TO: Illinois State Board of Education
FROM: Robert E. Schiller, Superintendent
Christopher Koch, Director

Agenda Topic: Action Item:
No Child Left Behind
Supplemental Educational Services Providers

Materials: Attachment #1 – Criteria for Approving Supplemental
Education Service Providers under the No Child Left Behind
Act of 2001 (NCLB)
Attachment #2 – List of Recommended Supplemental
Educational Service Providers

Staff Contact(s): Gail Lieberman

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of the results of the review of
applications received from potential supplemental educational service providers and
establish an Approved List of Supplemental Educational Service Providers as required
by Section 1116(e) of NCLB.

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is the establishment of an Approved List of
Supplemental Educational Service Providers as required by Section 1116(e) of NCLB.

Background Information

This is a follow-up to the dialogue of the September 2002, Board meeting regarding
supplemental educational services.

The purpose of supplemental educational services is to increase the achievement of
eligible children through tutoring and other high-quality academic enrichment services
that are provided in addition to instruction during the school day.
The responsibilities of the Illinois State Board of Education (ISBE), as required by Section 1116(e) (4) along with the actions taken to date or to be taken, are as follows:

<table>
<thead>
<tr>
<th>State Responsibilities</th>
<th>Dates</th>
<th>Actions</th>
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<tbody>
<tr>
<td>(A) promote maximum participation through consultation with educational partners to offer parents as many choices as possible</td>
<td>September 9-10, 2002</td>
<td>Consultation meetings were held with district personnel, including teachers; parents; providers; members of the Committee of Practitioners; and other members of the public.</td>
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<td>(B) develop and apply objective criteria to potential providers</td>
<td>September 19, 2002</td>
<td>The Board approved the criteria for approving providers.</td>
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<td></td>
<td>December 5-6 2002</td>
<td>Committee of agency staff reviewed applications.</td>
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<td>(C) maintain an updated list of approved providers statewide by district from which parents may select</td>
<td>December 2002 forward</td>
<td>List in December; maintain annually</td>
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<td>(D) develop procedures for monitoring and reporting publicly on the quality and effectiveness of the services offered by approved providers</td>
<td>Winter 2002-03</td>
<td>See Next Steps</td>
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<td>(E) withdraw approval from providers that fail, for 2 consecutive years to improve student academic achievement</td>
<td>Spring 2003 and forward</td>
<td>Develop procedures in Spring 2003 and implement</td>
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<td>(F) give annual notice to potential providers concerning opportunities to provide services and procedures for obtaining state approval</td>
<td>October-December 2002</td>
<td>Applications were available at <a href="http://www.isbe.net/nclb">www.isbe.net/nclb</a></td>
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</table>
To implement Section 1116(e) of NCLB, Board approval is needed to establish an
Approved List of Supplemental Educational Service Providers. Pursuant to the direction of
the Board at the September 2002 meeting, the Application for Supplemental Educational Service Providers was posted at www.isbe.net/nclb and applications were solicited from October through December 2, 2002.

ISBE received twenty-five applications from potential Supplemental Educational Service Providers to serve Illinois schools. In addition to the application being available on the web site, notification letters were also mailed out to 121 individuals and organizations such as the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), Chicago School District 299, and Boys and Girls Clubs. The closing date for receiving applications was December 2. Currently, the plan is to solicit applications again between February and April for districts that may be required to provide supplemental educational services during the 2003-04 school year.

Based on the committee’s review of the applications received, thirteen are recommended for placement on the Approved List of Supplemental Educational Service Providers. Potential providers which did not provide evidence -- such as their programs having a record of effectiveness, being research based, alignment with the Illinois Learning Standards and employing only qualified staff -- were not recommended for placement on the approved list at this time.

The twelve potential providers which are not recommended for approved at this time can be characterized as follows:

- Community-based Providers: 4
- National (non-community) Providers: 7
- Faith-based Providers: 1

Their main offices are not all in Illinois. Of the twelve, six are based in Illinois and six are based other than in Illinois.

The potential providers which are not approvable at this time are encouraged to resubmit an application during the February 2003 to April 2003 cycle. As before, ISBE staff will be available to provide technical assistance in identifying and assisting with areas that need clarification or revision.

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

Policy Implications

Board approval will establish an Approved List of Supplemental Educational Service Providers which will provide the opportunity for eligible students to receive high-quality educational services, focusing on reading and mathematics, outside the regular school day.
In September, Board members inquired as to whether districts having schools required to provide supplemental educational services are eligible to apply as supplemental education services providers. The final regulations promulgated on December 2, 2002 and effective January 2, 2003 state in Section 200.47 that a provider capable of providing supplemental services consistent with the instructional program of the LEA and with the State standards, and in the case of an LEA, has not been identified under Section 200.50(d) or (e) as an LEA that the SEA has identified for improvement, is eligible for the state’s list of approved providers. Illinois has not yet designated districts as in need of school improvement. The list for 2002-03 can, therefore, include providers that are districts that have schools in need of school improvement, as long as the provider is not that individual school.

**Budget Implications**

Payments for supplemental educational services are made by local school districts to an approved provider selected by the parent(s). Applications submitted indicate the following ranges in cost per student:

- Cost per student: $15.00 to $60.00 per hour
- Hours per program: 30 hours to 135 hours (may be one subject only)
- Total cost per student: $475.00 to $4,200.00

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district’s allocation, divided by the number of children from families below the poverty level counted under Section 1124(c) (1) (A); or the actual costs of the supplemental educational services received by the child.

Districts and ISBE are not required to provide transportation for supplemental educational services. Parents should consider locations and transportation costs when seeking a provider.

Other states’ lists of providers do not provide consistent per-hour cost data. Providers serving other states are offering Illinois the same rate.

**Legislative Action**

None

**Communication**

The Approved List of Supplemental Educational Service Providers will be posted on the ISBE homepage ([www.isbe.net](http://www.isbe.net)) for use by districts and parents of eligible children.
Pros and Cons of Various Actions

The provision of supplemental educational services to eligible students is dependent upon the Board’s approval establishing an Approved List of Supplemental Educational Service Providers.

Superintendent’s Recommendation

Approve the providers in Attachment #2 as eligible to provide supplemental educational services and be listed on the Approved List of Supplemental Educational Service Providers.

Next Steps

ISBE will provide the Approved List of Supplemental Educational Service Providers to the applicable districts in December 2002, as well as post it on the agency web site for statewide viewing. The identified districts are required to provide notice to parents of the available services which shall include a brief description of the services, qualifications, and demonstrated effectiveness of each provider. If requested, districts will assist parents in choosing a provider. Additionally, the district is required to apply fair and equitable procedures for serving students if the capacity of a provider is exceeded. Further, the district may not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the students.

After the parent(s) select a provider, the district, in accordance with NCLB, shall enter into an agreement with the provider that:

• requires the district to develop, in consultation with the parents and the provider chosen by the parents, a statement of specific achievement goals for the student, how the student’s progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student’s individualized education program;
• describes how the student’s parents and the student’s teacher or teachers will be regularly informed of the student’s progress;
• provides for the termination of such agreement if the provider is unable to meet such goals and timetables;
• contains provisions with respect to making payments to the provider by the local educational agency; and
• prohibits the provider from disclosing to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of such student.

The next round of applications will be solicited between February 2003 and April 2003, so that a list of potential providers eligible for 2003-04 will be presented to the State Board of Education in May 2003 for approval of providers.
Staff will develop procedures for monitoring and reporting publicly on the quality and effectiveness of the services offered by approved providers by March 2003. These procedures will include provisions for withdrawing approval for providers that fail to demonstrate improved academic achievement for students for two consecutive years.
A. Evidence of Effectiveness
Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

B. Evidence of Program Quality
Eligible providers will clearly and specifically explain how the key instructional practices and major design elements of their program(s) are (1) based on research, and (2) specifically designed to increase student academic achievement.

C. Instructional Program
Eligible providers will clearly describe how their programs are aligned to Illinois Learning Standards in reading and/or math. The Illinois Learning Standards are available at [http://www.isbe.net/ils/Default.htm](http://www.isbe.net/ils/Default.htm).

Eligible providers will clearly describe how they will link between the academic programs a student experiences in the regular school day and the instruction and content of their supplemental educational program.

Eligible providers will assure that all instruction and content are secular, neutral, and non-ideological.

Eligible providers will provide supplemental educational services beyond the regular school day.

Eligible providers will, in the case of students with disabilities, provide supplemental educational services that support the implementation of the student’s Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with Section 504 of the Rehabilitation Act of 1973.

D. Monitoring Student Progress
Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student’s progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, these must be consistent with the student’s Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.
E. Communication of Student Progress
Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

Eligible providers will describe consistent methods, tools, and specific processes including timelines for providing parents and families of students with information on the progress of their child in increasing achievement. This information must be in a format and language that parents can understand.

F. Qualifications of Instructional Staff
Eligible providers will offer evidence of the employment of competent staff for delivering supplemental educational services in reading and/or mathematics and a commitment to ongoing professional development of staff and continuous improvement of their products and services.

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under NCLB; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate’s degree or higher.

Eligible providers will submit evidence to the contractor (LEA) that individuals providing service to children have successfully completed a recent criminal background check, are in good health, and are free of communicable disease.

G. Financial Soundness and Organizational Capacity
Eligible providers will offer evidence of their financial soundness and their capacity to successfully supply uninterrupted quality services for the term of the contract with the LEA.

Eligible providers will include information about the costs for their services in the application for supplemental educational service providers. At minimum this will include an hourly cost rate per student and total program cost per student. The State Board of Education will consider this cost information in selecting service providers for its state list of approved providers.

H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law
Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.
**Attachment #2**

Recommended Supplemental Educational Service Providers  
(application identified district(s) to be served)  
December 19, 2002

<table>
<thead>
<tr>
<th>Entity</th>
<th>Subject(s)</th>
<th>Grades</th>
<th>Internet Based</th>
<th>Cost per hour per student</th>
<th>Total program hours per student</th>
<th>Total Cost per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainfuse Online Instruction</td>
<td>Reading Math</td>
<td>3-12</td>
<td>X</td>
<td>$15 to $30</td>
<td>30-60</td>
<td>$475-$900</td>
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<tr>
<td>2. Chicago School District 299</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$45 to $60</td>
<td>60-70</td>
<td>$2700-$4200</td>
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<tr>
<td>3. CS&amp;C, Inc.</td>
<td>Reading</td>
<td>1-8</td>
<td></td>
<td>$20</td>
<td>120</td>
<td>$2400</td>
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<tr>
<td>4. Huntington Learning Centers, Inc.</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$45 for 1-1 $35 for small group</td>
<td>Minimum of 30 hours per subject</td>
<td>$1050 to $1350</td>
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<tr>
<td>5. I CAN Learn Education Systems</td>
<td>Math</td>
<td>3-5</td>
<td></td>
<td>$40</td>
<td>25-60</td>
<td>$1000-$2400</td>
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<td>6. Kaplan K12 Learning Services</td>
<td>Reading Math</td>
<td>3-5</td>
<td>X or onsite</td>
<td>$20</td>
<td>(about) 30</td>
<td>$600</td>
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<td>7. Kumon North America, Inc.</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$20</td>
<td>4-6 plus homework time</td>
<td>$80 per month per subject</td>
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<td>8. The Princeton Review, Inc.</td>
<td>Reading Math</td>
<td>3-12</td>
<td></td>
<td>$15</td>
<td>Up to 50</td>
<td>$750</td>
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<td>9. Progressive Learning</td>
<td>Reading Math</td>
<td>3-12</td>
<td>X</td>
<td>$30</td>
<td>45</td>
<td>$1350</td>
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<tr>
<td>10. SCORE! Educational Centers, Inc.</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$16</td>
<td>96</td>
<td>$1536</td>
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<tr>
<td>11. Sylvan Learning Systems, Inc.</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$25 to $30</td>
<td>40-60</td>
<td>$1200-$1500</td>
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<td>12. Ventures Education Systems Corp.</td>
<td>Reading Math</td>
<td>1-12</td>
<td></td>
<td>$24</td>
<td>48</td>
<td>$1152</td>
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<tr>
<td>Entity</td>
<td>Program Description</td>
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<tr>
<td>1. Brainfuse Online Instruction</td>
<td>Brainfuse is the nation’s leading provider of online tutoring to schools. With Brainfuse, students receive individual attention from highly qualified instructors through our live, online classroom. Since instruction is available from any home computer, the need to travel to and from sessions is eliminated, and students can spend more time learning.</td>
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<td>2. Chicago School District 299</td>
<td>The Chicago Public Schools will offer a comprehensive Supplemental Educational Services program that will meet the special needs of students who are eligible and elect services through NCLB. The program will consist of three options to serve three groups in reading and mathematics: students in the general population, students currently receiving specialized services, and English language learners who need additional support in order to be successful.</td>
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<tr>
<td>3. CS&amp;C, Inc.</td>
<td>After-school tutoring program for reading instruction. Program uses computer-based instruction and off-line instructional materials. Sessions are held twice a week, 1.5 hours per session for a period of 40 weeks. An assessment is required prior to enrollment into the program.</td>
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<td>4. Huntington Learning Centers, Inc.</td>
<td>Huntington Learning Center is one of the largest and most successful supplemental education services providers in the United States. We have offered supplemental educational services to students and their parents through our chain of Huntington Learning Centers since 1977. Huntington Learning Center espouses an educational philosophy of comprehensive testing, sophisticated diagnostics, superlative curriculum, and individualized instruction.</td>
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<td>5. I CAN Learn Education Systems</td>
<td>Using the latest technology, interactive lessons, real world applications, and individual tutoring from credentialed teachers, the I CAN Learn® Math center teaches Math Essentials, Pre-Algebra and Algebra to students in a self-paced learning environment with a 1:1 student-to-computer ratio. It is especially effective with at-risk students and has been designated a “Promising Mathematics Program” by USDE. According to the USDE, the program’s teaching and assessment methods are sound, learning goals are comprehensive, and instruction is</td>
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<td><strong>designed to improve academic performance for a wide spectrum of students.</strong></td>
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<td><strong>6. Kaplan K12 Learning Services</strong></td>
<td>Kaplan’s programs help all students improve their overall academic performance and increase state test scores in English and/or mathematics. Students receive live instruction from highly qualified instructors, or on-line instruction through a multimedia Internet-based course developed by experienced educators. All of Kaplan’s programs include research based curriculum and have shown successful results across the country.</td>
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<td><strong>7. Kumon North America, Inc.</strong></td>
<td>Kumon develops basic learning skills as well as the basics of math and reading. The method is an individualized approach that is based on ability, not age. Students develop confidence and a positive attitude through self-paced progress and genuine achievement.</td>
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<td><strong>8. The Princeton Review, Inc.</strong></td>
<td>The Princeton Review will offer eligible students throughout the state in grades 3-12; live instructional courses in English language arts (including reading), and mathematics. Our courses will leverage highly qualified, experienced teachers using research-based, proven methodologies and tools, in a small group instructional environment, resulting in students achieving measurable improvements consistent with the <em>Illinois Learning Standards</em>.</td>
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<td><strong>9. Progressive Learning</strong></td>
<td>Progressive Learning is an innovative distance learning and mentoring program providing: One-on-one instruction; electronically text based communications; mentoring; services to low income, English language learners, underachieving, special education, and gifted students. The program’s successes for our work in this area resulted in a nomination for a year 2000 Smithsonian Award.</td>
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<tr>
<td><strong>10. SCORE! Educational Centers, Inc.</strong></td>
<td>SCORE! Educational Centers operates 148 educational centers, nationwide, offering computer-based instruction in reading and mathematics for students in grades K-10. Students at SCORE! attend their neighborhood SCORE! Center twice a week for one-hour sessions to work on math and reading in SuccessMaker, an adaptive, computer-based curriculum. SCORE! helps students build academic skills and develop self-confidence and a love for learning by providing a unique combination of individualized assessment and personalized instruction with an emphasis on student academic goal-setting and positive reinforcement.</td>
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</table>
| **11. Sylvan Learning Systems, Inc.** | For more than 15 years, Sylvan Education Solutions has partnered with schools to provide high quality, supplemental services (tutoring) programs that produce results. Our goal is to help every student to achieve his/her full potential and be a successful learner. Sylvan has helped thousands of students nationwide to learn the fundamental reading and math skills they need to succeed in school and in life. Sylvan’s experienced,
highly trained teachers are caring, motivated and committed to each child’s success. The Sylvan program starts with an assessment to identify each student’s specific learning needs. We use the results to create a learning plan to guide each student’s reading instruction. Students are placed in small groups based on their learning needs and ability levels. This allows students to work on individual needs and learn from each other during group instruction. Sylvan’s teachers motivate students and reward them for achievement and effort. All Sylvan programs are tied to state and district standards to help students learn skills that are on standardized tests.

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<thead>
<tr>
<th>12. Ventures Education Systems Corp.</th>
<th>Ventures Education Systems Corporation will provide small-group supplemental education services for all students in grades K-12 in reading and mathematics. All instruction will be aligned with the <em>Illinois Learning Standards</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Voyager Expanded Learning</td>
<td>The Extended-Day and Summer Series includes a variety of curricula in reading for grades K-8 that engage students with intriguing content in an adventure format while improving their language arts proficiency. Voyager’s core curricula are focused on reading intervention with the goal of closing the achievement gap. The reading program is a strategic intervention designed for struggling readers.</td>
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</tbody>
</table>