

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of Revised Policies and Guidelines for Non-Public School Recognition

Materials: Policy and Guidelines for Registration and Recognition of Nonpublic Elementary and Secondary Schools

Staff Contact(s): Donald R. Full

Purpose of Agenda Item

To present to the Board the revisions to the Policy and Guidelines for Registration and Recognition of Nonpublic Elementary and Secondary Schools developed and agreed to by the Nonpublic School Recognition Advisory Committee. The Board will receive information about the inclusion in the Policy and Guidelines of an alternative process for recognizing nonpublic schools

Expected Outcome(s) of Agenda Item

The Board will approve the revisions to the existing Policy and Guidelines including the alternative process for recognizing nonpublic schools.

Background Information

In the spring of 1975 the Illinois State Board of Education called for the appointment of a committee of nonpublic school representatives to review possible policies and guidelines concerning nonpublic elementary and secondary schools. The Committee for Establishing Standards for Nonpublic Schools was appointed with twenty-one persons representing the Illinois Advisory Committee on Nonpublic Schools, the Catholic Dioceses, the Catholic Conference of Illinois, and administrative organizations. The committee was convened in October 1975 and made its first report to the State Board in January 1976. Policy and Guidelines for the registration and recognition of nonpublic schools in Illinois resulted from the work of the Committee.

On October 6, 2003, the State Superintendent met with the present Nonpublic School Recognition Committee and charged them with the responsibility for developing a

streamlined, alternative process for recognizing nonpublic schools in Illinois. In the process of responding to this charge, the Committee decided to review and make revisions, where appropriate, to the existing Policy and Guidelines.

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

Policy Implications: Heretofore, there has not existed specific legislation requiring the State Board of Education to provide for the recognition of nonpublic schools. However, HB3853 would add Section 2-3.25o to the Illinois School Code mandating the provision for the voluntary registration and recognition of non-public elementary and secondary schools by the Illinois State Board of Education. This bill will become law when signed by the governor. Since this appears to be an eventuality, these Policy and Guidelines will be necessitated as HB3853 specifies that recognition may be obtained by compliance with administrative guidelines and review procedures prescribed by the Illinois State Board of Education.

Budget Implications: HB3853 does not stipulate an appropriation for nonpublic school registration and recognition.

Legislative Action: HB3853 has passed both houses of the General Assembly and is presently awaiting the Governor's signature. No appropriations bill pending.

Communication: Drafts of the revised Policy and Guidelines have been shared with the various nonpublic clientele groups. Upon approval by the State Board of Education, final copies will be transmitted to all nonpublic clientele groups. The approved Policy and Guidelines will also be added to the ISBE website.

Pros and Cons of Various Actions

Approval of these recommended Policy and Guidelines will facilitate ISBE compliance with 105 ILCS 2-3.25o allowing for uninterrupted service to the approximately 800 recognized nonpublic schools in the state.

Superintendent's Recommendation

Approve the revised Policy and Guidelines for Registration and Recognition of Nonpublic Elementary and Secondary Schools.

Next Steps

Proceed with the implementation of the alternative process for recognizing nonpublic schools.

POLICY AND GUIDELINES
for
Registration and Recognition
of
Nonpublic Elementary and Secondary Schools



December 2003

Foreword

In the spring of 1975 the Illinois State Board of Education called for the appointment of a committee of nonpublic school representatives to review possible policies and guidelines concerning nonpublic elementary and secondary schools. The Committee for Establishing Standards for Nonpublic Schools was appointed with twenty-one persons representing the Illinois Advisory Committee on Nonpublic Schools, the Catholic Dioceses, the Catholic Conference of Illinois, and administrative organizations. The committee was convened in October 1975 and made its first report to the State Board in January 1976. The report titled "Position Paper on the Relationship of Nonpublic Schools and the Illinois State Board of Education" stated the following:

"Each citizen of the state of Illinois has a right to an opportunity to obtain an education sufficient for the development of the individual's capabilities. This fundamental goal of education is set forth in the Illinois State Constitution, Article 10, Section 1.

The primary obligation for the education of the child belongs to the parents. The state derives its right to provide education to the extent that the state acts for the parents.

Formal education in our society is generally carried out within the framework of a school. It remains the parents' right and obligation to select for the education of the child either a public or nonpublic school.

Recognizing that some of the aims of the nonpublic schools are different from those of public schools and that the financial bases for nonpublic schools are also different from public schools, the Illinois State Board of Education shall not establish recognition policies that are identical for both types of schools. Rather, the Board will assume the integrity of those nonpublic schools, which are organized and operated in accordance with the principles of the state and federal constitution.

In providing education opportunities for all its citizens, the state shall as its primary responsibility to nonpublic schools:

- A. Provide information and services.
- B. Protect its citizens from fraud and abuse.
- C. Provide a process of registration of nonpublic schools.
- D. Provide a process of voluntary recognition of nonpublic schools.

The Illinois State Board of Education has established policies and guidelines to insure the integrity of nonpublic schools. These policies and guidelines were developed in consultation with the Illinois Advisory Committee on Nonpublic Schools.

Introduction

The Illinois State Board of Education is authorized by statute (see Appendix A) to determine policies and guidelines with respect to private (nonpublic) elementary and secondary schools in Illinois. These policies and guidelines are advisory. The Illinois State Board of Education has adopted the following policies for the voluntary registration and recognition of nonpublic elementary and secondary schools:

Nonpublic elementary and secondary school registration--That all nonpublic elementary and secondary schools in the State of Illinois be registered on an annual basis; such registration to be completed in conformance with procedures to be prescribed by the Illinois State Board of Education. Information required for registration shall include assurances of compliance with federal and state laws regarding health examination and immunization, attendance, length of term, nondiscrimination, and with applicable fire and health safety requirements. This policy became effective in July 1, 1977, amended 1980, 1984, 1996 and 2003.

Nonpublic elementary and secondary school recognition--That all nonpublic elementary and secondary schools in the State of Illinois that have been registered for at least one year may voluntarily seek the status of "Nonpublic School Recognition" from the Illinois State Board of Education. Nonpublic school recognition shall be attained through the selection and completion of one of the two approved processes. (See 3.00 or 4.00)

Certificate of Nonpublic School Recognition--Such status may be obtained by compliance with administrative guidelines and review procedures as prescribed by the Illinois State Board of Education. Such guidelines and procedures shall take into account the recognized diversity of nonpublic schools and shall not impinge upon the noneducational relationships between such schools and their clientele.

It is intended by the Illinois State Board of Education that nonpublic schools receiving the Certificate of Nonpublic School Recognition shall be viewed by all educational institutions and organizations as having state-approved educational programs. Furthermore, such certification should mean that the attendance of children at such schools shall not be a barrier to participation in organized extracurricular activities or to acceptance by secondary and post secondary educational institutions.

Requests for additional information, procedures, and materials for registration and recognition of nonpublic elementary and secondary schools according to these policies and guidelines should be directed to:

Illinois State Board of Education
Nonpublic Schools
Accountability Division
100 North First Street
Springfield, Illinois 62777-0001

Registration and Recognition

1.00 Nonpublic Elementary and Secondary Schools: Definitions

1.01 Nonpublic School--A school, which is established to serve a particular educational purpose(s), but is not established and operated by a public school board of education.

1.02 Registration--A school is registered when it has filed with the Illinois State Board of Education a "Nonpublic School Registration, Enrollment and Staff Report" (ISBE Form 87-01) furnishing such evidence as required to assure compliance with federal and state laws regarding health examination and immunization, attendance, length of term, nondiscrimination, and with applicable fire and health safety requirements. Registration forms are sent to schools in August of each year due to Regional Offices of Education on the first Friday in October. Regional Offices forward these registration forms to the Division of Data Analysis at the Illinois State Board of Education no later than November 15th of each year.

1.03 Recognition--A school is recognized when it voluntarily elects to conform to the minimum requirements as determined by the Illinois State Board of Education and set forth in this document. Schools may achieve recognition through one of the two processes described in these policies and procedures. However, once chosen, the school must continue recognition through this process until the next onsite visit is required.

2.00 Nonpublic Elementary and Secondary School Registration (Pre K-12)

2.01 Registration involves the following information and actions:

A. All nonpublic schools in the State of Illinois shall complete and submit annually to the Illinois State Board of Education a "Nonpublic Elementary and Secondary Registration, Enrollment and Staff Report" (ISBE Form 87-01) and an "Immunization Survey Form" (ISBE 70-11).

B. The school year calendar shall consist of a minimum of 176 days of no less than five hours of instruction, or a yearly total of 880 hours of instruction.

C. The school shall comply with prevailing state or local fire safety requirements and shall maintain written evidence of an annual inspection.

D. The school shall comply with applicable federal and state laws regarding nondiscrimination.

E. The school shall maintain evidence of compliance with Child Health Examination and Immunization laws.

Nonpublic Elementary and Secondary School Recognition Processes

3.00 Process Number One:

3.01 To gain initial recognition, the responsible official of a registered nonpublic school shall submit to the Illinois State Board of Education, Nonpublic Schools, Accountability Division, a request for an application and official visit for purposes of achieving recognition. ISBE staff will review the school's Registration Report, communicate with the school and visit the school to validate its operations and programs.

3.02 Continuing recognition shall be based on schools' participation in Process Number One described in these policies and guidelines on a schedule determined by the Illinois State Board of Education and/or the completion of an annual nonpublic school application for recognition.

3.03 The composition of the visiting team will normally include a representative from the Illinois State Board of Education, the Regional Office of Education (ROE), a public school and a nonpublic school. The details of each school visit will be determined by ISBE staff in collaboration with the nonpublic school administrator.

3.04 Upon review of the final report, which will include the recommendation of the ISBE staff, the Illinois State Board of Education will grant one of the following:

A. Full Recognition: granted to a registered school that voluntarily requests recognition and meets the criteria contained in these guidelines (Section 3.00 through 7.00).

B. Probationary Recognition: assigned to a school found to be deficient in meeting certain criteria contained in these guidelines, but whose deficiencies are not so serious as to deny continued recognition. This status is a warning that the school must make specified improvement within one calendar year from the date of assignment.

C. Nonrecognition: assigned to a school that substantially fails to meet the criteria in these guidelines as determined by an on-site evaluation. A school receiving such nonrecognition may reapply within one calendar year after requesting consultation with ISBE staff.

3.05 School officials will be notified of the recognition status and, if approved, a Certificate of Nonpublic School Recognition will be sent to the school.

3.06 The Certificate of Nonpublic School Recognition is awarded to those elementary, secondary, or unit schools whose program meets the Illinois State Board of Education criteria specified in these policies and guidelines.

A Recognized School may not extend such recognition to another site, school, or to students not in attendance at the site for which recognition was awarded. A

Recognized Nonpublic School that issues diplomas to students not attending the program of studies for which recognition was awarded jeopardizes its recognition status.

3.07 Continued recognition will be based upon the submission of annual registration to the Illinois State Board of Education and periodic visits to the school. A school will be periodically visited for purposes of determining recognition status in terms of its progress in meeting its stated philosophical and operational goals and specified program objectives.

3.08 A responsible school official that wishes to appeal a recommended status of Probationary Recognition or Nonrecognition may do so by filing a formal statement of appeal within fourteen (14) days of the receipt of the letter of notification of the recommended status. The appeal notice shall be submitted to the State Superintendent, Illinois State Board of Education, with a copy to the appropriate Regional Superintendent. Within thirty (30) days of receipt of the appeal notice, the State Superintendent or his designee will convene a hearing to review all pertinent information, including the procedures that led to the recommended recognition status. The school official shall have the opportunity to present evidence that the program or service in question adequately satisfies the Guidelines.

The decision of the State Superintendent of Education shall be a final administrative decision.

The responsible school official shall be notified of the decision within thirty (30) days of the conclusion of the hearing.

4.00 Process Number Two:

4.01 Initial and continuing recognition may be based on schools' participation in Process Number Two described in these policies and guidelines on a schedule determined by the approved accrediting agency. Approved accrediting/accountability agencies will be required to submit annually to the Illinois State Board of Education a list of their accredited Illinois nonpublic schools.

4.02 For accreditation/accountability processes to be state approved, they must demonstrate that the criterion specified by these Policies and Guidelines for Nonpublic School Recognition have been met.

4.03 A nonpublic school recognition committee appointed by the Illinois State Board of Education will approve and document compliance by accreditation/accountability agency processes with nonpublic school recognition criteria established by these Policies and Guidelines for Nonpublic School Recognition.

4.04 A list of approved accreditation/accountability agencies shall be published annually by the Illinois State Board of Education.

4.05 Upon certification of a nonpublic school by an approved accrediting agency, the Illinois State Board of Education will grant one of the following:

- A. Full Recognition
- B. Probationary Recognition
- C. Nonrecognition

4.06 School officials will be notified of the school's recognition status and, if approved, a Certificate of Nonpublic School Recognition will be sent to the school.

4.07 The Certificate of Nonpublic School Recognition is awarded to those elementary, secondary, or unit schools whose program meets the Illinois State Board of Education criteria described in these policies and guidelines for the recognition of nonpublic schools.

A Recognized School may not extend such recognition to another site, school, or to students not in attendance at the site for which recognition was awarded. A Recognized Nonpublic School that issues diplomas to students not attending the program of studies for which recognition was awarded jeopardizes its recognition status.

4.08 Continued recognition will be based upon the submission of annual registration to the Illinois State Board of Education.

Recognition Guidelines

5.00 Nonpublic Elementary and Secondary School Governance (Pre K-12)

5.01 Organization: Policies and Philosophy

- A. Each school or school system shall identify and describe in writing its policies and its policy-making procedure.
- B. The school's philosophy, purpose, and objectives shall be clearly expressed and approved by its governance.
- C. The school shall identify and describe its means for complying with applicable federal and state laws regarding nondiscrimination for students and personnel.

5.02 Administration: Supervision and Planning

- A. The administration and supervision of the school shall be the chief responsibility of a designated individual or individuals.
- B. Documentation of effective planning, operation, evaluation, and reporting shall be maintained.
- C. Provision shall be made for continuity and articulation of the program of studies.
- D. Provision shall be made for the progression of students and their records within and between schools.

6.00 Nonpublic Elementary and Secondary Instructional Programs and Services (Pre K-12)

6.01 Instructional Programs: Philosophy and Curriculum

- A. The educational program shall be developed from the school's philosophy, special purposes and objectives, knowledge of the educational and developmental needs of its students and shall serve the educational functions for which the school exists.
- B. The curriculum shall place emphasis upon the development of knowledge, skills, and understanding appropriate to its student body in accordance with its stated purpose, goals, and objectives. Such a curriculum shall:
 - 1. for elementary schools provide learning experiences which include, but are not limited to, the following: language arts, mathematics, science, social science, physical education, health, safety, fine arts, and technology;

2. for secondary schools, meet state high school graduation requirements.
- C. The school's program shall consist of a minimum of 176 days of no less than five clock hours of instruction, or 880 clock hours of instruction within each school year.
- D. Schools shall describe the provisions they make for students of different talents, intellectual capacities and interests, as far as these are compatible with the special functions of the school.
- E. Schools shall provide a program of instruction that facilitates student learning. This program of instruction will include the following components:
1. instructional objectives,
 2. lesson plans
 3. selection and use of a variety of learning materials and experiences,
 4. organizational and instructional adaptation to meet pupil needs,
 5. multiple assessment strategies for measuring student achievement.
 6. program evaluation instruments and procedures
- F. Upon completion of grades 5 through 8 and prior to graduation from high school, schools shall provide evidence that all students have passed examinations on the Illinois and United States Constitutions as required by P.L. 195. Proper use and display of the American flag shall be taught in all schools. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.
- G. A program of professional development shall be maintained to stimulate continued improvement of teaching and curriculum. Appropriate documentation of this program and activities shall be maintained.
- H. The school and classroom climate supports student learning.

6.02 Extra-Classroom Activities: Development of Leadership and Social Skills

Schools shall foster an appropriate intellectual, cultural, and social climate; promote growth in student leadership and social interaction skills; and encourage special student interests through a diversified and balanced program of extra-classroom activities.

6.03 Pupil Services: Diagnosis and Services

Each school shall identify and describe in writing how pupil services are provided for all enrolled students. A record of health examinations and immunizations as required by law shall be established and maintained.

7.00 Nonpublic Elementary and Secondary School Facilities and Support Services (PreK-12)

7.01 School Facilities: Building Safety and Fire Standards

- A. The site shall be accessible to the school population, as free as possible from traffic hazards and distracting noise, and functional for the instructional program.
- B. The building shall be clean and kept in good repair.
- C. The school shall have a crisis management plan to protect pupils and employees from injury.
- D. Schools shall be in compliance with applicable standards for heating, ventilation and illumination.
- E. Schools shall comply with prevailing state or local fire safety codes.

7.02 School Food Services: Balanced Meals and Service Operations

- A. If a school provides food service, the school shall offer a variety of well-balanced meals in accordance with applicable local, state, and federal regulations.
- B. Schools that receive reimbursement for food and/or milk programs shall follow state/federal guidelines for the operations of the program, certification of personnel, record keeping, and filing claims.

8.00 Nonpublic Elementary and Secondary School Personnel Qualifications (Pre K-12)

8.01 Policies and procedures for staff selection and assignment shall comply with federal and state regulations pertaining to nondiscrimination.

8.02 Teachers and other professional staff members shall hold a baccalaureate degree or equivalent formal education. However, a school may employ teachers or other professional staff on the basis of demonstrated competence in lieu of a baccalaureate degree or its equivalent. The school shall identify and describe specifically the measure used to determine competency or equivalency in its selection of teachers or administrators who have less than a baccalaureate degree or equivalent formal education.

8.03 Teachers shall demonstrate competency in teaching students at the particular level of assignment and display proficiency in their assigned areas. Teacher competency and proficiency shall be measured and monitored through a formal teacher evaluation process.

8.04 The administrator(s) of the school shall demonstrate to its governance competency in administration, supervision, evaluation and related administrative fields.

8.05 Administrators competency and proficiency shall be measured and monitored through a formal evaluation process.

Appendix A

PERTINENT SECTIONS OF PUBLIC SCHOOL LAWS OF ILLINOIS RELATING TO NONPUBLIC SCHOOLS

Illinois Revised Statutes Chapter 122-Schools

Article 26. Pupils - Compulsory Attendance

Section 26-1 Compulsory school age--Exemptions.

Whoever has custody or control of any child between the ages of 7 and 16 years shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1; provided that the following children shall not be required to attend the public schools:

1. Any child attending a private or parochial school where children are taught the branches of education, taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language.

Article 27. Courses of Study--Special Instruction

Section 27-8.1 Health examinations and immunizations (P.A. 81-184)

(1) In compliance with rules and regulations which the Department of Public Health shall promulgate, and except as hereinafter provided, all children in Illinois shall have a health examination as follows: Within one year prior to entering kindergarten or the first grade of any public, private, or parochial elementary school; upon entering the fifth and ninth grades of any public, private, or parochial school; prior to entrance into any public, private, or parochial nursery school; and irrespective of grade, immediately prior to or upon entrance into any public, private or parochial school, or nursery school, each child shall present proof of having been examined in accordance with this Section and the rules and regulations promulgated hereunder. Additional health examinations of pupils may be required when deemed necessary by school authorities.

(2) The Department of Public Health shall promulgate rules and regulations specifying the examinations and procedures which shall constitute a health examination.

(3) Every child shall, at or about the same time as he receives a health examination required by subsection (1) of the Section, present to the local school, proof of having received such immunizations against preventable communicable diseases as the Department of Public Health shall require by rules and regulations promulgated pursuant to this Section and "An Act in relation to the prevention of certain communicable diseases," approved July 5, 1967, as amended.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004**

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Revised SES Provider Criteria

Materials: Attachment #1 – Revision to Board Approved Criteria for Approving Supplemental Educational Service Providers

Staff Contact(s): Lynne Curry, Don Full

Purpose of Agenda Item

The purpose of this agenda item is to respond to Board Members' request that the criteria for approving Supplemental Educational Service Providers adopted by the State Board of Education on September 19, 2002 include information regarding the capacity of providers as it relates to number of students.

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is approval of the proposed revision to the Criteria for Approving Supplemental Educational Service Providers adopted by the State Board of Education on September 19, 2002. The proposed revision would require applicants to provide information regarding the total number of students they can serve.

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 and to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime. 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>. Applicants that did not provide sufficient evidence for meeting the criteria established by the State Board of Education

are not recommended for approval and are notified of their status in writing. However, beginning December 2003, potential providers are allowed to submit additional information for review within 30 days of notification of insufficient evidence.

Board members expressed a concern that existing criteria for approving Supplemental Education Service providers did not require information that describes the number of students a provider can serve.

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

Policy Implications

Board approval will revise the Criteria for Approving Supplemental Educational Service Providers adopted by the State Board of Education on September 19, 2002.

Budget Implications

Payments for supplemental educational services are made by local school districts to an approved provider selected by the 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 revised Criteria for Approving Supplemental Educational Service Providers will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by providers. ISBE will contact existing providers and request that they provide the agency with information regarding their minimum and maximum service capacity. The ISBE homepage will then be updated to reflect each provider's capacity levels.

Pros and Cons of Various Actions

Revising the Criteria for Approving Supplemental Educational Service Providers to include information regarding the number of students a provider can serve will assist the Illinois State Board of Education in determining whether there is a sufficient number of providers to serve the projected number of students eligible for these services.

Superintendent's Recommendation

Approve the revision of the Criteria for Approving Supplemental Educational Service Providers adopted by the State Board of Education on September 19, 2002 to include information regarding the number of students a provider can serve as specified in the underlined portion of Attachment 1, Section G.

Next Steps

Update the Criteria for Approving Supplemental Educational Service Providers under No Child Left Behind Act 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 minimum number of students they require in order to provide supplemental educational services to a LEA and the total number of Illinois students they can serve.

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.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of Additional Supplemental Educational Service Providers

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

Staff Contact(s): Lynne Curry, Don Full

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*. To promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime. 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>.

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 sufficient evidence for meeting the criteria established by the State Board of Education are not recommended for approval and are notified of same in writing. However, beginning December 2003, potential providers are allowed to submit additional information for review within 30 days of notification of insufficient evidence.

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 the 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 NCLBA 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
February 2004**

Entity	Subject(s)	Grades	Internet Based	Cost per hour per Student	Total Program hours per Student	Total cost per Student
Failure Free Reading	Reading	1-12		\$40.00	Up to 40	\$1,600
Gateway Learning Center	Reading Math	1-12		\$37.50	25	\$937.50

**Program Descriptions of Recommended Providers
(as prepared by the individual providers)
February 2004**

Entity	Program Description
Failure Free Reading	A 21 st Century State of the Art Language/Literacy Solution designed to get your child to do "faster, higher and more"!
Gateway Learning Center	We begin with a standardized diagnostic assessment to find out exactly where your child's math and reading skill levels are. Then we have a goal-setting session with the student and parent(s) to develop an individualized tutoring program that is designed to bring the student's skills up to where they need to be. The student comes in twice a week for one hour. There are a maximum of three students per teacher. We guarantee improvement and have a 100% success rate.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of English Language Learner Proficiency Standards

Staff Contact(s): Karen Mulattieri

Purpose of Agenda Item

To prepare the Board for adoption of the English Language Proficiency Standards at the February 2004 meeting.

Expected Outcome(s) of Agenda Item

The Board will adopt the proposed English Language Proficiency Standards.

The Board will understand the process for disseminating and using the adopted standards in 2004 and beyond.

Background Information

The No Child Left Behind Act articulates goals for Limited English Proficient Students (LEP) for both academic achievement and English language proficiency. This part of the law complements the Illinois State Board of Education's goal of "helping all students meet the Illinois Learning Standards and closing the achievement gap."

Title III of the No Child Left Behind Act, under Section 3113 (b) (2), requires the SEA to "describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards."

Practitioners from across Illinois have reviewed and proposed changes to the English Language Proficiency (ELP) Standards and performance indicators. The Wisconsin (WIDA) Consortium reviewed the enhancements made by Illinois and approved the document as the official ELP standards for the nine member states of the consortium.

The ELP standards are organized into two sets: one that includes those that can be used for large-scale assessment, and a second one that contains those that are classroom based. As a WIDA Consortium member, Illinois is working with teachers, test developers from the University of Illinois at Urbana-Champaign, and the Center for Applied Linguistics. The ELP Standards are driving the creation of test items for language proficiency testing in grades K-12 in 2005. Language proficiency testing is required by both Title I and Title III.

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

Policy Implications

The adoption of state standards for English Language Proficiency is required by federal law. The adopted standards will be sent to the Office of English Language Acquisition (OELA) at the US Department of Education in April 2004, as part of the required Annual Performance Report for Title III. After a review of the standards, it is expected that the USDE will approve the State of Illinois' Title III segment of the State's Consolidated Application under the No Child Left Behind Act.

It will be necessary that 23 Illinois Administrative Code 228.15 (g) be amended to change the definition of limited English proficiency so that it reflects a definition that references the new English language proficiency standards. These standards will drive the required future modifications in language proficiency testing and LEP achievement testing. Any delay in adoption of these ELP Standards could jeopardize Illinois' compliance with NCLB requirements and continued Title I and Title III funding.

Budget Implications

Federal funds will be used to align the state's language proficiency tests for limited English proficient students with Title I and Title III requirements. The State must implement an annual assessment of English language proficiency in grades K-12 in the four domains of listening, speaking, reading, and writing. This supplements the needed assessments for student achievement. The assessment is currently under development and pilot testing will take place in spring of 2004. Preliminary cost estimates for the assessment, administration, scoring and reporting of English proficiency assessment results of LEP students in Illinois approximates 3.6 million dollars.

Legislative Action

State funding for Bilingual Education may need to be increased to allow for the assessment. Illinois has always required language proficiency testing in Article 14C of the Illinois School Code. Prior to the new NCLB legislation school districts purchased commercial assessments approved by the Illinois State Board of Education. These commercial assessments are no longer appropriate as they will not measure the new

English language proficiency standards and are, therefore, not in compliance with NCLB.

Superintendent's Recommendation:

Adopt the Wisconsin, Delaware, and Arkansas (WIDA) Consortium English Language Proficiency Standards for instructional use in the State of Illinois.

Communication

ISBE will develop methods to disseminate the standards to districts and to provide technical assistance and professional development regarding their use once they are approved by the US Department of Education.

Next Steps

Upon adoption, these standards will become part of the Illinois Learning Standards based instruction and assessment system.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of New Program Proposal—
Rockford College

Materials: Program Analysis

Staff Contact(s): Marti A. Woelfle

Purpose of Agenda Item

- Present the State Teacher Certification Board's recommendation for the approval of the Alternative Certification Program for Rockford College.

Expected Outcome(s) of Agenda Item

- Discussion of the Certification Board's recommendation; and
- Action on the Rockford College Alternative Certification program.

Certification Board Review and Action

The Rockford College alternative certification program, which has been developed in cooperation with the Rockford Public Schools, will prepare teachers in the following areas:

- Type 03 Elementary Education
- Type 03 Elementary Education with a bilingual option
- Type 09 Secondary Education with a bilingual option
- Type 09 Secondary Education:
 - Mathematics
 - Science (Biology, Chemistry)
- Type 10 Special K-12
 - Foreign Languages (French, German, Spanish).

The request to offer an alternative certification program for these certification areas was considered by the State Teacher Certification Board on Friday, February 6, 2004. That Board determined that the Rockford College Alternative Certification program proposal

provided evidence that the program will meet the statutory requirements defined in 105 ILCS 5/21-5c of the School Code, as well as all applicable standards.

The Certification Board recommended that the alternative certification program be approved by the State Board of Education.

Superintendent's Recommendation

Grant approval for the Rockford College to offer an alternative certification program for the submitted certification areas.

Next Steps

Staff will notify the Rockford College of the decision of the State Board of Education.

Attachment #1

Analysis

Rockford College is an established Illinois approved teacher preparation institution that serves the city of Rockford and surrounding area in the north central region of Illinois. The alternative certification program, which has been developed in cooperation with the Rockport Public Schools, will prepare teachers in the following projected shortage areas:

- Type 03 Elementary Education
- Type 03 Elementary Education with a bilingual option
- Type 09 Secondary Education with a bilingual option
- Type 09 Secondary Education:
 - Mathematics
 - Science (Biology, Chemistry)
- Type 10 Special K-12
 - Foreign Languages (French, German, Spanish).

Rockford College and the Rockford Public Schools will work collaboratively to recruit, select, and prepare qualified diverse candidates who are interested in serving the Rockford schools. To facilitate the implementation of the alternative certification programs, the college has subcontracted with the National Teachers and Educators College (NTEC), a higher education service provider with expertise in the implementation of alternative certification programs. Rockford College and NTEC have been delivering successful state-approved alternative teacher certification programs in Wisconsin and are seeking approval to offer programs in Rockford that meet Illinois' requirements. NTEC will work in collaboration with the college and school district and will provide consulting services with the identification process, the training of mentors, and the development of a system of support for candidates, and will implement a standards-based portfolio assessment process.

The graduate-level teacher preparation programs will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Section 24), the program specific Illinois Content-Area Standards (IAC Section 27), and the institutional standards defined by the unit's conceptual framework. A focus of the programs will be to prepare and retain highly qualified teachers from diverse backgrounds to teach Rockford's increasingly diverse student population.

Course of Study

Admission

Candidates in the alternative certification programs must meet the established policies for admission to Rockford College's graduate program and the State's requirements for alternative certification programs. These include completion of an application; transcript review to confirm completion of at least a bachelor's degree and content expertise;

verification of five-years of employment history; a recommendation by the Rockford Public Schools; completion of simulated tasks in lesson planning and classroom management; completion of interviews, including a dispositions check; review of financial information to determine eligibility for financial aid; and successful completion of the Illinois Basic Skills test.

Phase I

This phase of the program includes a ten-week course of study, including completion of EDUC 620: Psychological Foundations of Education; EDUC 501/502: Teaching Methods (K-6 or 6-12); EDUC 565: Classroom Management; EDUE 505/506: Elementary of Secondary Internship; and successful completion of the Illinois Content-Area test. During this phase, candidates will work in cohorts, practice teaching under the direction of college faculty and mentors, and complete comprehensive performance assessments. Candidates will develop a professional portfolio that is aligned to the applicable Illinois professional education standards. The portfolio will be initiated in Phase I and will be part of the comprehensive assessment of the candidates' performance during Phase II. Based on successful completion of Phase I, Rockford College will submit entitlement recommendations to the State Board of Education for candidates who will be recommended a provisional alternative teaching certificate in their area of specialization.

Phase II

The one-year full-time teaching internship placements will be provided by the Rockford Public Schools. During this phase of the program, candidates will address the competencies defined in their individualized "Learning Map" and the benchmarks defined by the assessment system. In addition to the full-time internship experience, coursework, observations, and assessments will be provided via on-line and weekly seminar courses, assessor visits and coaching by mentors during practice teaching, self reflections and journals, ongoing sampling and analysis of student work samples, and videotaping of lessons and reflections. School administrators will also be asked to complete an evaluation of the candidate(s) serving in their building.

Candidates who experience academic or other difficulties will be supported by the mentors and assessors and will have full access to Rockford College's resources, including the Lang Health Center, the Learning Resource Center, and the English Writing Center.

Phase III

Candidates will submit their portfolios for review in January and May as part of Phase II. They must receive a rating of 3 or 4 on all sections of the portfolio by the assessors and school district administrator. A summative evaluation of the candidate will be completed in Phase III, including successful completion of the appropriate Assessment of Professional Teaching test. The Rockford College Task Force Committee

representatives, assessors, and school district administrator evaluations must collectively determine successful completion of all required components of the program before Rockford College recommends candidates for entitlement.

Program/Unit Evaluation

NTEC will provide Rockford College with the results of extensive internal and external evaluation to measure the program results. The data and analysis will be reviewed on an ongoing basis and used to revise and improve the program content and processes. These data will include monthly surveys completed by the candidates, school administrators, and program faculty of the program components, retention data of program completers, and an analysis of student achievement data provided by the Rockford Public Schools for graduates of the alternative certification program.

Program Faculty and Organizational Structure

Full-time and part-time Rockford College faculty will be assigned to teach the alternative certification graduate courses. In addition, the college will fund a full-time Director of Alternative Certification Programs to facilitate the admissions, instruction, and certification of teacher candidates. The Director will work collaboratively with NTEC to identify and train adjunct faculty/mentors, including an extensive application and ongoing training with an emphasis on performance assessment. In addition to the Education Department's governance system, a special Task Force will be developed to oversee the quality and integrity of the alternative certification program. Members will represent the Rockford College Graduate, Business, and Education departments and NTEC.

Budget and Resources

The Education Department receives adequate funding to prepare candidates to meet the standards. Curriculum materials, equipment (including computers and technology needs), and supervisor and adjunct faculty travel and materials will be supported by the department. Faculty salaries will be budgeted by the program departments that provide instruction external to the Education department. The program will also be supported by the department support staff and will have full access to the college facilities, including extensive technology resources.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 18, 2004

TO: Illinois State Board of Education

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

Agenda Topic: **Action Item: Acceptance of ISBE Monthly Reports**

Materials: Appropriations and Spending by Program
Federal Fund Status
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

Beginning in November 2003 the Superintendent will also provide the Board an "Accomplishments and Planning Report" each November, March, and July. The report will detail agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the November 2003 report identifies accomplishments for the period July 2003 through October 2003 and identifies activities to occur for the period November 2003 through February 2004.

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 accept and approve 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 01/31/2004

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$2,501,668.6</u>	<u>\$2,501,633.8</u>	<u>\$34.7</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$1,743,428.2	\$1,743,428.2	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$36,993.1	\$36,993.1	\$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	\$19,862.1	\$19,862.1	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$1,881.5	\$1,846.8	\$34.7
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$891.3	\$891.3	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$37,594.3	\$37,594.3	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$57.5	\$57.5	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoryals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$660,960.6</u>	<u>\$660,960.6</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$13,880.8	\$13,880.8	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$7,390.9	\$7,390.9	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$80,381.7	\$80,381.7	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$52,467.1	\$52,467.1	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$204,970.2	\$204,970.2	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$43,952.8	\$43,952.8	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$6,370.0	\$6,370.0	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$125,610.3	\$125,610.3	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$125,936.8	\$125,936.8	\$0.0
Standards - Assessment & Accountability	<u>\$26,395.2</u>	<u>\$2,703.0</u>	<u>\$23,692.2</u>	<u>\$7,633.5</u>	<u>\$1,049.6</u>	<u>\$6,583.9</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$1,074.5</u>	<u>\$980.9</u>	<u>\$93.7</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$924.5	\$830.9	\$93.7
Teach America	\$450.0	\$450.0	\$0.0	\$150.0	\$150.0	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$50,365.5</u>	<u>\$50,294.5</u>	<u>\$71.1</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$114,949.2</u>	<u>\$114,843.4</u>	<u>\$105.8</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$120,004.1</u>	<u>\$277.0</u>	<u>\$81,521.2</u>	<u>\$81,336.9</u>	<u>\$184.3</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$10,234.0	\$10,140.2	\$93.8

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$38,626.1	\$38,626.1	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,930.1	\$21,864.1	\$66.1
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$10,730.9	\$10,706.5	\$24.4
Learning Technologies (Tech for Success)	<u>\$11,500.0</u>	<u>\$9,603.6</u>	<u>\$1,896.4</u>	<u>\$4,264.6</u>	<u>\$3,303.0</u>	<u>\$961.6</u>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$4,264.6	\$3,303.0	\$961.6
Career Preparation	<u>\$40,339.8</u>	<u>\$39,971.5</u>	<u>\$368.3</u>	<u>\$27,599.8</u>	<u>\$27,352.2</u>	<u>\$247.6</u>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,516.1	\$1,516.1	\$0.0
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$37.1	\$37.1	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$26,046.6	\$25,799.0	\$247.6
Regional Services	<u>\$11,400.0</u>	<u>\$11,400.0</u>	<u>\$0.0</u>	<u>\$7,187.5</u>	<u>\$7,187.5</u>	<u>\$0.0</u>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$4,565.3	\$4,565.3	\$0.0
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$2,622.1	\$2,622.1	\$0.0
Administration	<u>\$16,520.0</u>	<u>\$0.0</u>	<u>\$16,520.0</u>	<u>\$9,617.4</u>	<u>\$0.0</u>	<u>\$9,617.4</u>
Targeted Initiatives	<u>\$20,135.9</u>	<u>\$19,634.2</u>	<u>\$501.7</u>	<u>\$3,564.2</u>	<u>\$3,298.7</u>	<u>\$265.5</u>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8	\$168.8	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$237.4	\$0.0	\$237.4
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$747.3	\$747.3	\$0.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$126.6	\$126.6	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$424.3	\$424.3	\$0.0
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$1,601.1	\$1,601.1	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$36.0	\$7.9	\$28.1
Textbook Loan Reappropriation	<u>\$27,785.3</u>	<u>\$27,785.3</u>	<u>\$0.0</u>	<u>\$26,262.1</u>	<u>\$26,262.1</u>	<u>\$0.0</u>
SubTotal - GENERAL FUNDS	\$5,508,866.8	\$5,464,694.8	\$44,171.9	\$2,835,708.0	\$2,817,542.5	\$18,165.5
OTHER GRF FUNDS						
Retirement Systems	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>
Downstate	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0	\$1,046,501.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,555,367.8	\$6,511,195.8	\$44,171.9	\$3,882,209.0	\$3,864,043.5	\$18,165.5
NON STATE						
School Infrastructure Fund	<u>\$50,200.0</u>	<u>\$50,000.0</u>	<u>\$200.0</u>	<u>\$6,507.5</u>	<u>\$6,363.5</u>	<u>\$144.0</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$144.0	\$0.0	\$144.0
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,363.5	\$6,363.5	\$0.0
Illinois Future Fund	<u>\$7.0</u>	<u>\$7.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Driver Education	<u>\$15,900.0</u>	<u>\$15,750.0</u>	<u>\$150.0</u>	<u>\$89.8</u>	<u>\$0.0</u>	<u>\$89.8</u>
State Pension Fund	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>
Other Funds	<u>\$10,110.0</u>	<u>\$8,598.0</u>	<u>\$1,512.0</u>	<u>\$902.6</u>	<u>\$325.0</u>	<u>\$577.6</u>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5	\$12.5	\$0.0
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5	\$312.5	\$0.0
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$350.5	\$0.0	\$350.5
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0	\$0.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0	\$0.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$225.2	\$0.0	\$225.2
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0
FEDERAL						
Federal Funds	<u>\$2,073,805.7</u>	<u>\$1,999,785.1</u>	<u>\$74,020.6</u>	<u>\$769,467.2</u>	<u>\$751,751.5</u>	<u>\$17,715.7</u>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$302.5	\$232.5	\$70.0
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$29,315.7	\$28,308.4	\$1,007.3
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$2,624.6	\$2,507.6	\$117.1
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$343.0	\$307.3	\$35.7
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$183,529.5	\$180,549.6	\$2,979.9
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0	\$0.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$108.3	\$0.0	\$108.3
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$177,984.8	\$173,102.1	\$4,882.7
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$152.9	\$152.9	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$670.2	\$639.2	\$31.0
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$89.6	\$89.6	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$9,214.5	\$8,707.2	\$507.2
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$135.6	\$97.3	\$38.3
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$65.4	\$0.0	\$65.4

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2	\$3,551.2	\$0.0
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$336.3	\$283.4	\$52.8
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$1,016.6	\$927.3	\$89.3
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$66.0	\$0.0	\$66.0
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$434.8	\$384.8	\$50.0
Title I - Basic Programs	\$524,643.2	\$519,074.9	\$5,568.3	\$217,553.4	\$215,494.3	\$2,059.1
Title I - Comprehensive School Reform	\$21,555.0	\$21,017.4	\$537.6	\$8,664.0	\$8,364.8	\$299.2
Title I - Education of Migratory Children	\$3,767.7	\$3,708.7	\$59.0	\$585.3	\$578.0	\$7.4
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$5,826.0	\$5,700.5	\$125.5
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$1,291.5	\$1,291.5	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$11,750.5	\$11,279.6	\$471.0
Title I - School Improvement	\$12,135.2	\$12,000.0	\$135.2	\$2,835.9	\$2,806.4	\$29.4
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6	\$0.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$15,274.6	\$15,018.8	\$255.8
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$57,974.8	\$57,333.5	\$641.4
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$4,341.0	\$3,876.2	\$464.8
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$9,476.4	\$9,277.3	\$199.0
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$525.6	\$525.6	\$0.0
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$7,883.8	\$7,573.4	\$310.5
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$10,227.8	\$9,744.8	\$483.0
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$540.9	\$513.1	\$27.9
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$1,853.2	\$0.0	\$1,853.2
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$1,404.1	\$1,364.6	\$39.4
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$285.9	\$258.2	\$27.7
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$55.6	\$0.0	\$55.6
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$1,151.7	\$910.6	\$241.1
TOTAL - ALL FUNDS:	\$8,752,750.5	\$8,632,695.9	\$120,054.5	\$4,706,536.1	\$4,669,843.5	\$36,692.6

ILLINOIS STATE BOARD OF EDUCATION
Federal Fiscal Year 2004 (State FY05) Overview
(Dollars in Millions)

Child Nutrition Programs

USDA national appropriation to support Child Nutrition Programs is \$11.676 billion which is expected to meet programs' projected participation growth and food cost inflation (Child Nutrition Programs generally provide reimbursement of milk/meals served.)

Education Programs

USDE national appropriations for the programs administered by the Illinois State Board of Education increased by approximately 76.1 M or 5.7% for FFY04. As of February 4, 2004, individual state allocations have not been determined. Below is an overview based on the national appropriations.

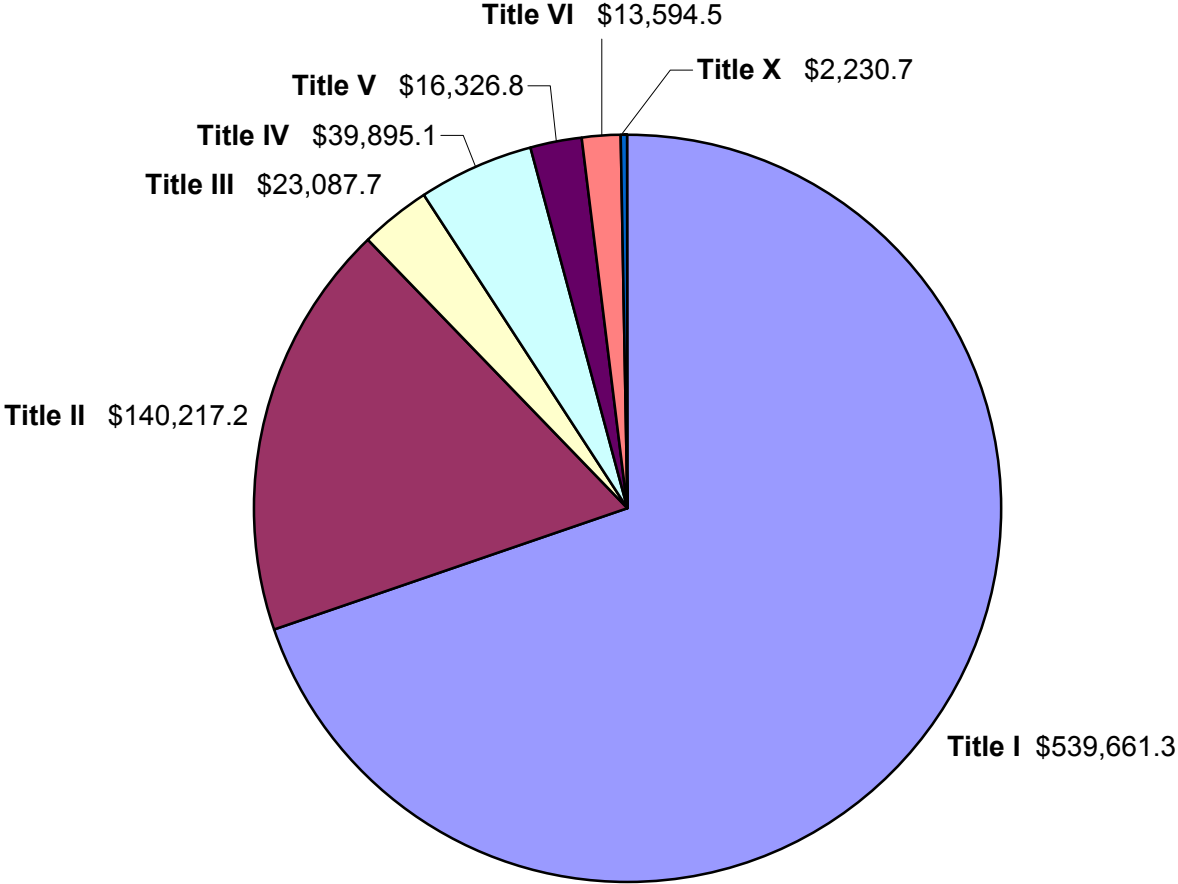
USDE Program Name	Federal 2004 National Allocations	National % Change 2003 2004	Federal 2004 IL Projected Allocations	IL Projected \$ Change 2003 2004
No Child Left Behind				
Title I, Grants to LEAs	12,342.3	5.6%	505.6	26.8
Title I, Reading First	1,023.9	3.1%	36.1	1.1
Title I, Even Start	246.9	-0.6%	9.0	-0.1
Title I, Migrant	393.6	-0.5%	2.3	0.0
Title I, Neglected and Delinquent	48.4	-0.6%	1.7	0.0
Title I, Comprehensive School Reform	233.6	0.1%	12.7	0.0
Title II, Teacher Quality	2,930.1	0.0%	114.3	0.0
Title II, Mathematics & Science Partnerships	149.1	48.6%	5.1	1.7
Title II, Education Technology	691.8	-0.6%	25.8	-0.2
Title III, English Language Acquisition	681.2	-0.4%	23.0	-0.1
Title IV, Community Service	0.0	-100.0%	0.0	-2.1
Title IV, Safe & Drug-Free Schools	440.9	-6.0%	14.1	-0.9
Title IV, 21st Century Learning Centers	999.1	0.6%	22.9	0.1
Title V, Innovative Programs	296.5	-22.5%	12.6	-3.7
Title VI, Rural Education	167.8	0.1%	0.9	0.0
Title VI, State Assessments	390.0	1.4%	12.9	0.2
Title X, Education for Homeless	59.6	9.2%	2.4	0.2
Special Education				
IDEA	10,068.1	13.5%	446.0	52.9
IDEA Preschool	387.7	0.1%	17.9	0.0
Vocational Education				
Vocational Education (Career & Technical Ed)	1,195.0	0.2%	45.4	0.1
Tech Prep (Career & Technical Ed)	106.7	-0.6%	4.1	0.0
TOTALS	32,852.5	5.7%	1,314.9	76.1

Note

Fed. 2004 National Projection based on USDE FY 2004 Congressional Action report dated 1/2/04

Fed. 2004 IL Allocation based on same % of 03 national approp

**No Child Left Behind Grant Awards
Federal Fiscal Year 03 (State 04)
(\$775.0 Million)**



**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 1/31/2004**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
Personal Services and Related	40,444.4	22,182.7	54.8%	3,186.7	Salaries & Benefits
Contractual Services	73,218.5	13,535.3	18.5%	7,513.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,458.5	577.0	23.5%	112.9	Staff Travel
Commodities	691.5	67.9	9.8%	6.5	Supplies; Books
Printing	849.4	24.1	2.8%	2.1	Agency Printing
Equipment	566.6	26.6	4.7%	0.0	Computers; Printers; Furniture
Telecommunications	1,287.7	270.5	21.0%	50.3	Telecommunications Expenses
Auto Operations	11.8	8.4	70.9%	2.1	Operation of Agency Autos
Grants	7,538,827.9	3,575,982.5	47.4%	4,944,298.2	See Detail Below

<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
--------------------------	--------------------------------------	-------------------------------------	---------------------------------	--------------------

Agency Contracts Breakdown:

General Counsel/Legal

45 - Impartial Hearing Officers					Teacher Dismissal Hearing Officers
GRF	28.7	14.2	49.5%	2.2	
Pugh, Jones, & Johnson					Investigate allegations of misconduct related to certificate suspensions
GRF	70.0	0.0	0.0%	0.0	
Teacher Dismissal Court Reporters					Court reporter services for Teacher Dismissal Hearings
GRF	25.0	22.6	90.4%	3.7	

Data Systems

Viva USA, Inc.					Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
GRF	185.4	49.1	26.5%	0.0	
Other State	5.0	0.0	0.0%	0.0	
Federal	250.1	172.4	68.9%	34.3	
Ashbaugh & Associates, Inc.					Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
Other State	125.0	64.3	51.4%	15.9	
E-Technology Inc.					Development, maintenance and support of ISBE applications
Federal	109.1	45.0	41.2%	6.5	
Data-Core Systems Inc.					Enhancements and support of the CERTS System
Other State	100.0	84.3	84.3%	12.3	
The Innovation Group					E-Grants System
GRF	457.0	277.0	60.6%	34.9	
Federal	456.5	379.5	83.1%	0.0	
SilverTrain					Development and maintenance of web-based Child Nutrition Claim Entry System
Federal	59.3	57.6	97.1%	9.8	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
Data-Core Systems Inc. Federal	89.3	6.7	7.5%	0.0	Enhancements & support for the child nutrition system application
<u>Data Analysis & Progress Reporting</u>					
Deloitte Consulting Federal	70.9	68.6	96.8%	0.0	Revamp the School Report Card into a web-based interactive system
<u>Governmental Relations</u>					
Barbour Griffith & Rogers, Inc. GRF	240.0	112.4	46.8%	37.4	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<u>Career Development & Preparation</u>					
Metri Tech, Inc. Federal	100.0	50.0	50.0%	0.0	Development of the Illinois Workplace Skills Assessment
<u>e-Learning</u>					
Illinois State University Federal	104.2	57.3	55.0%	23.7	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Southern Illinois University Federal	114.4	21.6	18.9%	9.1	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Eastern Illinois University Federal	179.9	75.7	42.1%	48.3	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Western Illinois University Federal	63.7	34.8	54.6%	34.8	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
University of Illinois Federal	171.5	48.7	28.4%	23.3	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
<u>Curriculum & Instruction</u>					
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	87.4	0.0	0.0%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
Illinois State University Federal	160.0	0.0	0.0%	0.0	HIV Prevention Education
University of Illinois Federal	502.8	0.0	0.0%	0.0	Evaluation of IL Reading First
<u>Early Childhood</u>					
University of Illinois Federal	217.8	54.6	25.1%	15.5	Illinois Early Learning Website maintenance
<u>English Language Learning</u>					
Wisconsin Dept of Public Instruction Federal	75.0	0.0		0.0	Membership to WIDA Consortium which includes English Language Proficiency Standards development
<u>Special Education Compliance</u>					
18 Hearing Officers Federal	459.7	190.0	41.3%	35.4	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
19 - Mediation Agreements Federal	95.0	20.5	21.6%	2.0	IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000

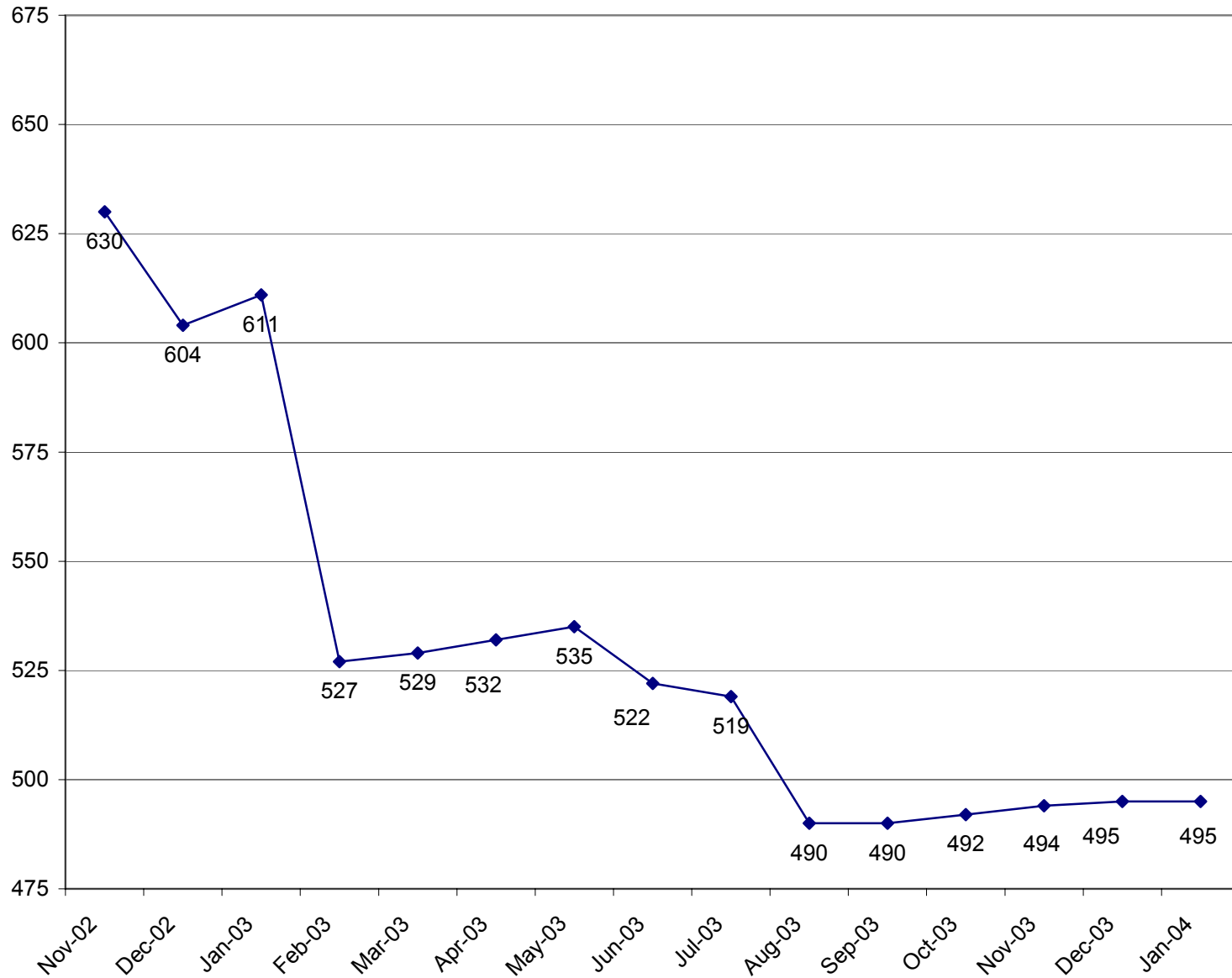
	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
Court Reporters Federal	100.0	34.2	0.0%	26.4	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	295.3	202.8	68.7%	0.0	Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
HOEN Consultants Federal	99.9	49.7	49.7%	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	71.3	29.8	41.8%	0.0	Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant
<u>Student & School Progress</u>					
Accountability Works Federal	87.6	87.6	100.0%	0.0	Assessment Framework (AF) based on the Illinois Learning Standards
Northern Illinois University Federal	179.7	0.0	0.0%	0.0	A "live data" website for an Illinois Interactive Report Card
<u>New Learning Opportunities</u>					
Sangamon County ROE GRF	400.0	151.1	37.8%	151.1	Fiscal Agent for Cook County GED Testing Program
Other State	400.0	350.5	87.6%	0.0	
<u>Student Assessment</u>					
Metri Tech, Inc. GRF	155.8	155.8	100.0%	64.2	Test development for ISAT and PSAE
Federal	210.9	210.9	100.0%	27.5	
NCS Pearson, Inc. GRF	2,325.0	1,937.5	83.3%	1,937.5	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
Federal	3,487.5	645.8	18.5%	645.8	
Metri Tech, Inc. GRF	110.4	65.7	59.5%	0.0	Statistical design and analysis for ISAT - required by legislation
Federal	152.5	65.7	43.1%	65.7	
Measurement Incorporated GRF	3,914.0	0.0	0.0%	0.0	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
NCS Pearson, Inc. GRF	503.9	209.7	41.6%	209.7	Printing, testing and scoring of PSAE tests for all students in Grade 11
Federal	1,383.2	629.0	45.5%	629.0	
Metri Tech, Inc. GRF	90.6	33.8	37.3%	33.8	Statistical design and analysis for PSAE - required by legislation
Federal	44.6	33.8	75.8%	0.0	
Measurement Incorporated GRF	2,331.4	0.0	0.0%	0.0	Scoring of open-ended responses for PSAE test
NCS Pearson, Inc. GRF	320.1	275.6	86.1%	275.6	Printing all test materials, monitoring the test administration and scoring the results of IMAGE
Federal	300.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
Metri Tech, Inc.					Technical and statistical services such as equating, item analysis and technical reports
Federal	92.4	46.2	50.0%	23.1	
Measurement Incorporated					Scoring of bilingual students' writing essays
GRF	123.5	0.0	0.0%	0.0	
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc.					Development of the IMAGE test
Federal	118.0	59.0	50.0%	29.5	
Metri Tech, Inc.					Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
GRF	99.5	24.9	25.0%	0.0	
McGraw Hill, LLC					Develop IL K-2 Achievement Test System
GRF	86.5	0.0	0.0%	0.0	
Measured Progress, Inc.					Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
Federal	1,955.0	651.7	33.3%	217.2	Develop, design & analyze ACT Test - Grade 11
American College Testing, Inc.					
GRF	4,500.0	1,500.0	33.3%	1,500.0	
<u>Fiscal & Administrative Services</u>					
Alzina Lease-Spfld					Rent - Springfield
GRF	1310.7	1,190.4	90.8%	538.9	
Other State	12.0	12.0	100.0%	12.0	
Federal	1204.3	1,201.4	99.8%	592.4	
Xerox Corporation					Copier maintenance/repairs
GRF	115.8	44.6	38.5%	7.5	
Federal	46.8	40.5	86.5%	10.1	
Warehouse Lease (Marilyn Mason)					Warehouse Lease
GRF	69.0	69.0	100.0%	54.5	
Federal	40.0	40.0	100.0%	0.0	
Midwest Office Supply					Office Supplies
GRF	57.3	3.5	6.1%	0.9	
Other State	2.1	2.1	100.0%	2.1	
Federal	25.6	6.9	27.0%	0.2	
Parcel Pick-up & Delivery					Parcel pick-up and delivery per agency request at published rate - multiple vendors
GRF	40.0	25.2	0.0%	0.2	
Federal	55.0	16.8	0.0%	3.8	
<u>Nutrition Program & Support Services</u>					
University of Illinois					Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program
Federal	94.3	9.7	10.3%	0.0	
Southern Illinois University					School Meals Initiative - conduct nutritional analysis
Federal	120.0	78.4	65.3%	29.6	
Fidelis Corporation					Maintain and enhance the USDA Commodity Distribution System
Federal	55.3	52.0	94.0%	10.4	
<u>Fiscal Services</u>					
Secretary of the State					Process blue slips for Drivers Education
Other State	50.0	50.0	100.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
<u>School Business & Support Services</u>					
Enterprise Computing Services Federal	101.3	89.3	88.2%	0.0	Development of an integrated database management system for viewing school facilities inventory data
Grants Breakdown:					
General State Aid	3,484,200.0	1,780,421.3	51.1%	285,552.3	Formula
Title I - Low Income	570,200.0	234,235.4	41.1%	41,259.9	Formula
IDEA	450,000.0	173,102.1	38.5%	6,049.3	Formula
Child Nutrition	425,000.0	180,549.6	42.5%	60,203.4	Formula--Reimbursement
Spec Ed Personnel	314,860.0	173,830.2	55.2%	27,766.6	Formula
Transportation Spec Ed	263,081.0	99,591.3	37.9%	872.7	Formula
Transportation Reg/Voc	242,424.0	125,936.8	51.9%	0.0	Formula
Spec Ed Extraordinary	229,502.0	80,381.7	35.0%	0.0	Mandated Categorical
Early Childhood Block	213,405.7	114,843.4	53.8%	20,941.7	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	57,333.5	38.2%	10,729.2	Formula
Spec Ed Orphanage	97,370.0	52,467.1	53.9%	0.0	Formula
Reading Imp. Block Grant	79,221.1	50,294.5	63.5%	246.3	Formula
Title I Reading First	66,000.0	11,279.6	17.1%	1,769.5	Competitive and formula grants
Early Intervention	64,447.3	37,594.3	58.3%	5,370.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	43,952.8	74.0%	0.0	Formula
Technology Literacy	53,000.0	15,018.8	28.3%	1,806.6	Competitive and non-competitive grants to school districts
Voc Ed - Federal	50,000.0	28,308.4	56.6%	5,211.9	Formula and Competitive - to improve student academic & career skills
School Tech. Revolving Loan	50,000.0	6,363.5	12.7%	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	9,803.0	21.8%	4,191.1	Competitive
ADA School Safety & Ed. Bl.	42,841.0	19,862.1	46.4%	0.0	Formula
Title III - English Language Acq	39,980.0	3,876.2	9.7%	3,831.7	Grant
Vocational Education - State	37,960.4	25,799.0	68.0%	2,725.8	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100.0%	0.0	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	0.0	Formula
Textbook Loan - Reapprop.	27,785.3	26,262.1	94.5%	1,286.6	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	27,655.4	3,729.5	13.5%	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	7,573.4	30.3%	1,601.2	Formula
Preschool - Spec Ed	25,000.0	8,707.2	34.8%	140.9	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,864.0	88.3%	-13.3	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	9,744.8	46.4%	1,098.6	Formula
State Free Lunch & Breakfast	19,565.0	13,880.8	70.9%	1,104.9	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	10,140.2	59.6%	2,299.3	Formula
Driver Education	15,750.0	0.0	0.0%	0.0	Reimbursement
Truant/Dropout/Optional Ed.	15,671.6	10,706.5	68.3%	2,350.7	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	927.3	6.2%	157.8	Competitive grants to school districts
Orphanage Tuition	14,651.0	7,390.9	50.4%	1,082.4	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	7.9	0.1%	0.0	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	3,303.0	34.4%	561.6	Northwestern Univ. (Collaboratory Project); IL Math and Science Academy (IVHS)
ROE Salaries	8,150.0	4,565.3	56.0%	639.1	Salaries for ROE's
School to Work - Federal	8,000.0	384.8	4.8%	117.2	Formula
Spec Ed Summer School	6,370.0	6,370.0	100.0%	0.0	Formula - Special ed students enrolled in summer sessions

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>January Expenditures</u>	<u>Description</u>
Emergency Financial Assistance	5,333.0	312.5	5.9%	0.0	Formula and loans to school districts
Transition Assistance	5,200.0	0.0	0.0%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	2,507.6	50.2%	236.4	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	830.9	19.7%	138.7	Reimbursement. for National Bd Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	1,846.8	50.0%	0.0	Grants - Start-up funds
ROE School Services	3,250.0	2,622.1	80.7%	192.5	Formula - ROE Operations
McKinney Homeless Education	3,000.0	1,364.6	45.5%	673.9	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	Formula
Philip Rock Center	2,855.5	1,601.1	56.1%	232.3	Targeted Initiative
Refugee Children	2,500.0	283.4	11.3%	283.4	Grants
Charter Schools-Federal	2,500.0	307.3	12.3%	46.5	Competitive
IDEA Part D	2,500.0	639.2	25.6%	0.0	Reimbursement
Learn & Serve America	2,000.0	97.3	4.9%	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	1,516.1	80.6%	3.0	Grants to school districts
Reorganization Incentive	1,669.4	891.3	53.4%	11.2	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Ed.	1,300.0	513.1	39.5%	97.0	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	747.3	66.7%	93.4	Targeted Initiative--Springfield 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	Formula
Advanced Placement Fee	900.0	232.5	25.8%	3.1	Fee reimbursement for Advanced Placement Exam and Int'l Baccalaureate exam.
Illinois Breakfast Incentive	723.5	57.5	7.9%	57.5	Reimbursement and grant to public and private schools and child-care institute
Deaf/Blind	600.0	152.9	25.5%	0.0	Grant to Philip J. Rock Center
Minority Transition	578.8	424.3	73.3%	159.7	Grants - serves disadvantage students from selected Chicago HS and elem. schools
Transition to Teaching	500.0	258.2	51.6%	73.8	Grant to Illinois Resource Center
Teach America	450.0	150.0	33.3%	0.0	Grant for Teach for America
IDEA Model Outreach	400.0	89.6	22.4%	0.0	Competitive
Standards Assessment & Acct	303.0	1,049.6	346.4%	749.6	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	126.6	58.3%	18.1	Grant to provide staff development to increase student achievement in MECCA
Training Sch Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	168.8	100.0%	168.8	Grant to increase achievement of students with visual impairments
IL Government Internship	129.9	37.1	28.6%	18.6	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Certificate 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 JANUARY 2004



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF JANUARY 2004**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	2	1	3	1	4
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	8	4	14	1	15
GENERAL COUNSEL						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>4</u>	<u>15</u>	<u>4</u>	<u>19</u>
Sub-Total	1	14	4	15	4	19
PUBLIC INFORMATION						
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
HUMAN RESOURCES						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>6</u>	<u>11</u>	<u>0</u>	<u>11</u>
Sub-Total	2	5	7	14	0	14
STANDARDS ALIGNED LEARNING						
Early Childhood Education	<u>1</u>	<u>8</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>11</u>
Sub-Total	1	8	2	3	8	11
CERTIFICATION & PROFESSIONAL DEV.						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>16</u>	<u>9</u>	<u>23</u>	<u>3</u>	<u>26</u>
Sub-Total	2	16	10	25	3	28
SPECIAL EDUCATION						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	4	0	30	30
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>2</u>	<u>0</u>	<u>17</u>	<u>17</u>
Sub-Total	5	37	7	0	49	49
PLANNING & PERFORMANCE						
Planning & Performance Admin.	1	0	1	2	0	2
Data Analysis & Progress Reporting	1	11	4	11	5	16
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	14	2	3	14	17
English Language Learning	1	9	1	0	11	11

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
Accountability	1	11	4	13	3	16
Student Assessment	1	8	2	10	1	11
System of Support	<u>1</u>	<u>18</u>	<u>4</u>	<u>1</u>	<u>22</u>	<u>23</u>
Sub-Total	8	78	21	43	64	107
INFORMATION TECHNOLOGY						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	28	2	27	7	34
Technology Support	2	15	3	17	3	20
E-Learning	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>5</u>
Sub-Total	8	45	8	48	13	61
OPERATIONS						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	6	3	9
Fiscal and & Administrative Services	3	15	24	33	9	42
Funding and Disbursements	3	19	14	16	20	36
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	25	5	1	31	32
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>31</u>	<u>3</u>	<u>7</u>	<u>30</u>	<u>37</u>
Sub-Total	18	108	51	83	94	177
GRAND TOTAL, ALL CENTERS						
	51	325	119	258	237	495
	10%	66%	24%	52%	48%	100%

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
Begin Year	787	739	650	522
Hire Externally	27	5	29	12
Recall	0	0	11	7
Retire	-35	-37	-128	-6
Resign	-35	-21	-13	-9
Discharge	-2	-9	-2	-2
Layoff	0	-25	-22	-29
Death	-3	-2	-3	0
End Year	739	650	522	495

* Through January

Changes to Key Personnel:

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:

January 21-22, 2004
 State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION

100 West Randolph Street, Suite 14-300
 Chicago, Illinois 60601
 (312) 814-2221

<p><u>Call Meeting to Order/Roll Call</u></p>	<p>The January 21-22, 2004 Illinois State Board of Education meeting was called to order at 1:35 p.m. by Board Chair Janet Steiner. She then requested that the roll be called. A quorum was present as all members were in attendance.</p> <p>MEMBERS PRESENT:</p> <table border="0"> <tr> <td>Janet Steiner</td> <td>Dean Clark</td> <td>Gregory Kazarian</td> </tr> <tr> <td>Joyce Karon</td> <td>Beverly Turkal</td> <td>Richard Sandsmark</td> </tr> <tr> <td>Judith Gold</td> <td>Ronald Gidwitz</td> <td></td> </tr> </table> <p>Dr. Steiner stated that the meeting would be a two day meeting to review and discuss presentations and items for Board action as well as allow Board action on the presented agenda items.</p>	Janet Steiner	Dean Clark	Gregory Kazarian	Joyce Karon	Beverly Turkal	Richard Sandsmark	Judith Gold	Ronald Gidwitz	
Janet Steiner	Dean Clark	Gregory Kazarian								
Joyce Karon	Beverly Turkal	Richard Sandsmark								
Judith Gold	Ronald Gidwitz									
<p><u>Board Response to Governor's Education Plan</u></p>	<p>During this time period, the Board members shared comments regarding the Illinois State Board of Education's role as advocate for the schools and districts in the state of Illinois. Thoughts and views on the Governor's proposed Education Plan were also shared. (The audio of individual Board member comments is available at www.isbe.net.)</p>									
<p><u>Public Participation</u></p> <p><u>Steve Swanson, Superintendent of Huntley School District 158</u></p>	<p>Dr. Steiner then stated that there would be public participation followed by a short press conference to further discuss and comment upon the Governor's proposal.</p> <p>Superintendent Swanson stated that he was present at the Board meeting in November and appreciated the opportunity to be present at this Board meeting to discuss the situation in the district. He asserted that in November he stated that Huntley was one of the fastest growing districts in the state. Mr. Swanson proclaimed that nothing has changed since that time except that their district has grown a lot larger.</p> <p>Mr. Swanson then proceeded to thank Board member Ronald Gidwitz for attending a community forum on alternative school finance as his district's revenues do not</p>									

keep up with the high growth Huntley has experienced. He also thanked Dr. Schiller and Board member Beverly Turkal for being present at a recent county curriculum meeting. He said that other board members are also in various places around the state. Mr. Swanson then asserted the State Board is not getting in the way of local school districts but is very helpful to school districts in assisting them with their needs. He stated that the State Board of Education is not the enemy.

Mr. Swanson then stated that their district has a referendum coming up on March 16th as with all the additional students they have to balance the increasing deficit, balance the budget, and educate the children in their district. According to Superintendent Swanson, the state school funding formula does not address the needs of their district. He stated that they do have local control because they are going to have a local election. However, there is a great opposition in the school district and county and there has been a county-wide effort against the referendum. Mr. Swanson said that due to this factor, the children will lose out. If the referendum does not pass, on March 17 there will be a cut list of personnel and programs that cannot be funded due to the referendum not passing. Thus, the district will not be able to hire teachers for the 800-900 additional students that will come into the district next year. Superintendent Swanson stated that the Governor's plan does not address school finance reform.

Mr. Swanson then proclaimed that their district recently had a referendum meeting, and at the meeting he encouraged the district to talk to their legislators about the needs of the districts for the sake of the children. He also restated that the State Board is not the enemy but a needed meaningful advocate for school finance reform.

Bill Dodds,
McHenry County
District 15

Bill Dodds stated that he appreciated the opportunity to address the State Board. He asserted that he is a career educator who appreciates the State Board and the State Superintendent. Mr. Dodds also stated that he appreciates the efforts of the ISBE staff that have made paperwork easier through technology.

He stated that his district is also a growing district that passed an education referendum eleven years ago and is seeking an education rate referendum again this year. Mr. Dodds stated that this will be the district's third attempt at

<p><u>Melissa Wolf,</u> <u>Bilingual Advisory</u> <u>Council</u></p>	<p>passing the referendum. He also asserted that their district is not the only district as there are eight districts out of the eighteen districts in the county that are on the ballot. Mr. Dodds said that there are two types of districts: districts that are on the ballot and districts that will be on the ballot.</p> <p>In closing, he requested that the Board continue to push for education funding reform. Mr. Dodds proclaimed that if there is a way to get the legislature to look first to the school districts, then they will be able to survive.</p> <p>Melissa Wolf commenced by stating that while the number of school-aged children has decreased in our state, the number of children with English as a second language has increased by sixty percent. She stated for the past seven months their council has had the opportunity to work with the ISBE English Language Learning staff in the development of the English as a Second Language (ESL) Learning Standards. According to Ms. Wolf, despite the transitions the agency has been going through with budget cutbacks to staff, retirements, and reassignments, the amount of contact through technology has increased as ISBE has been able to work a lot more effectively and efficiently. She then stated that she very much appreciates and supports the Department of English Language Learners and the State Board for all that has been done in this area of English Language Learning. She stated that the council is behind the Board and wanted them to know that the council is working hard on the assessment piece along with the standards for ESL.</p>
<p><u>Dr. Calif Gil,</u> <u>Embassy of Spain</u></p>	<p>Dr. Gil stated that on behalf of the Spanish Department of Education and the Education Office of the Embassy of Spain, she would like to thank the Board for all of the support for their programs that were born in 1998 with a memorandum agreement signed between Spain and the United States to provide training courses for bilingual teachers and foreign language teachers. According to Dr. Gil, at this point, Spain has over 200 teachers in the state of Illinois teaching foreign language programs and bilingual programs, including special education.</p> <p>She thanked the Board, the English Language Learning department as well as the Certification and Professional Development department for the hard work that they have done in this area. Dr. Gil stated that she looks forward to</p>

Jerry Roper,
President/CEO
Chicagoland
Chamber

continuing to work with the Illinois State Board of Education and would like the Board to know that they have friend in Spain.

Jerry Roper introduced himself as the President and CEO of the Chicagoland Chamber of Commerce. He stated that he was present before the Board to extend his appreciation for everything the Board has done. Mr. Roper offered his apologies on behalf of the business community as the news media does not portray a business-friendly relationship between the business community and the State Board of Education.

He stated that the members of the Chicagoland Chamber of Commerce recognize that the region's educational system and the quality of the work force in the region are intergrowths of the success of the region's businesses and the economy, which is not doing very well. He stated that the business community has experienced the most job losses in recent history. For example, in manufacturing alone, 6400 jobs have been lost, and unfortunately the trend continues.

On an annual basis, their chamber reviews their education concerns and their approach for improving education. Mr. Roper stated that the chamber supports rigorous accountability and student assessment systems. He stated that to the chamber this means: maintaining local control; depoliticizing education; attracting, retaining, and developing high quality teachers; and enhancing parent engagement and community involvement with students and learning development.

According to Mr. Roper, the one issue that seems to be driving businesses away is a proposal of an increase in property taxes to fund increases in education. Mr. Roper stated that school funding reform is therefore an issue that must be dealt with. Therefore, the Chamber's Board of Directors will meet to look at the long term recommendations of the Governor as they have not been briefed on the plan, but have been asked to support it. He stated that the chamber is willing to do their part by paying taxes and hiring the students that come out of Illinois' education system. However, Mr. Roper asserted they need to be at the table. He stated that the chamber appreciates the Board's willingness to invite them to the table in the past

<p><u>Jeff Mays,</u> <u>President of the</u> <u>Illinois Business</u> <u>Roundtable</u></p>	<p>to work together for the students who will be Illinois' future workers.</p> <p>Jeff Mays proclaimed that since he has been with the Illinois Business Roundtable the last five years, education has been a top priority. He stated that the organization has sought a systems approach to school improvement. Mr. Mays said it takes time to get this approach in place and maintain consistent leadership. He stated that rarely a day has passed that there has not been some contact with ISBE. Mr. Mays said that someone needs to say what a good job ISBE is doing in the midst of budget cutbacks affecting staffing. He further stated that ISBE has done tremendous things under difficult circumstances. For example, ISBE and the Illinois Business Roundtable developed a website called the North Central Region Education Lab which reports school performance scores to the public with the possibility to be sorted by demographics, ethnicity, etc. Mr. Mays asserted that the cooperation of staff in getting data was unbelievable. However, many of the staff are not there anymore. Currently, the website is being updated with the assistance of ISBE to develop a best practice component in math, reading, and science for teachers to learn and put into practice in the classroom. Assessment improvements are also underway to help districts better serve their students.</p> <p>Mr. Mays stated that he would be willing to go anywhere in the state to be a part of this discussion. Dr. Steiner thanked Mr. Mays for his comments.</p>
<p><u>Illinois ASCD</u></p>	<p>Dr. Steiner then stated that there was one letter from Donald Kachur, Executive Director of the Illinois Association for Supervision and Curriculum Development (Illinois ASCD) that Richard Sandsmark would read. In the letter, Mr. Kachur stated that on behalf of Illinois ASCD he wished to convey their support for the continuation of the Illinois State Board of Education. Mr. Kachur wrote that Illinois ASCD finds the attack made on ISBE by Governor Rod Blagojevich appalling. In the letter he further states that their association sees ISBE as the messenger who carries out the edicts of the legislature. Mr. Kachur asserted that blaming ISBE for what the Illinois legislature has created or failed to create is like "shooting the messenger."</p> <p>Mr. Kachur also shared that their association is concerned</p>

	<p>because the creation of an office directly under the Governor is just the creation of another bureaucracy to replace what he regards as a “bureaucracy.” He proclaimed that the greater concern is the new creation under his direction really places such a department squarely in the middle of politics. Mr. Kachur said this is something which takes accountability away and fails to benefit the ones to be most affected, the children of Illinois.</p> <p>Mr. Kachur stated that he believes the source of the problems begins with the legislature and the source of the solutions rests with the legislature. He said that using ISBE as the scapegoat does not address the issue of the deplorable financial conditions school districts across Illinois find themselves while being held to higher standards of performance.</p> <p>In closing, Mr. Kachur offered the Illinois ASCD’s assistance in efforts to streamline and enhance the operation of ISBE.</p>
<p><u>Break</u></p>	<p>Dr. Steiner then announced that there would be a break before the presentation portion of the meeting.</p>
<p><u>Hazel Crest SFA Report</u></p>	<p>Chair Steiner stated that the Board would continue the meeting with presentations regarding the financial status of two school districts in the state that currently have operating School Finance Authorities in place within their districts. Dr. Steiner then announced that the first presentation would come from the Hazel Crest School Finance Authority to report on the financial status of the Hazel Crest School District 152.5. She stated that the purpose of the presentation would be for the Board to accept the recommendation of the School Finance Authority (SFA) to continue in the district in Fiscal Year 2005. Dr. Steiner then requested that the Board welcome Rob Grossi, Chief Executive Officer of the Hazel Crest SFA and Larry Hupe, Chairman of the SFA.</p> <p>Dr. Schiller stated that he was exceptionally gratified and proud to have the Hazel Crest SFA to share the miraculous job they have done in less than a year with a school system that was failing and bankrupt. He said it took tough action and smart moves to improve the financial status of Hazel Crest School District in such an incredible way. Dr. Schiller then invited Dr. Grossi and Mr. Hupe to present on the</p>

financial progress in the district.

Mr. Hupe then thanked Dr. Schiller, the Board, and ISBE staff for all of the help that was given to Hazel Crest School District and SFA during the process to gain financial stability. After a thorough review and analysis of District 152.5's (and the five surrounding districts') financial condition, academic condition and educational opportunities, a review of the feasibility study prepared for the SFA on behalf of ISBE, and consideration of the recommendation of the Hazel Crest Community Advisory Committee that was chaired by two members of the SFA, the SFA is recommending that Hazel Crest school district remain open and not merge with any of the five surrounding districts. Mr. Hupe stated that it is known that finances are unstable in this state. Therefore, the SFA may have to come back to the state board with further recommendations.

Mr. Hupe stated that the administration, staff, parents, students, and community have been very cooperative throughout the whole process. The SFA will continue to supervise the Hazel Crest School district financial condition while striving to maintain a balanced budget. The financial condition of the other surrounding districts will also be observed. In addition, extra efforts will also be put into upgrading Hazel Crest's educational initiatives. He stated that he is proud of the hard work that has been done as a collaborative effort in their community as well as the dedication of the school district itself. Mr. Hupe then requested that Robert Grossi, Chief Executive Officer give a chronology of the SFA and where the SFA will be going in the future.

Robert Grossi commenced by introducing the SFA members and thanking the State Board of Education and staff for how they have supported the efforts of the Hazel Crest School District over the past eighteen months. He stated that in September of 2002 he reviewed the district's finances and found that the district did not have short or long term funds to keep the district solvent for the next 60 days. Therefore, in October 2002, the district decided to request a voluntary FOP to aid the district in becoming solvent. According to Mr. Grossi, the State Board immediately instituted a FOP and they received a \$283,000 grant. Additionally, the district received \$ 1.5 million from

	<p>Emil Jones to help the district get into February when the legislature would meet again. Legislation was drafted, with great support from Dr. Schiller, for Hazel Crest to receive a loan in the amount of \$4.5 million. Mr. Grossi stated that this loan will be paid off over the next ten years. With this loan, the district was able to remain solvent for that year.</p> <p>According to Mr. Grossi in the following fiscal year, the district was able to eradicate their five million dollar deficit through the help of the FOP funds, the legislature, closing two of their five buildings, decreasing staff size by 20 percent, and implementing the tax increase approved by the community. In addition, three of the four administrators were replaced to stabilize the operation of the district. Just recently, a resolution was approved in a district meeting to remain solvent.</p> <p>Mr. Grossi said that there are still many issues in the district as the budget was balanced on the backs of the tax payers and the students. The students of Hazel Crest are not receiving the class offerings and the extra-curricular activities that they would like. However, the SFA felt that these changes are not significant enough to warrant a change. Mr. Grossi then emphasized that the district is committed to taking additional resources to institute the quality educational offerings that the students deserve.</p> <p>Dr. Steiner then commended Hazel Crest on the great work that they have done in such a short amount of time. Dr. Schiller then inquired if Mr. Hupe or Mr. Grossi had suggestions as to how to improve the FOP and/or SFA process. Mr. Grossi cited that early intervention is very important because if the panel were able to get into the district earlier, they may have been able to rectify the situation less traumatically and at a slower pace so as not to shock the community. However, their community was very supportive as they want a good community school. In addition, he stated that it is helpful that the State Board has instituted a watch list as well as regional staff members who speak with districts about their financial plans. The assistance of ISBE staff is helping districts move in the right direction. He stated that the flexibility of the law has also helped in the process.</p>
<p><u>Round Lake SFA Report</u></p>	<p>Dr. Steiner stated that second presentation would be given by Round Lake School Finance Authority on the financial</p>

status of Round Lake School District 116. She then said that the purpose of this presentation would be for the Board to understand the financial status of Round Lake School District. Chair Steiner then requested that the Board welcome Dennis Stonewall, CEO of Round Lake and Ed Kula, Vice-Chairman of the SFA.

Dr. Schiller stated that he was proud to welcome Round Lake to the Board meeting as he had a recent opportunity to visit Round Lake with Board member Richard Sandsmark to witness schools alive, active and doing well. He stated that it was wonderful to be able to see the commitment and collaboration that the teachers, administration, and finance authority have undergone in the process toward improving the status of the district. Dr. Schiller stated that Round Lake has dynamic schools, teachers, and programs despite the fiscal challenges that this district has undergone.

Dennis Stonewall introduced the Round Lake District administrators and SFA members that were present. He then expressed his appreciation to the State Board for the opportunity to share the progression of the Round Lake school district as well as some of the challenges and concerns of the district.

Mr. Stonewall then gave a brief introduction in which he shared the demographics of their school districts. Round Lake has a large and growing Spanish-speaking population which has caused a change in the entire population. There has also been a large mobility of students. The children come from the poorest countries and conditions in Central American, Mexico, and South America. When the children arrive at Round Lake, they are not educated in the English culture or their own culture. According to Mr. Stonewall, these families chose to live in Round Lake because the housing is more affordable compared to most of Northwest Chicago. Mr. Stonewall stated that their district needs a School Finance Authority due to inadequate entitlement funding.

After discussing the changing demographics of Round Lake, Mr. Stonewall requested that Walter Korpan, Chief Financial Officer share the progress made in the district through the SFA. Before speaking about the financial progress made in the district, Mr. Korpan discussed the reason for the lack of entitlement funds in the Round Lake

area. Mr. Korpan stated that the long form of the census drives Title I funding through the federal government. He stated that the families that are moving into Round Lake are afraid of the federal process and are living three to four families to a house. The long form is the only form that drives the entitlement and the figures from that drive the state piece. Additionally, it cannot be amended. He stated that the long form is going to be done away with. If this is done, an increase in the flow of dollars to districts will not happen for districts that need it and possibly leave some districts with more money than they presently need driven by that formula.

Dr. Schiller stated that the state funding is driven by a new formula for counting students--the DHS count. The Superintendent additionally asserted that the state is \$7.5 million short of fully funding the poverty grant. Dr. Schiller stated that he has informed the Governor's educational advisor of the need for a \$7.5 million supplemental. However, a response has not been received. Superintendent Schiller then asserted that the state has adjusted and almost decoupled from the Title I funds. However, the federal Title I funds are predicated on the census and problems will still be embedded in funding from that level.

Dr. Schiller then requested that Mr. Korpan continue the Round Lake SFA presentation. Mr. Korpan proceeded by stating that Round Lake has had a balanced budget for the last three years. He stated that this was very important because when he first came to Round Lake the district was making short term loans just to make salary. However, even though there have been financial successes, there is still a remaining level of debt. Yet, the district and SFA are proud of the progress that has been made in decreasing the debt.

Mr. Korpan also pointed out that in December the district came to a tentative agreement with its teachers and support staff. He stated that this was the first multi-agreement in seven years. Many people are also volunteering to do jobs for schools and children that they have never done before. Improvements are also being made to the buildings and grounds of the district, and this has been a community involvement. Currently the district has made efforts to improve curriculum and instruction, materials, and software.

He stated that the people of Round Lake are proud of their schools but wonder if this is going to be enough without passing a referendum to continue to improve the physical and educational environment of Round Lake Area Schools.

After describing the successes and challenges of the district, Mr. Korpan introduced Stan Mims, the Chief Educational Officer of Round Lake. Mr. Mims stated that since being part of the dynamic Round Lake team, the team realized that their focus had to be clearly put in place. He asserted that this focus was one on literacy as the district looked at their test scores to decide what their focus should be. Mr. Mims stated that the community has been rallied to focus on this literacy goal. The districts' curriculum has been centered on this effort coupled with professional development for teachers, parents, and principals who have been encouraged to have data-driven decision-making. Most importantly, the teachers and administrators "inspect what they expect."

Mr. Mims stated this goal has been recognized so much so that the district received an award in the amount of \$3,000 from Secretary of State Jesse White and an additional 20% of that from Borders Book Store for the students.

Therefore, in an effort to focus on literacy, Round Lake has also made many efforts to improve the libraries in their schools and communities.

Even though the district is moving forward in instruction efforts, there are still challenges that remain. For example, Round Lake Area Schools are not able to offer extended day services, foreign language studies, or gifted education for their students. The district is also struggling with providing service for English as a Second Language students. However, the mechanisms are not available to bring them into the system as the district looks to continue the rigor. Unless there are resources, the challenges will continue to be great.

To conclude, Mr. Korpan stated that the district and SFA have worked together to drastically decrease the debt and to balance the budget. However, there are issues that still remain regarding demographics, which are related to real estate. He stated that there is no land available, unless the district pays 150,000 per acre. Mr. Korpan stated that one thing the district might look at is the authority of a SFA to create debt as they can only create operational debt not

	<p>debt for building needs.</p> <p>Mr. Korpan then thanked the State Board and staff for all of the hard work that has been done in support of Round Lake.</p> <p>Dr. Schiller then inquired of the Round Lake SFA if there were any suggestions they could offer that may help other school districts and the State Board as legislation is introduced. Mr. Korpan stated that the SFA would draft some suggestions to provide to ISBE and other school districts that may benefit from an explanation of their process.</p>
<u>Items for Discussion</u>	Dr. Steiner stated that the presentation portion of the meeting would conclude and the Board would move on to the items for Board discussion.
<u>2004 Legislative Agenda</u>	Chair Steiner requested that the 2004 Legislative Agenda be discussed during the committee reports during Thursday's Plenary Session when the Governmental Relations Committee report would be given. The Board agreed to discuss the agenda item during the Board committee reporting portion of the meeting.
<u>2004 Cumulative Waiver Report</u>	<p>Dr. Steiner then stated that the next item for Board discussion would be the 2004 Cumulative Waiver Report. She stated that the purpose of the agenda item would be for the Board to authorize the transmittal of the report to the General Assembly by February 1. Dr. Schiller stated that in the previous month the Board considered two recommendations for legislative action that responded to modification approvals and directed staff to include these in the report for the General Assembly's consideration. The two recommendations address legally mandated school holidays and the instructional day and the Prairie State Achievement Examination.</p> <p>Dr. Steiner inquired of the Board whether there was discussion on the submission of the report. Joyce Karon stated that there is a valuable instructional opportunity when the legal holidays are used for learning time. Dr. Schiller also made a special note that the Board is not responsible for waiving physical education requirements. The Board proposes modifications as received by school districts and the legislature approves the waivers.</p>

<u>Appeals Advisory Committee Recommendation</u>	<p>The next item for Board discussion was the Appeals Advisory Committee Recommendation. The Superintendent explained the nature of Steuben Elementary School's request to revise 2002 test data in order to allow a safe harbor "look back" review for a subgroup in 2003. He emphasized that allowing such a request and review would not alter the school's School Improvement status for 2003-2004 and the school would still have to offer public school choice and supplemental educational services in 2004. The Superintendent stated that his recommendation to the Board would be that the data correction be allowed in order to compare 2002 and 2003 data for a possible safe harbor determination in order to decide if the school made AYP for 2003.</p>
<u>English Language Proficiency Standards</u>	<p>Chair Steiner then stated that the English Language Proficiency Standards would be the next item on the agenda. Superintendent Schiller explained that the standards were presented in the Educational Policy Planning Committee meeting and that next month the standards would be brought back to the Board for adoption consideration.</p> <p>Ms. Karon stated that she just wanted to point out to the public the great effort that has been made to disseminate the standards and to get input from different constituents to encourage collaboration and accountability in the creation of the standards.</p>
<u>Additional Supplemental Educational Services</u>	<p>The next item for Board discussion was the Additional Supplemental Educational Service Providers. Dr. Schiller stated that this month there would be two recommended providers. He stated that the creation of these providers actually commenced as an outgrowth of a meeting with Venice School District and Madison County Regional Office of Education as the NCLB requirement of providing supplemental education services in the district of Venice was not being offered.</p> <p>Ronald Gidwitz then inquired about the SES provisions in the Chicago Public Schools that was mentioned in the Chicago newspapers. Dr. Schiller stated that from conversations with the CEO and staff members, especially in November during a time when ISBE was concerned</p>

about Chicago's participation and the start up of the services, it appears that the newspapers were correct in reporting that there was a smaller percentage of parents and students applying and opting for services than the number that were actually eligible. According to Dr. Schiller, this speaks to communication and understanding among parents as to what is available to their students who are not meeting AYP. Secondly, there has been a slow start up among providers as well as challenges with being able to generate the number of instructors needed to serve the students. Thirdly, is the issue of Chicago serving as a provider and using some of its funds to augment or provide services for their children. When speaking with Chicago, Dr. Schiller stated that he shared the importance of taking an aggressive posture in informing parents and students about the services available to them. However, the Superintendent stated that the bottom line is not enough students are going to receive the services needed in a timely enough fashion to be able to have an impact on the tests this year. If the time had been used much more coherently in the first semester, then the services may have had a better chance of improving test scores.

Mr. Gidwitz then further inquired as to whether the agency was aware of the capacity of each of the providers. Dr. Schiller stated affirmatively that the criteria have been put in place as to how a provider can become eligible. However, what has not been put into place, because of lack of staff, is how to determine how they are providing the services. It is left to the local districts to determine their capacity to provide. The entire sum of money dedicated to assistance and accountability in areas such as this was vetoed by the Governor. Auditors are monitoring the spending of the money. However, the implementation falls upon the local districts. Mr. Gidwitz stated that he understands our lack of ability to serve in a monitoring capacity. However, he questioned if the agency should have at least some knowledge of each providers' capacity. Dr. Schiller agreed and stated that it would be important to go back and revise the SES requirements to include specific criteria with regard to capacity as a condition for approval. In addition, he asserted that it will also be important to look at the capacity of previously approved providers to assess whether or not they meet these criteria.

	<p>add the capacity as criteria as well as look at the capacity of previously approved providers.</p> <p>Mr. Kazarian then asked Dr. Schiller whether or not there were other districts besides Chicago where students were unable to access services due to a lack of providers and/or capacity. Dr. Schiller responded affirmatively by stating that there are other districts in the state that are experiencing similar capacity issues. At that point, Mr. Gidwitz stated that he would like the Superintendent to bring back to the Board a report as to where we do not have adequate capacity and what can be done about it. Dr. Schiller stated that staff would prepare a report for the February Board meeting.</p>
<p><u>Public School Recognition Status</u></p>	<p>The next item for Board discussion was Public School Recognition Status. Dr. Steiner stated that the purpose of this agenda item was to provide the Board with information regarding school and district compliance with statutory and regulatory requirements and the resulting recognition status of those found noncompliant as outlined in the Recognition Status Annual Report for the 2003-2004 School Year as required in the School Code. Dr. Schiller stated that it was very important for the Board to be notified of the school districts included in this report as some of the school district may be coming before the Board in coming months to appeal their non-recognition status.</p> <p>Mr. Kazarian inquired as to the process schools would go through after being notified by certified letter of their status (probation or non-recognition). Dr. Schiller stated that all of the provisions for the process are outlined in the School Code. Ms. Karon then asked about the schools that have interim superintendents for two or more years, and how long a school district could hire an interim. Dr. Steiner stated that the Board would further discuss these points during the Plenary Session.</p>
<p><u>SAELP Draft Recommendations</u></p>	<p>Dr. Steiner stated that the next item for Board discussion would be the State Action for Education Leadership Project (SAELP) Draft Recommendations. She stated that the purpose of the agenda item would be to review the draft SAELP report as well as to make the Board aware of the direction regarding the SAELP Recommendations as</p>

	<p>discussed in the Education Policy Planning Committee meeting.</p> <p>Dr. Schiller stated that the recommendations were brought to the Board in an effort to inform them of the content of the SAELP Recommendations, to secure a direction to take back to the SAELP committee for a final recommendation, and to determine if the Board would like to consider some of the legislative issues in the agency’s legislative package.</p> <p>Gregory Kazarian stated that he believed that the Board could go forward with the general direction of the recommendation even though there was not a consensus between Board members on certain recommendations. Mr. Kazarian requested that the Board members review the recommendations again so that some sort of consensus could be gained before going further into the legislative agenda as some of the recommendations have legislative initiatives.</p> <p>Ms. Karon stated that this is the first step of the SAELP plan. However, there are some loose ends as well as contradictions regarding the recommendations. She stated that many of the recommendations would need to be revised and cleaned up in order for her to support them.</p>
<p><u>Associate of Arts in Teaching Degree Models</u></p>	<p>Chair Steiner stated that the Associate of Arts in Teaching Degree Models would be the next item for Board discussion. She stated that the purpose of the item would be to inform the Board regarding the Associate of Arts in Teaching project and to secure Board action on the proposed actions.</p> <p>Dr. Schiller asserted that the work done by the committee has been long overdue. He informed the Board that the design and principles apply to the mathematic degree model only. He stated that the Board would be deciding whether they would endorse the model and the plans for continuation of the initiative. Although State Board staff have participated in this project and repeatedly endorsed the initiative as responding to an important need, this would be the first time that the State Board was asked to formally endorse the Associate of Arts in Teaching Degree.</p>
<p><u>Accreditation</u></p>	<p>The Accreditation Status for the University of Illinois at</p>

<p><u>Status—University of Illinois at Urbana-Champaign</u></p>	<p>Urbana-Champaign (UIUC) was the next item for Board discussion. The purpose of this item was to discuss the State Teacher Certification Board’s recommendation to assign continuing accreditation to the University of Illinois at Urbana-Champaign.</p> <p>Dr. Schiller reminded the Board of the thorough debate surrounding the accreditation of UIUC in the previous year. It was decided that the university could have the opportunity to have a six month review and then present themselves again to the State Teacher Certification Board (STCB). Thus, the university submitted a six-month report to the State Board in December, and the report was reviewed by the STCB. The STCB determined that the University of Illinois at Urbana-Champaign presented evidence sufficient to support removing eight of the eleven cited weakness statements and to designate the six accreditation standards as “met.”</p>
<p><u>Emergency Rules for Adoption and Ordinary Rule for Initial Review: Part 25 (Certification)</u></p>	<p>Dr. Steiner stated that the next agenda items would involve rules. Dr. Schiller asserted that the agenda has several rulemaking items for Board consideration. He stated that the Board should be in no way apologetic for adopting rules as the purpose of rules is to define the parameters for rational decision making and to assure fair treatment for all parties so that the agency is not discriminatory in their dealings among school districts.</p> <p>According to Dr. Schiller, these proposed rules put the agency in line with NCLB and raise the bar in quality and assures that veteran teachers are not at a disadvantage. Since the Part 25 rules are so important, staff has put the review out for 60 days instead of 45 days to be accountable to those interested and affected by this rulemaking.</p>
<p><u>Rules for Initial Review: Part 1 (Public Schools Evaluation, Recognition and Supervision)</u></p>	<p>Dr. Schiller stated that the second rule was Part 1 to publish the proposed amendments in the <u>Illinois Register</u>. These amendments are needed to complement the proposed amendments of Part 25 so that it is clear who may be assigned to what positions in schools according to the standards-based system. Therefore, there is a request before the Board that these rules be released for public comment.</p>
<p><u>Rules for Adoption: Part 27</u></p>	<p>Dr. Steiner then announced that the next item would be Rules for Adoption: Part 27 (Standards for Certification in</p>

<p><u>(Standards for Certification in Specific Teaching Fields)</u></p>	<p>Specific Teaching Fields). Dr. Schiller stated the original language of Part 27 describes inputs rather than competencies and thus is inconsistent with a standards-based approach. Through collaboration and discussion with representatives of approved technology education programs, it has been indicated that this standard is incompatible with the NCATE standards to which the programs must conform. As such they indicated that its inclusion places their institutions in an untenable position. Dr. Schiller stated that it should be noted that this set of standards is for a specific credential: Technology Education Teacher. The Superintendent further asserted to the Board that these rules were presented for the Board's initial review in October Of 2003 and subsequently published in the <u>Illinois Register</u> to elicit public comment. As no comment was received, an adoption is being requested of the originally proposed rules as there were no changes.</p>
<p><u>Rules for Adoption: Part 120 (Pupil Transportation Reimbursement)</u></p>	<p>Dr. Steiner stated that last rule would be Part 120 (Pupil Transportation Reimbursement). Dr. Schiller informed the Board that this rule was developed in response to a problem revealed through Oak Park's application for a modification of an existing rule on pupil transportation reimbursement. These rules were also presented for the Board's initial review in October of 2003 and subsequently published in the <u>Illinois Register</u> to elicit public comment. As no comments were received, there were no changes made in the proposed text.</p>
<p><u>ISBE Monthly Reports: Finance, Audit and Agency Operations Status</u></p>	<p>The last item for Board discussion was the ISBE Monthly Reports. There was no discussion on this item.</p>
<p><u>Recess</u></p>	<p>Dr. Schiller stated that the Board would discuss the 2004 Legislative Agenda in the following day's Plenary Session as well as take appropriate Board action on the items discussed in the present day's meeting.</p>
<p><u>Reconvene</u></p>	<p><u>Thursday, January 22, 2004</u></p>
<p><u>Call Meeting to Order/Roll Call</u></p>	<p>Dr. Steiner called the meeting to order at 9:40 a.m. She then requested that the roll be called. A quorum was present as all members were in attendance.</p>
<p><u>East St. Louis Board of</u></p>	<p>Dr. Steiner announced that the Board would begin the meeting with a presentation from the East St. Louis Board</p>

**Education and
Financial
Oversight Panel
Presentation**

of Education and the district's Financial Oversight Panel (FOP) concerning the ESL Board of Education petition to dissolve the FOP. She then requested that the Board welcome Garrett Hoerner and Robert Becker, attorneys for East St. Louis School District #189 as well as Lorilea Buerkett, attorney for the East St. Louis School District FOP.

The attorneys for East St. Louis District #189 addressed the Board first. Mr. Hoerner commenced his presentation by stating that the Board must assess whether the district has improved its financial status or not. He stated that the State Board must remove the floating device and allow the district to swim on its own. According to Mr. Hoerner, the district no longer qualifies or warrants financial oversight as it is no longer in financial difficulty as defined in the Illinois School Code. Therefore, the district respectfully request that the oversight be removed from the district by June 30, 2004. Mr. Gidwitz inquired as to why the district is requesting the dissolution on June 30, 2004. Mr. Hoerner responded by stating that the district would like to dissolve from the FOP at the end of the fiscal year, which would be June 30, 2004.

At that point, the attorneys for East St. Louis District #189 FOP presented the FOP's position to the Board. Ms. Buerkett stated that it was indeed necessary to clarify current district employee status in the district's budget. She asserted that in reference to the audit on district staff, it should be noted that most of the employees cited are employees of the financial administrator to the FOP. She stated that at some point the district will have to hire the employees or the district will have to replace the employees. She stated that this goes to the assertion that keeping the FOP in place until October would increase the district's budget by 1/3. Ms. Buerkett proclaimed that this was not true as a good portion of the FOP budget goes to salaries to assist the district in the financial improvement processes. She stated that she believes the comments in the auditor's report support the panel's position.

Ms. Buerkett stated that the district's financial situation has improved. However, there is more to a financial position than increased fund balances. Ms. Buerkett further asserted that the district needs the strong financial management that the FOP has provided. In addition, the

	<p>district must participate in these activities to stay financial stable: building capacity, developing capital improvement plans, maintaining a fiscal financial approach, updating financial plans, and the like. She stated that the ESL Board of Education would like ISBE to look strictly at fund balances. Ms. Buerkett stated that as they have improved, it has been because of the financial panel. She further asserted that it is not only a matter of looking at the financial report. According to Ms. Buerkett, a good financial report is only a conditional precedent to discussing dissolution of a financial oversight panel. In closing, Ms. Buerkett stated that the FOP was an involuntary panel. Thus, the East St. Louis Board of Education is doing anything it can to remove the panel from the district.</p> <p>Dr. Schiller then requested that Harry Blackburn explain the next steps of the process. Mr. Blackburn proceeded by stating that the Superintendent would in the next months prepare a recommended decision based on the testimony presented over the last three Board meetings, which would include a draft final proposal for the Board to deliberate on. The proposed recommendation would then also be shared with the parties to gain their input as well.</p> <p>Mr. Kazarian inquired as to if there is an agreement by all parties on the process toward reaching a final determination. Both attorneys stated that the established process was agreeable and that they would be in full cooperation.</p>
<p><u>Public Participation</u></p> <p><u>Harley Ver Beek, Illinois Coalition of Non-Public Schools Board</u></p>	<p>Dr. Steiner stated that the Board would hold public participation. She asserted that individuals who wished to address the Board must have signed in prior to the time of public participation, as listed on the agenda. Additionally, she stated that the presentation must be specific to educationally-relevant issues and be addressed to the entire Board. There were a total of three public participants. A letter was also submitted for reading.</p> <p>The first public participant was Harley Ver Beek. Mr. Beek stated that he serves on the Illinois Coalition of Non-Public Schools Board (ICNS) of Directors which represents some 22 non-public school organizations. He stated that he wanted to first start off by saying “thank you” to the Board for including in the FY 05 Budget the Transportation Reimbursement for parents and also the Textbook Loan</p>

<p><u>Gail Jones, parent of a Special Education student</u></p>	<p>Program. Mr. Beek stated that his board was very appreciative of the hard work done on behalf of the ISBE Accountability Division with regard to non-public schools. He stated that he would like to see ISBE and ICNS continue to collaborate between their agencies to work on behalf of the non-public schools in the state.</p> <p>Mr. Beek stated that in response to the Governor’s plan, his coalition has no problem with the State Board. He stated that the Board has been very helpful and cooperative in all endeavors made by the coalition. He did state that he was concerned with teacher certification, especially in Chicago. Mr. Beek stated that he plans to speak to the certification staff about how ICNS can assist with teacher certification, especially in the city of Chicago. He concluded by thanking the Board once again for their collaboration and stated that he looks forward to continued collaboration in the future.</p> <p>The next public participant was Gail Jones. Gail Jones commenced by introducing herself as an attorney as well as the President of the Board of Directors of the Family Resource Center on Disabilities, one of three parent training information center in Illinois. She stated that she would be addressing the Board as a parent of a 20 year old who receives special education services.</p> <p>Ms. Jones stated that, in her opinion, the due process hearing system in Illinois has run amok. She asserted that she was speaking personally as she is now involved in a retaliatory due process action brought by her local school district. In addition, she stated that she is in her second due process action in a single year. Ms. Jones stated that in general, when parents or school districts cannot reach an agreement over a child’s education, either party may request a due process hearing. According to Ms. Jones, the due process hearing is a highly regulated system which parents are not equal participants with school districts. Ms. Jones then proceeded to describe several challenges with the current system which include:</p> <ul style="list-style-type: none"> • The time frame between notification of a hearing officer and the opportunity to request a substitution of a hearing officer; • Violations of rules regarding ex parte communications; • The costs for a due process hearing; and • The established procedure for investigating
------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

complaints against hearing officers and disciplining them.

In concluding Ms. Jones stated that her son would be graduating in June, and she is glad because the special education services that he has received have been at best, "an adventure in babysitting." She asserted that at worst, it has been a futile attempt by her and her husband to advocate on behalf of their son and to provide him with the vocational and behavioral skills he will need to be as independent as possible and employed after school is over. In addition, Ms. Jones proclaimed that it was the goal of IDEA that parents be equal participants with school districts in the education of their children. However, according to Ms. Jones, parents are being "bullied" by school district administrators through a due process system and by school district administrators who squander their district's federal and state funds and local tax dollars to retaliate against parents and deny children with disabilities an education. Ms. Jones then suggested that the due process system in Illinois be reformed into a fair system in which parents are not deprived of their say in the education of their own children. She stated that parents of children in special education and the parent training and information centers should play a crucial role in this reform process.

Mr. Gidwitz then asked Harry Blackburn how much control ISBE has over the hearing officers. Mr. Blackburn replied by stating that the hearing officer training group that is handling the hearing officers for due process hearings has received complaints regarding this situation, it is under investigation, and there is a lawsuit that is pending. In essence, staff has been presented with the facts of the situation and the hearing officer training group is looking into the allegations.

Mr. Kazarian asked Ms. Jones how parents are able to access the hearing officer information. She described for him the various ways that this information can be obtained. One option for parents is to retrieve the paragraph summaries of the hearing officers that are posted on the ISBE website. In addition, parents can obtain citations from the website and then to go to one of the three parent training centers in Illinois which keeps copies of hearing officer decisions. Lastly, parents can go to a private company: LRP Publications, which has CD-ROMs and

Josie Yanguas,
Illinois
Association of
Multilingual
Multicultural
Education

paper copies of hearing officer decisions available as well. Ms. Jones then stated that while there are many ways for parents to access this information, the time period of five days is too short. Mr. Kazarian asked Ms. Jones what her suggestions were for a time span regarding the final selection of a hearing officer. Ms. Jones stated that at least ten days would be a fair enough amount of time to allow parents the time to choose to “substitute” the selected hearing officer if they so choose to do so.

The next public participant was Josie Yanguas. Ms. Yanguas introduced herself as a member of the Executive Board of the Illinois Association for Multilingual Multicultural Education (IAMME). She stated that IAMME is an organization of educators who are concerned with the instructional needs of students for whom English is not their first language. IAMME is comprised of over 600 teachers, administrators, parents and other educators who serve linguistically and culturally diverse students including English language learners in many of the school districts in Illinois.

Ms. Yanguas stated that her remarks would center on IAMME’s relationship over the years with the Illinois State Board of Education and more specifically with the division of English language learners (ELL). According to Ms. Yanguas, in the last few years, the ELL Division Administrator and staff members have always reached out to their organization to communicate new developments at the state level as they relate to the education of ELL students.

Ms. Yanguas then proclaimed that although the ELL staff has always made an effort to keep IAMME informed, this process has been further enhanced during this last year. She stated that with the inception of NCLB, a myriad of federal regulations directly impacting ELL students have come into play, requiring ISBE to respond quickly. Ms. Yanguas asserted that IAMME has been working with ISBE on these critical issues, such as the development of K-12 ELL proficiency standards that are required for this particular population. In addition, she said that their organization has been able to communicate their concerns, such as on the state assessment measures used to monitor English language learner’s progress, to other division administrators as well as to State Superintendent Schiller.

<p><u>Pete Franciskovich, Canton Union School District 66</u></p>	<p>According to Ms. Yanguas, she has been on the Executive Board for 10 years and cannot recall a time when IAMME has had more access to the State Superintendent and other division administrators than at the present time. She stated that IAMME has always had a close working relationship with the ELL division at ISBE, but now it seems that all of ISBE is listening more closely to their concerns. For example, she stated that their organization has been especially worried about how the state has calculated AYP with regard to English language learners. Ms. Yanguas said that although these discussions may have not always yielded the most favorable response from their organization’s perspective, IAMME feels that their concerns were seriously considered and incorporated into both short-term and long-term plans.</p> <p>In closing, Ms. Yanguas offered that IAMME would like to continue and strengthen their relationship with ISBE as there are many vital issues that relate to the ELL populations that need attention. Some of these issues included teacher certification and the continued shortage of bilingual and English as a Second Language Teachers who are needed to serve the approximately 150,000 English language learners in Illinois. In addition, IAMME would like to be more involved in the development of Requests for Proposals especially in the area of assessment. IAMME will continue to advocate that the ELL population of the state be fairly tracked and monitored as new state assessments are developed and implemented.</p> <p>The final public participant’s comments were submitted in letter form. Pete Franciskovich, Vice President of the Cantor Union School District 66 stated in his letter to the Board that “it appears that the Governor is on the attack so he can divert attention away from the real problem of school finance.” Mr. Franciskovich stated that using this route, the Governor can delay any action that would result in better funding methods for our schools in Illinois.</p> <p>He stated that the losers in this battle of politics will be the children. Mr. Franciskovich proclaimed that if the referendum in Canon fails this time, they will need to cut all of their extra-curricular activities and many of their elective courses. He stated that the Governor’s statement that only 46 cents of every dollar goes to the classroom is having a</p>
--------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>negative effect on their referendum. Therefore, according to Mr. Franciskovich, the result of the Governor's proposed actions would cause even more harm to the state's schools over the next several years than anyone could ever imagine.</p> <p>He stated what may fail to happen (the passage of the district's referendum) will make the difference between a child's ability to go to college from high school or whether they will need to take remedial courses just to qualify for college. According to Mr. Franciskovich, some children will never be able to get into the college of their choice because of the lack of elective courses offered due to under funding. In addition, Mr. Franciskovich added that the loss of extra-curricular activities will cost some children scholarships and therefore prevent them from getting a chance to go to college.</p>
<u>Approval of Minutes</u>	<p>At Dr. Steiner's request, Greg Kazarian moved that the Illinois State Board of Education approve the minutes of the December 18, 2003 and January 8, 2004 meetings as published. The motion was seconded by Richard Sandsmark. The motion passed as all members voted yes to approve each set of minutes.</p>
<u>Action Items</u>	<p>Dr. Steiner then informed the public that the Board would take action on the presented items for Board consideration. She asserted that each item on the agenda had been reviewed by the appropriate committee and that the full Board discussed each action item prior to the meeting. Chair Steiner stated that she would ask the Superintendent to summarize each item on the agenda, ask for a motion and second, allow for additional Board discussion, and request that the Board take appropriate action.</p>
<u>Acceptance of Hazel Crest School District 152.5 SFA Recommendation</u>	<p>Dr. Steiner stated that the first action item for Board consideration would be the Acceptance of the Hazel Crest School District 152.5 SFA Recommendation.</p> <p>Dr. Schiller said that the purpose of this agenda item would be for the Board to consider acceptance of the Hazel Crest School District recommendation to remain as an independent school district and not merge with any of the five coterminous elementary districts.</p> <p>Dr. Steiner then requested a motion on the agenda item.</p>

	<p>Richard Sandsmark moved that the Illinois State Board of Education accept the recommendation by the Hazel Crest School District 152.5 School Finance Authority that the Hazel Crest School District remain an independent school district that offers an appropriate educational program within its financial resources for the 2004-2005 school year. The motion was seconded by Ronald Gidwitz. As there was no discussion on the item, Dr. Steiner requested a roll call vote. The motion passed unanimously passed.</p>
<p><u>Approval of submission of the 2004 Cumulative Waiver Report</u></p>	<p>Dr. Steiner then said that the next item for Board consideration and action would be the Approval of submission of the 2004 Cumulative Waiver Report to the General Assembly by February 1. Dr. Schiller stated that the Board was being asked to do two things: authorize the transmittal of the report by February 1 as well as consider two amendments to the School Code to address the use of legally mandated school holidays and institute an adaptation to the instructional day during the administration of the Prairie State Achievement Examination.</p> <p>Dr. Steiner then requested a motion to approve the components of this agenda item. Thus, Gregory Kazarian moved that the Illinois State Board of Education hereby authorize the submission of the cumulative waiver report to the General Assembly by February 1, to include the following legislative proposals, as presented to the Board:</p> <ul style="list-style-type: none"> • amend Section 24-2 of the School code to allow the use of legally mandated school holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus and all veterans of foreign wars for student attendance and other uses as described in the proposed amendment, provided appropriate instruction is provided to students; and • amend Section 18-8.05(F) (2) of the School Code to allow districts to shorten the instructional day when the Prairie State Achievement Examination is administered and to count those shortened days among the 176 days of pupil attendance required by the School Code, provided that the districts first accumulate sufficient time beyond the five-clock-hour requirement to be attributed to the shortened days. <p>The motion was seconded by Ronald Gidwitz. As there was no discussion on the motion, Dr. Steiner requested that the roll be called to vote on the motion. The motion passed</p>

	as all members present voted yes.
<p><u>Appeals Advisory Committee Recommendation</u></p>	<p>The Appeals Advisory Committee Recommendation was the next item for Board action. Dr. Schiller stated that he concurred with the recommendation given to him and would recommend to the Board to allow a data correction for 2002 which would allow a safe harbor “look back” for Steuben Elementary School in order to fairly assess if the school made adequately yearly progress in 2003.</p> <p>After Dr. Schiller’s summary, Dr. Steiner then asked for a motion on the proposed recommendation. At that point, Joyce Karon moved that the Illinois State Board of Education allow a data correction from 2002 for Steuben Elementary School, of the Kankakee District #111, which would allow a safe harbor "look back" to occur in 2003 across comparable subgroups to fairly assess whether or not the school made adequate yearly progress in 2003. However, even if it is determined that Steuben School made AYP in 2003, they will remain on school improvement status because a school must make AYP for two consecutive years to be removed from school improvement status. Ronald Gidwitz seconded the motion. As there was no discussion on the item, Dr. Steiner requested the roll call for a vote. The motion passed unanimously.</p>
<p><u>Approval of Additional Supplemental Service Providers</u></p>	<p>Dr. Steiner then stated that the Approval of Additional Supplemental Service Providers would be considered by the Board. Dr. Schiller stated that two new proposed providers: Madison County Regional Office of Education and One-to-One Learning Center were being considered for approval for addition to the Illinois list of approved SES providers. In addition, Dr. Schiller proclaimed that staff will conduct a review of the two year established criteria and bring back a revision in February of the organizational capacity as well as an analysis of the current approved providers as to whether they should remain on the list in light of their track record and capacity to serve.</p> <p>Dr. Steiner then requested a motion concerning the approval of the proposed providers. Therefore, Ronald Gidwitz made the following motion: whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote the maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that the Madison County Regional Office of Education and One-to-One Learning Center be approved for addition to the Illinois</p>

	<p>list of approved supplemental education service providers. The motion was the seconded by Beverly Turkal. Chair Steiner then requested the roll call to vote on the item. All members present voted affirmatively. Therefore, the motion passed.</p>
<p><u>Endorsement of SAELP Recommendations</u></p>	<p>The Endorsement of the State Action for Education Leadership Project (SAELP) was the next item for Board action. Dr. Schiller stated that a presentation was reviewed regarding a variety of the draft recommendations. He asserted that this agenda item was brought before the Board to receive direction before attending the upcoming meeting to discuss the general direction of the draft recommendations. Superintendent Schiller then requested that the Chair of the Education Policy and Planning Committee give direction as to whether there would be an endorsement, motion, or just a statement.</p> <p>Mr. Kazarian stated that it should be accurately reported to SAELP that there was general endorsement of the principles and consensus support for key components. However, it should be also accurately reported that there was disagreement and comment on some of the recommendations especially regarding whether a principal should have some background and knowledge in delivery of instruction. He then requested that Joyce Karon make the motion on behalf of the committee and entire Board. Thus, Joyce Karon moved that the Illinois State Board of Education hereby endorse the general direction of the SAELP draft recommendations and request that staff inform the SAELP consortium regarding the Board's discussion of those recommendations. The motion was then seconded by Richard Sandsmark. Dr. Steiner then asked for the roll call. The motion unanimously passed.</p>
<p><u>Endorsement of the Associate of Arts in Teaching Degree Models</u></p>	<p>Dr. Steiner stated that the next item for Board action would be the Endorsement of the Associate of Arts in Teaching Degree Models. Dr. Schiller stated the purpose of the agenda item was to inform the Board regarding the Associate of Arts in Teaching project, a joint collaboration with the Illinois Community College Board and the Illinois Board of Higher Education, and to secure Board action on the proposed actions.</p> <p>Dr. Steiner then requested a motion for the endorsement of the models. Ronald Gidwitz moved that the Illinois State Board of Education hereby endorse the concept and design of the Associate of Arts in Teaching (AAT) Degree, the</p>

	<p>principles for the AAT degree, the mathematics degree model, and the plans for continuation of the initiative. Joyce Karon seconded the motion. After Chair Steiner asked for a vote on the motion, the motion passed as all members present voted affirmatively to endorse the Associate of Arts in Teaching Degree Model.</p>
<p><u>Approval of “Continuing Accreditation” Status to the UIUC</u></p>	<p>The Approval of “Continuing Accreditation” Status to the University of Illinois at Urbana-Champaign was the next item for Board action. Dr. Schiller stated that six month review went very well with the State Teacher Certification Board. Therefore, he stated that he was please to recommend that ISBE grant the “Continuing Accreditation” status to the UIUC for the operation of its state-approved professional education programs.</p> <p>Dr. Steiner then requested a motion to approve the status. Dean Clark moved the Illinois State Board of Education hereby accept the findings and recommendations of the State Teacher Certification Board regarding the educator preparation programs at the University of Illinois at Urbana-Champaign and assigns to that institution the status of “Continuing Accreditation.” He further moved that that the Board direct the State Superintendent to notify the University of this decision and of the findings and conclusions of the Certification Board. The motion was seconded by Joyce Karon.</p> <p>When Dr. Steiner asked if there was any discussion on the item, Gregory Kazarian stated that he had a disclosure to make as he is affiliated with the University of Illinois at Urbana-Champaign as a graduate of the Liberal Arts and Law Colleges. He further stated that he serves on boards at UIUC although he has no contact with the College of Education. Mr. Kazarian stated that counsel has previously advised that this requires a disclosure but does not require him from excluding himself from voting.</p> <p>Dr. Steiner then requested a roll call. The motion passed as all members present voted yes.</p>
<p><u>Authorization of Emergency Rule for Adoption and Ordinary Rule for Initial Review: Part 25 (Certification)</u></p>	<p>Dr. Steiner stated that the Authorization Emergency Rule for Adoption and Ordinary Rule for Initial Review: Part 25 (Certification) would be the next item for Board consideration. Dr. Schiller asserted that the action of the Board would help to streamline the process of certificate renewal through this emergency rule. Thus, at the request</p>

	<p>of the chair, Mr. Kazarian moved that the Illinois State Board of Education hereby adopt the emergency rulemaking for: Certification (23 Illinois Administrative Code 25). He further moved that the Board authorize the solicitation of public comment on the accompanying proposed amendment, including its publication in the <u>Illinois Register</u>. Dean Clark seconded the motion. The roll call vote on the authorization of Part 25 for adoption and review was unanimous.</p>
<p><u>Authorization of Rules for Initial Review: Part 1 (Public Schools Evaluation, Recognition, and Supervision)</u></p>	<p>The Authorization of Rules for Initial Review: Part 1 (Public Schools Evaluation, Recognition, and Supervision) was the next item for Board action. Dr. Schiller reiterated that the purpose of the agenda item was to secure the Board's authorization for staff to publish the proposed amendments in the <u>Illinois Register</u> to elicit public comment. At the request of Dr. Steiner, Richard Sandsmark moved that the Illinois State Board of Education hereby authorize the solicitation of public comment on the proposed rulemaking for: Public Schools Evaluation, Recognition and Supervision(23 Illinois Administrative Code 1), including publication of the proposed rules in the <u>Illinois Register</u>. The motion was seconded by Ronald Gidwitz. There was a roll call vote on the motion. The motion passed as all members present voted affirmatively.</p>
<p><u>Authorization of Rules for Adoption: Part 27 (Standards for Certification in Specific Teaching Fields) and Part 120 (Pupil Transportation Reimbursement)</u></p>	<p>Dr. Steiner then requested that a motion be made concerning the Authorization of Rules for Adoption for Part 27 (Standards for Certification in Specific Teaching Fields) and Part 120 (Pupil Transportation Reimbursement). Dr. Schiller asserted that both sets of these rules were presented for the Board's initial review in October of 2003 and subsequently published in the <u>Illinois Register</u> to elicit public comment. However, no public comment was received. The rules are therefore being submitted for adoption as originally proposed.</p> <p>Dr. Steiner then asked that a motion be made to authorize the Rules for Adoption: Part 27 and Part 120. Ronald Gidwitz then moved that the Illinois State Board of Education hereby adopt the proposed rulemaking for: Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27); and Pupil Transportation Reimbursement (23 Illinois Administrative Code 120). He further moved that the State Board authorize the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may</p>

	<p>deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules. This motion was seconded by Gregory Kazarian. As there was no discussion on the item, a roll call vote was taken by which all members present voted affirmatively.</p>
<p><u>Acceptance of ISBE Monthly Reports</u></p>	<p>The last item for Board consideration and action was the Acceptance of the ISBE Monthly Reports. Dr. Steiner requested a motion to accept the reports. Therefore, Ronald Gidwitz moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the January 2004 meeting. The motion was seconded by Richard Sandsmark who stated that he read all of the financial reports and that they looked fine. As there was no discussion on the monthly reports, Dr. Steiner requested the roll call. The motion passed unanimously.</p>
<p><u>Fiscal Year 2005 Recommended Budget</u></p>	<p>As a point of order, Judith Gold and Richard Sandsmark stated that they would like it to be recorded in the minutes that they vote affirmatively on the motion to approve the Fiscal Year 2005 Recommended Budget as they were unable to attend the Special Board meeting on January 8, 2004.</p>
<p><u>Announcements and Committee Reports</u></p>	<p>Dr. Steiner then stated that the committee chairs would give their reports regarding announcements within their particular committees.</p>
<p><u>Board Operations</u></p>	<p>Joyce Karon announced that there was a date change for the February meeting. She stated that the February meeting has been currently scheduled for February 17-18 in Springfield.</p>
<p><u>Finance and Audit</u></p>	<p>Richard Sandsmark stated that he did not have a Finance and Audit Committee Report.</p>
<p><u>Joint Education Committee (JEC)</u></p>	<p>Ronald Gidwitz stated that JEC has not had a meeting and there will most likely not be one until after deliberations concerning the state of the Board of Education and ISBE.</p>
<p><u>(Governmental Relations)</u></p>	<p>Beverly Turkal requested that Peter Leonis brief the Board and public concerning the legislative agenda details. Pete Leonis stated that there was an extensive Governmental Relations meeting in which the committee discussed the legislative proposals to be brought before the legislature. At that point, Mr. Leonis went through the key education</p>

<p><u>Education Policy and Planning Committee</u></p>	<p>policy legislative items. Some of the items that Mr. Leonis cited included legislative proposals regarding:</p> <ul style="list-style-type: none"> • Financially Distressed Schools, • High School Graduation Requirements, • PSAE as a Condition of Graduation, and • Creation of the Joint Education and Health/Human Services Committee. <p>He then stated that there were several technical or audit related proposed legislative changes that he could explain at the Board's request. However, no Board member requested this information so Mr. Leonis asked if there were any questions regarding the bills or the process.</p> <p>Mr. Kazarian inquired as to the legislative deadlines for bills and the internal deadline. Mr. Leonis stated that February 9 would be the deadline by which all bills must be introduced. He then added that on February 3 the Superintendent would testify with regard to the Condition of Education Report as well as the FY 05 Recommended Budget to the Senate Education Committee and House Elementary and Secondary Appropriations Committee, respectively. In addition, Mr. Leonis stated that a follow-up hearing would be held with the House Appropriations Committee on February 10. Ms. Turkal then thanked Mr. Leonis for his report.</p> <p>There was no Education Policy and Planning Committee report.</p>
<p><u>Other Information</u></p>	<p>Dr. Steiner requested that the Board members review the Monthly Rulemaking Report in the back of their packets.</p>
<p><u>Adjournment</u></p>	<p>Joyce Karon then made the motion that the Illinois State Board of Education adjourn the January 21-22, 2004 Board meeting. All members voted yes to the adjournment of the meeting at 10:53 a.m.</p>
	<p style="text-align: center;">Respectfully Submitted By:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Dr. Janet Steiner Board Chair</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Mr. Richard Sandsmark Board Secretary</p>

**Monthly Status Report on Rulemaking
February 2004**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Adopted amendments pending JCAR's review February 18	None	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement</u> (Part 120)	Adopted amendments pending JCAR's review February 18	None	Exception to pro-ration of transportation expenditures across categories (related to waiver request)
<u>Certification</u> (Part 25)	Public comment period will end March 2, 2004; expect adoption in April	None	Revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Public comment period will end February 16, 2004; expect adoption in March	None	Technical corrections
<u>Standards for Administrative Certification</u> (Part 29)	Public comment period will end February 16, 2004; expect adoption in March	None	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan</u> (Part 350)	Public comment period will end February 16, 2004; expect adoption in March	None	Inclusion of science kits; responds to P.A. 93-212

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Certification</u> (Part 25)	Emergency amendment took effect January 23, 2004; public comment period on ordinary amendment will end March 22, 2004	None	Elimination of requirement for return receipt with notice from LPDCs to teachers of recommendations for renewal of standard certificates
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Public comment period will end March 22, 2004	None	Updating and clarification of certification-related provisions
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect additional amendments for review later in winter; emergency rulemaking may be needed	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>School Technology Program</u> (Part 575)	Expect initial review later in winter	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Gifted Education</u> (Part 227)	Expect initial review in late winter or early spring	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in late winter or early spring	None	Responds to P.A. 92-121; standards for transmission and encryption

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Vocational Education (Part 254)</u>	Expect initial review in late winter or early spring	None	Comprehensive updating
<u>Program Accounting Manual (Part 110)</u>	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits