the \$6,119 Foundation Level <i>67.5% of the total recommendation</i>	\$566.4m	77.6%
Mandated Categorical Reimbursements <i>24.0% of the total recommendation</i>	\$57.0m	7.81%
Early Childhood Education <i>4.6% of the total recommendation</i>	\$50.0m	6.85%
Educator Quality and Support <i>0.3% of the total recommendation</i>	\$18.5m	2.53%
Bilingual Education <i>1.0% of the total recommendation</i>	\$11.9m	1.64%
Regional Safe Schools & Truant Alternative and Optional Education <i>0.3% of the total recommendation</i>	\$8.0m	1.10%
Assessments <i>0.7% of the total recommendation</i>	\$5.0m	0.69%



## General State Aid

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Statutory Foundation Level	\$6,119 Pro-rated 89%	\$6,119 Pro-rated 100%		
GSA Formula Grant	\$2,553,249.7	\$2,972,938.9	\$419,689.2	16.4%
PTELL Adjustment	\$161,800.3	\$136,732.4	(\$25,067.9)	(15.5%)
<b>Total GSA Formula Grant</b>	<b>\$2,715,050.0</b>	<b>\$3,109,671.3</b>	<b>\$394,621.3</b>	<b>14.5%</b>
GSA Supplemental Low-Income Grant	\$1,777,480.5	\$1,949,237.6	\$171,757.1	9.7%
Net Adjustments	\$30,000.0	\$30,000.0	\$0.0	0.0%
<b>Subtotal, General State Aid</b>	<b>\$4,522,530.5</b>	<b>\$5,088,908.9</b>	<b>\$566,378.4</b>	<b>12.5%</b>



## Mandated Categoricals – Special Education

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Sp Ed – Personnel Reimbursement	\$440,500.0	\$442,400.0	\$1,900.0	0.4%
Sp Ed – Funding for Children Requiring Sp Ed Services	\$302,928.9	\$300,094.4	(\$2,834.5)	(0.9%)
Sp Ed – Orphanage Tuition	\$95,000.0	\$95,000.0	\$0.0	0.0%
Sp Ed – Private Tuition	\$230,192.4	\$233,000.0	\$2,807.6	1.2%
Sp Ed – Summer School	\$10,100.0	\$11,700.0	\$1,600.0	15.8%
Sp Ed - Transportation	\$450,500.0	\$450,500.0	\$0.0	0.0%
<b>Subtotal, Special Ed Categoricals</b>	<b>\$1,529,221.3</b>	<b>\$1,532,694.4</b>	<b>\$3,473.1</b>	<b>0.2%</b>



## Mandated Categoricals - Other

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Illinois Free Lunch/Breakfast	\$9,000.0	\$14,300.0	\$5,300.0	58.9%
Orphanage Tuition	\$12,000.0	\$11,500.0	(\$500.0)	(4.2%)
Transportation – Regular/Vocational	\$205,808.9	\$254,542.1	\$48,733.2	23.7%
<b>Total Mandated Categoricals</b>	<b>\$1,756,030.2</b>	<b>\$1,813,036.5</b>	<b>\$57,006.3</b>	<b>3.2%</b>

## Standards and Assessments

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Assessments	\$44,600.0	\$49,600.0	\$5,000.0	11.2%
Longitudinal Data System	\$0.0	\$2,386.0	\$2,386.0	NA
<b>Subtotal, Standards, Assessments and Accountability</b>	<b>\$44,600.0</b>	<b>\$51,986.0</b>	<b>\$7,386.0</b>	<b>16.6%</b>



## Academic Improvement

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Early Childhood Education	\$300,192.4	\$350,192.4	\$50,000.0	16.7%
Arts and Foreign Language	\$500.0	\$1,000.0	\$500.0	100.0%
Extended Learning Time	\$0.0	\$5,000.0	\$5,000.0	NA
Bilingual Education	\$63,681.2	\$75,652.0	\$11,970.8	18.8%
<b>Subtotal, Academic Improvement</b>	<b>\$364,373.6</b>	<b>\$431,844.4</b>	<b>\$67,470.8</b>	<b>18.5%</b>



**Academic Improvement**  
**College and Career Readiness**

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Advance Placement Classes	\$500.0	\$1,000.0	\$500.0	100.0%
Low-Income Advanced Placement	\$0.0	\$1,500.0	\$1,500.0	NA
Science, Technology, Engineering & Math (STEM) Career Pathways	\$0.0	\$1,000.0	\$1,000.0	NA
Agricultural Education	\$1,800.0	\$3,000.0	\$1,200.0	66.7%
Career and Technical Education Programs	\$38,062.1	\$38,062.1	\$0.0	0.0%
<b>Subtotal, Career and College Readiness</b>	<b>\$40,362.1</b>	<b>\$44,562.1</b>	<b>\$4,200.0</b>	<b>10.4%</b>



## School Reform and Accountability

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Lowest Performing Schools	\$1,002.8	\$5,000.0	\$3,997.2	398.6%
Statewide System of Support Children's Mental Health Partnership	\$300.0	\$0.0	(\$300.0)	(100.0%)
State and District Technology Support				
Tech for Success Administration	\$50.0	\$20.0	(\$30.0)	(60.0%)
Illinois Virtual School	\$1,200.0	\$950.0	(\$250.0)	(20.8%)
Learning Technology Center Grants	\$1,250.0	\$1,530.0	\$280.0	22.4%
Illinois Shared Learning Environment	\$0.0	\$1,534.5	\$1,534.5	NA
<b>Subtotal, School Reform and Accountability</b>	<b>\$3,802.8</b>	<b>\$9,034.5</b>	<b>\$5,231.7</b>	<b>137.6%</b>



## Targeted Special Education Programs

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Autism	\$100.0	\$0.0	(\$100.0)	(100.0%)
Blind and Dyslexic	\$816.6	\$846.0	\$29.4	3.6%
Community and Residential Services Authority	\$592.3	\$620.0	\$27.7	4.7%
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	0.0%
Philip J. Rock Center and School	\$3,577.8	\$3,577.8	\$0.0	0.0%
<b>Subtotal, Targeted Special Education Programs</b>	<b>\$6,507.8</b>	<b>\$6,464.9</b>	<b>(\$42.9)</b>	<b>(0.7%)</b>



## Educator Quality and Support

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
National Board Certification	\$1,000.0	\$1,000.0	\$0.0	0.0%
Teach for America	\$1,000.0	\$1,000.0	\$0.0	0.0%
Teacher of the Year	\$0.0	\$130.0	\$130.0	NA
Diverse Educator Recruitment	\$0.0	\$700.0	\$700.0	NA
Teacher Recruitment (Golden Apple & New Leader)	\$0.0	\$8,420.0	\$8,420.0	NA
Teacher Instructional Support	\$0.0	\$5,000.0	\$5,000.0	NA
Performance Evaluations	\$0.0	\$200.0	\$200.0	NA
Principal Mentoring Program	\$0.0	\$1,000.0	\$1,000.0	NA
Teacher Mentoring Program	\$0.0	\$3,000.0	\$3,000.0	NA
<b>Subtotal, Educator Quality and Support</b>	<b>\$2,000.0</b>	<b>\$20,450.0</b>	<b>\$18,450.0</b>	<b>922.5%</b>



## Other Statewide District Categorical Assistance

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
District Consolidation Costs	\$3,385.5	\$4,700.0	\$1,314.5	38.8%
District Interventions	\$13,090.0	\$11,200.0	(\$1,890.0)	-14.4%
<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>\$16,475.5</b>	<b>\$15,900.0</b>	<b>(\$575.5)</b>	<b>(3.5%)</b>



## Student Health and Safety Initiatives

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Alternative Learning/Regional Safe Schools	\$6,300.0	\$11,300.0	\$5,000.0	79.4%
Homeless Education	\$0.0	\$3,000.0	\$3,000.0	NA
Truant Alternative and Operational Education	\$11,500.0	\$14,500.0	\$3,000.0	26.1%
Educator Investigations/Hearings	\$184.0	\$326.4	\$142.4	77.4%
<b>Subtotal, Student Health and Safety Initiatives</b>	<b>\$17,984.0</b>	<b>\$29,126.4</b>	<b>\$11,142.4</b>	<b>62.0%</b>



## Miscellaneous

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
After School Matters	\$2,500.0	\$0.0	(\$2,500.0)	(100.0%)
Alternative Funding Model	\$0.0	\$250.0	\$250.0	NA
Targeted Initiatives	\$3,200.0	\$0.0	(\$3,200.0)	(100.0%)
Tax Equivalent Grant	\$222.6	\$222.6	\$0.0	0.0%
Southwest Organizing Project	\$1,500.0	\$0.0	(\$1,500.0)	(100.0%)
<b>Subtotal, Miscellaneous</b>	<b>\$7,422.6</b>	<b>\$472.6</b>	<b>(\$6,950.0)</b>	<b>(93.6%)</b>



## Agency Administration

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
Operations*	\$23,180.9	\$23,380.9	\$200.0	0.9%

\* Agency Administration represents 0.31% of General Funds Budget

**General Funds Total**

\$000s General Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
<b>ISBE Operating Budget</b>	<b>\$6,805,270.0</b>	<b>\$7,535,167.2</b>	<b>\$729,897.2</b>	<b>10.7%</b>



## Regional Offices of Education\*

\$000s Other State Funds	FY15 ISBE Appropriation	FY16 Superintendent Recommendation	\$ Increase (Decrease)	% Increase (Decrease)
ROE Salaries - Personal Property Replacement Tax Fund	\$12,650.0	\$10,200.0	(\$2,450.0)	(19.4%)
ROE Services - Personal Property Replacement Tax Fund	\$4,950.0	\$4,950.0	\$0.0	0.0%
Bus Driver Training - Personal Property Replacement Tax Fund	\$70.0	\$70.0	\$0.0	0.0%
<b>Total ROE Services</b>	<b>\$17,670.00</b>	<b>\$15,220.00</b>	<b>(\$2,450.00)</b>	<b>(13.9%)</b>

\*Pursuant to P.A. 96-024 ROE expenses will be funded from the Corporate Personal Property Replacement Tax Fund in FY16.



## ITEM IV.B.2. ISBE Weekly Message

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**From:** SIMHAUSER AMANDA R. <asimhaus@isbe.net> on behalf of WeeklyNews <WeeklyNews@isbe.net>  
**Sent:** Monday, January 26, 2015 2:13 PM  
**To:** supsnews@list.isbe.net  
**Subject:** Weekly Message - State Superintendent Christopher A. Koch - Jan. 26, 2015

The Jan. 26, 2015, Weekly Message from State Superintendent Christopher A. Koch is available online in Adobe Acrobat (.pdf) format at [http://www.isbe.net/board/archivemessages/2015/message\\_012615.pdf](http://www.isbe.net/board/archivemessages/2015/message_012615.pdf). A text-only version of the message is below. Also, all editions of the Weekly Message are archived on the Illinois State Board of Education's website at <http://www.isbe.net/board/archivemessages/archivemessage.htm>.

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### **Message From State Superintendent Christopher A. Koch**

Last week State Board members approved a fiscal year 2016 budget recommendation that includes fully funding General State Aid. While Board members acknowledged decreasing state revenues and increased spending pressures in other areas of state government, the recommendation includes an increase of \$730 million from the current year (FY 2015) spending levels.

The Board's FY 2016 recommendation seeks an additional \$566 million for GSA, providing a total of \$5.089 billion to fully fund claims at the \$6,119 per pupil Foundation Level. This fiscal year is the fourth consecutive year that the state is only paying a percentage of the amount owed to each district, with the current significant proration rate of 89 percent.

In addition to the general funds request, the Board's recommendation includes \$126.4 million in capital funding for technology needs. This figure includes the approximately \$100 million needed to provide broadband delivery to underserved schools and \$8.9 million to provide electronic devices districts need for 21st-century instruction and to comply with Partnership for Assessment of Readiness for College and Careers (PARCC) online testing requirements.

Other proposed FY 2016 increases or expenses include:

- \$50 million increase for early childhood education, which has lost \$80 million in funding since FY 2009. The U.S. Department of Education has awarded Illinois an \$80 million preschool expansion grant; an annual increase in state funding for the Early Childhood Block Grant of \$50 million over the next five years was part of the grant proposal.
- \$48.7 million increase to the Regular/Vocational Transportation line to begin restoring this line to previous levels. The Regular/Vocational line item has not been fully funded since FY 2010. An increase of \$48.7 million will result in an estimated proration level of 80 percent.
- \$12 million, or an 18.8 percent increase, in the Bilingual Education program to help districts meet the needs of the growing bilingual population, which accounts for about 10.4 percent of all students. Since FY 2011, this population has increased by 16.6 percent.
- \$5 million increase for state assessments based upon the cost of administering two additional PARCC exams in high school, bringing the total to three annual exams in high school, a federally required science



assessment, PARCC in grades 3-8, PARCC diagnostic testing for grades 2-8 and a college entrance exam for grade 11 that will not include a writing assessment due to the fact that writing is assessed by PARCC.

- \$2.4 million for further development and maintenance of the Illinois Longitudinal Data System.
- \$5 million for an Extended Learning Time program.
- \$5 million for the state's lowest-performing schools.

We will provide the Board's FY 2016 budget recommendation to the Governor and General Assembly for consideration as part of the overall state budget, which they will develop during the spring legislative session. The Board's budget proposal will be posted at [www.isbe.net/budget](http://www.isbe.net/budget).

The Board also recognized Dave Dickson of Grant Park CUSD 6 with a resolution. Dickson, who was named the 2014 recipient of the Thomas Lay Burroughs Award, has served five years as president of his local school board and more than eight years on the board.

The Burroughs award honors school board presidents, recognizing extraordinary educational leadership at the local level. Dickson previously accepted the Burroughs award during the fall annual conference in Chicago of school board members, administrators and business officials.

Have a great week!  
Chris

### ***Upcoming ISBE Dates and Deadlines***

Please note this is not a complete list of events, meetings and deadlines. For questions, call the Illinois State Board of Education at (866) 262-6663 or (217) 782-4321 or visit the agency's official website at <http://www.isbe.net>.

- **Third annual Illinois 5Essentials survey administration** – Jan. 12-March 13 (<http://illinois.5-essentials.org>)
- **Deadline to submit District Preschool Plans to the Division of English Language Learning** – Jan. 30 ([www.isbe.net/bilingual/htmls/preschool-ells.htm](http://www.isbe.net/bilingual/htmls/preschool-ells.htm))
- **IDEA Excess Cost Worksheets timeline for emailing completed worksheets to IDEA grant coordinators** – Jan. 30
- **TECH 2015 application deadline** – Feb. 3 ([www.iceberg.org/tech\\_2015](http://www.iceberg.org/tech_2015))
- **Annual No Child Left Behind Conference** – Feb. 3-5 ([www.thecenterweb.org/nclb/](http://www.thecenterweb.org/nclb/))
- **School district annual financial report review process deadline** – Feb. 6 ([www.isbe.net/sfms/afr/verification.htm](http://www.isbe.net/sfms/afr/verification.htm))
- **ISBE offices closed for Lincoln's Birthday** – Feb. 12
- **Annual "Estimated Best Three Months Average Daily Attendance" due to ISBE** – Feb. 13
- **ISBE offices closed for Presidents' Day** – Feb. 16
- **Part 25 (Educator Licensure), Part 33 (Programs for the Preparation of Superintendents in Illinois), Part 235 (Early Childhood Block Grant) and Part 252 (Driver Education)** – Public comment period ends Feb. 17
- **2015 Illinois Arts Education Week** – March 16-22
- **Dynamic Learning Maps Alternate Assessment (DLM-AA) testing window** – March 23-May 1
- **Part 650 (Charter Schools) and Part 1105 (Procurement by the State Board of Education)** – Public comment period ends March 23
- **Eighth annual Illinois School Wellness Conference** – April 23
- **TECH 2015 student showcase** – May 7
- **ISBE offices closed for Memorial Day** – May 25
- **Deadline to submit nomination forms for the 2016 Those Who Excel/Illinois Teacher of the Year program** – June 8 ([www.isbe.net/those-who-excel/pdfs/those-who-excel-app.pdf](http://www.isbe.net/those-who-excel/pdfs/those-who-excel-app.pdf))
- **Deadline to submit data in the Student Health Data –Vision system** - June 30

**ITEM IV.C.1. Education Funding Reform - SB 1 (Manar-D, Bunker Hill)**

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**Bill Status of SB0001** *99th General Assembly*

[Full Text](#) [Votes](#) [View All Actions](#) [Printer-Friendly Version](#)

**Short Description:** SCHOOL FUNDING REFORM-TECH

**Senate Sponsors**

Sen. [Andy Manar](#) - [Iris Y. Martinez](#)

**Last Action**

Date	Chamber	Action
1/28/2015	Senate	Assigned to <a href="#">Executive</a>

**Statutes Amended In Order of Appearance**

[New Act](#)

**Synopsis As Introduced**

Creates the School Funding Reform Act of 2015. Contains only a short title provision.

**Actions**

Date	Chamber	Action
1/15/2015	Senate	Prefiled with Secretary by <a href="#">Sen. Andy Manar</a>
1/15/2015	Senate	<b>First Reading</b>
1/15/2015	Senate	Referred to <a href="#">Assignments</a>
1/27/2015	Senate	Added as Chief Co-Sponsor <a href="#">Sen. Iris Y. Martinez</a>
1/28/2015	Senate	Assigned to <a href="#">Executive</a>

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217-782-3944 217-782-2050 (TTY)

## Bullet points on SB 1 from Senator Andy Manar

Subject: SB 1

- Working from SB 16 as the Senate passed it, here are the changes we are likely to include:
- Amendments to Address ELL Accountability: Ensuring accountability consistent with current law for funds provided on account of ELL students.
- Special Education: Allowing districts to demonstrate a special education population higher than the statewide average, and allowing that percentage to be used for the formula (subject to a cap at 5% points above the statewide average)
- Low-income: Continuing to use the DHS count through the 16-17 school year, and then moving to a count based on 185% of the federal poverty level once better data is available. The changes also propose a slight downward adjustment for the low-income concentration weighting factor (moving from .90 to .80).
- Regionalization: Adding a regionalization factor based on the Comparable Wage Index developed for the National Center for Education Statistics. This index measures systemic, regional variations in the salaries of college graduates. This system is currently being used in Maryland, Massachusetts, and New York.
- Adequacy Grant: Adding a new hold harmless “adequacy grant” that targets funding to relatively low-spend, high tax districts. “Low spend” is determined based on the district’s operating expense per pupil in comparison to an “adequacy target” based on the EFAB recommended funding level and the district’s weights based on its student characteristics.
- Adequacy Study: Moving up the timeline for the adequacy study so the procurement and contracting for it will occur as soon as the bill is enacted and funding is appropriated for the study.



## School Funding Reform Act of 2015

The School Funding Reform Act of 2015 is a reintroduced version of last year's Senate Bill 16, a proposal to replace Illinois' dated General State Aid (GSA) formula with a new, need-based system.

### Background

Illinois has the second most regressive public school funding system in the country: Districts with significant low-income populations in Illinois get less combined funding from state, local and federal sources than districts with more affluent students. Last year's proposal passed the Senate and was designed to alleviate this disparity and increase transparency in the system.

The School Funding Reform Act is based on the findings of the bipartisan Education Funding Advisory Committee that was created to study this problem and recommend changes to a funding system that hadn't been updated or reviewed since 1997.

### SB 16 would have:

- Created a single, need-based funding formula (Primary State Aid); replacing GSA and an outdated grant-based system
- Increased transparency by requiring individual schools to account for how they spend state funds, replacing the old district-by-district reports
- Prioritized state resources to help school districts and students who most need them
- Included Chicago in the new, need-based formula—eliminating the Chicago Public Schools block grant

### Updates

School Funding Reform Act of 2015 (SB 1) has evolved based on discussions with more than 400 local superintendents and statewide town halls involving parents and educators.

The new bill includes the following improvements to SB 16:

**Regionalization:** Considers regional differences when determining state aid for districts. The new legislation uses the National Center for Education Statistics' Comparable Wage Index to measure variation in salaries and cost of living from district to district.

**Low-income calculation:** Calculates the low-income population of a district based on the number of students receiving services from the Illinois Department of Human Services (generally students below 200 percent of the poverty line). This replaces the number used under SB 16, which was based on the number of students receiving free and reduced lunch (generally students below 185 percent of the poverty line).

**Adequacy study:** Expedites a study that will analyze the adequate amount of funding for education and develop a base level funding for adequate student growth. The study will consider how student characteristics, tax rates and preschool expansion should be factored into the funding formula.

**Adequacy grants:** Provides additional funding for districts that are collecting taxes at or above state averages but are spending below a calculated adequacy target—the Education Funding Advisory Board's adequacy recommendation weighted for each district. This would protect underfunded districts from losses under SB1.

**ELL reporting:** Requires school districts receiving state funding for English Language Learner (ELL) programs to report their revenues and costs related to bilingual education.

**Special education flexibility:** Ensures that districts with above average special education needs will be funded based on their number of special education students, rather than the statewide rate of 13.8 percent.

\*\*\*Projections from the Illinois State Board of Education will be distributed when they become available. \*\*\*





## *The Illinois School Reform Act of 2014: Improving How Our State Supports Public Schools*

*The School Funding Reform Act of 2014 (SB 1) drives state resources where they are most needed to better support all Illinois students to achieve. This levels the playing field in a state with one of the largest equity gaps in the nation.*

### **The Current Landscape**

Illinois provides a smaller share of public schools funding than any other state in the nation. Less state support means school districts rely more on local resources. That's why Illinois' education spending ranks as one of the most regressive in the nation. Low-income students receive 77 cents for every dollar spent to educate more affluent students across the state. At a time where Illinois' contribution represents just a quarter of the total spend, it matters even more that every state dollar is put to effective use and directed where it is most needed.

State education funds often work at cross-purposes in the current system. This undermines Illinois' ability to direct resources where they are most needed. A hodgepodge of formulas drives the present distribution of state education funds, and each formula allocates money differently with shifting criteria. The largest funding source, the General State Aid formula, uses a one-size-fits all approach for distributing dollars that ignores student characteristics and regional differences, further antiquating the system.

What's more, the funding disparities that hamstringing Illinois public education continue to worsen. For four years now, Illinois has paid school districts only a portion of the general education funds owed, thus triggering proration. Districts most reliant on state support—impoverished school districts with little local wealth and concentrations of low-income students – are hit hardest.

The School Funding Reform Act of 2015 turns the page for our state. Over the past two years, legislators hosted town halls and spoken with district superintendents to discuss the future of education funding in the state. In May, Senator Andy Manar introduced Senate Bill 16 as the product of this collaboration between legislators and educators. Senate Bill 1 continues the work that started with SB16 and moves our state towards equitable school funding.

### **Senate Bill 1**

As proposed, SB1 would direct 96% of state education funds through a single formula to reach the districts that need targeted resources if they are to support every student to reach their full academic potential.

The new Primary State Aid formula would account for both student characteristics and district needs to distribute funding. While the current system uses a statewide foundation level to determine what a district should spend per student, the new formula would assign each district a unique "weighted foundation level." The weighted foundation level would combine a base amount with additional "weights" based on a district's student characteristics - special education students, English language learners, low-income students and gifted students - and regional differences in costs-of-living.

The Primary State Aid formula would determine each district's ability to contribute local resources to education funding. Then, it would use state dollars to fill the gap between districts' available resources and their weighted foundation level. With this approach, districts would receive funding both based on their needs and their ability to fund schools locally.

Senate Bill 1 would also require the state to reexamine the meaning of adequate school spending. The Primary State Aid Review Committee – an independent, diverse group of educators, community leaders, school finance experts and parents – would be charged with finding an approach to calculate the state's base funding level,



determining appropriate weights for weighted foundation level, estimating the cost of preschool expansion, and examining what localities should be expected to contribute to education. This study would provide better criteria for determining the cost of “an adequate education” and would be completed within 10 months of the review committee’s formation.

With the understanding that many school districts are underfunded, Senate Bill 1 would add \$500 million to the education budget to increase the number of districts funded at their weighted foundation level, and put Illinois on the path to adequate spending.

### **How Senate Bill 1 improves Senate Bill 16**

- Recognizing that the cost-of-living varies widely throughout the state, SB1, *Senate Bill 1 adds regionalization as a weight for the Primary State Aid formula*. This weight would be based on the National Center of Education Statistics Comparable Wage Index.
- *Senate Bill 1 requires an education funding adequacy study within 10 months of the formation of a Primary State Aid Review Committee*
- *Senate Bill 1 would create an “Adequacy Grant” to promote adequate spending*. Under SB1, each district would have a unique “adequacy target,” the minimum a district would need to spend to provide its students with an adequate education. Until an adequacy study is conducted, this district-specific number would be the Education Funding Advisory Board’s adequacy recommendation (currently \$8, 899) multiplied by a district’s weight. Districts spending less than their adequacy target and a local tax rate that was at least 90 percent of the state’s average would be eligible for supplemental funding.
- *Senate Bill 1 requires districts to report on revenues and costs related to bilingual education programs to qualify for Primary State Aid*. Because English language learners would be funded through the Primary State Aid formula, rather than a supplementary grant, SB1 transfers reporting requirements for ELLs to the Primary State Aid section of the legislation.
- *Senate Bill 1 ensures that districts with above-average numbers of Special Education students would receive a special education weight consistent with their need*. SB16 assigned a funding weight to districts based on the statewide rate of 13.8 percent for special education students. Consequently, districts with higher rates of special education students would not have been fully supported under SB16. Under SB1, districts with more than 13.8 percent of students requiring special needs would receive a weight based on their proportion of special education students. Under SB1, a supplementary special education grant would provide additional support for students with exceptional needs.
- *Senate Bill 1 defines low-income students based on data from the Department of Human Services*. The current funding system uses data from the Department of Human Services to define districts low-income students. SB16 would have changed this definition to students eligible for free or reduced price lunch. Because free or reduced price lunch definitions are currently in transition, SB1 will revert to DHS data.



## General State Aid Recommendations

### A Report to the Illinois General Assembly

The Illinois Education Funding Advisory Board was created by Public Act 90-548 in December of 1997. The five-member Board, along with 12 ex-officio members, was seated by Governor Ryan in June 2000.

#### Education Funding Advisory Board Members

Mr. Robert Leininger, Chair  
Former State Superintendent of Education

##### Members:

Mr. Dean Clark President Graphic Chemical and Ink Company	Mr. Bert Docter Chief Executive Officer Docker Enterprises
Ms. Anne Davis President Illinois Education Association	Dr. Marleis Trover Superintendent Vienna High School District 133

##### Ex-Officio Members:

The Honorable Arthur Berman Former Illinois State Senator	The Honorable Edgar Lopez Illinois State Representative
Mr. Thomas Boyle Vice President Custom Companies	Dr. Hazel Loucks Deputy Governor for Education and Workforce Training
Mr. Doug Delaney Executive Director Catholic Conference of Illinois	The Honorable Lisa Madigan Illinois State Senator
Ms. J. Kay Giles Superintendent Prairie-Hills School District 144	Dr. Robert L. Mandeville Former Director Illinois Bureau of the Budget
The Honorable Doris Karpel Illinois State Senator	Dr. Robert Nielsen Superintendent Bloomington C.U.S.D. 87
The Honorable Carolyn Krause Illinois State Representative	Mr. Paul Vallas Chief Executive Officer Chicago Public Schools

#### The Work of the Board

The Board held its first meeting for organizational and educational purposes on July 28, 2000. A second educational meeting was held on August 25. The immediate charge of the Board is to recommend to the General Assembly foundation level and poverty grant amounts for FY2002. To that end the Board scheduled 3 public hearings to receive input from education, business and community leaders. These hearings were held in Carbondale on September 7th, Hillside on September 28th and Springfield on October 4th. In late September the Board started the process of contracting a study to determine a formula foundation level and poverty grant amounts. A two-part Request for Proposal (RFP) was released in mid-October. Part I of the RFP requested short-term recommendations for the foundation level and poverty grant amounts. Part II of the RFP requested a more detailed research-



oriented study which would produce methodologies which could be used to determine foundation level and poverty grant amounts for FY 2003 and beyond. Subsequent meetings were held on November 6 and 8 to review and discuss the proposals received in response to the RFP. The Board reviewed summaries of the hearings and received staff recommendations on November 17. A report from Dr. Richard Wiggall from Illinois State University, the successful bidder for Part I of the RFP, was presented to the Board on December 12. Also on December 12, the Board heard preliminary results from an independent group, Network 21, working on similar projects. They also further reviewed proposals for Part II of the RFP. The successful bidder for Part II was Augenblick and Myers of Denver, Colorado. The study is scheduled to be completed by June 11, 2001. The final agenda item on December 12 was the drafting of preliminary recommendations for the General Assembly. Chairman Leininger shared these recommendations with the Illinois State Board of Education on December 13. The final report was approved on December 28.

### **Recommendations**

In order to meet its statutory timeline of January 2001, the Board respectfully submits the following recommendations to the General Assembly. These recommendations are based on written and oral testimony received at the public hearings, the Part I report furnished by Illinois State University, staff recommendations and the individual study of Board members. All recommendations should take effect July 1, 2001 in order to provide school districts with planning opportunities.

1) While the Board would prefer a General State Aid foundation level increase commensurate with the calendar year 2000 Consumer Price Index (CPI), the recommendation is that the increase in combined General State Aid and Hold Harmless appropriations for FY2002 be no less than \$135 Million which would yield a foundation level of no less than \$4,560.

**2) It is recommended that the minimum threshold for access to the poverty grant be lowered to 15% and the dollar amounts be dropped in favor of percentages of the foundation level.**

The poverty formula for FY2001 contains dollar amounts for each low income student. The poverty formula for FY2001 is given below.

If  $DCR < .20$  then Grant = 0

If  $.20 \leq DCR < .35$  then Grant = \$800 x Low Income Count

If  $.35 \leq DCR < .50$  then Grant = \$1,273 x Low Income Count

If  $.50 \leq DCR < .60$  then Grant = \$1,640 x Low Income Count

If  $DCR \geq .60$  then Grant = \$2,050 x Low Income Count

Where  $DCR = \text{Low Income Count} / \text{Average Daily Attendance}$

Under this recommendation, the poverty formula for FY2002 would change to:



**If  $DCR < .15$  then Grant = 0**

**If  $.15 \leq DCR < .20$  then Grant =  $.11 \times$  Foundation Level  $\times$  Low Income Count**

**If  $.20 \leq DCR < .35$  then Grant =  $.20 \times$  Foundation Level  $\times$  Low Income Count**

**If  $.35 \leq DCR < .50$  then Grant =  $.29 \times$  Foundation Level  $\times$  Low Income Count**

**If  $.50 \leq DCR < .60$  then Grant =  $.38 \times$  Foundation Level  $\times$  Low Income Count**

**If  $DCR \geq .60$  then Grant =  $.47 \times$  Foundation Level  $\times$  Low Income Count**

**Where  $DCR = \text{Low Income Count} / \text{Average Daily Attendance}$**

The discrete categories of the grant are maintained. The amounts are tied to the foundation level, removing the necessity to set the grant amounts annually. The access threshold is also lowered providing poverty grant funding to more districts. It is further anticipated that further lowering of the minimum threshold would occur in subsequent years.

There was much discussion concerning the measure of students from low-income families. The measure currently used is the 1990 Census. Although the Board believes a more timely and accurate measure should be used, the recommendation is to continue to use the 1990 Census for FY2002. The Board is exploring alternative poverty measures and expects to recommend substitute methodologies in its next report.

In addition, it was suggested that poverty grant funds be targeted to serve the needs of at-risk students. Superintendent of Education McGee agreed to explore that avenue with the Illinois State Board of Education.

3) The pupil count in the formula, currently the prior year average daily attendance (ADA) should be changed for FY 2002 and thereafter to the greater of the prior year ADA or the most recent three-year average ADA. The ADA used to calculate the poverty grant percentage should remain the prior year ADA.

The hold harmless was necessary when the general state aid formula changed in FY1999 in order to give school districts receiving a lesser amount of state aid a chance to adjust to new funding levels. Districts have since become dependent on this funding source. The Board believes It should not be permanent. Further recommendations regarding the Hold Harmless will be forthcoming.

5) The continuing appropriation for General State Aid should be reenacted with no sunset provision. The continuing appropriation for Hold Harmless should be continued through FY2002.

The continuing appropriation law is looked upon favorably by school districts, giving them confidence that funds will be available regardless of the



appropriation.

6) At the request of the Governor and State Superintendent of Education, it is also recommended that additional funds be appropriated to the Early Childhood Block Grant. The Board supports the Illinois State Board of Education and its continuing efforts to expand early childhood education.

## **Summary**

The recommendations for FY 2002, while not solving the funding problems of all school districts in Illinois, will provide significant increases in General State Aid funding and begin to move districts away from reliance on hold harmless funding.

The methodologies provided in the Part II study referenced above will provide the basis of future recommendations regarding formula foundation levels and poverty grant funding. It is anticipated that an interim report will be issued in the fall of 2001, which would provide recommendations for FY2003.

The Board looks forward to working with the Governor and General Assembly in the future. In addition to addressing General State Aid related issues such as a foundation level methodology based on high performing low spending schools, the count of children from low-income families, a regional cost adjustment and the hold harmless, the Board intends to address, among other topics, categorical funding, property assessment, technology, budgetary flexibility, reliance on property tax to fund elementary and secondary education and the state's share of education funding.

**ITEM IV.C.2. Education Funding Reform – Vision 20/20 – Adequacy Model Language (Draft)**



An Act concerning education.

**Be it enacted by the People of the State of Illinois, represented in the General Assembly:**

Section 1. Short title. This Act may be cited as the School Evidence Based Adequacy and Equity Funding Reform Act of 2015.

Section 2.

(105 ILCS 5/18-8.05)

Sec. 18-8.05. Basis for apportionment of general State financial aid and supplemental general State aid to the common schools for the 1998-1999 and subsequent school years.

(N) Evidence Based Professional Judgment Panel

By December 1, 2015, an Evidence Based Professional Judgment Panel, in consultation with the State Board of Education, shall update and revise a 2010 study completed by the Illinois Education Finance Adequacy Task Force through National Louis University and make recommendations to the General Assembly for the implementation of an evidence based adequacy and equity formula for the funding of all school districts beginning with the 2016-2017 school year.

The Professional Judgment Panel shall be comprised of the members of the Education Funding Advisory Board:

Three geographically diverse appointees from a statewide organization that represents school administrators, appointed by a statewide organization that represents school administrators;

Three geographically diverse appointees from a statewide organization that represents school boards, appointed by a statewide organization that represents school boards;

Three geographically diverse appointees from a statewide organization that represents school business officials, appointed by a statewide organization that represents school business officials;

Three geographically diverse appointees from a statewide organization that represents school principals, appointed by a statewide organization that represents school principals;

Three geographically diverse appointees from a statewide organization that represents teachers, appointed by a statewide organization that represents teachers;

Three geographically diverse appointees from another statewide organization that represents teachers, appointed by another statewide organization that represents teachers;



Three geographically diverse appointees from a statewide organization that represents regional superintendents, appointed by a statewide organization that represents regional superintendents;

One member of the Senate, appointed by the President of the Senate;

One member of the Senate, appointed by the Minority Leader of the Senate;

One member of the House of Representatives, appointed by the Speaker of the House of Representatives;

One member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;

The State Superintendent of Education;

Three geographically diverse members of the public at large, appointed by a statewide organization that represents parents; and

Three geographically diverse members of the general public who own or manage a business in Illinois, appointed by a statewide organization that represents Illinois businesses.

Panel members shall serve without compensation and not be reimbursed for their expenses.

The Panel will determine the adequate per pupil cost to deliver an education program to each child in each school district in Illinois. An adequate educational program is one that would support the tenants of Article X of the Illinois Constitution. Therefore, the educational program will be such that it fulfills the fundamental goal of the People of the State to develop all children to the limits of their capacities by providing for an efficient system of high quality public educational institutions and services that the State of Illinois has the primary responsibility for financing.

The panel will also determine the adequate per pupil amount of local revenue that should be minimally committed by each school district to the system of high quality educational institutions and services within their communities and identify the specific amount that would be required for the State of Illinois to contribute to each district to ensure an equitable and adequate educational opportunity for each school age child.

The Professional Judgment Panel's recommendations shall incorporate identifiable and prototypical education expenses based on school and district type and size, including but not limited to: full-time equivalent staffing for services to meet all student needs with delineation between regular, special education, English language learners, low-income and gifted students, including Career Pathway Completers and Advanced Standing Pupils. Other consideration shall be given to full-time equivalent needs and costs for support service employees, operation and maintenance employees, supplies and materials, capital equipment needs, technology equipment and



infrastructure, transportation including for regular, special education, vocational and extraordinary transportation students and the basic cost of school operations and maintenance that would be required by a school district to provide for an efficient and adequate education of all children in their community. The recommendation shall also include the cost to implement high quality, research supported instructional strategies into every school and apply geographic cost differences and hold harmless provisions that would ensure state supplied resources so any district would not fall below funding levels for the 2014-2015 school year.

The final recommendations shall include a scalable approach to required appropriations that would result in full funding of an equitable and adequate educational opportunity for all children by the 2020-2021 school year.

Effective immediately.

DRAFT

**ITEM IV.E.1. KIDS Assessment – DuPage and Lake County concerns regarding KIDS Assessment**



**DuPage County Division  
Illinois Association of School Administrators**

TO: Darlene Ruscitti, Regional Superintendent, DuPage County  
Brent Clark, Executive Director of IASA  
Peg Agnos, Executive Director of LEND

FROM: DuPage County Elementary and Unit District Superintendents

DATE: 1/20/2015

RE: KIDS Assessment

The elementary and unit district superintendents of the districts in DuPage County would like to share with you some of our concerns regarding the KIDS Assessment. We ask that you carry our message to any and all legislators and decision makers involved in this initiative. We appreciate your support and continued efforts to ensure that we are providing the best educational opportunities for our students in DuPage County.

**Background**

Information from an ISBE email we received in December noted that there will be a change to the implementation dates for the assessment which prompted discussion amongst the DuPage elementary and unit district superintendents about their lack of preparedness to fully implement the KIDS Survey in 2015-16.

Those conversations led to a series of events that included discussion with the Executive Director of LEND (Peg Agnos). Peg scheduled and facilitated a meeting with Reyna Hernandez from ISBE on 1/13/2015 with a small group of DuPage superintendents, as well as the only teacher in DuPage County that has been piloting the KIDS Assessment for the past three years, her superintendent, and her principal.

These discussions and concerns were fortified by the experiences of those among us who have endeavored to implement the KIDS assessment and have experienced tremendous frustrations and challenges, especially with regard to poor data entry systems and focus drawn away from the direct instructional services that make a difference to our students.

Reyna shared the background as to why ISBE initiated the assessment as well as the plans for implementation of this initiative. She provided us with the insight as to the state's rationale regarding the assessment's importance including the need to view this through the lens of the "whole child".

Please know that we too are interested in the "whole child" – we work every day on behalf of the children we serve to ensure that they receive the best educational opportunities that they deserve and that we can provide. We are committed and dedicated to offering quality programs and we have evidence to prove that we are successful in our efforts.





### Concerns

This latest state initiative raises serious concerns as the following points will illustrate:

- This appears to be another **unfunded mandate** with a “one size fits all model” that doesn’t take in to account the fact that most of our districts have comprehensive assessment processes already in place
  - Currently all districts conduct quality local assessments and screening measures with their kindergarten students to determine their academic, social, emotional, and motor skills, they use this multiple measures approach to determine and provide necessary services and supports, such as early intervention and differentiated instruction
- There has been, and continues to be, a lack of frequent and **timely communications** regarding this initiative
  - There appears to be no clear communication regarding why this assessment is necessary, how the data will be used, and how the loss of instructional time actually serves to increase learning and improve services to students
  - Much of the information about KIDS has been acquired through informal communication measures with the exception of an occasional ISBE email
- This assessment will **interfere with instructional time** allotted for our programs
  - We are committed to preserving our instructional time and have made great efforts locally to ensure that our students are provided a quality instructional program, however the extent of this assessment will require adjustments to the instructional program and will impact the time the teacher is available to directly instruct his/her students based upon some of the assessment requirements
  - In most of the pilot situations, instructional time was impacted when teachers had to be pulled out of their classrooms for data input, additionally extra costs were incurred when substitutes had to be secured in order to provide that time
  - In a one year time frame, the KIDS assessment has added more domains and expanded the length of time necessary to implement it, further impacting instructional time
- Many DuPage districts still only offer **half-day kindergarten** programs
  - One DuPage pilot teacher, who has piloted in both half-day and full-day programs, reports the difficulty in finding time required to collect observational data in the five domain areas, despite moving to a full-day model, unless she alters her instructional schedule
  - Although there is a perception that all DuPage county districts are wealthy, there are some districts that cannot provide the financial resources or space needed to offer full-day programs and they will have great difficulty completing this type of assessment
  - The financial challenges of inadequate funding, facilities and resources have been compounded and become even more difficult to overcome due to the inconsistency of state funding and reimbursement and continuation of relatively low CPI
  - In some domain areas, activities do not necessarily occur naturally so observations need to be orchestrated to gather the necessary information
- District assessments, that are already in place, are **research-based and formative**
  - Data is collected as needed (often every 6-8 weeks), teams are in place to review and analyze the data, teachers use that data to inform their daily instructional practices, and



data is utilized to support students who are experiencing challenges meeting the standards as well as those who require accelerated instruction

- Currently districts' **data** collection is **timely** and used to inform instruction
  - One of the DuPage teachers who has been piloting KIDS for three years noted that the data collected does not inform her instruction
  - She received the data for her 2013-14 kindergarten class at the beginning of this school year when they are now in first grade
- The **burdensome amount of time** regarding data
  - Our pilot teacher noted that the inputting of data requires approximately one hour per child three times per year and has proven to be very challenging (ex. a class of 26 students would require 78 hours of data input a year), this burdensome amount of time will either interfere with instructional time or will occur outside of contractual time, which may lead to issues with collective bargaining agreements as well as expenditures of district resources; the estimated time is doubled for teachers in half-day programs, resulting in more than 150 additional hours of work for teachers given to something that does not have any immediate impact on the teaching and learning of students they serve
  - One of the DuPage pilot programs report that the data entry systems have experienced several glitches, causing many teachers to have to spend even more time entering data than the estimate suggests
  - The time entering data pulls teachers away from teaching and planning, but also reduces time available for strategic collaboration with specialists, for professional development and for intervention, and progress-monitoring
  - The number of measures is burdensome, especially without a direct alignment to instructional practice
  - Additional time is needed to adequately observe the ELL and Special Ed students and gather data for the assessment
- There is currently no evidence of an **alignment to CCSS and PERA**
  - DuPage districts have worked hard to align their local instructional and assessment frameworks to the CCSS and PERA, as appropriate, and the KIDS Assessment will compete with our time to implement the Common Core targets
  - The KIDS assessment is based on developmental information, not CCSS
- **Professional development** for this program cannot be provided at a quality level
  - There is a decrease in funding for this project which translates to diminished resources available to districts for quality training to ensure implementation with fidelity
  - Our pilot teacher participated in two days of training, as well as had access to a highly trained KIDS coach who was assigned to a small number of schools
    - This coach now serves an entire region as opposed to a small group of schools
  - The professional development offered allowed in-depth training using the book *the Power of Observation: Birth to Age 8* (Judy R. Jablon, Amy Laura Dombro, & Margo L. Dichtelmiller), which she noted to be very powerful in assisting teachers in preparing for the amount of observational work they have to do for this assessment
  - There are limited training sessions available and no "train the trainers" model so many of the staff will be lacking the adequate training to implement this program with fidelity



- The cancellation of the contract for the Illinois **Longitudinal Data System**, (LDS) which occurred a few years ago, appears to be a variable forcing this mandate of the KIDS Assessment, without a mechanism in place for the state to aggregate all of the assessments used by districts throughout the state, now all districts are being required to use this one assessment.
  - There has been no consideration to collect the current district-wide assessment systems already in place that could provide the same information
  - As there is no state-mandated assessment for 1<sup>st</sup> and 2<sup>nd</sup> grade, and kindergarten is not a compulsory grade, there are serious gaps in the rationale for a longitudinal data system as the primary grade level

### Recommendations

Some of our recommendations for addressing the requirement of the state to have a kindergarten assessment are:

- Allow school districts that have systems of assessment (that meet the requirement of research-based measures) and programs to meet identified needs in place to **“opt-out”** of administering the KIDS Assessment through a **waiver process**
- Provide an **“approved list”** of **research-based assessments** that can continue to be used in lieu of the KIDS assessment
- For **districts that cannot “opt-out”**
  - **Delay the implementation** of this initiative until there is **full opportunity for quality training** for all
  - **Decrease the number of domains** required as well as the **data collection times** (collect two times per year as opposed to three)
  - **Provide timely feedback** that can be used to inform instructional practices
  - Provide in-depth, **quality professional development to ensure fidelity** of implementation

In closing, we are asking you to seriously consider the impact of this unfunded mandate on the educational program and instructional services that we are providing in a grade level that is not compulsory. As members of IASA and superintendents of DuPage County, we can demonstrate evidence that we are not only meeting the needs of our students, but doing so at a high quality level. We cannot simply accept that this type of assessment will do anything to improve our programs, but we are confident that it will take precious time away from our mission of excellence.

This document has been endorsed/supported by the following DuPage County elementary and unit district superintendents:

Dr. Jim Stelter, District 2

John Langton, District 4

Dr. John Corbett, District 7

Dr. John Butts, District 11

Dr. Melissa Kaczowski, District 12

Dr. Jon Bartelt, District 13

Dr. Loren May, District 15

Victoria Tabbert, District 16

Dr. Michael Connolly, District 20

Dr. Phil Ehrhardt, District 25

Dr. Gwynne Kell, District 34

Dr. Paul Gordon, District 41

Anthony Palmisano, District 45

Dr. John Correll, District 48

Dr. Kari Cremascoli, District 58

Dr. Jamie Reilly, District 60

Dr. Bob Carlo, District 61  
Dr. Kerry Foderaro, District 63  
Tim Arnold, District 66  
Dr. Cathy Skinner, District 68  
Dr. John Perdue, District 89  
Dr. William Shields, District 93  
Dr. Tom Schneider, District 180  
Dr. Don White, District 181

Dr. Jeff Schuler, District 200  
Dr. Dan Bridges, District 203  
Dr. Kevin Carey, District 201  
Dr. Keith Filipiak, District 202  
Dr. Karen Sullivan, District 204  
Dr. David Pruneau, District 205  
James Nelson, C.A.S.E.  
Dr. Michael Volpe, SASSED

Thank you for your time and attention to this matter.



To: Brent Clark, Executive Director IASA

From: Lake County Superintendents

Date: Monday, January 19, 2015

Re: KIDS Assessment Feedback Session

Date of Session: Tuesday, January 6, 2015

In attendance:

Chelsey Maxwell, Dist. 112

Patrick Hoover, Dist. 112

Scott Warren, Dist. 103

Nick Brown, Dist. 73

Lisa Cerauli, Dist. 73

Julie Schmidt, Dist. 96

Gary Zabilka, IASA

Andy Henrikson, Dist. 75

Lonny Lemon, Dist. 68

Sarah Cacciatore, Dist. 68

Tom Moline, SEDOL

Jerri Ryan, Dist. 116

Dan Coles, Dist. 118

Pete Helfers, Gurnee 56

Brent,

As requested by you during our December 19, 2014 Lake County Superintendents meeting, below you will find a summary of feedback regarding the newly mandated Kindergarten Individual Development Survey (KIDS). The original document was drafted by those in attendance on January 6th. That initial draft was then shared with all Lake County Superintendents for feedback prior to my forwarding it to you. Please don't hesitate to contact me for any needed clarification.

### **Background**

The purpose of this memo is to share feedback and concerns related to the newly mandated implementation of the KIDS assessment in 2015-2016.

We, as superintendents, are strong proponents of early childhood education, early identification of students who are at-risk or in need of specialized instruction, kindergarten programs that foster both academic and social-emotional growth, and using quality assessments to monitor the progress of our students and differentiate instruction for them.

We also acknowledge that there would be value in having State-wide baseline data that would travel with students. However, the timing of the mandate, the immense human and fiscal resources needed to comply, and the lack of involvement from the field in developing alternatives leads to significant concerns.

With our advocacy of the importance of early learning in mind, we have many concerns about the mandated implementation of the new KIDS Assessment. The following points illustrate our concerns:

- Most of our schools and districts already have quality assessment systems in place that provide for both preschool screening and identification of children for intervention services. Identified children are then serviced through various programs until age three when we, as public school districts, program for their needs.
- Once students are in kindergarten, districts are currently conducting a myriad of assessments with kindergarten students to determine their social-emotional, emergent reading, and math skills. These assessments are currently being used to identify students for early intervention and differentiated instruction.
- Most districts are part of a special education cooperative that addresses the needs of students from birth to 21, and can address learning needs with services as early as age 2 ½. Those who are not part of a cooperative are providing those services locally.
- Required ISBE sponsored trainings require principals and teachers to be out of their schools necessitating the hiring of substitute teachers for multiple days. This is yet one more unfunded mandate.
- While some schools and districts may find the KIDS data valuable, for many others with established assessment systems in place, it adds no value as they are already in possession of the data they need to support high levels of learning.
- Districts have not been provided evidence that the KIDS assessment addresses PERA requirements related to student growth data in teacher evaluation. Thus, it is another unfunded mandate that does not allow districts to take anything currently in place off of the table.
- Before mandated implementation is decided, the advantages and disadvantages of implementing the KIDS Assessment in all districts should be considered.
- The districts currently piloting the assessment during first and second years have received no data. Districts currently participating also have not received formative assessment data that would be helpful in making educational decisions at this point.
- It appears that the purpose of the DRDP data collection is to better inform policy makers on the longitudinal development of children birth to five. However, only mandating the assessment for five year olds does not address that purpose nor will it provide a longitudinal perspective. The assessment is also meant to be of longer term benefit. DRDP seems to address the early childhood years with no subsequent benefit in the years that follow kindergarten.
- Districts have received no evidence that the assessment is clearly and cleanly aligned to the kindergarten Common Core standards. Collecting the observational data competes



for time with implementation of the Common Core targets and time needed for the development of instructional strategies that are aligned.

- There is concern about implementation for half-day kindergarten programs versus full-day programs. Both schools who are currently participating in the pilot and trainers of the assessment have shared their belief that there is not sufficient time to implement KIDS in a half-day kindergarten format. Several districts in Lake County have half-day kindergarten programs, which makes the administration unfeasible. Numerous barriers exist currently to implementing full-day programs in these districts including space and financial resources.
- It is difficult to reconcile that attending kindergarten in Illinois is not mandated yet an assessment for kindergartners is mandated. We now have a mandated assessment for a non-mandated program.
- There is a cost prohibitive nature to providing release time for training classroom and specials teachers on the instrument. Costs will also be prohibitive for districts with teacher contracts that specify paid after-hours time for work such as the KIDS assessment requires for analysis and record-keeping.
- Current pilot participants have indicated that many measures cannot be observed in a highly-structured academically-focused kindergarten program and that teachers must contrive activities outside of the curriculum in order to observe many measures.
- The KIDS measures are so extensive (29 in the fall, 18 in winter, and 29 in spring), that the assessment is taking away from instructional time for our students. For each measure, teachers must collect 3-5 pieces of evidence for each child. It is likely that if the mandate stands, additional human resources will be needed to either collect or enter data.
- **As illustrated by the data provided by Millburn District 24, the cost of implementation for one school district with only 100 kindergarten students will range between \$27,560 and \$91,870 (see Millburn data at the end of the document).**
- In addition, our districts have an excellent relationship between administration and teachers because we do not undervalue teacher time, or devalue the effects of teacher attendance. The KIDS assessment requires two full days of training. Teachers must spend additional time on their own understanding the intent of each measure. They must organize the collected pieces of evidence. Teachers must also consider the child's current level of development on each measure along a six-part continuum. For districts who already have a full continuum of assessment in place at the kindergarten level it is both unnecessary and unrealistic.

**Our suggestions for follow up include:**

- Allow school districts that already have systems of assessment and programs to meet identified needs to “opt-out” of administering the KIDS Assessment through a waiver process.
- Place a moratorium on full-implementation in 2015-2016 so that a representative group of educators who participated in the pilot years may review/revise the assessment implementation plan with many of these concerns in mind. Results and recommendations from that group should be made public giving stakeholders the opportunity to provide comment.
- Identify what assessments are currently being utilized and determine if these assessments or an “approved list” of assessments can continue to be used in lieu of the KIDS assessment. Some assessments already being utilized include but are not limited to the CPAA, MPG, DIAL-4, Teaching Strategies Gold, Ages and Stages, AIMSweb, TELS and TENS, and BESST Web Social.
- Examine the ability to provide a one step data collection and upload process to decrease the time needed to enter data into the State system for any districts choosing to move forward.

### **Millburn School District 24**

Teachers are required to collect between 2,175 and 3,625 pieces of data for the fall cycle of the assessment, between 1,350 and 2,250 for the winter cycle, and between 2,175 and 3,625 again in the spring. This results in between 5,700 and 9,500 pieces of data being collected PER TEACHER. The cost to the Millburn District 24 for this instructional time is between \$275 and \$ 459 per child, or between **\$27,560 and \$45,934 for the 100 kindergarten students at Millburn**. This assumes that it will take 30 seconds to gather, evaluate, and enter each piece of data which is a conservative estimate. Should it take closer to one minute to gather, evaluate, and enter each piece of data, the cost to the Millburn district for this instructional time is between \$551 and \$919 per child, or between **\$55,122 and \$91,870 for the 100 kindergarten students at Millburn**.



ITEM IV.F. Educator Equity Plan (Jason Helfer, ISBE Assistant Superintendent–Educator Effectiveness)

# Educator Equity Profile

Illinois

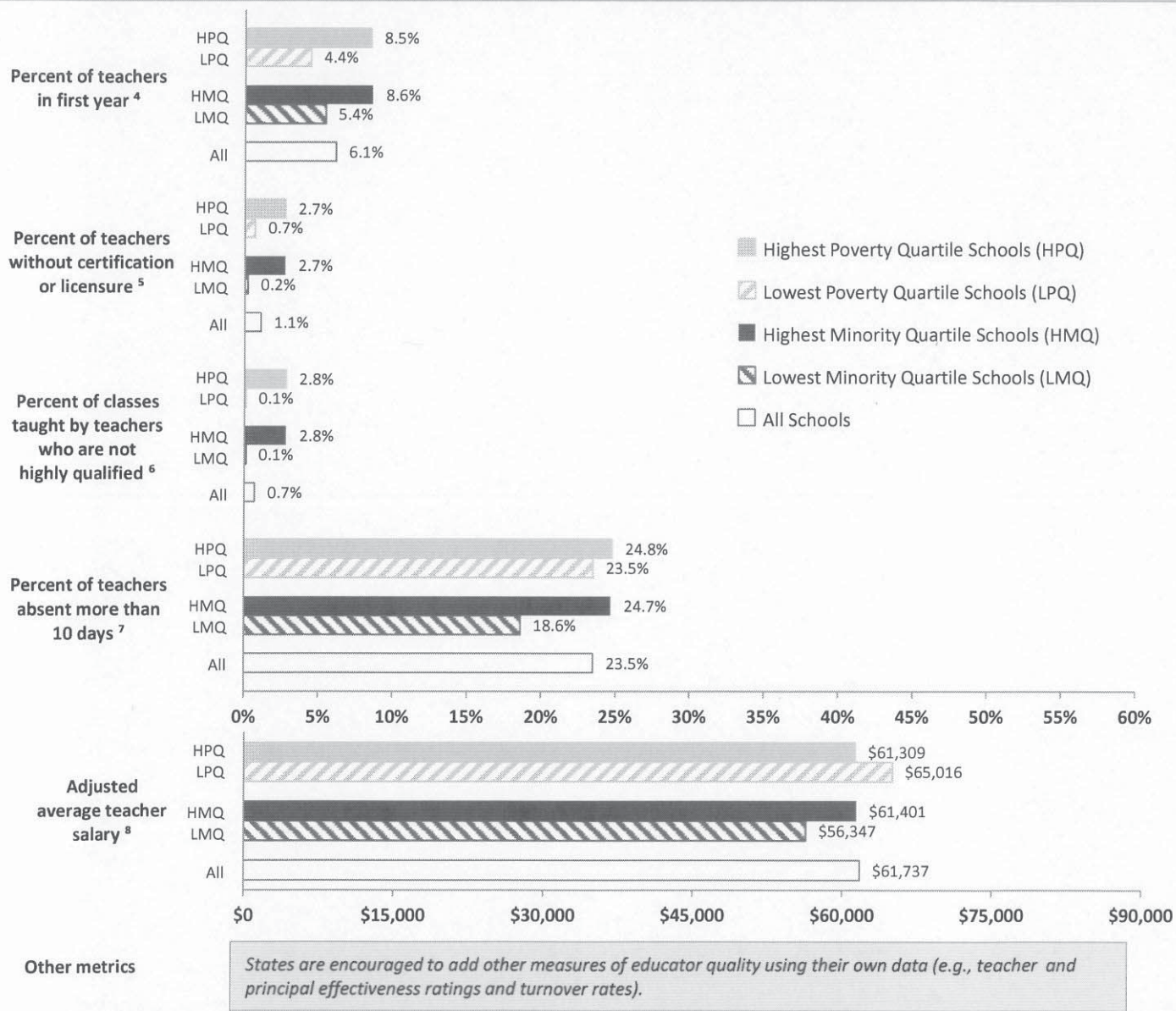
2011–12 Data

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

## About this State

Number of Schools <i>In each quartile</i>	Average Percent Students in Poverty <sup>2</sup>	Average Percent Minority <sup>3</sup> Students	
		Number of Districts	Total Student Enrollment
4,276	All Schools	49%	All Schools
<i>about 1,069</i>	Highest Poverty Quartile Schools (HPQ)	90%	Highest Minority Quartile Schools (HMQ)
	Lowest Poverty Quartile Schools (LPQ)	14%	Lowest Minority Quartile Schools (LMQ)
988			95%
2,073,721			5%
127,031			

## Educator and Classroom Characteristics



**Chart reads:** In the quartile of schools with the highest percentage of students in poverty (HPQ), 8.5 percent of teachers were in their first year of teaching, compared to 4.4 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 8.6 percent of teachers were in their first year of teaching, compared to 5.4 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 6.1 percent were in their first year of teaching.

**Note:** Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.



## Educator Equity Profile

Illinois – District and Locale  
Highest Poverty Quartile Schools

2011–12 Data

## State's Highest Poverty Schools – by District and Locale

District	Number of State's highest poverty schools		Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
	Number of State's highest poverty schools	Total number of schools					
City of Chicago SD 299	540	631	9.5	4.2	4.8	22.7 ✓	\$65,501 ✓
Rockford SD 205	36	50	4.8	3.1	2.5	19.1 ✓	\$39,435
SD U-46	21	57	4.6	2.8	1.3	20.3 ✓	\$55,969
East St Louis SD 189	17	19	0.5 ✓	0.3 ✓	0.0 ✓	18.8 ✓	\$74,716 ✓
Cicero SD 99	16	16	7.3	0.0 ✓	0.0 ✓	36.3	\$45,035
Aurora East USD 131	15	18	10.7	0.0 ✓	1.1	26.4	\$49,406
Joliet PSD 86	15	21	10.2	0.0 ✓	0.0 ✓	18.6 ✓	\$49,596
Springfield SD 186	15	37	3.4 ✓	2.8	0.0 ✓	3.9 ✓	\$53,862
Decatur SD 61	13	23	16.3	0.0 ✓	1.1	55.2	\$54,737
Peoria SD 150	13	32	13.4	0.0 ✓	1.6	14.8 ✓	\$55,395
Dolton SD 148	10	10	7.0	0.0 ✓	0.0 ✓	31.0	\$50,313
School District 89	10	10	3.3 ✓	0.0 ✓	0.0 ✓	82.4	\$62,638
Kankakee SD 111	10	12	13.2	0.0 ✓	1.9	48.5	\$54,753
Chicago Heights SD 170	9	10	10.1	0.0 ✓	2.1	47.8	\$45,559
Cahokia CUSD 187	9	11	2.0 ✓	0.0 ✓	0.0 ✓	36.8	\$60,296
<b>Locale<sup>9</sup></b>							
City	679	1,080	9.3	3.8	4.0	22.7 ✓	\$63,223
Suburb	282	1,554	6.5	0.1 ✓	0.9	30.9	\$56,254
Town	65	603	5.3	0.9	0.3	24.4	\$60,017
Rural	35	1,039	11.1	0.2 ✓	0.0 ✓	23.8	\$57,462
<b>For comparison</b>							
State average for lowest poverty schools			4.4	0.7	0.1	23.5	\$65,016

**How to read this table:**

Among the State's highest poverty schools, 540 are located in City of Chicago SD 299. In those schools, 9.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.4 percent). Among the State's highest poverty schools, 679 are located in cities. In those schools, 9.3 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.4 percent).

**Note:** Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.



## Educator Equity Profile

Illinois – District and Locale  
Highest Minority Quartile Schools

2011–12 Data

## State's Highest Minority Schools – by District and Locale

District	Number of State's highest minority schools		Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
	Total number of schools	Number of State's highest minority schools					
<b>District</b>							
City of Chicago SD 299	544	631	9.7	4.4	4.9	23.0	\$65,436 ✓
SD U-46	28	57	4.4 ✓	2.6	2.0	22.8	\$56,751 ✓
Waukegan CUSD 60	24	24	10.8	1.0	2.8	5.2 ✓	\$50,444
East St Louis SD 189	19	19	0.7 ✓	0.5	0.1 ✓	18.7	\$74,101 ✓
Aurora East USD 131	18	18	11.0	0.0 ✓	1.1	26.4	\$49,248
Joliet PSD 86	17	21	9.8	0.0 ✓	0.0 ✓	18.8	\$49,721
Cicero SD 99	16	16	7.3	0.0 ✓	0.0 ✓	36.3	\$45,035
Peoria SD 150	15	32	15.1	0.2 ✓	1.6	14.3 ✓	\$53,861
Rockford SD 205	15	50	11.4	5.0	4.4	17.0 ✓	\$39,948
Chicago Heights SD 170	10	10	10.3	0.0 ✓	2.0	47.7	\$45,953
Dolton SD 148	10	10	7.0	0.0 ✓	0.0 ✓	31.0	\$50,313
School District 89	10	10	3.3 ✓	0.0 ✓	0.0 ✓	82.4	\$62,638 ✓
Cahokia CUSD 187	10	11	2.6 ✓	0.0 ✓	0.0 ✓	37.4	\$63,893 ✓
Cook County SD 130	9	13	4.2 ✓	0.5	0.0 ✓	28.2	\$49,943
Harvey SD 152	8	8	5.6	0.7	8.9	27.3	\$50,692
<b>Locale<sup>9</sup></b>							
City	647	1,080	9.7	4.0	4.2	22.9	\$63,940 ✓
Suburb	391	1,554	6.7	0.4	0.9	28.1	\$56,782 ✓
Town	5	603	0.0 ✓	0.0 ✓	0.0 ✓	24.8	\$79,865 ✓
Rural	15	1,039	9.1	0.0 ✓	0.0 ✓	22.1	\$55,893
<b>For comparison</b>							
<b>State average for lowest minority schools</b>			<b>5.4</b>	<b>0.2</b>	<b>0.1</b>	<b>18.6</b>	<b>\$56,347</b>

**How to read this table:**

Among the State's highest minority schools, 544 are located in City of Chicago SD 299. In those schools, 9.7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (5.4 percent). Among the State's highest minority schools, 647 are located in cities. In those schools, 9.7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (5.4 percent).

**Note:** Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.



**State and District Profile Definitions:**

- <sup>1</sup> **Total number of teachers:** The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.
- <sup>2</sup> **Highest and lowest poverty schools:** "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In Illinois, the schools in the highest poverty quartile have more than 74 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in Illinois, these schools have less than 26 percent of students eligible for free or reduced-price lunch.
- <sup>3</sup> **Highest and lowest minority schools:** "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In Illinois, the schools in the highest minority quartile have more than 78 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in Illinois, these schools have less than 9 percent minority students. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."
- <sup>4</sup> **First year teachers:** The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.
- <sup>5</sup> **Teachers without certification or licensure:** The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.
- <sup>6</sup> **Classes taught by teachers who are not highly qualified:** In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- <sup>7</sup> **Teachers absent more than 10 days:** The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.
- <sup>8</sup> **Adjusted average teacher salary:** Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.
- <sup>9</sup> **Locale:** Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

**Sources:** Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from [http://bush.tamu.edu/research/faculty/Taylor\\_CWI/](http://bush.tamu.edu/research/faculty/Taylor_CWI/).

**ITEM VII.A. Other Business - IPAC and APAC**

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## Illinois School Administrators Political Action Committee Annual Membership Dues

### What is IPAC?

IPAC is a statewide, non-partisan political action committee that represents school leaders on issues affecting public education. Our strength is in speaking with one voice for the children we educate, providing lawmakers with timely and accurate information and supporting legislators who support public education.

**In the last couple of years alone, the IASA staff and its Alliance partners have successfully stood up against bills that would have been detrimental to local school districts and continue to support public education in Illinois**

### Now Pay Online with Your Credit Card!

School administrators are encouraged to become a member of IPAC by contributing \$100. **You can still pay by check or now you can pay online with a credit card. Credit card payments can be made at [www.iasaedu.org](http://www.iasaedu.org) or fill in the information below.** Credit card contributors also have the option of a \$9.99 monthly recurring fee for 12 months.

*A copy of our report is filed with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704.*

*Membership dues in IPAC are not deductible as charitable or political contributions for federal income tax purposes.*

Name: \_\_\_\_\_ Employer:\* \_\_\_\_\_

Home Email Address:\* \_\_\_\_\_ Occupation:\* \_\_\_\_\_  
*For IPAC updates (both financial and informational)*

Home Address : \_\_\_\_\_

*\*State law requires this information.*

Check # \_\_\_\_\_ payable to "IPAC" (Personal Check only)

### Personal Credit Card only:

Charge \$ \_\_\_\_\_ to my:       Visa       Master Card       Discover Card

Card Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_ Card Verification No.: \_\_\_\_\_

Print Cardholder's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Billing Address of cardholder, if different than above (no PO Box numbers please)

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**Return this form along with your IPAC membership dues to: IPAC, 2648 Beechler Court, Springfield, IL 62703-7305**



## THE ALLIANCE: POLITICAL ACTION COMMITTEE

The Alliance Political Action Committee has been created to support the work of the Illinois Statewide School Management Alliance which was formed in 1992. The Alliance PAC works to provide funds for the election of qualified candidates to public office who are supportive of school management. School administrators, board members, principals and business officials are encouraged to participate in the Alliance PAC by giving an annual contribution of \$25 more. Please make your personal check payable to THE ALLIANCE PAC.

Name \_\_\_\_\_ School \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Complete this card and return it with your contribution to: The Alliance PAC, P.O. Box 132, Springfield, Illinois 62705.

A copy of our report is with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704.

Contributions to The Alliance are not deductible as charitable or political contributions for federal income tax purposes.



**ITEM VII.B. Other Business – IASA Legislative Activities Calendar**

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This timetable is a guide for superintendents and school administrators. It is not intended to be all inclusive. Although responsibilities and procedures vary among districts, this timetable highlights the major tasks performed by process.

**Being an effective advocate for education issues is one of the most important jobs anyone involved with education, from administrators to parents can do.**

### Late Summer to Fall July, August, September, October

New Superintendents should schedule an appointment to meet with the local legislators in your new district. Make sure you get to know your local state senator and representative – not just casually, but with some real interaction.

All Superintendents should make a special effort to schedule a meeting with your local legislators in their district offices.

- Discuss issues particular to your school district.
- Provide them with a one-page explanation on issues specific to your district.

Learn particulars about your legislators:

- What political party
- What committees they serve on in the General Assembly
- What issues they represent, etc.
- Find out the preferred method of communicating with your legislator.

Think about scheduling regular meetings with your legislators (possibly every four months starting now).

Invite your legislators to attend a region meeting to discuss and explain your budget and other legislative issues.

Take the time and effort to build a solid working relationship with your legislators.

Your goal – to develop a relationship that has your legislators picking up the phone to contact you in regards to legislative issues affecting your school district to get your opinion before they take a vote on these issues.

These are generally the months when legislators are holding fundraisers in their districts. Do something for your legislators, instead of always asking for something. For example, if you are fortunate enough to have legislators who demonstrate a strong commitment to education, do what you can to help them stay in office by attending their fundraisers to show support. They will remember you.

Superintendents are encouraged to become members of IPAC and APAC. You can now Join IPAC online! Go to the IASA website and click on IPAC.

### Late Winter to Spring February, March, April and May

The General Assembly is in full session.

Stay informed about what is going on in the Capitol through the Press, IASA blasts, the Alliance Legislative Reports, Capitol Watch and the State School News Service. You can also follow the IASA Twitter @IllinoisASA.

Make sure to alert your legislators in writing or by phone about the issues that concern you and keep communicating those concerns during session. Often legislation moves so quickly during a legislative session that your issues may inadvertently be overlooked. Plus, remember to say thank you especially when you know an issue was controversial. Also, try to remember that your legislator is probably being pushed in three different directions on any given issue and will not always be able to vote the way you would like. Be sure to keep the relationship open for future issues.

Many pieces of legislation are moving through committees during these months and it is very important to ensure Superintendents are represented and testimony is provided when necessary.

Work with other Superintendents on legislative issues that affect their districts (similarly) and form a coalition to lobby your legislators – discuss with your region.

### September

Attend your region meetings to discuss legislative issues with your legislative chairs that you would like for them to bring forward in the IASA Governmental Relations & Advocacy Committee meeting.

September 17, 2014 – IASA Governmental Relations & Advocacy Committee meets to formulate the IASA Legislative Agenda and discuss upcoming veto session.

### October/November/December

This is a good time for your region to hold a legislative breakfast.

Veto Session – October 22, 23, 24 and December 2, 3, 4

General Election – November 4, 2014

Drop a note to your legislators around the Holidays!

### January

The General Assembly is in minimal session days.

Start of the Spring Session

Invite your legislators to take a tour of your school district.

Be knowledgeable of the General Assembly members who serve on the House Elementary & Secondary Education Committee, House Appropriations-Elementary & Secondary Education Committee, Senate Education Committee and Senate Appropriations II Committee. You can access this information at [www.ilga.gov](http://www.ilga.gov).

### Feb/March

February 19, 2015 – IASA Governmental Relations and Advocacy Committee meets to review legislation introduced for the Spring Session and discuss legislative issues.

Attend IASA/IASBO Legislative Workshop "Communicating and Lobbying with Legislators" to be held in Springfield, date and time TBD.

### May

The Budget process doesn't usually get under way until the last month of session which is generally May. Become familiar with what is going on with the budget and make sure that your finance people are available to discuss your budget issues with your legislators or their staff. So much of what affects local districts occurs during budgeting.

### June

Send a thank you note to your legislators after session is over for representing the district, its students, staff and parents.

IASA Governmental Relations & Advocacy Committee  
Chair: Dr. Kevin O'Mara, Associate Chairs: Dr. Sheila Harrison-Williams, Cliff McClure

***And last but not least, keep in mind that if you care about the future of public education, you must care about legislation.***



**ITEM VII.C. Other Business – Spring 2015 Illinois House & Senate Legislative Calendar**

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House

Senate

January

14-15 Session  
 23 Session - Perfunctory  
 27 Session - Perfunctory  
 28-29 Session  
 30 Session - Perfunctory

February

3 Session - Perfunctory  
 4 Session - **Governor's State of State**  
 5 Session  
 6 Session -Perfunctory-**Deadline: LRB Requests**  
 9 Session - Perfunctory  
 18 Session - **Governor's Budget Message**  
 19-20 Session  
 25-26 Session  
 27 Session - **Deadline: Introduction of House Bills**

March

3-5 Session  
 10-12 Session  
 17-19 Session  
 24-26 Session  
 27 Session - **Deadline: Committee Substantive House Bills**

April

14-17 Session  
 20-23 Session  
 24 Session - **Deadline: 3<sup>rd</sup> Reading House Bills**  
 28-30 Session

May

5-7 Session  
 8 Session - **Deadline: Committee Senate Bills**  
 12-15 Session  
 18-21 Session  
 22 Session - **Deadline: 3<sup>rd</sup> Reading Senate Bills**  
 23-30 Session  
 31 Session - **Adjournment**

January

13 Session  
 14 **Inauguration-99<sup>th</sup> General Assembly**  
 15 Session

February

3 Session  
 4 Session - **Governor's State of State**  
 5 Session  
 6 **Deadline: Introduction of Substantive Senate Bills**  
 17 Session  
 18 Session - **Governor's Budget Address**  
 19 Session  
 20 **Deadline: Introduction of Substantive Bills**

March

3-5 Session  
 10-12 Session  
 17-19 Session  
 24-26 Session  
 27 Session - **Deadline: Substantive Senate Bills Out of Committee**

April

14-16 Session  
 21-23 Session  
 24 Session - **Deadline: Third Reading Substantive Senate Bills**  
 28-30 Session

May

5-8 Session  
 12-14 Session  
 15 Session - **Deadline: Substantive House Bills Out of Committee**  
 18-21 Session  
 22 Session - **Deadline: Third Reading Substantive House Bills**  
 25-30 Session  
 31 Session - Adjournment

*Note: Perfunctory means it is not mandatory that the members be in attendance.*