Illinois State Board of Education

Robert E. Schiller, Superintendent
Christopher Koch, Director

Agenda Topic: No Child Left Behind Act of 2001
Criteria for Selecting Supplemental Education Services (SES) Providers

Materials: Attachment #1 -- SES Criteria Used By Other States
Attachment #2 -- Plan for the Provision of Supplemental Educational Services in Illinois

Staff Contact(s): Gail Lieberman, Donald Full, and Cheryl Bradley

Purpose of Agenda Item

The purpose of the agenda item is to review and approve proposed criteria for supplemental educational services providers.

Expected Outcome(s) of Agenda Item

Approval of the criteria.

Background Information

As discussed at the August 21, 2002, Board meeting, 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 ISBE concerning SES are as follows:

- promote maximum participation through consultation with educational partners to offer parents as many choices as possible;
- develop and apply objective criteria to potential providers;
- maintain an updated statewide list of approved providers by district from which parents may select;
- monitor and publicly report on the quality and effectiveness of the services offered by approved providers;
- withdraw approval from providers that fail to demonstrate student achievement; and
- give annual notice to potential providers concerning opportunities to provide services and procedures for obtaining State approval.

To implement the supplemental educational services application process, Board approval is needed for the Criteria for Approving Supplemental Educational Service Providers. Draft criteria were developed by a staff committee after review of:

- Section 1116(e) of NCLB;
- Section 200.45-200.48 of the draft Title I Regulations;
- Supplemental Educational Services Draft Guidance of August 2002;
- Council of Chief State School Officers Toolkit for Supplemental Educational Services; and
- Sample criteria from fifteen states (see Attachment #1).

Public Input
In partial fulfillment of Section 1116(e)(4)(A) of NCLB, a meeting was held on September 9th, seeking recommendations on (1) the draft Criteria for Approving Supplemental Educational Service Providers, and (2) ways to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. The participants in the meeting are some of the individuals who assisted in the original brainstorming on public school choice and SES, members of the Committee of Practitioners, plus additional partners. Some states are using only their Committee of Practitioners as their advisory body, but our group is more encompassing. There were other individuals as well who have commented in writing on the criteria.

Those individuals that staff has formally consulted with are parents, regional and local administrators, YMCA staff, members of the Committee of Practitioners, IEA and IFT, community college board representatives and Chicago #299 personnel.

Criteria
Federal criteria for providers are outlined below:

(5) CRITERIA FOR PROVIDERS.-In order for a provider to be included on the State list under paragraph (4) (C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and non ideological.
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 consistent services according to 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 clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

- Eligible providers 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 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 ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the No Child Left Behind Act of 2001; 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 or higher degree.

- 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.

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

Policy Implications
Board approval will establish the Criteria for Approving Supplemental Educational Service Providers which will ensure eligible students receive high-quality educational services outside the regular school day, yet promote maximum participation by providers giving parents as many choices as possible.

A consideration within the policy realm is the timing of Board action. As stated in Attachment #2, due to the negotiations with USDE, there has been a commitment for Board action in September in order to post an application as of October 1st and have approved providers before December. This timeline has offered little opportunity for public input except the required public input (members of the Committee of Practitioners, parents, members of the original committee and so on). We need to move ahead, but due to the belated timing of USDE telling ISBE to proceed with this action (still no formal written word as of this writing), public input is at a minimum level.

Budget Implications
Local districts will be paying for SES through their local Title I funding or other resources. The state may need additional personnel or contractual assistance to ensure the required reviews and monitoring occur.

Legislative Action
None at this time.

Communication
The Criteria for Approving Supplemental Educational Service Providers will be posted on the ISBE homepage at www.isbe.net/nclb for use by potential providers.

Attached is a timeline for action on various aspects of SES (Attachment #2).

Pros and Cons of Various Actions
Implementation of SES to eligible students depends on the Board’s approval of Criteria for Approving Supplemental Educational Service Providers. A delay in approval will create a delay in services.

Superintendent’s Recommendation
The Superintendent recommends that the Board review and approve the proposed criteria for SES providers.
Next Steps

Staff are working on the application and application approval procedures and instruments.

The Application for Supplemental Educational Service Providers which is based on the criteria should be released in early October with a deadline for submission in December. At the November Board meeting, the Board will take action on approvable providers that have submitted early applications. At the December Board meeting, the Board will take action on approvable providers that subsequently submitted applications.
## Attachment #1

### SES Criteria Used By Other States

<table>
<thead>
<tr>
<th>State</th>
<th>State Criteria published on SEA website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Entities included on the Approved Supplemental Services Provider list are required to do the following:</td>
</tr>
<tr>
<td></td>
<td>o Ensure that the instruction provided is aligned with Alaska student performance standards and in the case of a student with disabilities, is consistent with the student’s Individualized Education Program under section 614(d) of the Individuals with Disabilities Education Act.</td>
</tr>
<tr>
<td></td>
<td>o Provide parents of children receiving supplemental educational services and the appropriate school with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, in a language that such parents can understand.</td>
</tr>
<tr>
<td></td>
<td>o Ensure that all employees who will interact with students on a face-to-face basis will complete a fingerprinting and background check.</td>
</tr>
<tr>
<td></td>
<td>o Enter into an agreement with the local school district that includes:</td>
</tr>
<tr>
<td></td>
<td>▪ A statement of specific achievement goals for each student based upon the child’s specific educational needs.</td>
</tr>
<tr>
<td></td>
<td>▪ A description of how the student’s progress will be measured.</td>
</tr>
<tr>
<td></td>
<td>▪ A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student’s Individualized Education Program.</td>
</tr>
<tr>
<td></td>
<td>▪ The amount of instructional time to be provided.</td>
</tr>
<tr>
<td></td>
<td>▪ The location where services will be provided.</td>
</tr>
<tr>
<td></td>
<td>▪ The means of transporting children to the place of instruction, if the services will be provided in a location other than student’s school.</td>
</tr>
<tr>
<td></td>
<td>▪ A description of how the student’s parents, teacher(s) and school district will be regularly informed of the student’s progress.</td>
</tr>
<tr>
<td></td>
<td>▪ Provisions for the termination of such agreement.</td>
</tr>
<tr>
<td></td>
<td>▪ Provisions with respect to the making of payments to the provider by the school district.</td>
</tr>
<tr>
<td></td>
<td>▪ An assurance from the provider that the identity of any student eligible for, or receiving, supplemental educational services will not be disclosed without the written permission of the parents of the student.</td>
</tr>
<tr>
<td></td>
<td>▪ A description of the research based program to be utilized with specific references.</td>
</tr>
<tr>
<td></td>
<td>o The qualifications of staff responsible for the delivery of the instructional program.</td>
</tr>
<tr>
<td>Arizona</td>
<td>Provide parents with information on the progress of their children;</td>
</tr>
<tr>
<td></td>
<td>Ensure that instruction and content used are consistent with the LEA and aligned with the Arizona Academic Standards;</td>
</tr>
<tr>
<td></td>
<td>Provide a written summative report on the progress of all students served between the months of July 1 through June 30 of the current year. This report is to be submitted to the LEA with a copy sent to ADE by August 31st.</td>
</tr>
<tr>
<td></td>
<td>Meet all applicable federal, State, and local health, safety, and civil rights laws;</td>
</tr>
<tr>
<td></td>
<td>Ensure that all instruction and content are secular, neutral, and non-ideological;</td>
</tr>
</tbody>
</table>
• Ensure all employees who will interact with students will have undergone background checks with the Arizona Department of Public Safety, have been fingerprinted and are approved to work with children pursuant to ADE teacher certification procedures (http://www.ade.az.gov/certification/fingerprint.asp); and enter into an agreement with the LEA that includes:
  o A statement of specific achievement goals for the student based upon the child’s specific educational needs;
  o A description of how the student’s progress will be measured;
  o A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student’s Individualized Education Program (IEP);
  o A description of how the student’s parents and teacher(s) will be regularly informed of the student’s progress;
  o A provision for the termination of the agreement if the provider is unable to meet goals and timetables;
  o Provisions with respect to the making of payments to the provider by the LEA; and
  o An assurance from the provider that prohibits them from disclosing to the public the identity of any student eligible for, or receiving, supplemental services without the written permission of the student’s parents.

California

• Ensure that supplemental educational services are coordinated with the student's school program.

• Ensure that instruction and content provided are aligned with the State SBE adopted curriculum content standards and instructional materials. The supplemental services must also be aligned with local and state assessments.

• Provide evidence of recent successful experience in improving student achievement (If the student population being served by the provider is composed in large part of English learners. The provider must demonstrate experience in improving the student achievement of English learners).

• Meet all applicable Federal, State, and local health, safety, and civil rights laws.

• Ensure that all instruction and content under this subsection are secular, neutral, and non-ideological.

• In addition, the Supplemental Services Providers must:
  o Have record of effectiveness in enhancing student academic achievement.
  o Have knowledge of the SBE adopted Content Standards frameworks and instructional materials.
  o Be capable of providing supplemental educational services to eligible students based on individual needs consistent with the instructional program of the local educational agency and the academic SBE standards, frameworks and instructional materials.
  o Be financially sound.
  o Guarantee that the staff working with students and their parents has
undergone background checks. Abide by the conditions of the contract with the LEA.

### Colorado
- Have a demonstrated record of effectiveness or have a high probability of increasing student academic achievement.
- Provide supplemental educational services that are consistent with state academic standards (the Colorado Model Content Standards are available on the CDE web site: [http://www.cde.state.co.us/index_stnd.htm](http://www.cde.state.co.us/index_stnd.htm)).
- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State’s academic achievement standards. Reading instruction must be scientifically based and proven to be effective and include the National Reading Panel Report criteria ([http://www.nifl.gov](http://www.nifl.gov)).
- Provide letters of reference to parents and schools.
- Be financially sound.
- Provide instruction in addition to what is provided during the school day.
- Provide instruction that is secular, neutral and non-ideological.

Meet all applicable federal, state and local health, safety and civil rights laws.

### Iowa
- Have a demonstrated record of effectiveness in increasing student academic achievement.
- Provide supplemental educational services that are:
  - In addition to instruction provided beyond the school day.
  - High quality and research-based.
  - Specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111.
  - Consistent with local curricula and state academic standards to attain proficiency.
  - Secular, neutral, and non-ideological.
- Are financially sound.
- Meet all federal, state, and local health, safety, and civil rights laws.
- All providers must:
  - Meet and sustain all eligibility requirements.
  - Enter into an agreement with the local education agency.
  - Provide schools and parents of participating children with information on the progress of the child in increasing achievement, in a format that the parents can easily understand.
- Parents may choose supplemental education service providers from a list approved by the Kansas State Department of Education for the school districts.

### Michigan
Supplemental education service providers must meet the following criteria:
- Is a non-profit entity, a for-profit entity, institution of higher education, intermediate school district, or a local educational agency (local school district/PSA).
- Uses an instructional approach with a demonstrated record of effectiveness in increasing
student academic achievement.
• Provides supplemental educational services that are consistent with state academic standards. (The Michigan Model Content Standards are available on the MDE web site: www.michigan.gov/mde.)
• Provides instruction that is of high quality, research-based, and specifically designed to help students attain proficiency in meeting the State’s academic achievement standards and to increase academic achievement of eligible children on the State academic assessments.
• Provides content and instruction that are consistent with the instruction provided and content used by the local school district/PSA and is aligned with state student academic achievement standards.
• Provides instruction that is supplemental to the instruction that is provided during the school day.
• Provides instruction only by individuals who meet the federal requirements for staff working in a Title I program.
• Provides instruction and content that is secular, neutral and non-ideological.
• Meets all applicable federal, state, and local health, safety, and civil rights laws.
• Provides parents of children receiving supplemental educational services and the local school district/PSA with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that parents can understand.
• Is financially sound.
• Uses the state requirements for criminal history check.

<table>
<thead>
<tr>
<th>Nevada</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a demonstrated record of effectiveness or have a high probability of increasing student academic achievement.</td>
</tr>
<tr>
<td>• Provide supplemental educational services that are consistent with Nevada state academic standards (the Nevada Department of Education Standards is available on the NDE web site: <a href="http://www.nde.state.nv.us">www.nde.state.nv.us</a>.)</td>
</tr>
<tr>
<td>• Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State’s academic achievement standards. Reading instruction must be scientifically based and proven to be effective and include the National Reading Panel Report criteria (<a href="http://www.nifl.gov">www.nifl.gov</a>) of phonemic awareness, phonics, fluency, vocabulary and comprehension.</td>
</tr>
<tr>
<td>• Provide letters of reference to parents and schools, if requested.</td>
</tr>
<tr>
<td>• Be financially sound.</td>
</tr>
<tr>
<td>• Provide instruction in addition to what is provided during the school day.</td>
</tr>
<tr>
<td>• Provide instruction that is secular, neutral and non-ideological.</td>
</tr>
<tr>
<td>• Meet all applicable federal, state, and local health, safety, and civil rights laws.</td>
</tr>
<tr>
<td>• “For profit” agencies must include a copy of their state license and organizational structure.</td>
</tr>
<tr>
<td>• “Non profit” agencies must provide a copy of their 501(c) (3) certification.</td>
</tr>
<tr>
<td>• All providers must provide verification of insurance and their ability to meet state and local fire, safety, and health standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrated record of effectiveness in increasing student academic achievement in English language arts (including reading) and/or mathematics. (See Technical Proposal, Section II – Demonstrated Effectiveness, page 10)</td>
</tr>
<tr>
<td>• Supplemental educational services are aligned with state learning standards in the</td>
</tr>
</tbody>
</table>
Supplemental educational services are of high quality, research-based, and specifically designed to increase academic achievement of eligible students on the required state assessments in the areas of English language arts (including reading), and/or mathematics and to attain proficiency in meeting state learning standards in those areas.

- Instruction is provided under the general supervision of a New York State certified teacher.
- Applicant is fiscally sound.
- Supplemental educational services are provided outside the regular school day.
- Supplemental educational services instruction and content are secular, neutral and non-ideological.
- Comply with all applicable federal, state, and local health, safety, and civil rights laws.
- Provide all supplemental educational services in accessible locations.
- Provide appropriate accommodations and supports to students with disabilities to ensure such students benefit from supplemental educational services.
- Provide letters of reference from parents, schools, and/or other appropriate parties who are current or former recipients of provider services.
- All individuals employed by or otherwise associated with the applicant, including volunteers, support staff, etc. who will have direct contact with eligible students will be subject to all of the fingerprint and criminal history record check requirements contained in law, including,

<table>
<thead>
<tr>
<th>North Carolina</th>
<th>Ohio</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All tutors have a minimum of three years experience tutoring underachieving, low-performing students. (65 points)</td>
<td>- Have a demonstrated record of effectiveness for at least three years or be able to demonstrate the capacity to effectively provide the services.</td>
</tr>
<tr>
<td>- The provider will adhere to the Standard Course of Study in tutoring activities. (15 points)</td>
<td>- Schools or LEAs (including charter schools) identified for school improvement or having 42% or less proficiency rates are not eligible to apply.</td>
</tr>
<tr>
<td>- Assessment and progress reports are adequate and appropriate. (25 points)</td>
<td>- Demonstrate high probability of increasing student academic achievement.</td>
</tr>
<tr>
<td>- Parent involvement is evident in the intake/exit process and in the development of student goals. (15 points)</td>
<td>- Meet the minimum standards for paraprofessionals, i.e., two years of college (60 semester hours or 90 quarter hours) or an associate’s degree.</td>
</tr>
<tr>
<td>- Training provided staff members in group management is adequate. (15 points)</td>
<td>- If an internet-based provider; the provider must not exceed a pupil/teacher ratio of 20:1, must arrange for the supervision of students if services are not provided at</td>
</tr>
</tbody>
</table>
home, and must periodically report the amount of time/week the student is actively engaged in the instructional/learning program.

- Provide SES that are consistent and aligned with Ohio’s academic content standards.
- Provide instruction that is of high quality and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting Ohio’s academic content standards.
- Provide instruction in addition to what is provided during the school day.
- Demonstrate that the provider is financially sound and stable.

**Oklahoma**

To be included on the approved list of SSPs, applicants must meet the following criteria:

- Have a demonstrated record of effectiveness or have a high probability of increasing student academic achievement with high-poverty populations.
- Provide supplemental educational services that are consistent with current Oklahoma state academic standards (Oklahoma *Priority Academic Student Skills (PASS)* available on the SDE web site: http://sde.state.ok.us).
- Provide instruction that is high-quality, research-based and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the state’s academic achievement standards; reading and math.
- Instruction must be research-based and proven to or having a high probability to increase student academic achievement.
- Provide list of available supplemental providers with a description of their services to parents and schools.
- Provide instruction in addition to what is provided during the regular school day.
- Provide instruction that is secular, neutral, and non-ideological.
- Meet all applicable federal, state and local health, safety, and civil rights laws.

**Texas**

- Provide parents of children receiving supplemental educational services and the appropriate LEA with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that the parents can understand.
- Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the LEA and state and are aligned with state student academic achievement standards.
- Meet all applicable federal, state, and local health, safety, and civil rights laws.
- Ensure that all instruction and content are secular, neutral, and non-ideological.
- Comply with the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued hereunder, including Privacy Rights of Parents and Students (34 CFR Part 99), if the contractor is an educational institution.
- Ensure that instruction is conducted by qualified staff.
- Provide documentation to the LEA to demonstrate that the provider is financially sound.

**Virginia**

- Evidence of effectiveness.
- Evidence of links between Research and Program Design.
- Connection to State Academic Standards and Divisions Instructional Programs.
- Monitoring Student Progress.
- Communication with schools and divisions.
- Communication with parents and families.
- Qualification of instructional staff.
<table>
<thead>
<tr>
<th>State</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Washington    | • Provide parent(s)/guardian(s) of students receiving supplemental educational services with information on the progress of the student in increasing achievement, in a format and, to the extent practicable, a language that the parent(s)/guardian(s) can understand.  
• Ensure the instruction provided and content used by the provider are consistent with the instruction provided and content used by the LEA and are aligned with Washington State student academic achievement standards.  
• Meets all applicable federal, state, and local health, safety, and civil rights laws.  
• Ensure that all instruction and content are secular, neutral and non-ideological.  
• Comply with Family Education Rights and Privacy Act (FERPA) of 1975, as amended (ensures access to educational records for students and parent(s)/guardian(s) while protecting the privacy of such records), and any regulations issued hereunder, including Privacy Rights of Parents and Students (34 CFR Part 99), if the contractor is an educational institution.  
• Insure that qualified staff conducts instruction.  
• Provide documentation to the LEA to demonstrate that the provider is financially sound.  
• In the event the approved provider is selected by a parent/guardian to provide supplemental educational services, the provider must enter into an agreement with the LEA. Specifications concerning this requirement are detailed in the LEA/Provider Agreement section. |
| West Virginia | • Uses the same CCSSO boilerplate we are using.  
| Wisconsin     | • Have demonstrated their effectiveness in increasing student academic achievement.  
• Be capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the state’s academic content and student achievement standards.  
• Ensure that instruction and content are secular, neutral, and non-ideological.  
• Ensure that all individuals are qualified (see request for proposal) and have successfully completed criminal background checks.  
• Be financially sound.  
• Meet applicable federal, state, and local health, safety, and civil rights laws.  
• In addition, the DPI will:  
  o develop and apply objective criteria to potential providers based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relative to meeting the state’s academic content and student achievement standards;  
  o maintain an updated list of approved providers.  
• ESEA Information Update—Page 3 Supplemental Educational Services and Public School Choice  
  o develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by the providers, and for withdrawing approval of providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served; and  
  o provide annual notice to potential providers of supplemental educational services of the opportunity to provide services and of the applicable |
Criteria for Waivers in Law

“(10) WAIVER.—

“(A) REQUIREMENT.—At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this sub-section to provide supplemental educational services if the state educational agency determines that—“(i) none of the providers of those services on the list approved by the state educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and “(ii) the local educational agency provides evidence that it is not able to provide those services. “(B) NOTIFICATION.—The state educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency’s request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.
**Attachment #2**

**Plan for the Provision of Supplemental Educational Services in Illinois**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Tasks/Deliverables</th>
</tr>
</thead>
</table>
| August 2002   | - Identify schools which will have the consequence of choice and SES in 2002-03.  
                  - Notify LEAs of their status, and request them to amend their local Title 1 applications accordingly.  
                  - Development/disseminate revised FACT SHEET on SES for web site/public use.  
                  - Develop objective criteria for approval of supplemental service providers (SSPs). |
| September 2002| - Consult with public regarding criteria as required (meeting, input etc.).  
                  - Review with State Board of Education on September 18, 2002 for action.  
                  - Publish final criteria following State Board action.  
                  - Develop procedures and forms to collect applications, including an appeals process.  
                  - Develop process for reviewing applications.  
                  - Develop/publish criteria for renewal and withdrawing providers.  
                  - Draft/disseminate application broadly for SSPs, and rubrics to evaluate completed applications by the end of the month.  
                  - Develop sample letter for LEAs to use with families regarding the timeline (availability of SSPs list the first of the year, provision of SES for second semester, and other extended learning opportunities available now pursuant to their September 2002 School Improvement Plans).  
                  - Establish/maintain a call-in number and/or web site link. |
| October 2002  | - Provide technical assistance on the application process for SSPs. |
| November 2002 | - Applications due Nov. 1 (30 day turnaround; others reviewed later on a rolling basis).  
                  - Review applications.  
                  - Present individual provider applicants to the State Board of Education for approval/disapproval at the November meeting.  
                  - Inform SSPs of board action and provider status. |
| December 2002 | - Prepare/publish a list of approved SSPs, organized by region/district [will seek to make this a two-year approval] in early December.  
                  - Post list on web site ([www.isbe.net/nclb](http://www.isbe.net/nclb)) and have a small number of hard copies available, both to be updated periodically, in early December.  
                  - Communicate with publics on process/list/availability.  
                  - Identified schools will be required to provide SES by second semester.  
                  - Require that LEAs distribute listings/information to eligible families.  
                  - Any additional provider applications that come in will be reviewed by staff and presented to the Board in a timely fashion as additions to the original list. |
| January 2003  | - Review incoming applications on a rolling basis; revise listings (now through the end of February). |
| February 2003 | - Develop a system for monitoring progress of SSPs. Include measures for success related to original criteria and related to Illinois Learning Standards (measures effectiveness of services as part of a process in evaluating SSPs). |
| March 2003    | - Notify potential providers of the application timelines for 2003-04. |
| April 2003    | - Distribute application for new SSPs for 2003-04.  
                  - Applications due the end of month (for new SSPs for 2003-04). |
| May 2003      | - Approve/disapprove new providers for 2003-04/inform SSPs of status. |
| August        | - Update list of SSPs with providers approved for renewal. Note: renewal will occur once every 2 years from the date of approval. The 1st renewal will occur in August 2004. |