

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANTS
UNDER THE**

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200012

Grants.gov Tracking#: GRANT13153288

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/26/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Education, Illinois State Board of

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

100 N 1st St

Street2:

* City:

Springfield

County/Parish:

Sangamon

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

627770001

e. Organizational Unit:

Department Name:

Division Name:

Instructional Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Jason

Middle Name:

* Last Name:

Helper

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S425B200012

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

* 12. Funding Opportunity Number:

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

FY20 IL SEA Rethink K-12 Ed Models ESF-REM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Inc

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Education, Illinois State Board of

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200012

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Education, Illinois State Board of	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee

 * Name

 * Street 1 Street 2

 * City State Zip

 Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input style="width: 450px;" type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input style="width: 450px;" type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.425"/>
8. Federal Action Number, if known: <input style="width: 450px;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 150px;" type="text"/>

10. a. Name and Address of Lobbying Registrant:

 Prefix * First Name Middle Name

 * Last Name Suffix

 * Street 1 Street 2

 * City State Zip

b. Individual Performing Services (including address if different from No. 10a)

 Prefix * First Name Middle Name

 * Last Name Suffix

 * Street 1 Street 2

 * City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** Signature:**

*** Name:** Prefix * First Name Middle Name

 * Last Name Suffix

Title: **Telephone No.:** **Date:**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-ISBE GEPA FY20.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S425B200012

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Illinois State Board of Education
GEPA (General Education Provisions Act), Section 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Illinois State Board of Education (ISBE) ensures equal access and participation to all persons. For state-level activities as well as all other activities supported by federal assistance under this application, ISBE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. ISBE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals.

The Illinois State Board of Education (ISBE) provides leadership, resources, assistance, and oversight in partnership with local education agencies to support student achievement and success. As such, students, teachers, and others with special needs in local education agencies do not face barriers in accessing or participating in federally-funded programs and activities based on their gender, race, national origin, color, disability, or age. All potential beneficiaries will be provided equitable access to participate in grant-funded activities and services.

In the event a barrier is identified, the ISBE is prepared to take action to remove such barriers and ensure equitable access for all beneficiaries with special needs.

Illinois serves an increasingly diverse student population. Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, or Two or More Races comprised 52.4 % of the student enrollment in 2018-19. The state has identified schools in which students are succeeding in spite of high poverty and other risk factors.

Over 120 languages are represented in Illinois by more than 200,000 students. Illinois provides bilingual services for these students according to state law. Documents are translated, at the state or local level; into other languages as needed (e.g., the parental notification for families of children receiving services as Limited English Proficient Learners).

The ISBE is an equal opportunity/affirmative action employer and does not discriminate on the basis of gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Education, Illinois State Board of

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Carmen Middle Name:
* Last Name: Ayala Suffix:
* Title: State Superintendent of Education

* SIGNATURE:

* DATE: 06/26/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Jason	<input type="text"/>	Helper	<input type="text"/>

Address:

Street1:	100 N. First Street
Street2:	<input type="text"/>
City:	Springfield
County:	Sangamon
State:	IL: Illinois
Zip Code:	627770001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Executive Summary

The Illinois Course Access Program (I-CAP) prioritizes access for students who attend public and nonpublic schools in Illinois and reside in the areas of the state hardest hit by the COVID-19 pandemic. I-CAP offers courses designed in response to parent and student interest and provides parents and students a voice in informing future courses.

A Parent Liaison will convene a Parent Advisory Council to ensure parents are given a central role in the provision of guidance and feedback. The council membership will reflect the diverse cultural and linguistic landscape of Illinois to support parent and student awareness of and access to offerings.

Parents and students will use the Course Opportunity and Access Tool to provide feedback and guidance for course selection. This tool will use business analytics software to create a customized course list for students. The interoperability design of the program provides seamless movement of data between systems utilized by course vendors, schools, state data collection systems, parents, and students. This interoperability feature further expands student agency by allowing them to choose courses based on need and interest without being limited by incompatibilities or incongruency between systems.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Illinois State Board of Education ESF-REM Application

The Illinois State Board of Education (ISBE) will utilize the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) grant to expand the current Illinois Virtual Course Program (IVCP). Doing so will alleviate the burden the COVID-19 pandemic placed on communities and their districts¹ which have implemented remote learning to supplement and enrich local curriculum. The expanded program, the Illinois Course Access Program (I-CAP), will prioritize service for students² in the areas of the state hardest hit by the COVID-19 pandemic and offer courses designed in response to parent and student interest.

In order to explicate the aforementioned, this application is organized in three parts.

- First, a description of the state's coronavirus burden, which is based on indicators and information factors other than those provided in the application package, is shared.
- Second, I-CAP is described. In particular:

¹The term "District" refers to both public and non-public educational entities.

² The term "students" refers to students of all races, genders, and orientations in public and nonpublic schools serving rural, urban, and suburban communities; native and non-native English speakers; children with exceptionalities; homeless students; youth whose parents/caregivers are active duty military; youth in care; and youth in conflict with the law.

- o How Illinois addresses the expansion of an existing statewide virtual learning platform.
- o The importance of parent involvement and the feedback and selection process.
- o An analysis of the immediate needs to support remote learning in Illinois, the barriers to meeting these needs, and an explanation of how the proposed project will address those needs.
- Third, the assets utilized and collaborative efforts made by Illinois to improve outcomes for students during this national emergency are identified.

I. Describe the state's Description of the state's coronavirus burden

As of June 17, 2020, Illinois is fourth in U.S. COVID-19 cases, fourth in total deaths, and eighth for new cases in the last seven days and cases per 100,000. Additional data analysis suggests that the burden of coronavirus in Illinois is borne primarily by communities that are already under-resourced and whose students were struggling academically.

The impact of the COVID-19 pandemic can be understood as the intersection of demographic, academic, and Coronavirus

variables. ISBE evaluated county performance on 21 variables;³ each variable was identified as an asset or a burden⁴ for that county (See Appendix A: Asset/Burden by Illinois County).

Counties with fewer assets typically have more burdens. When the analysis drives to the school level, the most deeply burdened schools are in the most deeply impacted communities. More specifically:

- Illinois identifies schools that are under-resourced through its Evidence-Based Funding (EBF) formula.⁵
- Schools in the lowest 5% academically, or with student groups on par with the lowest 5% of student performance statewide, are designated for improvement

³ **Demographic factors:** (1) Percent low-income students, (2) percent children with disabilities, (3) percent English Learners, (4) percent homeless students. **Economic factors:** (5) Percent of Tier 1 schools, (6) [average district percent of funding adequacy](#), (7) property rented/owned ratio, (8) median income, (9) unemployment rate from April 2020, (10) unemployment change over the month prior. **Academic factors:** (11) English language arts percent proficient, (12) math percent proficient, (13) science percent proficient, (14) average school quality designation per district, (15) average designation per capita, (16) percent of schools in status. **COVID-19 factors:** (17) Number of cases, (18) cases per capita, (19) total deaths, (20) total deaths per capita, and (21) rate of cases per 100,000 people.

⁴ Asset defined as performance in the top 25% statewide. Burden defined as performance in the bottom 25% statewide.

⁵ Illinois has adopted an EBF formula, an equity-focused model for distributing the majority of state education dollars. The model looks at 34 cost factors, local resources, and regionalization factors to quantify “adequate” resources to educate the number and type of students enrolled and places schools into tiers based on their Percent of Adequacy. The model directs at least 90% of state funds to those districts in the two lowest tiers, with the remaining amount going to the highest-resourced tiers. There are four EBF tiers. Tiers I and II receive 99% of allocated state funding each year. Districts in Tiers III or IV are at or above 90% adequacy.

status per the Every Student Succeeds Act (e.g., Comprehensive Supports and Targeted Supports).

- Schools with high rates⁶ of low-income students qualify as Title I schoolwide programs.

Data suggest that 82.2% of schools in Illinois are under-resourced and fall into EBF Tiers I or II, 23.6% are in improvement status, and 61.2% are Title I schoolwide programs. Schools with these financial, academic, and demographic inequities are consistently clustered in counties that are most heavily impacted by the COVID-19 pandemic.

Just over half of the 914 schools in improvement status are located in counties ranked in the top five⁷ for number of COVID-19 cases, deaths, and/or rate of cases per 100,000 people. These schools are also in counties least equipped for remote learning as indicated by the [number of devices or hotspots needed](#).⁸

Looking at the top 25 impacted counties in Illinois increases this rate to 80.5%. Another 1,536 schools not in status qualify as Title I schoolwide programs. Just under half of these schools are also in counties ranked in the top five for COVID-19 cases or deaths and 67.5% are in counties ranked in the top 25. Over

⁶ Forty percent or more of the student body must qualify as low income.

⁷ There are 102 counties in Illinois.

⁸ Device and hotspot need was measured via an E-Learning Technology Needs survey, conducted by ISBE in March 2020, in advance of Executive Order 2020-10.

half of the remaining 1,413 schools that are neither in status nor Title I schoolwide programs are also in those five top-ranked counties, and 81.5% are in the 25 top-ranked counties. Although these schools include lower percentages of low-income students and are not struggling academically, 49.4% are in either EBF Tier I or II, with 17% significantly under-resourced in Tier I.

When taken in concert with data provided in the [Coronavirus Burden Table](#), it is clear that the impact of the COVID-19 pandemic on Illinois students, families, and communities is significant statewide, particularly to those communities and districts that were lacking resources like broadband access and other assets prior to the pandemic. Providing access to high-quality coursework that is otherwise not available is, as a matter of equity, the right thing to do by these communities and their students. It also creates the greatest likelihood of ensuring that students in public and nonpublic schools can continue to develop academically.

II. I-CAP Program Description

The Illinois Course Access Program (I-CAP) is the innovative expansion of Illinois' current virtual school program, which is known as the Illinois Virtual Course Program (IVCP). I-CAP builds upon the existing strengths within IVCP, increases

students' access to high-quality course work, and provides parents a voice in informing future courses. Current strengths of IVCP include high-quality course offerings that are aligned to the Illinois Learning Standards and accessible to all students,⁹ instruction delivered by Illinois-licensed teachers, and interoperability. I-CAP will build upon these strengths while prioritizing access to course offerings to students most in need through selection process that includes a plan to increase student access through an outreach and awareness campaign directed at parents and students.

The intentional interoperability design of I-CAP provides for the seamless virtual movement of data between systems utilized by the course vendors, the schools, the state data collection systems, and by parents and students. This interoperability feature further expands student agency by allowing them to choose courses based on need and interest without being limited by incompatibilities or limitations between systems.

Parent Involvement

The key to supporting parents as their children pursue online learning is to make them increasingly aware of the

⁹All courses must be developed with universal design principles in mind, and conform to the U.S. Section 504 and Section 508 provisions for electronic and information technology as well as the W3C's Web Content Accessibility Guidelines.

availability of and opportunity for student access to high-quality courses. A Parent Liaison is critical in this work. ISBE will use a Parent Liaison to increase parent¹⁰ awareness of the opportunity, gather feedback on the Illinois virtual course offerings, and capitalize on extant partnerships with various statewide groups to create an advisory committee.¹¹

The Parent Liaison will convene a Parent Advisory Council (PAC) to support parent and student awareness of and access to offerings. The PAC will consist of 20 members who reflect the diverse cultural and linguistic landscape of Illinois. These individuals will ensure parent and student awareness of I-CAP and the support tools, as well as provide additional feedback mechanisms, such as surveys, town halls, or recruitment fairs. ISBE will use a vote-based system to collect data on parent interest in the proposed courses, as well as offer an opportunity for parents to suggest courses not in the catalog.

¹⁰ ISBE uses the term "parent" throughout this application as shorthand to refer to the continuum of adults who fill the roles of parent, relative, guardian, advocate, etc. for students in our public and nonpublic education systems.

¹¹ Partnerships include, but are not limited to, the P-20 Family, Youth, and Community Engagement Committee of the Governor's P-20 Council; ISBE Student Advisory Council; and Cradle to Career Community Collaboratives across Illinois, all of which are members of the ISBE-funded Community Systems Statewide Support Program.

The Course Opportunity and Access Tool (COAT) is the means through which parents and students will provide feedback and guidance for course selection. The COAT will use business analytics software to pull data from a number of sources to create a customized recommendation list. Parents and students will access the COAT, as well as the catalog of virtual school offerings, via the ISBE website (See Appendix B: COAT Mockups).¹²

Once a student identifies a course, she or he gains access to all vendors in an online catalog. The catalog will provide a direct link to the vendors' course registration website. Students will have an opportunity to provide feedback within the COAT system upon completion of a course.¹³

The existing IVCP catalog consists of more than 800 courses from six providers. The new model provides vendors with an opportunity to verify course quality. Course providers will ensure the existing requirements are met and all courses are aligned to the high-quality rubric as part of the procurement

¹² Parents or students will log into the secure system and validate their identity using either the student's state student ID or their first, middle, and last name, along with date of birth and their district. Key data elements feeding COAT include student course completion records so that courses of appropriate challenge can be selected and student interest profile data so that courses can be aligned to student self-reported interests.

¹³Note that funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act will be used to provide students who lack a computer at home with a device to eliminate that barrier. CARES Act funding also will be used to upgrade internet connections. Also, ISBE is partnering with the Illinois Department of Innovation and Technology, who are refurbishing devices that can be shipped to students.

process. Vendors may propose new courses; data from the COAT, as well as additional feedback methods, also will provide a crosscheck to vendors' proposals and guide new course expansion.

Requesting New Course Offerings

ISBE will include feedback opportunities on the I-CAP website, which will be inside the portal and at the end of all courses, to allow parents to suggest additional courses. (See Appendix C: Draft Course Survey). The Parent Liaison and PAC members will invite parents to suggest new course offerings as a part of their interactions via COAT,¹⁴ using strategies appropriate to their communities. COAT will provide parents with two customized lists of courses: 1) courses their students could immediately register for, and 2) courses that do not yet exist, but could in the future.

ISBE will maintain a list of courses proposed for development, which will feed the list of future courses. A vote-based system will collect data on parent interest in the proposed courses, as well as offer an opportunity for parents to suggest courses not in the catalog. Information from this vote-

¹⁴ These may include, but are not limited to, town hall meetings, one-on-one structured conversations, focus groups, social media polls, or messaging apps.

based system is more actionable since parents will be voting on a more limited pool of choices.

Selection Process

The current IVCP works on a reimbursement model using state funds; ESF-REM funds will supplement the existing program.¹⁵ Payment up front might be a significant barrier to low-resourced families. Low-resourced districts are facing a similar issue; they lack cash on hand to pay for expenditures up front because COVID-19-related extensions for tax filing are causing downstream delays in property tax disbursements. Thus, to maintain its commitment to serve those students with the fewest resources, the program will award seats for enrollment as follows (Appendix D: Course Selection Process):

1. Students who are [Free-lunch eligible](#) under the criteria of the [National School Lunch Program](#), regardless of location, for courses required for graduation.
2. Students eligible for reduced-price lunches, regardless of location, for courses required for graduation.
3. Students, regardless of income status, in [EBF](#) Tier 1 and then Tier 2 districts for courses required for graduation.

¹⁵ ISBE receives support for its current program through an annual allocation in its budget. The allocation is \$1 million in fiscal year 2021.

4. Students registered for multiple courses in Steps 1-3 as funds permit for those courses not required for graduation, in order of steps 1-3.

5. Students, regardless of income status, in EBF Tier 3 districts, then Tier 4 districts.

In all steps, if there are insufficient funds to award all students who would qualify under that step, the eligible students are awarded in order based on the EBF [Percent of Adequacy](#) of their district.¹⁶ Students are not required to register for I-CAP courses through a district or nonpublic school for award under either program, but it is strongly encouraged. Enrolling through a district provides other benefits, such as assurances that course credits will be accepted, ease of application for reimbursement, and no financial commitment on the part of families.¹⁷

¹⁶ Nonpublic students will be awarded in order based on the Percent of Adequacy of the district their nonpublic school resides in.

¹⁷ Course demand very well may exceed grant and state funding available to cover the costs of courses. Thus, a process will need to be in place to allow:

- A. Parents and students to express an intent to register for one or more courses.
- B. ISBE to measure demand against available funding as outlined above.
- C. ISBE to inform families of their award status.
- D. Parents and students to make an informed choice about whether or not to proceed forward with the course registration, at no cost or at their own cost.

This process will be conducted twice per year -- prior to the start of each semester -- such that students who choose to cancel their registrations because of lack of funding will not incur any penalties for doing so.

The expansion of courses will enable the state to respond according to the need for access to remote learning, to focus on courses that meet graduation requirements, to help with credit recovery, or to react when courses attract high levels of interest. The ESF-REM grant provides an opportunity to support enrichment and rigorous course work for students who lack access to such offerings.¹⁸ Although ISBE will prioritize course expansion according to need, it seeks to provide meaningful course programming to all students and will include courses of interest according to the level of demand.

Describe the immediate needs in the state to support remote learning, the barriers to meeting these needs, and how the proposed project will address those needs.

Immediate needs to support remote learning and continuous education to the nearly 2 million students in Illinois are determined by analysis of the COVID-19 pandemic total impact on the state, its economies and resources, and its people. As stated previously, the COVID-19 pandemic impacts all communities in Illinois, but in particular those areas of the state that were under-resourced prior to the crisis. Illinois' geography and economic markers, such as unemployment rates and poverty,

¹⁸ ISBE is partnering with the Illinois Math and Science Academy in the I-CAP project to ensure that the range of learners in Illinois can access high-quality, rigorous coursework that meets their academic needs.

are factors that directly contribute to the impact burden and immediate needs and in the plan for response.

In addition to the impact of COVID-19 in Illinois, additional needs that resulted from school closures were identified. In particular, connectivity, device access (e.g., laptop or tablet), and educator professional learning are three critical needs in Illinois. Illinois is responding by utilizing and empowering current partnerships, such as one with the Illinois Learning Technology Centers,¹⁹ to provide resources to educators and families as they plan remote lessons. Dollars from the Governor's Emergency Education Relief (GEER) Fund and federal Elementary and Secondary School Emergency Relief (ESSER) grant are also being used to provide connectivity and purchase devices for those most in need.²⁰

Connectivity concerns were heightened during the pandemic. Illinois used Federal Communications Commission data to identify areas that are not served or whose service speeds fall below the minimum standard for quality broadband internet. Raw data from

¹⁹ A website (<http://ltcillinois.org/>) that provides resources was created to support all public K-12 districts, schools, and educators through technology initiatives, services, and professional learning opportunities that further seven focus areas: digital teaching, learning, and leadership; network and technology infrastructure; student data security and safety; equity and access; data privacy and security; purchase of technology; and community engagement.

²⁰ More specifically, funding for devices, connectivity, and professional learning is funded from the 9.5% set aside in the ESSER grant. Funding for these initiatives is also from the GEERs dollars allocated to ISBE.

a survey administered in May 2020 revealed that out of the more than 27,000 teacher respondents, more than 16,000 of them reported that some of their students have difficulty accessing reliable high-speed internet.²¹ Some districts were able to provide relief to these areas by working with libraries and institutions of higher education to create [drive-up hotspot locations](#). Illinois developed a [communication plan](#) for parents that provides information on Wi-Fi hotspots and companies that offer [free or reduced-price costs for connectivity](#). To this end, ISBE is collaborating with the Illinois Department of Commerce and Economic Opportunity (DCEO) on [community broadband infrastructure initiatives in order to develop a robust statewide broadband network](#). Despite these efforts, there are still areas many areas where connectivity does not reach students and families.

Many school districts throughout Illinois implemented 1:1 or large-scale computer device deployments prior to the COVID-10 pandemic, but survey data collected during the crisis show that a significant number of students still lack reliable access to an internet-connected device that can be used for schoolwork. These survey results, along with the data regarding internet connectivity, provide a picture of the dual nature of the

²¹This data is from a survey designed and distributed by professional educational organizations in Illinois.

digital divide in Illinois. This divide is a barrier which exacerbates extant inequities in Illinois. Ensuring access to educational opportunities for students requires parallel strategies that tackle the lack of access devices and connectivity, on the one hand, and high-quality courses that students can experience through the availability of devices and connectivity, on the other hand.

PROJECT PLAN

Implementation

The implementation of I-CAP will occur in several phases according to fiscal year. Staff from the Curriculum and Instruction Department will oversee I-CAP and will work with the Family and Community Engagement Department to ensure intra-agency coordination and that all services and activities meet the program objectives. (See Appendix E: Intra-Agency Coordination). The Parent Liaison will work in the Family and Community Engagement Department. Additionally, a programmer/business analyst will be hired to develop COAT and other tools to support the collection of feedback from parents and students. ISBE will annually evaluate the program by reviewing the primary performance milestones and deliverables, performance measures, and implementation strategies with project stakeholders to suggest ongoing project improvements.

Three-Year Project Plan (Appendix F: Project Plan Detail)²²

	Major Milestones & Deliverables	Timeline	Broad Performance Measures²³
Y 1	<ol style="list-style-type: none"> 1. Hire Parent Liaison & COAT developer 2. Establish baseline for Performance Measures 3. Empanel the Parent Advisory Council (PAC) 4. Establish communication plan 5. Identify existing course catalog gaps 6. Collect parent & student feedback on course offerings & satisfaction 7. Plan & host recruitment fairs 8. Update & improve existing course catalog & website 9. Develop and roll out COAT 10. Review course quality according to student and parent feedback 	<ol style="list-style-type: none"> 1. July - August 2020 2. July-August 2020 3. July - October 2020 4. July - August 2020 5. July - October 2020 6. July 2020 - June 2021 7. May 2020 - July 2021 8. July 2020 - Ongoing 9. November 2020 - June 2021 10. January 2021 - June 2021 	<ol style="list-style-type: none"> 1. Meeting established project milestones 2. Number & type of parent engagement contacts 3. Number of students served <ul style="list-style-type: none"> o # funded by ESF-REM o # funded by state dollars o Total enrollments o Enrollments/baseline enrollments o Disaggregate by demographic group 4. Parent & student satisfaction <ul style="list-style-type: none"> o % satisfied with remote options offered o Degree of satisfaction
Y 2	<ol style="list-style-type: none"> 1. Year 1 formative evaluation 2. PAC & Parent Liaisons refine & implement communication plan to obtain parent feedback 3. Develop & implement courses in response 		<ol style="list-style-type: none"> 5. Student achievement <ul style="list-style-type: none"> o Course grades o State assessment data (including growth, if available)

²² Additional detail on the project plan is found in Appendix F²³ The specific performance targets and descriptions are found in Appendix G.

	<p>to student and parent feedback</p> <p>4. Review course quality according to student and parent feedback</p> <p>5. Host recruitments fairs</p> <p>6. Refine COAT, I-CAP website, & communication/education materials based on parent & student feedback</p>		<p>6. Number and type of new offerings</p> <ul style="list-style-type: none"> o Number & type of new courses suggested o Number, type, & enrollments of new courses offered o Number & type of courses whose enrollment increases over baseline (new remote learning opportunities)
Y 3	<p>1. Year 2 formative evaluation</p> <p>2. PAC & Parent Liaisons refine & continue communication plan</p> <p>3. Develop & implement courses in response to student and parent feedback</p> <p>4. Continue to review course quality according to student and parent feedback</p> <p>5. Host recruitment fairs</p> <p>6. Refine COAT, I-CAP website, & communication/education materials based on parent & student feedback</p> <p>7. External summative evaluation of the program refine & implement communication plan to obtain</p>		

III. Analysis of state assets and collaborative efforts made by the state to improve outcomes for students during this national emergency.

Collaborations: In recent months, ISBE collaborated with agencies and organizations to develop guidance and recommendations for the field during the COVID-19 pandemic. These include:

1. ISBE partnered with the Department of Children and Family Services (DCFS), the Illinois Department of Health Services (IDHS), and the Governor's Office of Early Childhood Development to create initial [Joint Guidance for Child Care Centers and Early Education Programs](#), [updated joint guidance](#), and [joint Guidance for Child Care Providers Following the Extended Stay at Home Order](#) to assist child care providers and families, as well as schools serving as emergency child care centers.
2. ISBE collaborated with the Governor's Office, the Illinois Federation of Teachers, the Illinois Education Association, the Illinois Association of School Administrators, and the Illinois Principals Association to develop a [joint statement](#) with information to assist educators in their roles during the suspension of in-person instruction.
3. ISBE partnered with the Illinois Association of Regional School Superintendents to develop [joint guidance](#) on school

calendars to assist districts in completing their school year 2019-20 calendars.

4. ISBE partnered with the P-20 Family, Youth, and Community Engagement Committee, ACT Now, Illinois PTA, Community Organizing and Family Issues, and the Opportunity Institute to produce a [Where to Get Help Flyer](#) in five languages to assist families around the state during the pandemic.
5. ISBE formed a Remote Learning Advisory Group made up of 63 teachers, students, paraprofessionals, related service personnel, principals, and district and regional superintendents to create the first iteration of [Remote Learning Recommendations](#), which were developed to support educators, students, and families during Remote Learning Days.
6. ISBE partnered with the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), DCEO, the Department of Innovation and Technology, and the Illinois State Library to create a [Wi-Fi Hotspot Map](#), which has detailed information on available drive-up Wi-Fi hotspots at schools, colleges, extension sites, and libraries to assist students and families who do not have internet access.
7. ISBE collaborated with IBHE to develop [joint Guidance for Institutions of Higher Education on Exemptions of Teacher Licensure Requirements.](#)

8. ISBE partnered with IBHE and ICCB to create [Joint Dual Credit Guidance During Suspension of In-Person Instruction](#) to assist students enrolled in dual credit courses.
9. ISBE partnered with the Illinois Department of Public Health (IDPH) to create [Graduation Ceremony Guidance](#) so seniors could experience a safe graduation ceremony.
10. ISBE partnered with DCFS to create [joint Guidance on Student Wellness Checks](#) to assist the field in making contact with each and every student.
11. ISBE is collaborating with DCEO to develop a robust statewide broadband network.
12. ISBE, in partnership with IDPH, established a Transition Plan Advisory Group to develop a multi-part transition plan for summer school and the 2020-21 school year. So far, the group created:
 - o [Part 1: Considerations for Closing the 2019-20 School Year & Summer 2020](#)
 - o [Part 2: Updated Summer School and Other Allowable Activities](#)
 - o [Part 3: Starting the 2020-21 School Year](#)
13. ISBE is partnering with teachers statewide to develop a set of high-leverage learning standards that support the Remote Learning Recommendations and Guidance and Transition Plan.

14. ISBE worked with the U.S. Department of Agriculture (USDA) to secure more than 20 flexibilities and waivers to deal with the impact of the COVID-19 pandemic. Such [flexibilities and waivers](#) include non-congregate meal service options, waivers for community eligibility requirements so that more students can have access to meals, meal time variances, and meal pattern requirements. Further, the USDA has authorized Pandemic Electronic Benefit Transfer (P-EBT) to Supplemental Nutrition Assistance Program (SNAP) and non-SNAP households with children who have temporarily lost access to free or reduced-price school meals due to pandemic-related school closures. ISBE worked in partnership with IDHS to collect and validate students who qualify to receive free and reduced-price meals so these P-EBT payments could be approved for families. Additional information can be found [here](#).
15. ISBE is working with IDPH, IDHS, and the Illinois Department of Mental Health to provide a variety of tools and resources to assist students, educators, and parents during these unprecedented times. The materials range from trauma awareness articles to social-emotional webinars, as well as the establishment of CALL4CALM, a free emotional support text line available to all Illinois citizens.
16. ISBE also is working in conjunction with community and philanthropic organizations to provide statewide trauma-

informed care intervention trainings and other mental health awareness professional development opportunities. These trainings will focus both on student self-care as well as adult self-care as we have heard the voices of educators seeking such resources.

17. ISBE is adding Adverse Childhood Experience questions to its Youth Risk Behavior Survey and then working with IDPH to analyze the data and develop resources pertaining to the findings.

ASSETS: ISBE is well-positioned to use the ESF-REM funds to supplement the opportunities currently available to all Illinois public and nonpublic students through the expansion of the IVCP. In addition to the current IVPC, current assets include:

1. Learning Technology Centers (LTCs): Established in 1996, LTCs started as seven regional centers charged with the mission of proactively supporting Illinois public schools by integrating technology and telecommunications in their School Improvement Plans; helping districts with long-range technology plans; and providing professional development in instructional technology, telecommunications, networking, and distance learning. The LTCs were reorganized in fiscal year 2018 to provide services statewide. Since 2015, ISBE has requested and received an annual budget via the State and District

Technology Support budget line to provide districts with, among other things, technology-based online curriculum and resources that improve educational opportunities and student achievement. This allows for the establishment of a statewide support system for information, professional development, and technical assistance. The Illinois Virtual Course Program and the Illinois Learning Technology Centers are the two programs funded via this budget line.

2. GEERs and ESSER funding: The 9.5% of funds that are set aside from the ESSER grant and the dollars for Local Education Agencies from the GEER Fund are meant to be used for devices, connectivity, and professional learning for educators. These funds prioritize districts furthest away from adequacy and require consultation with nonpublic schools in the effort to decrease the digital divide in Illinois. Moreover, while these are one-time funds, the focus of their distribution provides a foundation from which students with the greatest need will be able to access the high-quality course content available through I-CAP.

3. Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs): There are 852 districts and 38 ROEs and ISCs in 6 regions in Illinois. The Regional Offices of Education and Intermediate Service Centers partner with ISBE in providing service and support to districts and communities.

ISBE will work with the RoEs and ISCs to communicate information about the I-CAP program to districts and communities.

4. Illinois Math Science Academy (IMSA): Established by the [Illinois General Assembly](#) in 1985, IMSA opened to students in 1986. Its mission is to provide a uniquely challenging education for students talented in the areas of mathematics and science and stimulate further excellence for all Illinois schools in mathematics and science. In the case of the ESM-REM grant, IMSA will serve as a provider for students who otherwise meet admission requirements to IMSA but cannot attend. Through ESM-REM these will be able to access high-quality remote learning course options regardless of where they live.
5. Illinois Department of Innovation and Technology (DoIT): Established in 2018, DoIT supports technology needs throughout Illinois. In partnership with ISBE, DoIT is working to remove barriers that prevent students from accessing these online courses. The state will draw upon the resources of several state agencies and federal sources so that students who lack a computer and/or a reliable internet connection of sufficient speed will be able to fully participate in all online learning activities. DoIT is refurbishing computers that ISBE can share with LTCs to ship to students without access to a

device.²⁴ These will be distributed to ROEs and ISCs throughout the state. LTCs, along with the ROEs, will assist in the setup and deployment of these computers to students who need one to take a course via I-CAP. Technical support will be provided by the ROEs and LTCs.

²⁴ As of June 20, 2020, 400 devices are available for student use and more are in the process of being refurbished.

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STATE OF ILLINOIS

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U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

June 24, 2020

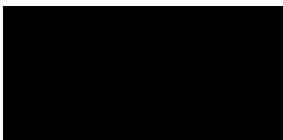
To Whom it May Concern:

It is my pleasure to write a letter of support for the Education Stabilization Fund – Rethinking Education Models application submitted by the Illinois State Board of Education (ISBE). ISBE is applying under 'Absolute Priority 2' and will expand its extant high-quality course-access program.

If awarded, the funds will assist in ameliorating the burden of COVID-19 for communities impacted most through virtual learning that supplements, enriches, and augments local curriculum. This program will provide free access for students in Illinois public and non-public schools to high quality course offerings that would not otherwise be available. Moreover, the proposed program prioritizes students in areas that most lack the available resources.

I believe the proposal submitted by ISBE to expand its high-quality course access program will further the extraordinary supports and opportunities that Illinois educators provide to students every day in Illinois schools.

Sincerely,



J.B. Pritzker
Governor
State of Illinois

Appendix A: Asset/Burden by Illinois County

Table 1. Counties Ranked
by Assets to Burdens

County	Assets	Burdens
Winnebago	0	14
Cook	0	10
Lake	0	8
Saint Clair	0	6
Union	0	5
Vermilion	0	5
Jackson	0	4
Jefferson	0	4
Macon	0	3
Macoupin	0	2
Madison	0	2
Peoria	0	2
Rock Island	0	2
Coles	0	1
Dekalb	0	1
Livingston	0	1
Montgomery	0	1
Randolph	0	1
Stephenson	0	1
Adams	0	0
Christian	0	0
Hancock	0	0
Henry	0	0
Sangamon	0	0
Williamson	0	0
Kane	1	7
Kankakee	1	7

Will	1	7
Boone	1	6
Bond	1	3
Morgan	1	3
Champaign	1	2
Fayette	1	2
Lee	1	2
McLean	1	1
Bureau	1	0
Shelby	1	0
Tazewell	1	0
Whiteside	1	0
McDonough	2	5
Iroquois	2	0
Ogle	2	0
Saline	3	7
Franklin	3	4
Marion	3	4
Clark	3	1
Jersey	3	1
Knox	3	1
Carroll	3	0
Fulton	3	0
Grundy	3	0
Logan	3	0
Wayne	3	0
Pulaski	4	11
Wabash	4	4
Johnson	4	3
Kendall	4	2
Greene	4	1
Crawford	4	0
Douglas	4	0
Effingham	4	0
Ford	4	0

La Salle	4	0
Mason	4	0
Menard	4	0
Washington	4	0
Alexander	5	9
Cass	5	5
Gallatin	5	5
McHenry	5	5
Cumberland	5	3
Henderson	5	3
Massac	5	2
Stark	5	2
Clinton	5	1
Jasper	5	1
Mercer	5	1
Schuyler	5	1
White	5	1
Lawrence	6	4
Perry	6	3
Richland	6	1
Warren	6	1
Dewitt	6	0
Jo Daviess	6	0
Hardin	7	8
Clay	7	4
Edgar	7	0
Dupage	8	8
Pike	8	4
Moultrie	8	1
Brown	8	0
Edwards	9	3
Scott	9	3
Marshall	9	0
Putnam	9	0
Pope	10	3
Hamilton	10	2
Monroe	10	0
Calhoun	11	1

Piatt	11	0
Woodford	11	0

Table 2. Number of Schools in Counties that are Top 5, 10, 15, 20 and 25 in COVID-19 Cases, Deaths, Rater per 100K, Devices and Hotspots Needed for Students

Schools in Improvement Status (Total 914)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	487	576	642	704	736	576	707
COVID-19 Deaths	487	583	660	682	715	576	686
COVID-19 Rate per 100K	462	539	566	622	658	530	630
Devices Needed	462	539	566	622	658	530	630
Hotspots Needed	471	540	616	641	680	535	650
Title I Schoolwide Qualified (Total 1536)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	756	849	931	993	1037	717	942
COVID-19 Deaths	756	873	942	982	1040	736	949
COVID-19 Rate per 100K	664	816	855	924	968	682	880
Devices Needed	664	816	855	924	968	682	880
Hotspots Needed	643	752	889	927	1007	707	916
All Other Schools (Total 1413)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	767	902	988	1079	1151	240	698
COVID-19 Deaths	767	906	997	1041	1093	236	644
COVID-19 Rate per 100K	500	808	887	954	1019	226	577
Devices Needed	500	808	887	954	1019	226	577
Hotspots Needed	469	577	847	875	1002	223	581

Table 3. Percentage of Schools in Counties that are Top 5, 10, 15, 20 and 25 in COVID-19 Cases, Deaths, Rater per 100K, Devices and Hotspots Needed for Students

Schools in Improvement Status (Total 914)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	53.3%	63.0%	70.2%	77.0%	80.5%	63.0%	77.4%
COVID-19 Deaths	53.3%	63.8%	72.2%	74.6%	78.2%	63.0%	75.1%
COVID-19 Rate per 100K	50.5%	59.0%	61.9%	68.1%	72.0%	58.0%	68.9%
Devices Needed	50.5%	59.0%	61.9%	68.1%	72.0%	58.0%	68.9%
Hotspots Needed	51.5%	59.1%	67.4%	70.1%	74.4%	58.5%	71.1%
Title I Schoolwide Qualified (Total 1536)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	49.2%	55.3%	60.6%	64.6%	67.5%	46.7%	61.3%
COVID-19 Deaths	49.2%	56.8%	61.3%	63.9%	67.7%	47.9%	61.8%
COVID-19 Rate per 100K	43.2%	53.1%	55.7%	60.2%	63.0%	44.4%	57.3%
Devices Needed	43.2%	53.1%	55.7%	60.2%	63.0%	44.4%	57.3%
Hotspots Needed	41.9%	49.0%	57.9%	60.4%	65.6%	46.0%	59.6%
All Other Schools (Total 1413)	Top 5	Top 10	Top 15	Top 20	Top 25	Tier 1	Tier 2
COVID-19 Cases	54.3%	63.8%	69.9%	76.4%	81.5%	17.0%	49.4%
COVID-19 Deaths	54.3%	64.1%	70.6%	73.7%	77.4%	16.7%	45.6%
COVID-19 Rate per 100K	35.4%	57.2%	62.8%	67.5%	72.1%	16.0%	40.8%
Devices Needed	35.4%	57.2%	62.8%	67.5%	72.1%	16.0%	40.8%
Hotspots Needed	33.2%	40.8%	59.9%	61.9%	70.9%	15.8%	41.1%

Appendix B

Couse Opportunity & Access Tool (COAT) Mockups

Image 1. ISBE I-CAP Landing Page with COAT

The screenshot displays the ISBE I-CAP Landing Page with COAT mockups. The page features a dark blue header with the Illinois State Board of Education logo and navigation links: HOME, ADMINISTRATORS, TEACHERS, FAMILIES & STUDENTS, COMMUNITY & PARTNERS, NEWS & MEDIA, and TOPICS. Below the header, a breadcrumb trail reads: > Innovation and Ideas > Educational Technology > Illinois Virtual Course Catalog.

The main content area is divided into three columns. The left column contains a sidebar with the following sections:

- INNOVATION AND IDEAS**
Educational Technology
Illinois Course Access Program
- RESOURCES**
 - Press Release
- FILTERS**
 - COURSE TYPE**
 - ☐ AP
 - ☐ Core/Elective
 - ☐ Credit Recovery
 - ☐ CTE
 - ☐ (Blank)
 - COURSE LENGTH**
 - ☐ 0.5 semester
 - ☐ 1 semester
 - ☐ 2 semesters
 - ☐ (Blank)
 - GRADE BAND SERVED**
 - ☐ 5-8
 - ☐ 9-12
 - ☐ (Blank)


The middle column features the **ILLINOIS COURSE ACCESS PROGRAM (I-CAP)** section, which includes a description of the program and its benefits. Below this, a search bar is present with the text: "Search by Provider, Course Name, Course Number, or Description".

The right column displays three course listings, each with a mockup of the COAT interface:

- ACADEMIC SUCCESS**
 - Provider: Edmentum
 - Course Number: 22003A000
 - Course Type: Core/Elective/Credit Recovery
 - Course Length: 1 semester
 - View Description
 - Price: \$200 per semester
 - Grade Band Served: 9-12
 - Credit Recovery: Yes (\$160 - 0.5 semester)
- ACCOUNTING A**
 - Provider: Edmentum
 - Course Number: 12104A001
 - Course Type: Credit Recovery/CTE
 - Course Length: 1 semester
 - View Description
 - Price: \$200 per semester
 - Grade Band Served: 9-12
 - Credit Recovery: Yes (\$160 - 0.5 semester)
- ACCOUNTING B**
 - Provider: Edmentum
 - Course Number: 12104A002
 - Course Type: Credit Recovery/CTE
 - View Description
 - Price: \$200 per semester
 - Grade Band Served: 9-12
 - Credit Recovery: Yes (\$160 - 0.5 semester)


Each course listing includes a mockup of the COAT interface, showing a "Need help finding the right course?" section with a search bar and a "Create an Account" button.

Image 2. COAT Registration Page & Student Interest Profile (Parent View)



Welcome to COAT

Course Opportunity & Access Tool



Need Help?

Call a Parent Liaison at 217-782-5555

Chat Now

Click here to begin chatting.

Help us find your student

We use your student's State ID or first, middle and last names along with their date of birth to pull their official IL course history. COAT uses this information, along with information voluntarily provide by you or your student about their interests and co- or extra-curricular activities to find courses that are well matched to your student's interest and level of academic challenge.

1. District they attend *

Cornfield Consolidated District 100

2. School they attend *

President High School

3. Know your student's 9 digit SID?

123456789

4. First Name *

Joseph

5. Middle Name *

Adam

6. Last Name *

Schmoe

7. Date of Birth *

10/7/2004

Keep Your Account Secure

We are accessing your student's official education records. If you do forget your password, we will use the following information to verify it is you.

8. Add a cell phone number for two-factor authentication & password reset options.

555-687-5309

9. Choose your security question 1 *

☐ What is your mother's maiden name?
☒ What street did you live on in 3rd grade?
☐ What was your favorite subject in school?

10. Answer security question 1 *

100 N. Paper Street

Back

Submit

Student Interest Profile

What should COAT be looking for?

1. What fields of work or study are you most interested in?

☐ Agriculture
☐ Architecture
☐ Biological and biomedical sciences
☒ Business, management, marketing & related services
☒ Communication or journalism
☐ Computer or information sciences
☐ Construction
☐ Education and related programs
☐ Engineering and related programs
☐ Family & consumer sciences
☒ Foreign Languages, literature & linguistics
☐ Health professions
☐ History or Government
☐ Law enforcement, fire fighting or other protective services
☒ Legal professions & studies
☐ Liberal arts, general studies or humanities
☐ Library science & administration

☐ Mathematics & statistics
☐ Mechanic, repair technologies, or technician
☐ Military or military technologies
☐ Natural resources & conservation
☒ Parks, recreation, leisure or fitness
☐ Personal & culinary services
☐ Philosophy, theology or religious studies
☐ Physical sciences
☐ Psychology
☐ Public administration & social services
☐ Social sciences
☐ Transportation and logistics
☐ Visual and performing arts
 Other

2. Immediate career or degree goal?

☒ Specialized training or certificate program
☐ Apprenticeship and/or trade
☐ Full time employment immediately after graduating
☐ Military service
☐ Associates degree
☒ Bachelor's degree
☒ Master's degree
☐ Doctoral or related degree
☐ Undecided
 Other

3. Are you interested in courses that include:

☒ Accelerated learning opportunities
☒ Project based learning opportunities
☐ Service learning opportunities
☐ Self-paced learning opportunities
☒ Work-based learning opportunities
 Other

4. How much of the following do you want in your classes?


	None	Little	Average	A lot
Academic challenge	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Homework	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Interaction with the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Hands on experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Self-paced instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Next


PR/Award # S425B200012

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Image 3. COAT Recommendation Screen & Course Request Mockup



Student: Joseph Schmoe
SID: 123456789
DOB: 10/07/2004



District: Cornfield Consolidated SD 100
School: President High School
Year: Junior




Credits Earned: 23.5
GPA: 3.04
CCRI: College & Career Ready


Recommended for you

Most popular


Most recent




ACCOUNTING A
 Course #: 12104A001
 Type: Credit recovery, CTE
 Length: 1.0 semester Serving: 9-12
 Price: \$200/semester, \$160 if cred. recov.




SPANISH 3
 Course #: 06103A000 Type: Core/Elective
 Length: 2.0 semesters Serving: 9-12
 Price: Total \$350/semester, \$700 total




BUSINESS APPLICATIONS
 Course #: 12051A001 Type: CTE
 Length: 1.0 semester Serving: 9-12
 Price: \$300/semester




ART OF PUBLIC SPEAKING
 Course #: 22151A001 Type: CTE
 Length: 0.5 semester Serving: 9-12
 Price: Total \$235 (includes software fee, materials, and administrative costs)




PROBABILITY & STATISTICS
 Course #: 02201A000 Type: Core/Elective
 Length: 1.0 semester Serving: 9-12
 Price: Total \$240/semester



AP PSYCHOLOGY
 Course #: 04256A000 Type: AP/CTE
 Length: 2.0 semesters Serving: 9-12
 Price: Total \$250/semester, \$500 total



ADVERTISING & SALES PROMOTION
 Course #: 05163A000 Type: Core/Elective
 Length: 1.0 semester Serving: 9-12
 Price: Total \$250/semester



US & GLOBAL ECONOMICS
 Course #: 04201A000
 Type: Core/Elective, Credit Recovery
 Length: 1.0 semester Serving: 9-12
 Price: \$300/semester, \$175 if cred. recov.

Don't see what you're looking for?

Which of these courses should ISBE build next?

10 Votes per person

- Vote for 1 course 10 times
- Vote for 10 courses 2 times each
- You choose!

5

Advanced iOS Mobile App Development for Business

4

Introduction to Digital Humanities

1

Auditing and Forensic Accounting

1

Artificial Intelligence and the Law

1

Contemporary South American Politics and History

Other

Business & the Hip Hop Industry, NFL History

Vote now!

See all courses

PR/Award # S425B200012

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Appendix C

Draft Quality Feedback Survey Questions

Include in both general online survey (GEN) for each group and surveys specific to parents with student enrolled and enrolled students (ENR); for enrolled, some questions will be during enrollment (E) or after completion of the course (C)

Parent

How were you informed of opportunities in the Illinois Course Access Program (I-CAP) virtual course offerings for your student?

School Counselor

Teacher

Administrator

District Website

Flyer/Brochure/Pamphlet

Parent

Regional Office of Education

Your Student

I was not informed; found through own research.

Other (open-ended)

GEN and ENR (E)

What influenced your decision to seek virtual learning opportunities for your student? (Mark all that apply.)

My student needs classes to move at their own pace

(If marked) Please mark if your student needs the pace to be:

Slower

Faster

My student does not feel comfortable at their home school

I have concerns about the environment at my student's home school

My student is falling behind at their home school

I like the choice of virtual learning courses

I want my student to graduate early

My student has a special need that cannot be accommodated by their home school

If comfortable, please explain that need (open-ended)

Courses were unavailable at my student's home school

My student needs to make up credits

My student was having a discipline issue at their home school

Chose as an alternative to home schooling

My student needs a flexible schedule due to work

My student needs a flexible schedule due to family responsibilities

My student is preparing for the GED

** GEN and ENR (E) **

Rank your satisfaction on a scale from 1-5 with 5 being extremely easy and 1 being extremely difficult, how easy was it to:

Search Illinois Course Access Program (I-CAP) virtual course offerings on the Illinois State Board Education website? (N/A option also) ** GEN and ENR (E) **

Use of Course Opportunity and Access Tool (COAT) **GEN and ENR (E) **

Enroll your student in virtual courses?
(Parental liaison role) **ENR (E) **

Work with your student's school district to allow credit for virtual course(s)?
**ENR (E and C) **

Please provide suggestions for improving access Illinois Course Access Program (I-CAP) virtual course offerings. (open-ended) ** GEN and ENR (E) **

Rank your satisfaction on a scale from 1-5 with 5 being extremely pleased and 1 being extremely displeased, how pleased were you with the following regarding Illinois virtual courses:

Course Recommendations by the Course Opportunity and Access Tool (COAT)

** GEN and ENR (E) **

Communication About Virtual Opportunities from Your School ** GEN and ENR (E) **

Number of Courses available **GEN and ENR (E) **

Course Descriptions (clarity of descriptions) **GEN and ENR (E) **

Types of Courses Offered (e.g., content area, CTE, AP, credit recovery)

**GEN and ENR (E) **

Responsiveness to Course Enrollment Questions (parent liaison) **ENR (E) **

Responsiveness to Course Requirement Questions (e.g., technology, demand, student support options) **ENR (E) **

Communication with Your Student's Teacher **ENR (C) **

Alignment to Your Student's Learning Objectives **ENR (C) **

Collaboration with Other Students **ENR (C) **

Grading Policy **ENR (C) **

Student Supports (e.g., tutoring, translation) **GEN and ENR (C)**

What are your suggestions for improving the course offerings? (open-ended)

GEN and ENR (E and C)

What are your suggestions for improving the course delivery? (open-ended) **ENR (C)**

Which provider did your student use from the Illinois Course Access Program (I-CAP) virtual course offerings? (Mark all that apply.) **ENR (C)**

(Add provider options)

Why did you choose this provider(s)? (Mark all that apply.) **ENR (C)**

Number of Courses Provided

School Recommendation

Recommendation from another parent

Only vendor from which my student's district accepts credit

Types of Courses Provided

Previous Experience

Met Student's Learning Objectives

Met Student's Needs (e.g., support, learning level)

Availability

Access

Tuition (?; supposed to be free)

Other (open-ended)

List the course(s) that your student took. (open-ended) **ENR (C)**

Would you recommend this course? (provider?) - Y/N **ENR (C)**

Why or why not? **ENR (C)**

Student

How were you informed of opportunities in the Illinois Course Access Program (I-CAP) virtual course offerings?

School Counselor

Teacher

Administrator

District Website

Flyer/Brochure/Pamphlet

Your Parent/Guardian

Regional Office of Education

Other Students

I was not informed; found through own research.

Other (open-ended)

GEN and ENR (E)

What influenced your decision to seek virtual learning opportunities? (Mark all that apply.)

I need classes to move at my own pace

(If marked) Please mark if the pace needs to be:

Slower

Faster

I do not feel comfortable at my home school

I have concerns about the environment at my home school

I am falling behind at my home school

I like the choice of virtual learning courses

I want to graduate early

I have a special need that cannot be accommodated by my home school

If comfortable, please explain that need (open-ended)

Courses were unavailable at my home school

I need to make up credits

I was having a discipline issue at my home school

I need a flexible schedule due to work

I need a flexible schedule due to family responsibilities

I am preparing for the GED

GEN and ENR (E)

Rank your satisfaction on a scale from 1-5 with 5 being extremely easy and 1 being extremely difficult, how easy was it to:

Search Illinois Course Access Program (I-CAP) virtual course offerings on the Illinois State Board Education website? (N/A option also) **GEN and ENR (E)**

Use of Course Opportunity and Access Tool (COAT) **GEN and ENR (E)**

Enroll in virtual courses?

(Parental liaison role) **ENR (E)**

Work with my school district to allow credit for virtual course(s)? **ENR (E and C)**

Please provide suggestions for improving access Illinois Course Access Program (I-CAP) virtual course offerings. (open-ended) **GEN and ENR (E)**

Rank your satisfaction on a scale from 1-5 with 5 being extremely pleased and 1 being extremely displeased, how pleased were you with the following regarding Illinois virtual courses:

Course Recommendations by the Course Opportunity and Access Tool (COAT)

GEN and ENR (E)

Communication About Virtual Opportunities from Your School **GEN and ENR (E)**

Number of Courses available **GEN and ENR (E)**

Course Descriptions (clarity of descriptions) **GEN and ENR (E)**

Types of Courses Offered (e.g., content area, CTE, AP, credit recovery)

GEN and ENR (E)

Responsiveness to Course Enrollment Questions (parent liaison) **ENR (E)**

Responsiveness to Course Requirement Questions (e.g., technology, demand, student support options) **ENR (E)**

Communication with Your Teacher **ENR (C)**

Alignment to Your Learning Objectives **ENR (C)**

Collaboration with Other Students **ENR (C)**

Grading Policy **ENR (C)**

Student Supports (e.g., tutoring, translation) **GEN and ENR (C)**

What are your suggestions for improving the course offerings? (open-ended)

GEN and ENR (E and C)

What are your suggestions for improving the course delivery? (open-ended) *ENR (C)*

Which provider did you use from the Illinois Course Access Program (I-CAP) virtual course offerings? (Mark all that apply.) *ENR (C)*

(Add provider options)

Why did you choose this provider(s)? (Mark all that apply.) *ENR (C)*

Number of Courses Provided

School Recommendation

Recommendation of my Parent/Guardian

Recommendation of Another Student

Only vendor from which my district accepts credit

Types of Courses Provided

Previous Experience

Met My Learning Objectives

Met My Needs (e.g., support, learning level)

Availability

Access

Tuition/Cost (?; supposed to be free)

Other (open-ended)

List the course(s) that you took. (open-ended) *ENR (C)*

Would you recommend this course? (provider?) - Y/N *ENR (C)*

Why or why not? *ENR (C)*

Please indicate your race/ethnicity.

American Indian

Asian

Black

Hispanic

Pacific Islander

Two or more races

White

Prefer not to answer

Please indicate your gender.

Male

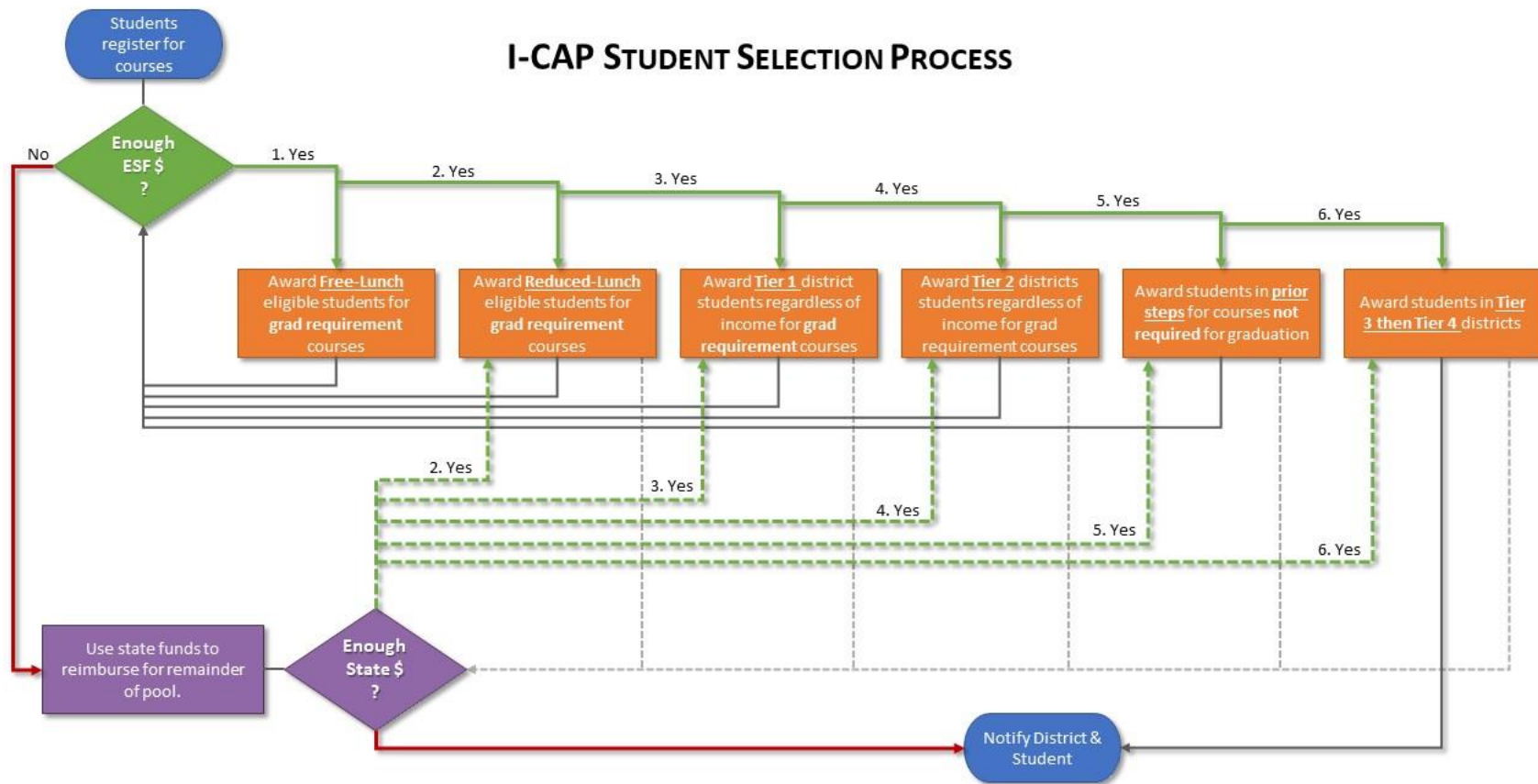
Female

Non-Binary

Prefer not to answer

Please indicate the zip code where you live.

Appendix D
Course Selection Process



Appendix E

Intra-Agency Collaboration & I-CAP Project Structure

Diagram 1. Education Center Organizational Chart Showing Lead, Stakeholder and Logistic/Support Departments

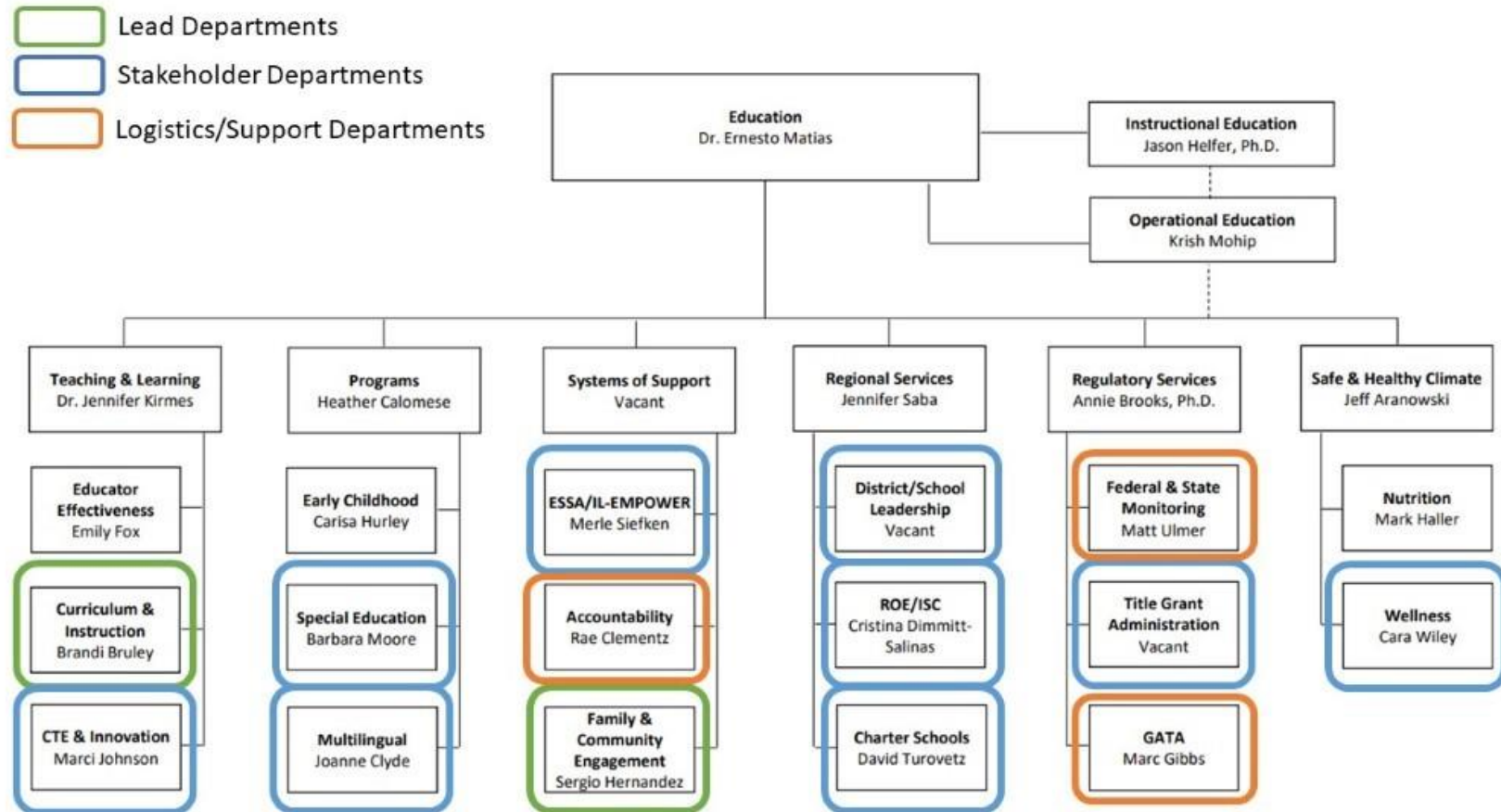
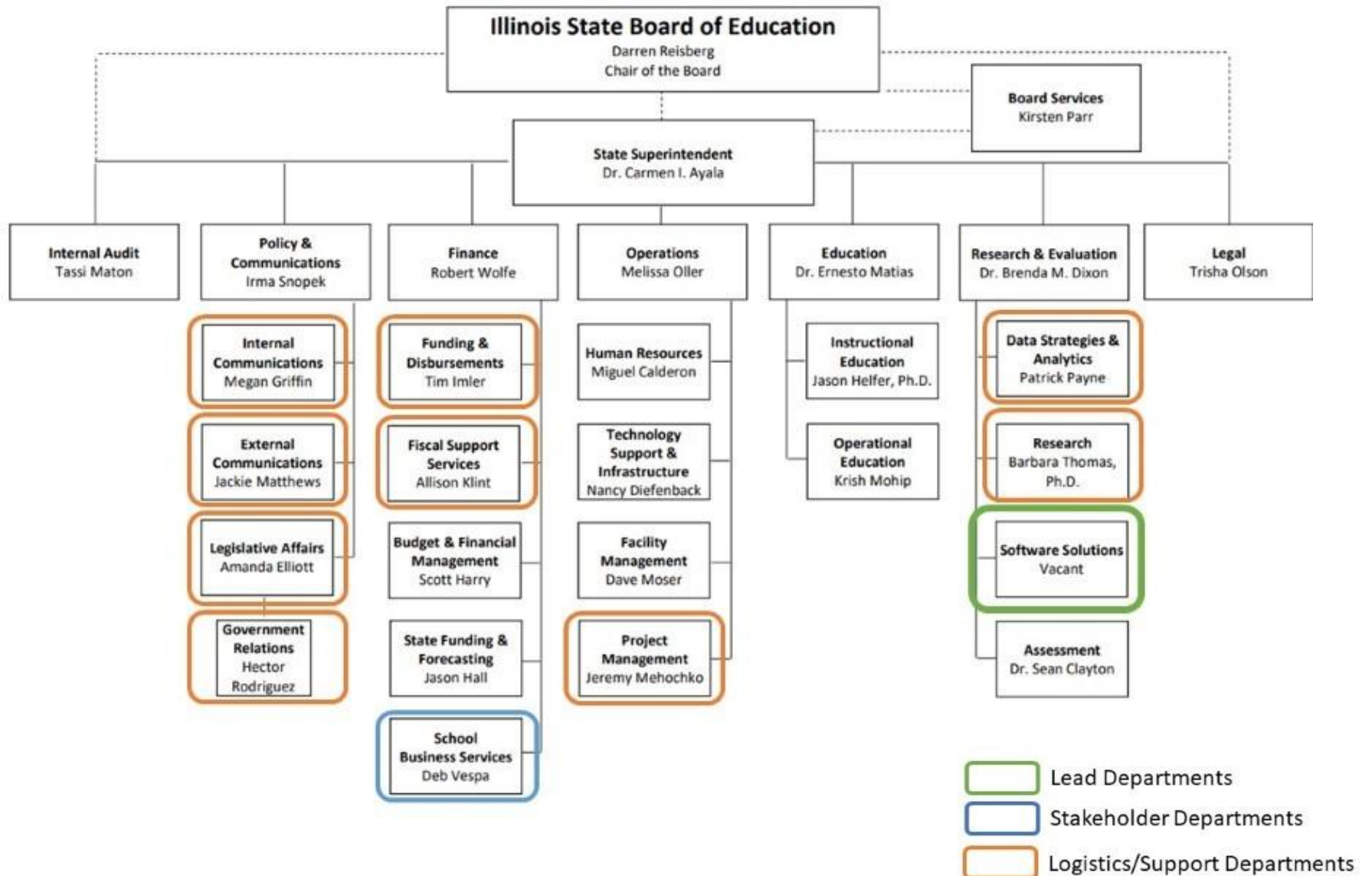


Diagram 2. Illinois State Board of Education Overall Organizational Chart Showing Lead, Stakeholder and Logistic/Support Departments Outside of the Education Center



Appendix F
Project Plan Detail

Year 1 Project Plan Detail

FY2021	Work Stream & Milestone (M)	Timelines	SMART Goals
Q1 Aug - Oct	1. Project Management (PM) <ul style="list-style-type: none"> o M1: Hire Parent Liaisons (PLs) & COAT developer o M2: Establish quarterly communication plan o M3: Establish & communicate award process to partners o M4: Communicate award status 2. Curriculum & Instruction (CI) <ul style="list-style-type: none"> o M1: Refine course quality rubric o M2: Finalize & publish ICAP RFSP 3. Parent & Community Engagement (PE) <ul style="list-style-type: none"> o M1: Recruit members o M2: Empanel PAC o M3: Establish meeting schedule & charter 4. Information Systems (IS) <ul style="list-style-type: none"> o M1: Update IVCP website with ICAP info o M2: Start improvements to existing course catalog 5. Vendors (VN) Course delivery always	PM1. Final 10/31/20 PM2. Final 08/31/20 PM3: Final 08/01/20 PM4: Final 08/15/20 CI1. Final 10/31/20 CI2: Final 10/31/20 PE1. Final 09/30/20 PE2. Final 10/15/20 PE3. Final 10/31/20 IS1. Final 08/15/20 IS2. Ongoing VN1. Final 09/30/20 VN2. Final 09/30/20	1. Meet 90% of established project milestones 2. Parent Engagement Contacts <ul style="list-style-type: none"> o Contact all standing state parent engagement groups to request nominations for PAC 3. Number of students served Fall <ul style="list-style-type: none"> o 1000 ESF funded o 1200 total enrollment o 10% increase over baseline

	<ul style="list-style-type: none"> o M1: Amend contracts to incorporate grant elements o M2: Incorporate feedback collection surveys 		
Q2 Nov - Jan	<p>6. PM</p> <ul style="list-style-type: none"> o M5: Collect preliminary performance measure data o M6: Run award process for spring semester o M7: Communicate award status <p>7. CI</p> <ul style="list-style-type: none"> o M3: Get feedback on course quality rubric from educators & content experts o M4: ICAP procurement (bids due) o M5: Review current course catalog for missing graduation requirement courses <p>8. PE</p> <ul style="list-style-type: none"> o M4: PLs develop education & outreach materials o M5: Quarter 2 PAC meeting o M6: PAC review of feedback surveys & tools <p>9. IS</p> <ul style="list-style-type: none"> o M2: Improvements to course catalog o M3: Begin COAT development o M4: Build additional feedback collection tools 	<p>PM5. Final 11/30/20</p> <p>PM6. Final 01/05/21</p> <p>PM7. Final 01/15/21</p> <p>CI3. Final 01/31/21</p> <p>CI4. Ongoing</p> <p>CI5. Ongoing</p> <p>PE4. Ongoing</p> <p>PE5. Final 01/31/21</p> <p>PE6. Final 01/31/21</p> <p>IS2. Ongoing</p> <p>IS3. Ongoing</p> <p>IS4. 01/31/21</p> <p>VN3. Final 01/31/21</p> <p>VN4. Final 01/31/21</p>	<p>1. Meet 90% of established project milestones</p> <p>2. Parent Engagement Contacts</p> <ul style="list-style-type: none"> o # & type of PL contacts o # & type of PAC contacts <p>3. Number of students served Spring</p> <ul style="list-style-type: none"> o 1000 ESF funded o 1200 total enrollment o 10% increase over baseline <p>4. Parent & student satisfaction</p> <ul style="list-style-type: none"> o Establish satisfaction baseline <p>5. Student achievement</p> <ul style="list-style-type: none"> o Fall average course grade of C+

	10. VN Course delivery always <ul style="list-style-type: none"> o M3. Responding to RFSP o M4. Collecting semester 1 feedback 		
Q3 Feb - Apr	11. PM <ul style="list-style-type: none"> o M8. Developing the formative project evaluation 12. CI <ul style="list-style-type: none"> o M4: ICAP procurement (evaluation) o M5: Review current course catalog for missing graduation requirement courses o M6: Present course quality rubric to PAC for feedback 13. PE <ul style="list-style-type: none"> o M4: PLs develop education & outreach materials o M7: Quarter 3 PAC meeting 14. IS <ul style="list-style-type: none"> o M2: Improvements to course catalog o M3: COAT development 15. VN Course delivery always	PM8. 03/15/21 CI4. Ongoing CI5. 04/01/21 CI6. 04/30/21 PE4. Ongoing PE7. 04/30/21 IS2. 04/30/21 IS3. Ongoing	1. Meet 90% of established project milestones 2. Parent Engagement Contacts <ul style="list-style-type: none"> o # & type of PL contacts o # & type of
Q4 May - Jul	3. PM <ul style="list-style-type: none"> o M9. Reconcile budget to determine if summer funding available o M10. Run award process for summer* o M11. Communicate award status* 4. CI <ul style="list-style-type: none"> o M4: ICAP procurement (award) 	PM9. Final 05/15/21 PM10. Final 05/31/21 PM11. Final 06/05/21 CI4. Final 06/01/21 CI6. Final 07/31/21 PE4. Ongoing PE8. Final 07/31/21	1. Meet 90% of established project milestones 2. Number & type of parent engagement contacts <ul style="list-style-type: none"> o # & type of PL contacts o # & type of PAC contacts

	<ul style="list-style-type: none"> o M6: Present feedback to PAC for review <p>5. PE</p> <ul style="list-style-type: none"> o M4: PLs develop education & outreach materials o M8: Plan & host recruitment fairs o M9: Quarter 4 PAC meeting <p>6. IS</p> <ul style="list-style-type: none"> o M3: COAT development o M4: COAT roll out o M5: Update course catalog as needed based on ICAP procurement <p>7. VN Course delivery always</p> <ul style="list-style-type: none"> o M5: Collecting semester 2 feedback o M6: Develop courses based on review by C&I. 	<p>PE9. Final 07/31/21</p> <p>IS3. Final 05/31/21</p> <p>IS4. Ongoing</p> <p>IS5. Final 06/30/21</p> <p>NV5. Final 06/15/21</p> <p>NV6. Final 07/31/21</p>	<ul style="list-style-type: none"> o # & type of recruitment fairs <p>3. Number of students served</p> <ul style="list-style-type: none"> o 1100 ESF funded o 220 state funded o 10% increase over spring <p>4. Parent & student satisfaction</p> <ul style="list-style-type: none"> o % satisfied with remote options offered o Degree of satisfaction <p>5. Student achievement</p> <ul style="list-style-type: none"> o Course grades o State assessment data (including growth if available) <p>6. Number and type of new offerings</p> <ul style="list-style-type: none"> o Number & type of new courses suggested o Number, type & enrollments of new courses offered o Number & type of courses whose enrollment increases over baseline (new remote learning opportunities)
--	--	--	--

Appendix G: Performance Targets

Performance Measure	Baseline Data	Performance Target a.k.a. SMART Goal	Timeline
1. Percentage of established project milestones met (e.g. deliverables produced/achieved on time).	N/A.	All years & quarters: Meet 90% or better of established project milestones, and have 80% of established project milestones on-track (from on track ¹ , at risk ² , off track ³) quarterly.	<ul style="list-style-type: none"> • Formative tracking quarterly • Annual year-end review & reporting • Summative evaluation of 3-year grant performance
<p>Performance Measure 1 – Meeting Project Milestones: Ambitious but achievable</p> <p>ISBE’s Project Management department tracks the percentage of deliverables or milestones met on time, and successfully managed projects typically meet 90% or better of the established project milestones on time. They track whether tasks are on track, at risk, or off track quarterly to make formative adjustments. The I-CAP team will use this same system of monitoring and evaluation, with assistance from the Project Management department as needed.</p>			

¹ On track means the deliverable or milestone is on track to be completed on time, with the currently allocated level of resources and staffing.

² At risk means the deliverable or milestone is at risk of not being completed on time, but could still be completed on time if additional resources or staffing was allocated.

³ Off track means the deliverable or milestone either has not been, or cannot be completed on time, even if additional resources or staffing was allocated.

[Type here]

<p>2. Number and type of parent engagement contacts by demographic group</p> <p>a. Type of Contacts</p> <p>b. Number of Contacts per Type</p> <p>(2) Disaggregated by:</p> <ul style="list-style-type: none">• Race/ethnicity (if supplied)• Income status (if supplied)• EL status & language (if supplied)• CWD status (if supplied)• Homeless status (if supplied)	<p>N/A. The Parent Liaison is a new position. Year 1 will establish baseline number of contacts.</p>	<p>Targets are per year:</p> <ul style="list-style-type: none">• Recruitment for PAC<ul style="list-style-type: none">• Y1: 1-2 contacts per standing group• PAC Meetings<ul style="list-style-type: none">• 4 per year + additional planning communication• Parent Liaison (PL) contact with a parent or student<ul style="list-style-type: none">• Via email<ul style="list-style-type: none">○ Y1:852 Y2: 852 Y3: 852• Via phone<ul style="list-style-type: none">○ Y1: 568 Y2:568 Y3: 568• In person<ul style="list-style-type: none">○ Y1:25 Y2: 50 Y3: 100• COAT<ul style="list-style-type: none">○ Y1: 5 Y2: 50 Y3: 100• PL contact with district staff<ul style="list-style-type: none">• Via email<ul style="list-style-type: none">○ Y1: 852 Y2: 1704 Y3: 1704• Via phone<ul style="list-style-type: none">○ Y1: 568 Y2: 568 Y3: 568• In person/virtual ROE meeting<ul style="list-style-type: none">○ Y1: 6 Y2: 6 Y3: 6• Recruitment fairs<ul style="list-style-type: none">• For Parents<ul style="list-style-type: none">○ Y1: 3 Y2: 3 Y3: 3• For Districts<ul style="list-style-type: none">○ Y1: 6 Y2: 6 Y3: 6• Social Media<ul style="list-style-type: none">• Y1-3: 80% of resources will have 3,000+ views per resource across all platforms	<ul style="list-style-type: none">• Formative tracking quarterly• Annual year-end review & reporting• Summative evaluation of 3-year grant performance
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Performance Measure 2 – Number & Type of Parent Liaison Contacts: Ambitious but achievable

Illinois has 852 districts, organized in regions that are served by Regional Offices of Education (ROEs) or Intermediate Service Centers (ISCs). Districts vary greatly in size, from 1 school districts with an entire district population less than 100 students, to a district with hundreds of school. These ROEs and ISCs meet monthly with their superintendents, so the Parent Liaison will have a direct line of communication to district leadership. Beyond that, the performance levels set are necessary to build awareness of the program. Expecting a rate of contact with parents of approximately 2/3rds of the districts per year also seems appropriate, given that will not be the Parent Liaison's only responsibilities.

[Type here]

<p>3. Number of students served</p> <ul style="list-style-type: none"> a. Number and percent of ESF-funded b. Number and percent of State-funded c. Enrollments, total and by student group d. Enrollments / baseline <p>(3) Disaggregated by:</p> <ul style="list-style-type: none"> • Race/ethnicity • Income status • EL status • CWD status • Homeless status 	<p>Baseline data⁴</p> <ul style="list-style-type: none"> • Total enrollment: 1610 students in 149 courses • Max course enrollment: Spanish II – 181 Spanish I - 153 • Lowest course enrollment: 23 courses with 1 student registered • Disaggregated enrollments: • Asian: 79 4.9% • Black: 123 7.6% • Hispanic: 175 10.9% • Multiracial: 5 0.31% • Other/None given 68 4.2% • White # 1160 72.1% • Low Income: Not collected by vendors • EL: Not collected by vendors • Former EL: Not collected by vendors • CWD status: Not collected by vendors • Homeless status: Not collected by vendors 	<p>Number of students served⁵</p> <ul style="list-style-type: none"> • Number and percent of ESF-funded <ul style="list-style-type: none"> • Y1: 3,550 Y2: 4,440 Y3: 6,000 • Number and percent state-funded <ul style="list-style-type: none"> • Y1: 150 Y2: 200 Y3: 500 • Total enrollments <ul style="list-style-type: none"> • Y1: 3,700 Y2: 4,640 Y3: 6500 • Enrollments by student group <ul style="list-style-type: none"> • Asian Y1: 5% Y2: 6% Y3: 7% • Black Y1: 8% Y2: 10% Y3: 15% • Hispanic Y1: 11% Y2: 15% Y3: 20% • Multiracial Y1: 1% Y2: 2% Y3: 3% • Other/None Given Y1: 5% Y2: 5% Y3: 5% • White Y1: 70% Y2: 65% Y3: 60% • Low Income Y1: 10% Y2: 25% Y3: 50% • EL Y1: 2% Y2: 3% Y3: 5% • Former EL Y1: 5% Y2: 7% Y3: 10% • CWD status Y1: 3% Y2: 5% Y3: 7% • Homeless status Y1: 1% Y2: 1% Y3: 1% • Enrollments / baseline <ul style="list-style-type: none"> • Y1: 15% over baseline Y2: 25% over prior year Y3: 35 % over prior year 	<ul style="list-style-type: none"> • Formative tracking each semester (3 times/year) • Annual year-end review & reporting • Summative evaluation of 3-year grant performance
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⁴ See full data set as presented in Table 2. Please note that this data is from Fall of 2019 (first semester of the 2019-2020 school year) when ISBE was implementing its single-provider “virtual school” model. These trends are born out in preliminary data for the IVCP model first implemented in spring of 2020, but final course data are not due to ISBE until July 31, 2020.

⁵ Note this is number of students. An individual student can be funded for multiple courses in a semester, and for multiple semesters in a year.

[Type here]

Performance Measure 3 – Number & Type of Students Serve: Ambitious but achievable

Under its old virtual course model, Illinois averaged approximately 1,600 course enrollments per semester. Note that individual students can enroll for multiple courses in a semester and in multiple semesters. As such, baseline data was used to set a goal of an increase of 15% over our baseline, but to make the goal an achievable stretch, course enrollments were changed to actual students. The aim is to increase enrollments in Year 2 25% over Year 1, and in Year 3 35% over Year 2, ensuring an overall doubling of the number of student being served. While the funding requested is higher than that listed here, these performance goals are meant to be attainable. Exceeding them is always acceptable performance, and the percent-based targets for enrollments over baseline ensure that if there is strong success in Years 1 and/or 2, our overall goal is still a sizable increase over the year prior. Additionally, although the targets for individual student groups may seem modest, in light of the increasing overall targets, these still represent a substantial increase in the number of students in each group being served. The decrease in the percentage of white students is necessary as a portion of the overall population in order to see increases for the other demographic groups.

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<p>4. Parent and student satisfaction</p> <p>a. Parent satisfaction</p> <ul style="list-style-type: none"> i. Number and percent satisfied with remote options offered ii. Degree of satisfaction with remote options offered iii. Cost and value of remote courses iv. COAT tool & ICAP website <p>b. Student satisfaction</p> <ul style="list-style-type: none"> i. Number and percent satisfied with remote options offered ii. Degree of satisfaction with remote options offered iii. Quality of course experience iv. COAT tool & ICAP website <p>(4) Disaggregated by:</p> <ul style="list-style-type: none"> • Race/ethnicity (if supplied) • Income status (if supplied) • EL status & language (if supplied) • CWD status (if supplied) • Homeless status (if supplied) 	<p>N/A. Currently no parent or student satisfaction data is collected by the IVCP vendors. Year 1 of the grant will serve as the baseline.</p>	<p>5. Parent and student satisfaction</p> <p>a. Parent satisfaction</p> <ul style="list-style-type: none"> i. Number and percent satisfied with remote options offered <ul style="list-style-type: none"> • Y1: 60% Y2: 70% Y3: 80% ii. Degree of satisfaction with remote options offered (on a scale of 1-5) <ul style="list-style-type: none"> • Y1: 3.25 Y2: 3.75 Y3: 4.25 iii. Cost and value of remote courses <ul style="list-style-type: none"> • Y1: 50% Y2: 55% Y3: 60% iv. COAT tool & ICAP website <ul style="list-style-type: none"> • Y1: 50% Y2: 60% Y3: 75% <p>b. Student satisfaction</p> <ul style="list-style-type: none"> i. Number and percent satisfied with remote options offered <ul style="list-style-type: none"> • Y1: 45% Y2: 50% Y3: 55% ii. Degree of satisfaction with remote options offered (on a scale of 1-5) <ul style="list-style-type: none"> • Y1: 3 Y2: 3.5 Y3: 4 iii. Quality of course experience <ul style="list-style-type: none"> • Y1: 45% Y2: 50% Y3: 55% iv. COAT tool & ICAP website <ul style="list-style-type: none"> • Y1: 50% Y2: 55% Y3: 60% 	<ul style="list-style-type: none"> • Formative tracking each semester (3 times/year) • Annual year-end review & reporting • Summative evaluation of 3-year grant performance
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Performance Measure 4 – Parent and Student Satisfaction: Ambitious but achievable

Without baseline data, it is difficult to set appropriate targets. However, given that the courses themselves are free, and Illinois has recent expanded from 1 vendor offering approximately 100 courses to six vendors offering over 800 courses, it is anticipated that parent and student satisfaction with the number and type of course offerings available will be reasonably high. The courses are also being made available for free, which should improve perceptions of cost and value. Likert-style satisfaction survey data tends to be challenging⁶ to interpret⁷ if attempting to drive meaningful improvement, however it seems reasonable to assume satisfaction levels will rise over time as awareness and education improves, and enhancements are implemented.

⁶ Büschken, Joachim, Thomas Otter, and Greg M. Allenby. "The dimensionality of customer satisfaction survey responses and implications for driver analysis." *Marketing Science* 32, no. 4 (2013): 533-553.

⁷ Guo, William W. "Incorporating statistical and neural network approaches for student course satisfaction analysis and prediction." *Expert Systems with Applications* 37, no. 4 (2010): 3358-3365.

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<p>5. Student Achievement</p> <p>a. Course grades – Number and percent of students earning an A, B, or C and mean GPA</p> <p>b. State assessment data – Individual and mean scale scores (including growth, if available)</p> <p>(5) Disaggregated by:</p> <ul style="list-style-type: none"> • Course subject • Course type • Semester offered • Vendor • Student Race/ethnicity • Student Income status • Student EL status • Student CWD status 	<p>Course grades not available at this time. Course enrollment and grade data is due to ISBE by July 31, 2020. Will be updated at this time. Spring 2020 was the first semester the current IVCP model was offered.</p> <p>State assessment data from spring 2020 is not available due to the COVID-19 Pandemic. Although data from 2019⁸ can be used, there are legitimate concerns about differential opportunities to learn during school closures and days of remote instruction. 2018 data is presented, but will be verified for appropriateness with 2021 data. Targets may be revised for years 2 and 3 in light of spring 2021 data.</p>	<p>a. Course grades – Number and percent of students earning an A, B, or C and mean GPA</p> <ul style="list-style-type: none"> • ISBE will set specific performance goals for this performance measure once baseline data is available. • In broad terms the goal will be for the number of students earning an A, B or C, and hence the mean GPA, of both the all student group and specific student groups to increase gradually (approximately 5%-10%) over time. <p>b. State assessment data – Mean scale scores and mean SGP data (if available)</p> <ul style="list-style-type: none"> • ISBE will set specific performance goals for this performance measure once 2021 assessment data is available and can be reviewed to determine if there are wide scale impacts on achievement due to the impact of coronavirus. • In broad terms the goal will be to: <ul style="list-style-type: none"> ○ Recoup learning loss if there is evidence that such has occurred, as differentiated by student group. ○ Maintain achievement levels if there is minimal learning loss or no evidence of learning loss. ○ To gradually increase levels of achievement for specific student groups, by promoting access to more rigorous and relevant coursework, aligned to the Illinois Learning Standards. 	<ul style="list-style-type: none"> • Formative tracking of grades each semester (3 times/year) • Annual grade & assessment data year-end review & reporting • Summative evaluation of 3-year grant performance
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⁸ See the 2019 assessment data in Table 3 at the end of this document.

[Type here]

Performance Measure 5 – Student Achievement: Ambitious but achievable

Without baseline data, it is difficult to set appropriate targets. However, given that students either need these courses in order to graduate, or are opting to enroll because they are interested in these subjects/courses but they are not offering in their district or at times that are convenient for them, it seems reasonable to expect that their levels of engagement are on par, if not higher, than in person classes. With respect to the achievement targets based on assessment data, no appropriate targets can be set until data is available that quantifies the amount of learning loss that occurred because of the coronavirus. In specific, this data will assist in understanding if the program is assisting students to regain ground, or if it is accelerating learning depending and disaggregated by the variables identified above.

[Type here]

<p>6. Number and type of new offerings</p> <ul style="list-style-type: none"> a. Number of new courses suggested by course subject & course type b. Number & type of courses whose enrollment increases over baseline (new remote learning opportunities) c. Number, type, & enrollments of new courses offered <p>(6) Disaggregated by:</p> <ul style="list-style-type: none"> • Course subject • Course type • Semester offered • Vendor • Student Race/ethnicity • Student Income status • Student EL status • Student CWD status 	<p>ISBE has not collected course suggestions in the past. Quarter 1 of Year 1 will be used as baseline data.</p> <p>Not available at this time. Course enrollment and grade data from the current IVCP model is due to ISBE by July 31, 2020. Will be updated at this time. Spring 2020 was the first semester the current IVCP model was offered.</p> <p>Baseline data from the prior 1-vendor model⁹</p> <ul style="list-style-type: none"> • Total enrollment: 1610 students in 149 courses • Max course enrollment: Spanish II – 181 Spanish I - 153 • Lowest course enrollment: 23 courses with 1 student registered • Disaggregated enrollments: <ul style="list-style-type: none"> • Asian: 79 4.9% • Black: 123 7.6% • Hispanic: 175 10.9% • Multiracial: 5 0.31% • Other/None given 68 4.2% 	<ul style="list-style-type: none"> a. Number of new courses suggested by course subject & course type <ul style="list-style-type: none"> • ISBE will set specific performance goals for this performance measure once baseline data is available. • In broad terms the goal will actually be to see a decrease in the number of courses suggested per subject area, as demand is met by course vendors. b. Number & type of courses whose enrollment increases over baseline (new remote learning opportunities ISBE will set specific performance goals for this performance measure once baseline data is available. <ul style="list-style-type: none"> • ISBE will set specific performance goals for this performance measure once baseline data is available. • In broad terms the goal will be to see an increase in the number of courses whose enrollment increases over spring of 2020, indicating both that: <ul style="list-style-type: none"> ○ More students are taking advantage and benefiting from popular courses ○ More students are enrolling in courses without enrollments previously. c. Number, type, & enrollments of new courses offered. <ul style="list-style-type: none"> a. Each vendor will add at least 1 new course based on ISBE, parent, or student request per semester, starting after semester 2 of Year 1. 	<ul style="list-style-type: none"> • Formative tracking each semester (3 times/year) • Annual year-end review & reporting • Summative evaluation of 3-year grant performance
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	<ul style="list-style-type: none">• White # 1160 72.1%• Low Income: Not collected by vendors• EL: Not collected by vendors• Former EL: Not collected by vendors• CWD status: Not collected by vendors Homeless status: Not collected by vendors		
Performance Measure 6 – Number and Type of New Course Offerings: Ambitious but achievable Without baseline data, it is difficult to set appropriate targets. However, given that ISBE recently expanded its available course catalog by a factor of eight, it is as important that it ensures students are aware of the existing offerings and can find and enroll in the right courses effectively. Thus, a significant amount of new development is not anticipated at this time. However, a minimum of 1 new course per semester is reasonable, as suggestions, including highly informed suggestions from the PAC, will be provided to vendors after each semester.			

⁹ See full data set as presented in Table 2. Please note that this data is from Fall of 2019 (first semester of the 2019-2020 school year) when ISBE was implementing its single-provider “virtual school” model. These trends have born out in preliminary data for the IVCP model first implemented in spring of 2020, but final course data are not due to ISBE until July 31, 2020.

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Table 2. Course enrollments by demographic group from Fall 2019 (First semester of School Year 2019-2020)

Course Name	Hispanic or Latino	Asian	Black	White	Multiracial	Other or No Response	Total Enrollment
Accounting 1st Sem							
Accounting 2nd sem							
Advanced Algebra 1S							23
Advanced Digital Photo							
Agriscience 1st Sem							
Algebra I 1st							12
Algebra I 2nd							
Algebra II 1st				23			29
Algebra II 2nd							
Algebra II Honors 1st							
Algebra II Honors 2nd							
American Art Histoy Honors 2nd							
American History honors 1st							
American History honors 2nd							
American Lit 1st				34			41
American Lit 2nd							
Anatomy and Physiology 1st							
Anthropology							
AP Biology 1S							
AP Calculus AB 1S							
AP Chemistry 1S							
AP Computer Science 1S							
AP Environmental Science							
AP Macroeconomics							
AP Microeconomics							
AP Physics 1 1st Semester				12			16

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AP Phychology					12
AP Spanish 1st Semester					
AP Statistics 1st Semester					
AP Government					
AP US History 1st Sem			19		25
Art History - Ancient to Classical					
Art Hiistory - Renaissance to Modern					
Beginning Programming 1st sem					
Beginning Programming 2nd sem					
Biology 1st sem					
BioloHy Honors 1st Sem					
British Lit 1st Sem			15		20
British Lit 2nd Sem					
Calculus 1st Sem					
Career Planning					15
Chemistry 1st Sem			12		14
Civics			14		30
Civics Honors		15	14		35
Computer Concepts & Software Apps					
Consumer Economics			34		44
Creative Writing			16		19
CR - Algebra I 1st Sem					
CR - Algebra I 2nd Sem			13		17
CR - Algebra II 1st Sem					
CR - Algebra II 2nd Sem			16		31
CR - American Lit 1st Sem					13
CR - American Lit 2nd Sem					14
CR - Biology 1st Sem					13
CR - Biology 2nd Sem					

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CR - British Lit 1st Sem					
CR - British Lit 2nd Sem					
CR - Chemistry 1st Sem					
CR - Chemistry 2nd Sem					
CR - Civics					
CR - College and Career Prep I					15
CR - College and Career Prep II					
CR - English I 1st Sem					16
CR - English I 2nd Sem					16
CR - English II 1st Sem					12
CR - English II 2nd Sem					12
CR - Geometry 1st Sem			12		16
CR - Geometry 2nd Sem			22		32
CR - Math 1 1st Sem					
CR - Physical Science 1st Sem					
CR - Physical Science 2nd Sem					
CR - Pre-Algebra 1st Sem					
CR - US History 1st Sem					
CR - US History 2nd Sem					16
CR - World History 1st Sem					
CR - World History 2nd Sem					
Digital Photography					
Earth Science (Middle School)					
Earth Science 1st Sem					
Economics					
English I 1st Sem					
English II 1st Sem			18		23
English II 2nd Sem					
Entrepreneurship					

[Type here]

Environmental Science			
French I 1st Sem	19		24
French I 2nd Sem			
French II 1st Sem	26		31
French II 2nd Sem			
French III 1st Sem			16
French IV 1st Sem			21
French IV 2nd Sem			
Fundamentals of Geometry (MS)			
Geometry 1st Sem			17
Geometry 2nd Sem			
Geometry Honors 1st Sem			
German I 1st Sem			
German I 2nd Sem			
German II 1st Sem			
German III 1st Sem			
German IV 1st Sem			
Health Education	22		
Human Biology (Middle School)			
Intermediate Programming 1st Sem			
Intro to Ag 1st Sem			
Intro to Sociology			
Lang Arts 7th Grade 1st Sem			
Lang Arts 7th Grade 2nd Sem			
Latin I 1st Sem			
Latin I 2nd Sem			
Latin II 1st Sem			
Life Science (MS)			
Math of Personal Finance 1st Sem			

[Type here]

Music Appreciation					
Oceanography					
Orientation to Health Occupations					
Parenting					
Physical Science 1 (MS)					
Physics 1st Sem					
Physics 2nd Sem					
Pre-Algebra 1st Sem					
Pre-Algebra 1st Sem (MS)					
Pre-Algebra 2nd Sem (MS)					
Precalculus 1st Sem					14
Precalculus 2nd Sem					
Probability and Statistics					
Psychology					14
Reading Skills and Strategies					
Spanish I 1st Sem	19	5		120	155
Spanish I 2nd Sem					
Spanish II 1st Sem				147	181
Spanish II 2nd Sem				12	14
Spanish III 1st Sem				14	17
Spanish III 2nd Sem					
Spanish IV 1st Sem					15
Spanish IV 2nd Sem					
US Government and Politics					
US History Civics (MS)					
US History (MS)					
US History 1st Sem				13	16
US History 2nd Sem					
Veterinary Science					

[Type here]

World History 1st Sem							
World History 2nd Sem							
World History Honors 1st Sem							
World Literature 1st Sem							
World Literature 2nd Sem							
World Literature Honors 1st Sem							
Writing Skills and Strategies							
TOTALS	175	79	123	1160	5	68	1610
Percentage of total	10.87%	4.91%	7.64%	72.05%	0.31%	4.22%	

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Table 3. Student Assessment Mean Scale Scores by grade band, subject, and student group.

Statewide Average Scale Score for ESSA Student Groups				
Grade Band	Subject Code	Student Group	Mean Scale Score Scale 650 to 850	Mean Growth Percentile Scale 1-99
Elementary	ELA	ALL	737.09	
		EL	710.16	
		IEP	703.26	
		Low Income	724.1	
		Hispanic or Latino	726.94	
		Native American	732.07	
		Asian	761.44	
		Black	718.65	
		Pacific Islander	744.86	
		White	746.66	
		Multiracial	739.83	
	Math	ALL	733.33	
		EL	714.8	
		IEP	705.81	
		FRL	720.84	
		Hispanic or Latino	724.41	
		Native American	727.56	
		Asian	763.47	
		Black	713.9	
		Pacific Islander	741.14	
		White	742.01	
		Multiracial	734.49	
Grade Band	Subject Code	Student Group	Mean Scale Score Scale 200 to 800	
High School	ELA	ALL	496.99	Not applicable

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		EL	382.43	Not applicable
		IEP	399.75	
		FRL	451.38	
		Hispanic or Latino	464.19	
		Native American	469.81	
		Asian	565.01	
		Black	436.87	
		Pacific Islander	497.24	
		White	524.89	
		Multiracial	512.36	
	Math	ALL	496.39	
		EL	393.1	
		IEP	389.86	
		FRL	446.61	
		Hispanic or Latino	462.24	
		Native American	464.45	
		Asian	598.09	
		Black	426.05	
		Pacific Islander	503.59	
		White	525.01	
		Multiracial	507.45	
Grade Band	Subject Code	Student Group	Mean Scale Score Scale 200 to 400	
All grades	Science	ALL	297.82	Not applicable
		EL	269.55	
		IEP	270.3	
		FRL	284.61	
		Hispanic or Latino	287.64	

[Type here]

		Native American	290.89
		Asian	318.75
		Black	276.37
		Pacific Islander	305.72
		White	308.1
		Multiracial	302.43

Illinois State Board of Education – ESF-REM Grant Application Assurance

If a successful applicant, The Illinois State Board of Education will provide information to the Secretary, as requested, for evaluations of the Education Stabilization Fund – Rethink Education Models program.

The Illinois State Board of Education understands that this may include, but is not limited to, working with the U.S. Department of Education at the outset of the grant to establish common performance measures, data elements, or data definitions.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

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View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

The Illinois State Board of Education (ISBE) identified a budget ask that designates approximately 90 percent of funds to support access and opportunity to high-quality remote learning options for Illinois students who were impacted to the greatest extent by the COVID-19 pandemic.

To this end, funds are budgeted in the following amounts, with the rationale for each line provided.

Year 1

Personnel: [REDACTED]

Rationale: These funds will support the work of agency staff proportional to the proposed amount of time spent on the project each week. Staff time and effort will be recorded to ensure accurate reporting and, should the proposed time allotment be too great/small, modifications to the submitted budget can be proposed to the U.S. Department of Education (ED). In particular, the Director of Family Engagement will serve as the Parent Liaison and facilitate the Parent Advisory Committee. This will take 25 percent of the individual's time each week. Two staff members from the Curriculum and Instruction Department (one Project Administrator and one Principal Consultant) will devote 20 percent and 15 percent of their time, respectively, to work with the vendors that will be selected via a competitive

process. The staff members also will oversee the website for the Illinois Course Access Program (I-CAP).

Fringe Benefits: [REDACTED]**Rationale:** [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Supplies: \$30,000

Rationale: These monies will support two aspects of the project. First, ISBE estimates that approximately 85 percent of this funding line will ensure that students who do not own their own laptop are able to receive a device via mail (e.g., box, insurance, packaging). More specifically and as detailed in the application narrative, ISBE is partnering with the Illinois Department of Innovation and Technology. That agency is refurbishing up to 10,000 computers, many of which are available for use in I-CAP. This refurbishing includes updating operating systems and placing appropriate security software on the device. Refurbished devices will be available to mail to students who are in need of a device and want to participate in the program. A prepaid box will be included with the device so the student can send the device to a Learning Technology Centers hub after finishing the program. Second, approximately 15 percent of this

funding will be used for printing and postage costs to advertise the program. As indicated in the application, ISBE will use currently available means to advertise the program, such as social media and *ISBE's Weekly Message*. There also is a need to develop and distribute paper copy advertising to Regional Offices of Education¹ throughout Illinois.

Contractual: \$342,600

Rationale: Funding from this budget line will support two parts of the I-CAP project, requiring ISBE to enter into procurement contracts. First, \$242,600 will support the partnership between ISBE and the Illinois Math Science Academy (IMSA). As stated in the application narrative, IMSA is the state-funded school for students with demonstrated high ability in the areas of math and science. IMSA works with school districts to identify students throughout the state who may qualify to attend the academy, which is located in Aurora. There are students who qualify each year for admission, but are unable to attend. Thus, to ensure that I-PAC meets the needs of the range of learners in Illinois schools, ISBE will enter into an intergovernmental agreement with IMSA to provide coursework opportunities for those students who meet the admission requirements for IMSA. Funding will

¹ There are 38 Regional Offices of Education in Illinois in six geographic regions. Partnering with Regional Offices of Education will ensure that students in public and nonpublic schools are aware of I-CAP.

support faculty and staff salaries and fringe benefits, equipment (i.e., the needed technology to deliver instruction in a remote environment), and program evaluation.

Second, approximately \$100,000 will fund a program developer who will design the Course Opportunity and Access Tool (COAT) webpage/application. ISBE will elicit bids from companies or developers and select the lowest bid in light of the design proposed by the bidder. Should ISBE be a successful applicant for the Education Stabilization Fund - Rethink Education Models (ESF-REM) project, it anticipates that this procurement will occur in late July; the COAT application will be available in fall 2020.

Other: \$4,474,531

Rationale: Approximately 89 percent of requested funding will support registration costs for students who enroll in courses. As shared in the project narrative, ISBE determined that a reimbursement model that requires parents or caregivers to pay “up front” may make it difficult for some students to participate in the program. The agency wants to ensure that any eligible student can participate in this expansion of a currently extant program structure. ISBE will work with vendors so that registration costs will be sent directly to the vendor that is providing the coursework to the student. Vendors are

selected through a competitive process, and ISBE enters into a master contract with each entity. As part of the competitive process, each vendor must propose "Favored Nation Pricing." Doing so ensures that each vendor is assuring ISBE that it is offering the lowest price for both the service in Illinois as well as nationally.

ISBE does not know the final enrollment numbers for the new Illinois Virtual Course Program, IVVP which commenced in January 2020. However, enrollment information from the single-provider system that concluded in December 2019 indicates that in previous years there were approximately 6,000 students served annually. "Favored Nation Pricing," which is required by ISBE, and the average cost of a general education course from the current vendors means that the \$4,474,531 can provide access to more than 16,000 additional courses for students in Illinois public and private schools.² It is important to note that the current course catalog program in Illinois does provide for reimbursement for districts that complete a letter of intent and provide ISBE with evidence that a student successfully completed a course. The I-CAP model will expand upon this current work,

²This figure was calculated based upon the average cost for a general education course from the current vendors. Since credit recovery courses are also offered, and that students may enroll in one or more courses, the number of courses that are funded for students may vary from the figure provided in this narrative.

save that the course reimbursement will go directly to the vendor.³

Non-Federal Funds: \$1,000,000

Rationale: ISBE has received funding to support the delivery of online instruction since 2015. These funds supported the operations of the Illinois Virtual School prior to January 2020. Since January 2020, these funds have been used to reimburse districts that choose to participate in the course catalog program. ISBE received a \$1,000,000 allocation for virtual learning in the state's fiscal year 2021 budget. If ISBE's application for the ESF-REM grant is successful, the state dollars will first be used to support I-CAP; federal dollars (discussed above) will supplement this work. As stated previously, using approximately 89 percent of ESF-REM funding will serve more than 16,000 students in Illinois public and private schools. If one also includes the state allocation, an additional 3,700 courses may be funded through I-CAP.

Indirect Cost: Included in the year one budget is \$81,837 for indirect costs at the fixed rate of [REDACTED] per the approved indirect cost rate for state fiscal year 2020 with the US Department of Education.

³Vendors will provide evidence of successful completion of courses to ISBE prior to receiving any funds to ensure that students are completing them.

Year 2**Personnel:** [REDACTED]

Rationale: These funds will support the work of agency staff proportional to the proposed amount of time spent on the project each week. Staff time and effort will be recorded to ensure accurate reporting and, should the proposed time allotment be too great/small, modifications to the submitted budget can be proposed to ED. [REDACTED]

[REDACTED]

[REDACTED]

Fringe Benefits: [REDACTED]**Rationale:** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Supplies: \$30,000

Rationale: Approximately 85 percent of these monies will continue to support the shipping of devices (e.g., box, insurance, packaging) and approximately 15 percent will support printing and postage costs to advertise the program.

Contractual: \$276,350

Rationale: Funding from this budget line will support two parts of the I-CAP project, requiring ISBE to enter into procurement contracts. A total of \$176,350 will support the partnership between ISBE and IMSA. The reduction in cost is due to one-time costs for equipment and the like. Approximately \$100,000 will fund a program developer who will maintain and upgrade the COAT webpage/application. ISBE will elicit bids from companies or developers and select the lowest bid based upon the scope of work proposed by the bidder.

Other: \$4,553,464

Rationale: A decrease in the amount of the intergovernmental agreement with IMSA will allow approximately 91 percent of requested funding in Year 2 to support registration costs for students who enroll in courses.

“Favored Nation Pricing” and the average cost of a general education course from the current vendors means that the \$4,553,464 can provide access to more than 16,500 additional courses for students in Illinois public and private schools.⁴

⁴This figure was calculated based upon the average cost for a general education course from the current vendors. Since credit recovery courses are also offered, and that students may enroll in one or more courses, the number of courses that are funded for students may vary from the figure provided in this narrative.

Non-Federal Funds: \$1,000,000

Rationale: ISBE has received funding to support the delivery of online instruction since 2015. These funds supported the operations of the Illinois Virtual School prior to January 2020. Since January 2020, these funds have been used to reimburse districts that choose to participate in the course catalog program. If previous years are any indication, ISBE will receive a \$1,000,000 allocation for virtual learning in the state's FY 2022 budget.⁵ If ISBE's application for the ESF-REM grant is successful, the state dollars will first be used to support I-CAP; federal dollars (discussed above) will supplement this work. As stated previously, using approximately 91 percent of ESF-REM funding will serve more than 16,500 students in Illinois public and private schools. If one also includes the state allocation, an additional 3,700 courses can be funded through I-CAP.

Indirect Cost: Included in the year two budget is \$67,497 for indirect costs at the fixed rate of [REDACTED] per the approved indirect cost rate for state fiscal year 2020 with the US Department of Education.

⁵Of course, this assumes no additional advocacy for this work. It very well could be the case that the State Board recommends an increase to this allocation in part because of the ESF-REM program and consideration of other advocacy for remote/virtual learning opportunities.

Year 3**Personnel:** [REDACTED]

Rationale: These funds will support the work of agency staff proportional to the proposed amount of time spent on the project each week. Staff time and effort will be recorded to ensure accurate reporting and, should the proposed time allotment be too great/small, modifications to the submitted budget can be proposed to ED. [REDACTED]

[REDACTED] [REDACTED] [REDACTED]
[REDACTED]

Fringe Benefits: [REDACTED]

Rationale: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] [REDACTED]
[REDACTED]

Supplies: \$30,000

Rationale: Approximately 85 percent of these monies will continue to support the shipping of devices (e.g., box,

insurance, packaging) and approximately 15 percent will support printing and postage costs to advertise the program.

Contractual: \$276,350

Rationale: Funding from this budget line will support two parts of the I-CAP project, requiring ISBE to enter into procurement contracts. A total of \$176,350 will support the partnership between ISBE and IMSA. Approximately \$100,000 will fund a program developer who will maintain and upgrade the COAT webpage/application. ISBE will invite bids from companies or developers and select the lowest bid in light of the scope of work proposed by the bidder.

Other: \$4,551,382

Rationale: A decrease in the amount of the intergovernmental agreement with IMSA will allow approximately 91 percent of requested funding in Year 3 to support registration costs for students who enroll in courses.

“Favored Nation Pricing” and the average cost of a general education course from the current vendors means that the \$4,551,382 can provide access to more than 16,500 additional courses for students in Illinois public and private schools.⁶

⁶This figure was calculated based upon the average cost for a general education course from the current vendors. Since credit recovery courses are

Non-Federal Funds: \$1,000,000

Rationale: ISBE received funding to support the delivery of online instruction since 2015. These funds supported the operations of the Illinois Virtual School prior to January 2020. Since January 2020, these funds have been used to reimburse districts that choose to participate in the course catalog program. If past years are any indication, ISBE will receive a \$1,000,000 allocation for virtual learning in the state's FY 2023 budget.⁷ ISBE's application for the ESF-REM grant is successful, the state dollars will first be used to support I-CAP; federal dollars (discussed above) will supplement this work. As stated previously, using approximately 91percent of ESF-REM funding will serve more than 16,500 students in Illinois public and private schools. If one also includes the state allocation, an additional 3,700 can be funded through I-CAP.

Indirect Cost: Included in the year three budget is \$67,875 for indirect costs at the fixed rate of [REDACTED] per the approved indirect cost rate for state fiscal year 2020 with the US Department of Education.

also offered, and that students may enroll in one or more courses, the number of courses that are funded for students may vary from the figure provided in this narrative.

⁷ Of course, this assumes no additional advocacy for this work. It very well could be the case that the State Board recommends an increase to this allocation in part because of the ESF-REM program and consideration of other advocacy for remote/virtual learning opportunities.

