1. *Title II, Part D -- Enhanced Education Through Technology* *[Goals 1, 2 and 3]*

The first *Illinois State Plan for Information Technology in K-12 Education* provided an exceptional platform for systematically introducing technology into Illinois schools and using it to improve the education of Illinois students. Thanks to the hard work of thousands of educators and citizens throughout the State, Illinois made remarkable progress in a very short period of time, moving from 49th to a tie for first place among the states in the use of digital technology in K-12 education.

The state plan adopted in 1995 established the following principles for action.

- *Balancing state leadership with regional and local decision making to ensure realistic, intelligent approaches to infrastructure, planning, information sharing, curriculum designs for learning, professional development, human resource deployment, change management and funding;*
- *Looking beyond the education community to challenge diverse groups of stakeholders to use their collective will to design and invest in community-based approaches to educational reform;*
- *Recognizing that "dollars follow vision" and building the capacity of school districts and local communities to intelligently design and implement learning technology blueprints which stage their communities for success both economically and educationally;*
- *Ensuring that technology and telecommunications are core building blocks in the redesign of the state's educational system;*
- *Designing the infrastructure (the boxes and wires) as a critical 21st-century "means" to the real "end" of aligning teaching and learning to a knowledge-based society;*
- *Building on a three-prong approach to funding based on the state's responsibility to provide equity of educational opportunity, the community's responsibility to invest in services for local citizens, and the district's responsibility to reprioritize existing funds toward improved student learning; and*
- *Taking a thoughtful, "go slow" approach to change, focusing on highly successful solutions to focused challenges and incorporating into the process sustainability and incremental change, growth, and dynamic, ongoing reviews.*

Specific strategies employed Illinois under these principles, as well as the outcomes of those strategies, are described in Table 15 below.

Table 15. **1995 State Plan – Strategic Actions and Results**

Strategic Actions	What Happened
Leadership and support at the state and regional levels	▪ The Governor and his staff advocated for specific technology goals and programs; ▪ The state provided state funding for technology line items; ▪ ISBE gave continued priority to leadership for technology; and ▪ ROEs served as links and leaders between LEAs.
A framework of vision and policies	A common vision and clearly stated policies served as a framework to guide decision-making and actions throughout the five-year period.
Establishment of Technology Centers	These Centers were strategically located throughout the state and assigned to provide support for local districts. Specific responsibilities included professional development for teachers and administrators, long-range technology planning, network design consultation, support for Internet and distance learning, and providing access to information opportunities. In addition, the staff members provided advocacy and expertise for appropriate use of technology in education.
Development of a statewide technology backbone to connect school districts to the Internet.	Initial development of a technology backbone for Illinois public schools was accomplished by ISBE through its LincOn project. In 1999, Governor Ryan enacted the Illinois Century Network (ICN) that basically adopted the LincOn project to provide all elementary, secondary and higher education institutions (as well as libraries and museums) with affordable, reliable, high-speed connectivity. The ICN is governed by a multi-agency board and administered through IBHE (htp://www.wcc.cc.il.us).
Integration of technology knowledge and skills into the *Illinois Learning Standards* and the Applications of Learning	This action emphasized the importance of technology knowledge and skills and their relevance to all of the fundamental learning areas. A description of the "Six Essential Learnings" for students in a technological society provided additional guidance about what students need to know and be able to do.
Inclusion of technology knowledge and skills in the new standards for Illinois teacher certification	New teacher certification standards adopted by ISBE included general technology standards for all teachers, as well as more specific standards related to the use of technology in each of the certificate content areas.
Requirement of a local technology plan as a condition for state funding; promotion of an inclusive, community-based planning model	LEAs were required to develop a 3 -- 5 year plan for local technology adoption, using the "Blueprint for Community-Based Planning." This requirement resulted in engagement and commitment by local citizens, many of whom had not been previously involved in this type of activity. All local plans have been reviewed by a group of peers and center staff before they were funded by ISBE.
Targeted advocacy for technology	Tech 2000, an annual technology demonstration in the State Capitol, has served as a highly visible and effective way to develop legislative understanding and support for the uses of technology in K-12 education. The event has been extremely popular with legislators and has provided students with unique learning experiences.
Appropriation of state funds for technology;	Illinois created two funding sources for technology: the "Technology for Success" line which supports

allocation to meet strategic goals	grants to local districts and state-level initiatives; and the "Revolving Loan Program" which allows districts to borrow state money to purchase technology. Consistent with the funding principles established in the 1995 State Plan, grants to LEAs required local commitments and gave priority to high-poverty districts.
Aggressive and successful pursuit of E-rate and other federal funds on behalf of Illinois schools	Illinois has received substantial amounts of e-rate discounts each year since the program began: $81 million in 1998; $163 million in 1999; $119 million in 2000; and $55-85 million (current estimate) for 2001. Illinois schools have also received $79.6 million from the Technology Literacy Challenge Fund and more than $62 million through the Technology Innovation Challenge Grant (TICG) program. The Illinois total of seven TICG grants is more than any other state except California.
Priority for professional development of teachers	During the first four years of the state technology grant program, LEAs were required to devote 25% of their funds to professional development. When the state adopted requirements for certificate renewal, technology was one of the "state priorities" for continuing professional development. The regional centers have trained thousands of teachers and administrators about technology and its uses in the classroom.
State provision of online technology resources	Internet-based resources have been made available to school districts through ISBE's Web site. These have included Britannica, Scholastica, Big Chalk, Electric Library, Classroom Connect, Educational Structures, Chicago Academy of Science, Learning Outfitters and others. The ILSI Web site provides connections to the *Illinois Learning Standards* and a variety of supplemental resources, including performance descriptors, model lessons and assessments. In the near future, the Web site will also provide examples of student work that meets desired performance levels.
State provision of curriculum projects and learning opportunities	These include the original "Museums in the Classroom" project and the Marco Polo program. The Museum project has been significantly broadened to give all schools access to the full array of museum/cultural resources in the state. The new initiative is called "Classrooms Without Walls."
Support for collaboration and partnerships	ISBE has encouraged and supported LEAs in leveraging their resources. In addition to initiatives such as the Blazing Trails project described elsewhere, ISBE funded the South Cook Education Consortium, bringing together eight high-poverty districts in a variety of collaborative efforts designed to use technology to better meet the needs of their students.
Data collection and program evaluation to measure and evaluate progress	The first statewide data collection in 1996 focused primarily on the presence of "boxes and wires." In 2000, ISBE contracted with Westat to conduct a multi-year evaluation of the use and impact of technology in Illinois K-12 schools. A variety of resources have been provided for LEAs to encourage and assist them in continuously evaluating and improving their technology efforts.

In the aggregate, the actions taken since 1995 have resulted in a policy and planning infrastructure that includes technology standards for teachers and students, systematic planning at the local level, two state funding streams, and a statewide backbone for connectivity. A regional technology support system provides leadership, professional development, and technical assistance to local school districts, and the state board provides a wide variety of resources for educators, parents, and citizens.

The Illinois 2002-2007 State Technology Plan commits to readying students to thrive in the Digital Age by building on past successes and strengthening the commitment to effective use of technology for all. The new state plan charges Illinois with responsibility for advancing policy and practice through the following policy drivers:

- Transformation of the teaching and learning process to support engaged learning by Illinois students;
- Research–based use of technology to improve student achievement;
- Increased focus on technology literacy for Illinois students;
- Systemic and systematic attention to building and maintaining educator capacity to effectively use technology;
- Assurance of sufficient and high-quality e-learning opportunities for Illinois students;
- Aggressive, continuous and creative attention to issues associated with the digital divide; and
- Strong emphasis to accountability and actions that will ensure the quality of all aspects of technology in P-12 education.

These policy drivers are intended as a framework that will guide decisions and actions during the next five years and allow for course-corrections, as they are needed. Implementation of the drivers will include a review of the State Board technology policies, identification of additional standards and benchmarks, decisions on funding practices, and development of a fully-crafted plan for eliminating the digital divide and ensuring that all students benefit from technology.

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 access to and use of educational technology by students and teachers in support of academic achievement.

A Digital Age Learning Framework for Illinois

The Illinois 2002-2007 State Technology Plan establishes a pyramid of goals for the continued growth and development of technology in P-12 education in Illinois. At the top of the pyramid is the overarching goal of using the power of technology for the benefit of all Illinois students, preparing them to thrive in a knowledge-based, global society. Two key technology goals reflect the unique contribution technology can make to increase academic achievement and prepare students for success in the 21st century. Seven system conditions identify specific and essential aspects of technology improvement that will be required for success in achieving the larger goals.

Overarching Goal

To ensure that all Illinois students are ready to live, learn, and work successfully in a knowledge-based, global society.

Technology Goals for Learners

Technology will provide all Illinois students with unprecedented and equitable access to rich, diverse, and high-quality learning opportunities contributing to:

- Illinois students' attainment of high academic achievement or continuous improvement in all learning areas, with particular emphasis on reaching 100% of students meeting reading and mathematics standards by 2013-14;
- Illinois students' attainment or continuous improvement in the *Illinois Technology Literacy Standards* skills in the context of multiple content areas.

System Conditions Essential for Digital Age, Transformative Learning

Educators' Effective Use of Technology

- Knowledgeable, Competent Educators. Illinois students learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration. The environment is led and staffed by educators who are informed about, highly competent in, and who model effective uses of technology for learning, teaching, and assessment.

Transformative Learning System

- Commitment to Digital Age Learning. Students, educators, and community members acknowledge the mission-critical role of technology in the education of today's learners, allowing students to learn in ways and at levels never before possible. The environment is characterized by high expectations for all students across academic achievement, technological literacy, and 21st century skills.
- Effective Learning Practices. Illinois students are educated in environments conducive to learning in a technological, knowledge-based age. The use of technology for learning is student-centered based on current research grounded in sound instructional practice, and consistent with NCREL's engaged learning model. Students are engaged in intellectually stimulating and relevant work, constructing products that reflect learning. They actively participate in the assessment of their own learning.
- Learning Opportunities. Illinois students have equitable access to rich, diverse and high-quality learning opportunities through technology. Students, especially those in high-need areas, have their learning needs met in part through their engagement in higher quality learning through virtual courses, access to resources, interactions with peers, and access to experts.
- Digital Equity. All children have access to contemporary, robust technology and communications networks during and outside the school day; and use such technology access effectively and efficiently regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

Robust Technology Access

- Robust Technology Access. Illinois students have access to contemporary and high-speed technologies and communications networks. The environment provides contemporary digital technologies and high-speed, robust access to high-quality resources, high-quality eLearning, and communications networks.

Policy, Leadership, and Accountability

- Digital Age Policy, Leadership, and Accountability. Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration. The school culture is open to innovation and is influenced, informed, and balanced by research, high-quality professional development, rigorous standards and assessments, accountability, and strong home-school connections. Leaders are informed and knowledgeable about learning and technology. Technology budgets are sufficient to support infrastructure, technical support, curriculum, instruction, assessment, communication needs, student and staff access both inside and outside the school, and professional development.

Goals, Indicators and Benchmarks

Table 16 outlines the program goals, performance indicators, and benchmarks Illinois has established for assessing the effectiveness of the program in improving access to and use of educational technology by students, teachers, and administrators in support of academic achievement.

Table 16. Goals, Indicators, and Benchmarks -- Illinois 2002-2007 State Technology Plan

PROGRAM GOALS		
Primary Goals: ▪ To improve student academic achievement through the use of technology in elementary and secondary schools ▪ To ensure that Illinois students are ready to thrive in a knowledge-based, global society		
Additional Goals: ▪ To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability ▪ To encourage the effective integration of technology resources and systems with teacher training and curriculum development, to establish research-based instructional methods that can be widely implemented as best practices by ISBE and LEAs		
PERFORMANCE GOAL (STUDENT)	PERFORMANCE INDICATOR	BENCHMARK/PERFORMANCE OBJECTIVE
Illinois PG 1a: Students Illinois students will demonstrate high academic achievement or continuous improvement in all learning areas, with particular emphasis on reaching 100% of students meeting reading and mathematics standards by 2013-14.	1.1 The percentage of students who meet or exceed state standards in all of the academic content areas	Aligned to the ESEA benchmarks for 100% achievement by 2013-14.
Illinois PG 1b: Students Students will meet, exceed, or demonstrate continuous improvement in the *Illinois Technology Literacy Standards* skills in the	1.1 The percentage of 8th grade students who meet the *Illinois Technology Literacy Standards* in the context of all academic	2003-04: Establish baseline 2004-05: 10% of the gap between baseline and 100% 2005-06: 20% of the gap between

context of multiple content areas by 2013-2014.	content areas	baseline and 100% 2006-07: 30% of the gap between baseline and 100% 2007-08: 40% of the gap between baseline and 100% 2008-09: 50% of the gap between baseline and 100% 2009-10: 60% of the gap between baseline and 100% 2010-11: 70% of the gap between baseline and 100% 2011-2012: 80% of the gap between baseline and 100% 2012-2013: 90% of the gap between baseline and 100% 2013-2014: 100% - Goal.
Illinois PG 2: Educators Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration by 2013-2014.	2.1 The percentage of teachers who meet the Illinois Technology Standards for teachers at the knowledge and performance levels 2.2 The percentage of preservice teachers who meet the Illinois Technology Standards for teachers at the knowledge and performance levels 2.3 The percentage of administrators who meet the TSSA standards (or the Illinois technology standards for administrators) at the knowledge and performance levels	Same as above
Illinois PG 3: Transformative Learning Systems Illinois students will be educated in environments conducive to learning in a technological, knowledge-based age by 2013-2014.	3.1 The percentage of classrooms, schools, and districts that engage students in high quality technology-based learning that is grounded in current research and sound instructional practices, and embedded in the context of the academics (consistent with Next Steps and NCREL's engaged learning model) 3.2 The percentage of schools with a wide range of technology use across the academics (as defined by NCREL/Metiri)	Same as above

	3.3 The number of students whose educational opportunity is improved through eLearning (e.g., IVHS, online courses, online field trips) 3.4 The percentage of school districts with approved technology plans that meet Illinois guidelines	
Illinois PG 4: Robust Technology Access Illinois students will have access to contemporary and high-speed technologies and communications networks by 2013-2014.	4.1 The percentage of schools that meet or demonstrate improvement in meeting the Illinois standards for technology access	Same as above
Illinois PG 5: Policy, Leadership and Accountability Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration by 2013-2014.	5.1 The degree to which technology is integrated into state standards 5.3 The degree to which technology is integrated into state assessments 5.4 The degree to which technology is integrated into state policies 5.5 The level and sustainability of state funding for technology in Illinois 5.6 The leadership of the state in proactively building the capacity of educators, schools, and districts to attain the systems conditions for Digital Age, Transformative Learning 5.7 The quality and effectiveness of the comprehensive evaluation process for gauging education's progress toward the effective use of technology for all students	Same as above

Data Sources

The state is committed to in-depth analysis of students, teachers, administrators, and school systems' progress in the effective use of technology to achieve transformative learning.

To achieve this end — and not overburden LEAs — ISBE will:

- Work across the state agency to integrate evaluation/assessment processes (e.g., conduct joint, multi-purpose site visits; assess technology literacy in context of academic testing)
- Use contemporary technology to achieve integrated, cost-effective measurements that result in timely reporting of results
- Rely on a combination of progress reports by school districts informed by local evaluations and onsite visitations/validation by assessment teams
- Advance formal reviews that also serve as professional development opportunities for Illinois educators

ISBE will work with a statewide advisory committee that includes educators with technology expertise, state associations/, the Office of the Governor, state legislative staff, business and industry representatives, and other representative groups, to develop an assessment methodology and instrumentation as indicated below.

Data Sources: Student Technology Literacy (Goal 1): As described in this application, ISBE will make changes to its current state assessments to align with *NCLB* requirements and improve various aspects of the assessments, including the reporting of data to school districts. That process will include consideration of transition to online state testing for all or part of the ISAT.

Over the next six months, ISBE will investigate several avenues for measuring 8th grade student literacy, including: a) an evaluation of 8th grade technology literacy in the context of new, online testing of academic content standards; b) a combination of online testing of student knowledge and visits of samples of schools to collect performance data; c) reliance on school district reporting based on local evaluations, validated through site visits by an assessment teams. A decision on the most appropriate strategy for Illinois will be determined with the advice and assistance of the statewide advisory committee and local practitioners throughout the state. Implementation of that decision will begin in 2003.

Data Sources: Educator Competence/System Capacity (Goal 2) and Transformative, Digital Age Learning System (Goal 3): Beginning in July 2003, all candidates for the Initial Teaching Certificate must pass a test based on the Illinois Technology Standards for Teachers. The data from this test will provide information about the competence of teachers as they enter Illinois classrooms, either directly from Illinois teacher preparation institutions or from other states during their first four years of teaching.

To complement this data collection strategy, beginning in 2003-2004 school districts/schools will be requested to complete a local education technology review that addresses educator uses of technology and system conditions essential to transformative learning through technology. Multi-purpose site visits in a stratified random sample of schools/districts will be used to validate the process and to collect performance data. Once sample assessment tools are completed, ISBE, with advice from the State Technology Committee, will determine how often such reviews will be requested.

Data Sources: Infrastructure (Goal 4). LEAs will complete/update a technology infrastructure inventory annually.

Data Sources: System Leadership (Goal 5). ISBE will document policy changes, leadership initiatives, and support structures/services related to technology. The statewide advisory committee will provide oversight of the implementation of the state plan and submit annual reports to ISBE. Periodically, outside evaluators will be contracted to audit and report results related to this goal.

b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

The Illinois 2002-2007 State Technology Plan commits to readying students to thrive in the digital age by focusing on the following performance goals and their associated strategies and tactics.

Table 17. Goals and Strategies -- Illinois 2002-2007 State Technology Plan

PERFORMANCE GOAL (STUDENT)	STRATEGIES
Illinois PG 1: Students Students will meet, exceed, or demonstrate continuous improvement in the *Illinois Technology Literacy Standards* skills in the context of multiple content areas by 2013-2014.	Strategy 1A: Establish and promote a common vision for effective technology use and technology literacy among students, educators, and community Strategy 1B: Link and promote effective uses of technology and the *Technology Literacy Standards* to the *Illinois Learning Standards* Strategy 1C: Widely disseminate information and research on how technology can be used to increase student engagement, motivation in learning — and thus student achievement — through the effective uses of technology Strategy 1D: Provide information about technology programs that have proven effective in supporting improved student achievement, particularly in reading and mathematics Strategy 1E: Support world-class education through high-quality electronic learning Strategy 1F: Focus local technology projects funded with state and federal money on improvement of technology literacy and student achievement, especially in reading and mathematics Strategy 1G: Establish a research agenda for Illinois related to technology literacy, 21st Century skills, and learning
PERFORMANCE GOAL (SYSTEM-SCHOOL/DISTRICT)	STRATEGIES
Illinois PG 2: Educators Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading,	Strategy 2A: Establish the state policies and procedures that encourage and support teachers, administrators and other educators in meeting high technology standards (e.g., standards, certification, recertification, incentives) Strategy 2B: Build professional and implement development systems that ready and support teachers and other educators to meet the technology standards

and administration by 2013-2014.	Strategy 2C: Integrate professional development re technology into academic content professional development (e.g., reading, mathematics) Strategy 2D: Assess technology competency of beginning teachers prior to Initial Certification (beginning in 2003) Strategy 2E: Assess technology competency of practicing teachers and administrators
PERFORMANCE GOAL (STUDENT)	STRATEGIES
Illinois PG 1: Students Students will meet, exceed, or demonstrate continuous improvement in the *Illinois Technology Literacy Standards* skills in the context of multiple content areas by 2013-2014.	Strategy 1A: Establish and promote a common vision for effective technology use and technology literacy among students, educators, and community Strategy 1B: Link and promote effective uses of technology and the *Technology Literacy Standards* to the *Illinois Learning Standards* Strategy 1C: Widely disseminate information and research on how technology can be used to increase student engagement, motivation in learning —and thus student achievement—through the effective uses of technology Strategy 1D: Provide information about technology programs that have proven effective in supporting improved student achievement, particularly in reading and mathematics Strategy 1E: Support world-class education through high-quality electronic learning Strategy 1F: Focus local technology projects funded with state and federal money on improvement of technology literacy and student achievement, especially in reading and mathematics Strategy 1G: Establish a research agenda for Illinois related to technology literacy, 21st Century skills, and learning
PERFORMANCE GOAL (SYSTEM-SCHOOL/DISTRICT)	STRATEGIES
Illinois PG 2: Educators Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration by 2013-2014.	Strategy 2A: Establish the state policies and procedures that encourage and support teachers, administrators and other educators in meeting high technology standards (e.g., standards, certification, recertification, incentives) Strategy 2B: Build professional and implement development systems that ready and support teachers and other educators to meet the technology standards Strategy 2C: Integrate professional development regarding technology into academic content professional development (e.g., reading, mathematics) Strategy 2D: Assess technology competency of beginning teachers prior to Initial Certification (beginning in 2003) Strategy 2E: Assess technology competency of practicing teachers and administrators
Illinois PG 3: Transformative Learning	Strategy 3A: Establish a comprehensive vision and framework in Illinois for Digital Age, transformative classrooms and schools that effectively use

Systems Illinois students will be educated in environments conducive to learning in a technological, knowledge-based age by 2013-2014.	technology to advance technology literacy and academic achievement (Illinois Digital Learning Framework) Strategy 3B: Build the capacity of all local school districts, particularly schools with high percentages of children in poverty, to increase access to and effective uses of technology through professional development, strategic planning, change management, and leadership development Strategy 3C: Provide intensive and focused technical assistance to schools and districts that are not providing equitable access and effective use of technology for all students, with particular attention to schools in the System of Support Strategy 3D: Build an Illinois portal that services as an information utility for educators (learning environment for professional development, database of research-based technology/learning solutions, information exchanges, documentaries of promising practices) Strategy 3E: Continue to support school districts in their development of school technology plans that meet the criteria of the Illinois blueprint Strategy 3F: Based on the Illinois Digital Learning Framework, develop a self-assessment tool that enables educators to profile learning environments, schools, and districts and track progress toward transformative learning environments Strategy 3G: Complement and supplement local school district curricula by making high-quality electronic learning opportunities available for all Illinois students Strategy 3H: Create standards for electronic-learning programs and services made available for Illinois students by commercial and public vendors Strategy 3I: Build bridges between community, business, government services, and schools that provide students and educators with increased access to learning and learning resources
Illinois PG 4: Robust Technology Access Illinois students will have access to contemporary and high-speed technologies and communications networks by 2013-2014.	Strategy 4A: Establish and continuously update standards for technology infrastructure, networks and technologies Strategy 4B: Continue state support for purchase of technology resources, the operation and improvement of the statewide technology backbone, the Illinois Century Network, and the regional support for in-district and in-school infrastructure Strategy 4C: Provide assistance to local school districts re effective use of resources for technology Strategy 4D: Work with business and industry, and higher education to provide high-quality, sustainable, affordable technology support to schools Strategy 4C: Promote community access to technology resources for students and parents, including in 21st Century Schools
PERFORMANCE GOAL (SYSTEM-STATE/REGIONAL)	STRATEGIES
Illinois PG 5: Policy, Leadership and	Strategy 5A: Establish a state-level policy and action agenda aligned to the state goals-Establish a statewide technology advisory committee

Accountability Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration by 2013-2014.	Strategy 5B: Promote public-private partnerships that support equity of access, particularly for students from high-poverty schools Strategy 5C: Provide leadership and support systems for learning technology at the state and regional levels Strategy 5D: Establish ongoing, sustainable funding for technology Strategy 5E: Establish and fund a research agenda related to technology literacy, student learning, and academic achievement Strategy 5F: Establish a comprehensive evaluation process that tracks and reports progress in meeting the goals and benchmarks of the plan using internal and external expertise

Tactics for each strategy are included in the Illinois State Technology Plan.

c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the state level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

Illinois has adopted as its technology literacy standards those delineated in ISTE's National Technology Education Standards (see Web site at http://cnets.iste.org/). At its May 2002 State Board meeting, the board "*…endorsed the use of these standards for K-12 students…*" These standards reflect the "Six Essential Learnings" for technology adopted by ISBE in 1995. During the next year, ISBE will take actions to assure that Illinois educators, students and parents are aware of these standards and are addressing them in their educational planning and accountability.

Illinois has made a strong commitment to assuring student access to rigorous academic courses or curricula, regardless of where they live, by establishing the IVHS and linking it to the virtual learning resources provided by Illinois' higher education system. Plans are in place to expand IVHS to serve all students from preschool through high school. Federal Title V funds and state funds will be used to support the continued growth and improvement of distance learning in Illinois.

As described, ISBE plans to appoint a Digital Divide committee to assist the state in identifying strategies to help high-need LEAs acquire technology. These strategies will include public-private initiatives.

ISBE will focus the Title II, Part D funds retained at the state level on three major activities: technical assistance, leadership and professional development, and assessment and accountability.

Technical Assistance

The state will provide technical assistance, especially to high-poverty, high-need LEAs to ensure high-quality federal applications and appropriate utilization of funds, and to encourage strategic partnerships.

- *Technical Assistance to encourage quality application*s. ISBE will convene key education technology leaders to develop a sound research database that grounds workshops in technology-based learning solutions that work. This will include a national review of technology-based solutions that work, particularly in the Illinois-targeted areas of mathematics and reading. The work will also include successful Illinois-based implementation models, such as those emerging from federal grants like Technology Innovation Challenge Grants and Preparing Tomorrow's Teachers for Technology. Using that information, technical assistance workshops will be conducted in all areas of the state. ISBE will establish an online information exchange registering and providing information on institutions of higher education, other LEAs, libraries, private and public for-profit and non-profit entities with technology expertise who are interested in establishing partnerships with eligible LEAs in the competitive grant cycle. Those entities will also be invited to attend the technical assistance workshops.

  The analysis of each school in the System of Support will include an analysis of the school's technology progress and needs. The district technology plan will serve as one resource for this analysis, along with the district systems inventory and the school improvement plan analysis. This process will ensure that technology is viewed as an integral part of the plan for improving teaching and learning in each school, that strategies for improvement are linked, and that the application for and use of technology resources is focused on the unique circumstances in that school. Technology experts will be identified and supported to serve on ISBE's Title I and Title II technical assistance teams being formed to support geographic clusters of high need LEAs. That team will assist those high need LEAs in preparing a viable plan and application for NCLB funding, including technology.

  The technology application will be online. It will include hot links to resources to assist eligible LEAs and partnerships in making application.

- *Technical Assistance during Implementation.* (NOTE: Many of the strategies in the Table in section (b) will be supported through the state resources.) A key strategy that will be used in the program implementation of competitive funds for *NCLB*, Title II, Part D, Technology, will be the identification of research-based learning solutions that research demonstrates improves academic achievement for applicants. Beginning in the second year, the competitive process will encourage LEAs to join cohorts of schools/districts that adopt such solutions, forming communities of schools exchanging resources, lessons learned, and strategies for customizing these technology-based/research-based solutions to local student needs. This will be accomplished the first year by analyzing the focus of first year awardees and convening them to form communities of interest.

  Recognizing that the very schools that are targeted to receive federal funds are often the least likely to be ready to use them in substantive ways, ISBE will provide intensive technical assistance to high-poverty schools. In fact, technical assistance teams are being formed to enable such schools to concentrate solely on the needs of their students, while team members conduct research, provide advice on solutions to challenges, and find appropriate funding sources to meet unique challenges. Learning technology experts will serve on these teams on an ongoing basis to ensure that technology is a key design

element in both the challenges identified for today's student and the solutions identified to meet those challenges.

Leadership and Professional Development

- *Pre-service Professional Development.* Illinois has adopted technology standards for all teachers, regardless of teaching area or grade level. These state technology standards, which are based on the ISTE standards for teachers, will serve as one criterion for Initial Certification of all teachers, with testing to begin in July 2003. ISBE is working, and will continue to work, with the state's teacher preparation institutions to ensure that teacher candidates are provided with the knowledge and skills reflected in the state's technology standards. Particular attention will be given to assuring that teachers enter the classroom able to use technology in instruction. The Illinois Framework for Digital Age Transformative Learning will provide a common focus throughout the state.

  ISBE will carefully review the results of the new certification tests regarding technology to determine how well the teacher candidates are being prepared to meet the technology standards and to guide state and institutional improvement efforts.

- *Continuing Professional Development.* Illinois will provide proactive leadership, standards, and best-practice professional development in learning technology through State and regional support systems. By revising and updating the Illinois framework for Digital Age, Transformative Learning, the state will establish a forward-thinking, common vision for education across Illinois. The framework will help school districts recognize effective uses of technology in teaching, learning, leading, and administering – and the essential conditions that must be in place if their schools are to reach that vision.

  ISBE will establish criteria for effective technology professional development programs to guide school districts' development and outsourcing of professional development. These criteria will include assurance that professional development for technology is fully integrated with professional development in the academic content areas. ISBE will vigorously pursue the development of integrated professional development plans at the local and state levels.

  The regional support system for technology will provide LEAs with successful implementation models by working with cohorts of schools with similar focuses for their federal technology funds. In some cases, such cohorts will be formed around customization and implementation of the same technology-based solutions. In other cases, cohorts may be based on technology "value added" to schools' curricular targets, e-Learning approaches, one-to-one computing, or the learning needs of specific student populations. Following the award process, ISBE and the regional support networks will analyze the awards accordingly and provide technical assistance, support, and facilitation of information exchanges based on the sub grantee's focus. ISBE and the regional support network will host online events that bring professional development service providers together to better coordinate offerings statewide.

  The regional support network will be seeded with funds to both facilitate these clusters and to develop face-to-face, online, and hybrid professional development that meets the criteria

for effective technology professional development and addresses the immediate needs of grantees to better meet the learning needs of their students through technology. The result will be professional development experiences that are focused directly on teachers and other educators meeting the needs of students through technology.

These professional development experiences will be aligned to Illinois teacher and administrator standards for technology and to the Illinois framework for effective technology use, enabling teachers and administrators to build both school-based and individual professional development plans as they learn to use technology effectively with students.

Development of Performance Measurement System

- *Long Term: State Progress with Learning Technology.* Over the course of the next two years, Illinois will establish an assessment methodology for tracking the effectiveness and impact of technology in teaching, learning, leadership, and administration. The state has established a comprehensive Digital Age, Transformative Learning framework that defines the expected student outcomes and the Essential System Conditions that must be in place if technology is to be used effectively and equitably. Goals, performance goals, indicators, benchmarks, and data sources have been identified. ISBE will work with a statewide, representative technology advisory committee (including business and industry) to investigate options and make available to school districts low-cost, reliable, and valid measurement instruments to measure progress at the student, educator, school/district, infrastructure, and state levels. Such instruments will build on the excellent work in the state to date.

- *First Year: Grantee Progress with their Goals.* Grantees will be asked to establish a time line and work plan for meeting their first year goals. Representatives of the regional support system will convene grantees with like projects (possibly virtually) to conduct a peer-interchange process that results in a clear timeline and work plan for meeting first year goals. Subgrantees with similar interests will partner in small communities of interest. The peer-to-peer exchanges will enable them to share progress, milestones, and challenges; collaborate on joint projects, and brainstorm solutions to issues throughout the year. A mid-year report will be submitted by grantees documenting their progress to date.

  In addition, end-of-the-year reports will require peer review by partner LEAs prior to submission to ISBE. That end-of-the-year report will document progress in achieving stated goals. It will be accompanied by a second year application that either extends or reaffirms the goals to advance academic achievement (especially mathematics and reading) and technology literacy and presents a Year 2 plan that builds on Year 1 progress, lessons learned, and emerging research.

  The combination of long-term, district-by-district progress with education technology combined with grantee's reported progress will provide data for correlation analysis to determine if the implementation strategies correlate with desired outcomes. ISBE does not expect to see an impact on student learning until the second year of the program.

d. Provide a brief description of how –

i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology,

ISBE will ensure that students and teachers have increased access to high quality technology access by:

- Including student and classroom access to technology a priority and a reporting indicator on the annual technology inventory completed by LEAs
- Inclusion of student-computer targets in the Illinois standards for technology access
- Continuing to provide state technology funds to all schools on a formula based on economic need the Illinois standards for technology access
- Continuing the School Technology Revolving Loan Fund that enables capital purchases at reduced rates
- Continuing to provide low-cost access to high-speed bandwidth through the ICN
- Continuing to support districts applying for e-rate funds
- Ensuring district access to unbiased consultation on equipment purchases

In addition, ISBE will convene a special Digital Divide Subcommittee of the State Technology Committee representing business, community services, and education. This subcommittee will be asked to design strategies for assuring that all children have reasonably comparable access to technology resources, after school, on weekends, and during the school day. This will include providing access to technology through 21st Century programs, public libraries, Boys and Girls Clubs, and other similar community resources.

Illinois began funding technology in K-12 schools in 1995, and has continued that dedicated funding with incremental increases ever since.

Table 18. Use of State Resources for Technology

Fiscal Year	State Funding in Illinois Dedicated to P-12 Technology
FY95	$5,000,000
FY96	$15,000,000
FY97	$30,000,000
FY98	$43,750,000
FY99	$46,250,000
FY00	$48,750,000
FY01	$49,250,000

Illinois has used this money strategically, in part to ensure access to technology for all students.

To augment capital investments in computer equipment, Illinois established a School Technology Revolving Loan Fund. The purpose of that fund is to provide low cost financing to eligible school districts for technology hardware improvements. To date, ISBE has made 379 loans for more than $63 million.

Conceived in the earlier state plan for technology and strongly supported by the Governor, the ICN, Illinois' robust, statewide telecommunications backbone, was originally launched in 1996. The original K-12 network, LincOn, has transitioned into a network that now serves K-12 schools, institutions of higher education, libraries, museums, local and state government, and most recently, hospitals and medical facilities. Today, with 5,500 connections, the ICN is the largest educational network of its kind in the nation. Growth in the number of connections has risen from just under 3,000 two years ago to 5,500 – an increase of about 90%. That backbone provides cost-effective telecommunications services to the front door of the majority of school districts in Illinois. P-12 representatives will continue to work with the ICN, seeking deep discounts for bandwidth access in high-poverty LEAs.

Illinois has successfully leveraged e-rate opportunities, providing extensive training to districts on how to secure e-rate funds. As a result, while Illinois enrolls 6% of the nation's children P-12, it has secured 4% of the available e-rate funds nationally.

Illinois' regional support system currently provides LEAs with consultative services for the planning and design of infrastructure. The State will establish standards and benchmarks for technology infrastructure and access beginning in 2002-2003. All LEAs will be required to complete an online technology infrastructure/access survey, the accuracy of which will be verified through audits in subsequent stratified random sampling of the LEAs.

ii. *The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program*.

ISBE will work closely with the regional support system for technology to provide to high-need LEAs the intensive technical assistance needed during the application process to help them strategically and wisely craft an application to close their gap in meeting the Illinois standards for technology infrastructure and access.

One of the basic criteria for both formula and competitive sub grantee awards will be the degree to which the applicants' goals are tied to student achievement and technology literacy; and the degree to which the implementation plan will advance those goals.

Different online applications will be developed for the formula and competitive components of the program. Partnership applications will require a special section of the competitive grant application for information unnecessary in single LEA applications. Extra points will be allocated to LEAs that build their competitive application in concert with their formula resources.

State Formula Grants: For state formula grants, ISBE will award funds to high–poverty, low-performing, high technology need LEAs that develop local applications that reflect high quality and sufficiency of duration to ensure impact.

Currently, there are 897 Illinois LEAs eligible to apply for formula grants, provided they have a district technology plan. Formula awards for technology projects will range from $260 -- $5.8 million. Sufficiency of size and scope will be assured by: requiring rigorous adherence to established criteria; encouraging LEAs that receive smaller allocations to coordinate with other federal, state, and local funds; and providing extra points in the competitive process to LEAs

deemed high need but having received insufficient funds through the formula grant. Applicants with at least 20% of their student population qualifying for Title I, Part A services who do not receive at least $25,000 through a formula grant will be given extra points in the competitive cycle, provided their applications are of sufficient quality.

Competitive Grants: Eligibility for competitive grants includes high-poverty LEAs, demonstrated low-performance, or high technology need. All LEA applicants (whether an applicant or member of a partnership) must have a district plan for technology to be eligible. For State competitive grants, ISBE will make awards of sufficient size and duration under section 2412(1) (2) (b) only to:

- LEAs that develop high-quality local applications and are high need (have a percentage of students from low-income families above the state median average of 10.3%)
- Serve one or more schools identified in improvement or corrective action under section 1116 of the ESEA or have a substantial need for acquiring and using technology to improve student achievement in reading and math.
- Eligible partnerships that include an LEA meeting one of the criteria listed above.

The following funding formula that will be used by ISBE to award the subgrants to LEAs:

Table 19: Formula for Establishing Level and Sufficiency of Funding

Number of qualifying Title I students in LEA	Base Award	Additional sum for each qualifying student above 100	Total sub-grantee award for educational technology
100 or below	$25,000.00	$0.00	$25,000.00
101 +	$25,025.00	$25.00	$25,025.00 +

Every effort will be made to have an equitable distribution in rural and urban areas. ISBE will allot funding to each of nine regions in the state according to the percentage of Title I student populations in that region. The established priorities for the funds will be in technology-based learning solutions in mathematics and reading that are grounded in research. In the State approval process, a successful LEA may receive an award for up to three years. ISBE will encourage LEAs to write proposals for the full three years, ensuring sufficient duration for building the capacity of schools and achieving student performance goals. For an LEA to receive continuation of funding in the third year of an award, it will be required to submit a performance report that clearly demonstrates annual yearly progress made toward achieving the four State and Federal goals and indicators for this program. The stringent criteria in the application process will ensure the sufficiency of scope and quality of awardees' programs as well. Scorers will be required to assess the size of proposed budgets in comparison to the scope of the project. The above table provides the upper limit of the proposal based on the number of Title I students served.

Every effort will be made to streamline this application process for LEAs. Technical assistance will be provided schools to ensure meaningful, relevant applications based on critical student learning needs.