

Part III. ESEA Key Programmatic Requirements and Fiscal Information

Illinois has a standards-led system, as noted earlier. The standards, assessment and accountability systems are the underpinning of the educational system at the state and local levels. Part III across the board mirrors that perspective.

Illinois will be focusing the federal resources, detailed below, to target the gaps enumerated in the preface -- academic achievement gap and educator gap. Further, funds will be targeted for required activities, e.g., assessment, accountability, system of support, professional development, serving specific populations, public school choice, or supplemental educational services. Whenever possible, funding will be targeted to support reading, mathematics and science as priority areas. There are exciting new opportunities within Illinois due to funds through *NCLB* -- 21st Century Community Learning Center funds for extended learning opportunities; Community Service Grants for suspended and expelled youth; state assessment funding which can support improved assessment literacy for classroom practitioners, and so on. The *NCLB* funds will be aligned with applicable state resource in order to target the gaps and focus on student outcomes.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1, 2, 3 and 5]

The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards as demonstrated by results on state academic assessments. This purpose can be accomplished by:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- Meeting the educational needs of low-achieving children in Illinois' highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between economically disadvantaged children and their more advantaged peers.
- Holding schools, local educational agencies, and the State accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.
- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.
- Improving and strengthening accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state

academic achievement and content standards and increasing achievement overall, but especially for the economically disadvantaged.

- Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.
- Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time.
- Promoting schoolwide reform and ensuring the access of children to effective, scientifically-based instructional strategies and challenging academic content.
- Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
- Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

a. Identify the amount of the reservation in section 1003(a) for school improvement that the state will use for state-level activities and describe those activities.

From the Title I, Part A funds, 2% overall is designated for school improvement. Of that amount, 95% of the 2% must be distributed in grants to LEAs for schools that are in school improvement or corrective action status. Additionally, Comprehensive School Reform (Title I, Part F) provides grant funding which will also be designated for these schools.

Use of State Funds

ISBE will use the remaining 5% of the 2% allowed for state activities to support the System of Support teams. The support teams will include ROEs/Intermediate Service Centers (ISCs), EiRs and education organization staff assigned or volunteering to work by region.

As needed, funds will also be used to support the activities needed in Illinois to implement public school choice and supplemental educational services as outlined in Part II.

b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

Use of Local Funds for School Improvement Portion

These funds will be awarded to districts based on the actions in the approved school improvement plan and specified in the district performance agreement. Specifically the grant dollars can be spent to:

- Develop and implement articulated, standards-based curriculum
- Conduct assessments to determine and monitor student progress
- Implement individualized learning plans for students not meeting reading and math standards

- Support family involvement to advance academic success
- Offer extended learning opportunities
- Implement research-based instructional strategies in reading and mathematics
- Ensure highly qualified and effective staff in every classroom
- Ensure principals provide instructional leadership
- Recruit and select highly qualified staff
- Provide mentoring and induction programs for staff
- Deliver and support results oriented continuing professional development
- Implement technology to support reading and mathematics instruction

c. *Identify what part, if any, of state administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.*

Response to this is stated once, per updated guidance. The response is located at #14 on page 128.

d. *Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.*

ISBE will inform the affected LEAs of the procedures to distribute funds for supplemental educational services as well as public school choice issues at May 2002 regional meetings (see agenda, Appendix S) for high priority schools (see full description in Part II). The information will be posted on the agency's *NCLB* Web site.

e. *Describe how the state will use the formula funds awarded under section 6113(b) (1) for the development and implementation of State assessments in accordance with section 6111.*

Response to this is stated once, per updated guidance. The response is located at #14 on page 128.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1, 2 and 5]

a. *Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.*

Illinois has been working collaboratively to coordinate the family literacy efforts involving the Governor's Office of Literacy, the Secretary of State's Literacy Office, the Illinois Community College Board family literacy programs, and the Even Start Family Literacy programs administered by ISBE. The Illinois Family Literacy Consortium developed a common definition of family literacy and performance indicators of quality programs.

For each of the twelve indicators, Illinois projects a target or standard of desired performance and a measurement tool to be used to assess progress toward the standard. The program then collects

data for the current year (and trend data, if available) and assesses the status of the progress on the indicator. Finally, the project staff provides an explanation of why results were obtained.

These performance indicators were piloted during the 2001-2002 school year. All 53 Even Start projects participated in the pilot. Data were collected in December 2001 and then again in May 2002. The data will be compiled and analyzed during Summer 2002. A committee of educators from Even Start projects and other family literacy projects, along with ISBE, will examine the results and make any revisions necessary. In addition, the data collection forms will be revised to increase the user-friendly manner in which projects can collect data and generate reports.

During the 2002-2003 school year, ISBE will provide all Even Start projects with professional development and technical assistance in collecting data, reporting data, and using that data to make informed decisions about project activities. This assistance may be provided by an outside provider in conjunction with ISBE staff.

To determine whether the funded projects are making AYP toward the standards, Illinois will identify the current level of performance from the data collected during the pilot. This data will be available during Summer 2002. In accord with this application, projects will be expected to reduce the distance between present performance and target performance at a rate that will allow them to meet the target within twelve years.

Illinois will distribute 94% of the funds to local Even Start projects. Projects are eligible to receive funding for four years. Projects that demonstrate sufficient progress towards performance indicators and system-building may be eligible for funding beyond four years. Programs that do not make sufficient progress will receive extensive technical assistance from ISBE and its outside provider. Only after every effort has been made to assist the project will steps be taken to discontinue funding prior to grant period end. However, ISBE will, if necessary, notify the grantee of its failure to meet the requirements of the grant and provide an opportunity for a hearing.

To provide assistance for program improvement and replication, ISBE will review applications, monitoring reports, and comments collected from the projects to develop a comprehensive network of support for local projects. ISBE staff members will meet with Area Planning Councils to plan and contract with an outside provider that has experience in offering high-quality training and technical assistance to family literacy providers. Professional development and technical assistance will be focused on the program improvement needs of the projects currently receiving Even Start funding.

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

A review panel consisting of one adult education professional (from the Illinois Community College Board), one early childhood professional, and one individual involved in the implementation of Even Start programs will review all applications in each of three regions of the state. Continuing applications (years 2-4) will be funded as long as adequate progress has been demonstrated.

Determination of fund allocations for each region of the state are based on several factors: statement of need, number of individuals on welfare, unemployed and those living in poverty or not having basic skills needed to meet the demands they encounter in their daily lives.

All local projects will provide data on program performance indicators that Illinois will use to produce an evaluation of Even Start in Illinois. In addition, Illinois will examine the three objectives and cooperate in collecting appropriate data for the Fourth National Evaluation of Even Start in conjunction with the Title I preschool programs.

c. Explain how the state's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

The goal of the Even Start Family Literacy program is to increase the literacy level of families with low incomes by meeting their educational needs. This is accomplished by establishing an integrated program of developmentally appropriate early childhood education, high quality instructional programs that promote adult literacy and parent-child activities that empower parents to support the educational growth of their children. To the extent possible, funded projects are encouraged to form partnerships with non-mandated social service programs and community organizations that will provide services to build systems that are sustainable as public support is gradually withdrawn.

d. Identify the amount of the reservation under subsection 1233(a) that the state will use for each category of state-level activities listed in that section, and describe how the SEA will carry out those activities.

Illinois will reserve 6% of the Even Start grant for the following state-level activities:

- 3% of the grant will be used to cover administrative costs of the program, including personnel, travel, rent, phone, supplies, etc.
- 3% of the grant will be used to provide local projects with assistance in three areas:
 - program improvement and replication;
 - raising additional funds under Section 1234(c) of the ESEA;
 - development, implementation, and use of Illinois Even Start indicators of program quality.

These funds could be used to pay for:

- Area planning meetings;
- Training in data collection and use with respect to the Family Literacy Assessment for Illinois Results (FLAIRS) performance indicators;
- Continued work on the refinement and Web site for FLAIRS;
- Outside providers for the professional development and technical assistance related to program improvement.

3. Title I, Part C -- Education of Migrant Children [Goals 1, 2 and 5]

a. Describe the process the state will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

ISBE's Migrant Education Program (MEP), through its LEA sub-grantees, will conduct a comprehensive needs assessment with a data collection instrument to elicit information concerning the needs of migrant children from local operating agencies who receive a Title 1 Part C subgrant award. This instrument will be designed to include a wide range of indicators, such as educational deprivation, including test scores, age-grade levels, retention, academic scores, and teachers' perceptions of needs in basic skills areas and will be implemented the 2002-03 school year.

Prior to the preparation of the required comprehensive service delivery plan, LEAs operating a project in 2002-03 will be asked to compile data based on the educational and supportive services records and perceived needs of each migrant child enrolled in funded programs. LEAs will submit the data by grade level to ISBE, where the data will be aggregated and analyzed.

In addition to the LEA data, special reports will be requested by ISBE from the New Generation System (NGS), regarding the relationship of age, grade and achievement data for the large percentage of migrant students who migrate from Texas and other states. Considerable needs assessment information is generated in home-base states and Illinois plans to include that information in its program planning process.

b. Describe the state's priorities for the use of migrant education program funds in order to have migrant students meet the state's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the state's assessment of needs for services.

ISBE instructions to LEAs for submittal of migrant education project applications directs applicants to specify that migrant children who are most mobile and at risk of school failure shall receive first priority for instructional and supportive services.

It is important to note that the major operating period for Illinois' instructional programs take place in the summer and serve a large number of interstate students who are participating in the accountability systems of their home-base states. The Illinois MEP provides a high degree of interstate coordination regarding the alignment of curriculum, out-of-state achievement testing, and instructional continuity for these students.

For students who reside in Illinois communities within the 36-month eligibility period, the MEP complies with ISBE's mission to raise the level of achievement for all students. Every effort is taken so that these smaller numbers of students who are served during the regular term are identified as migrant in the state's ISAT, PSAE, and IMAGE assessments. The performance indicators in Part I address students in a migrant status for disaggregation and reporting process.

Illinois summer MEP projects are all site-based full-service programs complete with instructional, transportation, nutrition, and health services. Additional state and federal funds are used to provide services to this population, whenever possible and if funding is available for summer programs for which the migrant children would qualify. No regular LEA school programs are in session in areas where migrant children reside during the months of June, July, and August — months in which large numbers of high priority children are identified in Illinois.

All eligible school-age children are targeted for service in Illinois' summer MEP, but enforcement of attendance for older children is difficult because of family economic needs and work requirements. For that reason, special night programs are offered where the special educational needs of secondary migrant children are met through alternative programs, such as NOVA-Net distance learning classes, University of Texas courses, and PASS (Portable Assisted Study Sequence) program. Secondary students will be assessed by the course credits they earn.

Although no specific accountability measures are outlined in the Title I, Part C program of *NCLB*, the Illinois summer MEP LEA projects will be focusing on the academic area of basic skills. Using Migrant Incentive Grant Funds, approximately \$100,000 will be designated to implement a statewide Balanced Literacy Initiative model starting with grades K-2 in 2002. The instructional focus will be on selected grade spans over a three-year period. In 2003, grades 3-5 will be added, and in 2004 grades 6-8. The major components of this model are professional development; books, instructional materials and supplies; resource materials; consultative services; student assessment; and program evaluation.

c. Describe how the state will determine the amount of any subgrants the state will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, state, and local programs.

Prior to the preparation of LEA MEP project applications, prospective subgrantees are informed of the requirements and features of the state's comprehensive service delivery plan with its special emphasis on the obligation to provide appropriate services to all highly mobile children who are also at risk of school failure. Each LEA application will be thoroughly reviewed by ISBE staff to ensure that it complies with all of the requirements of *NCLB*. Grants will be awarded with the following guidelines for service:

- Credit-deficient **secondary** migrant youth who are highly mobile, whose education has been disrupted during the current year, and who are at risk of school failure are given a **first priority** for service;
- Other eligible migrant children who are highly mobile, whose education has been disrupted during the current year, and who are at risk of school failure are given a **second priority** for service;
- Other eligible migrant children who are at risk of school failure and whose educations have been disrupted within the last two years are given a **third priority** for service; and
- Other eligible migrant children who are at risk of school failure and whose educations have been disrupted within the last three years are given a **fourth priority** for service.

Additionally, ISBE will allocate funds based information in the LEA application:

- Needs of currently migrant children to be served;
- Number of migrant children to be served;
- Funds available for services to migrant children; and
- Costs of services.

LEA summer grant applications are due to ISBE by March 1st annually. Negotiations are initiated shortly thereafter, with a targeted approval date within a 60 day period.

For the most part, MEP LEA summer programs stand alone as the sole provider of educational and support services to the migrant children. However, as part of the negotiation process, coordination with other state- or federally-funded programs are explored for the purpose of possible integration of collaborative services, assuming the migrant children are eligible for those other program services. In the past, summer program services with Title 1, Part C funds have been coordinated with Title 1, Part A and Illinois state-funded summer programs such as Early Childhood, Bilingual Education, and Reading Initiative programs. Locally-funded summer school programs are also included in the coordination efforts. Staff will continue collaborative efforts as in past years.

Summer program funding costs average around \$600 per child. Depending on the length of program days, number of children served, geographical areas covered, and prevalent teacher salaries in the respective areas of the state, the range could be as low as \$400 or as high as \$900 per child.

Programmatically, as mentioned previously, the summer program services will focus on the Balanced Literacy initiative model at all LEA program sites across the state.

LEA regular year grant applications are due to ISBE by July 1st of the year being requested for the regular school year cycle. MEP funds are used to supplement LEA services. The most common model is for tutorial services during the school day, or after school. Staff are hoping to extend services into evening and weekend programs.

d. Describe how the state will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

The principal instrument for providing continuity of instruction for highly mobile migrant children is the full utilization of its electronic student information exchange system, the NGS in collaboration with its primary sending state of Texas, as well as other participating states. ISBE is committed to full utilization of the system by providing access and training for program staff. Every effort is made to ensure that data are quickly transmitted from the LEA to the NGS at both enrollment and withdrawal of students and has a predetermined time frame for completion of data entry as its goal. Operations in Illinois have been designed to provide the most efficient, cost-effective method of maintaining a continuous influx of data during peak program months (June-August).

Training for NGS personnel at LEA MEP sites is provided annually. An ISBE MEP consultant participates on the management team of the NGS Consortium; an LEA MEP director is a member of the advisory committee for NGS and participates in meetings and trainings twice a year. Data provided by NGS includes but is not limited to pertinent demographic information such as grade, age, previous school, achievement test scores, secondary courses, graduation plans, credit accrual information, and health information. Without such information, continuity of instruction would be impossible. Records are made available so that teachers and nurses are able to provide appropriate services. ISBE assures that all appropriate information will be updated on the records at the school's closure in a timely fashion so that other states may utilize that information, as it is needed. All necessary achievement data and desired outcome data will be entered into the NGS for each program participant.

In addition to the NGS for electronic transfers, the Illinois MEP participates in the National Migrant Education Hot Line and the Binational Migrant Education Program for students from México. In the interest of interstate coordination and the improvement of academic and support services for migrant children, the Illinois MEP also fully participates/coordinates in the following interstate projects and programs:

- National Association of State Directors of Migrant Education
- Project SMART (Summer Migrants Access Resources through Technology)
- Project ESTRELLA, a lap top project for secondary youth
- Migrant Education Comprehensive Consortia (MECCA)
- Consortia Arrangement for Identification and Recruitment (CAIR)
- Migrant Youth Grant (through Texas Employment and Training, and Rural Employment Opportunities)
- University of Texas Migrant Student Program (Illinois representative on the advisory committee)
- PASS (Portable Assisted Study Program)
- Binational Program through Southwest Texas University, in Texas
- Gloria Mattera National Scholarship Fund from New York
- Regional HEP/CAMP Programs in neighboring states

ISBE works closely with the Texas Migrant Interstate Program, the Florida Migrant Interstate Program, the University of Texas Special Projects Office, and the Region One Education Service Center in Texas, as well as other state education agencies and Migrant Student Service Centers in Texas, Florida, Montana, New York, Washington and Wisconsin. Every effort is made to provide educational continuity for the mobile migrant children who travel from other states to Illinois. Secondary LEA program staff is particularly active in interstate coordination activities and routinely call state counselors in the students' home states in order to maintain the close communication necessary in secondary credit accrual. Out-of-state and out-of-country teachers are often hired for LEA summer projects to maintain an even closer interstate link for students. To the extent possible, ISBE will continue to participate in advisory committees, consortia, or other projects with interstate coordination emphasis for the improvement of achievement of migrant students.

e. Describe the state's plan to evaluate the effectiveness of its migrant education program and projects.

Both qualitative and quantitative methods will be used to collect data in regards to the effectiveness of the Illinois MEP. ISBE staff, external evaluators, together with the LEA program directors at LEA on-site visits, will conduct interviews to assess the progress of the MEP and provide timely technical assistance. The specifications of the program goals, performance objectives and instructional activities stated in each LEA MEP application will be carefully reviewed, monitored and assessed. Because coordination activities of the interstate and intrastate instructional and support services are crucial to the success of the MEP, the evaluation will also assess the effectiveness of such activities.

Based on the comprehensive needs assessment agreed upon by all participants, and in addition to the evaluation of each LEA MEP, effectiveness of the interstate activities, professional development, supportive services, parental involvement and identification and recruitment will also be evaluated.

f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

The allowable sum of funds that can be used for administration is 1%. Additional administrative funds are drawn from Title 1, Part A to support Illinois' MEP.

Illinois will use MEP and Title 1, Part A administrative program funds for staff and related expenses regarding the following tasks:

- Coordination/contact with the USDE Office of Migrant Education and related functions/activities;
- Coordination/contact with national associations and related activities;
- Coordination/oversight of State MEP instructional programs/activities;
- Coordination/oversight of statewide identification and recruitment;
- Oversight of certification of eligibility process and data verification;
- Coordination/oversight of electronic transfer (NGS) activities;
- Coordination/oversight with out-of-state assessment programs
- Coordination and implementation of interstate and international activities;
- Coordination with out-of-state public and private agencies regarding local project-level activities;
- Coordination of all consortia activities;
- Oversight of professional development; and
- Oversight of secondary credit accrual activities.

4. Title I, Part D -- Children & Youth who are Neglected, Delinquent, or At-Risk [Goals 1, 2 and 5]

Technical assistance and funds will be provided to local and state institutions for developing and offering supplementary educational services to meet the educational needs of neglected or delinquent children and youth. Funds are used to provide educational services such as instruction in middle and secondary schools, summer schools, and identification of students.

Students are provided programs that follow an enriched curriculum and encourage literacy and responsibilities of citizenship. Neglected or delinquent Illinois students are served by an educational delivery system that focuses on student outcomes not only during the stay in an institution, but also in other LEAs. Teachers of these youth are highly qualified and have integrated computer technology into the curriculum to maintain operational efficiency. Illinois also provides coordinated health, dental, and social services to neglected or delinquent students in all local and state institutions.

Youth are eligible when they reside in a state agency -- DOC -- or private (local) institution for neglected or delinquent children and under the age of 21, and are entitled to a free public education not above the grade twelve.

- Institutions for delinquent children: (Local/State DOC Juvenile Division): A public or private residential facility that is operated for the care of children who -
 - have been determined to be delinquent or in need of supervision; and
 - have had an average length of stay in the institution of at least 30 days.
- Institutions for neglected children (Local): A public or private residential institution, other than a foster home, that is operated for the care of children who -
 - have been committed to the institution or voluntarily placed in the institution under applicable state law because of abandonment, neglect, or death of the parents or guardian;
 - have had an average length of stay in the institution for at least 30 days.
- Adult Correctional Institutions: A facility in which persons are confined as a result of a conviction or a criminal offense, including persons less than 21 years of age.

Neglected or delinquent education funds are distributed in Illinois in two basic ways: 1) to state institutions through departments of state government acting as local educational agencies (i.e., DOC, Juvenile and Adult Divisions); and 2) private facilities throughout the state through local educational agencies.

ISBE reserves funds generated by children residing in local institutions for neglected or delinquent children. ISBE then sub-allocates a county allotment generated by children residing in neglected service institutions and federal allotment for children residing in delinquent service institutions.

The program service delivery models are similarly structured as those in Title I Part A program. Programs utilize in-class, pull-out, tutorial, and before- and after-school programs. Students receive educational instruction that focuses on the basics of language arts and mathematics. Other educational areas may include special education, vocational education, career counseling, etc. Services are provided to assist students in making a successful transition from institutionalization to further schooling or employment. Supportive services may include health and social services.

Currently, there are 32 LEAs statewide that receive these funds. This funding is used to provide services in approximately 62 institutions for supplementary educational programs. Among this array of programming, the following types of services are offered:

- After-school tutorial programs
- Year-round programs
- Summer-only programs
- Pull-out and inclusion programs
- Services in detention centers
- Services in short- and long-term residential facilities
- Programs serving as few as fifteen students to programs serving hundreds of students
- Services to children enrolled in first through twelfth grades
- Students receiving service for as few as six months to those in placement in programs for more than a year
- Programs operated by LEA staff
- Programs operated by neglected or delinquent institution staff.

DOC receives funding to serve the youth population. This funding is used to provide services in approximately 14 correctional institutions to approximately 4,170 incarcerated residents. These students are under 21 years of age, have not received a high school diploma or a GED certificate, and demonstrate an educational need. Title I funding provides supplemental educational programs to DOC's School District #428.

The timeline for completion of sub-grants is as follows:

- applications have already been distributed to LEAs and DOC for completion
- applications returned to ISBE on or before June 14, 2002
- applications will be reviewed and approved by August 15, 2002

ISBE's state-level activities are consistent with the responsibilities outlined in *NCLB* and include identification of students and parental involvement activities. Identification of eligible neglected, delinquent, or at-risk youth is conducted by the ISBE staff through an annual survey of the number of children residing in institutions for neglected or delinquent children or youth on the basis of the caseload data for the month of October of the preceding fiscal year.

a. Describe the program goals, performance indicators, performance objectives, and data sources that the state has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

The targets that ISBE has established for its use in assessing the effectiveness of this program in improving the academic, vocational and technical skills of students being served by the program are based on the stated purpose of the law. The targets are:

- To improve educational services for children and youth in local and state institutions so that these students have the opportunity to meet the same challenging state academic achievement and content standards that all students in the state are expected to meet;
- To provide neglected or delinquent children and youth with the services needed to make a successful transition from institutionalization to continue schooling or employment;
- To prevent at-risk youth from dropping out of school and provide dropouts and youth returning from correctional facilities or institutions with a support system to ensure their continued education.

The performance indicators and the data sources are a combination of ISBE and LEA information. Each individual institution/LEA collects achievement data based on the tests given at that institution. The LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan including the tests that will be administered to the youth and how the results of the tests will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests.

ISBE collects demographic information, the number of students participating in the neglected or delinquent services, and services provided. The neglected or delinquent application process provides applicants with an opportunity to share detailed plans for assessing the program (see Appendix J).

ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions.

b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.

The law requires that an LEA reserve not less than 15% and not more than 30% of the amount the LEA received under Title I, Part D to support transitional programs. ISBE provides technical assistance to DOC and the LEAs concerning transitional services that will enable neglected or delinquent youth to reenter school successfully and/or to find employment after they leave the institution and return to the local community.

ISBE continues to provide in-service training on programs and activities that DOC and the LEA may use to promote transitional services and assist the LEA and the correctional facilities in developing a working relationship to accomplish a high quality transitional program for the neglected or delinquent population.

ISBE continues to make on-site visits to ensure that the state agency and the local LEAs provide delinquent children and youth an educational program comparable to the program operating in the local school such youth would attend and to provide programmatic assistance to the program.

c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

DOC in applying for these funds completes an application which describes the type of transition services that will be used for students leaving the institutions for schools served by LEAs or post-secondary institutions or vocational and technical training programs. These programs include but are not limited to:

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.
 - Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to post-secondary education and employment.
 - Essential support services to ensure the success of the youth such as:
 - Reentry orientation programs, including transition centers in high schools;
 - Pupil services, including counseling, psychological and social work services designed to meet the needs of neglected or delinquent children and youth;
 - Tutoring and mentoring programs;
 - Instruction and training at alternative schools and learning centers;
 - Services of in-school advocates on behalf of individual neglected or delinquent youth;
 - Information concerning and assistance in obtaining available student financial aid; and
 - Job placement services.
-

5. Title I, Part F -- Comprehensive School Reform [Goals 1, 2 and 5]

The Comprehensive School Reform (CSR) program is an essential element of the System of Support described in Part II. The System of Support has begun to implement a comprehensive and systematic plan to help districts and schools understand school reform.

The State Board's Web site provides an overview of CSR and offers links to other comprehensive school reform resources, such as federal policy guidance, regional educational laboratory information, and information on research-based models. At regional informational meetings of federal and state grant programs, Illinois is providing districts and schools with assistance and information on grant program objectives. The CSR initiative has been promoted through workshops at the statewide ESEA Title I Conference in Chicago in February 2002, and at other regional and state conferences and meetings of educational organizations and associations.

Information has also been provided to educators through articles in the *Superintendent's Bulletin*, a publication of ISBE disseminated to school administrators and educators, parent groups, teacher organizations, legislators, advocacy groups, and public libraries throughout the state. In cooperation with the North Central Regional Education Laboratory (NCREL), ISBE is providing schools and districts with videotapes of research-based comprehensive school reform models to further assist them in choosing models that complement their own school improvement plans.

Agency staff encourage comprehensive school planning and improvements in all of its contacts with school district personnel, including formal meetings, onsite visits, and monitoring. Comprehensive planning to coordinate federal, state, and local programs, funds, and educational reform is emphasized during all workshops. Technical assistance provided includes comprehensive planning, school improvement, and leveraging of grant resources to improve teaching and learning. On-site grant monitoring also advocates comprehensive planning and school improvement. ISBE will provide additional technical assistance in selecting research-based reform models and developing, implementing and evaluating comprehensive school reform programs through the System of Support (see System of Support section in Part II).

ISBE has further provided technical assistance on selection, development and evaluation of comprehensive school reform programs and research-based models through showcases to familiarize educators with comprehensive school reform models. More than 500 school-based personnel from throughout the state attended these design conferences. Participants were provided ample opportunity to discuss specific situations and interests of their schools with model developers. ISBE staff presented the 2002 RFP (see Appendix J) and answered participants' questions about the proposal process and alignment of comprehensive school reform with other state reform activities. Staff from NCREL and New American Schools also assisted school district personnel with issues of readiness to implement comprehensive school reform and selecting models appropriate to their needs. They will continue to provide technical assistance as needed.

Further assistance in determining a school's readiness to implement comprehensive reform is provided through the document *Comprehensive School Reform: Making Good Choices for Your School*. Developed by NCREL, the document presents a three-step strategy for deciding whether comprehensive school reform is a good choice for an individual school and, if so, whether one of the existing models best meets the school's needs. Before submitting a proposal, schools are

encouraged to use the document to assess their strengths, weaknesses and readiness to implement a successful program.

ISBE will focus on developing capacity at the district and regional levels to support implementation of school reform. Staff will assist school districts in developing proposals based on a data-driven analysis of their needs. ISBE will support schools by collaborating with ROEs/ISCs staff to assist schools with the implementation process. ISBE will integrate comprehensive school reform support with activities related to the state's overall support system for schools. This system incorporates the state's accountability process and provides support for under-performing schools. In addition to requiring a revised comprehensive school improvement plan, this system provides technical assistance to school districts in coordinating funds, building capacity and support within and around the school, and implementing various programmatic initiatives (e.g., reading improvement, science/math improvement, technology infrastructure).

The applications will be reviewed this summer, with notification of awards in August 2002.

a. Describe the process the state educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

In order to best address the intent of *NCLB*, ISBE's selection criteria for allocating CSR grants have been designed to provide information that will be used to determine an applicant's level of eligibility according to: 1) degree of need for comprehensive school reform, and 2) quality of the proposed comprehensive school reform plan(s). Proposal evaluation will be based upon the extent to which the proposals:

- Demonstrate the need for comprehensive school reform, for each school, established by
 - The identification as a school in need of some improvement.
 - The percentage of low-income students for school years 2000-2001 and 2001-2002. (Percentage of students aged 3 to 17, inclusive, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches in school.)
- Demonstrate the quality of the comprehensive school reform plan, for each school, by how well the proposal
 - Promotes a comprehensive school reform plan that coherently integrates all the required components and uses a comprehensive school reform model that meets all the elements of research-based models and also matches the needs of the school. The district evaluation process should be sound and enable the district to ascertain the overall effectiveness of the comprehensive school reform plan(s) and to continually improve the plan(s).
 - Commits sufficient school district technical assistance and support that will lead to effective implementation of the comprehensive school reform plans developed by each school, and identifies adequate federal, state, local, and private resources that the school district and its school(s) intend to commit to implementing and sustaining the comprehensive school reform plan at each participating school.

Each application submitted to ISBE for funds under CSR must address the following:

- How the model or program being implemented addresses the eleven required issues.

- How the model or program being implemented is integrated into the school's School Improvement Plan.
- An agreement between the school and the technical assistance provider which clearly states the nature of the materials to be used, the nature and specifics of professional development for school personnel to be provided, and a description of on-site support during the full implementation period, including addressing the eleven required issues.

ISBE staff will review the information prior to the issuance of an approved grant.

b. Describe the process the state will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

The objective of the student performance evaluation component is to measure changes in student academic performance and other performance indicators, such as student attendance, graduation, and suspension and expulsion rates, in schools that receive CSR funds. ISBE will conduct the evaluation and will focus primarily on existing state assessment data. The ISAT data will be supplemented by local assessment data made available through the school improvement plan. Data on other performance indicators are available from existing ISBE annual data collection efforts, such as the School Report Card and the End-of-Year Report.

Changes in student achievement will be analyzed using statistical methods and based on AYP. Comparisons will be made between a school's pre- and post-program performance, with performance at similar schools within the district or geographic area, and with the overall state performance.

Program Implementation

The objective of this evaluation component is to monitor implementation of the CSR program in Illinois and to provide assistance toward improving the process. The focus of the evaluation will be to ascertain if the implementation of the program is based on research and effective practices. The evaluation will consist of two subsections -- a survey and on-site visits by the System of Support staff to their assigned high priority schools. It will also examine whether or not the funding and program made a difference regarding academic achievement and closing the achievement gap for these youth.

Program Evaluation

Program administrators in CSR schools will be asked to provide information on how the implementation of the school's comprehensive school reform plan may be improved to enhance the effectiveness of the program, which will include information regarding:

- effective research-based methods for student learning;
- comprehensiveness in design for effective school functioning;
- continuous professional development;
- measurable goals and benchmarks for student performance;
- level of support from within the local agency;
- parental/community involvement;
- external technical assistance;

- self-evaluation strategies;
- effective coordination of resources; and
- consistency of the implementation activities in relation to the model's requirements.

This information will also be used to determine allocation of continuation grants.

ISBE will use the percentage allowed for state activities in Title I, Part A School Improvement and Comprehensive School Reform to support the System of Support teams.

All schools involved in CSR funding will receive ongoing visits from the System of Support staff assigned to that school and participate in the integrated System of Support evaluation. These visits will also provide opportunities for direct observation and collection of information concerning program implementation.
