

Progress Report

June 2008

Illinois State Board of Education
**Comprehensive Strategic Plan
for Elementary and
Secondary Education**

**as required by
PA 93-1036
(SB 3000)**



Rod R. Blagojevich, Governor
Jesse H. Ruiz, Chairman
Christopher A. Koch, Ed.D., State Superintendent



Illinois State Board of Education

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Rod Blagojevich
Governor

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

June 30, 2008

The Honorable Governor Rod R. Blagojevich
The Honorable Members of the Illinois General Assembly
State House
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – **June 2008 Report**

Dear Governor Blagojevich and Members of the General Assembly:

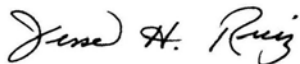
In 2005, pursuant to Public Act 93-1036, the Illinois State Board of Education developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. The Plan focuses on three primary goal areas: enhancing literacy; improving educator quality for all children; and expanding data-driven management and school support practices.

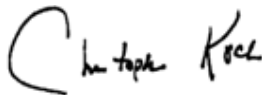
The Illinois State Board of Education monitors progress on the initiatives and evaluates the Plan on an annual basis, making needed changes and additions to ensure that it remains a meaningful plan to lead the education initiatives in Illinois. The enclosed report details progress on the initiatives undertaken in FY 08 supporting the Strategic Plan goals. While there is much work to be done, there is good news to share about Illinois education.

- The 2007 high school dropout rate was 3.5 percent – the lowest ever.
- 184 schools and 36 districts made two consecutive years of improving student achievement and were removed from the NCLB Watch List last fall.
- Nearly 60 percent of districts received the highest financial status recognition in 2006-2007, up from 40 percent in 2004.
- Nearly 1,200 schools earned a spot on the "Illinois Honor Roll" in recognition of the continued academic progress of their students in 2006-2007.
- From 1999 to 2007, Illinois Standards Achievement Test performance in reading and math at grades 3, 5 and 8 continued to improve.
- Our Preschool for All Program has been deemed a national leader.

The Board thanks you for your dedication to public education in Illinois. We look forward to working with you to as we implement our plan and its goals, each of which are focused on educational success for all students in Illinois.

Sincerely,


Jesse H. Ruiz, Chairperson
State Board of Education


Christopher A. Koch
State Superintendent of Education

Strategic Plan Update

Illinois State Board of Education

Comprehensive Strategic Plan for Elementary and Secondary Education

**as required by
PA 93-1036
(SB 3000)**



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Illinois State Board of Education Comprehensive Strategic Plan Initiatives

Goal One- Enhancing Literacy

Pre-School for All

In 2008, the National Institute of Early Education Research (NIEER) named Illinois a national leader for its state-funded preschool program, based on quality, funding, and access. With the implementation of Preschool for All, Illinois became the first state in the nation to include 3-year-olds in a universal preschool program. Illinois is also the only state in the nation that includes a set-aside in the preschool funding for services to children in the birth-to-three age range. Currently 11 percent of the total funds are used to provide intensive services to infants and toddlers living in high-risk families.

Illinois became the first state in the nation to include 3-year-olds in a universal preschool program when Governor Blagojevich signed into law Preschool for All in July 2006. Nearly 15,000 children have been served in the first 2 years of funding, bringing the total number of children served in state-funded preschool programs to almost 90,000 in FY08.

A multi-year statewide system evaluation of the effectiveness of state-funded early childhood programs was launched in FY 2008. The study will provide information on the implementation of state-funded programs, and their effectiveness in improving school readiness and later outcomes for young children.

Continue to Identify Issues Specific to Kindergarten

ISBE will build upon existing kindergarten focus groups to identify issues specific to kindergarten teachers, paraprofessionals, and administrators such as early language and literacy. Early Childhood will lead this initiative.

New Principal Mentoring—Early Childhood

ISBE has targeted principals for professional development in Early Childhood Education. The Early Childhood division is leading this initiative that began in October of 2006. From then until March of 2007, ISBE, building on the information from the Kindergarten Focus Groups and in collaboration with the Illinois Principals Association, conducted two trainings for elementary school principals.

Spanish Language Arts Standards

To complete and disseminate Spanish Language Arts Standards to support Spanish-language students in accessing content knowledge and obtaining skills necessary for literacy is another initiative set forth by ISBE. The English Language Learning division is leading this initiative.

On September 30, 2005, ISBE started reviewing draft standards and developed final Spanish Language Arts Standards through the WIDA Consortium of states. By October 31, 2005, the standards were translated into Spanish. On December 14, 2005, the standards were presented to the Board of Education for approval and adoption. These standards were posted on the ISBE website by December 31, 2005.

In January 2006, ISBE, the Illinois Resource Center (IRC) and the Division of English Language Learners (DELL) introduced the Spanish Language Arts Standards at the State Bilingual Conference. By January 31, 2006, the standards were reproduced and distributed to all districts and Regional Offices of Education (ROEs) in Illinois. In spring and fall 2006, regional workshops were conducted on the standards for bilingual teachers and administrators. In December 2006, ISBE, the IRC and DELL presented workshops at the Bilingual State Conference. In January 2007 and 2008, the IRC presented workshops at the annual Statewide ELL conference.

Train-the-Trainer Model for Reading Instruction

ISBE reviewed existing research and sought recommendations from professional educator groups to determine if a statewide initiative utilizing a train-the-trainer model for teaching reading in the content areas at the middle and high school grades should be conducted. This initiative was led by the Curriculum and Instruction division.

In September and October of 2006, ISBE collected and analyzed data from Kindergarten Focus Groups and prioritized issues identified by participants. Information and resources that address these issues were identified in collaboration with staff throughout the agency. A report on the Kindergarten Focus Group, including a compendium of resources was compiled. A Kindergarten Corner with resources was added to the ISBE Early Childhood website. Kindergarten Standards training is offered on an on-going basis and presentations to standing-room-only crowds at state kindergarten conferences have been conducted.

Addition of Writing to High School Standards Testing

In April 2007, the PSAE administration included a PSAE writing score. This was obtained from adding the ACT English portion to the ACT Writing portion. The Student Assessment division took the lead on this initiative.

CTE Curriculum Revitalization

ISBE is working with Career/Technical Education (CTE) stakeholders to pursue CTE curriculum revitalization efforts to infuse courses with 21st century literacy skills and meet core academic requirements. This initiative, which is a partnership between ISBE, the Facilitating Council for Agricultural Education, Illinois Office of Education Services and the Center for Agricultural Research and Training, is being carried out by the Career and Technical Education division.

The agency established goals, standards, objectives and performance indicators for this initiative during the fall of 2005. A proposal was submitted by the project coordinator with approval by

the CTE division. Monthly project coordination with ISBE content specialists were established and progress was monitored.

The project is now in its third year and is developing online lessons that any Illinois teacher can access and use free of cost. The lesson plans have been designed in a user-friendly format and each lesson plan presents information in the same manner and sequence.

The project continually involves consultation with educators and business/industry leaders from across Illinois and includes professional development activities.

Goal Two- Improving Educator Quality for All Children

Principal Mentoring

The purpose of the Illinois New Principal Mentoring Program is to provide new principals with the individualized mentoring support they need to successfully transition into effective educational leaders, and to improve the retention rate of principals in Illinois schools.

ISBE contracted with the Illinois Principals Association to have the program managed and implemented during the 2007-08 school year. The number of new principals receiving mentoring was:

- 528 New principals statewide
- 171 New Chicago Public School principals
- 357 new principals outside Chicago Public School District

Funding included \$750 per new principal to the mentoring entity this year (FY08) and \$2,000 to the mentor per each new principal to whom services are provided. The program is being evaluated and will be reviewed for effectiveness. ISBE continues to support the program and is contracting to have it managed for year two.

Master Principal Program:

During FY 08 a contract was awarded to the Illinois Principals Association (through the RFSP process) for the development of the Illinois Master Principal Program. A design team with representation from all stakeholders (institutions of higher education, regional offices of education, LUDA, CPS, NBPTS, Chicago Public Education Fund, IPA, ISBE and principal practitioners) participated in the development of the comprehensive program. The Illinois Distinguished Principal Leadership Institute is a high-quality, job embedded learning experience created to improve student performance by expanding the leadership knowledge, skills, and attitudes of principals. This rigorous professional development program will provide principals the opportunity to self-actualize as a leader while learning in a safe, cohort environment and on the job.

This is an outstanding program that has already received national attention, but a lack of state funding has placed implementation on hold. The IPA has been instrumental in seeking private

and corporate funding to support the program which is estimated to cost approximately \$6,000 per participant for the two-year duration. Those who successfully complete the program would be entitled to a Master Principal Designation from the Certification Division. ISBE will work towards implementation of this program in FY 09.

First-Year Teacher Support

ISBE collaborated with public and private colleges of education to conduct a study of first-year teacher education graduates in Illinois to collect data that would inform of the need for support, induction, and mentoring and to collaborate with higher education institutions on how best to respond to those needs. The Teacher Certification division led this initiative.

In July of 2005, ISBE collaborated with Regional Office of Education staff regarding the evaluation of the state Induction and Mentoring Program. In January 2006, ISBE facilitated a meeting to determine the extent of research on first-year teacher education graduates. In March, the agency worked with institutions of higher education to support current research and provide data analysis to ISBE. A summary paper of current research efforts was compiled and presented to the State Board in April 2006.

ISBE continues to support the Beginning Teacher Induction Pilot Programs. In FY 07, \$2 million dollars was appropriated to establish pilot programs in order to ascertain best practices for induction and mentoring of first and second year teachers. Ten pilots were funded at varying amounts ranging from approximately \$50,000 to \$375,000. Through an Intergovernmental Agreement, the Illinois New Teacher Collaborative (INTC) was charged with oversight of the pilots. In addition, INTC will produce a year-end report that summarizes the work of the pilots and denotes strengths and weaknesses of the various models in order to identify best practices.

Successful Practices Network

ISBE established a Successful Practices Network (SPN), a smaller effort within the International Center for Leadership in Education (ICLE), to provide five high schools with technical assistance and professional development for five years. This initiative was led by the Career and Technical Education division.

In fall 2005, the Gates foundation, working with the Council of Chief State School Officers (CCSSO), engaged ICLE and SPN to choose several states and work with five high schools in each state to assist in transforming them from “Promising Schools” to “Proven Schools.” ISBE staff and high school representatives attended the ICLE High School Reinvention Symposium and met with participating high schools to clarify the scope of work. ISBE also solicited guidance from High Schools That Work (HSTW) for state leadership in high school reform. The following Illinois schools were chosen: Roberto Clemente High School (CPS), Morton East High School, Freeport High School, Champaign Central High, and East Richland in Olney. Since then Morton East has dropped out.

Since 2005, ICLE has provided:

- Regular contact with the schools, including technical assistance visits with targeted interventions. Career Development and Preparation (CDP) has joined a few of these, depending on available resources;
- Convened, with CDP, an annual meeting in Springfield to review progress and a plan for future;
- Financed participating schools and state leaders to attend the annual ICLE Model Schools Conference.

ISBE is completing the third year of a five-year initiative.

Develop Framework for Induction and Mentoring

The agency reviewed the existing induction models in order to develop a framework to provide high quality induction and mentoring programs for access by all new teachers in the state. Teacher Certification led this initiative, which required no additional resources. On April 19, 2006, information was presented to the Educator Planning and Policy Committee (EPPC) regarding current statute and rules on this topic.

In the spring of 2006, it became apparent that funding would be forthcoming for Fiscal Year 2007 to be used for induction and mentoring. The amount was not sufficient to lead to statewide implementation of the program at \$1200 per new teacher, as contemplated by the enabling legislation (Article 21A of the School Code). Consequently the funds were to be used for a competitive grant program under Section 21A-25. Emergency rules (Part 65, New Teacher Induction and Mentoring) were put in place in June of 2006 to permit timely implementation of the grant program with the FY 2007 funds. Ten pilot projects were funded in order to foster intensive induction and mentoring models and study their results. The Illinois New Teacher Collaborative provided technical assistance and support to the ten projects.

In FY 2008, the second year of funding was made available for the first cohort, which included ten Beginning Teacher Induction Pilots. The first year of the second cohort, which included 31 new Beginning Teacher Induction Programs, along with the initial ten pilots, began February 1, 2008. These pilot programs directly represent 19 school districts, 8 regional offices, 2 universities, and 2 consortia. They are located throughout the State of Illinois. Twenty-seven are in the northeast and northwest regions, 10 are in the east central and west central regions, and 4 are in the southeast and southwest regions. The Illinois New Teacher Collaborative continues to provide program support to both cohorts.

In FY 08 more than \$8 million dollars was awarded to programs to serve 1581 new teachers and 481 second-year teachers in Illinois K-12 schools. The programs are implemented within 178 school districts. Fifty-one full-time mentors, 32 lead mentors, and 1360 building level mentors support teaching and learning in classrooms in these districts. Together the mentors and the beginning teachers impact more than 78,890 students in Illinois schools.

Bilingual Teacher Recruitment

ISBE researched the potential of using the Visiting Teacher Exchange Program with the Spanish Ministry of Education for Teacher Recruitment. ISBE will utilize the Spain Visiting Teacher Exchange Program model to develop a similar statewide bilingual teacher recruitment initiative between the state of Illinois and the commonwealth of Puerto Rico. The English Language Learning division will lead this initiative, which requires no additional resources.

From May through August 2006, ISBE researched and analyzed the scope of activities needed to recruit teachers in Puerto Rico. Resource needs such as travel, personnel, and advertising were determined, as were funding needs and the minimum number of teachers that a district must recruit to participate. ISBE networked with local agencies and individuals to help establish statewide bilingual recruitment in Puerto Rico.

Unlike the Spain Visiting Teacher Exchange Program where teachers must obtain a J-1 visa that allows them to work only three years, teachers from Puerto Rico are U.S. citizens and can work beyond three years. A long-term system of recruitment to fill the Spanish bilingual shortage will provide a critical system of support for districts so that they can meet the instructional needs of English Language Learners (ELLs).

From May through August 2007, ISBE designed, researched, implemented and evaluated the scope of activities needed to recruit teachers from Mexico. ISBE shared its research results with Spain and discussed the results with the Mexican Consulate.

From September through December 2007, ISBE determined the resources needed such as travel, personnel or advertising and began negotiations with Mexico's Chicago Consulate for a memorandum of understanding (MOU). Mexican teachers will obtain J-1 visas that will allow them to work for not more than three years.

In January 2008, ISBE formalized the MOU with Mexico's Chicago Consulate offices to expand the Visiting Teacher Program. Illinois will ensure that not more than 30 Mexican teachers will participate in the FY09 program. Mexican teachers will participate in a cultural pilot and provide a critical system of support for districts to meet the instructional needs of English Language Learners.

In April 2008, ISBE finalized the list of school districts for the FY08 pilot program. Testing and recruitment occurred May 6-9, 2008.

The Illinois State Response to Intervention (RtI) Plan

The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI), introduced in January 2008, is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral

needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

The process of such identification and continuous monitoring are the foundational pieces of a successful system of early interventions. The success of all students toward the Illinois Learning Standards is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

The proposed state framework supporting the development of a system of scientifically, research based interventions is outlined within the **Illinois State Response to Intervention (RtI) Plan** available at http://www.isbe.net/pdf/rti_state_plan.pdf. As districts develop their RtI Plans by January 2009, their plans shall support a fluid model of response to interventions of varying intensity to meet the needs of all students.

With the development of the State RtI plan, the next step for the stakeholder group was to develop a district self-assessment template. The stakeholder group reviewed self-assessment tools from multiple technical assistance projects, such as ASPIRE, PBIS, and CHOICES. Additionally, the group reviewed RtI self-assessment tools from several different states.

The purpose of this self-assessment template is to assist districts in determining their initial readiness toward implementation of RtI to meet the learning needs of all students. This template will assist districts in gathering baseline information regarding current resources and practices addressing scientific research-based instruction, progress monitoring, ongoing assessment and levels of intervention and problem-solving.

ISBE provided a webcast training session on the Illinois Response to Intervention (RtI) District Self-Assessment on Friday, April 11, 2008.

Scaling up of Evidence-based Practices

Illinois applied for recognition and assistance from the U.S. Department of Education on Wednesday, March 5, 2008, in the “Scaling up of Evidence-based Practices” competition. In April, the Illinois State Board of Education was notified that they were a finalist and at the end of May were notified of the award. Illinois was selected to participate in the “Active Scaling States” category, which is for those states that are fully engaged in capacity building for scaling up.

The purpose of the State Implementation of Scaling-up Evidence-based Practices (SISEP) Center is to promote students’ academic achievement and behavioral health by supporting implementation and scaling-up of evidence-based practices in education settings. SISEP will provide the critical content and foundation for establishing a technology of large-scale, sustainable, high-fidelity implementation of effective educational practices. SISEP will work with selected states to improve their capacity to carry out implementation, organizational change,

and systems transformation strategies to maximize achievement outcomes of all students in each state.

SISEP will work with four states over a five year period. Each state already will be engaged in implementing evidence-based educational practices. Through collaboration with the SISEP, states will build the organizational capacity to move proven practices to large scale, sustained implementation.

States working with SISEP will focus initially on evidence-based practices currently being implemented with fidelity in each state.

Outcomes will assess (a) the state organizational capacity for scaling, (b) the number of schools (and proportion of schools) implementing evidence-based practices to criterion, (c) outcomes for students, and (d) the sustainability and efficiency of evidence-based practices when implemented at scale.

Goal Three- Expanding Data-Informed School Management and Support Practices

SES Monitoring

ISBE is developing a web-based tracking system to monitor the effectiveness of supplemental educational service (SES) providers. This initiative is being carried out by the Accountability and Legal divisions. This on-going development using the Student Tracking and Reporting System (STARS), the Provider Application and Annual Reporting System (PARS) and the Student Information System (SIS) was started in March of 2007.

As of January 2008, the revised STARS software that linked STARS and SIS went operational.

Online “Toolkits” for School Management

ISBE hopes to collaborate with business consulting groups and related organizations to create online “toolkits” for a variety of school management functions. Data Analysis has taken no action on this initiative due to a lack of funding. An estimated \$200,000 would be needed to complete this project.

Health Life Safety Processing System

ISBE unveiled in January 2008 the new electronic Health Life Safety Processing System. The system has improved coordination and communication between the field and ISBE by allowing architects, district personnel, regional superintendents, and ISBE staff to communicate, submit, track and approve/deny system documents through the ISBE IWAS system. Documents include 10-year surveys, amendment data for school district buildings and annual inspection reports, among others.

If the regional superintendent or ISBE staff disapproves an amendment or a 10-year survey, it will automatically be sent back to the architect/engineer along with a comment for modification. After it is modified, it can be sent through the electronic process for approval. The system will also keep electronic copies of field paperwork that can be retrieved and reviewed at any time as necessary. The system tracks fire prevention and other safety concerns. The system has a facilities inventory report that will reflect all the buildings in each district, their square footage, and the additions and year built.

Expand Access within Illinois Virtual High School

ISBE will explore expanding access and offerings within the Illinois Virtual High School network. Curriculum and Instruction will lead this initiative.

Expand Access and Support to the Interactive Report Card

ISBE has expanded support of the Illinois Interactive Report Card (IIRC) and collaborated with outside groups to make the report card available to every Illinois school, along with professional development for teachers, paraprofessionals and administrators for its optimal utilization. Data Analysis is leading this initiative.

In January 2008, the Growth Model line item provided the necessary funds that allowed for inclusion of individual student performance data. These confidential data are password protected.

Increase Testing Data

In fall 2006, ISBE's Student Assessment division worked with the Illinois Principals Association and personnel who manage the Illinois Interactive Report Card (IIRC) to conduct six regional workshops training educators from approximately 200 districts in the use of the IIRC and to provide a better understanding of ISAT test data. The workshops also provided training on use and interpretations of formative assessment practices and other resources available to assist local educators.

In fall 2007, the Student Assessment Division conducted another round of regional workshops in collaboration with the Illinois Principals Association and the Illinois Interactive Report Card staff. ISBE is planning to continue these training sessions in the future.

Illinois College and Workforce Readiness Partnership

The Illinois College and Workforce Readiness Partnership has been established among the Office of the Governor, the Illinois State Board of Education and The Bill and Melinda Gates Foundation to develop and support State policies and programs that ensure Illinois students are prepared for college and work.

In June 2007, Holland & Knight and Achieve, Inc. followed-up on directions given from the May Board meeting, in consultation with the Superintendent, the Coalition for Illinois High Schools and other state partners, as well as other interested parties. Holland & Knight and Data

Quality Campaign (DQC) also presented an initial analysis to the Board, discussing national benchmarks for a high quality data systems, essential elements not included in Illinois' system, privacy protections and FERPA concerns, as well as options for enhancing the use of state data for school and district improvement and for instructional purposes.

Throughout the summer of 2007, Holland & Knight and other Gates partners continued to follow-up on directions from the Board, in consultation with the Superintendent, the Coalition for Illinois High Schools, other state partners and interested parties. Holland & Knight and Mass Insight presented the initial analysis to the Board, including discussion of current federal and state context for intervention strategies, promising models and approaches, possible elements of an Illinois approach to intervention and options for creating a state management structure.

Throughout the fall of 2007, Holland & Knight and other Gates partners continued to follow-up on directions from the Board, in consultation with the Superintendent.

The following activities occurred in the spring of 2008:

Achieve, Inc. completed a review and analysis of the Illinois Learning Standards in English Language Arts, Mathematics and Science.

Holland & Knight prepared a detailed analysis of FERPA implications for linking data across systems.

Holland & Knight worked with ISBE and other agency partners to develop a framework for the High School to Post Secondary and Employment Data Pilot Project.

ISBE received notification that Illinois has moved from a 2 to a 6 on the 10 point Business Roundtable Data Quality Campaign Scale.

Strategic Plan FY08 Spending

Illinois State Board of Education

Comprehensive Strategic Plan for Elementary and Secondary Education

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Illinois State Board of Education

Comprehensive Strategic Plan – Fiscal Year 2008

Spending from the Strategic Plan Line Item

The Illinois State Board of Education received a \$500,000 appropriation in fiscal year 2008 for Strategic Plan activities. The State Board chose to use these resources to support the following activities.

Goal 1 – Enhancing Literacy

Goal 2 – Improving Educator Quality for All Children

Goal 3 – Expanding Data-Informed School Management and Support Practices

Initiative: Multiple Initiatives Under All Three Goals

The Standards Aligned Classroom (SAC) initiative is a professional development opportunity for teachers who are interested in understanding the Illinois Learning Standards and learning how to align lessons and assessments to the standards. Additionally, teachers learn how to conduct appropriate classroom assessments and then learn how to align those assessments and their student's performance to the Illinois Learning Standards. In fiscal year 2008, the State Board set aside \$44,900 in Strategic Plan funds to provide partial support the SAC initiative.

Goal 3 – Expanding Data Informed School Management and Support Practices

Initiative: Create a Comprehensive Data Warehouse

The Illinois State Board of Education entered into a contract with Capitol Strategies in fiscal year 2007 to begin development of an entity system. This system, which is essentially a collection of names, addresses, phone numbers and other contact information, will centralize the identification of all entities with whom ISBE does business. Currently, the State Board has many databases – some controlled by individual divisions – that house this information separately. If a change in an entity's contact information is made, it does not filter to all of the systems because they are not linked. Creating an entity system is preferable prior to the development of a data warehouse, which in the end must have consistent information throughout to operate effectively. ISBE has set aside \$149,400 in fiscal year 2008 to continue the development of an entity system.

Initiative: Expand the Network of Regional Financial Consultants

Regional Financial Consultants are available to school districts, Regional Offices of Education, and other local education agencies for technical assistance. The Regional Financial Consultants provide specialized consulting services and are the primary contact on matters related to:

- Cost analysis
- Enrollment projections
- Cash flow spreadsheets
- Reimbursement claims assistance
- New superintendent support
- Watch list district support

- Budget development
- Business management
- Attendance systems
- School reorganization
- School Finance Authorities
- Financial Oversight Panels

Regional Financial Consultants are available to conduct financial and trend analysis of school districts and other administrative entities, particularly financially distressed districts to track their fiscal solvency, assist in the ongoing development, implementation and assessment of training, targeted toward improving financial management practices in school districts, and to recommend the development of broad, statewide financial management and fiscal policies and procedures.

The State Board has operated with three Regional Financial Consultants in recent years to serve the entire state. Two additional Regional Financial Consultants have been hired in recent months to bring the total Regional Financial Consultant pool to five. More than \$76,000 has been set aside from funding for the Strategic Plan to pay for up to two and a half months of these consultant's salaries.

Initiative: Create Online Management Templates

The State Board uses the eGrant Management System (EGMS), which was designed at a cost of \$2.5 million, to allow school districts and other entities to apply for grants from ISBE electronically. This system allows all of the steps in the grant application process to be completed online, including the design and publication of grant forms, grant application, grant approval, and interface with internal ISBE systems for the disbursement of funds. The system also has the capability to generate multiple reports and to allow for reviewers to rate competitive grant applications online. The EGMS system is currently available for 17 grants totaling nearly \$1.6 billion. The State Board continues to add more grants each year. Updating applications yearly and adding new applications requires significant staff time. ISBE has set aside more than \$229,000 in fiscal year 2008 to pay for staffing costs for three full-time employees to develop and support applications in the EGMS system.

ILLINOIS STATE BOARD OF EDUCATION
FY08 Strategic Plan Budget

	Budget	Expend YTD	Notes
Data Warehouse - Entity System	\$149,400	\$106,350	RFSP - bid awarded to Capitol Strategies in FY07
Regional Financial Consultants	\$76,471	\$7,065	5 Regional Financial Consultants. Funded for 2 - 2 1/2 months.
eGrants	\$229,177	\$198,214	3 full-time positions. 2 in Budget and Financial Management and 1 in Data Systems. EGMS support and development.
Standards Aligned Classroom	\$44,900	\$44,900	Partial support. Funding provided from multiple sources.
TOTAL	\$499,948	\$356,529	
APPROPRIATION	\$500,000	\$500,000	
Unallocated/Unexpended Balance	\$52	\$143,471	



Strategic Plan Progress Report 2008