



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB5407

Introduced 2/9/2024, by Rep. Michelle Mussman

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-17a
105 ILCS 45/1-33 new
105 ILCS 45/1-50

Amends the Education for Homeless Children Act. Provides that by June 31, 2026, the Office of the Coordinator for the Education of Homeless Children and Youth shall create the School District Homeless Student Identification Performance Assessment and submit the Assessment to the State Board of Education for a school district with an enrollment greater than 100 students. Sets forth what information shall be included in the Assessment. Amends the School Code to provide that the information in the Assessment shall be included in the school report card. Further amends the Education for Homeless Children Act. In provisions concerning the Education of Homeless Children and Youth State Grant Program, provides that when awarding competitive grants under the Education of Homeless Children and Youth State Grant Program, grants shall be made to applicant school districts based on the percentage of students experiencing homelessness in the applicant school district in accordance with the Program (instead of to applicant school districts in accordance with the Program). Removes specified provisions concerning what factors the State Board of Education may use in awarding grants. Specifies other activities eligible for assistance. Provides that the State Board of Education may use up to 25% (instead 5%) of the funds appropriated for the purposes the Program for administrative costs. Makes other changes.

LRB103 37950 RJT 68082 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Section
5 10-17a as follows:

6 (105 ILCS 5/10-17a)

7 Sec. 10-17a. State, school district, and school report
8 cards; Expanded High School Snapshot Report.

9 (1) By October 31, 2013 and October 31 of each subsequent
10 school year, the State Board of Education, through the State
11 Superintendent of Education, shall prepare a State report
12 card, school district report cards, and school report cards,
13 and shall by the most economical means provide to each school
14 district in this State, including special charter districts
15 and districts subject to the provisions of Article 34, the
16 report cards for the school district and each of its schools.
17 Because of the impacts of the COVID-19 public health emergency
18 during school year 2020-2021, the State Board of Education
19 shall have until December 31, 2021 to prepare and provide the
20 report cards that would otherwise be due by October 31, 2021.
21 During a school year in which the Governor has declared a
22 disaster due to a public health emergency pursuant to Section
23 7 of the Illinois Emergency Management Agency Act, the report

1 cards for the school districts and each of its schools shall be
2 prepared by December 31.

3 (2) In addition to any information required by federal
4 law, the State Superintendent shall determine the indicators
5 and presentation of the school report card, which must
6 include, at a minimum, the most current data collected and
7 maintained by the State Board of Education related to the
8 following:

9 (A) school characteristics and student demographics,
10 including average class size, average teaching experience,
11 student racial/ethnic breakdown, and the percentage of
12 students classified as low-income; the percentage of
13 students classified as English learners, the number of
14 students who graduate from a bilingual or English learner
15 program, and the number of students who graduate from,
16 transfer from, or otherwise leave bilingual programs; the
17 percentage of students who have individualized education
18 plans or 504 plans that provide for special education
19 services; the number and the percentage of all students in
20 grades kindergarten through 8, disaggregated by the
21 student ~~students~~ demographics described in this paragraph

22 (A), in each of the following categories: (i) those who
23 have been assessed for placement in a gifted education
24 program or accelerated placement, (ii) those who have
25 enrolled in a gifted education program or in accelerated
26 placement, and (iii) for each of categories (i) and (ii),

1 those who received direct instruction from a teacher who
2 holds a gifted education endorsement; the number and the
3 percentage of all students in grades 9 through 12,
4 disaggregated by the student demographics described in
5 this paragraph (A), who have been enrolled in an advanced
6 academic program; the percentage of students scoring at
7 the "exceeds expectations" level on the assessments
8 required under Section 2-3.64a-5 of this Code; the
9 percentage of students who annually transferred in or out
10 of the school district; average daily attendance; the
11 per-pupil operating expenditure of the school district;
12 and the per-pupil State average operating expenditure for
13 the district type (elementary, high school, or unit);

14 (B) curriculum information, including, where
15 applicable, Advanced Placement, International
16 Baccalaureate or equivalent courses, dual credit courses,
17 foreign language classes, computer science courses, school
18 personnel resources (including Career Technical Education
19 teachers), before and after school programs,
20 extracurricular activities, subjects in which elective
21 classes are offered, health and wellness initiatives
22 (including the average number of days of Physical
23 Education per week per student), approved programs of
24 study, awards received, community partnerships, and
25 special programs such as programming for the gifted and
26 talented, students with disabilities, and work-study

1 students;

2 (C) student outcomes, including, where applicable, the
3 percentage of students deemed proficient on assessments of
4 State standards, the percentage of students in the eighth
5 grade who pass Algebra, the percentage of students who
6 participated in workplace learning experiences, the
7 percentage of students enrolled in post-secondary
8 institutions (including colleges, universities, community
9 colleges, trade/vocational schools, and training programs
10 leading to career certification within 2 semesters of high
11 school graduation), the percentage of students graduating
12 from high school who are college and career ready, the
13 percentage of graduates enrolled in community colleges,
14 colleges, and universities who are in one or more courses
15 that the community college, college, or university
16 identifies as a developmental course, and the percentage
17 of students with disabilities under the federal
18 Individuals with Disabilities Education Act and Article 14
19 of this Code who have fulfilled the minimum State
20 graduation requirements set forth in Section 27-22 of this
21 Code and have been issued a regular high school diploma;

22 (D) student progress, including, where applicable, the
23 percentage of students in the ninth grade who have earned
24 5 credits or more without failing more than one core
25 class, a measure of students entering kindergarten ready
26 to learn, a measure of growth, and the percentage of

1 students who enter high school on track for college and
2 career readiness;

3 (E) the school environment, including, where
4 applicable, high school dropout rate by grade level, the
5 percentage of students with less than 10 absences in a
6 school year, the percentage of teachers with less than 10
7 absences in a school year for reasons other than
8 professional development, leaves taken pursuant to the
9 federal Family Medical Leave Act of 1993, long-term
10 disability, or parental leaves, the 3-year average of the
11 percentage of teachers returning to the school from the
12 previous year, the number of different principals at the
13 school in the last 6 years, the number of teachers who hold
14 a gifted education endorsement, the process and criteria
15 used by the district to determine whether a student is
16 eligible for participation in a gifted education program
17 or advanced academic program and the manner in which
18 parents and guardians are made aware of the process and
19 criteria, the number of teachers who are National Board
20 Certified Teachers, disaggregated by race and ethnicity, 2
21 or more indicators from any school climate survey selected
22 or approved by the State and administered pursuant to
23 Section 2-3.153 of this Code, with the same or similar
24 indicators included on school report cards for all surveys
25 selected or approved by the State pursuant to Section
26 2-3.153 of this Code, the combined percentage of teachers

1 rated as proficient or excellent in their most recent
2 evaluation, and, beginning with the 2022-2023 school year,
3 data on the number of incidents of violence that occurred
4 on school grounds or during school-related activities and
5 that resulted in an out-of-school suspension, expulsion,
6 or removal to an alternative setting, as reported pursuant
7 to Section 2-3.162;

8 (F) a school district's and its individual schools'
9 balanced accountability measure, in accordance with
10 Section 2-3.25a of this Code;

11 (G) the total and per pupil normal cost amount the
12 State contributed to the Teachers' Retirement System of
13 the State of Illinois in the prior fiscal year for the
14 school's employees, which shall be reported to the State
15 Board of Education by the Teachers' Retirement System of
16 the State of Illinois;

17 (H) for a school district organized under Article 34
18 of this Code only, State contributions to the Public
19 School Teachers' Pension and Retirement Fund of Chicago
20 and State contributions for health care for employees of
21 that school district;

22 (I) a school district's Final Percent of Adequacy, as
23 defined in paragraph (4) of subsection (f) of Section
24 18-8.15 of this Code;

25 (J) a school district's Local Capacity Target, as
26 defined in paragraph (2) of subsection (c) of Section

1 18-8.15 of this Code, displayed as a percentage amount;

2 (K) a school district's Real Receipts, as defined in
3 paragraph (1) of subsection (d) of Section 18-8.15 of this
4 Code, divided by a school district's Adequacy Target, as
5 defined in paragraph (1) of subsection (b) of Section
6 18-8.15 of this Code, displayed as a percentage amount;

7 (L) a school district's administrative costs;

8 (M) whether or not the school has participated in the
9 Illinois Youth Survey. In this paragraph (M), "Illinois
10 Youth Survey" means a self-report survey, administered in
11 school settings every 2 years, designed to gather
12 information about health and social indicators, including
13 substance abuse patterns and the attitudes of students in
14 grades 8, 10, and 12;

15 (N) whether the school offered its students career and
16 technical education opportunities; ~~and~~

17 (O) beginning ~~Beginning~~ with the October 2024 report
18 card, the total number of school counselors, school social
19 workers, school nurses, and school psychologists by
20 school, district, and State, the average number of
21 students per school counselor in the school, district, and
22 State, the average number of students per school social
23 worker in the school, district, and State, the average
24 number of students per school nurse in the school,
25 district, and State, and the average number of students
26 per school psychologist in the school, district, and

1 State; ~~and~~

2 (P) beginning with the October 2026 report card, any
3 information on the School District Homeless Student
4 Identification Performance Assessment developed and
5 provided by the Office of the Coordinator for the
6 Education of Homeless Children and Youth under Section
7 1-33 of the Education for Homeless Children Act.

8 The school report card shall also provide information that
9 allows for comparing the current outcome, progress, and
10 environment data to the State average, to the school data from
11 the past 5 years, and to the outcomes, progress, and
12 environment of similar schools based on the type of school and
13 enrollment of low-income students, special education students,
14 and English learners.

15 As used in this subsection (2):

16 "Accelerated placement" has the meaning ascribed to that
17 term in Section 14A-17 of this Code.

18 "Administrative costs" means costs associated with
19 executive, administrative, or managerial functions within the
20 school district that involve planning, organizing, managing,
21 or directing the school district.

22 "Advanced academic program" means a course of study,
23 including, but not limited to, accelerated placement, advanced
24 placement coursework, International Baccalaureate coursework,
25 dual credit, or any course designated as enriched or honors,
26 that a student is enrolled in based on advanced cognitive

1 ability or advanced academic achievement compared to local age
2 peers and in which the curriculum is substantially
3 differentiated from the general curriculum to provide
4 appropriate challenge and pace.

5 "Computer science" means the study of computers and
6 algorithms, including their principles, their hardware and
7 software designs, their implementation, and their impact on
8 society. "Computer science" does not include the study of
9 everyday uses of computers and computer applications, such as
10 keyboarding or accessing the Internet.

11 "Gifted education" means educational services, including
12 differentiated curricula and instructional methods, designed
13 to meet the needs of gifted children as defined in Article 14A
14 of this Code.

15 For the purposes of paragraph (A) of this subsection (2),
16 "average daily attendance" means the average of the actual
17 number of attendance days during the previous school year for
18 any enrolled student who is subject to compulsory attendance
19 by Section 26-1 of this Code at each school and charter school.

20 (2.5) For any school report card prepared after July 1,
21 2025, for all high school graduation completion rates that are
22 reported on the school report card as required under this
23 Section or by any other State or federal law, the State
24 Superintendent of Education shall also report the percentage
25 of students who did not meet the requirements of high school
26 graduation completion for any reason and, of those students,

1 the percentage that are classified as students who fulfill the
2 requirements of Section 14-16 of this Code.

3 The State Superintendent shall ensure that for the
4 2023-2024 school year there is a specific code for districts
5 to report students who fulfill the requirements of Section
6 14-16 of this Code to ensure accurate reporting under this
7 Section.

8 All reporting requirements under this subsection (2.5)
9 shall be included on the school report card where high school
10 graduation completion rates are reported, along with a brief
11 explanation of how fulfilling the requirements of Section
12 14-16 of this Code is different from receiving a regular high
13 school diploma.

14 (3) At the discretion of the State Superintendent, the
15 school district report card shall include a subset of the
16 information identified in paragraphs (A) through (E) of
17 subsection (2) of this Section, as well as information
18 relating to the operating expense per pupil and other finances
19 of the school district, and the State report card shall
20 include a subset of the information identified in paragraphs
21 (A) through (E) and paragraph (N) of subsection (2) of this
22 Section. The school district report card shall include the
23 average daily attendance, as that term is defined in
24 subsection (2) of this Section, of students who have
25 individualized education programs and students who have 504
26 plans that provide for special education services within the

1 school district.

2 (4) Notwithstanding anything to the contrary in this
3 Section, in consultation with key education stakeholders, the
4 State Superintendent shall at any time have the discretion to
5 amend or update any and all metrics on the school, district, or
6 State report card.

7 (5) Annually, no more than 30 calendar days after receipt
8 of the school district and school report cards from the State
9 Superintendent of Education, each school district, including
10 special charter districts and districts subject to the
11 provisions of Article 34, shall present such report cards at a
12 regular school board meeting subject to applicable notice
13 requirements, post the report cards on the school district's
14 Internet web site, if the district maintains an Internet web
15 site, make the report cards available to a newspaper of
16 general circulation serving the district, and, upon request,
17 send the report cards home to a parent (unless the district
18 does not maintain an Internet web site, in which case the
19 report card shall be sent home to parents without request). If
20 the district posts the report card on its Internet web site,
21 the district shall send a written notice home to parents
22 stating (i) that the report card is available on the web site,
23 (ii) the address of the web site, (iii) that a printed copy of
24 the report card will be sent to parents upon request, and (iv)
25 the telephone number that parents may call to request a
26 printed copy of the report card.

1 (6) Nothing contained in Public Act 98-648 repeals,
2 supersedes, invalidates, or nullifies final decisions in
3 lawsuits pending on July 1, 2014 (the effective date of Public
4 Act 98-648) in Illinois courts involving the interpretation of
5 Public Act 97-8.

6 (7) As used in this subsection (7):

7 "Advanced-track coursework or programs" means any high
8 school courses, sequence of courses, or class or grouping of
9 students organized to provide more rigorous, enriched,
10 advanced, accelerated, gifted, or above grade-level
11 instruction. This may include, but is not limited to, Advanced
12 Placement courses, International Baccalaureate courses,
13 honors, weighted, advanced, or enriched courses, or gifted or
14 accelerated programs, classrooms, or courses.

15 "Course" means any high school class or course offered by
16 a school that is assigned a school course code by the State
17 Board of Education.

18 "English learner coursework or English learner program"
19 means a high school English learner course or program
20 designated to serve English learners, who may be designated as
21 English language learners or limited English proficiency
22 learners.

23 "Standard coursework or programs" means any high school
24 courses or classes other than advanced-track coursework or
25 programs, English learner coursework or programs, or special
26 education coursework or programs.

1 By October 31, 2027 and by October 31 of each subsequent
2 year, the State Board of Education, through the State
3 Superintendent of Education, shall prepare a stand-alone
4 report covering high schools, to be referred to as the
5 Expanded High School Snapshot Report. The State Board shall
6 post the Report on the State Board's Internet website. Each
7 school district with a high school shall include on the school
8 district's Internet website, if the district maintains an
9 Internet website, a hyperlink to the Report on the State
10 Board's Internet website titled "Expanded High School Snapshot
11 Report". Hyperlinks under this subsection (7) shall be
12 displayed in a manner that is easily accessible to the public.

13 The Expanded High School Snapshot Report shall include:

14 (A) a listing of all standard coursework or programs
15 offered by a high school;

16 (B) a listing of all advanced-track coursework or
17 programs offered by a high school;

18 (C) a listing of all English learner coursework or
19 programs offered by a high school;

20 (D) a listing of all special education coursework or
21 programs offered by a high school;

22 (E) data tables and graphs comparing advanced-track
23 coursework or programs with standard coursework or
24 programs according to the following parameters:

25 (i) the average years of experience of all
26 teachers in a high school who are assigned to teach

1 advanced-track coursework or programs compared with
2 the average years of experience of all teachers in the
3 high school who are assigned to teach standard
4 coursework or programs;

5 (ii) the average years of experience of all
6 teachers in a high school who are assigned to teach
7 special education coursework or programs compared with
8 the average years of experience of all teachers in the
9 high school who are assigned to teach standard
10 coursework or programs;

11 (iii) the average years of experience of all
12 teachers in a high school who are assigned to teach
13 English learner coursework or programs compared with
14 the average years of experience of all teachers in the
15 high school who are assigned to teach standard
16 coursework or programs;

17 (iv) the number of high school teachers who
18 possess bachelor's, master's, or doctorate degrees and
19 who are assigned to teach advanced-track courses or
20 programs compared with the number of teachers who
21 possess bachelor's, master's, or doctorate degrees and
22 who are assigned to teach standard coursework or
23 programs;

24 (v) the number of high school teachers who possess
25 bachelor's, master's, or doctorate degrees and who are
26 assigned to teach special education coursework or

1 programs compared with the number of teachers who
2 possess bachelor's, master's, or doctorate degrees and
3 who are assigned to teach standard coursework or
4 programs;

5 (vi) the number of high school teachers who
6 possess bachelor's, master's, or doctorate degrees and
7 who are assigned to teach English learner coursework
8 or programs compared with the number of teachers who
9 possess bachelor's, master's, or doctorate degrees and
10 who are assigned to teach standard coursework or
11 programs;

12 (vii) the average student enrollment and class
13 size of advanced-track coursework or programs offered
14 in a high school compared with the average student
15 enrollment and class size of standard coursework or
16 programs;

17 (viii) the percentages of students delineated by
18 gender who are enrolled in advanced-track coursework
19 or programs in a high school compared with the gender
20 of students enrolled in standard coursework or
21 programs;

22 (ix) the percentages of students delineated by
23 gender who are enrolled in special education
24 coursework or programs in a high school compared with
25 the percentages of students enrolled in standard
26 coursework or programs;

1 (x) the percentages of students delineated by
2 gender who are enrolled in English learner coursework
3 or programs in a high school compared with the gender
4 of students enrolled in standard coursework or
5 programs;

6 (xi) the percentages of high school students in
7 each individual race and ethnicity category, as
8 defined in the most recent federal decennial census,
9 who are enrolled in advanced-track coursework or
10 programs compared with the percentages of students in
11 each individual race and ethnicity category enrolled
12 in standard coursework or programs;

13 (xii) the percentages of high school students in
14 each of the race and ethnicity categories, as defined
15 in the most recent federal decennial census, who are
16 enrolled in special education coursework or programs
17 compared with the percentages of students in each of
18 the race and ethnicity categories who are enrolled in
19 standard coursework or programs;

20 (xiii) the percentages of high school students in
21 each of the race and ethnicity categories, as defined
22 in the most recent federal decennial census, who are
23 enrolled in English learner coursework or programs in
24 a high school compared with the percentages of high
25 school students in each of the race and ethnicity
26 categories who are enrolled in standard coursework or

1 programs;

2 (xiv) the percentage of high school students who
3 reach proficiency (the equivalent of a C grade or
4 higher on a grade A through F scale) in advanced-track
5 coursework or programs compared with the percentage of
6 students who earn proficiency (the equivalent of a C
7 grade or higher on a grade A through F scale) in
8 standard coursework or programs;

9 (xv) the percentage of high school students who
10 reach proficiency (the equivalent of a C grade or
11 higher on a grade A through F scale) in special
12 education coursework or programs compared with the
13 percentage of high school students who earn
14 proficiency (the equivalent of a C grade or higher on a
15 grade A through F scale) in standard coursework or
16 programs; and

17 (xvi) the percentage of high school students who
18 reach proficiency (the equivalent of a C grade or
19 higher on a grade A through F scale) in English learner
20 coursework or programs compared with the percentage of
21 high school students who earn proficiency (the
22 equivalent of a C grade or higher on a grade A through
23 F scale) in standard coursework or programs; and

24 (F) data tables and graphs for each race and ethnicity
25 category, as defined in the most recent federal decennial
26 census, and gender category, as defined in the most recent

1 federal decennial census, describing:

2 (i) the total number of Advanced Placement courses
3 taken by race and ethnicity category and gender
4 category, as defined in the most recent federal
5 decennial census;

6 (ii) the total number of International
7 Baccalaureate courses taken by race and ethnicity
8 category and gender category, as defined in the most
9 recent federal decennial census;

10 (iii) for each race and ethnicity category and
11 gender category, as defined in the most recent federal
12 decennial census, the percentage of high school
13 students enrolled in Advanced Placement courses;

14 (iv) for each race and ethnicity category and
15 gender category, as defined in the most recent federal
16 decennial census, the percentage of high school
17 students enrolled in International Baccalaureate
18 courses; and

19 (v) for each race and ethnicity category, as
20 defined in the most recent federal decennial census,
21 the total number and percentage of high school
22 students who earn a score of 3 or higher on the
23 Advanced Placement exam associated with an Advanced
24 Placement course.

25 For data on teacher experience and education under this
26 subsection (7), a teacher who teaches a combination of courses

1 designated as advanced-track coursework or programs, English
2 learner coursework or programs, or standard coursework or
3 programs shall be included in all relevant categories and the
4 teacher's level of experience shall be added to the
5 categories.

6 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
7 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
8 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
9 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
10 revised 9-12-23.)

11 Section 10. The Education for Homeless Children Act is
12 amended by changing Section 1-50 and by adding Section 1-33 as
13 follows:

14 (105 ILCS 45/1-33 new)

15 Sec. 1-33. Student Identification Performance Assessment.

16 (a) By June 31, 2026, and before October 31 of each year
17 thereafter, the Office of the Coordinator for the Education of
18 Homeless Children and Youth shall create the School District
19 Homeless Student Identification Performance Assessment and
20 submit the Assessment to the State Board of Education for a
21 school district with an enrollment greater than 100 students.

22 (b) The School District Homeless Student Identification
23 Performance Assessment shall include all of the following for
24 each school district examined:

1 (1) The percentage of homeless students out of total
2 enrollment.

3 (2) A finding by the Office of the Coordinator whether
4 the school district is at risk of under-identifying its
5 homeless student population and the methodology used by
6 the Office of the Coordinator to make the finding.

7 (3) The total number of school districts found to be
8 at risk and not at risk.

9 (4) Any other criteria as the State Board determines
10 is appropriate.

11 (c) The State Board of Education shall post the Student
12 Identification Performance Assessment on its Internet website.

13 (d) The State Board of Education shall use the School
14 District Homeless Student Identification Performance
15 Assessment to prioritize monitoring, training, and technical
16 support.

17 (e) The State Board of Education may adopt rules to
18 implement this Section.

19 (105 ILCS 45/1-50)

20 Sec. 1-50. Education of Homeless Children and Youth State
21 Grant Program.

22 (a) It is the purpose and intent of this Section to
23 establish a State grant program that parallels and
24 supplements, but operates independently of, the federal grant
25 program allocating funds for assistance under Subtitle B of

1 Title VII of the federal McKinney-Vento Homeless Assistance
2 Act (42 U.S.C. 11431 et seq.) and to establish a State grant
3 program to support school districts throughout this State in
4 facilitating the enrollment, attendance, and success of
5 homeless children and youth.

6 (b) Subject to appropriation, the State Board of Education
7 shall award competitive grants under an Education of Homeless
8 Children and Youth State Grant Program to applicant school
9 districts based on the percentage of students experiencing
10 homelessness in the applicant school district in accordance
11 with this Section. Services provided by school districts
12 through the use of grant funds may not replace the regular
13 academic program and must be designed to expand upon or
14 improve services provided for homeless students as part of the
15 school's regular academic program.

16 (c) A school district that desires to receive a grant
17 under this Section shall submit an application to the State
18 Board of Education at such time, in such manner, and
19 containing or accompanied by such information as the State
20 Board of Education may reasonably require.

21 (d) To award grants ~~Grants must be awarded on the basis of~~
22 ~~the need of the school district~~ for assistance under this
23 Section, the State Board of Education may consider all of the
24 following: ~~and the quality of the applications submitted.~~

25 (1) In determining need under this subsection (d), the
26 State Board of Education may consider the number of

1 homeless children and youths enrolled in preschool,
2 elementary school, and secondary school within the school
3 district and shall consider the needs of such children and
4 youths and the ability of the district to meet such needs.
5 The State Board of Education may also consider the
6 following:

7 (A) (Blank). ~~The extent to which the proposed use~~
8 ~~of funds will facilitate the enrollment, retention,~~
9 ~~and educational success of homeless children and~~
10 ~~youths.~~

11 (B) (Blank). ~~The extent to which the application~~
12 ~~(i) reflects coordination with other local and State~~
13 ~~agencies that serve homeless children and youths and~~
14 ~~(ii) describes how the applicant will meet the~~
15 ~~requirements of this Act and the federal~~
16 ~~McKinney Vento Homeless Education Assistance~~
17 ~~Improvements Act of 2001.~~

18 (C) The extent to which the applicant exhibits in
19 the application and in current practice a commitment
20 to education for all homeless children and youths.

21 (D) Such other criteria as the State Board
22 determines is appropriate.

23 (2) In determining the quality of applications under
24 this subsection (d), the State Board of Education shall
25 consider the following:

26 (A) The applicant's assessment of needs and the

1 likelihood that the services presented in the
2 application will meet such needs.

3 (B) The types, intensity, and coordination of the
4 services to be provided.

5 (C) The involvement of parents or guardians of
6 homeless children or youths in the education of these
7 children.

8 (D) The extent to which homeless children and
9 youths are effectively integrated within the regular
10 education program.

11 (E) The quality of the applicant's evaluation plan
12 for the services.

13 (F) The extent to which services provided will be
14 coordinated with other services available to homeless
15 children and youths and their families.

16 (G) Such other measures as the State Board
17 considers indicative of high-quality services, such as
18 the extent to which the school district will provide
19 case management or related services to unaccompanied
20 youths.

21 (e) Grants awarded under this Section shall be for terms
22 not to exceed 3 years, but are subject to annual appropriation
23 for the Education of Homeless Children and Youth State Grant
24 Program. ~~School districts shall use funds awarded under this~~
25 ~~Section only for those activities set forth in Section 723(d)~~
26 ~~of Subtitle B of Title VII of the McKinney Vento Homeless~~

1 ~~Assistance Act of 1987 (42 U.S.C. 11433(d)).~~

2 Activities eligible for assistance under this Section may
3 include, but are not limited to, all of the following:

4 (1) Rental assistance, which shall include utilities,
5 security and utility deposits, first and last month's
6 rent, rental application fees, moving expenses, and any
7 other eligible expenses to be determined by the State
8 Board.

9 (2) Transportation assistance, including school bus
10 transportation, public transportation passes, and gasoline
11 assistance for a student or family with a vehicle or to a
12 family member with a vehicle who can transport the
13 student.

14 (3) Emergency shelter, including temporary hotel
15 stays.

16 (4) Housing stability case management and housing
17 locator services.

18 (5) Other collaborative housing strategies, including
19 prevention and strength-based safety and housing
20 approaches, including, but not limited to, school
21 supplies, clothing, academic enrichment, tutoring, and
22 parental involvement programs.

23 (f) The State Board of Education may use up to 25% ~~5%~~ of
24 the funds appropriated for the purposes of this Section for
25 administrative costs, including the hiring of positions for
26 the implementation and administration of the grant program,

1 provided that if no appropriation is made to the State Board of
2 Education for a given fiscal year for the purposes of the grant
3 program, then the State Board of Education is not required to
4 make any expenditures in support of the program during that
5 fiscal year.

6 (Source: P.A. 96-1229, eff. 1-1-11.)