

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

**Agenda Topics:** Presentation of financial status of Bureau Valley CUSD  
340

Presentation of financial status of Rock Island SD 41

**Materials:** Financial Summaries for Each School District

**Staff contact(s):** David Wood

**Purpose of Agenda Item**

The Board will hear two additional school districts discuss their financial situation.

**Expected Outcome(s) of Agenda Item**

The Board will better understand the financial status of these districts and the financial issues facing all school districts. Such information will help the Board as it approves the Financial Profile, including financial designations for schools, and considers the FY05 budget and legislation to assist schools in financial difficulty.

**Background Information**

The number of schools in financial difficulty continues to increase. While the Board has adopted a new Financial Profile to provide better information about the financial status of schools, it is important to understand the specific issues facing particular districts. In September, the Board heard the following three school districts, which the agency had identified as in financial difficulty, describe their circumstances to the Board:

Elgin School District #46,  
Calhoun CUSD #40, and  
West Harvey–Dixmoor PSD #147.

Despite their differences, urban, rural and suburban; large and small; growing and declining, the following themes emerged:

- It is important to share information with and involve the community in funding decisions;
- It is imperative to balance the budget and make tough revenue and expenditure decisions as early as possible;
- Data analysis can help (forecasting models, consultants, etc.);

- Management of basic accounting, reporting, and control systems is critical; and
- Stability, if not growth, in both state and federal funding is important because at risk populations are growing, costs are outpacing revenues, and educational outcomes are becoming more stringent.

This month the Board will hear from:

- Bureau Valley CUSD #340
- Rock Island School District #41

In the case of Rock Island, the district has been able to remain financially stable but has begun to cut programs and is unable to provide sufficient services to assure that all children achieve standards.

In the case of Bureau Valley, the district was established through the consolidation of several districts in the mid 1990s and has recently run deficits forcing it to reduce services.

These showcases are part of the larger discussion being held by the Board related to why schools are in financial difficulty and what the Board may be able to do to prevent such financial difficulty and assist those who find themselves in financial difficulty.

## Bureau Valley CUSD 340

### SUMMARY INFORMATION

<b>Unit District</b>	<b>Bureau County</b>	<b>Enrollment (FY 03)</b>	<b>1,415</b>
<b>Superintendent</b>	<b>Dr. Rick Stoecker</b>	<b>Low Income</b>	<b>29%</b>
<b>Real EAV (2000)</b>	<b>\$101.9 M</b>	<b>Number of Schools</b>	<b>6</b>
<b>FY 02 Operating Budget*</b>	<b>\$9.6 M</b>	<b>Number of Teachers</b>	<b>114</b>
<b>GSA (FY 03)</b>	<b>\$2,532,299</b>	<b>Average Teacher Salary</b>	<b>\$40,111</b>
<b>State Share</b>	<b>33.42%</b>	<b>Average Admin. Salary</b>	<b>\$63,514</b>
<b>Local Share</b>	<b>61.81%</b>	<b>District Average Class Size:</b>	
<b>Federal Share</b>	<b>4.75%</b>	<b>Kindergarten</b>	<b>18.8</b>
<b>Operating Tax Rate</b>	<b>4.1067</b>	<b>First Grade</b>	<b>15.3</b>
<b>Total Tax Rate</b>	<b>5.1740</b>	<b>Third Grade</b>	<b>16.5</b>
<b>OEPP**</b>	<b>\$7,465</b>	<b>Sixth Grade</b>	<b>27.5</b>
		<b>Eighth Grade</b>	<b>26.3</b>
		<b>High School</b>	<b>19.1</b>

**Referendum Status:**

<u>Fiscal Year</u>	<u>Referendum Yes/No</u>
<b>2002</b>	No
<b>2001</b>	No
<b>2000</b>	No

\*Operating Budget Includes (Education, Operations and Maintenance and Transportation Funds)

\*\*Operating Expense Per Pupil

## School District Financial Profile

BUREAU VALLEY CUSD 340  
Unit  
28-006-3400-26

Located in : MANLIUS  
Superintendent: DR RICK STOECKER

BUREAU

Basis of Accounting: CASH  
Under Tax Cap: NO

### Financial Indicators :

	1998	1999	2000	2001	2002	Score
<b>Fund Balance to Revenue Ratio :</b> (Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)	0.19	0.29	0.33	0.36	<b>0.32</b>	4
Total Fund Balance divided by Total Revenue	2,966,911					1.40

The Fund Balance to Revenue ratio reflects the impact of additional revenues to the fund balances of the district. Fund Balances, to a district, can be viewed as savings or checking account balances to the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and zero scores 2 and a negative fund balance to revenue ratio scores 1. This ratio is weighted at 35% of the Total Profile Score.

### Expenditure to Revenue Ratio :

	1998	1999	2000	2001	2002	Score
<b>Expenditure to Revenue Ratio :</b> (Includes Educational, Operations & Maintenance, and Transportation Funds)	0.91	0.90	0.96	0.97	<b>1.04</b>	3
Total Expenditure divided by Total Revenues	9,639,861					1.05

The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.00 and \$1.10 scores 3, between \$1.10 and \$1.20 scores 2 and spending of greater than \$1.20 scores 1. Included in this ratio are one-time expenditures made by the district, including construction costs. This ratio is also weighted at 35%.

### Days Cash on Hand :

	1998	1999	2000	2001	2002	Score
<b>Days Cash on Hand :</b> (Includes Educational, Operations & Maintenance, and Transportation Funds)	76	116	125	133	<b>111</b>	3
Cash on Hand divided by Expenditures per Day	2,967,891					0.30

Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 180 days or greater scores 4, between 90 and 180 scores 3, between 30 and 90 scores 2 and less than 30 days of cash on hand scores 1. Weight for this score is 10%.

### % of Short-Term Borrowing Maximum Remaining :

	1998	1999	2000	2001	2002	Score
<b>% of Short-Term Borrowing Maximum Remaining :</b>	*	*	*	1.00	<b>1.00</b>	4
Tax Anticipation Warrants	0					0.40

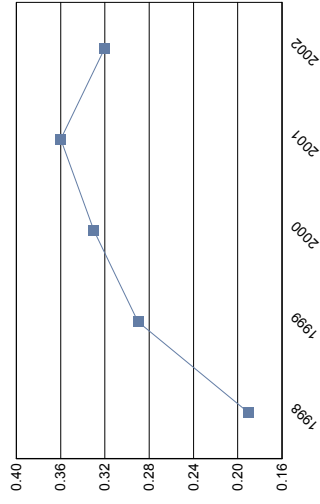
Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur. Also weighted at 10%.

### % of Long-Term Debt Margin Remaining :

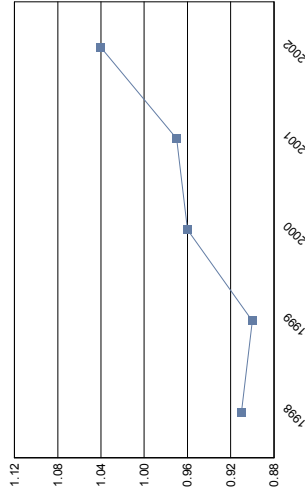
	1998	1999	2000	2001	2002	Score
<b>% of Long-Term Debt Margin Remaining :</b>	*	*	*	0.31	<b>0.33</b>	2
Long-Term Debt Amount	10,452,669					0.20

Represents how much long-term debt the district may incur. Also weighted at 10%.

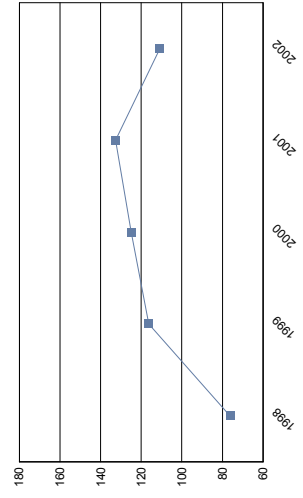
**Fund Balance to Revenue Ratio**



**Expenditure to Revenue Ratio**



**Days Cash on Hand**



\* Data for years previous to 2001 is not available for trend analysis of short-term and long-term debt.

<b>Total Profile Score</b>	<b>3.35</b>
<b>Financial Review</b>	

## School District Financial Profile

BUREAU VALLEY CUSD 340  
 Unit  
 28-006-3400-26

Located in : MANLIUS BUREAU  
 Superintendent: DR RICK STOECKER

Basis of Accounting: CASH  
 Under Tax Cap: NO

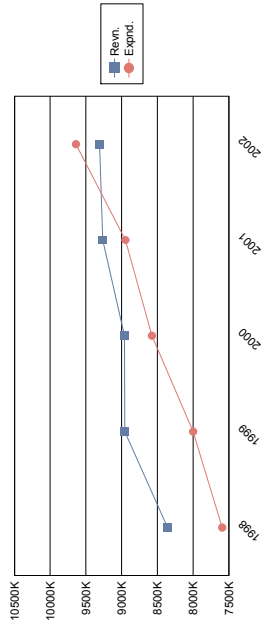
### Historical Data

*Operating Funds Summary :	1998	1999	2000	2001	2002
Beginning Fund Balance	843,228	1,607,993	2,583,770	2,975,382	3,295,662
+ Revenues	8,356,498	8,958,038	8,961,537	9,263,559	9,308,575
- Expenditures	7,592,533	8,000,921	8,576,821	8,945,920	9,639,861
= Results of Operations	1,607,193	2,565,110	2,968,486	3,293,021	2,964,376
+ Other Receipts and Adjustments	800	18,660	6,896	2,641	2,535
Ending Fund Balance	1,607,993	2,583,770	2,975,382	3,295,662	2,966,911

Working Cash Ending Fund Balance

0                    0                    0                    0                    0

### Revenues and Expenditures



\* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the districts ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate. Districts may transfer money from the working cash fund to any of the operating funds as a loan.

### District's Comments Regarding the School District Financial Profile

**ANALYSIS OF FINANCIAL INFORMATION (4 Funds)**

**BUREAU VALLEY CUSD 340**

**28006340026**

9 MO. ADA		GSA (ENTITLEMENT)		OEPP		REAL EAV	
2000	1,302.04	2000	2,603,837.50	2000	6,619.50	1999	100,750,725
2001	1,260.95	2001	2,659,541.75	2001	7,077.92	2000	101,985,512
2002	1,287.34	2002	2,524,026.13	2002	7,464.54	*2001	100,941,567

**REVENUE SOURCES (4) OPERATING FUNDS**

	LOCAL		STATE		FEDERAL		TOTAL
	AMOUNT	%	AMOUNT	%	AMOUNT	%	
2000	4,640,543	51.78%	3,914,967	43.69%	406,027	4.53%	8,961,537
2001	5,042,987	54.44%	3,770,397	40.70%	450,175	4.86%	9,263,559
*2002	5,179,609	55.64%	3,615,906	38.84%	513,060	5.51%	9,308,575

TAX	EDUC.	O&M	TRANS.	W/C	OTHER	TOTAL	OTR
1998							
1999	2.7500	0.5000	0.2500	0.0500	1.5931	5.1431	4.0622
2000	2.7500	0.5000	0.2500	0.0500	1.6240	5.1740	4.1067
*2001	2.7500	0.5000	0.2500	N/A	N/A	3.5000	N/A

**FUND BALANCE**

	AFR	AFR	AFR	AFR
	1998-1999	1999-2000	2000-01	2001-02 *

<b>ED FUND</b>				
<b>Beg. Fund Bal.</b>	\$1,384,676	\$2,307,264	\$2,602,861	\$2,909,650
Revenue	7,479,432	7,177,382	7,542,778	7,572,650
Expenditures	6,601,345	6,931,457	7,287,276	7,883,779
- Excess (Deficiency)	878,087	245,925	255,502	(311,129)
Other Sources/Uses	44,501	49,672	51,287	51,522
Other Chg. in Fund Bal.	0	0	0	0
<b>End. Fund Bal.</b>	<b>\$2,307,264</b>	<b>\$2,602,861</b>	<b>\$2,909,650</b>	<b>\$2,650,043</b>

<b>O &amp; M FUND</b>				
<b>Beg. Fund Bal.</b>	\$135,024	\$139,249	\$224,177	\$218,384
Revenue	740,612	914,895	894,034	884,925
Expenditures	754,862	835,033	900,734	948,374
- Excess (Deficiency)	(14,250)	79,862	(6,700)	(63,449)
Other Sources/Uses	18,475	5,066	907	842
Other Chg. in Fund Bal.	0	0	0	0
<b>End. Fund Bal.</b>	<b>\$139,249</b>	<b>\$224,177</b>	<b>\$218,384</b>	<b>\$155,777</b>

<b>TRANSP FUND</b>				
<b>Beg. Fund Bal.</b>	\$88,293	\$137,257	\$148,344	\$167,628
Revenue	693,678	820,913	775,523	799,478
Expenditures	644,714	810,331	757,910	807,708
- Excess (Deficiency)	48,964	10,582	17,613	(8,230)
Other Sources/Uses	0	505	1,671	1,693
Other Chg. in Fund Bal.	0	0	0	0
<b>End. Fund Bal.</b>	<b>\$137,257</b>	<b>\$148,344</b>	<b>\$167,628</b>	<b>\$161,091</b>

<b>WC FUND</b>				
<b>Beg. Fund Bal.</b>	\$0	\$0	\$0	\$0
Revenue	44,316	48,347	51,224	51,522
Expenditures				
- Excess (Deficiency)	44,316	48,347	51,224	51,522
Other Sources/Uses	(44,316)	(48,347)	(51,224)	(51,522)
Other Chg. in Fund Bal.	0	0	0	0
<b>End. Fund Bal.</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>COMBINED ENDING FUND BAL:</b>				
<b>COMBINED REVENUES:</b>	2,583,770	2,975,382	3,295,662	2,966,911
	8,958,038	8,961,537	9,263,559	9,308,575

<b>TA WARRANTS (4funds)</b>				
Previous Balance	0	0	0	0
Issued	0	0	0	0
Retired	0	0	0	0
<b>Balance Outstanding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>TEACHERS' ORDERS</b>				
Previous Balance	0	0	0	0
Issued	0	0	0	0
Retired	0	0	0	0
<b>Balance Outstanding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>TOTAL OPERATING FUNDS</b>				
<b>Beg. Fund Bal.</b>	\$1,607,993	\$2,583,770	\$2,975,382	\$3,295,662
Total Revenue	8,958,038	8,961,537	9,263,559	9,308,575
Total Expenses	8,000,921	8,576,821	8,945,920	9,639,861
- Excess (Deficiency)	912,801	384,716	317,639	(331,286)
Other Sources/Uses	18,660	6,391	970	842
Other Chg. in Fund Bal	0	0	0	0
<b>End. Fund Bal.</b>	<b>\$2,583,770</b>	<b>\$2,975,382</b>	<b>\$3,295,662</b>	<b>\$2,966,911</b>

## Rock Island School District 41

### SUMMARY INFORMATION

<b>Unit District</b>	<b>Rock Island County</b>	<b>Enrollment (FY 03)</b>	<b>6,507</b>
<b>Superintendent</b>	<b>Dr. David Markward</b>	<b>Low Income</b>	<b>50%</b>
<b>Real EAV (2000)</b>	<b>\$389.9 M</b>	<b>Number of Schools</b>	<b>15</b>
<b>FY 02 Operating Budget*</b>	<b>\$16.6 M</b>	<b>Number of Teachers</b>	<b>427</b>
<b>GSA (FY 03)</b>	<b>\$14,563,702</b>	<b>Average Teacher Salary</b>	<b>\$52,024</b>
<b>State Share</b>	<b>38.35%</b>	<b>Average Admin. Salary</b>	<b>\$77,917</b>
<b>Local Share</b>	<b>46.13%</b>	<b>District Average Class Size:</b>	
<b>Federal Share</b>	<b>15.50%</b>	<b>Kindergarten</b>	<b>19.7</b>
<b>Operating Tax Rate</b>	<b>4.5114</b>	<b>First Grade</b>	<b>16.4</b>
<b>Total Tax Rate</b>	<b>5.0740</b>	<b>Third Grade</b>	<b>19.6</b>
<b>OEPP**</b>	<b>\$7,378</b>	<b>Sixth Grade</b>	<b>19.0</b>
		<b>Eighth Grade</b>	<b>21.4</b>
		<b>High School</b>	<b>19.8</b>

**Referendum Status:**

<u>Fiscal</u> <u>Year</u>	<u>Referendum</u> <u>Yes/No</u>
<b>2001</b>	No
<b>2000</b>	No

\*Operating Budget Includes (Education, Operations and Maintenance and Transportation Funds)

\*\*Operating Expense Per Pupil

### School District Financial Profile

ROCK ISLAND SCHOOL DISTRICT 41  
Unit  
49-081-0410-25

Located in : ROCK ISLAND  
Superintendent: DR DAVID MARKWARD

Basis of Accounting: GAAP  
Under Tax Cap: NO

#### Historical Data

	1998	1999	2000	2001	2002	Score
<b>Financial Indicators :</b>						
<b>Fund Balance to Revenue Ratio :</b>	0.22	0.26	0.29	0.31	<b>0.31</b>	4
* Excludes Educational, Operations & Maintenance, Transportation, and Working Cash Funds.						
<b>Total Fund Balance divided by Total Revenue</b>	16,640,679					<b>Weighted Score</b>
	53,177,610					1.40

The Fund Balance to Revenue ratio reflects the impact of additional revenues to the fund balances of the district. Fund Balances to a district can be viewed as savings or checking account balances for the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and .25 scores 2 and a negative fund balance to revenue ratio scores 1. This ratio is weighted at 33% of the Total Profile Score.

	1998	1999	2000	2001	2002	Score
<b>Expenditure to Revenue Ratio :</b>	0.97	0.96	0.96	0.97	<b>0.98</b>	4
* Excludes Educational, Operations & Maintenance, and Transportation Funds.						
<b>Total Expenditure divided by Total Revenues</b>	52,115,705					<b>Weighted Score</b>
	53,177,610					1.40

The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.10 and \$1.20 scores 3, between \$1.30 and \$1.40 scores 2 and spending of greater than \$1.20 scores 1. Included in this ratio are one-time expenditures made by the district, including construction costs. This ratio is also weighted at 33%.

	1998	1999	2000	2001	2002	Score
<b>Days Cash on Hand :</b>	68	84	110	121	<b>107</b>	3
* Excludes Educational, Operations & Maintenance, and Transportation Funds.						
<b>Cash on Hand divided by Expenditures per Day</b>	15,457,659					<b>Weighted Score</b>
	144,766					0.30

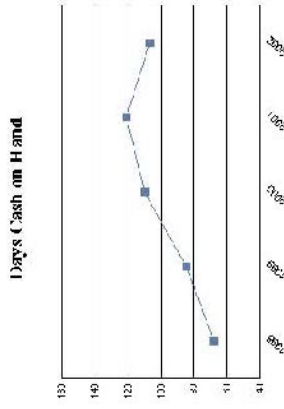
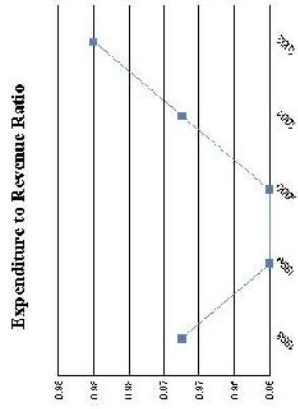
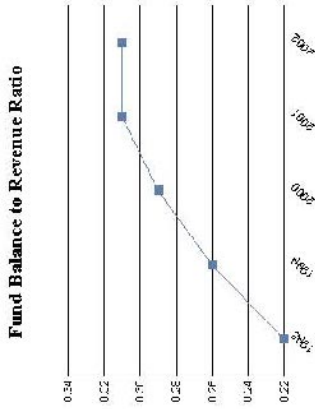
Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 80 days or greater scores 4, between 60 and 80 scores 3, between 30 and 60 scores 2 and less than 30 days of cash on hand scores 1. Weight for this score is 10%.

	1998	1999	2000	2001	2002	Score
<b>% of Short-Term Borrowing Maximum Remaining :</b>	*	*	*	1.00	<b>1.00</b>	4
<b>Tax Anticipation Warrants</b>	0					<b>Weighted Score</b>
<b>Short-Term Debt Available</b>	14,408,632					0.40

Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur. Also weighted at 10%.

	1998	1999	2000	2001	2002	Score
<b>% of Long-Term Debt Margin Remaining :</b>	*	#	*	0.48	<b>0.53</b>	3
<b>Long-Term Debt Amount</b>	26,966,797					<b>Weighted Score</b>
						0.30

Represents how much long-term debt the district may incur. Also weighted at 10%.



\* Data for years previous to 2001 is not available for trend analysis of short-term and long-term debt.

<b>Total Profile Score</b>	<b>3.80</b>
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### School District Financial Profile

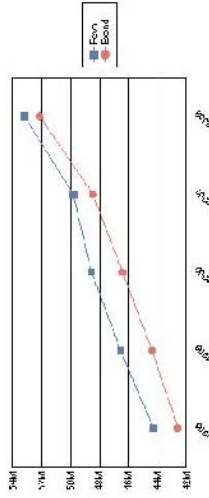
ROCK ISLAND SCHOOL DISTRICT 41  
 Unit  
 49-081-0410-25

Located in : ROCK ISLAND  
 Superintendent: DR DAVID MARKWARD

Basis of Accounting: GAAP  
 Under Tax Cap: NO

#### Historical Data

	1998	1999	2000	2001	2002
<b>*Operating Funds Summary :</b>					
Beginning Fund Balance	8,094,297	9,865,531	12,020,287	14,213,416	15,578,774
- Revenues	44,270,303	46,341,937	48,564,950	49,803,496	53,177,610
- Expenditures	42,533,127	44,337,181	46,411,767	48,443,139	52,115,705
- Results of Operations	9,771,275	13,020,287	14,173,450	15,578,775	16,642,679
- Other Receipts and Adjustments	94,256	0	30,965	0	0
<b>Ending Fund Balance</b>	<b>9,865,531</b>	<b>12,020,287</b>	<b>14,213,416</b>	<b>15,578,775</b>	<b>16,642,679</b>
<b>Working Cash Ending Fund Balance</b>	<b>836,336</b>	<b>980,193</b>	<b>1,145,905</b>	<b>1,249,797</b>	<b>1,249,797</b>



\* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the districts ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate. Districts may transfer money from the working cash fund to any of the operating funds as a fund.

### District's Comments Regarding the School District Financial Profile

The District is pleased to be portrayed by the Illinois State Board of Education as "Financial Recognition". During the decade of the 1990's through 2002 the District was able to accumulate a reasonable fund balance in its operating funds. The healthy economy fueled appropriations to keep up with increased operational costs. Unfortunately, the economy has bottomed out. States are not able to provide appropriations to assist with increased operational costs.

The District is feeling the impact of the economy through reduced revenues as interest rates plummet, grants are pro-rated to less than 100% and costs continue to rise. To meet this economic challenge, the District began reducing expenditures during the 2002-03 year. It will also minimize the loss of programming for students by utilizing part of the accumulated surplus.

As the poor economic conditions continue, the District foresees that its ranking on the financial profile will diminish. Great care and thought will be given to determine the most appropriate means to provide learning opportunities to the students and providing value to our community while maintaining fiscal responsibility. These decisions are difficult but necessary until the economy turns and the State is able to provide adequate assistance to meet the educational needs of the students.

**ANALYSIS OF FINANCIAL INFORMATION (4 Funds)**

**ROCK ISLAND SCHOOL DISTRICT 41**

**49081041025**

9 MO. ADA		GSA (ENTITLEMENT)		OEPP		REAL EAV	
2000	6,108.92	2000	14,196,163.15	2000	6,792.94	1999	369,752.118
2001	1,260.95	2001	15,378,195.29	2001	7,107.93	2000	389,879.038
2002	6,126.62	2002	14,516,280.83	2002	7,378.10	*2001	417,994.088

**REVENUE SOURCES (4) OPERATING FUNDS**

	LOCAL		STATE		FEDERAL		TOTAL
	AMOUNT	%	AMOUNT	%	AMOUNT	%	
2000	21,958,054	45.21%	19,467,288	40.09%	7,139,608	14.70%	48,564,950
2001	22,812,678	45.80%	20,060,219	40.27%	6,935,601	13.92%	49,808,498
*2002	22,670,607	42.63%	21,723,188	40.85%	8,783,815	16.52%	53,177,610

TAX	EDUC.	O&M	TRANS.	W/C	OTHER	TOTAL	OTR
1998							
1999	3.2000	0.7500	0.1246	0.0500	0.9746	5.0992	4.6128
2000	3.1908	0.7478	0.1130	0.0000	1.0224	5.0740	4.5114
*2001	3.2000	0.7500	0.1054	N/A	N/A	4.0554	N/A

**FUND BALANCE**

	AFR		AFR		AFR		AFR	
	1998-1999	1999-2000	2000-01	2001-02 *				
<b>ED FUND</b>								
Beg.Fund Bal.	\$8,995,824	\$10,587,807	\$12,019,231	\$12,990,676				
Revenue	41,380,676	42,948,889	43,416,695	46,508,321				
Expenditures	39,788,693	41,557,430	42,445,250	45,944,961				
- Excess (Deficiency)	1,591,983	1,391,459	971,445	563,360				
Other Sources/Uses	0	39,965	0	0				
Other Chg. in Fund Bal.	0	0	0	0				
End.Fund Bal.	\$10,587,807	\$12,019,231	\$12,990,676	\$13,554,036				
<b>O &amp; M FUND</b>								
Beg.Fund Bal.	(\$849,908)	(\$459,370)	\$156,014	\$323,325				
Revenue	4,102,400	4,472,093	5,206,673	5,577,202				
Expenditures	3,711,862	3,856,710	5,039,361	5,267,619				
- Excess (Deficiency)	390,538	615,383	167,312	309,583				
Other Sources/Uses	0	0	0	0				
Other Chg. in Fund Bal.	0	0	0	0				
End.Fund Bal.	(\$459,370)	\$156,013	\$323,326	\$632,908				
<b>TRANSP FUND</b>								
Beg.Fund Bal.	\$912,779	\$911,657	\$878,266	\$1,014,976				
Revenue	885,504	964,256	1,095,238	1,092,087				
Expenditures	886,626	997,647	958,528	903,125				
- Excess (Deficiency)	(1,122)	(33,391)	136,710	188,962				
Other Sources/Uses	0	0	0	0				
Other Chg. in Fund Bal.	0	0	0	0				
End.Fund Bal.	\$911,657	\$878,266	\$1,014,976	\$1,203,938				
<b>WC FUND</b>								
Beg.Fund Bal.	\$806,836	\$980,193	\$1,159,905	\$1,249,797				
Revenue	173,357	179,712	89,892	0				
Expenditures								
- Excess (Deficiency)	173,357	179,712	89,892	0				
Other Sources/Uses	0	0	0	0				
Other Chg. in Fund Bal.	0	0	0	0				
End.Fund Bal.	\$980,193	\$1,159,905	\$1,249,797	\$1,249,797				
<b>COMBINED ENDING FUND BAL:</b>								
COMBINED REVENUES:	12,020,287	14,213,415	15,578,775	16,640,679				
	46,541,937	48,564,950	49,808,498	53,177,610				
<b>TA WARRANTS (4funds)</b>								
Previous Balance	0	0	0	0				
Issued	0	0	0	0				
Retired	0	0	0	0				
Balance Outstanding	0	0	0	0				
<b>TEACHERS' ORDERS</b>								
Previous Balance	0	0	0	0				
Issued	0	0	0	0				
Retired	0	0	0	0				
Balance Outstanding	0	0	0	0				
<b>TOTAL OPERATING FUNDS</b>								
Beg. Fund Bal.	\$9,865,531	\$12,020,287	\$14,213,416	\$15,578,774				
Total Revenue	46,541,937	48,564,950	49,808,498	53,177,610				
Total Expenses	44,387,181	46,411,787	48,443,139	52,115,705				
- Excess (Deficiency)	2,154,756	2,153,163	1,365,359	1,061,905				
Other Sources/Uses	0	39,965	0	0				
Other Chg. in Fund Bal.	0	0	0	0				
End. Fund Bal.	\$12,020,287	\$14,213,415	\$15,578,775	\$16,640,679				

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

**Agenda Topic:** Presentation: Discussion of Fiscal Year 05 ISBE Budget

**Materials:** Overall Financial and Economic Information from the IEFC Program Options

**Staff contact(s):** David Wood

**Purpose of Agenda Item**

The Board will continue to develop their FY05 Budget recommendation.

**Expected Outcome(s) of Agenda Item**

The Board will review the FY04 revenue estimates of the Illinois Economic and Fiscal Commission. The Board will review various funding options for major elementary and secondary programs from the current appropriation, through inflation and increasingly larger levels of funding, to what might be considered the financial needs of the elementary and secondary education system to improve the current situation in the future.

**Background Information**

The FY05 schedule proposes to review the calendar and establish the financial and economic context in September; to review program options in October; to review a draft recommendation in November; and to finalize a budget recommendation in December.

The attached bar graph illustrates the general funds revenue change since FY1991, including the Illinois Economic and Fiscal Commission estimate of FY04 revenue. The IEFC "base" revenue growth is only \$26 M and it assumes:

- Business investment slowly increases;
- Jobs stabilize;
- Economic recovery slowly strengthens;
- Federal sources increase due to increased state spending; and
- \$425 M in revenue growth offset by \$399 M in income tax refunds growth.

This negligible growth is increased by \$2,714 M from the following adjustments:

- \$65 M closing sales tax loopholes, etc.,
- \$26 M closing corporate income tax loopholes and increasing the franchise tax,

\$38 M out of state purchases of natural gas,  
\$75 M decouple from various federal provisions,  
\$19 M insurance fees,  
\$350 M 10<sup>th</sup> riverboat license,  
\$288 M fee increases,  
\$233 M sale/lease back of state property,  
\$125 M environmental trust fund,  
\$102 M commercial distribution fee,  
\$40 M tax amnesty,  
\$173 M riverboat gaming tax,  
\$158 M fund “sweeps”,  
\$347 M fund “charge backs,” and  
\$675 M federal sources.

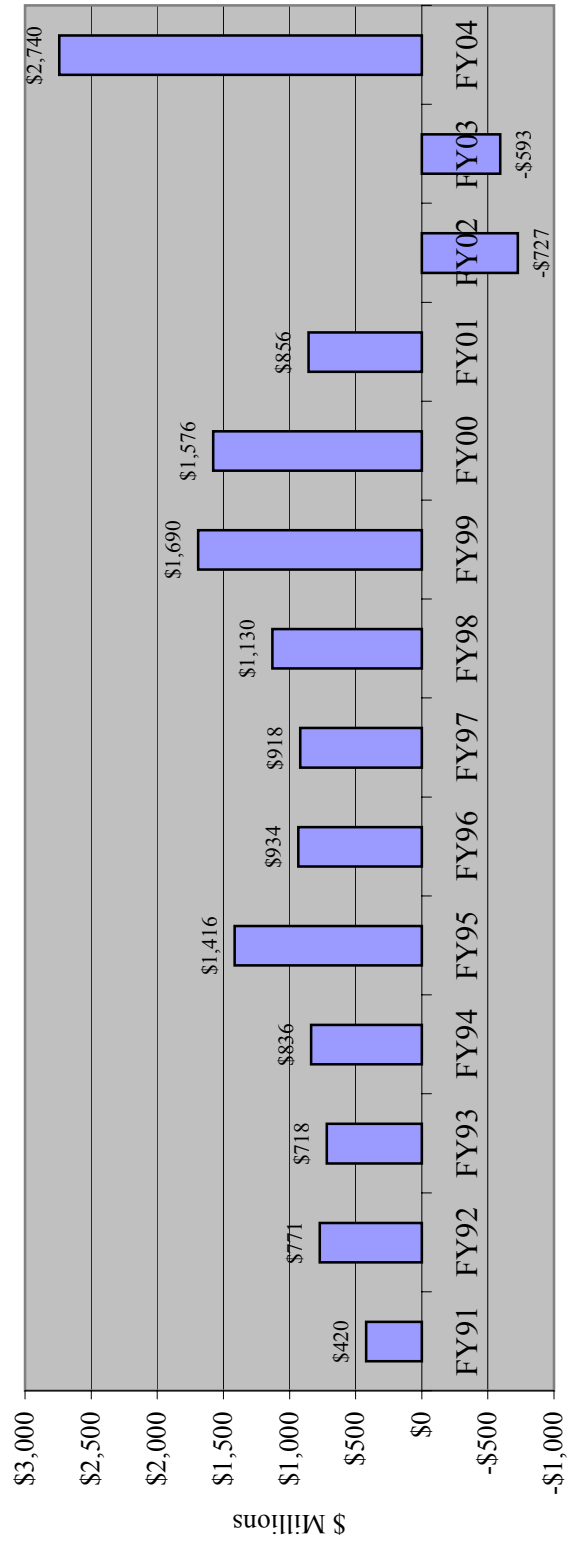
They point out that there are risks to this forecast – the recovery itself may not occur, consumers may take a pause if jobs don’t begin to stabilize, the sale of the 10<sup>th</sup> riverboat license, the sale of other state property, the fees, and the fund charge backs. Thus, every large source except federal revenues is questioned.

The Program Options mirrors materials developed last year in the “State of Education” document. This year the material will be incorporated directly into the introductory section of the Annual Report/Budget document. The goal is to establish a context of need in each program area that is required by schools to achieve high levels of academic achievement by all students. These funding needs are unrelated to where the money comes from – federal, state or local sources.

### **Next Steps**

Continue to develop the FY05 budget pursuant to the proposed schedule.

**Annual General Funds Revenue Change  
IEFC Data & FY04 Estimate**



FY	Chg
FY91	420
FY92	771
FY93	718
FY94	836
FY95	1416
FY96	934
FY97	918
FY98	1130
FY99	1690
FY00	1576
FY01	856
FY02	-727
FY03	-593
FY04	2740

# ILLINOIS STATE BOARD OF EDUCATION

## FY04 Final Budget

(Dollars in Thousands)

Initiatives	FY03 Final	FY04 Final	FY03 to FY04 \$ Change
<b>DISTRIBUTIVE GRANTS</b>	<u>4,554,981.4</u>	<u>4,936,432.9</u>	<u>381,451.5</u>
General State Aid	3,142,100.0	3,445,600.0	303,500.0
GSA - Hold Harmless	64,200.0	38,600.0	-25,600.0
Transition Assistance	0.0	5,200.0	5,200.0
School Safety & Ed Improvement Block Grant	66,854.1	42,841.0	-24,013.1
Charter Schools	7,428.2	3,820.2	-3,608.0
District Consolidation Costs	1,669.4	1,669.4	0.0
Early Intervention	64,447.3	64,447.3	0.0
Gifted Education Reimbursement	19,000.6	0.0	-19,000.6
Low Incidence Disabilities	0.0	0.0	0.0
School Breakfast Incentive Program	473.5	723.5	250.0
Textbook Loan Program	29,126.5	29,126.5	0.0
<b>Mandated Categoricals</b>	<u>1,159,681.8</u>	<u>1,304,405.0</u>	<u>144,723.2</u>
Illinois Free Lunch/Breakfast	20,741.2	19,565.0	-1,176.2
Orphanage Tuition 18-3 (Reg Ed)	13,988.2	14,651.0	662.8
Sp Ed - Extraordinary Services	225,712.0	229,502.0	3,790.0
Sp Ed - Orphanage Tuition 14-7.03	104,763.2	97,370.0	-7,393.2
Sp Ed - Personnel Reimbursement	303,506.9	346,000.0	42,493.1
Sp Ed - Private Tuition	47,134.4	59,423.0	12,288.6
Sp Ed - Summer School	5,830.4	6,370.0	539.6
Sp Ed - Transportation	218,097.0	289,100.0	71,003.0
Transportation - Regular/Vocational	219,908.5	242,424.0	22,515.5
<b>STANDARDS, ASSESSMENTS &amp; ACCOUNTABILITY</b>	<u>26,915.2</u>	<u>25,295.2</u>	<u>-1,620.0</u>
Corey H. Compliance	0.0	0.0	0.0
Standards, Assessments & Accountability	26,915.2	25,295.2	-1,620.0
<b>ENSURING QUALITY ED PERSONNEL</b>	<u>21,962.0</u>	<u>5,190.0</u>	<u>-16,772.0</u>
Certificate Renewal Administrative Payment	0.0	0.0	0.0
Illinois Scholars Program	2,914.3	0.0	-2,914.3
Mentoring & Induction (Teachers/Administrators)	8,550.0	0.0	-8,550.0
Recruitment & Retention	0.0	0.0	0.0
Professional Development - Statewide	0.0	0.0	0.0
NBPTS/Teacher Education	4,740.0	4,740.0	0.0
Teach for America	450.0	450.0	0.0
Teachers Academy for Math & Science	5,307.7	0.0	-5,307.7
Vocational Education Staff Development	0.0	0.0	0.0
<b>READING &amp; MATHEMATICS</b>	<u>80,655.3</u>	<u>79,314.4</u>	<u>-1,340.9</u>
Family Literacy	241.2	0.0	-241.2
Mathematics Statewide	820.0	0.0	-820.0
Reading Improvement Block Grant	79,594.1	79,314.4	-279.7
Reading Improvement Statewide	0.0	0.0	0.0
Scientific Literacy	0.0	0.0	0.0
<b>BIRTH TO EIGHT</b>	<u>189,391.8</u>	<u>213,572.2</u>	<u>24,180.4</u>
Early Childhood	184,171.8	213,572.2	29,400.4
Universal Preschool	5,220.0	0.0	-5,220.0
<b>ACADEMIC DIFFICULTY</b>	<u>124,002.6</u>	<u>120,281.1</u>	<u>-3,721.5</u>
Academic Difficulty	0.0	0.0	0.0
AEWL - System of Support	0.0	0.0	0.0

# ILLINOIS STATE BOARD OF EDUCATION

## FY04 Final Budget

(Dollars in Thousands)

Initiatives	FY03 Final	FY04 Final	FY03 to FY04 \$ Change
Alternative Learning/Regional Safe Schools	16,257.4	17,138.6	881.2
Alternative Learning/Alt. Learning Opportunities Act	14.5	0.0	-14.5
Bilingual Education	60,344.3	62,552.0	2,207.7
Parental Involvement/Solid Foundation	964.7	0.0	-964.7
Substance Abuse & Violence Prevention	2,411.8	0.0	-2,411.8
Summer Bridges/Classroom/Extended Days Prgms	25,053.4	24,836.8	-216.6
Truant Alternative Optional Education	18,956.5	15,753.7	-3,202.8
<b>LEARNING TECHNOLOGIES</b>			
Technology for Success	25,025.0	11,500.0	-13,525.0
<b>SCHOOL INFRASTRUCTURE</b>	<u>7,228.0</u>	<u>0.0</u>	<u>-7,228.0</u>
Temporary Relocation Programs	0.0	0.0	0.0
Emergency Financial Assistance Program	7,228.0	0.0	-7,228.0
<b>CAREERS PREPARATION</b>	<u>60,958.4</u>	<u>40,339.8</u>	<u>-20,618.6</u>
Agricultural Education	1,881.2	1,881.2	0.0
Career and Technical Education Programs	51,834.5	38,328.7	-13,505.8
Illinois Governmental Internship Program	7,242.7	129.9	-7,112.8
<b>REGIONAL SERVICES</b>	<u>22,836.3</u>	<u>11,400.0</u>	<u>-11,436.3</u>
ISBE Regional Services	2,615.9	0.0	-2,615.9
ROE - Salaries	8,150.0	8,150.0	0.0
ROE - School Services	12,070.4	3,250.0	-8,820.4
<b>ADMINISTRATION</b>			
Administration	25,000.0	16,520.0	-8,480.0
<b>TARGETED INITIATIVES</b>	<u>20,975.7</u>	<u>20,135.9</u>	<u>-839.8</u>
American Education Institute (AEI)	150.0	0.0	-150.0
Blind & Dyslexic	168.8	168.8	0.0
Community Residential Services Authority	472.7	472.7	0.0
Illinois Economic Education	144.7	0.0	-144.7
Illinois Learning Partnership	385.9	0.0	-385.9
Materials Center for the Visually Impaired	1,121.0	1,121.0	0.0
Metro East Consortium for Child Advocacy	217.1	217.1	0.0
Middle Level Schools	72.4	0.0	-72.4
Minority Transition Program s	578.8	578.8	0.0
Philip J. Rock Center & School	2,855.5	2,855.5	0.0
Tax Equivalent Grants	222.6	222.6	0.0
Transportation Reimbursements to Parents	14,586.3	14,499.4	-86.9
<u>Reappropriation</u>			
Textbook Loan Program	27,785.3	27,785.3	0.0
<b>Sub-Total - GENERAL FUNDS</b>	<b>\$5,187,716.9</b>	<b>\$5,507,766.8</b>	<b>\$320,050.0</b>
<b>OTHER GRF FUNDS</b>			
<b>RETIREMENT (1)</b>	<u>984,495.7</u>	<u>1,046,501.0</u>	<u>62,005.3</u>
Downstate	919,451.0	1,046,501.0	127,050.0
Chicago	65,044.7	0.0	-65,044.7

# ILLINOIS STATE BOARD OF EDUCATION

## FY04 Final Budget

(Dollars in Thousands)

Initiatives	FY03 Final	FY04 Final	FY03 to FY04 \$ Change
<b>TOTAL GENERAL FUNDS</b>	<b>\$6,172,212.6</b>	<b>\$6,554,267.8</b>	<b>\$382,055.3</b>



**ILLINOIS STATE BOARD OF EDUCATION  
MULTI-YEAR BUDGET**  
(Dollars in 000's)

	<b>FY03 Final</b>	<b>FY04 Proposed</b>	<b>FY04 Actual</b>	<b>FY05 Proposed</b>	<b>FY06 Proposed</b>	<b>FY07 Proposed</b>	<b>Comment</b>
General State Aid/GSA HH	3,206,300.0	3,438,500.0	3,484,200.0	3,911,561.0	4,247,400.0	4,812,800.0	Level increase \$200, \$240, \$300, \$365 (Poverty phased in FY05-07)
Mandated Categoricals	1,159,681.8	1,370,600.0	1,304,405.0	1,480,248.0	1,598,667.8	1,726,561.3	FY04 100%, FY05-07 at historical growth rate of 8%
Mentoring/Induction	8,550.0	11,050.0	0.0	16,050.0	21,050.0	28,550.0	
Recruitment/Retention	0.0	2,500.0	0.0	7,500.0	12,500.0	20,000.0	
NBPTS	4,740.0	6,600.0	4,740.0	9,025.0	11,900.0	15,225.0	Projected growth for Stipends and Registration.
Early Childhood	189,391.8	217,075.2	213,572.2	238,075.2	259,075.2	280,075.2	FY04 Eliminate waiting list & 2% COLA.; FY05-07 \$21M growth.
Bilingual	60,344.3	62,552.0	62,552.0	71,838.5	86,206.1	95,784.6	FY04 return to FY02 level, FY05-07 phase in to full funding.
Technology	25,025.0	30,025.0	11,500.0	35,025.0	40,025.0	45,025.0	
System of Support:							
Alternative Programs (RSS/TAOEP)	35,228.4	41,178.4	32,892.3	51,178.4	61,178.4	76,178.4	
Summer Bridges	25,053.4	35,000.0	24,836.8	45,000.0	55,000.0	65,000.0	
Level Funded Programs	182,497.7	182,497.7	143,886.3	182,497.7	182,497.7	182,497.7	
Inflationary Growth Programs	<u>290,904.5</u>	<u>288,118.9</u>	<u>225,182.2</u>	<u>293,298.8</u>	<u>299,903.1</u>	<u>308,026.4</u>	FY05-07 assumes a 2% - 3% inflationary increase.
	<b>5,187,716.9</b>	<b>5,685,697.3</b>	<b>5,507,766.8</b>	<b>6,341,297.6</b>	<b>6,875,403.4</b>	<b>7,655,723.6</b>	
		<b>497,980.4</b>	<b>320,049.9</b>	<b>655,600.3</b>	<b>534,105.8</b>	<b>780,320.2</b>	
Retirement	984,495.7	1,094,495.7	1,046,501.0	1,197,440.8	1,310,680.4	1,435,244.0	FY04 growth \$110M, FY05-07 assumes 10% growth rate.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director

**Agenda Topic:** Approval of accommodations for Initial Certificate Holders

**Materials:** None

**Staff Contact(s):** Lee Patton

**Purpose of Agenda Item**

- To review issues related to the availability of establishing eligibility for the Standard Teaching Certificate.

**Expected Outcome(s) of Agenda Item**

- Board action in relation to recommended strategies.

**Background Information**

Effective July 1, 2003, to become eligible for the Standard Teaching Certificate, Initial Certificate holders must meet specific professional development requirements in addition to completing four years of teaching within a twelve year window. The Initial Certificate will become invalid if the professional development requirements are not met when the teacher has completed the four-years of teaching and one year of reinstatement, if used. Once a teacher's Initial Certificate has become invalid, the individual will be unable to teach unless he or she qualifies for a different type of Initial Certificate.

The law provides six possible options for professional development, one of which is a performance based assessment that is not available. Four of the other five options – participation in a two-year induction and mentoring program, at least four semester hours of graduate credit for coursework in self-assessment, at least four semester hours of graduate credit for coursework related to the NBPTS principles, and 60 CPDUs – require that the program, activity or coursework be approved by the State Board of Education in consultation with the State Teacher Certification Board. The fifth option –

receipt of an advanced degree in education – requires only that the degree meet the specific stipulations in law.

Teachers who are now in their fourth year of teaching and who will be time-eligible for the Standard Certificate in June 2004 are the first group to be affected by the new professional development requirements. However, with the exception of those who are pursuing an advanced degree, the teachers in this group (as well as those who are will become time-eligible for the Standard Certificate in 2005 and 2006) do not have reasonable access to programs and activities that will allow them to meet these requirements.

There are a variety of factors associated with this problem.

- The three-tier certification system and the concept of requiring beginning teachers to meet a performance standard has been in place since late 1997. However, the original requirement for moving from the Initial Teaching Certificate to the Standard Teaching Certificate – passing a test – was extremely contentious and, after a period of prolonged discussion among various stakeholders (including teacher groups, business groups, administrator groups, and the State Board of Education, the law was changed to include five additional options for establishing eligibility for the Standard Certificate. That law was enacted on August 10, 2002.
- Rules to implement the new legislation were developed in consultation with the groups referred to above, as well as the State Teacher Certification Board. Those rules became effective on April 28, 2003.
- A test, which was the original requirement, was retained as one of the six professional development options. However, there was no expectation that such a test would be developed so that option is not available to any Initial Certificate holder.
- Three of the options created in the new law and regulations required the development of new learning opportunities.
  - The two coursework options each require at least four semester hours of graduate level work which must meet very specific requirements. Because very little existing coursework could meet all of those specifications, higher education institutions were required to either redesign one or more existing courses or create entirely new opportunities. Development of authorized courses at the university level is a notoriously time-consuming process.
- The “X-type CPDU” requirements allow a provider to redesign an existing course, seminar or workshop, but it – like any similar but newly developed

activity – must meet very specific requirements. Again, the process of development is a time-consuming one.

- Induction and Mentoring programs, another of the options, must be provided for at least two years. Legislation to encourage districts to create such programs was adopted last spring, but funding was not provided. Therefore, districts had no new resources with which to develop new programs or to extend existing one-year programs.
- Most of the potential providers for these options were facing a variety of challenges during the summer and fall of 2003, ranging from limited staff and funding to a multitude of competing demands. Therefore, a decision to undertake the development of a proposed activity related to Standard Certificate eligibility could not be made without consideration of a number of factors. Some providers have already indicated that they are not able to provide Standard Certificate eligibility programs at this time.
- The State Board of Education decided to require electronic submission of proposals for the coursework, Induction and Mentoring and “X-Type CPDU” proposals. This is expected to eventually provide easy access by teachers and Local Professional Development Councils (LPDCs) to information about approved programs. However, online availability of the proposal forms was substantially delayed by the necessity to make major changes to the Professional Development Provider system, as well as competing priorities for the agency’s programmers. The last of the forms became available on October 6, 2003.
- At this time, the State Teacher Certification Board plans to act on each of the proposals. The first set of recommendations from staff is scheduled for presentation to the Certification Board in early November. Until that Board acts, there are no approved “X-type CPDU” activities, or self-assessment or NCLB-related coursework, or induction and mentoring programs.
- Initial Certificate holders who will complete their four years of teaching in June 2004 and thus become time-eligible for the Standard Certificate are required to indicate to their LPDC by January 1, 2004, the option they plan to use to meet the professional development requirements. A form for this notification is available, but there are very limited options from which to choose -- e.g., advanced degrees, Y-type CPDUs.

In hindsight, it is apparent that the statutory timeline for implementation of this program did not take into consideration the challenges that would be encountered in creating new learning opportunities for Initial Certificate holders. Under any circumstances, it was probably unrealistic to have expected the almost immediate creation of an array of high-quality, equitably available programs, courses, and activities. Given the problems facing local school districts, ROEs, and higher education institutions, it was simply not possible for them to create such programs within the timelines.

As a result, teachers are now in a bind that was not of their making.

A second concern about the requirements for the Standard Certificate is that they were differentially set forth in the law. The CPDU option, which actually may be the easiest to complete, was prorated to require only 15 CPDUs for the “class of 2004” who had the least time until completion of the four-years of teaching. Graduated amounts are required for teachers in succeeding years (30 for the “class of 2005” and 45 for the “class of 2006.” Teachers who choose to use the CPDU option will not be expected to meet the full requirement until 2007. However, none of the other options were prorated, meaning that the “classes of 2004, 2005 and 2006” must meet the same requirements as those in the “class of 2007.”

There are valid reasons for the fact that certain options were not prorated, but the result appears to be an incentive for Initial Certificate holders to participate in the option that provides the least demanding and least cohesive learning opportunities.

Finally, state law makes out-of-state teachers with four or more years of teaching subject to the same requirements that Illinois certificate holders must meet to qualify for the Standard Certificate. In practice, then, unless such an individual holds an advanced degree in an education-related field, his or her only feasible option is to choose an Initial Certificate so there will be teaching time available in which to meet one of the other requirements.

Again, there is a valid rationale for this requirement, but it imposes requirements on experienced teachers that were specifically designed for individuals at the beginning of their careers.

These inequities have been of increasing concern to staff and some discussed during the September State Board meeting. At that time, staff indicated that options to address the issues related to Standard Certificate eligibility would be presented to the Board in October.

### **Certification Board Action**

During the October 3 meeting of the State Teacher Certification Board, the members voted unanimously to recommend to the State Board of Education that it seek legislation that would waive the professional development requirements for members of the Class of 2004. They indicated that this was the only fair way to deal with the special problems faced by this group.

### **Proposal for State Board Approval**

In response to issues related to the requirements for Standard Certificate eligibility, the State Board should seek legislation during the fall 2003 session that would

- waive the professional development requirements for Initial Certificate holders who will become time-eligible for the Standard Certificate in June 2004;
- authorize the State Board of Education to prorate the induction and mentoring and coursework requirements for those who will be time-eligible for the Standard Certificate in June 2005 and June 2006;
- delete the requirement that Initial Certificate holders must notify the LPDC regarding their choice of activity; and
- delete the requirement that out-of-state teachers must meet the professional development requirements for moving from the Initial to Standard Teaching Certificate and allow the State Board of Education to issue a Standard Teaching Certificate to out-of-state teachers who have at least four years of teaching experience and who meet all other requirements.

The State Board should authorize staff to propose the following alternative for legislative action if the General Assembly does not wish to waive the professional development requirements for the 2004 Standard Certificate candidates:

- Teachers in the 2004 group would be allowed to meet the pro-rated CPDU requirements (total of 15 CPDUs with at least 7 1/2 earned through activities that emphasize reflection on teaching practice) through Y-type activities only.

Finally, the State Board should direct staff to do the following:

- modify the current rule requiring Initial Certificate holders to notify the LPDC of their chosen option by a date certain (within two years of receiving the certificate or by January 1, 2004, whichever comes later); substitute required notification “prior to completion of the four years of teaching experience.” (This adds flexibility until such time as the statutory change could be achieved.)
- Identify other options for additional flexibility that could be achieved through rulemaking and bring such recommendations to the Board in November; and
- Identify and vigorously support actions that would quickly expand the availability of learning opportunities for Initial Certificate holders. This could include use of NBPTS programs, replication of X-type CPDU activities in every region of the state, and some combination of online and traditional activities.

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

Given the circumstances facing Illinois at this time, it is not realistic to expect that there will soon be a sufficient quantity of appropriate, high-quality learning opportunities available to Initial Certificate holders. This puts all of those teachers at a disadvantage and creates a particular hardship for those who will be time-eligible for the Standard Certificate in 2004.

Eliminating the professional development requirement for this group (the class of 2004), or providing an easily-met option (15 Y-type CPDUs instead of half X-type and half Y-type), would be fair to all of the affected teachers and give potential providers time to design and put appropriate programs and activities in place. Authorizing pro-ration of the coursework, advanced degree and induction and mentoring programs for the classes of 2005 and 2006 would make these requirements parallel to the already pro-rated CPDU requirements and establish more realistic expectations for the teachers in these two groups.

Allowing out-of-state teachers to receive a Standard Certificate based on their years of teaching experience would acknowledge their professional background and eliminate the necessity for their participation in activities that were specifically designed for new teachers.

Eliminating or modifying the notice requirement, either through a change in the statute or the rules, would give teachers additional flexibility without changing the basic structure of the conditions for certification. Initial Certificate holders will still be able to claim credit only for approved programs (which will be listed on CeRTS) and the focus will be on meeting the requirement rather than the front-end procedures.

The State Board may be able to provide additional flexibility for the affected groups through its rulemaking procedures. However, this option is limited to those areas which are addressed only in the rules (e.g., January 1, 2004 notification date) and are therefore within the authority of the Board.

The proposed plan will require that staff work with potential providers to quickly expand access to learning opportunities related to Standard Certificate eligibility and aggressively communicate with teachers, districts, LPDCs and others. However, no additional funding is needed in order to implement the proposed actions.

As a final note regarding this topic, Initial Certificate holders who do not complete their professional development requirements within the four years of teaching are authorized by State Board rules to request a year of certificate reinstatement. During this year, they must complete the applicable requirements and if they do not, their certificates will become invalid. Although this could be considered an option for the "class of 2004," it is an option that appears to put the blame on the teacher for not having completed the requirements during the allowable time.

### **Superintendent's Recommendation**

The State Board should direct staff to pursue the proposed legislation during the fall session, to develop rules as appropriate, and to work with educators throughout Illinois to create an array of high-quality programs throughout Illinois.

**Next Steps**

Staff will implement the direction of the Board.



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Haeffele Curry, Director

**Agenda Topic:** Approval of additional Supplemental Educational Services Providers

**Materials:** Attachment #1 – Board Approved Criteria for Approving Supplemental Education Service Providers  
Attachment #2 – List of Recommended Supplemental Educational Service Providers

**Staff Contact(s):** Lynne Curry, Don Full, Cheryl Bradley

**Purpose of Agenda Item**

The purpose of this agenda item is to inform the Board of the results of the review of applications received from potential supplemental educational service providers and to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act* (NCLBA).

**Expected Outcome(s) of Agenda Item**

The expected outcome of this agenda item is to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act*.

**Background Information**

The purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day.

To implement Section 1116(e) of the *No Child Left Behind Act*, Board approval is needed to update the *Approved List of Supplemental Educational Service Providers*. Beginning in June 2003, applications were accepted at anytime to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. Providers that have previously applied and were not approved for the state's list of supplemental educational service providers may not

reapply within a twelve month period following their initial application. The Application for Supplemental Educational Service Providers is posted at <http://www.isbe.net/nclb/htmls/sesp.htm>.

Since moving to an open application process, ISBE has received fourteen applications from potential Supplemental Educational Service Providers. Potential applicants were notified of this change in the application process in letters mailed June 13, 2003. These included public school superintendents, nonpublic school governance organizations, regional superintendents, and interested entities making inquiries.

Based on the committee's review of the applications received, two are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide evidence that they meet the criteria established by the State Board of Education are not recommended for approval. One provider previously approved by the State Board of Education (Voyager) was removed from the state's approved list following the discovery that it was a curriculum development company only and does not deliver the tutoring services required by the NCLB.

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

#### **Policy Implications**

Board approval will update the *Approved List of Supplemental Educational Service Providers*.

#### **Budget Implications**

Payments for supplemental educational services are made by local school districts to an approved provider selected by parent(s).

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district's allocation under Subpart 2 of Title I, divided by the number of children from families below the poverty level or the actual costs of the supplemental educational services received by the child.

The per-child allocation of Title I funds for supplemental educational services varies widely across the nation, ranging from roughly \$600 to \$1,500 and Illinois is no exception.

#### **Communication**

The updated list of *Approved Supplemental Educational Service Providers* will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by districts and parents of eligible children.

### **Pros and Cons of Various Actions**

Parental choice of supplemental educational service providers is dependent upon the Board's approval to update the state's *Approved List of Supplemental Educational Service Providers*. The NCLB Act requires state agencies to promote maximum participation by providers to ensure that parents have as many choices as possible.

### **Superintendent's Recommendation**

Approve the providers in Attachment #2 for inclusion on the state's *Approved List of Supplemental Educational Service Provider*.

### **Next Steps**

ISBE will update the *Approved List of Supplemental Educational Service Providers* and post it on the agency web site.

## **Attachment #1**

### **Illinois State Board of Education Criteria for Approving Supplemental Educational Service Providers Under the *No Child Left Behind Act* *Adopted by the State Board of Education on September 19, 2002***

#### **A. Evidence of Effectiveness**

Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

#### **B. Evidence of Program Quality**

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

#### **C. Instructional Program**

Eligible providers will clearly describe how their programs are aligned to *Illinois Learning Standards* in reading and/or math. *The Illinois Learning Standards are available at <http://www.isbe.net/ils/Default.htm>.*

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

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

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

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

#### **D. Monitoring Student Progress**

Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a

student with disabilities, these must be consistent with the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

### **E. Communication of Student Progress**

Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

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

### **F. Qualifications of Instructional Staff**

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

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the *No Child Left Behind* Act of 2001; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate's degree or higher.

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

### **G. Financial Soundness and Organizational Capacity**

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

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

### **H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law**

Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.

**Attachment #2**

**Recommended Supplemental Educational Service Providers  
October 22, 2003**

<b>Entity</b>	<b>Subject(s)</b>	<b>Grades</b>	<b>Internet Based</b>	<b>Cost per hour per Student</b>	<b>Total Program hours per Student</b>	<b>Total cost per Student</b>
Cicero School District 99	Reading	1-8		\$7.00-10.00	60-100	\$400-\$700
Wicker Park Learning	Reading and Math	1-12		\$30	60	\$1,800

**Program Descriptions of Recommended Providers  
(as prepared by the individual providers)  
October 22, 2003**

<b>Entity</b>	<b>Program Description</b>
Cicero School District 99	The Cicero Extended Day Program is an extended learning program designed to improve the reading skills of students in grades kindergarten through eight. The program offers opportunities for students to become strategic learners, who achieve the Illinois learning Standards in reading and language arts, and expand and enhance their educational, emotional and cultural skills in a literacy-rich environment. The Extended Day Program reflects the district's commitment to promote knowledge, skills, and understandings through enrichment opportunities that complement and expand the school day.
Wicker Park Learning Center	Wicker Park Learning Center develops individual remediation programs based on pre-tests and ITBS test results. Individual remediation takes place within Homework Help. On the average, as a result of two hours of tutoring twice each week, student gains have been 1.5 years as indicated by ITBS.

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Respicio Vazquez, General Counsel  
Lee Patton, Interim Director

**Agenda Topic:** Rules for Initial Review – Part 27 (Standards for Certification in Specific Teaching Fields)

**Materials:** Recommended Amendment

**Staff Contact(s):** Lee Patton

**Purpose of Agenda Item**

To present the proposed amendment for initial review and secure the Board's authorization to distribute it for public comment.

**Expected Outcomes of Agenda Item**

Adoption of a motion authorizing the staff to publish the proposed amendment in the Illinois Register to elicit public comment.

**Background Information**

This rulemaking will remove a provision from Part 27 that was inappropriately included in the standards for Technology Education Teachers when these rules were originally promulgated. The language being struck (Section 27.460(k)) describes inputs rather than competencies and thus is inconsistent with a standards-based approach. Further, there is concern in the technology education field that the requirement for 2000 hours of work experience (see Section 27.460(k)(2) on the last page of the rules) blurs the distinction between certification in vocational areas or trades that is based on work experience with certification to teach exploratory technology education programs. Representatives of approved technology education programs have also indicated that this standard is incompatible with the NCATE standards to which the programs must conform. As such they indicate that its inclusion places their institutions in an untenable position.

It should be noted that this set of standards is for a specific credential – Technology Education Teacher – as distinct from the technology standards that are applicable to all teachers and are found in Part 24 of ISBE's rules (Standards for All Illinois Teachers).



The individuals affected are teachers of exploratory technology courses.

We believe that subsection (k) of the rule should be deleted so that it will not be a factor in the review of these approved programs. This revision was discussed with the State Teacher Certification Board at its October 3 meeting, and the STCB recommends it for consideration by the State Board of Education.

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

Policy Implications: Please see above.

Communication: Please see "Next Steps" below.

### **Superintendent's Recommendation**

Adopt the following motion:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27),

including publication of the proposed amendment in the Illinois Register.

### **Next Steps**

With the Board's authorization, staff will submit the proposed amendment to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent's message and the agency website will also be used to inform interested parties of the opportunity to comment on this rulemaking.

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NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER b: PERSONNEL

PART 27  
STANDARDS FOR CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section

27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

27.100 English Language Arts  
27.110 Reading  
27.120 Reading Specialist  
27.130 Mathematics  
27.140 Science - A Common Core of Standards  
27.150 Biology  
27.160 Chemistry  
27.170 Earth and Space Science  
27.180 Environmental Science  
27.190 Physics  
27.200 Social Science – A Common Core of Standards  
27.210 Economics  
27.220 Geography  
27.230 History  
27.240 Political Science  
27.250 Psychology  
27.260 Sociology and Anthropology  
27.270 Physical Education  
27.280 Health Education  
27.300 Dance  
27.310 Drama/Theatre Arts  
27.320 Music  
27.330 Visual Arts  
27.340 Foreign Language

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SUBPART C: ADDITIONAL TEACHING FIELDS

Section

- 27.400 Agricultural Education
- 27.410 Business, Marketing, and Computer Education
- 27.420 English as a New Language (ENL)
- 27.430 Family and Consumer Sciences
- 27.440 Health Careers
- 27.450 Library Information Specialist
- 27.460 Technology Education
- 27.470 Technology Specialist
- 27.480 Work-Based Learning Teacher/Coordinator

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.460 Technology Education

- a) The competent technology education teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
  - 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
    - B) understands career development concepts, the relationship between work and learning, and the career planning process.
    - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see “Architectural Drafting Cluster” (2000), “Automotive Technician” (2000), “Chemical Process Technical Operators” (1998), “Entry-Level Truck Driver” (2001), “Finishing and Distribution Cluster” (2000), “HVAC/R Technician Cluster” (2001), “Imaging/Pre-Press

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Cluster” (2000), “Machining Skills Cluster” (1997), “Mechanical Drafting Cluster” (2000), “Metal Stamping Skills Cluster” (1998), “Plastics Molding Cluster” (2001), and “Press Operations Cluster” (2000), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).

- 2) Performance Indicators - the competent technology education teacher:
  - A) relates workplace cultural expectations to workplace skills.
  - B) develops partnerships with members of the business community to provide learning opportunities for students.
  - C) provides advice in the career planning process.
  - D) selects appropriate skill standards for the program areas.
- b) The competent technology education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
  - 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands pedagogy unique to the discipline.
    - B) understands the rationale for integrating student organizations’ activities into the curriculum.
    - C) understands professional literature relating to the specific content area and to workplace needs.
    - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
  - 2) Performance Indicators - the competent technology education teacher:
    - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.

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- B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
  - C) identifies and utilizes educational research findings that justify teaching strategies.
  - D) applies curricular content and processes in order to achieve the goals of student organizations.
  - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
  - F) designs appropriate assessment plans for students.
  - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
  - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
  - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
  - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent technology education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of technology education.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands that the reading process is the construction of meaning through the interactions of the reader’s background knowledge and experiences, the information in the text, and the purpose of the reading situation.

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- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
  - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
  - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
  - E) understands the relationship between oral and silent reading.
  - F) understands the role of subject-area vocabulary in developing reading comprehension.
  - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
  - H) understands the importance of the relationship between assessment and instruction in the planning process.
- 2) Performance Indicators - the competent technology education teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
  - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
  - C) plans and models use of comprehension strategies before, during, and after reading of text.
  - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

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- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
  - F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
  - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
  - H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
  - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
  - J) promotes the development of an environment that includes classroom libraries.
- d) The competent technology education teacher demonstrates fundamental knowledge of the history and nature of technology in connection with other fields of study.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands that technology involves the generation of knowledge and processes to develop products and systems that solve problems and extend human capabilities.
    - B) understands that throughout history technology has been one of the most powerful social, cultural, and economic forces; in turn, these same forces have influenced the development of technology.
    - C) understands that historical data help the technologist and the social scientist determine possible scenarios for the future.
    - D) understands that the rate of technological development and diffusion is accelerating.

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- E) understands that technology includes a combination of “knowing” and “doing.” The “knowing” component includes technological knowledge as well as the ability to apply knowledge from other fields of study to technological activity; the “doing” component includes the ability to apply this diverse knowledge to technological processes.
- F) understands that outcomes of technological research are sometimes the result of specific, goal-directed activity (e.g., putting a human on the moon), while some outcomes are not intended or planned (e.g., Post-it notes and spin-offs).
- G) understands that technological endeavors often replace older forms of technology, resulting in social and environmental consequences.
- H) understands that technology has economic, political, and environmental connections with culture and society.
- I) understands that designing, developing, producing, inventing, innovating, and problem solving are fundamental concepts in technological activity. (These concepts are human activities that are purposely directed toward meeting needs and wants.)
- J) understands that systems are the building blocks in technology. These systems vary in complexity of working knowledge from very little to substantial technological knowledge to use or operate.
- K) understands that the stability of a system is influenced by all of its components, especially those in the feedback loop.
- L) understands that the nature of technological knowledge and activity are related to information, energy, or physical technologies.
- M) understands that a variety of symbols and languages are used to communicate information and that some are universally applied across technologies (e.g., standardized measurement systems and the metric system), while others are unique to various contexts and technologies (e.g., electrical symbols and computer nomenclature).



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- N) understands that technology influences careers by changing the way work is performed, thus creating new types of jobs, modifying current jobs, and reducing the numbers of others.
  - O) understands that technology has its own body of knowledge and processes that are connected within that field, as well as to other fields of study.
  - P) understands that connections among technological topics are valuable and useful in relating procedures to one another and building new knowledge bases.
  - Q) understands that technological knowledge and activity promote advances in science and mathematics; in other cases, advances in science and mathematics have led to advances in technology.
  - R) understands that science and technology utilize similar techniques to investigate and obtain information. These techniques include inquiry, modeling, and forecasting.
  - S) understands that mathematical models, scientific principles, and computer-generated models are used to develop and produce products and systems.
  - T) understands that engineering concepts and principles are used in the development and use of products and systems.
  - U) understands that technological transfer occurs within a technology, between technologies, across other fields, and between countries.
- 2) Performance Indicators - the competent technology education teacher:
- A) communicates the relationship of the systems in technological development via timelines, paradigms, and taxonomies.
  - B) identifies measurement techniques utilizing appropriate representatives of technology, math, science, and engineering.
  - C) communicates career information related to a changing workforce and instills the importance of portfolio development and lifelong learning.

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- D) determines the significance of a variety of symbols and languages, both universal and unique, that are used to communicate information from technology to technology, technology to human, or human to technology.
  - E) develops curricula integrating technology education with other fields of study.
  - F) develops scenarios depicting how technological change affects human endeavors in the social, cultural, and economic arenas.
  - G) analyzes and describes technological transfer that occurs within a technology, between technologies, across other fields, and between other countries.
- e) The competent technology education teacher understands and is able to design technology.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands that the quality and value of a design depends on how clearly it meets a need, fits its purpose, uses resources appropriately, and addresses constraints (e.g., economic, environmental, aesthetic, and political).
    - B) understands that designing a product, device, process, or system requires considering how it will be developed, managed, used, and assessed for its impact and consequences.
    - C) understands how to balance design tradeoffs, since there is no perfect design that meets all criteria, such as the safest, most reliable, least expensive, and most efficient.
    - D) understands the general developmental process of design and that the design process is iterative and not linear and includes generating ideas; considering constraints such as cost and criteria; and communicating processes and results.
    - E) understands the value and importance of testing in the evaluation of good design.

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- F) understands the roles of documentation and communication and their impact on quality design.
  - G) understands design decision criteria and their use in determining whether a design solution should be developed. These criteria may include personal, social, cultural, economic, political, and environmental issues.
- 2) Performance Indicators - the competent technology education teacher:
- A) demonstrates the ability to identify practical problems deriving from human needs or wants.
  - B) demonstrates the ability to develop and use design briefs with proper specifications.
  - C) demonstrates the ability to investigate, generate, and select ideas to plan an optimum design that takes into account knowledge of constraints and criteria obtained from research.
  - D) demonstrates the ability to select, plan, and implement the best possible solution that takes into consideration the many tradeoffs and reaches the best compromise.
  - E) demonstrates the ability to design ways to produce products by mass production.
  - F) demonstrates the ability to evaluate a selected design solution and make modifications based on that evaluation.
  - G) demonstrates the ability to use verbal and graphic means to communicate processes, observations, and the results of the entire design process.
  - H) demonstrates the ability to use feedback to consider design steps and to redesign in light of public concern or comment.
  - I) demonstrates the ability to use standards of quality in the design and production of consumer goods.

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- J) demonstrates the ability to use marketing criteria in creating a design (e.g., value and function).
- f) The competent technology education teacher understands and is able to develop technology.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands that developing and producing a product or system involves learning the safe and proper use of resources following instructions and troubleshooting to determine if a design works or if there is a need for redesign.
    - B) understands that resource management involves procurement, inventory, warehousing, waste disposal, energy use, and time and people management, which affect the development of products and systems.
    - C) understands that a prototype is a working model used to test design concepts by making actual observations and necessary adjustments.
    - D) understands that problem-solving strategies, such as working backward or asking probing questions, provide a systematic means for exploring a variety of development and production methods that help enable successful solutions.
    - E) understands that optimization is a procedure used to make a system or design as effective or functional as possible and typically involves a process of experimentation, trial and error, testing, and development.
    - F) understands that quality, safety, and ergonomic design principles (e.g., enhancement of quality of life, productivity, safety, and convenience) influence the development of products and systems.
    - G) understands that teamwork, responsibility, and interpersonal dynamics play a significant role in the success of production and development activities.
  - 2) Performance Indicators - the competent technology education teacher:

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- A) develops a systematic set of procedures and uses them to produce a prototype or model.
  - B) refines a design by using prototypes and testing to ensure quality, efficiency, and productivity of the final production process.
  - C) selects and uses a variety of resources to optimize the development of a production process or system.
  - D) develops and produces a product or system using the criteria and constraints noted in previous trials and tests.
  - E) modifies or develops tools, materials, machines, flow controls, or system operations to meet production constraints.
  - F) implements the appropriate safety precautions for his or her personal safety and the safety of others.
  - G) recognizes that humans are a valuable resource in managing information, energy, and physical technologies.
  - H) documents and communicates processes and procedures using appropriate techniques (e.g., flow charts, drawings, graphics, symbols, spread sheets, graphs, and time charts) in oral and written presentations for different audiences.
- g) The competent technology education teacher understands and is able to manage technology.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands that operations manuals, owner's manuals, documented protocols, and general directions are essential to ensure the proper use and management of a product or system.
    - B) understands that instrumentation and control of systems and products rely on proper functioning of open- or closed-loop systems, calibration of human or machine-controlled products and systems, and proper interpretation of their use.

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- C) understands that systems analysis requires an understanding of the overall operation of a system, as well as the subsystems and components.
  - D) understands that connecting micro-systems to macro-systems can potentially be used as a means to solve more complex problems.
  - E) understands that problem solving is often required in order to use and operate technology systems because systems do not always work as designed.
  - F) understands that facilitating human efforts can result in appropriate management of capital, time, information, knowledge, energy, materials, and tools necessary to properly use or apply technology.
  - G) understands that computers and electronic media are primary means of communication.
  - H) understands basic internal configuration and component identification of computer stations and their network abilities.
  - I) understands proper methods of computer software installation and computer set-up.
- 2) Performance Indicators - the competent technology education teacher:
- A) interprets the documentation contained in operations and owner's manuals in order to follow protocols and specific directions.
  - B) safely operates and manages systems according to the function for which they have been designed.
  - C) analyzes systems to determine how the various components work together to function as a whole system in order to understand how to change the system.
  - D) monitors, adjusts, and maintains system processes in order to ensure the system's proper function and precision.
  - E) troubleshoots, diagnoses problems, and maintains technological systems to ensure proper operation.

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- F) applies knowledge and experiences gained from using systems as input for design improvements and to solve different problems.
  - G) develops plans for implementing educational technology in classrooms and labs.
  - H) creates a vision for technological growth in regards to professional development and instructional technology in his or her school district.
  - I) safely and effectively upgrades and maintains both an independent and networked computer workstation.
  - J) loads and maintains computer software.
  - K) locates, analyzes, retrieves, and distributes electronic data (i.e., uses the Internet and/or other electrical forms of media distribution).
  - L) develops and demonstrates scale models of technological informational systems.
  - M) develops a means of mass communication.
- h) The competent technology education teacher understands and is able to assess the effects of the use of technology.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands when the development and application of technology have a role in shaping personal, social, and environmental perspectives and values.
    - B) understands that assessment is an evaluation technique, involving steps and procedures that are iterative and require making trade-offs, analyzing risks, and choosing a best course of action.
    - C) understands acceptance or rejection of the development of technology that correlates directly with the personal, social, political, and economic assessment of the value of technology.

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- D) understands that human factors, including the principles of safety, health, and comfort, are important in evaluating the impact and consequences of technology.
  - E) understands that trend analysis and patterns of development provide a means for understanding technological and environmental changes, including the resulting impacts and consequences.
  - F) understands that the impact and consequences of technology influence local, national, and global issues.
- 2) Performance Indicators - the competent technology education teacher:
- A) determines the significance of technological trends for individuals, families, communities, and the world.
  - B) uses historical case studies, when appropriate, to develop a perspective on the impact and consequences of technology.
  - C) investigates technology's impact and consequences on social, cultural, and environmental issues using historical and current events and forecasting techniques.
  - D) uses technology assessment procedures to alter and refine products and systems.
  - E) communicates results of technological assessment to a wide variety of audiences (e.g., peers, family, and community) in order to explain a viewpoint on technology.
- i) The competent technology education teacher understands and is able to demonstrate the application of technological context related to information, energy, and physical technologies.
- 1) Knowledge Indicators – the competent technology education teacher:
- A) understands the relationship between facts, data, information, knowledge, logic, and wisdom within the structure of information.



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- B) understands ways in which data and information can be stored and retrieved.
  - C) understands that there are many ways of presenting and transmitting information, such as using graphic and electronic processes and tools.
  - D) understands that data and information are communicated using symbols, icons, graphic images, and languages through a variety of visual, auditory, and tactile stimuli.
  - E) understands that informational technology communication systems utilize a closed-loop system.
  - F) understands that the knowledge and information provided through informational technology systems can shape personal views and concepts of reality.
  - G) understands that cross-cultural values are transmitted at the local, regional, national, and global levels, using various systems of informational technology.
  - H) understands that information has become a commodity for exchange valued by society.
  - I) understands that informational technology systems are used in commercial enterprises (e.g., broadcasting companies and the Internet).
- 2) Performance Indicators - the competent technology education teacher:
- A) develops a means to communicate information through the use of graphics (e.g., printing, film, and drafting).
  - B) accesses, retrieves, organizes, processes, maintains, interprets, and evaluates information from a variety of sources in order to solve a practical problem.
  - C) stores information for retrieval at a later time using various formats such as digital, analog, and graphics.

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- D) in order to understand the communication process, uses computers to communicate information from human to human, machine to human, human to machine, and machine to machine.
  - E) creates a message that includes symbols in order to communicate to a person.
  - F) utilizes informational technology systems in order to communicate over distance and to large, diverse populations.
  - G) researches and develops a means to overcome interference in order to improve the communication process.
  - H) uses mathematical knowledge to encode data into a binary form.
  - I) evaluates the quality of information received in the communications process through such methods as comparing and contrasting sources, examining relevancy, and investigating the background of experts.
  - J) researches ways that the mass media (e.g., newspaper, broadcast and cable channels, and the Internet) transmit messages to the public.
- j) The competent technology education teacher understands and is able to demonstrate knowledge and the application of technological context related to information, energy, and physical technologies.
- 1) Knowledge Indicators – the competent technology education teacher:
    - A) understands how materials, resources, and energy are used as inputs in physical technology systems in order to produce materials and products, transport products and humans, and transform energy into power.
    - B) understands that manufacturing and construction planning and design techniques can reduce costs and produce better products.
    - C) understands that tools, machines, and instrumentation are used to change materials into new forms through the processes of separating, forming, and combining.

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- D) understands the nature of materials and their uses as a prerequisite for efficient and sustainable use of resources.
  - E) understands that trade-offs must be made in selecting the best materials and resources for the production process.
  - F) understands that the language of industry involves the use of symbols and signs to identify potential hazards, specific technological data, and environmental conditions.
  - G) understands that the management of physical resources is a determining factor in the success of commercial applications of products and systems.
  - H) understands that the optimization of production systems helps to conserve resources, manage waste, and reduce the negative effects that technology has on the natural world.
  - I) understands that the processes associated with transportation systems include receiving, holding/storing, loading, transporting/moving, unloading, and delivering.
  - J) understands that solutions to complex transportation problems must be developed in order to diminish pollution, congestion, accidents, deaths, and over-consumption of fuel.
  - K) understands how power systems transform energy from one form to another.
  - L) understands that the efficiency of power systems is important for conserving energy and producing maximum effectiveness with minimal environmental harm.
  - M) understands that transforming materials from one form to another requires knowledge of materials and processes.
- 2) Performance Indicators - the competent technology education teacher:
- A) designs, develops, operates, and assesses a production system that produces products in quantity.

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- B) selects and safely uses appropriate tools, machines, and equipment to process materials and to produce useful products.
- C) assesses transportation systems for moving people and products, taking into account such factors as speed, cost, safety, and environmental impacts.
- D) designs, develops, and tests an energy system for the future that is efficient and does not pollute the environment.
- E) tests and experiments with a variety of materials to conform to criteria and constraints of a physical technology system.
- F) applies physical science concepts (e.g., force, motion, mechanical advantage, efficiency, and friction) when working with physical technology systems.
- G) uses a computer to maintain and control a physical technology system.
- H) evaluates and optimizes an existing transportation, power, or production system.
- I) predicts the life expectancy of selected components, using knowledge of materials and testing the function of the components over time.
- J) identifies emerging physical technologies using trends and research techniques.
- K) communicates the results of his or her knowledge and activities in physical technology to others in an effective manner.
- L) researches, prototypes, and tests new energy and power systems that can be used in the future.
- M) incorporates maintenance considerations when designing, using, and monitoring systems.

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- k) ~~In addition to meeting the standards set forth in subsections (a) through (j) of this Section, each technology education teacher shall be required to demonstrate advanced specialization in at least one of the areas listed in subsection (a)(1)(C) of this Section.~~
- 1) ~~Knowledge Indicators—the competent technology education teacher understands the body of knowledge identified in the relevant set of Illinois Occupational Skill Standards (see subsection (a)(1)(C) of this Section).~~
  - 2) ~~Performance Indicator—the competent technology education teacher provides evidence of a minimum of 2000 hours of successful work experience in the specified occupation.~~

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Respicio Vazquez, General Counsel  
David Wood, Director

**Agenda Topic:** Rules for Initial Review – Part 120 (Pupil Transportation Reimbursement)

**Materials:** Recommended Amendments

**Staff Contact(s):** Tim Imler  
David Wood

**Purpose of Agenda Item**

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

**Expected Outcomes of Agenda Item**

Adoption of a motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

**Background Information**

This rule has been developed in response to a problem revealed through a district's application for a modification of an existing rule on pupil transportation reimbursement through the waiver process established under Section 2-3.25g of the School Code. The rule that was the subject of the request is similar to the requirement for districts that own and operate their own transportation services to prorate their total transportation costs across all categories of transportation services, based on the ratio of miles traveled in each category to total system miles (Section 120.90(d) of the rules). The same approach is used when a district chooses one contractor to provide all of its transportation services and expressed in Section 120.90(e).

Earlier this year, Oak Park District 97 petitioned to be allowed to treat each category of transportation services separately for the purposes of calculating its reimbursement, even though the district employs only one contractor to provide both regular and special education transportation. The district requested that the types of transportation be kept separate because separate, competitive bidding had occurred for each type. That is,

there were two separate contracts, but the procurement process had resulted in issuance of both to the same contractor because that entity submitted the low bid in each case.

Agency staff understood that using the proration mechanism provided in the rules would reduce the district's annual transportation reimbursement from the State by more than \$60,000 (because the higher rate of reimbursement for special education transportation would be "diluted" by combining the two categories). Nevertheless, waiving that requirement could not result in meeting the intent of the rule (cost containment) more effectively or efficiently, a criterion for approval of the request. Other factors related to the effect on other districts also played a part in the agency's denial of the request.

This is not to say that the Board and the staff did not accept the premise behind the district's request. It was agreed that the agency should explore a revision to the rule to accommodate the situation that had been brought to light. The amendment presented here delineates the ability to treat categories separately even when there is a single contractor, provided that each contract is based on the lowest bid among at least two. It is hoped that this provision will resolve the issue faced by Oak Park for that district and potentially for others, without creating unintended incentives that would compromise cost containment.

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

Policy Implications: Please see above.

Budget Implications: These amendments are likely to result in greater reimbursement for some districts, at an added cost to the State. The magnitude of this potential effect cannot be gauged at this time because staff cannot predict how many districts will be in the position accommodated by the rule or what the level of their expenses will be.

Communication: Please see "Next Steps" below.

### **Superintendent's Recommendation**

Adopt the following motion:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Pupil Transportation Reimbursement (23 Illinois Administrative Code 120),

including publication of the proposed amendments in the Illinois Register.

## **Next Steps**

With the Board's authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent's message and the agency website will also be used to inform interested parties of the opportunity to comment on this rulemaking.



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NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER c: FINANCE

PART 120

PUPIL TRANSPORTATION REIMBURSEMENT

SUBPART A: SCHOOL REIMBURSEMENT

Section

120.10	Definitions
120.20	Transportation and Student Discipline
120.30	Pupil Transportation Services Eligible for Reimbursement
120.40	Pupil Transportation Services and Costs Not Eligible for Reimbursement
120.50	Reimbursable Direct Operating Costs
120.60	Reimbursable Annual Depreciation Allowances
120.70	Deductions from Direct Operating Costs
120.80	Reimbursable Indirect Cost for Pupil Transportation Services
120.90	Cost Proration Related to Pupil Transportation
120.100	Reimbursement Formulas
120.110	Reporting Requirements
120.115	Fully Allocated Costs of Transportation
120.120	Bus Scheduling Services and Software
120.130	Seat Back Reimbursement (Repealed)

SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section

120.200	Definitions
120.205	Special Timelines for Submission and Processing of Claims for the 1993-94 School Year (Emergency Expired)
120.210	Custodians Eligible for Reimbursement
120.220	Custodians Not Eligible for Reimbursement
120.230	Responsibilities of Schools
120.235	Responsibilities of Public and Nonpublic Chief Administrative Officers
120.240	Reimbursement
120.245	Responsibilities of the Regional Superintendents of Schools
120.250	Dispute Resolution
120.260	Audit and Enforcement

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AUTHORITY: Implementing and authorized by Article 29 of the School Code [105 ILCS 5/Art. 29].

SOURCE: Adopted at 10 Ill. Reg. 19438, effective October 31, 1986; amended at 10 Ill. Reg. 21675, effective December 11, 1986; amended at 12 Ill. Reg. 4147, effective February 5, 1988; amended at 13 Ill. Reg. 7731, effective May 8, 1989; amended at 16 Ill. Reg. 10213, effective June 10, 1992; emergency amendment at 18 Ill. Reg. 12853, effective August 9, 1994, for a maximum of 150 days; emergency expired January 6, 1995; amended at 21 Ill. Reg. 2165, effective February 1, 1997; amended at 26 Ill. Reg. 1169, effective January 16, 2002; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART A: SCHOOL REIMBURSEMENT

Section 120.90 Cost Proration Related to Pupil Transportation

- a) When costs or depreciation allowances are to be prorated among pupil transportation services and other nontransportation related activities, the categories used shall constitute:
  - 1) Regular pupil transportation services;
  - 2) Vocational pupil transportation services;
  - 3) Special education pupil transportation services;
  - 4) Nonreimbursable pupil transportation services; and
  - 5) Nontransportation related activities.
- b) If an employee performs multiple job duties (e.g., district/cooperatives employing a part-time transportation supervisor/director) and at least one job duty is reimbursable under pupil transportation, the salary and district paid employee benefits for such employee shall be prorated to each type of job duty based on the ratio of the number of hours worked in each job to the total hours worked.
- c) The formula for computing the district superintendent and/or joint agreement director expenses as permitted in Section 120.50(a)(2)(E) or 120.50(a)(3) of this Part is listed in this subsection (c).

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- 1) The district superintendent allowable expenditures shall be prorated based on the ratio of the total transportation fund expenditures to the district's total expenditures of all funds. The district's expenditures are to be calculated in the Illinois Local Education Agency Annual Financial Report pursuant to 23 Ill. Adm. Code 110 (Program Accounting Manual).
- 2) The joint agreement/cooperative director allowable expenditures shall be prorated based on the ratio of total expenditures/ disbursements and transfers for transportation to the total expenditures/disbursements and transfers of the joint agreement. The joint agreement/cooperative total expenditures/ disbursements and transfers are to be calculated in the Joint Agreement Annual Financial Report.
- d) District owned/operated transportation systems must prorate all expenses based on the ratios of miles traveled in each category to the total miles traveled in all categories operated by the district. This method of proration includes Salaries and Employee Benefits, unless the district can document the number of hours worked per category to the total number of hours worked per person.
- e) Payments for all contractual transportation services must be prorated based on miles per contractor across ~~contract categories~~ all types of transportation provided (i.e., regular, vocational, special education, and/or non-reimbursable), with the exception of the following:
  - 1) ~~Contracts with a company which~~ Payments to a contractor that provides only one type of transportation service;
  - 2) Payments by a district to a contractor that provides multiple types of transportation service, a contract for each of which was separately executed on or after July 1, 2004, based on the lowest bid among at least two bids tendered, as reflected in the district's records on the procurement of these services;
  - 3) Payments to a contractor by a district for costs that are part of a contractual agreement between a cooperative or joint agreement and the contractor; and
  - 4) ~~3) Expenses related to a district contracting with~~ Payments by one district to another district for one type of transportation service.

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- f) If a pupil transportation vehicle is used for more than one category of transportation service, the depreciation allowance shall be prorated based on the ratio of the number of miles traveled in each category of service to the total miles traveled in all categories.
  
- g) Expenditures charged to the Operations and Maintenance Fund and/or the Education Fund that are directly related to the Pupil Transportation Program Services may be claimed as direct cost reimbursement from the Transportation Program. When the district or joint agreement cannot substantiate the portion of the cost applicable to the pupil transportation program, the expenditures shall be allocated according to the square footage of the bus garage divided by the total square footage of all the district owned buildings and that result multiplied by the total expenditures of each allowable cost. The transportation portion of each allowable cost that is under \$2,500 or which has a useful life less than one year is claimed under Section 120.50(a)(13).

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**October 22-23, 2003**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

**Agenda Topic:** ISBE Monthly Reports: Finance, Audit and Agency Operations Status

**Materials:** Appropriations and Spending by Program  
Federal Applications and Awards  
Financial Status Report (Contract & Grant Detail)  
\$1 M Contract (There are no proposed contracts this month for the Board to review)  
Monthly Headcount Graph  
Staff Detail  
Personnel Transactions

**Staff Contact(s):** David Wood, Lynne Curry, and Clay Slagle.

**Purpose of Agenda Item**

To provide the Board standard reports with key information on fiscal and administrative activities of the state agency.

**Expected Outcome(s) of Agenda Item**

The Board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging agency progress over time.

**Background Information**

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. Superintendent Schiller requested that the agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision-making.

Currently the following Reports are provided or are being developed.

1. Budget / Annual Report (Annually in January)
2. Condition of Public Education (December)

3. Comptroller SEA Report (Annually in February)
4. Appropriation and Expenditure (Monthly)
5. Financial Status Report - Contract/Grant Detail (Monthly)
6. Business Plans at the Director Level (Quarterly)
7. Headcount Reports (Monthly)
  - Personnel Transactions
  - Staff Detail by Division
  - Monthly Headcount Graph

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over \$50 thousand and grants the agency is processing.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over \$1M prior to the issuance of an RFP. This month there are no such proposed contracts.

### **Superintendent's Recommendation**

The Superintendent recommends that the Board accepts and approves these monthly reports.

### **Next Steps**

Continue to provide these reports pursuant to the schedule above.

**Illinois State Board of Education**  
**FY 2004 Appropriation & Spending by Program 07/01/2003 thru 09/30/2003**  
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
<b>STATE</b>						
<b>Distributive Grants</b>	<b>\$4,936,432.9</b>	<b>\$4,936,306.3</b>	<b>\$126.6</b>	<b>\$997,741.1</b>	<b>\$997,717.7</b>	<b>\$23.4</b>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$601,270.1	\$601,270.1	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$29,594.5	\$29,594.5	\$0.0
Transition Assistance	\$5,200.0	\$5,200.0	\$0.0	\$0.0	\$0.0	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$0.0	\$0.0	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$946.8	\$923.4	\$23.4
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$880.0	\$880.0	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$32,223.6	\$32,223.6	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$0.0	\$0.0	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	\$1,304,405.0	\$1,304,405.0	\$0.0	\$332,826.0	\$332,826.0	\$0.0
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$10,072.4	\$10,072.4	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$2,901.6	\$2,901.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$40,648.0	\$40,648.0	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$33,690.3	\$33,690.3	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$91,516.3	\$91,516.3	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$7,457.0	\$7,457.0	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$3,465.3	\$3,465.3	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$75,378.3	\$75,378.3	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$67,696.8	\$67,696.8	\$0.0
<b>Standards - Assessment &amp; Accountability</b>	<b>\$25,295.2</b>	<b>\$300.0</b>	<b>\$24,995.2</b>	<b>\$1,017.0</b>	<b>\$0.0</b>	<b>\$1,017.0</b>
<b>Ensuring Quality Ed Personnel</b>	<b>\$5,190.0</b>	<b>\$4,660.0</b>	<b>\$530.0</b>	<b>\$39.7</b>	<b>\$0.0</b>	<b>\$39.7</b>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$39.7	\$0.0	\$39.7
Teach America	\$450.0	\$450.0	\$0.0	\$0.0	\$0.0	\$0.0
<b>Reading Improvement Block Grant</b>	<b>\$79,314.4</b>	<b>\$79,221.1</b>	<b>\$93.3</b>	<b>\$19,244.1</b>	<b>\$19,212.2</b>	<b>\$31.8</b>
<b>Early Childhood</b>	<b>\$213,572.2</b>	<b>\$213,405.7</b>	<b>\$166.5</b>	<b>\$13,366.8</b>	<b>\$13,300.2</b>	<b>\$66.6</b>
<b>Academic Difficulty</b>	<b>\$120,281.1</b>	<b>\$120,004.1</b>	<b>\$277.0</b>	<b>\$31,014.2</b>	<b>\$30,923.7</b>	<b>\$90.4</b>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$4,861.6	\$4,825.2	\$36.4

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,898.5
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$4,200.0
<b>Learning Technologies (Tech for Success)</b>	<b>\$11,500.0</b>	<b>\$9,603.6</b>	<b>\$1,896.4</b>	<b>\$971.3</b>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$971.3
<b>Career Preparation</b>	<b>\$40,339.8</b>	<b>\$39,971.5</b>	<b>\$368.3</b>	<b>\$12,546.6</b>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$370.7
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$12,175.9
<b>Regional Services</b>	<b>\$11,400.0</b>	<b>\$11,400.0</b>	<b>\$0.0</b>	<b>\$3,633.9</b>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$1,936.7
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$1,697.2
<b>Administration</b>	<b>\$16,520.0</b>	<b>\$0.0</b>	<b>\$16,520.0</b>	<b>\$0.0</b>
<b>Targeted Initiatives</b>	<b>\$20,135.9</b>	<b>\$19,634.2</b>	<b>\$501.7</b>	<b>\$1,324.5</b>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$0.0
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$373.7
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$144.7
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$579.1
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$19.8
<b>Textbook Loan Reappropriation</b>	<b>\$27,785.3</b>	<b>\$27,785.3</b>	<b>\$0.0</b>	<b>\$17,130.8</b>
<b>SubTotal - GENERAL FUNDS</b>	<b>\$5,507,766.8</b>	<b>\$5,462,291.8</b>	<b>\$45,474.9</b>	<b>\$1,096,365.1</b>
<b>OTHER GRF FUNDS</b>	<b>\$1,046,501.0</b>	<b>\$1,046,501.0</b>	<b>\$0.0</b>	<b>\$0.0</b>
Retirement Systems	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Downstate	\$0.0	\$0.0	\$0.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0
<b>TOTAL GENERAL FUNDS</b>	<b>\$6,554,267.8</b>	<b>\$6,508,792.8</b>	<b>\$45,474.9</b>	<b>\$2,142,866.1</b>
<b>NON STATE</b>	<b>\$50,200.0</b>	<b>\$50,000.0</b>	<b>\$200.0</b>	<b>\$6,112.9</b>
<b>School Infrastructure Fund</b>	<b>\$50,200.0</b>	<b>\$50,000.0</b>	<b>\$200.0</b>	<b>\$6,112.9</b>
<b>School Infrastructure Fund</b>	<b>\$50,200.0</b>	<b>\$50,000.0</b>	<b>\$200.0</b>	<b>\$6,112.9</b>



Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$112.9
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,000.0
<b>Driver Education</b>	<b>\$15,900.0</b>	<b>\$15,750.0</b>	<b>\$150.0</b>	<b>\$69.9</b>
<b>State Pension Fund</b>	<b>\$47,360.0</b>	<b>\$47,360.0</b>	<b>\$0.0</b>	<b>\$47,360.0</b>
<b>Other Funds</b>	<b>\$10,110.0</b>	<b>\$8,598.0</b>	<b>\$1,512.0</b>	<b>\$325.0</b>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$230.0
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$100.1
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0
<b>FEDERAL</b>				
<b>Federal Funds</b>	<b>\$2,073,805.7</b>	<b>\$1,999,835.1</b>	<b>\$73,970.6</b>	<b>\$188,813.0</b>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$36.6
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$12,329.8
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$1,227.1
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$10.7
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$30,275.9
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$44.7
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$83,478.3
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$349.8
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$3,958.7
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$15.8
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$32.1
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$15.7
<b>Federal Funds Total</b>	<b>\$182,370.4</b>	<b>\$182,370.4</b>	<b>\$6,442.5</b>	<b>\$6,442.5</b>

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$139.3
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$28.8
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$77.4
Title I - Basic Programs	\$524,416.8	\$519,074.9	\$5,341.9	\$30,007.3
Title I - Comprehensive School Reform	\$21,683.0	\$21,017.4	\$665.6	\$497.6
Title I - Education of Migratory Children	\$3,765.9	\$3,708.7	\$57.2	\$213.3
Title I - Even Start Family Literacy Programs	\$11,370.0	\$11,000.0	\$370.0	\$1,010.1
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$173.4
Title I - School Improvement	\$12,135.5	\$12,000.0	\$135.5	\$70.6
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$5,049.3
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$11,419.6
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$233.5
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$98.3
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$1.4
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$1,979.9
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$2,258.0
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$21.7
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$50.9
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$54.2
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$0.0
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$25.8
Special Congressional Initiatives	\$18,000.0	\$17,245.1	\$754.9	\$4.1
<b>TOTAL - ALL FUNDS:</b>	<b>\$8,751,643.5</b>	<b>\$8,630,335.9</b>	<b>\$121,307.5</b>	<b>\$2,392,033.2</b>
				<b>\$2,378,921.5</b>
				<b>\$13,111.7</b>

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**10/06/03**

**Illinois State Board of Education**  
**Budget and Financial Management Division**  
*(Federal 2003 Funds for ISBE Expenditure in state FY04)*

<b>Program</b>	<b>Budget Period</b>	<b>Federal 2003 IL Allocation</b>	<b>LEA and Other Grants</b>	<b>SEA Activities</b>	<b>SEA Admn</b>
<b>Title I, Part A--Improving Basic Programs Operated by LEAs</b>	7/1/03-9/30/04	478,793,210		n/a	
Grants to Local Education Agencies 97%			464,429,414		
SEA Administrative Costs (1% of allocation*)					4,787,932
School Improvement (2% of allocation**) -- \$9,575,864					
LEAs Identified for School Improvement 95%			9,097,071		
SEA Administrative Costs 5%					478,793
<i>* caps amount if national approp for A,B,D is \$14 B **increase to 4% FY2004-FY2007</i>					
<b>Title I, Part B--Student Reading Skills Improvement Grants</b>	7/1/03-9/30/04				
<b>Subpart 1--Reading First</b>		35,016,846			
Competitive Grants to LEA 80%			28,013,477		
SEA Funds 20% -- \$7,003,369					
Professional Inservice/Preservice 65%				4,552,190	
Technical Assistance LEAs/Schools 25%				1,750,842	
Planning, Admin, Reporting 10%					700,337
<b>Subpart 3--Even Start Family Literacy Programs</b>	7/1/03-9/30/04	9,026,547			
Grants 94%			8,484,954		
SEA Funds 6% -- \$541,593					
SEA Activities 50%				270,796	
SEA Administrative Costs (not to exceed half) 50%					270,796
<b>Title I, Part C--Education of Migratory Children</b>	7/1/03-9/30/04	2,351,589		n/a	
Education of Migratory Children 99%			2,328,073		
SEA Administrative Costs 1%					23,516
<b>Title I, Part D--Prevention &amp; Intervention Programs for Children &amp; Youth Who Are Neglected, Delinquent, Or At-Risk</b>	7/1/03-9/30/04	1,736,044		n/a	
Neglected and Delinquent 99%			1,718,684		
SEA Administrative Costs 1%					17,360
<b>Title I, Part F--Comprehensive School Reform*</b>	7/1/03-9/30/04	12,737,019		n/a	
Grants 95%			12,100,168		
SEA Administrative Costs 5%					636,851
<i>*CSR \$9,528,571 +Title V Fund Improvement Education \$3,208,448</i>					
<b>Title II, Part A--Teacher and Principal Training and Recruiting Fund</b>	7/1/03-9/30/04	117,358,738		n/a	
Grant Award Amount minus 1% Administration		116,185,151			
Subgrants to LEAs 95%			110,375,893		
Subgrants to local partnerships 2.5%			2,904,629		
SEA Activities 2.5%				2,904,629	
SEA Administrative Costs not more than 1% -- \$1,173,587		1,173,587			
Board of Higher Education (per USDE allocation)			145,231		
ISBE -- Administration \$\$ less Board of High Education admin amount					1,028,356
<b>Title II, Part B Mathematics and Science Partnerships</b>	7/1/03-9/30/04				
Grant Award Amount		3,408,938		n/a	
Grants			3,238,491		
Administration 5% per USDE communication					170,447

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**10/06/03**

**Illinois State Board of Education**  
**Budget and Financial Management Division**  
*(Federal 2003 Funds for ISBE Expenditure in state FY04)*

<b>Program</b>	<b>Budget Period</b>	<b>Federal 2003 IL Allocation</b>	<b>LEA and Other Grants</b>	<b>SEA Activities</b>	<b>SEA Admn</b>
<b>Title II, Part D--Enhancing Education Through Technology</b>	7/1/03-9/30/04	25,908,318			
LEA Grants 95% -- \$24,612,416		24,612,902			
Subgrants Allocations to LEA 50%			12,306,451		
Subgrants Competitive to LEA 50%			12,306,451		
SEA Funds 5% -- \$1,295,416		1,295,416			
SEA Activities 40%				518,166	
SEA Administrative Costs 60%					777,250
<b>Title III, Part A--English Language Acquisition</b>	7/1/03-9/30/04	23,087,684			
LEA Grants 95% -- \$21,933,300					
LEA Sub grants			18,470,147		
Emergency Immigrant Education 15% of total allocation			3,463,153		
SEA Funds 5% -- \$1,154,384					
SEA Activities 40%				461,754	
SEA Administrative Costs (Greater of 60% or \$175,000)					692,631
<b>Title IV, Part A--Safe &amp; Drug-Free Schools &amp; Communities</b>	7/1/03-9/30/04	18,780,930			
Governor 20% --			3,756,186		
SEA 80% -- \$15,024,744					
LEA Grants 93%			13,973,012		
SEA Funds 7% -- \$1,051,732					
SEA Activities (up to 5%) 4%				600,990	
SEA Administrative Costs (up to 3%) 3%					450,742
<b>Title IV, Part A--Safe &amp; Drug-Free Schools &amp; Communities</b>	7/1/03-9/30/04				
Subpart 2--Community Service Grant Program or Suspended Students		2,056,289		n/a	
LEA Grants 100%			2,056,289		
No administrative funds per guidance					0.0
<b>Title IV, Part B--21st Century Community Learning Centers</b>	7/1/03-9/30/04	22,814,072			
LEA Competitive Grants 95%			21,673,368		
SEA Activities 3%				684,422	
SEA Administrative Costs 2%					456,281
<b>Title V, Part A--Innovative Programs</b>	7/1/03-9/30/04	16,256,758			
LEAs Grants 85% -- \$13,818,244			13,818,244		
SEA Funds 15% -- \$2,438,514					
SEA Activities 85%				2,072,737	
SEA Administrative Costs*** 15%					365,777
<i>***any increase above 2002 state allocation must be to grants</i>					
<b>Title VI, Part A--Improving Academic Achievement</b>	7/1/03-9/30/04	12,675,137			
Grants for Assessments and Related Activities 100%				12,675,137	
<b>Title VI, Part B--Rural Education Initiative</b>	7/1/03-9/30/04				
Subpart 2--Rural and Low-Income School Program		919,404			
LEA Grants 95%			873,434		
SEA Administrative Costs 5%					45,970

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**10/06/03**

**Illinois State Board of Education**  
**Budget and Financial Management Division**  
*(Federal 2003 Funds for ISBE Expenditure in state FY04)*

			LEA and		
	Budget	Federal 2003	Other	SEA	SEA
Program	Period	IL Allocation	Grants	Activities	Admn
	7/1/03-9/30/04				
<b>Title X, Part C--Homeless Education</b>		2,221,445			
LEA Grants 75%			1,666,084		
SEA Funds 25% -- \$555,361					
Grants				405,361	
SEA Administrative Costs					150,000

**ILLINOIS STATE BOARD OF EDUCATION  
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 9/30/2003**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Personal Services and Related	40,214.2	9,588.7	23.8%	3,101.6	Salaries & Benefits
Contractual Services	74,791.4	3,295.1	4.4%	689.7	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,384.4	162.5	6.8%	78.6	Staff Travel
Commodities	693.3	25.6	3.7%	6.3	Supplies; Books
Printing	900.5	12.7	1.4%	2.3	Agency Printing
Equipment	631.6	3.1	0.5%	2.6	Computers; Printers; Furniture
Telecommunications	1,245.1	20.8	1.7%	20.7	Telecommunications Expenses
Auto Operations	11.8	3.2	27.4%	2.5	Operation of Agency Autos
Grants	7,536,454.9	1,285,060.5	17.1%	755,601.9	See Detail Below

**Agency Contracts Breakdown:**

General Counsel/Legal

**47 - Impartial Hearing Officers**

GRF	24.0	6.4	26.7%	6.4	Teacher Dismissal Hearing Officers
Pugh, Jones, & Johnson GRF	70.0	0.0	0.0%	0.0	Investigate allegations of misconduct related to certificate suspensions
Teacher Dismissal Court Reporters GRF	25.0	14.6	58.4%	14.6	Court reporter services for Teacher Dismissal Hearings

Data Systems

Viva USA, Inc.	185.4	0.0	0.0%	0.0	Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
Other State Federal	5.0	0.0	0.0%	0.0	
	250.1	74.5	29.8%	36.0	
Ashbaugh & Associates, Inc. Other State	125.0	20.8	16.6%	10.8	Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
E-Technology Inc. Federal	109.1	16.6	15.2%	8.8	Development, maintenance and support of ISBE applications
Data-Core Systems Inc. Other State	80.4	23.0	28.6%	23.0	Enhancements and support of the CERTS System
The Innovation Group GRF	457.0	172.3	37.7%	86.1	E-Grants System

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Federal	456.5	344.6	75.5%	86.1	Development and maintenance of web-based Child Nutrition Claim Entry System
SilverTrain					
Federal	41.5	22.1	53.3%	15.6	Development and maintenance of web-based Child Nutrition Claim Entry System
VIVA, USA					
Federal	31.6	0.0	0.0%	0.0	
<b><u>Data Analysis &amp; Progress Reporting</u></b>					
Deloitte Consulting					
Federal	70.9	50.9	71.8%	50.9	Revamp the School Report Card into a web-based interactive system
<b><u>Governmental Relations</u></b>					
Barbour Griffith & Rogers, Inc.					
GRF	240.0	37.4	15.6%	18.7	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<b><u>Career Development &amp; Preparation</u></b>					
Metri Tech, Inc.					
Federal	100.0	0.0	0.0%	0.0	Development of the Illinois Workplace Skills Assessment
<b><u>Curriculum &amp; Instruction</u></b>					
National Louis University					
Federal	153.8	0.0	0.0%	0.0	Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
University of Illinois					
Federal	87.5	0.0	0.0%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
<b><u>Early Childhood</u></b>					
University of Illinois					
Federal	217.8	0.0	0.0%	0.0	Illinois Early Learning Website maintenance
<b><u>Special Education Compliance</u></b>					
14 Hearing Officers					
Federal	380.9	56.0	14.7%	43.7	14 Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
16 - Mediation Agreements					
Federal	80.0	0.0	0.0%	0.0	IDEA mandates ISBE to offer mediation services - 16 Contracts @ \$5,000
Court Reporters					
Federal	100.0	0.4	0.0%	0.4	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc.					
Federal	295.3	0.0	0.0%	0.0	Identify, enhance and align special education student and school data and develop a framework for integrating & analyzing critical indicators
HOEN Consultants					
Federal	50.0	0.0	0.0%	0.0	Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
Public Priority Systems					
Federal	76.2	0.0	0.0%	0.0	Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant
<b><u>Student &amp; School Progress Accountability Works</u></b>					
					Assessment Framework (AF) based on the Illinois Learning Standards

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Federal	87.6	0.0	0.0%	0.0	
<u>New Learning Opportunities</u>					
Sangamon County ROE					
Other State	400.0	230.0	57.5%	230.0	Fiscal Agent for Cook County GED Testing Program
<u>Student Assessment</u>					
<u>Metri Tech, Inc.</u>					
GRF	155.8	0.0	0.0%	0.0	Test development for ISAT and PSAE
Federal	210.9	0.0	0.0%	0.0	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
NCS Pearson, Inc.	2,325.0	0.0	0.0%	0.0	
GRF	3,487.5	0.0	0.0%	0.0	Statistical design and analysis for ISAT - required by legislation
Federal	110.4	0.0	0.0%	0.0	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
Federal	152.5	0.0	0.0%	0.0	Printing, testing and scoring of PSAE tests for all students in Grade 11
Measurement Incorporated	3,914.0	0.0	0.0%	0.0	Statistical design and analysis for PSAE - required by legislation
GRF	503.9	0.0	0.0%	0.0	Scoring of open-ended responses for PSAE test
NCS Pearson, Inc.	1,383.2	0.0	0.0%	0.0	Printing all test materials, monitoring the test administration and scoring the results of IMAGE
GRF	90.6	0.0	0.0%	0.0	Technical and statistical services such as equating, item analysis and technical reports
Federal	44.6	0.0	0.0%	0.0	Scoring of bilingual students' writing essays
Measurement Incorporated	2,331.4	0.0	0.0%	0.0	Development of the IMAGE test
GRF	320.1	0.0	0.0%	0.0	Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
NCS Pearson, Inc.	300.0	0.0	0.0%	0.0	Develop IL K-2 Achievement Test System
Federal	92.4	0.0	0.0%	0.0	Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
Measurement Incorporated	123.5	0.0	0.0%	0.0	
GRF	90.0	0.0	100.0%	0.0	
Federal	118.0	0.0	0.0%	0.0	
Metri Tech, Inc.	99.5	0.0	0.0%	0.0	
GRF	86.5	0.0	0.0%	0.0	
McGraw Hill, LLC	1,955.0	0.0	0.0%	0.0	
GRF					
Federal					
Measured Progress, Inc.					
Federal					
<u>Fiscal &amp; Administrative Services</u>					
Alizna Lease-Spfd					
GRF	1310.7	651.4	49.7%	0.0	Rent - Springfield



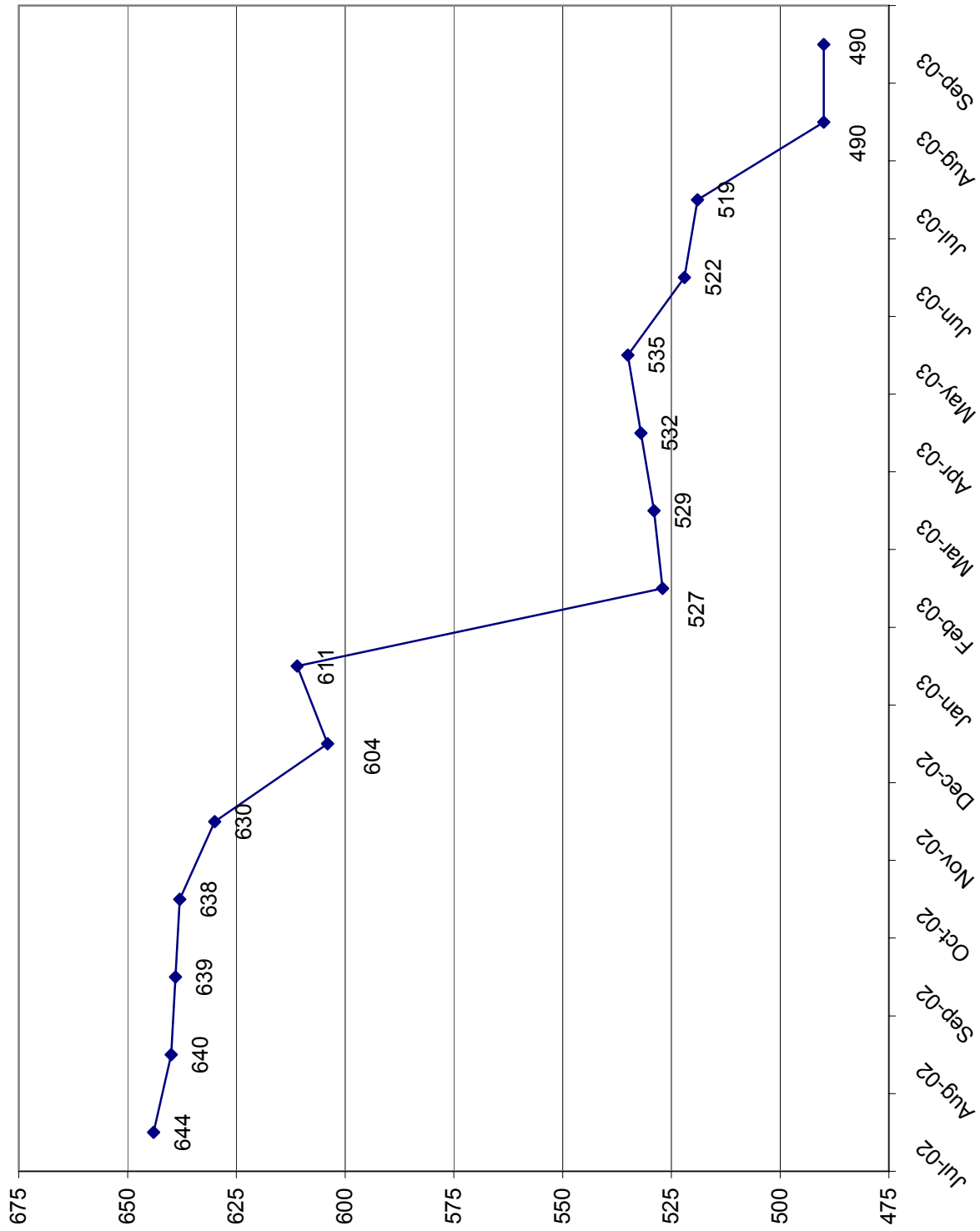
	<u>Funded Amount</u>	<u>% Spent</u>		<u>September Expenditures</u>	<u>Description</u>
		<u>Year to Date</u>	<u>Year to Date</u>		
Special State	12.0	6.0	50.0%	0.0	
Federal	1225.0	610.4	49.8%	610.4	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Xerox Corporation	115.8	14.2	12.3%	9.5	Copier maintenance/repairs
GRF					
Federal	48.4	10.7	22.1%	0.8	
Warehouse Lease (Marilyn Mason)					Warehouse Lease
GRF	69.0	14.5	21.0%	0.0	
Federal	40.0	40.0	100.0%	0.0	Office Supplies
Midwest Office Supply					
GRF	57.3	0.0	0.0%	0.0	
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	6.7	26.2%	0.0	
<b>Parcel Pick-up &amp; Delivery</b>	<b>40.0</b>	<b>14.3</b>	<b>0.0%</b>	<b>14.3</b>	<b>Parcel pick-up and delivery per agency request at published rate - multiple vendors</b>
<b>GRF</b>	<b>55.0</b>	<b>0.1</b>	<b>0.0%</b>	<b>0.1</b>	
<b>Federal</b>					
<b><u>Nutrition Program &amp; Support Services</u></b>					
University of Illinois	80.0	9.8	12.3%	9.8	Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program
Federal					
Southern Illinois University	120.0	0.0	0.0%	0.0	School Meals Initiative - conduct nutritional analysis
Federal					
<b><u>Fiscal Services</u></b>					
Secretary of the State	50.0	50.0	100.0%	0.0	Process blue slips for Drivers Education
Other State					
<b><u>School Business &amp; Support Services</u></b>					
Enterprise Computing Services	101.3	89.3	88.2%	89.3	Development of an integrated database management system for viewing school facilities inventory data
Federal					
<b>Grants Breakdown:</b>					
General State Aid	3,484,200.0	630,864.6	18.1%	314,886.0	Formula
Title I - Low Income	570,200.0	30,732.0	5.4%	2,217.6	Formula
IDEA	450,000.0	81,692.5	18.2%	37,495.6	Formula
Child Nutrition	425,000.0	28,992.7	6.8%	13,609.3	Formula--Reimbursement
Spec Ed Personnel	314,860.0	69,359.5	22.0%	69,359.5	Formula
Transportation Spec Ed	263,081.0	49,359.3	18.8%	49,359.3	Formula
Transportation Reg/Voc	242,424.0	67,696.8	27.9%	58,242.3	Formula
Spec Ed Extraordinary	229,502.0	40,648.0	17.7%	40,648.0	Mandated Categorical
Early Childhood Block Grant	213,405.7	13,300.2	6.2%	11,125.2	Block grant for Pre-K, parent training, & prevention initiative
Title II Quality Teachers	150,000.0	11,164.3	7.4%	11,040.6	Formula
Spec Ed Orphanage	97,370.0	33,690.3	34.6%	11,412.1	Formula
Reading Imp. Block Grant	79,221.1	19,212.2	24.3%	9,825.3	Formula
Title I Reading First	66,000.0	0.0	0.0%	0.0	Competitive and formula grants
Early Intervention	64,447.3	32,223.6	50.0%	32,223.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	7,457.0	12.5%	7,457.0	Formula
Technology Literacy	53,000.0	4,950.1	9.3%	4,950.1	Competitive and non-competitive grants to school districts

	<u>Funded</u>	<u>Expended</u>	<u>% Spent</u>	<u>September</u>	<u>Description</u>
	<u>Amount</u>	<u>Year to</u>	<u>Date</u>	<u>Expenditures</u>	
		<u>Date</u>			
Voc Ed - Federal	50,000.0	11,869.8	23.7%	9,259.6	Formula and Competitive - to improve student academic and career skills
School Tech. Revolving Loan	50,000.0	6,000.0	12.0%	6,000.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	0.0	0.0%	0.0	Competitive
ADA Sch. Safety & Ed. Block Grant	42,841.0	0.0	0.0%	0.0	Formula
Title III - Eng. Language Acquisition	39,980.0	41.7	0.1%	41.7	Grant
Vocational Education - State	37,960.4	12,175.9	32.1%	7,314.6	Formula
Bilingual Education-Chicago	34,896.6	0.0	0.0%	0.0	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	22,156.8	71.2%	22,156.8	Formula
Textbook Loan - Reapprop.	27,785.3	17,130.8	61.7%	17,130.8	Payment for textbooks purchased during previous year
Bilingual Ed. - Downstate	27,655.4	0.0	0.0%	0.0	Mandated Categorical
Transportation Spec Ed - Downstate	26,019.0	26,019.0	100.0%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	1,859.0	7.4%	1,859.0	Formula
Preschool - Spec Ed	25,000.0	3,759.4	15.0%	2,056.9	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,898.5	88.5%	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	2,020.8	9.6%	2,020.8	Formula
State Free Lunch & Breakfast	19,565.0	10,072.4	51.5%	94.7	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe Sch	17,023.9	4,825.2	28.3%	3,064.6	Formula
Driver Education	15,750.0	0.0	0.0%	0.0	Reimbursement
Truant/Dropout/Optional Ed.	15,671.6	4,200.0	26.8%	0.0	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	50.0	0.3%	50.0	Competitive grants to school districts
Orphanage Tuition	14,651.0	2,901.6	19.8%	2,901.6	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	4.5	0.0%	4.5	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	3,551.2	Competitive grants to school districts
Technology for Success	9,603.6	575.4	6.0%	270.6	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	1,936.7	23.8%	660.6	Salaries for ROE's
School to Work - Federal	8,000.0	52.4	0.7%	52.4	Formula
Spec Ed Summer School	6,370.0	3,465.3	54.4%	0.0	Formula - Special ed students enrolled in summer sessions
Emergency Financial Asst	5,333.0	312.5	5.9%	0.0	Formula & loans to school districts
Transition Assistance	5,200.0	0.0	0.0%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	1,227.1	24.5%	1,227.1	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	0.0	0.0%	0.0	Reimbursement for Nat'l Bd Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	923.4	25.0%	0.0	Grants - Start-up funds
ROE School Services	3,250.0	1,697.2	52.2%	530.7	Formula - ROE Operations
McKinney Homeless Ed	3,000.0	35.5	1.2%	0.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	Formula
Philip Rock Center	2,855.5	579.1	20.3%	232.4	Targeted Initiative
Refugee Children	2,500.0	0.0	0.0%	0.0	Grants
Charter Schools-Federal	2,500.0	0.0	0.0%	0.0	Competitive
IDEA Part D	2,500.0	349.8	14.0%	274.2	Reimbursement
Learn & Serve America	2,000.0	0.0	0.0%	0.0	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.6%	0.0	Other/Repayment of loans
Agriculture Education	1,881.2	370.7	19.7%	0.0	Grants to school districts
Reorganization Incentive	1,669.4	880.0	52.7%	880.0	Grants to districts to encourage reorganization through consolidation/annexation
Flex. & Acct. Rural Education	1,300.0	7.6	0.6%	7.6	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Mat'l's for the Visually Impaired	1,121.0	373.7	33.3%	93.4	Targeted Initiative--Spfld. 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	Formula

	<u>Funded</u>	<u>Expended</u>	<u>% Spent</u>	<u>September</u>	<u>Description</u>
	<u>Amount</u>	<u>Year to</u> <u>Date</u>	<u>Year to</u> <u>Date</u>	<u>Expenditures</u>	
Advanced Placement Fee	900.0	12.0	1.3%	12.0	Fee reimbursement for Adv Placement Exam & Int'l Baccalaureate exam
Illinois Breakfast Incentive	723.5	0.0	0.0%	0.0	Reimbursement & grant to public and private schools & child-care institutions
Deaf/Blind	600.0	0.0	0.0%	0.0	Grant to Philip J. Rock Center
Minority Transition	578.8	144.7	25.0%	0.0	Grants - serves disadvantaged students from selected Chicago HS & elem. schools
Transition to Teaching	500.0	0.0	0.0%	0.0	Grant to Illinois Resource Center
Teach America	450.0	0.0	0.0%	0.0	Grant for Teach for America
IDEA Model Outreach	400.0	0.0	0.0%	0.0	Competitive
Standards Assmt & Acct	300.0	0.0	0.0%	0.0	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	0.0	0.0%	0.0	Grant to provide staff development to increase student achievement in MECCA
Training School Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	0.0	0.0%	0.0	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	0.0	0.0%	0.0	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Cert Fund	125.0	0.0	0.0%	0.0	Other
IL Future Teachers Corps	10.0	0.0	0.0%	0.0	Grant to Golden Apple Foundation

**ILLINOIS STATE BOARD OF EDUCATION  
HEADCOUNT AS OF SEPTEMBER 2003**



**ILLINOIS STATE BOARD OF EDUCATION  
AGENCY STAFF DETAIL AS OF SEPTEMBER 2003**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
<b>SUPERINTENDENT'S OFFICE</b>						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	1	2	3
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	7	4	12	2	14
<b>GENERAL COUNSEL</b>						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>3</u>	<u>14</u>	<u>4</u>	<u>18</u>
Sub-Total	1	14	3	14	4	18
<b>PUBLIC INFORMATION</b>						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	1	2	3	6	0	6
Multi-Media	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>6</u>
Sub-Total	3	6	5	13	1	14
<b>HUMAN RESOURCES</b>						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>7</u>	<u>12</u>	<u>0</u>	<u>12</u>
Sub-Total	2	5	8	15	0	15
<b>STANDARDS ALIGNED LEARNING</b>						
Standards Aligned Learning Admin	0	0	0	0	0	0
Career Development & Preparation	1	7	3	3	8	11
E-Learning	1	2	2	4	1	5
Curriculum & Instruction	1	14	3	4	14	18
Early Childhood Education	1	8	2	2	9	11
English Language Learning	<u>1</u>	<u>10</u>	<u>1</u>	<u>0</u>	<u>12</u>	<u>12</u>
Sub-Total	5	41	11	13	44	57
<b>CERTIFICATION &amp; PROFESSIONAL DEV.</b>						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>15</u>	<u>9</u>	<u>24</u>	<u>1</u>	<u>25</u>
Sub-Total	2	15	10	26	1	27
<b>SPECIAL EDUCATION</b>						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	22	4	0	28	28
Special Education Services - Chgo.	<u>2</u>	<u>14</u>	<u>1</u>	<u>0</u>	<u>17</u>	<u>17</u>

	<b>Mgmt.</b>	<b>Prof.</b>	<b>Support</b>	<b>GRF</b>	<b>Non-GRF</b>	<b>Total</b>
Sub-Total	5	36	6	0	47	47
<b>PLANNING &amp; PERFORMANCE</b>						
Planning & Performance Admin.	1	0	1	1	1	2
Data Analysis & Progress Reporting	1	11	4	11	5	16
Accountability	1	8	2	11	0	11
Student Assessment	1	8	2	10	1	11
System of Support	<u>1</u>	<u>19</u>	<u>4</u>	<u>1</u>	<u>23</u>	<u>24</u>
Sub-Total	5	46	13	34	30	64
<b>INFORMATION TECHNOLOGY</b>						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	29	2	28	7	35
Technology Support	<u>2</u>	<u>15</u>	<u>3</u>	<u>17</u>	<u>3</u>	<u>20</u>
Sub-Total	7	44	6	47	10	57
<b>OPERATIONS</b>						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	5	4	9
Fiscal and & Administrative Services	3	15	24	34	8	42
Funding and Disbursements	3	19	14	13	23	36
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	23	6	0	31	31
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>32</u>	<u>3</u>	<u>6</u>	<u>32</u>	<u>38</u>
Sub-Total	18	107	52	78	99	177
<b>GRAND TOTAL, ALL CENTERS</b>	51	321	118	252	238	490
	10%	66%	24%	51%	49%	100%

# Personnel Transactions

## Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
<b>Begin Year</b>	787	739	650	522
<b>Hire Externally</b>	27	5	29	8
<b>Recall</b>	0	0	11	0
<b>Retire</b>	-35	-37	-128	-3
<b>Resign</b>	-35	-21	-13	-7
<b>Discharge</b>	-2	-9	-2	-1
<b>Layoff</b>	0	-25	-22	-29
<b>Death</b>	-3	-2	-3	0
<b>End Year</b>	739	650	522	490

\* Through September

## Changes to Key Personnel:

E-Learning Division reassigned under Information Technology Center and English Language Learning, Curriculum and Instruction, and Career Development and Preparation Divisions reassigned under Planning and Performance Center.

## Status of Personal Services:

All personal services lines are balanced or near balanced but very tight and with little flexibility to add additional staff.

## Management & Organizational Issues:



September 17-18, 2003  
State Board Meeting

**ILLINOIS STATE BOARD OF EDUCATION\***

100 North First Street  
4<sup>th</sup> Floor Board Room  
Springfield, Illinois 62777

<p><b><u>Call Meeting to Order/ Roll Call</u></b></p>	<p>The September 17-18, 2003 Illinois State Board of Education was called to order at 12:08 p.m. by the Chair, Dr. Janet Steiner. Dr. Steiner stated that the Board would have a two-day meeting, and then she asked for the roll to be called. A quorum was present.</p> <p>MEMBERS PRESENT: Janet Steiner      Dean Clark      Greg Kazarian Joyce Karon      Beverly Turkal</p> <p>Richard Sandsmark and Ronald Gidwitz joined the meeting during Closed Session.</p> <p>Judith Gold joined the meeting at 1:55 p.m. via conference call.</p> <p>MEMBERS ABSENT: Dr. Steiner then announced that the Board would be going into Closed Session and requested a motion from the Board.</p>
<p><b><u>Closed Session Motion</u></b></p>	<p>Greg Kazarian then made a motion for the Board to enter into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois.</p> <p>Dean Clark seconded the motion.</p> <p>Dr. Steiner called for a vote on the motion. The motion carried as all members present voted yes. Thus, the Board recessed at 12:10 p.m. for a Closed Session over lunch.</p>
<p><b><u>Presentations</u></b></p>	<p>Dr. Steiner reconvened the meeting at 1:12 p.m. for a series of presentations. She stated that the first financial status presentation would be given by Dr. Connie Neale, Superintendent of Elgin School District U 46.</p> <p>Dr. Schiller stated that the Board has invited three school districts for them to present their financial status so the Board would have a better picture and profile of what our districts are going through in the field. Thus, presented would be three districts which have distinctive issues that are affecting their capacity to provide the quality of education that they would like.</p>

	<p>Dr. Schiller then introduced Dr. Connie Neale, the Superintendent of Elgin School District along with John Prince, Chief Financial Officer and Pat Broncato, the Chief Legal Officer of the district.</p>
<p><b><u>Presentation of financial status of Elgin School District U 46</u></b></p>	<p>Dr. Connie Neale thanked the Illinois State Board of Education for allowing them to present their school district’s financial situation as she knows that the Board has a heavy agenda.</p> <p>Dr. Neale then proceeded to discuss her history with the district and the status of the district when she came on board. According to Dr. Neale, she had a strong background in the Superintendency that helped her to deal with some of the unknown financial situations that arose after she took the position.</p> <p>She stated that there were internal as well as external factors that impacted their school district after September 11, 2001. U46 is a large district in the State of Illinois with about 40,000 children, and has been in a rapid growth mode for several years. They have grown 10,000 children in the last ten years. The impact of getting funds after the fact has severely impacted their ability to provide funds.</p> <p>Diversity has also impacted their finances. The district is diverse economically as well as ethnically. They have grown in their bilingual population by 2,000 students. In addition, there is also a low Equalized Assessed Valuation (EAV) in the district.</p> <p>In September 2002, Dr. Neale began to take major and immediate steps to deal with their financial dilemma. The district staff was asked to cutback and postpone purchases in whatever ways that they could. At that point, the district decided to bring in an external consultant to aid the district in determining the factors that led to the financial status they were currently in and what they needed to do to become stable again. Consultants were used at the advisement of the Community Advisement Business Group due to the fact that there was a great concern with the reliability of the information because it was substantially different from what people had thought. In addition, the assistant superintendent in charge of business as well as the director of finance resigned.</p> <p>The district asked the consultants to not only tell them how they got in this financial situation but also what steps they needed to remedy their current situation. The consultants stated that the district needed to look at a balanced budget for the 2003-2004 school year.</p>

The consultants recommended for the district to make cuts of 14% of the staff equaling \$40 million in the year 2003. The Superintendent then put together a committee of stakeholders in the community that would help the district prioritize. The goal was to maintain the essence of many programs as they could, with knowing that many of them would have to be scaled down.

The district was in the process of opening up several new schools. With the advice of the community and consultants, some of the schools' openings were put on hold for a year's window of time. Actually, one of the elementary schools is not ready and is behind building construction. The two that are ready are in a holding pattern. The middle school will open at half capacity with the seventh graders. Dr. Neale stated that while this is a child-friendly approach, it is hard to explain to tax payers. In light of the condition of the district and two referenda failing in the past, John Prinz was hired as the Chief Financial Officer. The Board may attempt a referendum again in 2004 for the remaining 37 ½ cents.

The auditing and establishment of controls were put in place to monitor the budgetary flow. The effectiveness and efficiency of programs and spending was taken very seriously. A balanced budget was submitted this year. The district received an A-3 rating because they have a very strong plan in place and are making very deliberate steps. An outside foundation has also partnered with the district to help them with their instructional and academic program due to their faith and trust in the district.

In the long-term view, the district's goal continues to be to maintain fiscal accountability. The district is looking at long-term planning to forecast as best they can the necessary steps that need to be taken to maintain financial stability so the district does not have to repeat the financial cutbacks of last year. The district is also looking toward accrual instead of cash accounting to get a truer picture of their financial situation and make it easier to deal with their finances when revenues come in past the accounting cut-off.

In regard to how the state could help their district, Dr. Neale stated that categorical funding would be a continued benefit to their district. She cited as an example the bilingual education item has not grown with the growth in their district of bilingual students. She also stated that some type of adjustment to the September 30<sup>th</sup> enrollment count deadline for districts would be helpful when looking at the growing financial requirements in response to the

needs in their district. In addition, the requirements of No Child Left Behind have been a financial strain on the district. One example Dr. Neale cited was the smaller class size item. The district had to raise class sizes due to staffing cutbacks. Thus, they were not in compliance with the goal of NCLB to create smaller class sizes.

Dr. Steiner thanked Dr. Neale and Elgin for their presentation; stating it was a very good report and that their district has done a lot of hard work in one year's time.

Joyce Karon commended the district and their Community Advisory Committee, which has worked together to do some great work in their community and district.

Greg Kazarian stated that the Board is hearing that schools are running inefficiently. He asserted that you have to have a high degree of confidence that you have found all the spots. Thus, he asked the panel if they are still looking at ways to improve and save or should the Board look at U46 as a benchmark for what costs to deliver at a core level of education.

Dr. Neale commented by stating that the district is continuing to look at ways that they can improve as far as the efficiency of operations and how the district deals with business. They are looking at if there are better avenues to experience more success. For example, the district is looking at bonds. The district is still experiencing continued growth, and is becoming more diverse.

Dr. Schiller asked if the district has done some scenarios for FY05 with regard to if there are little or modest increases in state funding and/or if the referendum does not pass.

John Prince stated that this is one of the next pieces that they will be talking with the Board about doing a one year plan and five year projection to look at some "what if" scenarios, for example in categorical funding.

Dr. Schiller then asked what the health care premiums looked like this year in their district. According to Mr. Prince, they have been going up. The actuary said they need to budget 30 million dollars for this year as well as for next year.

Dr. Schiller asked what the plan is now for the new facilities for next year. Dr. Neale stated that the elementary school and the middle school are scheduled to open next year. The high school is

	<p>under construction will not be ready. Additionally, the student-teacher ratio is 30:1. The district is trying to find a delicate balance in doing what is right for the children and taking into account the budgetary constraints. Dr. Schiller then asked how the staffing formula has changed. Dr. Neale stated that before the cuts the ratio was student-teacher ratio was 27:1 last year.</p> <p>Dr. Schiller stated that he appreciated Dr. Neale traveling to present to the Board. He said that he recognized the needed assistance from the Board in such areas as the categorical funding and the one year delay for the student count.</p> <p>Mr. Kazarian stated that he would like to find a way to capture the lessons learned as Elgin went through this process and even disseminate the success story through ISBE or IASB. Dr. Schiller stated as difficult as it was, the specificity in the process is the key to the success of this financial experience. Dr. Neale stated that they are willing to do whatever they can to support other districts in this process as they are all in this together.</p> <p>Beverly Turkal left the meeting at approximately 1:45 p.m.</p>
<p><b><u>Presentation of financial status of Calhoun Community Unit School District 40</u></b></p>	<p>Dr. Schiller stated that the Board would like welcome Dr. Basden, Superintendent of Calhoun Community Unit School District 40 as well as School Board members Bob Banghart and Doug Fox, School Board Vice-President who will also present their district's financial situation to the Board of Education. The Superintendent stated that the Board may want to compare Calhoun and Elgin School District in terms of state share funding, the EAV value, and the percentage of low-income students despite the difference in size of the district.</p> <p>Dr. Linda Basden proceeded to give some history about Calhoun CUSD 40 concerning their district employees and location. There is one elementary school (K-8) and one high school. The district has 93 employees. It is located 100 miles southwest of Springfield. The student enrollment in Calhoun has been steady, and averages about 575 students Pre-K-12.</p> <p>With regard to the economic environment, Calhoun CUSD 40 is the third largest employer in Calhoun. In the past, Calhoun revenues have barely covered the expenditures. In 2001, the balance tipped and it has been worsening since then.</p> <p>However, in regard to academics, the high school PSAE scores have continued to increase over the last three years and the district is very proud of that.</p>

The district started by working on financial accountability by initiating use of purchase orders with administrators' approval of purchases, consolidating ordering of operations and maintenance supplies, checking on questionable invoices to determine legitimacy, and involving building principals in planning and monitoring building budgets.

The district has also worked on training central office personnel to implement new financial and payroll software programs, exploring other options for various costs, reducing transportation costs of extra curriculum events, and examining the processes for both tuition reimbursement and lateral movement on salary schedule.

In looking toward the future, the district plans to complete a three year projection of EAV and enrollment predictions, levies, and extensions as well as prepare a yearly cash flow analysis for current and estimated future staffing plans.

Due to a three or ten year expense for a Financial Oversight Panel (FOP), Dr. Basden stated that a FOP would not be a good option at this time. Consolidation is not a practical option in the district because of the city bridge. Dr. Steiner then asked about consolidation being an option for Calhoun and Brussels. One of the Board members stated that there have been discussions about consolidation. However, the conditions of the roads are very bad for children to be transported on them. Dr. Steiner then asked why the institution of a FOP would not be an option. Dick Sandsmark stated that the district is looking at the costs. He said this is not a good way to look at this as there may be some value in the Financial Oversight Panel even though the Board is thinking there may not be value. However, other districts have experienced great success with FOPs.

Dr. Schiller asked Dr. Basden to elaborate on what was meant by without assistance from the State, Calhoun CUSD 40 cannot survive. She said that when they said they need help, they need ideas.

Greg Kazarian and Dean Clark asked what the community felt about the status of the district and if the community was knowledgeable. Mr. Kazarian asked if there is there a community outreach program. The Board members stated that they just found out about the conditions. The community does not understand that there are not any frills to cut out. As an example support from their educators, the school board members stated that the teachers even

	<p>signed a contract with no raise.</p> <p>One of the Board members stated that the community is not aware that the district cannot operate the school on a daily basis or pay their bills. The community believes that Calhoun is in debt just because of the new school. They don't understand the condition that the high school is in, such as the heating and wiring. The high school is in bad shape and the district may lose the school.</p> <p>Dick Sandsmark questioned the high school program asking if it was basic. Dr. Basden stated that yes, it is basic and the school offers shop and agriculture. The high school did offer art ½ time, but has since had to cut the program.</p> <p>Mr. Kazarian asked if the students are able to take college prep classes. Dr. Basden responded affirmatively by stating that students are able to take this route through the Illinois Virtual High School program (IVHS). According to Dr. Basden, even though the district is bare bones, they are doing terrific things for their children. Dr. Steiner asked if the high school has explored the option of networking with the surrounding community colleges or universities. According to Dr. Basden, this option has not been explored. The nearest community college, Lewis and Clark, is about one hour away.</p> <p>Dr. Schiller stated for clarification that the state share is 57% and the district is operating at about \$7,000 a student operating costs. Dr. Basden affirmed the statement by answering yes. Then, Dr. Steiner and Dr. Schiller thanked the district for coming to present to the State Board.</p> <p>(Please refer to attachments for the PowerPoint presentation.)</p>
<p><b><u>Presentation of financial status of West Harvey-Dixmoor Public School District 147</u></b></p>	<p>Dr. Schiller stated that he was pleased to welcome this third school district which has a different profile than what we have previously looked at. According to the materials provided to the Board, this is a district that has a low-income population of over 94% and a 62% reliance on state share with operating cost being \$9800 per pupil. The State Superintendent then introduced Dr. Alex Boyd, the Superintendent of West Harvey-Dixmoor School District 147 along with Robert Charnot, Business Manager and thanked the Superintendent Boyd for traveling to make the presentation to the Board.</p> <p>Superintendent Boyd then requested that his Business Manager give the Board a perspective of the district's financial history and how the financial problems occurred in the district. Mr. Charnot</p>

stated that he used to work in George Patton School District Riverdale at District 133. The day he came into the district on July 1 the Board was doing a TAW of \$ 910,000 which was a surprise to him. Mr. Charnot stated that obviously it was not enough money as the Board was limited in the amount of TAW they could withdraw as well as accounts payable that were overdue for the past couple of months. The district just recently did a Revenue Anticipation Note in the amount of \$1 million. They are working to procure \$1, 075,000 in working cash bonds and \$2 million in funding bonds. Mr. Charnot stated that the district is in the midst of collecting a lot of data and thus does not have some of the information that the other school districts offered as he just started on the job.

Mr. Charnot then explained the revenue verses expenditure history of the West Harvey-Dixmoor. It is apparent that the district's variance is still very much in the negative margin and going in the wrong direction. He also provided the Board with a six year General State Aid (GSA) history which showed the GSA payments and their average daily attendance (ADA) numbers.

Superintendent Boyd then proceeded to state that the administrative team's first objective was to develop a process and determine how to proceed. Their purpose was clarified in the development of a three tier structure of cuts, to meet with the Board and Finance Chair, share with principals and get their input, meet with union representatives, and then to provide a dollar amount on all the proposed cuts, finalization, and enactment. In addition, the district plans to close Garfield School, decrease legal fees, limit staff conference attendance, pay some teacher salaries out of the Reading First grant, enact registration fees, discontinue administratively expelled student placement, approve no administrative or teacher raises, renegotiate the AFSCME Contract or enact no raises in 2005, and contract out Custodial/Maintenance Services.

Mr. Charnot has been working with Jay Grimes of ISBE. He informed Mr. Grimes once the district has the numbers and has a good starting point and clearance of outstanding accounts payable that the district plans to develop a yearly plan by month and then a five year plan to speculate expenditures in an effort to turn around the status of their district. He stated that the district can use some help in that the USDA is holding back about \$365,000 of their district's money for their school lunch program. According to Mr. Charnot, the recent audit on September 15-16 went very well. Thus, if the State Board can help the district in getting a release of



their funding, they would appreciate it as the district is carrying out a lot of expenditures without money in hand. In addition, there are several building needs as the buildings in the district are deteriorating.

Superintendent Boyd stated that the effects of No Child Left Behind have drastically affected their ability to provide services through staffing, especially in the area of personnel. Dr. Steiner then asked how many administrators the district currently has. Dr. Boyd stated that they have an administrator in each of their six buildings, a central office assistant superintendent, a director of special education, a case manager that works with the Special Education director, a director of technology, three assistants to the technology director, and an outreach officer.

Joyce Karon asked for clarification of when the Garfield School would be closing. Dr. Boyd stated that it was stated that this process would begin in 2003-2004 but will not actually take place until the 2004-2005 school year.

Dean Clark inquired about the existence of TIF districts and the EAV that reaches to many different areas. In regard to the TIF districts, Mr. Charnot stated that he is exploring this but he is sure that there probably are TIF districts and that he would be investigating this. In addition, he stated that the surrounding districts are not high EAV areas.

In extension, Mr. Charnot stated that the Special Education costs are very high and that affects the district as well. The Superintendent affirmed this by stating the district has had many special education students transfer into their district, and these students must be served.

Mr. Kazarian asked if after going through Tier 1 and Tier 2 changes and balancing the budget, does the district believe they have the capacity to do what you need to do to improve student performance? Superintendent Boyd responded positively by stating that the district is doing the things they need to as they are in their third year of a new reform model entitled New American Choice School. The district has seen remarkable improvement in their students and the test scores have gone up. The district is seriously looking at ways to make the district plausible and accountable. With the budget cuts, they are looking at restructuring their teachers by letting go of some of the newer teachers, and moving the veteran teachers into certain positions while still trying to maintain a balance within the teaching staff.

	<p>Mr. Charnot added that he is meeting with Mr. Grimes to put together a plan that will state by expenditure what it takes to run a school (salaries, benefits, etc.) and then they will have a clearer picture of where they are going and some real numbers to support the data.</p>
<p><b><u>Presentation of Status Activities Related to Schools in Financial Difficulty</u></b></p>	<p>Dr. Schiller stated that the Board just had the opportunity to look at three out of the twenty-two districts that ISBE staff are gauging weekly as to their financial difficulties and status. As a follow up, ISBE staff wanted to inform the Board on the status of these districts who have Financial Oversight Panels or School Finance Authorities (SFAs) as well as those districts in which we are watching their financial status. It is the intention to make everyone knowledgeable about the financial profile and the changes that we are making as well as some of the issues that we are facing as to how to provide assistance to some of the districts that are in financial difficulty. Therefore, Dr. Schiller stated that David Wood was invited to discuss these districts' unique circumstances.</p> <p>David Wood stated that the Operations staff thought it was important for the Board and other staff to hear from differing districts about their views and efforts of their financial circumstances. It has been a recommendation of the staff to draft legislation for districts to submit a balanced budget. Dr. Schiller interjected to add the importance of some of our districts to maintain a balanced budget in that some districts were deferring decisions and thus were racking up debt and digging a deeper hole for themselves and thus were unable to have a balanced budget without extreme cuts. Thus, it is important for us to stress the need for a balance budget even though it is not required by the legislature.</p> <p>Mr. Wood agreed by stating that yes, it is important to work with these districts to get them to submit a balanced budget even though Illinois is a locally controlled state and to share it with their community stakeholders. If possible, it would be good for districts to have available professional consultants who can work on forecasting, staffing analyses, cash flow models, and Regional Financial Consultants from the State Board.</p> <p>Dr. Schiller stated that there are a number of financial management software programs that districts are looking at. However, districts do not have the funds to invest in this software. Therefore, we are looking at a state-wide solution to aid districts in submitting a balanced budget. However, most of our capacity to assist as an agency has been lost, even with the financial profiles that are</p>

released six to seven months later. Therefore, we are looking for a pro-active posture instead of the reactive one that we are currently operating under. When looking at the financial profile, many of the issues deal with timing. Therefore, going to an accrual model may be an option as some issues would not even be present as with the cash model.

According to Mr. Wood, one of the main focuses of the legislation, as staff is envisioning it, is to not have the state involvement wait until the district is in such a desperate state that they need a FOP. If you met certain criteria, then you would have to provide the State Board with specific figures to force a certain discipline in these areas. Mr. Wood added that there is an increasing trend that state and federal budgets are interrelated and therefore the access to and distribution of funds is very important. Depending on the district, it can be all state or all federal monies. In speaking to the Board, Mr. Wood asserted that whatever can be done to work with the Governor and General Assembly for growth, stability, and planning for what the districts will get as costs continue to grow most likely faster than inflation along with the mandated costs of NCLB and the populations of at-risks and special education, it is best to explore those options.

In moving to what can be done with looking at the trends in the profile and including the working cash fund, Mr. Wood stated that when surveying in the field, there was a 50/50 response in concerns to the utilization of the working cash funds. Thus, the working cash funds will still be included as districts can use this fund as it can come into play at some time.

Another issue is the one-time revenue or spending when districts borrow for something in one year and/or don't use it until another year. The state is trying to create a better way of displaying this information without creating a bias. The questions are: will the 02 profile be changed or wait until the 03 profile comes out and change both of them?

With the concern of getting a financial profile, many districts have stated that the monies they receive only offset the other costs that they currently have. There has thus been some discussion of increasing the assistance from the state (possibly from \$250 to \$1000).

In response to a problem with a School Finance Authority in controlling some of the information they received and putting questions on the table for them to discuss and decide upon, staff

	<p>has discussed the possibility of the state buying and selecting the financial management, advisors, and legal advisors that an SFA operates under since the state imposes and selects the SFA or FOP to help set the agenda better and control it.</p> <p>According to Mr. Wood, the fundamental question is how do you broaden the criteria for state involvement for essentially certifying a district and setting it on the path for putting a SFA or FOP in place? The concern in the field is that we don't want ISBE having the capacity to take over, for example, 100 districts. As the agency does not want to do this nor does the agency have the capacity to do it, staff is looking for assistance in creating a balancing act in order to help districts that severely need help.</p> <p>Mr. Wood stated that possibly later in the fall staff will be able to bring to you an update on the financial profile and/or legislation being introduced.</p> <p>Mr. Kazarian stated that balancing budgets is a good place to start. As the agency discusses AYP and research strategies to improve student performance, our "house" (collectively) is going to have to be in order on the finances so that we can make the claim.</p> <p>He stated that he was particularly struck by the presentations by the school districts that were willing to come to the Board to present their financial situations and ask for help from the Board. Mr. Kazarian stated the agency will get strong support in the legislature in this event if we have districts that have balanced budgets. Accordingly, Mr. Kazarian added that he is inspired by districts that are not here whining but are serious about making changes in their financial situations, and they are to be applauded.</p>
<p><b><u>Presentation of the Illinois Assessment Frameworks</u></b></p>	<p>Dr. Schiller introduced the Illinois Assessment Framework presentation as a high watermark as the agency discusses the expectations for student improvement as ISBE moves into the next phase of assessment that will be driven grade by grade. It has been very critical that staff take the Illinois Learning Standards and Goals that have set out the landscape for our districts in the last several years and refine them in such a way that teachers know what to teach and what students should learn grade by grade. The staff has been working with Ted Rebarber, a national consultant who has been working with ISBE on the entire NCLB process and assessment.</p> <p>Dr. Lynne Curry first gave a history of the Illinois Learning</p>

Standards in that the standards were first introduced for development in late 1994 and early 1995 with the culmination of that project being the adoption of the standards in 1997. According to Dr. Curry the standards have stood up very well with many national reviews and cover the depth and breath of what students should know in all the fundamental learning areas, including more than rote memorization but high order thinking skills and demonstration of performances as well. However, over time as educators have been implementing the standards in the classroom around the state they have asked for more clarification to the standards particularly now as the level of accountability is increasing and there is an even brighter spotlight on state assessments. As we look more and more at state assessments, it becomes very important for people to feel comfortable with the alignment of the standards they have been working so hard to implement to the state test. Dr. Curry stated that hopefully with the Illinois Assessment Frameworks, the state will be able to provide a more enhanced testing system for 2006. At that point, she turned it over to Mary Anne Graham, Division Administrator for Student Assessment to discuss how educators may fill in one of the pieces of the puzzle that they have asked for and have needed for quite a while now.

Ms. Graham then proceeded to state that her purpose during the presentation would be to provide the Board with a look into the future and to show the resources that the team has been showcasing around the state at the Regional Superintendent Conferences. The main focus in Student Assessment is preparing the enhanced assessment system which will be released in 2005-2006 to be in full alignment with the No Child Left Behind requirements to bring the state into full compliance in every grade level. Then, Mrs. Graham proceeded to review the assessments that the state currently has in place according to federal and state mandates, while highlighting the changes to take place in 2005-2006.

The state has just released the RFSP that would cover all of the mentioned assessments with the exclusion of the ACT portions which are covered under the PSAE. A majority of the assessments will thus be under one contractor, at least as a primary contractor. However, there will need to be separate projects for Limited English Assessment (LEA) and Alternative Assessment. There are currently projects under way with the English Language Learning and Special Education divisions to work on both of these measures as there are increased requirements to the LEA with new Title III mandates requiring reading, speaking, listening, and writing proficiency plus reading, math, and science achievement.

According to Ms. Graham, everything ties back to the standards which are broad but are the organizing point. There are several statewide resources that are available to districts. Some of these resources are the Illinois Learning Standards, Assessment Frameworks, Item Bank CDs, On-line sample tests, and Score Reporting by Category Choice, which has been in high demand by districts.

At this point, Dr. Curry requested that Mr. Rebarber present himself to the Board to explain some of the percentages that were displayed by grade level to give a clearer understanding of how test scores are reported out in terms of the weighting and percentages. Mr. Rebarber then proceeded to explain that the percentages recorded by grade level (grades 3-8) and represent the proportion of the test or the weight that is valued to the different subcomponents or categories, for example, in Math. The main organizers are the established state goals, for example, goal 6: number sense or goal 7: measurement. In some cases, there are even instances where categories can even be broken down further into subcategories to provide more information about the tested category. With this information, teachers will know what will specifically be tested and what the emphasis is grade by grade in each tested category.

At this point, Mrs. Graham continued to explain specific categories and items on the state assessment tests that are outlined in the Illinois Assessment Frameworks. The assessment objectives and frameworks are designed to narrow the target and give a focus to the test designers as well as the teachers when they have to make decisions as to what to teach. The frameworks form the foundation for the tests in 2005-2006 and they are a link between the learning standards and instruction. Basically, the frameworks give a guideline as to what is fair game to be tested. Mrs. Graham then walked the Board through an example of a Social Science assessment framework and the concurrent alignment to the tested items on the assessment test. According to Mrs. Graham, the materials have been well-received in the field and the teachers are excited about the information that they will be receiving.

Dr. Curry then asked Mr. Rebarber to comment on how Illinois now measures up nationally with the national wave of testing in all the states. Mr. Rebarber stated many states are wrestling with these issues but that Illinois is in the forefront in regard to coming up with workable solutions early enough to help districts and schools prepare for the new assessments. For a change, districts

	<p>and schools in Illinois will have what they need early enough to properly align their instruction and develop curriculum and lesson plans. It is a very logical roll-out, and the quality of the assessment frameworks is definitely a step above.</p> <p>Dr. Steiner stated that she can see how these frameworks will be good for teachers and students as they will know and understand what they will be tested on. Dr. Curry stated that yes, it takes some of the mystery out of the whole process and that these frameworks will be released in the next couple of weeks. Joyce Karon stated that she is very excited about the prospect of the power in these documents, especially that they will be on-line resources. These documents are not the “be all or end all” to where we want them to be, but it definitely they do provide an assisted framework.</p> <p>Ron Gidwitz addressed the Chair at 3:20 p.m. stating that he had to leave the meeting.</p>
<b><u>Break</u></b>	<p>At 3:25 p.m. Dr. Steiner then announced that the Board would recess for a 10 minute break and come back at 3:35 p.m.</p>
<b><u>Items for Discussion</u></b>	<p>Dr. Steiner stated that the Board would reconvene from break and begin to discuss items for Board action.</p>
<b><u>Prairie Crossing Charter School Renewal</u></b>	<p>The first item for discussion was the Prairie Crossing Charter School Renewal. Dr. Steiner stated that the purpose of this agenda item was to discuss the request by Prairie Crossing Charter School to renew their existing charter for an additional five years.</p> <p>Dr. Schiller stated that the Prairie Crossing Charter school is seeking an early renewal due to an upcoming building program in the district. The staff has gone through with a site visitation and review of the charter renewal as well as objections. The Educational Policy Planning Committee discussed in great detail the findings concerning Prairie Crossing as well as conferred with the some individuals from Prairie Crossing with regard to some of the stipulations that were noted. Dr. Schiller stated that it is being recommended that the school be renewed as long as a variety of stipulations are met on a timeline as delineated in the report and recommendation. Superintendent Schiller then went on the briefly review the stipulations of the charter being renewed upon satisfactory completion and remedy of the finding. To achieve satisfactory completion the charter must:</p> <ol style="list-style-type: none"> <li>1. Provide more detailed information on its governance as described in the Recommendation by the State Superintendent.</li> <li>2. Provide better access to the community as described in the Recommendation of the State Superintendent.</li> </ol>

3. Ensure that all teachers are certified or otherwise qualified under the Charter Schools Law.
4. Establish, publish, and implement a Freedom of Information Act policy.
5. Comply with items noted in the September 12, 2003 special education compliance report by October 31, 2003. These items are:
  - hiring a full time Director of Special Education that is available when necessary to ensure the needs of all children are fully satisfied, recognizing that reimbursement would be available only for employment of a full-time Director of Special Education
  - providing technical assistance supervision to special education staff.
  - developing written special education policies and procedures.
  - training staff members relative to the policies and procedures with specific reference to the findings of a formal referral process, identification of needed assessments, timelines, determination of eligibility, and the IEP process.
6. Ensuring that Board members and administrative staff file Statements of Economic Interest with the Lake County Clerk's Office.

The stipulations were cited as follows:

1. Prairie Crossing Charter School will receive 100% of the per capita tuition rate (PCTR) for a maximum enrollment of 360 students.
2. Any enrollment increase beyond 360 and up to 432 students would require a financial review and negotiation of the PCTR.
3. Based on the projections and tables presented in the Recommendation by the State Superintendent, an increase in student enrollment would likely result in a decrease in the PCTR in the 75% - 85% range.

Several other non-material governance items were also identified as they are issues that need to be addressed. One such issue was with regard to enrollment for the charter to demonstrate to the State Board their efforts in retaining and sustaining the low-income student population in order to broaden the population that is in the school. Dr. Schiller cited the difficulty in attending to retaining the low-income population in light of the present lottery system. We will have to look for ways to assist Prairie Crossing, if the Board



goes forward with the renewal, to meet the spirit of their application in light of the lottery selection. Staff has also spoken to Prairie Crossing about accessibility to transportation in that students who wish to attend and who are eligible to attend, who may live remotely from the school, have direct access to the school so that there is no hindrance to their attendance at the school (i.e. bus). Also, brought to their attention was the minority representation in the school that it be more reflective of the Woodland School District population. It is the hope that even though Woodland has a high minority population that both populations are more desegregated within the context of the lottery.

There was also some brief discussion on receiving clarification on their fee structure and fee waiver policies. Prairie Crossing stated that this is an area that they have cited as well and are determined to provide information and solutions regarding these policies.

Dr. Schiller stated that these findings, material and non-material, are concerning standards that we hold all state schools to. He then proceeded to inform the Board of the extensive materials they were provided in concerns to the Prairie Crossing renewal. Superintendent Schiller then deferred to one of the Educational Policy Planning Committee members for comment.

Mr. Kazarian stated that the Educational Policy Planning Committee has reviewed this at length in the committee meeting and representatives from Prairie Crossing have been available for some response, which was helpful. He stated that it was encouraging to look at a school that from every objective measure of a high performing school, it is meeting the needs of its community. In the stipulations that have been identified and required, they have been joined by Prairie Crossing who has agreed and acknowledged what needs to be accomplished under the stipulations. Therefore, there is no disagreement between the Superintendent and Prairie Crossing as to what needs to be done. As a result of this deliberation, it was the consensus of the committee that the Superintendent's Recommendation be accepted.

Joyce Karon stated that she commended staff on the thoroughness of materials that were made available for this item as it was exceptional. However, she wanted to reiterate her concern with the charter school representing the district and their ability to meet the special education requirements. Ms. Karon stated that if a charter school is going to reside in a district, it should reflect that district. Dean Clark agreed with Ms. Karon in her concern about the special education and the lack of low-income representation.

	<p>He stated that he does believe that these situations can be resolved and there are solutions out there.</p> <p>Dick Sandsmark stated that as he was going through the document, he came across several items that were found to be suggested as remedial in the Superintendent’s Recommendation. He stated that the Board must be careful in that if it is going to renew a charter, that the charter reflects the area that it is in. Mr. Sandsmark stated that at his first reaction, Prairie Crossing did not represent this.</p> <p>Mr. Kazarian stated that he did not believe that the characterization that has been put on Prairie Crossing was a fair description of the school and its operation. Accordingly, Mr. Kazarian added that this characterization is not consistent with his or staff assessments of Prairie Crossing. He then went on to assert that somewhere along the process there must be a timetable by which a school receives a discussion or compliance visit before their charter is at the renewal point just in case there are areas of concerns or inquiry with the policies and procedures of the school.</p> <p>Dr. Steiner inquired as to why the Board is approving the renewal at this point when it is not up until June 2004. Mr. Kazarian asserted that the some students are in temporary classrooms and the school needs the expansion. They have a lender that wants to know that the school will have its charter renewed before taking action to construct a facility. Mr. Kazarian also noted that Prairie Crossing is the only charter school operating in suburban Chicago.</p>
<p><b><u>2003 Title II State Report Card</u></b></p>	<p>Dr. Schiller stated that the next item to be discussed would be the 2003 Title II State Report Card. The purpose of this item was to inform the Board about the developments and contents of the Title II State Report Card which was mandated for issue under the 1998 Amendments to the Higher Education Reauthorization Act to impose accountability expectations on the institutions of higher education that prepare teachers and the states in which they operate. Dr. Schiller then proceeded to additionally note that there are eight sections of requirements as speculated by the Amendment. Staff has identified four sections for discussion being sections three, five, six, and seven. Dr. Schiller stated that it would be at the discretion of the Board to authorize staff to submit the Title II Report Card to the U.S. Department of Education on October 7 and authorize the dissemination of the report where and when it was needed.</p> <p>At that point, Dr. Schiller called Marti Woelfle, staff contact for this agenda item to be available for Board questions. Dr. Steiner asked about the ranking quartiles of institutions in regard to the accountability measures. Ms. Woelfle then proceeded to discuss</p>

	<p>the meaning of the quartile rankings, which were developed by the U.S. Department of Education in an attempt to rank institutions. The quartiles are based on the performance of candidate program completers of the Basic Skills and Content Area Tests. Lee Patton discussed the accountability factor that Congress enacted. In this effect, scores are very high because you must pass the tests in order to receive your certificate. With new requirements in place, candidates now must pass the Basic Skills Test before being admitted into Teacher Education. Therefore, next year for the Basic Skills test the Board will see a pass rate of 100%.</p> <p>Lee Patton added that this method of score reporting was designed by Congress as an accountability measure but it is a very flawed model in that it is difficult to draw conclusions with data being reported for multiple years against institutions instead of against standards. Ms. Patton stated that she feels that the accountability system that ISBE has in place currently with the Accreditation Review and visitations is a far stronger accountability system.</p> <p>Mr. Kazarian asked will the report reflect the inconsistencies. Ms. Patton stated that no, the report will reflect what the report asks although the U.S. Department of Education has been contacted about the definitions and inconsistencies within the required report.</p>
<p><b><u>Passing Scores for the Assessment of Professional Teaching and New Special Education Tests</u></b></p>	<p>Superintendent Schiller stated the next agenda item would be the consideration of adopting the Passing Scores for Assessment of Professional Teaching and New Special Education Certification Tests. Dr. Schiller then proceeded to state that the purpose of this item would be to review the recommendations of the raw passing scores for the four new Assessment of Professional tests and twelve new special education tests and for the Board to approve the passing scores for these tests.</p> <p>Dr. Schiller stated that the recent action has been the development of these tests in May. These tests were administered for the first time in July. The work on these scores is very scientific in nature as a modified Angoff standard-setting model was used for establishing the recommended raw passing scores for the four levels of the Assessment of Professional Teaching: Early Childhood, Elementary, Secondary, and Special. There are also five new special education contest test including: Teacher of Students Who Are Blind or Visually Impaired, Teachers of Students Who Are Deaf or Hard of Hearing, Early Childhood Special Education, Speech-Language Pathologist Teaching, and Speech Language Pathologist Non-Teaching, and finally seven Learning Behavior Specialist II test based upon the corresponding</p>

	<p>sets of Learning Behavior Specialist II standards.</p> <p>The State Teacher Certification Board discussed the panel-based recommended passing scores at its September 5, 2003 meeting. The discussion focused on three issues.</p> <ol style="list-style-type: none"> <li>1. The proposed raw passing score for speech-language pathologist: teaching (57) is notably lower than the scores for the others, which are in the 60s. There is no obvious explanation for this lower recommendation, and the Certification Board members agreed with staff that it would be appropriate to increase this score by one standard error of measurement. This would result in a passing score of 61.</li> <li>2. The Certification Board members felt that passing scores for these tests should be reviewed within a year due to the importance of the APT tests and the fact that they represent completely new areas of assessment.</li> <li>3. The procedure used by the agency for setting passing scores typically calls for presentation of the pass rate data to the Bias Review Committee prior to its presentation to the Certification Board. The Bias Committee did meet on September 12 to review the pass rate data.</li> </ol> <p>According to Dr. Schiller, the Certification Board recommended that the State Board adopt the State Teacher Certification Board's recommended actions as specified. Dr. Schiller then asked the Board if they had questions concerning the item. Ms. Karon stated that she did not have a question but appreciated the complexity in which the report was prepared. Dr. Schiller affirmed Ms. Karon's statement by saying that staff did a wonderful job with preparing the agenda item.</p>
<p><b><u>Proposed Criteria and Procedures for Approval of Coursework, Programs, and Activities Leading to Standard Certification Eligibility</u></b></p>	<p>Dr. Schiller stated that the next action would be to recommend to the Board the Proposed Criteria and Procedures for Approval of Coursework, Programs and Activities Leading to Standard Certificate Eligibility. Basically, a logistical issue was brought to the State Certification Board with regard to what extent the State Board and the Certification Board would like to be directly involved and responsible for approving all of the criteria and procedures for individual programs and courses each time they are brought forward or would the State Board wish to delegate approval responsibility for programs, coursework and activities leading to Standard Certification eligibility to the State Superintendent to respond in an immediate nature to those who would be applying. The issue that we would have is that these requests for approval would not come in on a regular basis each month but on an ad hoc basis. Thus, there could be a situation</p>

where an approval would have to go through the State Certification Board and then the State Board before it was approved. There would thus be a longer timetable in which individuals would receive approval.

The requirements for each option would be assessed for each approval case in that the State Superintendent would assess if the proposal addressed all the required aspects of the option (completeness) and if the components of the proposal meet the content and process requirements (compliance).

Janet Steiner and Dick Sandsmark both stated that they could see where this process would be a good one in that the State Board has had the State Superintendent act in such a role before. The Superintendent affirmed their statements positively by asserting that in this instance as well as others the Board is still setting the policy but the actual administration for timeliness would best serve the applicants through the State Superintendent.

Greg Kazarian inquired as to how the approvals by the Superintendent and the Certification Board would work together. Dr. Schiller stated that the proposed courses, activities, and/or programs would be forward to the State Superintendent for approval, and then the State Superintendent's approval or disapproval would be then brought to the Certification Board for ultimate disposition.

Dr. Schiller then referred to staff as to the correctness of the explained process. Lee Patton stated that the explained process was correct in that the Certification Board, after reviewing four options for procedures that would meet the requirement for Certification Board approval, the Certification Board chose the process in which proposals be presented to the Certification Board members with staff recommendations for action. In this instance, the members of the Certification Board will be able to review electronic proposals in advance if they choose to do so. Certification Board members did express some concern about the potential volume of applications to be approved and thus indicated that this procedure should be subject to review in the future as needed.

In this instance, the State Board has two options for action:

1. Proposals can be presented to the State Board along with Certification Board recommendations for action; or
2. State Board approval authority can be delegated to the State Superintendent.

<p><b><u>Institutional Accreditation Decisions for Rockford College</u></b></p>	<p>Dr. Steiner then called for the agenda item: Institutional Accreditation Decisions for Rockford College.</p> <p>Dr. Schiller stated that back in August the Board decided to grant accreditation to eight of the nine institutions that the Certification Board recommended for accreditation. At that time, the State Board did not take action concerning Rockford College because the institution did not respond within the allotted 30 day period to notify the Board of intention to file a notice of objection nor of its acceptance of the recommendation. Since the 30 day filing period has expired, the State Board may move forward with its review of the Certification Board’s recommendation to assign Rockford College “accreditation with conditions” with a focus visit to be assigned within two years of the date of the decision.</p> <p>Thus, Dr. Schiller recommended to the State Board that they assign Rockford College “continuing accreditation with conditions” with a required focus visit within two years of the decision and authorize the Superintendent to inform the institutions of the State Board’s decisions.</p>
<p><b><u>Submission of Waiver Report to the General Assembly</u></b></p>	<p>Dr. Steiner then stated that the next topic for Board consideration would be the submission of the Waiver Report to the General Assembly.</p> <p>Dr. Schiller stated that this is the 17<sup>th</sup> annual report to the General Assembly. The report contains 21 requests that seek to waive mandates contained in eight School Code provisions. These include requirements pertaining to driver education fees (7 requests), daily physical education (3 requests), evaluation plans for tenured teachers (3 requests), non-resident tuition (2 requests), and parent-teacher conferences and in-service training (2 requests each). Other requests will be forwarded to the General Assembly for action address limitation of administrative costs and substitute teachers.</p> <p>The State Board of Education, since the spring waiver report, has approved 136 requests that modify School Code mandates or modify or waive agency rules. Of those, 125 address legal school holidays ; five address daily physical education; three address adjustment of instructional time pertaining to the spring administration of the Prairie State Achievement Examination; and one each addresses course requirements, driver’s education, and substitute teachers.</p> <p>The Superintendent then proceeded to state that in June of 2003 the State Board denied a request wishing to waive regulatory</p>

	<p>requirements pertaining to rules governing reimbursement of transportation costs for Oak Park ESD 97. The fall waiver report will also include this appeal.</p> <p>Dr. Schiller then asserted that it would be his recommendation for the State Board to forward the 21 waiver requests summarized in the report along with the appeal of the State Board’s denial of the request to waive administrative rules to the General Assembly, and the Board should approve the report and authorize its submission to the General Assembly by October 1.</p> <p>Joyce Karon inquired about the request to waive the 90 day limit for substitutes. Staff clarified that the waiver must be submitted in that it is a waiver of the School Code (Section 21-9) which states that a district may not employ a substitute for more than 90 days in any one school year.</p> <p>Dr. Steiner asked the about the change in the teacher ratings on evaluations from three ratings of “excellent, satisfactory, and unsatisfactory” for the teacher evaluation process with a professional growth plan or the standards of “meets districts standards of excellence, needs to improve to meet district standards, and unsatisfactory.” Staff responded by saying this is a waiver originating with many unions in districts who believe the “excellent, satisfactory, and unsatisfactory” rating creates unhealthy competition between teachers. The purpose for the professional growth plan would be for teachers to set up their own individual goals.</p>
<p><b><u>Rules for Adoption— Part 25 (Certification)</u></b></p>	<p>Dr. Schiller stated that the next agenda item would be the Rules for Adoption. He questioned if the Board would like him to explain the rules or defer discussion with concurrent action until the Plenary Business Meeting. The Superintendent and the Board agreed that the Rules for Adoption—Part 25 (Certification) would be discussed the following day before taking action.</p>
<p><b><u>Fiscal Year Budget Schedule</u></b></p>	<p>Dr. Schiller stated that staff would like discuss the next steps in developing the FY05 Budget Schedule and to put out a schedule that staff would propose for the Board’s consideration and the next steps in developing the State of Education document and where staff sees the Board going in the next three months with regard to the Board’s focus at its next Board meeting in respect to the budget.</p> <p>Mr. Wood stated while the schedule is relatively self-explanatory and most of the Board members have been through it before and it</p>

has not changed much, it is staff intention to give the Board an overview of the revenues and to remind the Board of the proposed multi-year budget from last year as well as discuss some of the overall context issues that the agency may be facing. In looking toward the months ahead, Mr. Wood stated that staff then plans to possibly in the October meeting come with some more specific discussion of programs, and then in November possibly come to the Board with a Superintendent's recommendation and then finally adopting a budget in December. Within this timeframe, there would be several opportunities to collect information and have several discussions in the field as to what educators and educational leaders would propose in regard to the Budget Schedule.

Mr. Wood then began to discuss with the Board two handouts (see attachments) entitled General Funds Appropriations and Illinois State Board of Education Multi-Year Budget. The purpose of the General Funds Appropriations handout was for the Board to see from FY00-FY04 the final spending appropriations by program category for most of the major state education programs. In regard to General State Aid (GSA) appropriation, the data are not yet formalized in that data has not been received from Cook and Lake County. Part of these counties problem is that they do not have final data from the previous year with regard to their EAVs. We may be \$8 million dollars short in GSA this year. Given the legislation that just passed that changed the poverty count in the way the formula works, there was a provision that stated that if you are short in GSA, you will first take it against your growth in poverty. Therefore, at this point, we are estimating on the basis of everything, the state will just pay out the GSA with no prorations and pay hold harmless possibly at 80% and hope when the final data are received, the loss will be supplemented. Due to this year's data not being finalized, we do not have a file for next year. We do have one thing working against the agency in that the Corporate Property Replacement Tax (CPRT) is estimated to take a dive. So while this year, the state was able to get an increase of \$250 on the foundation level, next year it will come at a higher price, possibly nearly 300 million dollars to get the same level that we got last year. Greg Kazarian stated that there is a natural "catch up" we have to make if we wanted the foundation to stay flat we would have to have an increase in state aid to replace that. Mr. Wood agreed affirmatively by stating that data shifts happen when ADAs are dropping and EAVs are growing, you can buy some money on the foundation level without it putting anymore money in from the state or actually even take some money away and still keep the same level. However, it will not work quite this way next year.



	<p>Mr. Wood additionally asserted that special education personnel and transportation were fully-funded by the Governor and General Assembly according to the state statutory formula. While ending FY03 with a deficit of \$100-120 million in fully-funding those formulas, FY04 will only be about \$65 million short. Therefore, there has been some progress in funding those categorical programs, and if the Board would continue their trend of asking for 100%, there will be at least another \$100-130 million in addition to the 300 million in GSA. One of the budget deals that were cut was not to fund Chicago's retirement which was \$65 million with the prospect of Chicago finding a different funding source and a commitment to try to bring it into the budget next year. However, when the time rolls around again, the Board will have to look at some strategic increases to supplement this, for example, in the Early Childhood Program.</p> <p>David Wood then proceeded to give an outline of the FY05 Budget by item. At this point, there was not a specific FY04 Budget Summary from the Office of Budget and Management. Therefore, there is not an official FY04 revenue statement. Mr. Wood stated that hopefully, this document would be out by the end of September or within the first quarter.</p> <p>Ms. Karon stated that she knew that it is the case that in a lot of instances federal funds match with state funds. Therefore, she questioned if that projection was okay in regard to the Illinois State Board's budget. David stated that this is not the case with our state. For example, by increasing special education the state has helped this issue, and it has made funding a non-issue. However, the state is somewhat limited in the career and vocational education area because of this concern. Mr. Wood said that the state has been working with the budget office to explore expenditures that school districts spend whether it's with local money or state grants that could be match for other state programs, and there may be some opportunities as with Chicago Public Schools for expansion. Mr. Wood explained to the Office of Management and Budget that to the extent school districts will participate; they probably will expect some benefit for their participation. We have money on our federal side but cannot access it since we have state cuts. Therefore, we are boxed in the area of the vocational education.</p>
<p><b><u>ISBE Monthly Reports</u></b></p>	<p>Dr. Schiller stated that the last item for Board review for action in the Plenary Session would be the ISBE Monthly Reports.</p> <p>The Superintendent shared with the Board that the headcount of</p>

<p><b><u>Approval of Superintendent's Quarterly Travel Analysis (March 2003-June 2003)</u></b></p>	<p>staff is at 490, and staff is working on further describing each agency position with regard to its function and where we are unable to perform any of the functions.</p> <p>He then inquired of the Board if there were any questions regarding the reports and/or if the Board would have any comments related to the reports.</p> <p>Dick Sandsmark stated that he thoroughly reviewed the Superintendent's travel and there was no question as to where the Superintendent was on any given day and at any given time. He asserted that the report was very concise and detailed.</p>
<p><b><u>Closed Session Motion</u></b></p>	<p>Dr. Schiller stated that the Board needed to make a motion to go into Closed Session at 8:00 a.m. tomorrow.</p> <p>Greg Kazarian then made a motion for the Board to enter into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois.</p> <p>The motion was seconded by Dean Clark.</p> <p>Dr. Steiner then called for a roll call on the motion. The motion carried as all members present voted yes.</p> <p>Dr. Steiner then stated that the meeting would reconvene tomorrow at 9:30 a.m. Thus, the first day session recessed at 4:56 p.m.</p>

**Thursday, September 18, 2003**

**Plenary Session**

**Reconvene**

Dr. Steiner stated at 9:37 a.m. that the official meeting of the Illinois State Board is now in session.

**Call Meeting to Order/Roll Call**

Then, Dr. Steiner asked for the roll to be called. All members were present at the plenary session with the exception of Beverly Turkal. Judith Gold joined the meeting shortly after the roll call.

**Introductions**

Dr. Steiner proceeded to call Dr. Walt Warfield, Executive Director of the Illinois Association of School Administrators (IASA). Dr. Warfield stated that most of the Board knew him as the director of the IASA. However, he asserted that he was “wearing a different hat” in that he was presenting himself to the Board as one of the governing members of the Horace Mann League. The Horace Mann League is a national group that is loosely affiliated with IASA, and has been in existence for some eighty years.

The league promotes public education through the recognition of Horace Mann being the founder of the American public education school system. Dr. Warfield stated that the goal of the league, through Horace Mann’s writing, is to prepare all students for effective citizenship in our democracy, and that the public school embraces all children regardless of race, wealth, or ability.

Dr. Warfield stated that his purpose was to present to the Board a framed poster that is given out all across the country to schools in support of keeping public education free, classless and open to all children. He stated that he is proud to say that the framed poster is in all schools in the nation that bear the Horace Mann name and have been made available to others as well. At the Horace Mann governing Board meeting in July, their Board authorized Dr. Warfield to present the framed poster to be placed in the Illinois State Board of Education office in support of public education and to thank as well as recognize the Board for all the work they do on behalf of public education in the State of Illinois.

Ronald Gidwitz inquired of Dr. Warfield as to why there is nothing stated in the purpose concerning quality. Dr. Warfield stated that the league has tried to stay close to the writings of Horace Mann. In those writings, the issues of quality was simply not spoken of because at that time the focus was on universal access. It has just been during our times that we have begun to stress universal proficiency. Mr. Gidwitz stated that as it may not have been



**Jay Runner,**  
**Facilitating**  
**Coordinator for**  
**Agriculture**  
**Education**

coalition has presented and would like ISBE to support is to make non-public schools a part of the legislation in the Fall Veto Session that would mandate the Illinois State Board of Education to provide a non-public school recognition process on a voluntary basis. It is the belief of the coalition that the process can be streamlined by significantly reducing the financial burden on the State Board while maintaining its integrity and effectiveness. An idea to initiate this process includes ISBE's acceptance of private accreditation and/or an agreed upon peer view accreditation process made up and carried out by non-public school recognition staff. However, the coalition feels strongly about establishing in the school code an authority for carrying out the non-public school recognition. Mr. Reed stated that he appreciates the willingness that the State Board of Education staff has shown with the non-public school recognition process. The recognition process is vital and the coalition is committed to its restoration. The coalition wants and expects for the recognition process to continue.

Dr. Steiner then called Jay Runner to discuss his agriculture education issue with the Board. Mr. Runner thanked Dr. Steiner and Dr. Schiller for the opportunity to address the Board, and then proceeded to thank them for their continued support of the agriculture line item in the ISBE budget.

Mr. Runner stated that his purpose today was to share with the Board a packet of information that was provided to teachers in Illinois free of charge because of the funds that were made available in the budget. The company that developed the CDs has a market, in agreement with ISBE, for other districts to also purchase the agriculture education information. Currently, there are 42 school districts that are purchasing individual CDs and there are 14 states that are purchasing the whole entire curriculum project as a package.

Academic assessments are now being developed that address No Child Left Behind and the agriculture education standards. Teachers have been hired to write these assessments and make them available via their website. Currently, there are 200 assessments done. It is the hope that teachers would then have the opportunity for in-service on these materials so that they know how to use them in the classroom, and then finish them so that there will be a lesson on every activity on the CD. This tool has been requested by administrators for quite some time. Therefore, he again thanked the Board for supporting the line item and allowing him to show them a product of the budget allocation. He then

asked if any Board members had questions.

Dick Sandsmark asked if the royalties would be made off of the CDs that were sold to the other states. Mr. Runner stated that yes, they do gain royalties as there is a reciprocal agreement in that an account is set up at ISBE in a trust fund account. The money that is gained from the royalties is then put into this account for future professional development. However, the dollars in that account are not accessible due to the veto of the governor in regard to the allocation of those lines. There has been work to change or address the contract so this will not be a future issue. There has been a discussion with Brenda Holmes as well. Currently, there is \$57,000+ in that line, and in November there will be another payment made into that line item in excess of the \$57,000 amount by the company producing the CDs. In addition, the company has expressed concerns in making the payments if they will not be accessible to us. Ronald Gidwitz asked if there is some way to get out of the contract. Mr. Runner stated that right now they are working with the ISBE lawyers to try and revise the contract so that this issue will not be an issue in the future. Dr. Steiner thanked Mr. Runner for his presentation citing that she enjoyed the horticulture CD.

**Penny Dagley,**  
**Woodland District 50**

Dr. Steiner then called Penny Dagley of Woodland District 50 to discuss the renewal of the Prairie Crossing Charter School. Ms. Dagley then introduced herself and stated that she was the director of pupil personnel services. Ms. Dagley then proceeded to cite the a portion of the Prairie Crossing Recommendation of the State Superintendent which stated that “In accordance with Section 27A-9(c) of the Illinois Charter School Law, ‘a charter may be revoked or not renewed if the State Board, as the chartering entity, clearly demonstrates that the charter did any of the following, or otherwise failed to comply with the requirements of this law.’” She cited the fourth requirement which refers to a violation of any provision of the law from which the charter school was not exempted. Mr. Dagley stated that Prairie Crossing was not exempted from being in full compliance under IDEA. According to Ms. Dagley, no other LEA would get away with not fully complying with IDEA, and would like to know why Prairie Crossing has been granted this privilege. She stated that other LEAs are monitored on regular basis while Prairie Crossing has not been monitored regularly over the last four years. Ms. Dagley stated that the finding cited in the Recommendation of the State Superintendent with regard to special education were not minor adjustments in the delivery of special education services but speak to the core of essential services that should be provided under IDEA. Therefore, she urged the Board to

**Anne Swanson,**  
**Director of**  
**Curriculum and**  
**Instruction of**  
**Woodland District 50**

deny their request to renew their charter based on their non-compliance with IDEA as they are not exempt for providing for the 15% of special education children in their population.

Ron Gidwitz stated that he wished that it was easy to give the black and white of the situation and be as strict as Ms. Dagley speculated. However, Mr. Gidwitz stated that there are some grey areas in this case as was with Corey H. There are 49 people working across our state to provide special education services to 893 school districts. He stated that we are working with several school districts to get them into compliance. However, we just do not shut schools down who do not follow the exact letter of the law. We attempt to remediate the school situations before that process occurs.

Ms. Reed said that she does not disagree with Mr. Gidwitz and that we all struggle with complying with IDEA on a regular basis but stated that Prairie Crossing's disregard for the basic core of what is required in the law is unacceptable.

Dr. Steiner then called Anne Swanson from Woodland School District. Anne Swanson stated that the Board would be hearing from several parents concerning their pleasure with the Prairie Crossing Charter School. She stated that this was good, and without doubt Prairie Crossing has a good program. However, she stated her purpose was to present herself to the Board on behalf of the other parents who are unhappy with Prairie Crossing.

Ms. Swanson stated that Prairie Crossing asserted in their original charter and renewal that their intent was to generally reflect the populations of the communities from where the students come from as well as the populations of special education and at-risk children. However, Ms. Swanson asserted that Prairie Crossing does not reflect the Woodland population even though they indicate that they do. She stated this is not a situation that evolved slowly over time. However, it has been a situation that Prairie Crossing anticipated. She supported this statement by stating that Prairie Crossing asserted that they would find remedy for situations that presented themselves, such as transportation that would prevent an accurate reflection of the population from which the children came. However, according to Ms. Reed, this attempt was not made by Prairie Crossing. Thus, she stated that she would like this false information corrected. She stated that the Prairie Crossing charter be denied until some of these issues can be remedied. She stated that the lottery is a fair system but it is not

**Dennis Conti,**  
**Superintendent of**  
**Woodland District 50**

being implemented in the way that it should. Thus, she stated that the Prairie Crossing renewal should be denied or at least delayed until such remedies have been made not just planned.

Dr. Steiner then called Dennis Conti to present himself to the Board. Superintendent Conti proceeded to discuss the demographics of Woodland stating there has been great growth and diversity within their district. When he started in the district 11 years ago, the enrollment was 2500. At of the meeting, the enrollment was 7,000 students. However, with the erosion of the budget, Mr. Conti stated that it is going to be hard to maintain the level of functioning.

Mr. Conti asserted that he was not against the Prairie Crossing School or a charter school at all. Accordingly , he stated that the diversity and the choice is an enjoyable challenge. The issue that Woodland has, however, is with the financial impact as Woodland has given General State Aid dollars for the 200 children that attend Prairie Crossing. As students continue to enroll in Prairie Crossing Charter School, the GSA dollars in Woodland District diminish. If the enrollment goes to over 400 students, the GSA will be lost along with the other funds Woodland receives from the state.

Thus, the concern is with the loss of revenues but no decrease in expenditures for their district. Woodland's budget was decreased by \$1 million but the expenditures remained the same. There have been four referendums (bond and tax) in the last ten years to supplement the growth in the district and then to pay for more teachers to teach the increased percentage of students. The voters of the community in Lake County will most likely not be favorable of another referendum despite the district's increasing inability to provide services with a decrease in resources.

Ronald Gidwitz pointed out that Woodland benefits from the real estate taxes that parents pay for living in the district, even though their children go to Prairie Crossing. Mr. Gidwitz further asserted that school districts do not have an entitlement to the state dollars provided for each child's education. The money is to follow the child according to the Charter School Law. Mr. Conti stated affirmatively that Mr. Gidwitz was correct but that this is still a loss to Woodland School District as they still have the same expenditures.



**Minerva Familiar,**  
**Parent of Prairie**  
**Crossing Charter**  
**School**

Dr. Steiner then stated that the Board would continue with public participation, and then she called Minerva Familiar, a parent from Prairie Crossing Charter School. Ms. Familiar greeted the Board by saying, "Buenos Dias!" and stated that before she began her presentation she would like to submit to the Board letters from 144 families in support of Prairie Crossing Charter School. Ms. Familiar stated that she questioned the basis on which Woodland District stated that Prairie Crossing Charter School is operating an elitist private school using public funds. Ms. Familiar stated that she further questioned the documentation used to make this assumption and several other allegations against Prairie Crossing School. She then proceeded to defend Prairie Crossing School as a good charter school that is committed to responsible citizenship and environmental stewardship as well as places a high regard on the respect of diverse populations.

Ms. Familiar said that she took personal offense to the comments made about Prairie Crossing being an elitist white school in that her Puerto Rican/ Filipino daughter is very well respected at Prairie Crossing as a minority, and if she were not respected, her daughter would not be there. She stated that she wanted her child to go to a school such as Prairie Crossing to be prepared to work as a Hispanic/Asian woman in the world. Ms. Familiar asserted that she wanted her child to have the best education in which to achieve this goal. In addition, Ms. Familiar stated that while she does not live in Prairie Crossing subdivision, she does live in a neighboring subdivision. She stated that there would be no reason to take her child to another school further away.

**Eileen Murphy,**  
**Parent of Prairie**  
**Crossing Charter**  
**School**

Eileen Murphy then presented herself to the Board introducing herself as a parent of three Prairie Crossing children as well as an officer of the Prairie Crossing PSO. Mrs. Murphy stated that her and her husband adopted their daughters from Russia in the last two to four years, and because of this they have special needs. She stated that staff at Prairie Crossing have went out of their way to service her daughters' ESL needs, particularly in the areas of reading and writing.

Mrs. Murphy stated that the academic and social success that her children achieved as a result of the care and time of their teachers was phenomenal. The children were included in the regular classroom, and the hands-on instruction allowed her children to successfully participate in the instruction, especially in the schools' environmental science program. She stated that Woodland did not identify a learning disability that her daughter has. However, Mrs. Murphy stated that Prairie Crossing noticed her child's disability

<p><b><u>Steve Barg,</u></b>  <b><u>Executive Director of</u></b>  <b><u>Liberty Prairie</u></b>  <b><u>Conservancy and</u></b>  <b><u>Parent of Prairie</u></b>  <b><u>Crossing Charter</u></b>  <b><u>School</u></b></p>	<p>and her daughter is well on her way to receiving the assistance that she needs. In addition, she stated that the small school environment is a good transition and adjustment for her children coming from a different environment. She granted the success of her children to the factors she noted about Prairie Crossing.</p> <p>Dr. Steiner then called for Steve Barg who introduced himself as a parent of a fourth grader at Prairie Crossing and the Executive Director of the Liberty Prairie Conservancy. Mr. Barg stated that in years past he has worked with Prairie Crossing serving as an environmental science field study specialist. In this role, Mr. Barg asserted that he worked with the students as well as the teachers on the learning and teaching of the environmental curriculum. Currently, the position is being co-funded by Liberty Prairie and Prairie Crossing. He stated that after four years of training, Prairie Crossing is prepared to give back to the community what it has learned in regard to the environmental training received. The school will be reaching out to surrounding districts to include them in their teacher professional development opportunities through the use of grants.</p> <p>He stated that it is interesting that the surrounding districts— School District 50 and School District 56 are in the process of opening up schools very similar in approach to Prairie Crossing with regard to the offering of multi-age classrooms, a looped curriculum, and innovative teaching approaches. Thus, Mr. Barg stated that he wonders if these districts would have even attempted exploring these types of schools if it had not been for Prairie Crossing.</p>
<p><b><u>Mohammad Nasir,</u></b>  <b><u>Board of Education</u></b>  <b><u>member from</u></b>  <b><u>Prairie Crossing</u></b>  <b><u>School</u></b></p>	<p>Dr. Steiner then asked Mohammad Nasir to come forward to present to the Board. Mr. Nasir stated that he is a living example of diversity as he is a scientist by training and a member of the Prairie Crossing Charter School. He stated that if he would have been anywhere else, for instance at Woodland, he would not be sitting on the Board of Education as an elected member. He stated that his children have been to Woodland and Grayslake but now attend Prairie Crossing. Mr. Nasir proclaimed to the Board if they had any doubts about renewing the charter, they should remove that doubt due to the effect the school has on not only the children in the school but also the international outreach the school maintains with students in other countries. Prairie Crossing students communicate with students in Pakistan through letter writing. According to Mr. Nasir, if it would not have been for the letter writing, the children in Pakistan would not know what is going on in America and the American children would not have</p>

<p><b><u>Cynthia Ward,</u></b> <b><u>Prairie Crossing</u></b> <b><u>Charter School</u></b> <b><u>Teacher</u></b></p>	<p>knowledge of other countries outside the USA. Thus, this is a wonderful experience with a different kind of education focused on global citizenship.</p> <p>Dr. Steiner then called for Cynthia Ward, a teacher at Prairie Crossing Charter School. As Ms. Ward came to speak to the Board, several teachers passed out student work for the Board to view. Ms. Ward then proceeded to thank the Board for allowing her to speak as a teacher from Prairie Crossing and an original staff member. She stated that as teacher she has had various opportunities to work with colleagues and parents in many ways. Prairie Crossing Staff works to collaborate and update the curriculum with the Curriculum Advisory Board which is comprised of teachers, administrators and parents. Curricular mapping is done to make sure that transitions between grade levels are smooth and all skill areas are covered in alignment with the Illinois State Standards. Prairie Crossing Charter School provides leadership opportunities to its teachers through its mentoring program, parent committees, and school design committees.</p> <p>According to Ms. Ward, teachers and parents work together on such issues as report card revisions, curriculum design, discipline action, and recertification. When the teachers redesign the curriculum, they become invested in the educational process. In addition, the environmental education emphasis has had a great impact on the children’s learning in all areas and has been especially important in the children gaining knowledge about the environment in which they live as well as a maximizing of parents interest of the outside world. Lessons are tiered to meet the needs of various ability levels within the multi-age grouping. Ms. Ward then read an essay from a student explaining why students should attend Prairie Crossing Charter School citing that PCCS is a better school in that he does not have to sit in his seat all day but can learn in many different ways.</p>
<p><b><u>Maria Sandborn,</u></b> <b><u>Prairie Crossing</u></b> <b><u>Charter School</u></b> <b><u>Teacher</u></b></p>	<p>At this point, Dr. Steiner stepped out and temporarily left Dick Sandsmark with the responsibility of facilitating the public participation segment. In this regard, Mr. Sandsmark called Maria Sandborn, another teacher from Prairie Crossing Charter School. Ms. Sandborn stated that this year would be her fourth year teaching at Prairie Crossing. She started off as a multi-age age teacher and a Spanish teacher. However, this year she will be concentrating just on Spanish education. She stated that she sought out Prairie Crossing School as an alternative to some of the other public schools where she was a bilingual Spanish teacher for four years. As a former Peace Corps volunteer, what attracted her to</p>

**Vicky Ranny, Acting  
President of Prairie  
Crossing Board and  
President of the  
Prairie Holding  
Corporation**

Prairie Crossing was their environmental education program as well as their emphasis on Spanish education, even beginning in the kindergarten year. She stated that she has been able to take her personal experience of living and traveling throughout Central America and enhance the student learning.

Ms. Sandborn stated that several years ago she translated informational flyers about enrollment openings in a Prairie Crossing brochure to Spanish-speaking families in the area to provide the option of attending Prairie Crossing to these families and their children, and that she would make every effort to continue to communicate and strengthen the relationships with the Spanish-speaking community as the minority population increases. The school thus welcomes parent participation and assistance in this process. Ms. Sandborn stated while Prairie Crossing is a challenging place to work, working at the school has enhanced her professionally through the growth she has experienced while teaching at the school.

Mr. Sandsmark then called Vicky Ranny, acting president of the Prairie Crossing School Board. She stated that she began to serve as acting president when the previous president had to step down due to serious illness and death in his family, and that she was proud to be the only founding member of the Board left on the Board. Ms. Ranny stated that she is also president of the Prairie Holding Corporation which handles conservation in the area in which Prairie Crossing school is located.

She stated that in the Prairie Crossing area, they are dedicated to ten guiding principles which include: environmental protection and enhancement, lifelong learning, and racial and economic diversity. These principals are posted in the Prairie Crossing subdivision sales office for new homes and it is stated that admission to Prairie Crossing Charter School is not guaranteed as it is based on a lottery system. In addition, Ms. Ranny noted that two-thirds of the children that attend Prairie Crossing charter school live outside of the charter school area. She stated that in her role, it is her duty to make sure that Prairie Crossing is in compliance with the State Board on issues of governance, freedom of information, and statements of economic interests. She stated that the school is well on their way to completing these and will complete them by September 30<sup>th</sup>. Ms. Ranny then shared her appreciation to the State Board staff in helping Prairie Crossing as new school to be successful.

**Dr. Linda Brazdil,**  
**Director of Prairie**  
**Crossing Charter**  
**School**

Mr. Sandsmark then called Dr. Linda Brazdil. Dr. Brazdil greeted the Board and thanked them for the opportunity to speak. Then she proceeded to state that she joined Prairie Crossing as its director in July. She stated that she found a wonderful, inclusive atmosphere through the entire school community that encourages every child to achieve high standards with every teacher and parent working together toward this goal and vowing to continue to learn themselves. Dr. Brazdil stated that now that the school has both a principal and director, she can focus now on the issues brought forth by the Illinois State Board of Education to Prairie Crossing's recharter. She stated that she is committed to do all that she can by working with the State Board, the Superintendent, and ISBE staff to remedy the situations concerning low-income and limit English speaking children. She stated that she looks forward to codifying the special education issues that were set forth so that all special education students receive the services and education that they should as this is their right. Dr. Brazdil stated that she will also ensure that the staffing requirements are met as well. She stated that Prairie Crossing is a vibrant and happy learning community and she looks forward to the chance to continue to grow and become even better.

**Donna Baiocchi,**  
**EDRED**

Dr. Steiner joined the meeting again and then called Donna Baiocchi to come to address the Board on her issue. Ms. Baiocchi thanked the Board for the opportunity to always address them at every meeting. She stated that she is the Executive Director of EDRED which represents many suburban districts, including Woodland School District. She stated that she did not intend to address the Board at this meeting. However, she was surprised by a recent procedural change. The usual procedure in acting on matters such as the Prairie Crossing Charter School would be to have a discussion session the day before the meeting, and then have the Board to vote on the issue. Ms. Baiocchi stated that this process was done. However, she learned, after the fact that some members of the Board also met during the Education Policy meeting with active participation from Prairie Crossing. However, she was not made aware of this meeting. She stated that she looked for the citation of the Prairie Crossing delegation to discuss the consideration of renewing the charter in a meeting before the regular session and the meeting agenda on the web and did not find it. Therefore, she stated that if there have been changes in meetings and discussions that she and her colleagues be made aware of them.

Greg Kazarian stated it is incumbent for the Board to take heed to Ms. Baiocchi's comments as the committee and Board continue to

<p><b><u>Laura Arterburn, Illinois Federation of Teachers/ Waivers</u></b></p>	<p>work hard on behalf of educational issues such as these. He stated that we must make sure that we do not disrupt the spirit of certain “Board watchers” who would like to participate in certain important policy discussions as the Board appreciates their input as decisions are being made.</p> <p>Dr. Steiner then called Laura Arterburn. Ms. Arterburn stated that she would like some serious consideration for the teachers who now hold initial certificates and will be due to obtain a standard certificate by July 1, 2004. She stated that there are no specific guidelines for these teachers or a form for them to complete in regard to obtaining their standard certificate. Ms. Arterburn stated that due to this fact she is requesting that the Board not put more pressure on these teachers and require anything else of them but the four successful years of teaching. She stated that she believes those that come in 2005-2006 should be held to these standards. However, the Board should give great consideration to the teachers who are currently going to be up for the standard certification in 2004.</p> <p>Ms. Arterburn then stated that in response to the waiver item, she was glad to see that there was only one waiver for substitutes. She stated that with regard to the NCLB mandates and having highly qualified teachers in the classroom, the State Board should take an active role in stating that these waivers should not go through as it would affect our children and our compliance with the NCLB mandates.</p>
<p><b><u>Break</u></b></p>	<p>Then at 10:42 a.m. Dr. Steiner stated that the Board would take a break and reconvene in five minutes.</p>
<p><b><u>Approval of Minutes</u></b></p>	<p>Dr. Steiner stated that the first action item was to approve the minutes of the August 20, 2003 meeting, and asked for motion from one of the Board members.</p> <p>Joyce Karon then moved that the Illinois State Board of Education approve the minutes of the August 20, 2003 meeting as published. Greg Kazarian seconded the motion. The motion carried as all members present voted yes. Dean Clark was out of the room during the vote.</p> <p>Dr. Steiner then asserted that the minutes stood approved as published.</p>
<p><b><u>Action Items</u></b></p>	<p>Dr. Steiner stated that each of the action items have been reviewed by the Board and by the appropriate committees and discussion on</p>

	<p>the items took place prior to the meeting. Therefore, Dr. Steiner stated that she would ask for the Superintendent to summarize each item, then she would call for a motion, allow Board discussion, and then the Board would take appropriate action.</p>
<p><b><u>Consideration</u></b> <b><u>Prairie Crossing</u></b> <b><u>Charter School</u></b> <b><u>Renewal</u></b></p>	<p>Thus, Dr. Steiner stated that the first item for Board attention and action was the consideration of Prairie Crossing Charter School renewal. Dr. Schiller stated that documentation was presented to the Board that was submitted by staff with regard to the renewal of Prairie Crossing Charter School. In addition, the Board had been provided with the recommendation of the Superintendent and all the relevant attachments.</p> <p>The Superintendent stated that he was under the belief and stood firmly on his belief that the Prairie Crossing Charter School proposal complies with the Illinois Charter School Law. He stated that Prairie Crossing is indeed in need of some attention and refinement but these issues do not stand as a material matter that would dissuade him from his recommendation in going forward. Thus, the Superintendent stated that he would recommend to the Board upon the completion and meeting of the deadlines upon Prairie Crossing school, the State Board of Education authorize the Superintendent to enter upon a written agreement to renew the Prairie Crossing Charter School for another term.</p> <p>Dr. Schiller then proceeded to review some of the documentation that was previously reviewed referring to the remedying of findings as well as the stipulations citing that Prairie Crossing Charter School would receive 100% of the per capita tuition rate (PCTR) for a maximum enrollment of 360 students. Any enrollment increase beyond 360 and up to 432 students would require a financial review and negotiation of the PCTR. Based on the projections and tables presented in the Recommendation by the State Superintendent, an increase in student enrollment would likely result in a decrease in the PCTR in the 75% - 85% range.</p> <p>The Superintendent stated that he felt certain that the charter school represents the intentions of the Illinois Charter School Law and is fulfilling its duty by providing a quality education and a true educational alternative.</p> <p>Dr. Steiner then called for a motion from the Education Policy Planning Committee regarding the consideration of the Prairie Crossing Charter School.</p> <p>Dean Clark then read the motion which asserted the Illinois State</p>

Board of Education hereby adopt the Superintendent's Recommendation for the renewal of the charter of Prairie Crossing Charter School. Upon the State Superintendent's satisfaction with Prairie Crossing's completion of the items noted in the Recommendation of the State Superintendent, the State Board authorizes the State Superintendent to enter into a written agreement with the charter school for five years with the following stipulations:

- Prairie Crossing Charter School will receive 100% of the PCTR for a maximum enrollment of 360 students.
- Any enrollment increase beyond 360 and up to 432 students would require a financial review and negotiation of the PCTR.
- Based on the projections and tables presented on page 10, an increase in student enrollment would likely result in a decrease in the PCTR in the 75% - 85% range.

Joyce Karon then seconded the motion.

Thus, Dr. Steiner asked if there was any discussion on the item. Mr. Clark stated that the issues raised by Woodland are important but not important and material enough to revoke Prairie Crossing's charter. He further asserted that the officials at Prairie Crossing have committed to remedying the situations. In addition, Mr. Clark said that on a personal note he would hate to see a charter revoked of a school with such great achievement and success.

Mr. Gidwitz inquired about the special education issues at the school. He stated that many schools have been in this situation and the governance of special education has not been rigidly enforced as suggested by some constituents from Woodland School District. Thus, he inquired to how the state is handling this issue with regard to special education compliance with state and federal statutes.

Dr. Schiller stated that the educational program of the special education students met the quality and spirit of the education intended for those students. However, there are some procedural special education concerns at Prairie Crossing that need to be refined, for example, with the hiring of a Special Education Director on a half-time or full-time basis. As this role has not been in compliance, the lack of a director has not impeded the delivery of special education services up to this time as determined. ISBE holds all schools in high levels of compliance under IDEA and state regulations in Illinois have a high level of expectation for requiring special education services.



Dr. Schiller stated that to his knowledge ISBE has not been in a position where noncompliance in a school or district has been an issue and we have shut down the school or district. In those circumstances, it has rather been the case that staff will go in and work in that area to help them remedy the special education issues and concerns for the benefit of the special education students and the entire school body. However, Dr. Schiller asserted that the state will ensure to the highest level possible that the special education students receive the education that has been intended for them in accordance with the requirements of the law.

Richard Sandsmark stated that even though he is no “champion” of the charter schools, he has discussed these issues with the lawyers and come to the conclusion that areas in which he could have a case against the school are held up by the Illinois Charter School Law. Therefore, he stated that he has no reason to vote against it. The school has complied with staff recommendations, and as long as they have the things in place that they need to within the time frame, there would be no reason that this charter should not go forward.

The Board then compared the Prairie Crossing renewal to that of Thomas Jefferson Charter School. Dr. Schiller stated that there is a difference in the Prairie Crossing renewal in that the services are being delivered at Prairie Crossing and there is a difference in the renewal. In addition, we are not making a renewal on the premise with regard to what is not being complied with but redefining the stipulations of the contract for renewal on July 1, 2004.

Joyce Karon stated that she can vote for this because the Board has in the motion deadlines and stipulations that the charter must meet in order to be renewed.

Greg Kazarian stated he could not see how anyone in the room could not be positively impressed with the quality education that is being provided at Prairie Crossing Charter School, and that they are definitely fulfilling their requirement and intention as speculated under the Illinois Charter School Law.

Ronald Gidwitz stated that he was disappointed with the opposition in that they did not take in account the charter law requirements which state that money is to follow the child to benefit their educational process, and that this process does not take money away from the public schools as the money does not belong to the district.

	<p>Dr. Schiller stated finally that the Board must remember that this is a high performing school acknowledged by the local school district with a level of satisfaction, and under NCLB there must be a choice provision for children who are in school that are not meeting the standards. Thus, this school offers a spectrum of choice on both ends from students who are not meeting standards to students that are achieving the standards.</p> <p>As there was no further comment, Dr. Steiner called for the question. All members present voted yes, with the exception of Dr. Steiner who passed on the vote.</p>
<p><b><u>Authorization of submittal of the 2003 Title II State Report Card</u></b></p>	<p>Dr. Steiner then proceeded to ask Dr. Schiller to summarize the item: Authorization of submittal of the 2003 Title II State Report Card. Dr. Schiller stated that by October 7<sup>th</sup> the Illinois State Board of Education has the obligation to submit the State Report Card to the U.S Department of Education. The Superintendent asserted that the Board was informed of the eight section requirements of the Title II State Report Card and provided with detailed information of four of the sections:</p> <p>Section III—Data on Statewide Pass Rates  Section V—Listing of “Low-Performing” Programs in the State  Section VI—Information on Waivers of State Certification  Section VII—Information on State’s Alternative Routes to Certification.</p> <p>Dr. Schiller stated that following the authorization from the State Board, staff would finalize the 2003 Title II State Report Card and submit it to the U.S. Department of Transportation no later than October 7, 2003.</p> <p>Dr. Steiner then called for a motion from the Education Policy Planning Committee. Greg Kazarian then stated that he moved that the Illinois State Board of Education hereby authorize the State Superintendent and staff to complete the 2003 Title II State Report Card and to submit it to the U. S. Department of Education no later than October 7, 2003. This action is taken with the understanding that if policy, legislative, and/or budget issues are identified during the completion of this report, these will be reported to the State Board during the October 2003 Board Meeting.</p> <p>Ron Gidwitz seconded the motion and then asked if ISBE was satisfied with the level of graphics. Dr. Schiller stated that no, staff would be preparing the final report to be submitted to the U.S. Department of Education. Mr. Gidwitz stated the consideration of</p>

	<p>graphics is important to make the document more user-friendly for the public. He stated that possibly an executive summary could accompany the document. The Board agreed that it is a heavy document but that it may not be possible to simplify it but affirmed Mr. Gidwitz’s suggestion.</p> <p>Dr. Steiner then called for a vote on the motion. The motion carried as all members present voted yes.</p>
<p><b><u>Adoption of the Passing Scores for the Assessment of Professional Teaching and New Special Education Tests</u></b></p>	<p>Dr. Steiner then stated that the Board would take action on the Adoption of the Passing Scores for the Assessment of Professional Teaching and New Special Education Tests. Dr. Schiller then proceeded to summarize the item by informing the Board that as presented on the previous day, great detail and review had gone into the passing scores and levels as well as the recommendations of the Certification Board. Dr. Schiller noted that the proposed raw passing score for speech-language pathologist (57) had been increased by one standard error of measurement, resulting in a passing score of 61.</p> <p>Greg Kazarian pointed out that as was discussed in the Education Policy Planning Committee meeting, the Superintendent Recommendation actually exceeds some of the Panel Based Recommendations in keeping with our expectation of high standards for teacher certification.</p> <p>Consistent with the recommendations of the State Teacher Certification Board and the Bias Review Committee, Greg Kazarian moved that the Illinois State Board of Education hereby adopt the outlined passing scores for tests in the Illinois Certification Testing System.</p> <p>Dean Clark seconded the motion. Then, Dr. Steiner called for a vote on the motion. The motion carried as all members present voted yes.</p>
<p><b><u>Approval of Proposed Criteria and Procedures for Approval of Coursework, Programs, and Activities Leading to Standard Certification Eligibility</u></b></p>	<p>Dr. Steiner then announced that the Board would take action on the Approval of Proposed Criteria and Procedures for Approval of Coursework, Programs, and Activities Leading to Standard Certification Eligibility. Dr. Schiller then stated that as discussed previously, it is being recommended that the State Board approve the criteria for approval of proposed courses, activities, and programs that lead to eligibility for the Standard Teaching Certificate in regard to:</p> <ol style="list-style-type: none"> <li>1. Completeness—Does the proposal address all required aspects of the option?</li> <li>2. Compliance—Do the components of the proposal meet the content and process requirements?</li> </ol>

	<p>Dr. Steiner then called for a motion for this approval. Joyce Karon then moved that the Illinois State Board of Education hereby adopt criteria for approval of courses, activities, and programs leading to eligibility for the Standard Teaching Certificate. She then further moved that the Illinois State Board of Education delegate its authority for these courses, activities and programs to the State Superintendent of Education with the understanding that the Board will be provided with a periodic report on the status of options leading to eligibility for the Standard Teaching Certificate.</p> <p>The motion was seconded by Greg Kazarian.</p> <p>Richard Sandsmark stated that there is a legitimate concern with regard to the timeline by which ISBE is defining the requirements for initial certificate holders to receive a standard certificate. Mr. Kazarian stated that with this Board action, the principle requirements will be set up for the Certification Board and then in the following month, make recommendations to waive or modify the eligible requirements for Illinois initial certificate holders.</p> <p>Lee Patton stated that staff is very much aware the fact that these requirements and procedures need to be approved so that it is possible to set in place a guideline for 2005-2006 initial certificate holders. Ms. Patton stated that there is however a problem with the “Class of 2004” in that these initial certificate holders do not have any approved coursework, activity, or program options. She stated that staff is working on viable options for these teachers. However, with regard to moving other groups forward, it is the goal of the State Board to set the stage for the system to be put in place in order to gain a Standard Certificate. She stated that staff would be happy to come back to the Board in October to present a recommendation with regard to the “Class of 2004.”</p> <p>Dr. Steiner then asked for the question to be called on the motion. The motion carried with all members present voting yes.</p>
<p><b><u>Approval of Institutional Accreditation Decisions for Rockford College</u></b></p>	<p>Dr. Steiner announced that the next item for action would be the Approval of Institutional Accreditation Decisions for Rockford College.</p> <p>Dr. Schiller then stated that at the August Board meeting the Board took action on the consideration of accreditation for eight institutions, with the exception of Rockford College because Rockford neither notified the State Board of its intention to file a notice of objection nor its acceptance of the recommendation within this time period, so it was not considered with the rest.</p>

	<p>Since the 30-day time frame expired, the State Board could move forward with the Certification Board’s recommendation for Rockford College to be assigned accreditation with conditions and be subject to a focus visit within two years of the decision.</p> <p>Dick Sandsmark then moved that the Illinois State Board of Education hereby grant Rockford College the following accreditation status—“Continuing Accreditation with Conditions”—and require that Rockford College be subject to a focused visit within two years of the date of this decision.</p> <p>Greg Kazarian seconded the motion and then reiterated the conditions of the accreditation.</p>
<p><b><u>Authorization of Submission of Waiver Report to the General Assembly</u></b></p>	<p>Dr. Steiner then stated that the next action item would be the Authorization of Submission of the Waiver Report to the General Assembly.</p> <p>Dr. Schiller stated that as in the past, the Board must authorize staff to submit a waiver report to the General Assembly for its consideration of the waivers or modification of state education laws and administrative rules promulgated by the State Board of Education.</p> <p>Dr. Steiner then requested a motion for the item. Greg Kazarian so moved that the Illinois State Board of Education hereby authorize submission of the Fall 2003 waiver report to the General Assembly by the Oct. 1 deadline. The twenty-one waiver requests and one appeal of the State Board’s denial of a request to waive administrative rules will be forwarded to the General Assembly without comment.</p> <p>The motion was seconded by Joyce Karon.</p> <p>Board members commented on the length of the document and if there could be some way that the Board would not have to vote on such a vast amount of waivers that come in, for example, waiving the observance of Abraham Lincoln’s Birthday with a day out of school. Dr. Schiller stated that short of changing the code, this procedure could not be changed.</p> <p>Joyce Karon then inquired as to the number of waivers to shorten the school day. She then asked if there were in trends in this direction. Dr. Schiller stated that there were no trends with regard to shortening the school day that he was aware of.</p>

	<p>Then, Dr. Steiner asked for a roll call to vote on the motion. The motion carried as all members present voted yes.</p>
<p><b><u>Rules for Adoption— Part 25 (Certification)</u></b></p>	<p>Dr. Steiner stated that Rules for Adoption—Part 25 (Certification) would be the next item for Board action.</p> <p>Dr. Schiller then went on to explain that these rules are being presented to the Board for adoption. He also noted the emergency amendments that were adopted in June to maintain in effect a number of provisions that were slated to expire on either June 30 or September 30. In addition, the proposed amendments also included minor revisions and reorganizations. Therefore, these changes, along with others that were not of an emergency nature but would make the rules more explicit, have been incorporated into these regular amendments, which the agency will need to put in place to replace emergency amendments when they expire.</p> <p>Dr. Steiner then requested a motion from the Board concerning the adoption of Part 25 (Certification). Joyce Karon then proceeded to make the motion that the Illinois State Board of Education hereby adopt the proposed rulemaking for:</p> <p style="text-align: center;">Certification (23 Illinois Administrative Code 25).</p> <p>She then further moved that the State Board authorize the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.</p> <p>The motion was seconded by Dean Clark. As there was no discussion on the rules, Dr. Steiner called for a vote on the motion. The motion carried as all members present voted yes.</p>
<p><b><u>Acceptance of ISBE Monthly Reports</u></b></p>	<p>Dr. Steiner then stated that the next action item for the Board was the Acceptance of ISBE Monthly Reports. Thus, she called for a motion on the item. Dick Sandsmark made the motion that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the September 2003 meeting. The motion was seconded by Ronald Gidwitz. As there was no discussion on the item, Dr. Steiner called for a vote on the motion. The motion carried as all members present voted yes.</p>
<p><b><u>Approval of Superintendent's</u></b></p>	<p>Dr. Steiner called for action item: Approval of Superintendent's Quarterly Travel Analysis (March 2003-June 2003). Then, she</p>

<p><b><u>Quarterly Travel Analysis (March 2003-June 2003)</u></b></p>	<p>called for a motion on the action. In response, to the request, Dick Sandsmark made the motion that the Illinois State Board of Education approve the quarterly travel analysis for March 2003-June 2003. The motion was seconded by Greg Kazarian.</p> <p>As there was no discussion, Dr. Steiner called for a vote on the motion. The motion carried as a members present voted yes.</p>
<p><b><u>Announcements and Reports</u></b></p>	<p><b><u>Superintendent Report</u></b></p> <p>Dr. Schiller stated that his report would be brief due to the time of the day. There were several noted matters, however. On Friday, September 12, 2003 a subcommittee of the Senate Education Hearing was held to discuss No Child Left Behind mandates and implementation at the state level. Some individuals that were present to discuss NCLB and its implementation were the U.S. Department of Education as well as Local Superintendents. It was a valuable meeting for those that were in attendance. In addition, the meeting was very well attended and also identified a prevailing note, at least in our state, that we are not backing away from accountability but are however looking toward increased productivity. However, there are aspects of the law that are making it very difficult. Yet, we are moving forward as a state.</p> <p>In regard to the agency, we are in a mode of decline. The agency is largely in a mode of leadership and advocacy as well as support with regard to compliance issues. However, our ability and capacity to assist has been problematic. Staff has been working on accounting for all positions with regard to the citation of positions in the school code with the corresponding funding those positions receive. Dr. Schiller stated that he has been working with Deloitte to explore identified areas that GRF funds could be used and reallocated in other areas and to bring the funds to prioritized areas. As known, without proper and satisfactory funding, it is hard to make decisions in response to allocating funds for priority areas.</p> <p>The Superintendent then requested that David Wood, Clay Slagle, and Lugene Finley present themselves to the Board to further discuss the agency's position with regard to agency staffing levels and funding. Mr. Slagle then proceeded to reiterate the fact that staff has been working very hard to identify each position and the need for that position. In addition, Deloitte has assisted ISBE in doing a review on the needed staffing levels for the agency to get a microscopic view of where the positions are and the needed funding for those positions. In this respect, Deloitte conducted a review of the Technology and Operation Centers.</p>

Mr. Slagle then referred to Mr. Finley who stated that Information Technology has been working closely with Human Resources looking at the ability to cut back on various costs as the IT center expends \$1.1 million on outsourcing. The IT center is exploring the option of making some of the outsourcing positions permanent positions that will enable the center to address a variety of programming needs rather than each year outsourcing these through contracts. The other effort that has been made is to make more applications available on line as well as making final decisions on the student information system. There is also a new RFP out for the new feasibility study for building the data warehouse as well as looking at other ways to allow the agency to access our system without the high costs of the remote access system.

Dr. Schiller stated that the key goal is to bring in functions instead of the outsourcing and maximize what we currently have with regard to funding under funded areas, for example, in accountability.

David Wood then proceeded to state that with the Operations division, Deloitte looked primary at the transportation programs with regard to the expenditures for staffing and how it works. According to Deloitte, the transportation is being run efficiently from the state agency end. However, it is important to look at how the districts spend their transportation money. Using information from the district levels and comparing them may be appropriate to help districts in how to save money within locals and regions by forming cooperatives. In addition, the possibility of streamlining the way the state pays for transportation and the way it mandates transportation making it more of a local decision with a simple formula instead of the claim-based system is a viable option. In this case, a district would have to have something more than the number of children. The location and definition of their transportation needs would have to assessed as well.

**Chair**

Dr. Steiner stated that she did not have an actual report but wanted to thank everyone for their hard work. She then announced that Dean Clark, Joyce Karon, and Ron Gidwitz would be going to the NASBE Annual Conference in Baltimore, MD. in October.

**Board Operations**

Ms. Karon stated that the October Board meeting would be held in Rock Island on October 22-23 at their High School Library.



	<p>Then, Ms. Karon proceeded to give an update on the NASBE diversity study that Illinois is involved with Ohio. She announced to the Board that the school district is representing Illinois for NASBE’s “The Changing Face of American’s School Children” study is Oak Park Public School District 97. Ms. Karon stated that the district has received a \$20,000 grant to continue to work on implementing and expanding the cultural diversity programs and initiatives in their district. She stated that it was very fascinating and interesting to be involved with their district and community personnel in this very involved project. Ms. Karon asserted that Oak Park would be willing to share with the Board the initiatives and results that come out of this study. She stated that it speaks to the community of Oak Park that they have been addressing these issues for a long time.</p> <p><b><u>Finance and Audit Committee</u></b> Richard Sandsmark stated that there would be a Finance and Audit Committee meeting on the morning of the first day at the next Board meeting as there are several issues to discuss.</p> <p><b><u>Joint Education Committee</u></b> Ronald Gidwitz stated that the committee has had a meeting since the Board’s last meeting. However, there was not much to report as the meeting was more of an organizational meeting. The meeting for October has been cancelled.</p> <p><b><u>Governmental Relations Committee</u></b> As Beverly Turkal was not present, Ms. Karon stated that she spoke with her and Ms. Turkal is planning on having a Governmental Relations meeting next month ,and that it would be pretty extensive.</p> <p><b><u>Education Policy Planning Committee</u></b> Greg Kazarian stated that because of scheduling, the Education Policy Planning Committee would possibly meet a week before the Board meeting, and that the meeting time and place would be published to make everyone aware of the meeting. The committee will possibly meet in Chicago. However, the committee will let everyone know ahead of time.</p>
<b><u>Other Information</u></b>	Dr. Steiner then informed the Board of the Monthly Status Report on Rulemaking that has no particular action but that the report was prepared for their review.
<b><u>Adjournment</u></b>	Dr. Steiner then called for a motion that the September 17-18, 2003 meeting be adjourned. Joyce Karon then moved that the meeting

	be adjourned. Dick Sandsmark seconded the motion. The meeting officially adjourned at 11:54 a.m.
	Respectfully Submitted,  _____ Richard Sandsmark Secretary  _____ Dr. Janet Steiner Chair

When written in Chinese, the word

“CRISIS”

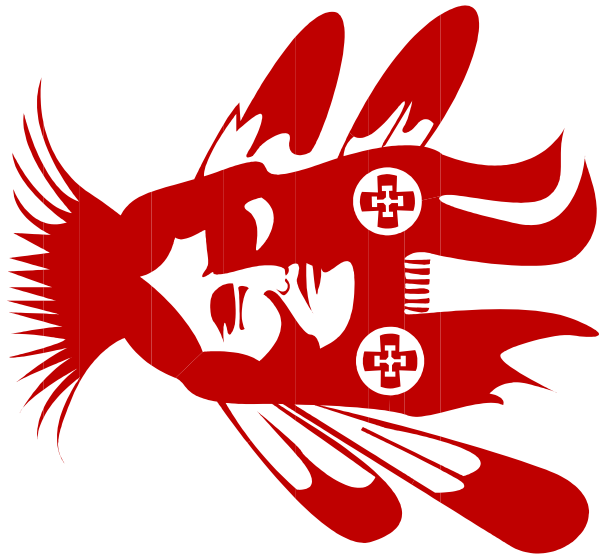
Is composed of two characters –

One represents danger,

and the other

Represents opportunity

JFK



# Calhoun

## C.U.S.D. 40

**History, Status, Projections  
(The Good, the Bad, & the Ugly...  
not necessarily in that order)**

presented to  
**Illinois State Board of Education**  
September 15, 2003

# Calhoun CUSD 40

- District founded in 1950
  - 1 elementary/jr. high
  - 1 high school



- 93 employees
  - 46 teachers
  - 44 non-certified personnel
  - 3 administrators



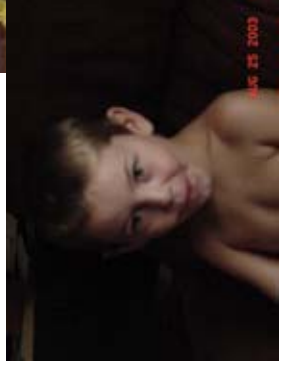


## Board Members

- Bob Banghart  
(retired)
- Gus Wallendorf, Pres.  
(construction supervisor)
- Doug Fox, Vice Pres.  
(pharmacy owner)
- Kim Bray, Secretary  
(postmaster)
- Mike Herren  
(pharmacist)
- Polly Johnes  
(nurse)
- Holly Swan  
(office employee)

# Student Enrollment

- 1999-2000 575
- 2000-2001 559
- 2001-2002 635
- 2002-2003 557
- 2003-2004 574
- 2004-2005 580
- 2005-2006 575



# Location



- 100 miles southwest of Springfield
- Between Illinois and Mississippi Rivers
- 138.75 square miles – residential/agriculture
- 38% of land undeveloped
- Hardin – county seat and largest community



# Joe Page Bridge – Lifeline to County



# Lifeline...



**Repairs cause delays for land and barge traffic**

# Good...

Springfest 2003 – County-wide drug, alcohol, & pregnancy prevention program -- collaboration involving Public Health Department, Oasis Center, Law Enforcement, & Calhoun CUSD



# Warrior Pride

A day to work together  
& build pride in our  
school.

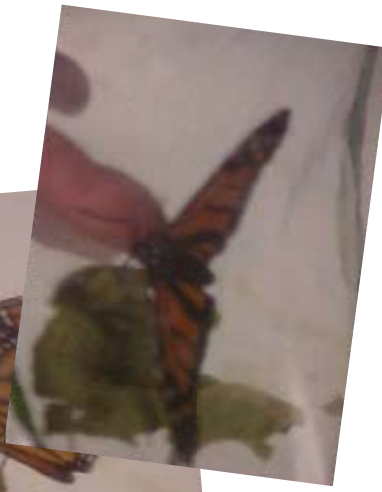


# Pre-K Numbers Increase

New \$\$ from ISBE provide opportunity to collaborate with Head Start and IVEDC to offer class to 40 more children.



# Learning ...



Designing &  
creating  
Butterfly Garden  
Students learn  
about teamwork,  
Illinois Learning  
Standards, &  
nature's beauty



# Books...Books...Books...



Small grant from  
Modern Woodsmen,  
along with  
numerous

fundraisers provide  
greatly needed  
resources for  
library in  
elementary/jr. high  
school.



# Jr. High Landscaping Project

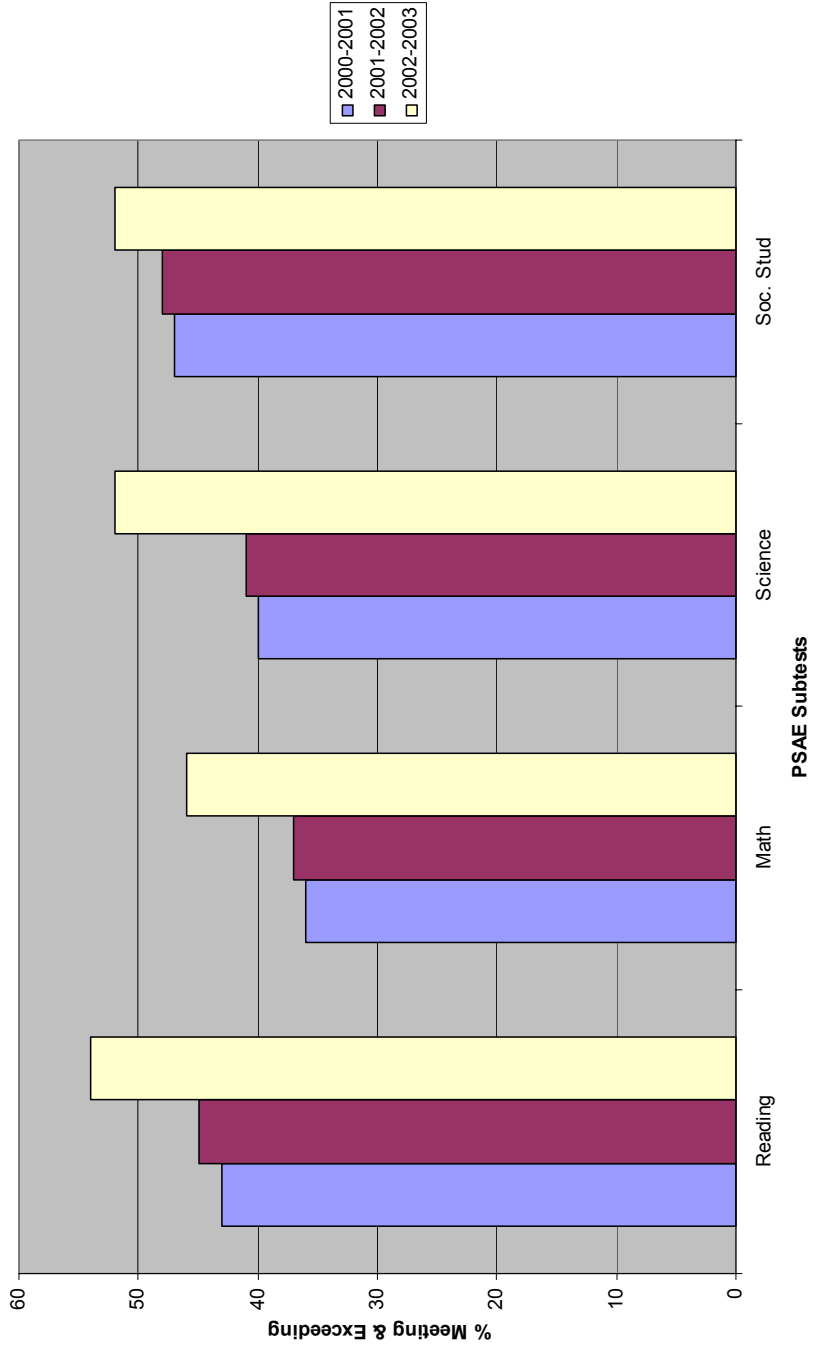
Science classes  
at the junior high  
make Illinois  
Learning  
Standards come  
alive...literally





# Getting Better...

Calhoun High School



# Economic Environment

- Median Family Income – 34,375
- Median Home Value – 61,600
- Unemployment – 4.9%

## Largest employers

Jerseyville Community Hospital	220
Jerseyville Nursing & Rehabilitation Center	90
Calhoun CUSD 40	87
Calhoun County Government	56

# Bad...Expenditure/Revenue Ratio

- 1998 -- .95
  - 1999 -- .99
  - 2000 -- .98
  - 2001 – 1.04
  - 2002 – 1.11
- In the past, Calhoun 40's revenues have barely covered the expenditures. In 2001, the balance tipped and it has been worsening since then.

# Indebtedness

- General Obligation Bonded Debt – \$4,130,000
  - Percentage to Equalized Assessed Valuation – 14.209%
  - Percentage of Debt Limit (13.8%) – 94.239%
- |             | Extension   | EAV          | Rate  |
|-------------|-------------|--------------|-------|
| • 1999-2000 | \$844,775   | \$28,756,023 | 3.887 |
| • 2000-2001 | \$1,164,829 | \$29,574,028 | 3.939 |
| • 2001-2002 | \$1,211,469 | \$29,328,669 | 4.131 |
| • 2002-2003 | \$1,202,789 | \$29,065,778 | 4.199 |

# Revenue Sources

Education Fund	2000	2001	2002	2003
Local	26%	26%	29%	
State	68%	68%	65%	
Federal	7%	6%	6%	

# Designation

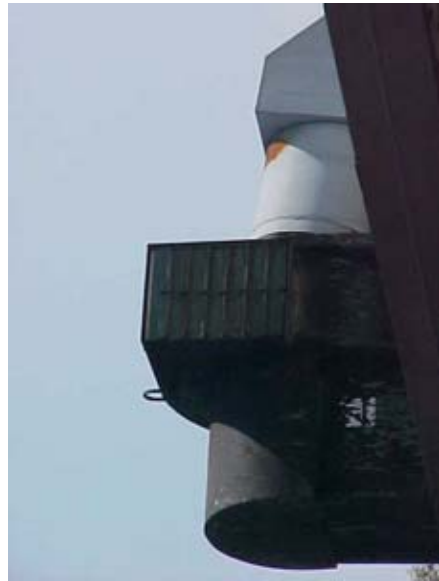
	FBRR	EXRV	DCOH	STB	LTD	SCORE
Max	1.4	1.4	0.4	0.4	0.4	4.0
Calhoun	.35	.70	.10	.40	.10	1.65

➤ *Comments from District:* Personnel costs going down because of a reduction in force due to lack of funding, not declining enrollment

**Ugly...**



**Built in 1960**



**Calhoun High  
School**



**Outside and...**



Tarp to catch leaks



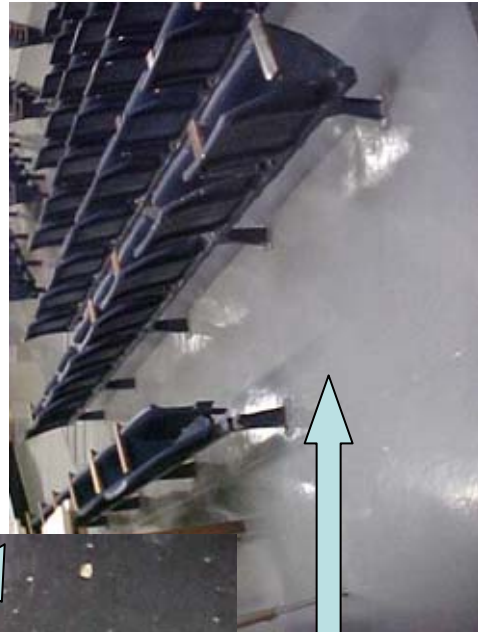
Inside



Original Light Fixtures



Lab Table



Missing seats & armrests





**Don't find a fault; find  
a remedy.**

Henry Ford

## **We have started working on financial accountability by...**

- Initiating use of purchase orders with administrator approval of purchases
- Consolidating ordering of operation & maintenance supplies
- Checking on questionable invoices to determine legitimacy
- Involving building principals in planning and monitoring building budgets

## And...

- Training central office personnel to implement new financial and payroll software programs
- Exploring other options for various costs (such as insurance, phone, etc.)
- Reducing transportation costs of extra curricular events
- Examining process for both tuition reimbursement and lateral movement on salary schedule

## To Do:

- Complete 3-yr. projection of EAV, levies & extensions
- Complete 5 year historical analysis and 3 year projection of operating funds
- Prepare yearly cash-flow analysis
- Prepare and maintain personnel inventory
- Prepare 3 year enrollment projection
- Prepare current & estimated future staffing plans

# Future Outlook

- Voluntary Financial Oversight Panel – not beneficial
- Consolidation – not practical with anyone but Brussels
- Without assistance from the State, Calhoun CUSD 40 cannot survive
- Even if we can get our Expenditures in line with our Revenues (which is unlikely to happen quickly), we cannot take care of the facilities or deal with any major emergency.

## **But, we are not losing sight of what matters...**

- NBCT presentation at Calhoun with nearly 20 in attendance (including 2 board members)
- Working with a community group to explore the possibility of community physical fitness center on school district land (no district funds involved)
- Participating in Following the Leaders project (software and training for teachers)
- School Improvement teams meeting to improve student achievement at both buildings (vertical articulation work this year)

- Working with Head Start to implement collaborative pre-kindergarten project through ISBE Early Learning Partners funding
- Exploring possible funding for FM Radios to ensure safety on buses
- Participating in IVHS to enable students to get important classes for college acceptance

**...Calhoun CUSD Students**

# Parting Thought...



- Because we are the only species who creates the environment that creates who we become...
- We must be very serious about the work of creating learning environments for our children.



## General Funds Appropriations

	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>
GSA	2,982.6	2,994.7	3,231.7	3,142.1	3,445.6
HH	48.0	65.8	34.7	64.2	38.6
MCATS	1,088.0	1,167.9	1,202.1	1,159.7	1,304.4
Retirement	<u>678.7</u>	<u>774.8</u>	<u>872.9</u>	<u>984.5</u>	<u>1,046.5</u>
Subtotal	4,797.3	5,003.2	5,341.4	5,350.5	5,835.1
Other	<u>857.9</u>	<u>916.1</u>	<u>860.1</u>	<u>821.7</u>	<u>719.2</u>
<b>TOTAL</b>	<b>5,655.2</b>	<b>5,919.3</b>	<b>6,201.5</b>	<b>6,172.2</b>	<b>6,554.3</b>

### Other

Early Childhood BG	170.2	180.2	184.1	184.2	213.6
Reading BG	83.4	83.4	83.3	79.6	79.3
ADA BG	42.6	111.6	70.0	66.9	42.8
Early Intervention	29.8	45.7	67.5	64.4	64.4
Bilingual	55.6	62.6	62.6	60.3	62.6
Career & Technical	56.9	59.1	59.1	59.1	38.6
Textbooks	48.4	30.2	30.2	29.1	29.1
St. Assessment Acct.	29.9	31.3	31.0	26.9	25.3
Summer Bridges	13.0	23.0	26.0	25.1	24.8
Administration	27.3	28.8	27.6	25.0	16.5
ROE	19.8	20.1	20.4	20.3	11.4
Truant Optional	18.7	18.7	19.7	19.0	15.8
Gifted	19.7	19.7	19.7	19.0	0.0
Alternative	15.4	16.9	17.9	16.3	17.1
Parental Transportation	10.1	16.1	15.1	14.6	14.5
Legislative	11.6	6.6	6.5	6.4	5.8
Other	<u>205.5</u>	<u>162.1</u>	<u>119.4</u>	<u>105.5</u>	<u>63.3</u>
<b>TOTAL</b>	<b>857.9</b>	<b>916.1</b>	<b>860.1</b>	<b>821.7</b>	<b>724.9</b>

**ILLINOIS STATE BOARD OF EDUCATION  
MULTI-YEAR BUDGET**  
(Dollars in 000's)

	<b>FY03 Final</b>	<b>FY04 Proposed</b>	<b>FY04 Actual</b>	<b>FY05 Proposed</b>	<b>FY06 Proposed</b>	<b>FY07 Proposed</b>	<b>Comment</b>
General State Aid/GSA HH	3,206,300.0	3,438,500.0	3,484,200.0	3,911,561.0	4,247,400.0	4,812,800.0	Level increase \$200, \$240, \$300, \$365 (Poverty phased in FY05-07)
Mandated Categoricals	1,159,681.8	1,370,600.0	1,304,405.0	1,480,248.0	1,598,667.8	1,726,561.3	FY04 100%, FY05-07 at historical growth rate of 8%
Mentoring/Induction	8,550.0	11,050.0	0.0	16,050.0	21,050.0	28,550.0	
Recruitment/Retention	0.0	2,500.0	0.0	7,500.0	12,500.0	20,000.0	
NBPTS	4,740.0	6,600.0	4,740.0	9,025.0	11,900.0	15,225.0	Projected growth for Stipends and Registration.
Early Childhood	189,391.8	217,075.2	213,572.2	238,075.2	259,075.2	280,075.2	FY04 Eliminate waiting list & 2% COLA.; FY05-07 \$21M growth.
Bilingual	60,344.3	62,552.0	62,552.0	71,838.5	86,206.1	95,784.6	FY04 return to FY02 level, FY05-07 phase in to full funding.
Technology	25,025.0	30,025.0	11,500.0	35,025.0	40,025.0	45,025.0	
System of Support:							
Alternative Programs (RSS/TAOEP)	35,228.4	41,178.4	32,892.3	51,178.4	61,178.4	76,178.4	
Summer Bridges	25,053.4	35,000.0	24,836.8	45,000.0	55,000.0	65,000.0	
Level Funded Programs	182,497.7	182,497.7	143,886.3	182,497.7	182,497.7	182,497.7	
Inflationary Growth Programs	<u>290,904.5</u>	<u>288,118.9</u>	<u>225,182.2</u>	<u>293,298.8</u>	<u>299,903.1</u>	<u>308,026.4</u>	FY05-07 assumes a 2% - 3% inflationary increase.
	<b>5,187,716.9</b>	<b>5,685,697.3</b>	<b>5,507,766.8</b>	<b>6,341,297.6</b>	<b>6,875,403.4</b>	<b>7,655,723.6</b>	
		<b>497,980.4</b>	<b>320,049.9</b>	<b>655,600.3</b>	<b>534,105.8</b>	<b>780,320.2</b>	
Retirement	984,495.7	1,094,495.7	1,046,501.0	1,197,440.8	1,310,680.4	1,435,244.0	FY04 growth \$110M, FY05-07 assumes 10% growth rate.

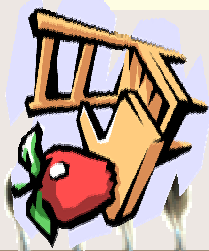
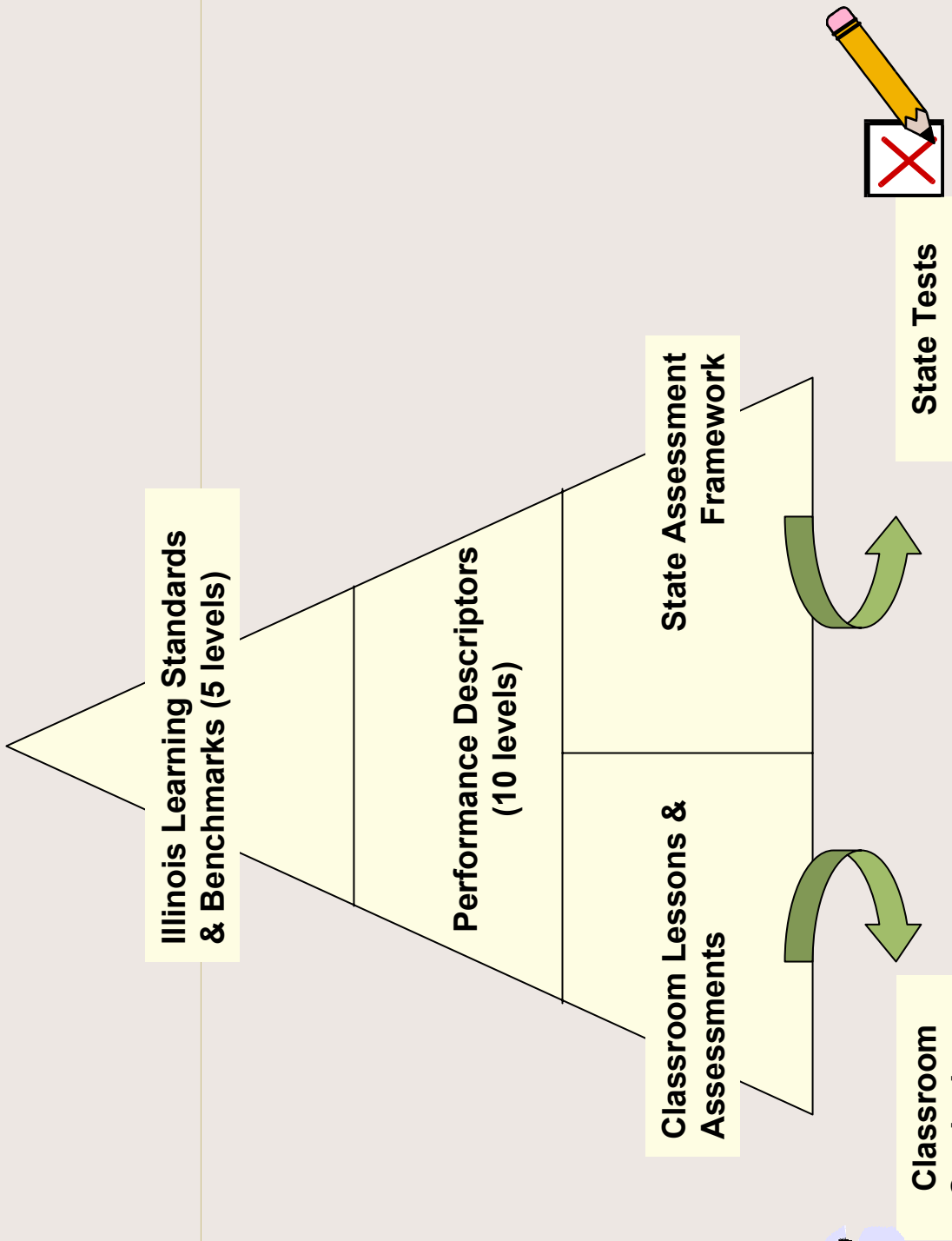
# **Student Assessment**

## **Moving Forward Toward 2006**

# **Federal and State Mandates (Changes to take place in 2005-06)**

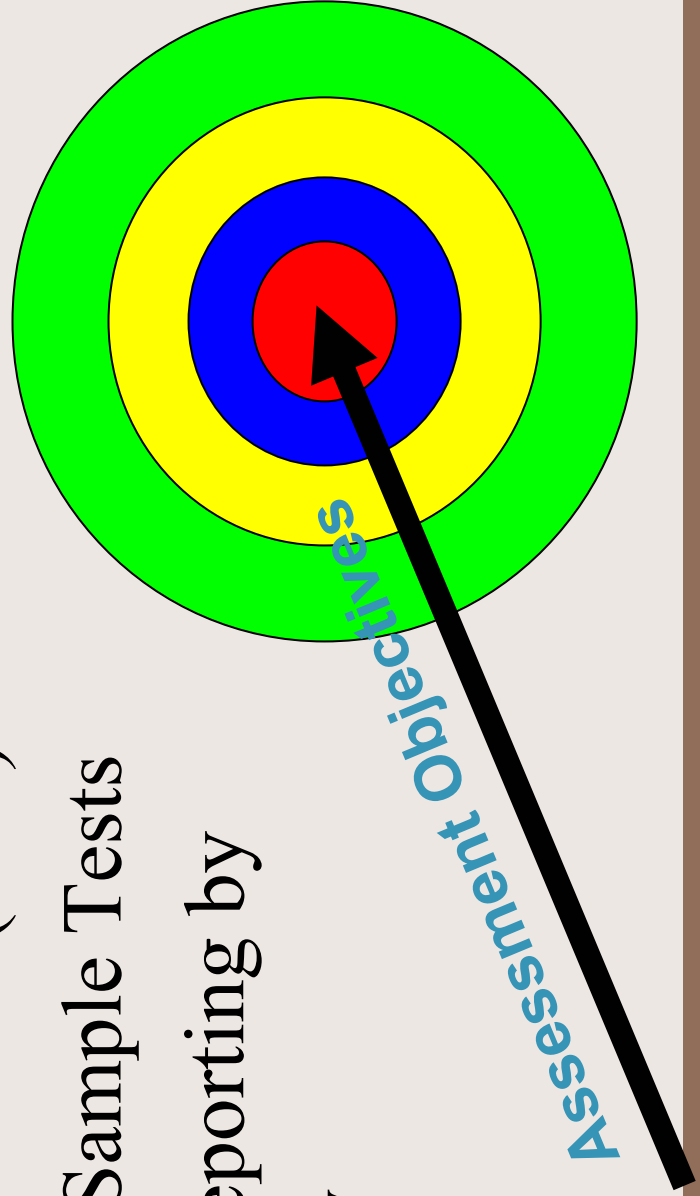
- Grade level testing in reading and math for grades 3 – 8 and once in high school (meets Federal requirements)
- Periodic assessment of science with grade span assessments at grades 4, 7 and 11 (meets Federal requirements)
- Social Science assessments in grades 5, 8 and 11 (state requirement)
- Writing assessments in grades 3, 4, 6, 8, and 11 (state requirement)
- Voluntary grade 10 assessment in writing and at grades 9 or 10 for physical development/ health and fine arts





# Statewide Resources

- IL Learning Standards
- Assessment Frameworks (new)
- Item Bank CDs (new)
- On-line Sample Tests
- Score Reporting by Category



# Math Reporting Categories

Grade	3	4	5	6	7	8
<b>Goal 6 – Number Sense</b>	45% (20%)	45% (20%)	40% (20%)	35% (15%)	25% (10%)	20% (5%)
<b>Number System</b>	15%	10%	5%	5%	5%	5%
<b>Fractions, Decimals, Percents</b>	5%	15%	15%	10%	10%	5%
<b>Operations &amp; Factoring</b>	25%	20%	20%	20%	10%	10%
<b>Goal 7 – Measurement</b>	20%	20%	20%	15%	10%	10%
<b>Goal 8 – Algebra</b>	15%	15%	15%	20% (5%)	30% (10%)	35% (15%)
<b>Equations/Functions (including Graphing)</b>	15%	15%	10%	13%	17%	25%
<b>Evaluation &amp; Terms</b>	0%	0%	5%	7%	13%	10%
<b>Goal 9 – Geometry</b>	15%	15%	20%	20%	25%	25%
<b>Definitions &amp; Properties (including Graphing)</b>	15%	15%	20%	17%	17%	20%
<b>Proof &amp; Construction</b>	0%	0%	0%	3%	8%	5%
<b>Goal 10 – Data Analysis &amp; Statistics</b>	5%	5%	5%	10%	10%	10%
<b>Total</b>	100% (20%)	100% (20%)	100% (20%)	100% (20%)	100% (20%)	100% (20%)



# Enabling Objectives in Math

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>From Grade 2</b>	20%	6%				
<b>From Grade 3</b>		14%	6%			
<b>From Grade 4</b>			14%	9%		
<b>From Grade 5</b>				16%	9%	
<b>From Grade 6</b>					16%	9%
<b>From Grade 7</b>						16%
<b>Total EAOs %</b>	20%	20%	20%	25%	25%	25%

# Science Productive Thinking Scale

	Grade	4	7	11
<b>Level 1 Questions</b> <b>Recall of Conventions</b> (e.g., names, vocabulary, measurement units, etc.)		10%	15%	5%
<b>Level 2 Questions</b> <b>Reproduction of Facts</b> (e.g., empirical facts/relationships, steps in processes, scientific tools, etc.)		25%	20%	10%
<b>Level 3 Questions</b> <b>Reproduction of Theory</b> (e.g., empirical theories/causes or reasons for scientific methods)		25%	20%	25%
<b>Level 4 Questions</b> <b>One-step applications of laws, rules, or knowledge of one-variable experiments</b>		30%	30%	30%
<b>Level 5 Questions</b> <b>Two-step applications of laws, rules, or knowledge of two-variable experiments</b>		10%	15%	30%
<b>Level 6 Questions</b> <b>Creation of scientific theories or new scientific methods, ranging from simple analogies to Galileo's development of systematic scientific methodology</b>		0%	0%	0%
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

# Math Goal 6

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>NUMBER SYSTEM</b>					
<p><b>6.3.01 (A)</b>            Represent, order, label, and compare the numerical value of two fractions having like denominators up to twelfths, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>	<p><b>6.4.01 (A)</b>            Compare the numerical value of two fractions having like and unlike denominators up to twelfths, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>	<p><b>6.5.01 (A)</b>            Compare the numerical value of two fractions having like and unlike denominators up to twelfths (problems with and without area models required).</p>	<p><b>6.6.01 (A)</b>            Compare and order integers, positive and negative fractions, decimals, and mixed numbers, and locate them on a number line.</p>	<p><b>6.7.01 (A)</b>            Read, write, compare, and represent rational numbers in scientific notation (positive and negative powers of 10).</p>	<p><b>6.8.01 (A)</b>            Identify and locate rational numbers and common irrational numbers (e.g., <math>\pi</math>, <math>\sqrt{2}</math>, <math>\sqrt{5}</math>) on the number line.</p>
<p><b>6.3.02 (A)</b>            Represent and order whole numbers between 0 and 9,999, using symbols (<math>&gt;</math>, <math>&lt;</math>, or <math>=</math>) and words (greater than, less than, or equal to).</p>	<p><b>6.4.02 (A)</b>            Order and compare whole numbers and decimals to two decimal places.</p>	<p><b>6.5.02 (A)</b>            Order and compare whole numbers and decimals to three decimal places.</p>	<p><b>6.6.02 (A)</b>            Represent repeated factors using exponents.</p>	<p><b>6.7.02 (A)</b>            Order rational numbers and locate them on the number line.</p>	<p><b>6.8.02 (A)</b>            Use expanded notation with negative powers of ten.</p>

# Assessment Objectives

---

- Narrow the target
- Give a focus
- Form the foundation of the new tests in 2006
- Provide a direct link between the Learning Standards and instruction

# SOCIAL SCIENCE

# Learning Standard

---

- **16B. Understand the development of significant political events**

# Benchmark

- **16.B.3b (US)** Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

# Assessment Objective

---

- Identify and explain the basic principles of American democracy expressed in the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Illinois State Constitution, including: inalienable rights, popular sovereignty, rule of law, due process, separation of powers and checks and balances



# Performance Descriptor

- **16B.E - Interpreting Political Cartoons**

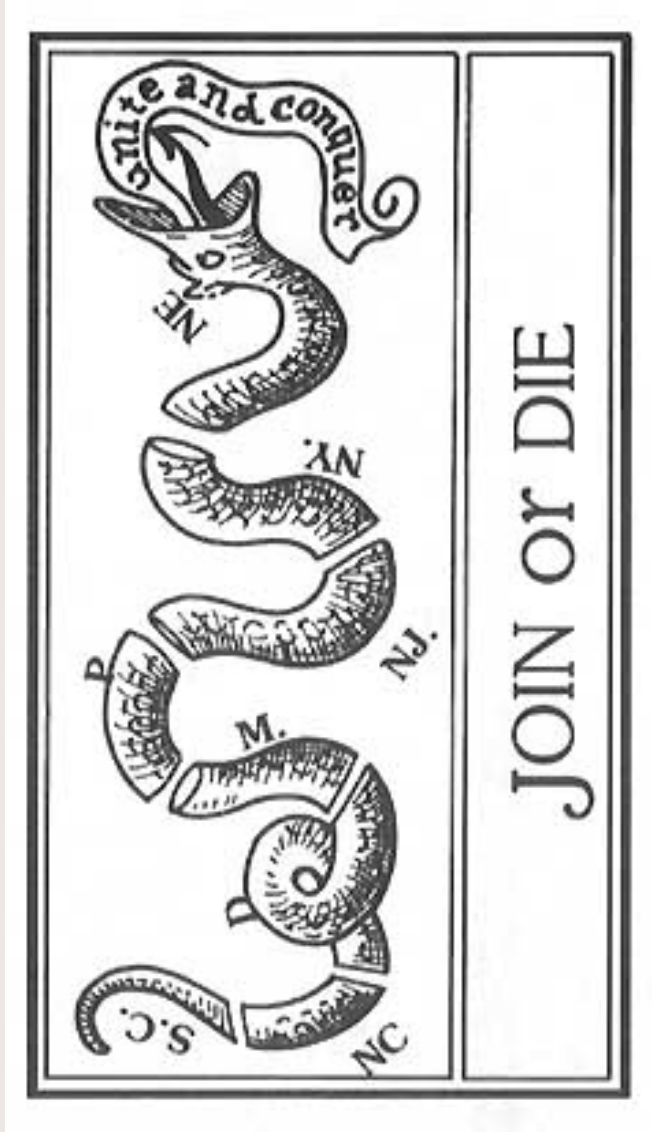
Answer questions about the meaning and intended use of a political cartoon as it relates to the American Revolution.



**Acrobat Document**

[http://www.isbe.state.il.us/ils/socsciassess/Stage%20E/socsci\\_stageE.html](http://www.isbe.state.il.us/ils/socsciassess/Stage%20E/socsci_stageE.html)

# ISAT Sample Test Question



1. Which groups of people was Benjamin Franklin warning to "Join or Die"?
  - A. French fur trappers
  - B. British governors
  - C. People of each colony
  - D. Slaves in North Carolina

# Standards Aligned Sample Items for Teacher Made Tests

**Search Item Pool**  
Catalog: Ccssap Item Pool

**Content Themes**  
Content Keywords  
Grade Level  
Item Type  
Cognitive Levels  
Skills  
Release Year  
Stats  
National Standards  
Hist Eras  
HistGeog Regions  
Text Search  
Modules  
Forms

**Civics (309)**  
● Civic Life, Politics, and Govern  
● Principles and Ideals of Democ  
● Purpose, Structure, and Functio  
● Roles, Rights, Privileges, and F  
● Relationships among Governm  
● Economics (315)  
● **Limited Resources and Choice**  
● Markets (141)  
● Economic Systems (23)  
● Economic Interdependence (57)  
● Geography (324)  
● History (374)

**Selected Search Terms**  
Performance Task - PT  
Middle - M  
Limited Resources and Choice

**Select search type**  
 Smart Search  AND  OR  
 Explain Search

**Submit Search** **Quit**

**Comprehensive Social Studies Assessment Project**

Item View Table View Show Search

Sort

Print

Help

Navigation: Add selected term.

# ISAT-PSAE Sample Item Banks

- Contain valid and reliable items from ISAT-PSAE or comparable pilot testing
- Allow for formative classroom assessment
- In 2004-2005 an on-line version allowing local level items to be added
- On-line version will allow interactive testing of students
- ESRs and Districts may make copies with ISBE permission

**Monthly Status Report on Rulemaking  
October 2003**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Adopted amendments pending review by parties in <i>Corey H.</i>	None	General education standards for special education teachers; will respond to determination of Court Monitor of June 22, 2000
<u>Certification (Part 25)</u>	Emergency amendments effective June 26, 2003; accompanying regular amendments adopted in September; pending JCAR's review October 14	None	Clarification to answer questions about applicability of various provisions; major required per NCLB
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Presented in this Board packet for initial review	Authorization for public comment	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement (Part 120)</u>	Presented in this Board packet for initial review	Authorization for public comment	Exception to proration of transportation expenditures across categories (related to waiver request)
<u>Public Schools Evaluation, Recognition and Supervision (Part 1)</u>	Expect initial review in fall 2003	None	Updating and clarification of certification-related provisions; amendments under P.A. 93-470 and NCLB

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Certification</u> (Part 25)	Expect initial review in November	None	Additional revisions relevant to standards-based system
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in fall or winter 2003	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Program Accounting Manual</u> (Part 110)	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits
<u>Vocational Education</u> (Part 254)	Expect initial review in fall or winter 2003	None	Comprehensive updating

**ANNUAL REPORT ON  
STATUS OF AGENCY RULEMAKING  
October 2003**

This report summarizes the rulemaking activities in which the agency has engaged since last September's report. In the chart below, "Completed" means the rules or changes have been filed during this period of time and are in effect. Where no information is presented for a particular set of rules, no rulemaking activity is taking place at this time.

<b>RULES</b>	<b>ACTIVITY</b>	<b>STATUS</b>
<u>Part 1</u> (Public Schools Evaluation, Recognition and Supervision)	<u>Amendments</u> Training requirements for SLPs who supervise assistants.	Completed.
<u>Part 23</u> (Standards for the School Service Personnel Certificate)		
<u>Part 24</u> (Standards for All Illinois Teachers)		
<u>Part 25</u> (Certification)	<u>Amendments</u>	
	a) Testing dates; foreign language certification; pay for student teaching.	a) Completed.
	b) Technical changes related to certification testing.	b) Completed.
	c) Teaching excellence program; continuing professional development; speech-language pathologists' CPD; providers of electronic CPD.	c) Completed.
	d) Renewal of administrative certificates; requirements for the standard certificate.	d) Completed.
	e) Requirements for certain certificates; Visiting International Teacher Certificate.	e) Emergency amendments effective June 26, 2003; regular amendments adopted in September and pending JCAR's review on October 14.

RULES	ACTIVITY	STATUS
<u>Part 26</u> (Standards for Certification in Early Childhood Education and in Elementary Education)	<u>Amendments</u> a) Standards for special education teachers related to the general curriculum.  b) Delete “Standard 11” for technology education teachers.	a) Adopted in June; pending review by parties in <i>Corey H.</i>  b) Presented for initial review in this Board packet.
<u>Part 28</u> (Standards for Certification in Special Education)		
<u>Part 29</u> (Standards for Administrative Certification)	<u>Amendments</u> New endorsement – director of special education.	Completed.
<u>Part 30</u> (Staff Development Plans and Programs)		
<u>Part 50</u> (Evaluation of Certified School District Employees in Contractual Continued Service)	<u>Amendments</u> Schedule of evaluations under remediation plans.	Completed.
<u>Part 51</u> (Dismissal of Tenured Teachers)		
<u>Part 52</u> (Dismissal of Tenured Teachers and Civil Service Employees Under Article 34)		
<u>Part 56</u> (Insurance for Certificated Employees)		
<u>Part 110</u> (Program Accounting Manual)		
<u>Part 120</u> (Pupil Transportation Reimbursement)	<u>Amendments</u> Revise requirement for pro-rating expenditures across types of transportation.	Presented for initial review in this Board packet.



**RULES****ACTIVITY****STATUS**

Part 125 (Student Activity Funds and Convenience Accounts)

Part 130 (Determining Special Education Per Capita Tuition Charge)

Part 140 (Calculation of Excess Cost Under Section 18-3 of the School Code)

Part 145 (Temporary Relocation Expenses)

Part 151 (School Construction Program)

Part 155 (Electronic Transfer of Funds)

Amendments  
Response to P.A. 92-121; EFT becomes mandatory.

Completed.

Part 160 (Professional Development Block Grant)

Part 180 (Health/Life Safety Code for Public Schools)

Amendments  
Procedural and technical specificity identified by staff

Under program staff review.

Part 200 (Sex Equity)

Part 201 (Disadvantaged Students Funds Plan - Districts Between 1,000 and 50,000 ADA)

Amendments  
Incorporation of legislative changes; other refinements.

Under program staff review.

Part 202 (Disadvantaged Students Funds Plan- Districts Over 50,000 ADA)

Amendments  
Incorporation of legislative changes; other refinements.

Under program staff review.

Part 205 (Truants' Alternative and Optional Education Programs)

<b>RULES</b>	<b>ACTIVITY</b>	<b>STATUS</b>
<u>Part 215</u> (Alternative Education Diplomas)		
<u>Part 220</u> (Scientific Literacy)		
<u>Part 225</u> (Drug and Alcohol Education Initiative)		
<u>Part 226</u> (Special Education)	<u>Amendments</u> Establishment of endorsement for director of special education; changes required by OSEP.	Completed.
<u>Part 227</u> (Gifted Education)		
<u>Part 228</u> (Transitional Bilingual Education)	<u>Amendments</u> Changes in notification to parents; right of withdrawal.	Completed.
<u>Part 230</u> (Summer School for Gifted and Remedial Education)		
<u>Part 235</u> (Preschool Educational and Coordinated Model Preschool Educational Programs)		
<u>Part 240</u> (Alternative Learning Opportunities Program)	<u>Amendments</u> Regional superintendents to claim general state aid directly.	Completed.
<u>Part 245</u> (Urban Education Partnership Program)		
<u>Part 250</u> (Comprehensive Arts Program)		
<u>Part 251</u> (Conservation Education)		
<u>Part 252</u> (Driver Education)		

RULES	ACTIVITY	STATUS
<u>Part 253</u> (Comprehensive Health Education)		
<u>Part 254</u> (Vocational Education)		
<u>Part 260</u> (Reading Improvement Program)		
<u>Part 275</u> (Pupil Transportation)		
<u>Part 305</u> (School Food Service)		
<u>Part 350</u> (Secular Textbook Loan)		
<u>Part 360</u> (Mathematics and Science Loan Program)		
<u>Part 375</u> (Student Records)	<u>Amendments</u> Response to P.A. 92-64 and P.A. 92-295; suspensions/expulsions, reports from DCFS.	Completed.
<u>Part 401</u> (Nonpublic Special Education Facilities)		
<u>Part 451</u> (Private Business and Vocational Schools)		
<u>Part 452</u> (Public University Laboratory Schools)		
<u>Part 475</u> (Contested Cases and Other Formal Hearings)		
<u>Part 480</u> (Hearings Before the State Teacher Certification Board)	<u>Amendments; New Rules</u> Separation of administrative hearings from appeals of actions by State Superintendent or Regional Superintendent.	Under program staff review.

**RULES****ACTIVITY****STATUS**

Part 525 (Regional Offices of Education and Intermediate Services)

Part 575 (School Technology Program)

Part 625 (Health Examinations and Immunizations)

Part 650 (Charter Schools)

Part 1100 (Procurement by State Board of Education)

Part 5000 (Public Information, Rulemaking and Organization)

Amendments  
Response to requests for rulemaking.

Completed.

Part 5001 (Access to Information of the State Board of Education under the Freedom of Information Act)