

Tracking and Maximizing Evidence-Based Funding for English Learners

April 30, 2025

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Introductions

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Luke Corry

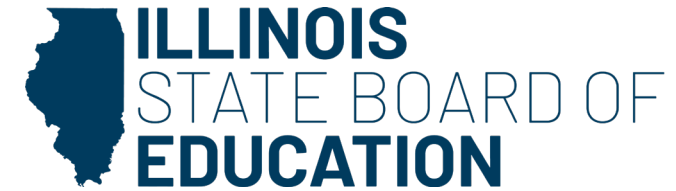
- *Supervisor – Finance Department*
Illinois State Board of Education

Diana McCluskey

- *Chief School Business Official*
Palatine CCSD 15

Renee Urbanski

- *Assistant Superintendent of Multilingual Programs*
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Agenda

- EL-EBF: Spending Requirements in Rule and Law
- Understanding Increases to EL-EBF
- Expenditure Tracking and Reporting
- Allowable and Flexible Use
- Highlights from the Field – Best Practices in Palatine CCSD 15

EL-EBF Spending

Requirements in Rule and Law

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State Requirements

- Illinois Compiled Statutes
 - [18-8.15](#) Evidence-Based Funding for Student Success
- Illinois Compiled Statutes
 - [Article 14C](#) Transitional Bilingual Education
- Illinois Administrative Code (Title 23):
 - [Part 228](#): Transitional Bilingual Education

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ILCS 18-8.15(h)(9)

(9) All Organizational Units in this State must submit annual spending plans, as part of the budget submission process, no later than October 31 of each year to the State Board. The spending plan shall describe how each Organizational Unit will utilize the Base Funding Minimum and Evidence-Based Funding it receives from this State under this Section with specific identification of the intended utilization of Low-Income, English learner, and special education resources. Additionally, the annual spending plans of each Organizational Unit shall describe how the Organizational Unit expects to achieve student growth and how the Organizational Unit will achieve State education goals, as defined by the State Board. The State Superintendent may, from time to time, identify additional requisites for Organizational Units to satisfy when compiling the annual spending plans required under this subsection (h). The format and scope of annual spending plans shall be developed by the State Superintendent and the State Board of Education. School districts that serve students under Article 14C of this Code shall continue to submit information as required under Section 14C-12 of this Code.

ILCS 14C-12

(105 ILCS 5/14C-12) (from Ch. 122, par. 14C-12)

~~Sec. 14C-12. Account of expenditures; Cost report;~~
Reimbursement. Each school district with at least one English learner shall keep an accurate, detailed and separate account of all monies paid out by it for the programs in transitional bilingual education required or permitted by this Article, including transportation costs, and shall annually report thereon for the school year ending June 30 indicating the average per pupil expenditure. Through fiscal year 2017, each school district shall be reimbursed for the amount by which such costs exceed the average per pupil expenditure by such school district for the education of children of comparable age who are not in any special education program. No funding shall be provided to school districts under this Section after fiscal year 2017. In fiscal year 2018 and each fiscal year thereafter, all funding received by a school district from the State pursuant to Section 18-8.15 of this Code that is attributable to instructions, supports, and interventions for English learner pupils must be used for programs and services authorized under this Article. At least 60% of transitional bilingual education funding received from the State must be used for the instructional costs of programs and services authorized under this Article.

Title 23 Part 228.30(c)(4)

4) *Parent and Community Participation* – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and representatives from community groups. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code)

A) The committee shall:

- i) meet at least four times per year;
- ii) maintain on file with the school district minutes of these meetings;
- iii) review the district's annual program application to the State Superintendent of Education; and
- iv) *autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures.* (Section 14C-10 of the School Code)

Bilingual Service Plan, Title III application, & EBF Spending Plan



Summary of Requirements

- There must be separate, detailed accounting of EL-EBF expenditures.
- All funding attributable to ELs through EBF must be used for programs and services authorized in 14C.
- 60% of EL-EBF must be used for the costs of instructional programs and services (e.g., Function 1000).
- Bilingual Service Plan, Title III application, and EBF Spending Plan must be reviewed by Bilingual Parent Advisory Committee.

EL-Evidence-Based Funding

Increases to EL-EBF Over Time

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Transition to Evidence-Based Funding in FY 2018

Evidence-Based Funding (EBF) was implemented for fiscal year 2018. ***EBF consolidated and replaced*** five grants, including the English Learner Education Grant, that were received in FY 2017.

Altogether, this money made up a district's FY 2018 Base Funding Minimum.

On top of the Base Funding Minimum, the General Assembly can appropriate new money, called Tier Funding, every year.

How does the EBF formula work?

Evidence-Based Funding compares district resources to the cost of providing an education using the formula below:

$$\begin{array}{c} \text{Final} \\ \text{Resources} \end{array} \div \begin{array}{c} \text{Adequacy} \\ \text{Target} \end{array} = \begin{array}{c} \text{Final \% of} \\ \text{Adequacy} \end{array}$$

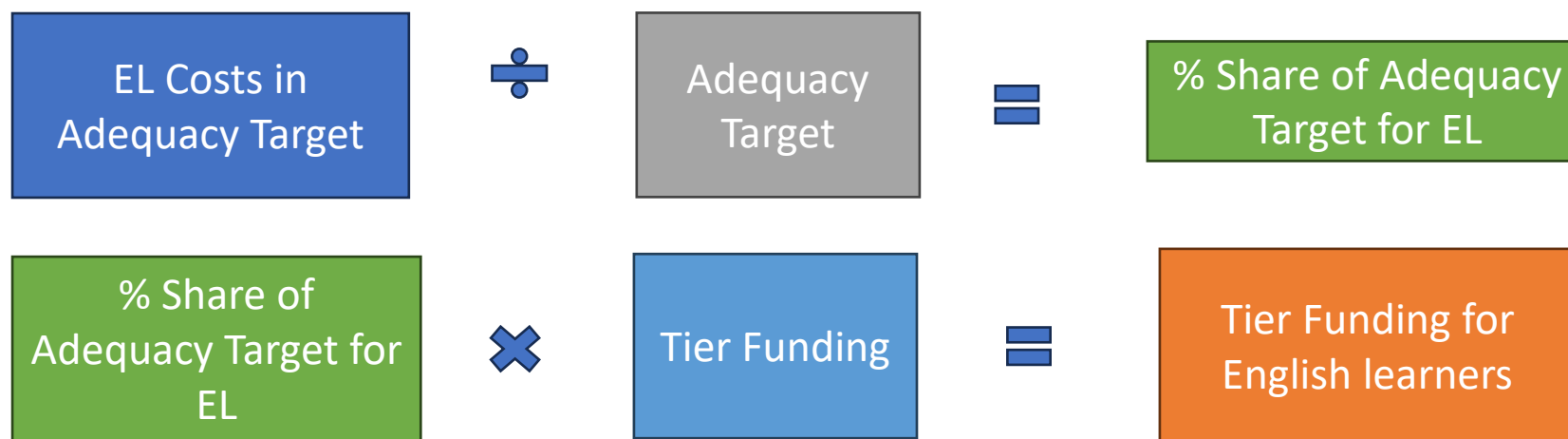
The denominator (labeled the **Adequacy Target**) represents the estimated cost of educating all students and is based on individual student demographic information. Additional Investments for English learners contribute to the Adequacy Target.

The numerator (labeled **Final Resources**) represents the district's local resources and the state funding it receives.

When we compare the two as a ratio, we get the district's **Final % of Adequacy**.

Allocations of EBF English Learner Funding

- The actual dollar amount provided for English learners (ELs) includes money in both the Base Funding Minimum and Tier Funding.
- Tier Funding is partially based in the enrollment numbers for ELs, low-income students, and special education students.



Finding the EL-EBF Comparison Tool

🏠 > Finance, Budgets & Funding > Evidence-Based Funding > Evidence-Based Funding Spending Plan

<https://www.isbe.net/ebfspendingplan>

FINANCE, BUDGETS &
FUNDING
Evidence-Based Funding

Evidence-Based Funding
Spending Plan

FINANCE, BUDGETS & FUNDING

EVIDENCE-BASED FUNDING SPENDING PLAN

The Evidence-Based Funding (EBF) for Student Success Act requires each Organizational Unit (school districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers) to complete an annual spending plan. A primary goal of the EBF Spending Plan is to make resource allocation decisions, especially those in service of identified student groups, more readily accessible to schools and stakeholders.

Please direct questions to ebfspendingplan@isbe.net.

News and Updates

- **FY 2025 EBF Calculations – Data Available for EBF Spending Plan**

FY 2025 Tier Funding and Student Population Allocations are available in the file below for ease of reference. These four figures should be entered directly into the EBF Spending Plan (in the district budget form) and used to answer questions about the use of state funding. ISBE will review funding amounts in the EBF Spending Plan for accuracy. **All budgets received after 8/16/24 must use the current-year funding amounts.**

- [FY 25 Tier \\$ and Student Population Allocations for EBF Spending Plans](#) 📎

- **FY 2025 English Learner EBF Comparative Analysis Tool**

To support Organizational Units interested in comparing state funding for English Learners (EL) over time, ISBE has published the FY 2025 English Learner Evidence-Based Funding Comparative Analysis Tool. This tool allows users to observe changes in an Organizational Unit's EL enrollment alongside subsequent changes in funding for EL through EBF.

- [FY 2025 English Learner EBF Comparative Analysis Tool](#) 📎



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Example 1: Increasing EL Enrollment

<i>EL Evidence-Based Funding Comparison, FY 24/25</i>				
	<u>FY 2024</u>	<u>FY 2025</u>	<u>Difference</u>	<u>% Change</u>
Total Allocation of EL Funds from State Contribution	\$845,019.24	\$982,199.83	\$137,180.59	16.23%
EL Enrollment	1103.00	1148.50	45.50	4.13%

<i>EL Evidence-Based Funding Comparison, FY 18/25</i>				
	<u>FY 2018</u>	<u>FY 2025</u>	<u>Difference</u>	<u>% Change</u>
Total Allocation of EL Funds from State Contribution	\$516,821.06	\$982,199.83	\$465,378.77	90.05%
EL Enrollment	901.00	1148.50	247.50	27.47%

Example 2: Decreasing EL Enrollment

<u>EL Evidence-Based Funding Comparison, FY 24/25</u>				
	<u>FY 2024</u>	<u>FY 2025</u>	<u>Difference</u>	<u>% Change</u>
Total Allocation of EL Funds from State Contribution	\$889,131.06	\$906,916.68	\$17,785.62	2.00%
EL Enrollment	853.16	825.50	-27.66	-3.24%

<u>EL Evidence-Based Funding Comparison, FY 18/25</u>				
	<u>FY 2018</u>	<u>FY 2025</u>	<u>Difference</u>	<u>% Change</u>
Total Allocation of EL Funds from State Contribution	\$600,117.41	\$906,916.68	\$306,799.27	51.12%
EL Enrollment	850.00	825.50	-24.50	-2.88%



Expenditure Tracking and Reporting

Requirements for EL-EBF

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Recent Updates to Part 100

- *Recommends* specific and common account dimensions.
 - Locations: Four-digit school code from RCDTS.
 - Source of funds for expenditures lines (revenue account code).
 - Program subcodes (Financial Reimbursement Information System).
 - Program year delineators (01 odd; 02 even).
- "Rebrands" revenue code 3305.
 - Formerly TBE/TPI State Funding.
 - Now EL-EBF Funding.
 - Will not generate revenue; intended for tracking purposes only.

Sample Account

10-1100-100-2504-3305

Instructional (1100) salaries (100) within the Education Fund (10)

At a specific location (2504)

Using EL-EBF (3305)

ISBE recommends integrating sources of fund codes for EL-EBF in alignment with 14C – separate, detailed accounting of expenditures.

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Electronic Expenditure Reporting System

EXPENDITURE REPORTING INSTRUCTIONS

Districts may report their total FY22 EL – EBF expenditures by logging into the IWAS portal and selecting the “Electronic Expenditure Reporting System”. Choose “Start New Expenditure Report” and select “3305 Bilingual Ed – TPI & TBE program” from the drop-down list. Select “June 30, 2022” on the left side of the screen and click “Continue” to begin reporting. The “Current Year Allotment” will reflect the total amount of FY22 EL – EBF funding for the district (consisting of EBF Base Funding Minimum attributable to ELs and Tier Funding attributable to ELS) as well as funds not reported and not expended from FY21.

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Expenditure Detail Report

Expenditure Detail					
Expenditure Accounting	Salaries (100)	Employee Benefits (200)	Outstanding Obligation	Indirect Cost	Total
<input type="checkbox"/> Thru: 06/30/2022 Submit: 08/24/2022	79,196.00	1,883.00	0.00	0.00	81,079.00
1000 Instruction	79,196.00	1,883.00			81,079.00
Outstanding Obligation			0.00		0.00
Indirect Cost				0.00	0.00
Exp Split: Current FY: \$0.00 Next FY: \$0.00				0.00	0.00

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EL-EBF and Carry-Over

Expenditure Detail				
Expenditure Accounting	Salaries (100)	Outstanding Obligation	Indirect Cost	Total
☐ Thru: 06/30/2023 Submit: 07/25/2023	5,698,237.00	0.00	0.00	5,698,237.00
1000 Instruction	5,698,237.00			5,698,237.00
Outstanding Obligation		0.00		0.00
Indirect Cost			0.00	0.00
Exp Split: Current FY: \$0.00 Next FY: \$0.00			0.00	0.00

In general, the expenditure amount should match the allotment for the fiscal year.

The carry-over of significant amounts of EL-EBF dollars while spending Title III dollars puts the district in danger of supplanting Title III.

Spending Flexibilities

Allowable Use of EL-EBF

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Distribution of EL Funds



- Cake = Local and State (EL-EBF)
- Icing = Federal Title I, II, IV, IDEA, and others
- Raspberries = Title III
 - “Supplemental to the supplemental”

Supplanting/Maintenance of Effort



- If you move something that you have been covering in Title III to EL-EBF one year and then you move it back to Title III the next year, it could be determined to be supplanting.
- Shifting something from local/state funds to Title III could impact your Maintenance of Effort.

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EL-EBF Allowable Use

- Must be used for English learners.
- 60% of EL-EBF dollars must be used for instructional purposes (Function Code 1000).
 - Salaries
 - Benefits
 - Instructional Services
 - Instructional Materials

EL-EBF Allowable Use

- No other specific requirements related to the use of EL-EBF.
- Consider: 40% of EL-EBF can be used for any purpose to support English learners.
 - Bilingual materials/curriculum purchases/library materials
 - Technology
 - Field trips or other activities
 - Professional development, tuition reimbursement for EL endorsements/licensure
 - Family/community engagement
 - Activities
 - Communicating with families

Highlights from the Field

Best Practices in Palatine CCSD 15

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CCSD15 Palatine

- Total Students – 11,109
- Total Multilingual Students – 3,652
- Bilingual Programs:
 - Spanish
 - Ukrainian
 - Russian
 - Japanese
 - Telugu
 - Tamil



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Uses of 3305 and 4909

- **Community Engagement**

- Family liaisons
- Bilingual Parent Advisory Committee speakers & supplies
- Translation
- Transportation to family events



Uses of 3305 and 4909

- **Professional Development**

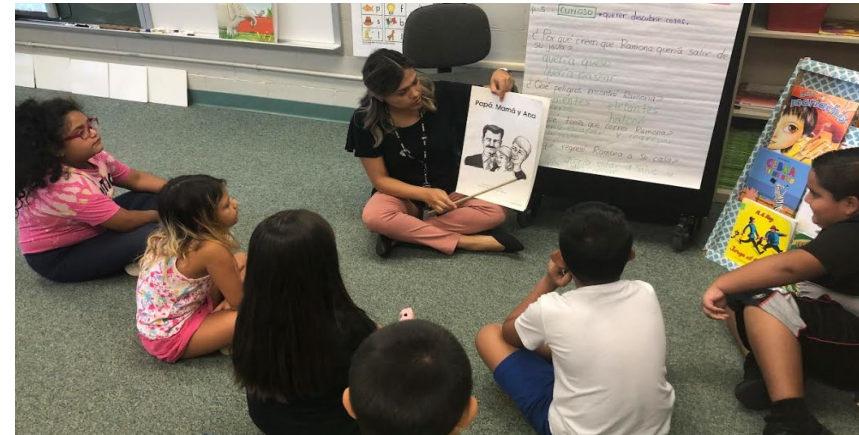
- Teacher stipends – in district, before/after school
- Workshop fees – out of district
- Tuition reimbursement – reading specialist & bilingual/ESL endorsement cohort
 - Promissory note & teachers commit to staying in the district for a minimum of 3 years. (Reduces turnover and helps address teacher shortage areas.)



Uses of 3305 and 4909

- **Supplemental Instruction**

- Before/after school tutoring
- Summer school
- Instructional materials
- Testing materials



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 **2025**
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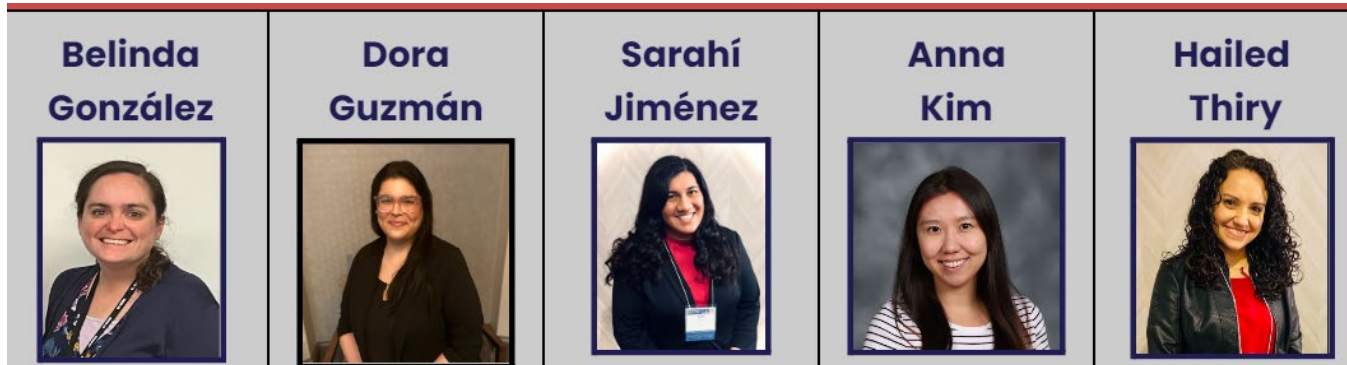
CELEBRATING
75
YEARS

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Uses of 3305 and 4909

- **Instructional Specialists**

- Instructional coaches
- Interventionists
- Reading specialists



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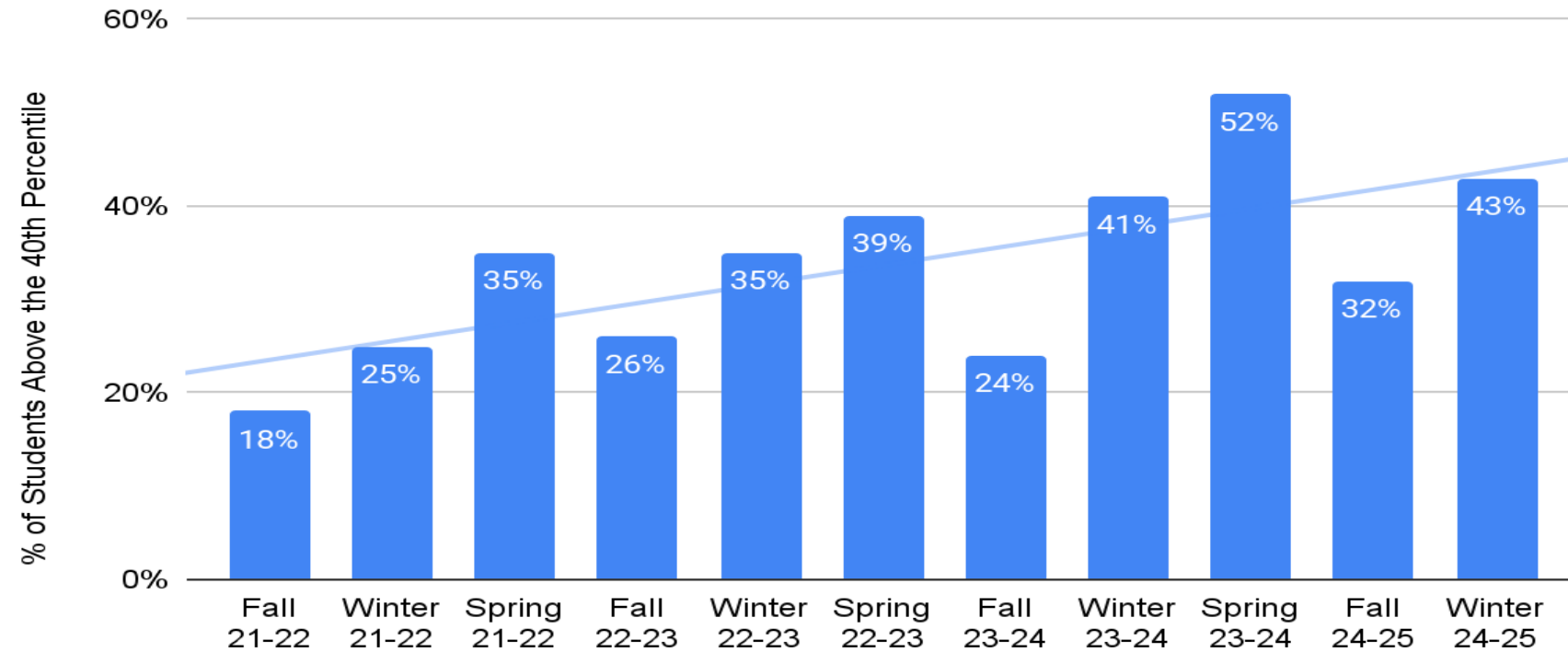
 **2025**
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Impact of the Investment

% of Students Above the 40th Percentile - K - Letter Sounds



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Importance of the Impact

- **Nationwide, special education services represent an average cost of \$28,361 for each student receiving them** (New Hampshire Business Review, 2023).
- **Nationwide, 2-4% of special education students on average ever exit those services** (Haas, Esparza Brown, 2019).

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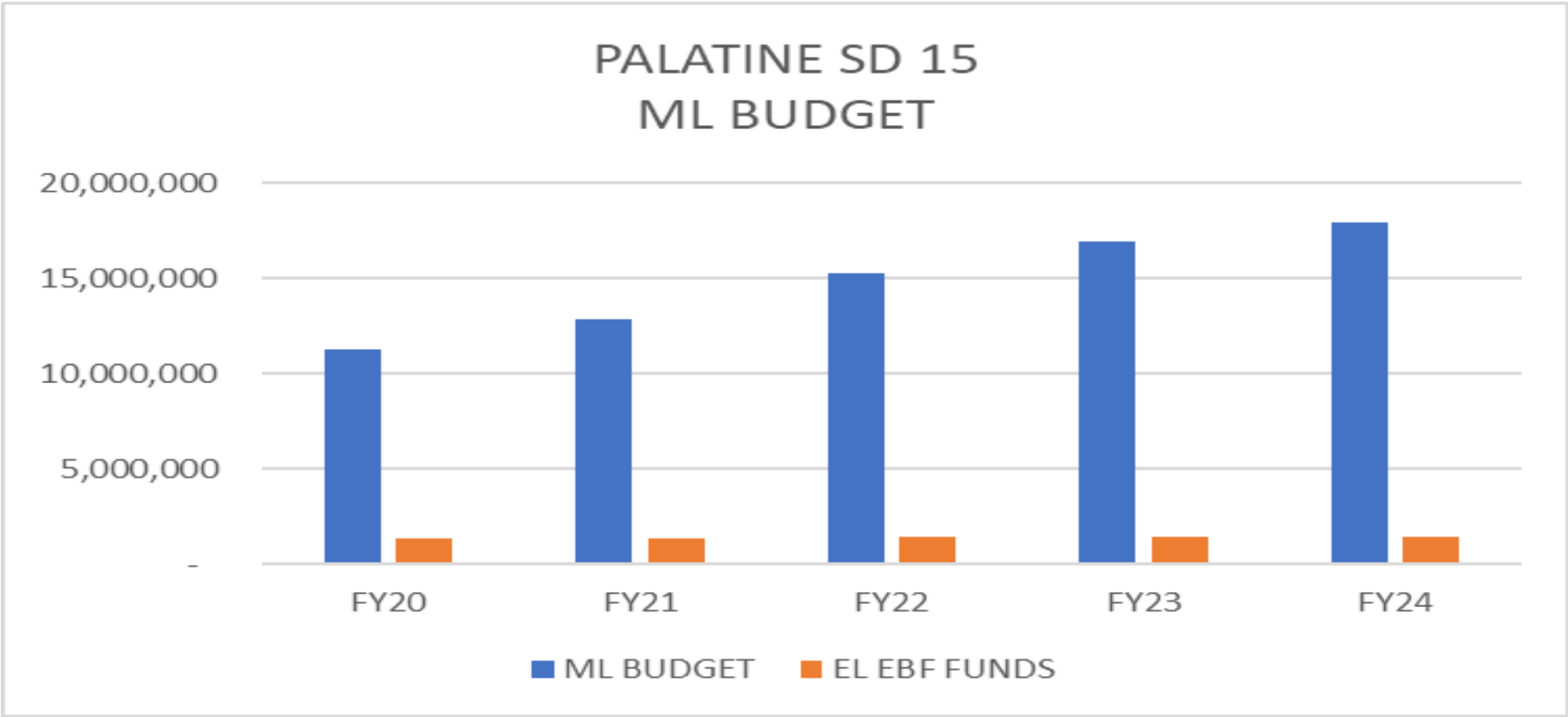


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Importance of the Impact

- For every 1% of students who graduate, we are all better off. High graduation rates are correlated with:
 - Lower unemployment
 - Smaller prison populations
 - Fewer adults receiving government services
 - More adults paying taxes
 - A more prosperous country
- (Heckman, Humphries, and Mader, 2011)

Palatine SD 15 – 5 yr Growth in Multilingual Budget vs. Growth in EL EBF Funds



EBF Funds from FRIS 3305

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Questions and Answers

We thank you for your time!

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