MEMORANDUM

TO: Larry Ringer, Team Leader  
   Cynthia Bryant, Part B State Contact  
   Mary Louise Dirrigl, Part C State Contact  
   Division of Monitoring and State Improvement Planning  
   Office of Special Education Programs  

FROM: Christopher A. Koch, Ed.D.  
   Chief Education Officer  
   Illinois State Board of Education

   Janet D. Gully  
   Bureau Chief for Early Intervention  
   Department of Human Services

SUBJECT: Illinois’ Continuous Improvement Plan

We are pleased to provide you the Illinois Continuous Improvement Plans for Part B and Part C of the Individuals with Disabilities Education Act. Significant changes have been made in the draft Plans that were originally submitted to you in October, 2001. These Plans represent a major commitment by the Illinois State Board of Education and the Department of Human Services to make qualitative improvement in the support and services for all infants, toddlers, and students with disabilities in Illinois.

The Secretary of the Department of Human Services and the Illinois State Board of Education have given their approval for our respective state agencies to begin full implementation upon approval by the Office of Special Education Programs. We look forward to your review and response to the Plans.

Thank you for your assistance and support throughout the development process.

Enclosures
Continuous Improvement Plan for Special Education (Part B)

January 16, 2002
**Goal 1:** Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

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<td>1.a.1. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma.</td>
<td>1997-98 = 63% 1998-99 = 67.75% (21st and 22nd Annual Report to Congress)</td>
<td>1. ISBE will collect and analyze statewide high school completion data on special education and general education students disaggregated by LEA (including in- and out-of-district placements). The data will include information on completion of non-academic transition goals. ISBE will analyze the gap between general education and special education student and report results to LEAs.</td>
<td>1a. Hard copy of the report will be produced by June 2002 using ISBE staff, external consultants, and databases. 1b. Web-based dissemination of the report will occur by September 2002 using ISBE staff, consultants, and databases.</td>
<td>1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).</td>
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<td>1. ISBE will collect and analyze statewide high school completion data on special education and general education students disaggregated by LEA (including in- and out-of-district placements). The data will include information on completion of non-academic transition goals. ISBE will analyze the gap between general education and special education student and report results to LEAs.</td>
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<td>2. ISBE will collect, analyze, and maintain data, statewide and disaggregated by LEA, to determine whether suspension/expulsion rates for students with IEPs are comparable to their proportion of the total student population, and report analysis including the gap between general education and special education results to LEAs.</td>
<td></td>
<td>2. The Department of Special Education in conjunction with the Research Division and the Technology Support Division will collect and prepare analysis beginning with data available in June 2002. Report will be available and disseminated by October 2002 and annually thereafter.</td>
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**Note:** This plan assumes the provision of appropriate instruction and services for linguistically and culturally diverse student populations with qualified bilingual personnel.
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<td>3. Data collected on items 1 and 2 above will be used by ISBE in the development of a technical assistance package of promising practices for increasing graduation rates and for reducing expulsions and suspensions for students with IEPs.</td>
<td>3. Technical assistance package will be developed by the Department of Special Education and available via the website and hardcopy by January 2003. Additionally, statewide workshops will be held from February through May, 2003.</td>
<td>3. Complete package of promising practices is included in the Illinois Technical Assistance Document/Manual (IL TA Document/Manual), disseminated to LEAs, and made available to other interested organizations.</td>
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<td>4. ISBE will design, conduct, and analyze a follow-up satisfaction survey of a sample of school leavers (graduates, drop outs and those who age out) with IEPs at 1-, 3-, &amp; 5-year intervals to determine the effectiveness of their education plan.</td>
<td>4a. ISBE Research Division with aid from the Special Education Department will design and distribute the survey by July 2002. 4b. The Research Division will compile and analyze responses, and the Special Education Department will disseminate reports to LEAs starting in November 2003 and annually thereafter.</td>
<td>4a. LEAs are informed of the results of the satisfaction survey. 4b. Results are incorporated into the IL TA Document/Manual.</td>
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**Goal 1:** Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

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<td>1.a. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma and employment.</td>
<td>Baseline data is not available.</td>
<td>1a. ISBE will use LEA information to develop and manage a comprehensive data system that includes information about the participation of youth with disabilities in transition planning and the employment of youth with disabilities pre- and post- exiting high school.</td>
<td>1a. Data system will be developed in conjunction with other state agencies (i.e. DHS, DES) by April 2003. 1b. Information disseminated by ISBE to LEAs and other appropriate bodies by June 2003.</td>
<td>1a. Information is used to form database on the number of students who participate in transition planning and who exit with a standard diploma and employment and is disseminated to LEAs. 1b. The number of students who participate in transition planning and who receive a variety of training opportunities in natural employment environments increases.</td>
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<td>2. ISBE, with the assistance of LEAs, will develop, implement, update, and/or enhance Interagency Agreements and/or Memoranda of Understanding at state and local levels to enhance supports and services needed for students with disabilities to obtain employment and receive appropriate support.</td>
<td>2a. ISBE in conjunction with LEAs and other state agencies will review current agreements and determine the need for changes or new agreements by September 2002. 2b. Interagency Agreement in place by April 2003.</td>
<td>2. Interagency Agreement and/or Memoranda of Understanding.</td>
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<td>3. ISBE in collaboration with LEAs will craft a trainer-of-trainers model to provide training and technical assistance to educators, students and families regarding services and supports (e.g. job readiness skills, job development and job coaching).</td>
<td>3a. Trainer-of-trainers curricula is developed, implemented and evaluated for effectiveness. 3b. The number of educators, students, and families who receive training increases. 3c. The number of students with disabilities who participate in transition planning and who are...</td>
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**Goal 1:** Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

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| 1.a.3. Increase the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma, complete an alternative education program or GED and go on to post-secondary education. | Baseline data is not available. | 1a. ISBE will use LEA information to develop and manage a comprehensive data system that includes information about the participation of youth with disabilities in transition planning and the post-secondary enrollment of youth with disabilities.  
1b. Proposed data system will be used to identify baseline data for use in measuring progress over time. | 1a. ISBE technology and special education staff will develop a data system proposal by October 2002 anticipating October 2003 implementation.  
1b. Report on post secondary enrollment disseminated on November 1, 2003 and annually thereafter. | 1. Information is used to form a database on the number of students who participate in transition planning and who exit with a standard diploma and enroll in post-secondary education; summary data is disseminated to LEAs. |
| 2. ISBE, in collaboration with LEAs, will craft a trainer-of-trainers model to provide training and technical assistance to educators, students and families regarding services and supports available for post-secondary education. | 2. Training package will be developed in collaboration will DHS, Community College Board, Board of Higher Education and ISBE Center for Partnerships/Workforce Development by July 2003.  
Training will be initiated by September 2003. | 2a. Trainer-of-trainers curricula is developed, implemented and evaluated for effectiveness.  
2b. The number of educators, students and families who receive training increases.  
2c. The number of students with disabilities who enroll in post-secondary education increases. |
**Goal 1:** Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

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<td>1.b. Decrease the drop-out rate of students (ages 14-21) with disabilities.</td>
<td>At the end of the 2000-2001 school year, 3,921 students with disabilities between the ages of 14 and 21 dropped out of school. (ISBE data reporting)</td>
<td>1. ISBE will collect and analyze statewide data on the drop-out rate of special and general education students. This data will be disaggregated by LEAs with an analysis discussing the gap between general and special education students.</td>
<td>1. Department of Special Education in collaboration with the Division of Research, Division of Funding &amp; Disbursements, and the Center for Technology will complete the report by September 2002 and dissemination annually thereafter.</td>
<td>1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).</td>
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<td>2. Data collected on item #1 will be used by ISBE in the development of a technical assistance package of promising practices and incentives to LEAs for decreasing drop-out rates for students with IEPs.</td>
<td>2. Department of Special Education in collaboration with the Division of Secondary Education, Division of Standards, Division of Assessments and Division of School Initiatives will develop and disseminate package by January 2003.</td>
<td>2. Promising practices are included in the Illinois Technical Assistance document/manual and disseminated to LEAs and other interested organizations.</td>
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<tr>
<td>1.c. Increase the percentage of students with disabilities who participate in either statewide (ISAT, PSAE, &amp; IMAGE) or alternate assessments (IAA).</td>
<td>Numbers only - baseline data is not currently available. For 2000: ISAT – 97,898 students with disabilities ISAT – 640,429 students without disabilities. PSAE – 9129 students with disabilities. PSAE – 103,536 students</td>
<td>1. ISBE in collaboration with LEAs will determine a process for disaggregating assessment participation data by grade levels to LEAs.</td>
<td>1. Process developed and data disseminated in collaboration with the Department of Special Education and the Department of Standards, Assessment and Accountability by October 2003 and annually thereafter.</td>
<td>1. ISBE is able to account for all students with a disability regarding participation on statewide assessments. Annual analysis is readily available and disseminated to LEAs and general public through hard copy and website via the Illinois Special Education Profile.</td>
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## Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education as currently measured by:

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<td>without disabilities.</td>
<td>IMAGE – (all students) 38,661 IAA – 5633</td>
<td>1. IEPs reflect alignment to the Illinois Learning Standards, appropriate accommodations and modifications in instructional programs, and participation in statewide assessments.</td>
<td>1a. Data collected and analyzed by the Department of Special Education in collaboration with the Department of Standards, Assessment and Accountability Division by June 2003.</td>
<td>1. Increase in the percentage of students whose IEPs reflect alignment with the Illinois Learning Standards, appropriate accommodations and modifications in instructional program, and participation in statewide assessments</td>
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<td>1.d. Increase the percentage of students with disabilities who perform at the “meet standards” or “exceed standards” level as measured by the ISAT or PSAE or alternate assessments (IAA).</td>
<td>The attached table (Attachment A) outlines the performance of students with IEPs on the ISAT and PSAE during the 2000-2001 school year, with a comparison to the performance on non-disabled students.</td>
<td>1. ISBE will collect, analyze, and maintain statewide data on special and regular education students, disaggregated by LEAs, on suspension rate data for all students, and disaggregated by regular and special education students, and report analysis, including the difference between regular and special education results, to LEAs.</td>
<td>1b. Report disseminated by August 2003 and annually thereafter.</td>
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<td>1.e. Decrease the percentage of students with disabilities who are suspended.</td>
<td>As of the end of the 1999-2000 school year, 1,344 students with disabilities were suspended for more than ten school days during the school year.</td>
<td>1. ISBE will collect, analyze, and maintain statewide data on special and regular education students, disaggregated by LEAs, on suspension rate data for all students, and disaggregated by regular and special education students, and report analysis, including the difference between regular and special education results, to LEAs.</td>
<td>1. Department of Special Education in cooperation with the Division of Research will compile data and disseminate report annually beginning November 2002.</td>
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<td>1.f. Decrease the percentage of students (ages 14-21) with</td>
<td>As of the end of the 1999-2000 school year, 331</td>
<td>1. ISBE will collect, analyze, and maintain statewide data</td>
<td>1. Annual analysis readily available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).</td>
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<td>disabilities who are expelled.</td>
<td>students with disabilities were subject to expulsion for acts involving drugs, weapons, or acts substantially likely to result in injury to the student or others (ISBE data reporting).</td>
<td>on special and regular students, disaggregated by LEAs, on expulsion rate data for all students, and disaggregated by regular and special education students, and report analysis, including the difference between regular and special education results, to LEAs.</td>
<td>with Division of Research will compile data and prepare report annually beginning November 2002.</td>
<td>public through hard copy and website (via the Illinois Special Education Profile).</td>
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**Goal 2:** Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:

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<td>2.a. Increase the percentage of students with disabilities (ages 6-21) who are served in general education with non-disabled peers 80% or more of the time, and decrease the percentage of students with disabilities who are served in general education with non-disabled peers less than 40% of the time.</td>
<td>At the end of the 1998-1999 school year, 36.7% of students with disabilities were placed in general education for 80% of the school day or more. This represents an increase of 7.7% since the 1995-1996 school year (OSEP Annual Reports to Congress).</td>
<td>1. ISBE will collect, analyze, and maintain statewide data, disaggregated by LEAs, on least restrictive environment data for special education students and report analysis.</td>
<td>1a. Report will be developed by the Department of Special Education in cooperation with the Funding and Disbursements Division, the Research Division, and the Data Division by June 2002. 1b. Report is disseminated to LEAs and the public by September 2002 and annually thereafter.</td>
<td>The percentage of students with disabilities (6-21) who are in regular education settings 80% or more of the time meets or exceeds the annual goal.</td>
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<td>3. ISBE will provide training and technical assistance to Joint Agreements and LEAs that is designed to increase their capacity to educate students with disabilities in the least restrictive environment (including positive behavior supports, assistive technology devices and collaborative techniques).</td>
<td>3a. Training process, curricula and evaluation system will be developed by the Department of Special Education staff in collaboration with state professional and parent organizations and external consultants by January 2003. 3b. Beginning in February 2003, and ongoing thereafter, training will be provided by ISBE staff and external consultants.</td>
<td>3a. Effective training process and curricula is developed, implemented and evaluated. 3b. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</td>
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<td>4. ISBE will promote the recruitment of a cadre of general education teachers that have provided model instructional methods for students with disabilities to provide in-service training. Instructional methods will include techniques and methods appropriate for curriculum modifications, behavior management and assistive technology.</td>
<td>4a. The trainer-of-trainers model, including an evaluation system, will be developed by ISBE staff in collaboration with regular education, special education and parent associations by November 2003. 4b. Recruitment of a cadre of regular education teachers to serve as trainers and implementation of the trainer-of-trainers model will occur by January 2004 and ongoing thereafter.</td>
<td>4. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</td>
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**Goal 2:** Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled as measured by:

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<td>5. ISBE will provide training and technical assistance to school administrators. The training will be designed to increase the capacity of LEAs to educate students with disabilities in the least restrictive environment.</td>
<td>5a. Training process, curricula and evaluation system will be developed by Department of Special Education staff in collaboration with state professional and parent organizations and external consultants by January 2003. 5b. Beginning in February 2003 and ongoing thereafter training will be provided by ISBE staff and external consultants.</td>
<td>5a. The number of administrators who receive and evaluate this training increases. 5b. The number of students with disabilities who receive FAPE in less restrictive environments increases. 5c. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</td>
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<td>6. ISBE will develop and distribute training materials that model best practices for curriculum modification and positive behavior supports for students with disabilities.</td>
<td>6a. By January 2003, ISBE in collaboration with professional and parent organizations will identify best practices to be included in the technical assistance manual. 6b. Technical assistance manual will be disseminated by March 2003.</td>
<td>6. Completed package of promising practices is included in the Illinois Technical Assistance document/manual and disseminated to LEAs as well as other interested organizations.</td>
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| 2.b. Increase the percentage of children with disabilities (ages 3-5) served in general settings with non-disabled peers 80% or more of the time, and decrease the percentage of students with disabilities who are in general settings with non-disabled peers less than 40% of the time. | The 22nd Annual Report to Congress states that Illinois serves 49.49% of children with disabilities ages 3 to 5 in general settings 80% or more of the time. The national average is 52.52% of children (3-5) in general settings 80% or more of the time. | 1. The ISBE will examine best practices in serving children with disabilities ages 3 to 5 in typical settings and provide LEAs with technical assistance in implementing the IDEA and least restrictive environment requirements. | 1a. The Department of Special Education and the Early Childhood Division will develop the preferred practices document by June 2003.  
1b. Document disseminated and ongoing training initiated by September 2003. | 1. A document of preferred practices, with applicability to Illinois, exists and has been disseminated to LEAs and the public. |
| | | 2. The ISBE will examine the current procedures for recording setting data for children ages 3 to 5 to determine their accuracy and compliance with the intent of IDEA. | 2a. By June 2002, the Special Education Department in cooperation with the Early Intervention Division and the Funding and Disbursement Division will review the current procedures for recording setting data for children ages 3-5.  
2b. By December 2002, any changes recommended shall be implemented. | 2. The ISBE has determined appropriate methods for accurately accounting for the settings in which children ages 3 to 5 are served and the methods compliance with federal law. |
<p>| | | | 2c. By October 2003, the data collected shall be analyzed and a comparative analysis completed and disseminated by school district, Joint Agreement and statewide. |</p>
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| 2.c. Infants and toddlers served in Part C who are determined to have a need for Part B services receive Part B services in a timely manner (in accordance with Illinois rules and regulations). | 1. No quantitative baseline data exists to accurately describe the compliance issues. The self assessment indicated public input describing individual problems in implementation that require a more thorough analysis. An interagency agreement exists that requires collaboration between ISBE and DHS on transition from Part C to Part B. | 1. The ISBE in collaboration with DHS will develop a process for establishing baseline data and conducting an analysis of data on children served in Part C and their transition needs related to Part B and the systemic issues that need to be resolved in order to achieve a smooth transition. | 1a. Criteria for establishing baseline, method of analysis selected, data collected and report with recommendations prepared through external consultants/contract by December 2002.  
1b. DHS and ISBE review revision and approval of recommendations completed by March 2003.  
1c. Implementation of changes initiated by June 2003 and ongoing until complete. | 1. A document exists that provides recommendations to ISBE and DHS for implementing changes in administrative structure, operating procedures and accountability/monitoring methods that achieves compliance with federal law. |
| 2. The ISBE will collaborate with DHS on monitoring the Interagency Agreement. | 2a. An Interagency Agreement between ISBE and DHS will be operational by August 2001.  
2b. By March 2003, a summative report on the implementation of the agreement will be available on the website and in hard copy. | 2. An evaluation report exists that describes the effectiveness of the first year of implementation of the Interagency Agreement. |

NOTE: Goal Number 2 includes the premise that a continuum of services and settings will be available as appropriate to meet the needs of individual students with disabilities.
### Goal 3 Desired Result

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<th>3.a. Increase the percentage of fully-certified general education teachers who are prepared to instruct students in the least restrictive environment.</th>
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<td>Total unfilled educator positions in Illinois in September 2000, was 2,637 (2%). Half of the unfilled positions (1,308) were in the Chicago Public Schools (LEA #299).</td>
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<td><strong>Activities to Achieve Results Improvement Strategies</strong></td>
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<td>1a. The ISBE will initiate a dialogue with appropriate governmental entities to revise the standards for general education to include course work in collaboration and curriculum modification/adaptation.</td>
</tr>
<tr>
<td><strong>Timelines and Resources</strong></td>
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<td>1. Dialog to be initiated by June 2001 with the Departments of Professional Preparation, Certification and Certificate Renewal, the Department of Special Education, representatives from institutes of higher education and professional organizations representing teachers and administrators.</td>
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<td><strong>Evidence of Change</strong></td>
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<td>1. Appropriate government entities approval of revised standards.</td>
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2a. The ISBE, in collaboration with Illinois educational and professional organizations representing teachers and administrators, will propose continuing professional development requirements for general education teachers related to collaboration skills and curriculum modification/adaptation for students with disabilities.

2a. Recommendations developed in collaboration with higher education, elementary and secondary education, special education and ISBE and disseminated by August 2001.

Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:

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<td>2b. The ISBE, in collaboration with educational and professional organizations representing teachers and administrators, will propose continuing professional development requirements for general education teachers related to collaboration skills and curriculum modification or adaptation for students with disabilities.</td>
<td></td>
<td>2b. Recommended requirements developed in collaboration with educational and professional organizations representing teachers and administrators with ISBE and disseminated by August 2001.</td>
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<td>2b. Proposed changes to administrative rules related to Part 25 – Certification.</td>
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<td>2c. After period of public comment, the ISBE will submit proposed rules to the Court Monitor and parties to the Corey H. litigation.</td>
<td></td>
<td>2c. Proposed rules submitted before January 1, 2002 for changes to be effective January 1, 2003.</td>
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<td>2c. After approval of rules through court process, ISBE will implement rules.</td>
</tr>
<tr>
<td>3. ISBE, in partnership with the Illinois Council on Developmental Disabilities (ICDD), will conduct a Symposium for Colleges and Universities that have approved programs preparing special education personnel.</td>
<td></td>
<td>3. Symposium conducted in February 2002.</td>
<td></td>
<td>3. Alignment of programs to new standards.</td>
</tr>
</tbody>
</table>
Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:

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<tr>
<td>3.b. Increase the percentage of fully certified special education teachers and related service personnel.</td>
<td>ISBE reported attrition (individuals employed in 1999 and not employed in 2000) in special education fully certified personnel to be 6% in 2000 (Educator Supply and Demand). 11% of current special education staff is eligible to retire in 2000. This is a 41% increase from 1998 in the number of those eligible to retire.</td>
<td>4. ISBE will recruit a cadre of general education teachers who have provided model instructional methods for students with disabilities to provide in-service training options to general education faculty on techniques and methods appropriate for curriculum modifications, behavior management, and assistive technology.</td>
<td>4a. The trainer-of-trainers model is developed by ISBE in collaboration with Illinois higher education institutions, state professional associations, parent associations and consultants by June 2003. 4b. By January 2004, ISBE will establish the cadre of regular education teachers to serve as trainers and initiate implementation of the trainer-of-trainers model.</td>
<td>4. Identified peer cohort and trainer-of-trainers model (ISBE in collaboration with state associations) is developed, implemented and evaluated.</td>
<td></td>
</tr>
<tr>
<td>1. ISBE in association with other state agencies (e.g., the Illinois Student Assistance Commission, etc.) will broaden the scope of incentives available to teacher and related service personnel candidates or other currently certified personnel who are interested in instructing or providing related services to students with disabilities. Special attention will be given to bilingual candidates.</td>
<td>1a. Documentation of new incentives will be developed and completed by ISBE, IHE, and LEAs by June 2003. 1b. New incentives initiated by September 2003. 1c. Three-year comparison of the number of teacher candidates, including bilingual teachers’ candidates, in approved programs disseminated in June 2005.</td>
<td>1. Increase in the number of teacher candidates, including bilingual teachers, in ISBE approved higher education programs.</td>
<td></td>
<td></td>
<td></td>
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**Goal 3**: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:

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<td></td>
<td>19% of current school psychologists are eligible to retire. This is a 33% increase from 1998 in the number eligible to retire.</td>
<td>2. The ISBE will collaborate with appropriate governmental entities and interested associations to develop and implement a program of teacher and related service personnel recruitment and retention.</td>
<td>2a. By August 2003, ISBE in collaboration with the Joint Education Committee, the Illinois Education Research Council, IHEs, LEAs and professional associations will complete an analysis of the reasons teacher and related services personnel are leaving the field and develop recommendations to improve the retention rate. 2b. By October 2003, ISBE in collaboration with IHEs, LEAs and professional associations will develop recommendations for increasing the number of candidates in special education and related services programs. 2c. By January 2004, ISBE will develop and initiate a long-term plan to implement the recommendations for improved retention and increased number of candidates.</td>
<td>2a. Increase in teacher and related services candidates. 2b. Increase retention of teacher and related services personnel in the state.</td>
</tr>
<tr>
<td></td>
<td>15% of school social workers are eligible to retire. This is a 30% increase from 1998 in those eligible to retire.</td>
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<tr>
<td></td>
<td>ISBE reports that 90% of special education personnel were retained from 1999 to 2000.</td>
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<td></td>
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<tr>
<td></td>
<td>Increased demand for certified personnel in 2000 (from 1999) The greatest increase in demand for personnel is Speech/Language Impaired (22%) and cross-categorical special education (20%). All special education personnel increased 16%. Adapted P.E. = 17% Behavior Disordered = 19% Cross-Categorical = 20% Deaf = 8% Educationally Handicapped = 7% EMH = 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
**Goal 3:** Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities as measured by:

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<tr>
<td></td>
<td></td>
<td>3. ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>3. Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>3. ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
</tr>
<tr>
<td></td>
<td>Hard of Hearing = 17%</td>
<td>--------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Homebound/Hospital = 8%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<td>Learning Disabled = 13%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<td>Multiply Handicapped = 19%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<td></td>
<td>Other/General SpEd = 14%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<tr>
<td></td>
<td>Physical Disabilities = 12%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
</tr>
<tr>
<td></td>
<td>Severe/Profound MH = 12%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
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<td>Speech/Language Impaired = 22%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<td>TMH = 13%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
<td>ISBE issues special education approvals and short-term emergency certification based on Transition Rules.</td>
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<td>Visually Impaired = 14%</td>
<td>ISBE will implement Transition Rules which place three-year limits on short-term emergency certification and special education approval.</td>
<td>Transition Rules implemented July 1, 2001; relevant rules effective January 1, 2002.</td>
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**Note:** This plan assumes parent surveys, communications and training will be provided in a culturally and linguistically appropriate manner (native language or other mode of communication).
**Goal 4:** Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by analyses of survey data and progress from baselines to be established in 2002-2003.

<table>
<thead>
<tr>
<th>Goal 4 Desired Result</th>
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</table>
| 4a. Parents are involved in determining appropriate services for their children and in program improvement activities. | Baseline data is not available. | 1. ISBE will contract with a public opinion survey organization to develop a survey instrument (measuring such items as participation, involvement, satisfaction, knowledge and awareness) based upon input from the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC). The contract will include conducting a sample survey. | 1a. ISBE will collect input from ISAC and develop the contract by December 2002.  
1b. Contractor will complete the survey and analyze results by June 2003.  
1c. ISBE will disseminate results by August 2003. | 1. Survey is developed, conducted, and analyzed. The information is disseminated to LEAs and the public. |
| 2. ISBE will use the survey results as baseline data for future planning and viability of this measurement system. | | 2. ISBE will complete an analysis of the viability and usefulness of the information as baseline data by October 2003. | | 2a. Measurement system is accepted or revised.  
2b. Baseline data established. |
| 3. ISBE will provide a mechanism for statewide, continuous family input on special education issues (e.g. website message board, phone hot line). | | 3. ISBE establishes the mechanism for family input and initiates process for using the information received by August 2002. | | 3a. Mechanism for input is established.  
3b. Families’ questions/issues are addressed.  
3c. Information is compiled and used to improve ISBE practice. |
Goal 4: Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by analyses of survey data and progress from baselines to be established in 2002-2003.

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|                        |               | 4. ISBE, in consultation with ISAC, will design and implement a mentorship program for parents. A grant program to fund the development of regional parent liaisons/mentors will be established to provide training and technical assistance to parents of students with disabilities. | 4a. ISBE in collaboration with parent centers and LEAs develops mentorship program by September 2003.  
4b. Mentorship program is implemented by January 2004 or as soon as funds are available. | 4a. System is developed and implemented.  
4b. Increased effective parental participation on IEP process.  
4c. Reduction of the number of mediation and/or due process hearing requests. |
|                        |               | 5. ISBE trains parents concerning the special education process and/or specific needs. | 5a. ISBE in consultation with parent groups, parent training centers, LEAs and consultants will develop a plan for ongoing training of parents, including a process for evaluating the effectiveness of the training, by January 2003.  
5b. ISBE and consultants will implement the parent training plan by March 2003.  
5c. ISBE will provide annual reports on the outcomes of the training by August 2003 and annually thereafter. | 5. Annual report submitted to ISAC and the State Board on the number of parents trained, topics covered, and the effectiveness of the training. |
Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.

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<td>5.a. LEAs (or Joint Agreements) who are identified within the lower 10% when measured against uniform benchmarks are monitored.</td>
<td>Demographic data to analyze appropriate groupings of LEAs and Joint Agreements.</td>
<td>1. ISBE will develop a monitoring system that is focused on Goals 1 through 4 of this plan that includes but is not limited to criteria for use of enforcement strategies to be employed by ISBE should a district fail to correct deficiencies. Monitoring system will include a yearly profile of LEA data that is used to establish baseline data of student and program characteristics and measure progress over time.</td>
<td>1a. Monitoring system developed by May 2003 using Department of Special Education staff and consultants. 1b. Monitoring system description disseminated by August 2003. 1c. and 1d. Monitoring system implemented during the 2003-04 school year using Department of Special Education staff and peer reviewers.</td>
<td>1a. Monitoring system developed and widely communicated, including priorities, activities and schedule. 1b. Criteria are established for enforcement strategies. 1c. Enforcement strategies are known to LEAs and public. 1d. Sufficient staff is available to implement state-wide monitoring system.</td>
</tr>
<tr>
<td></td>
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<td>2. ISBE will develop a risk-analysis methodology that incorporates Goals 1 through 4 and other concerns related to implementation of IDEA (e.g. over-identification of ethnic minority students).</td>
<td>2a. Risk analysis methodology developed by May 2003, using ISBE Special Education staff and databases available at ISBE. 2b. Risk analysis methodology incorporated into compliance functions by October 2003. 2c. LEA profile information available on website by October 2003.</td>
<td>2. ISBE has a risk analysis that yields an LEA profile on all critical performance indicators leading to the achievement of Goals 1 through 4.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3. ISBE will gather and use</td>
<td>3. Instruments to measure</td>
</tr>
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<td>satisfaction information from LEAs (or Joint Agreements) monitored to improve ISBE monitoring system.</td>
<td>satisfaction and methods for incorporating information into the monitoring system is developed and implemented by September 2002, using ISBE Special Education staff.</td>
<td>monitoring visit used for continuous improvement of the monitoring system.</td>
</tr>
<tr>
<td>5.b. Monitored LEAs (or Joint Agreements) achieve required progress on the critical indicators for which they were cited.</td>
<td>Baseline data is not available.</td>
<td>1. Corrective action that is measurable.</td>
<td>1. Documentation of measurable corrective actions incorporated into monitoring system developed as of May, 2003 (See 5a) using ISBE Special Education staff.</td>
<td>1. Corrective actions are based on data and include evidence of change.</td>
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<tr>
<td></td>
<td></td>
<td>2. Monitoring system will include ISBE procedures (such as periodic progress reports, submission of evidence of change and follow-up visits) to ensure implementation of corrective actions.</td>
<td>2. Develop feedback mechanism that collects, updates, and reports on corrective actions by May 2003, using ISBE Special Education staff.</td>
<td>2. A feedback mechanism exists that provides the state and the public, information on updates of results from correction actions.</td>
</tr>
<tr>
<td>5.c. Required procedural safeguards are assured through the application of the 23 Illinois Administrative Code, Part 226 by the Special Education Compliance Division.</td>
<td>The Self Assessment identified the need to continue to have procedural safeguards (mediation, complaint investigation, due process, and approval of policies and procedures) as a part of the compliance monitoring system.</td>
<td>1. ISBE will maintain a compliance system that includes due process, complaint investigation, mediation system, and approval of LEAs/Joint Agreements policies and procedures.</td>
<td>1. Coordinated compliance system developed by June 2002 using ISBE Special Education staff and consultants.</td>
<td>1. Reduced time on the resolution of issues addressed in due process, complaint and mediation systems.</td>
</tr>
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Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.

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| 5.d. Increased opportunities exist for parent input into the monitoring process. | Baseline data is not available. | 1. ISBE will create measurable requirements, including public notification of monitoring visit activities and timelines, for LEAs to increase opportunities for parent input in regard to ISBE compliance monitoring visits. | 1a. Increased opportunities for parent input incorporated into monitoring system developed by May 2003 (See 5a), using ISBE Special Education staff, parent associations, school personnel and consultants.  
1b. Monitoring system implemented during the 2003-2004 school year using ISBE special education staff and peer reviewers. | 1. Documentation exists which verifies that ISBE has notified LEAs of the specific requirements for public notification of ISBE monitoring visits and other requirements related to family participation in the ISBE monitoring process. |
| | | 2. ISBE will analyze and disseminate to LEAs and general public the aggregated outcomes of the compliance system. | 2a. Method of analysis developed by June 2002, using ISBE Special Education staff and consultants.  
2b. Outcomes of compliance system disseminated to LEAs and general public in August 2002 and annually thereafter using ISBE special education staff. | 2a. Annual analysis readily available and disseminated to LEAs and the general public through hard copy and website (via the Illinois Special Education Profile).  
2b. Information is used to improve compliance system. |
Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.

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<td></td>
<td></td>
<td>2. ISBE disseminates advanced notice of yearly monitoring schedule to LEAs, Parent Training and Information Centers (PTIC), other interested parties, and the public.</td>
<td>2. Annual monitoring schedule posted on website by September 1, 2002 and each year thereafter, using ISBE Special Education staff.</td>
<td>2. The annual schedule exists and has been widely disseminated to LEAs, PTICs, and the public.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. ISBE holds open forums for families in conjunction with the on-site monitoring visit.</td>
<td>3. Open forums incorporated into monitoring system developed as of May 2003 (See 5a), using ISBE Special Education staff, parent training centers and consultants.</td>
<td>3. Documentation exists which verifies that forums were held on reported dates, the number of family members attending, and is incorporated into the monitoring report. ISBE increases percentage of surveys completed by parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. ISBE will examine the role of family members as members of ISBE monitoring teams, their role, methodologies used, etc.</td>
<td>4. Department of Special Education staff, Legal staff and consultants examines the role of family members as members of monitoring teams and report decision to ISAC by April 2003.</td>
<td>4. ISBE reports to ISAC on the role of family members as monitors.</td>
</tr>
<tr>
<td>5.e. Eligible children and youth</td>
<td>Baseline data is not available.</td>
<td>1. ISBE will collect, analyze,</td>
<td>1a. Hard copy will be produced</td>
<td>1. Annual analysis readily</td>
</tr>
</tbody>
</table>

Page 24
**Goal 5**: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of Local Education Agencies (LEAs) monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.

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<td>with disabilities in local detention facilities are afforded the same rights under IDEA as children and youth with disabilities served by public agencies, to the extent permitted under IDEA.</td>
<td>and maintain data on students with disabilities in juvenile detention facilities, disaggregated by LEAs. ISBE will analyze and report on the gap between general and special education results to LEAs.</td>
<td>by September 1, 2003 using ISBE Special Education and Research staff and ISBE, DOC and other databases. 1b. Web-based dissemination will occur by October 2003</td>
<td>available and disseminated to LEAs and general public through hard copy and website (via the Illinois Special Education Profile).</td>
<td></td>
</tr>
</tbody>
</table>
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING ISAT AND PSAE STANDARDS (IEP vs. NON-IEP STUDENTS) DURING THE 2000-01 SCHOOL YEAR

**Illinois Standards Achievement Test (ISAT)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IEP</td>
<td>Non-IEP</td>
<td>IEP</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>23%</td>
<td>64%</td>
<td>37%</td>
</tr>
<tr>
<td>8</td>
<td>21%</td>
<td>72%</td>
<td>21%</td>
</tr>
</tbody>
</table>

**Science**

<table>
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<tr>
<th>Grade Level</th>
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<th>Non-IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>45%</td>
<td>68%</td>
</tr>
<tr>
<td>7</td>
<td>37%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Social Science**

<table>
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<tr>
<th>Grade Level</th>
<th>IEP</th>
<th>Non-IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>37%</td>
<td>64%</td>
</tr>
<tr>
<td>7</td>
<td>23%</td>
<td>66%</td>
</tr>
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</table>

**Prairie State Achievement Exam (PSAE)**

<table>
<thead>
<tr>
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<th>Writing</th>
<th>Science</th>
<th>Social Science</th>
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<tbody>
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<td></td>
<td>IEP</td>
<td>Non-IEP</td>
<td>IEP</td>
<td>Non-IEP</td>
<td>IEP</td>
</tr>
<tr>
<td>11</td>
<td>16%</td>
<td>61%</td>
<td>12%</td>
<td>57%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Illinois Department of Human Services

Continuous Improvement Plan

(Part C)
## ILLINOIS STATE IMPROVEMENT PLAN

### EARLY INTERVENTION SERVICES IN NATURAL ENVIRONMENTS

**DESIRED OUTCOME:** Children and families will receive comprehensive, coordinated services facilitated by team development and implementation of an outcome-based IFSP.

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>IMPROVEMENT STRATEGIES</th>
<th>EVIDENCE OF CHANGE AND BENCHMARKS</th>
</tr>
</thead>
</table>
| **1)** Jan. to June 01 data indicate approximately 65% of families experiencing delays were waiting due to unresolved CFC issues. (i.e., staffing concerns, delay in service coordinator assignment).  
- Of those children and families who had services delayed due to CFC issues, 54% came from one of four (of 25) CFCs.  
- Service coordinators report that the number of children and families on their caseloads makes it difficult to provide comprehensive service coordination.  
- CFC managers report that high turnover rates result in higher caseloads.  
- Jan. to June 00 data indicated approximately 8% of children and families had services delayed due to unresolved CFC issues. | **By 12/02,** conduct desk reviews and on-site monitoring visits as needed to the four CFCs who appear to have the highest percentage of children with delayed services due to CFC issues. Target monitoring areas will include enrollment, intake and evaluation procedures.  
- By 9/02, obtain accurate service coordination caseload data and review appropriateness compared to state established and nationally accepted criteria.  
- By 12/02, compare turnover rates and delay of service data to determine if the turnover rate for service coordinators is higher in CFCs that have a higher rate of delays in services due to unresolved CFC issues. | By 6/03, reduce the number of children and families experiencing delays due to unresolved CFC issues to less than 10%.  
**Benchmarks:**  
- By 12/02, decrease the percent of families who had services delayed due to CFC issues to less than 25% in the four CFCs that have the highest percentage of delays.  
- Caseload data indicate improvement in caseload levels toward state established and nationally accepted criteria. (Ongoing activity; review results semiannually.)  
- By 12/02, a turnover rate study will conclude if the turnover rates have an impact on the percent of service delays. |
| **2)** At the time of the self-assessment, the data reviewed indicated that the training available to EI service providers addressed the special knowledge, skills and abilities needed to serve the unique needs of eligible children and families. Since completion of the self-assessment, service coordinators report that they are not sufficiently prepared to develop functional outcomes. Additionally, Quality Enhancement review teams report that EI service providers also are not sufficiently prepared to develop functional outcomes. | **By 12/02,** develop and implement statewide training for service coordinators and EI providers on the development of functional outcomes. | By 6/03, statewide monitoring activities, service coordinator surveys and QE review team reports will indicate an improved ability by both service coordinators and EI service providers to develop functional developmental outcomes.  
**Benchmarks:**  
- Review of registration records for functional outcomes training demonstrates adequate participation by service coordinators and EI providers. (Ongoing activity; review results quarterly.) |
### Early Intervention Services in Natural Environments

#### Desired Outcome:
Children and families will receive comprehensive, coordinated services facilitated by team development and implementation of an outcome-based IFSP.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Improvement Strategies</th>
<th>Evidence of Change and Benchmarks</th>
</tr>
</thead>
</table>
| 3) Current monitoring procedures indicate that evaluators do not routinely actively participate in IFSP development meetings. | • By 4/02, develop and implement program procedures requiring documentation of IFSP participants and contributors.  
• By 2/02, file revisions to the administrative code of the Early Intervention Program which will strengthen requirements regarding the participation of evaluators at IFSP meetings. | Statewide monitoring activities will indicate a baseline of 85% of IFSPs developed with active evaluator participation.  
*Benchmarks:*  
• By 6/03, monitoring activities indicate significant compliance with required documentation of IFSP participants and contributors. |
## ILLINOIS STATE IMPROVEMENT PLAN

### FAMILY-CENTERED SERVICES

**DESIRED OUTCOME:** Families make informed choices about services and supports available at age three, are actively involved in the transition planning process, and are receiving services and supports on their child’s third birthday.

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<th>IMPROVEMENT STRATEGIES</th>
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</table>
| 1) Input from town meetings held throughout the state in October 2001 indicate that service coordinators have a varying levels of knowledge about family-centered transition planning and need more training.  
• Baseline data regarding the provision of family-centered transition services is minimal.  
• Collaborative B and C transition training was done several years ago, but has not been repeated.  
• Additionally, statewide transition training was provided between April and October 01 by a team of representatives from Illinois State Board of Education, Head Start (including Early and Migrant), DHS Child Care and Early Intervention. However, this training was not mandated and was poorly attended.  
• While early childhood transition training continues to be available through Part C, the training does not appear to offer service coordinators strategies to assist families in making informed choices about services and supports available at age three and how to actively involve families in the transition planning process. | • By 9/02, request the assistance of the Illinois Interagency Council on Early Intervention to establish a work group to address transition issues. Of particular relevance, the work group should review the existing transition training and make recommendations for enhanced family-centeredness.  
• Meet quarterly with the Head Start Memorandum of Agreement Work Group to review existing training and technical assistance activities, local agency issues, and activities and interagency collaboration needs.  
• By 12/02, assist the Head Start Memorandum of Agreement Work Group in coordinating, publicizing and carrying out collaborative statewide transition training as well as technical assistance and support related to transition activities.  
• By 6/02, develop a monitoring activity to establish a baseline for the competency of service coordinators related to family-centered transition services. | By 6/03, 80% of service coordinators will report through CFC monitoring activities an increased understanding and competency related to transition activities and the rights and procedural safeguards associated with them.  
**Benchmarks:**  
• By 6/03, surveys of participants in DHS-funded transition training sessions report adequate understanding of transition activities.  
• By 6/03, collaboration with Head Start Memorandum of Agreement Work Group results in an increase in the reported availability of training and support of transition activities. |
**ILLINOIS STATE IMPROVEMENT PLAN**

**FAMILY-CENTERED SERVICES**

<table>
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<tr>
<th>DESIRED OUTCOME:</th>
<th>Families make informed choices about services and supports available at age three, are actively involved in the transition planning process, and are receiving services and supports on their child’s third birthday.</th>
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<tbody>
<tr>
<td>2) A baseline for family satisfaction with and involvement in the transition process at age three is difficult to establish because there is no statewide mechanism for assessing family needs/satisfaction.</td>
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<tr>
<td>• By 6/02, with the assistance of the Illinois Interagency Council on Early Intervention, design and complete a statewide family satisfaction survey to collect baseline information on issues which include transition.</td>
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<td>• Review family satisfaction surveys submitted between January and June 2003 and compare to baseline data.</td>
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<tr>
<td>3) There is currently no reporting system to cross-reference children who are transitioning from Part C to Part B at age 3.</td>
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<tr>
<td>• Part C exit data shows 18.2% of children transitioned to Part B in FY 01.</td>
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<td>• No data exists to verify when services began for children who have transitioned from Part C to Part B.</td>
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<tr>
<td>• Develop tracking system to coordinate Part C referrals to Part B and to determine whether services begin on the third birthday.</td>
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<td>• By 12/01, develop tracking form.</td>
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<td>• Beginning in 1/02, pilot-tracking form in selected representative communities.</td>
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<tr>
<td>• By 6/02, review results from pilot sites.</td>
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<tr>
<td>• By 10/02, implement tracking form statewide.</td>
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<td>• By 6/03, utilize tracking system to identify areas of the state that need technical assistance to improve transition activities.</td>
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<tr>
<td>4) 22.4% of children exiting Part C that show eligibility for Part B services are not determined at time of Part C termination.</td>
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<tr>
<td>• Develop and implement transition training utilizing DHS/ISBE training entities in 6 regions of the State. (See training strategies listed above.)</td>
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<tr>
<td>• Family satisfaction surveys indicate increasing levels of confidence with the choices made regarding services and supports available to them on their child’s third birthday and involvement in the transition planning process.</td>
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<tr>
<td>• By 6/03, the number of children receiving 3-5 services on their third birthday will be identified.</td>
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<tr>
<td><strong>Benchmarks:</strong></td>
<td></td>
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<tr>
<td>• By 6/02, results from pilot sites indicate that tracking forms were completed on at least 80% of the children who transitioned from Part C to Part B from Jan. through June 2002.</td>
<td></td>
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<tr>
<td>• By 6/03, tracking system date indicate that tracking forms were completed on at least 80% of the children who transitioned from Part C to Part B from Jan. through June 2003.</td>
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By 1/04, the percentage of children exiting Part C that show eligibility for Part B services not determined at time of Part C termination will be reduced to 11% or less.
# ILLINOIS STATE IMPROVEMENT PLAN

## COMPREHENSIVE PUBLIC AWARENESS AND CHILD FIND SYSTEM

### Desired Outcome:
All children, birth to five with developmental delays, disabilities and/or who are at risk, are identified, evaluated and referred for services through a comprehensive, coordinated Child Find system.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Improvement Strategies</th>
<th>Evidence of Change and Benchmarks</th>
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</table>
| 1) Approximately 60,000 children, ages birth through 5, were reported to have been screened in FY 01. (6.7% of reported live births)  
  - Screenings at local health departments are not consistently reported.  
  - Screenings at childcare and home childcare settings are not consistently reported. |  
  - By 4/02, promote screening activities by simplifying the screening report form and making it available to all screening entities.  
  - By 2/02, simplify the screening report form.  
  - By 3/02, distribute the form, procedures and a cover memo from DHS and ISBE to all screening entities.  
  - By 3/02, put screening tool on DHS and ISBE Web sites.  
  - By 3/02, DHS staff will talk to Division of Community Health and Prevention administration to determine how to get local health departments that are doing screening to participate in data collection.  
  - By 1/03, determine the ability to utilize Cornerstone to collect screening data on clients screened by local health departments.  
  - By 3/02, work with the Illinois Map to Inclusive Child Care (IMAP) group to assure that screenings which are promoted by the group in childcare and home childcare settings get reported.  
  - By 12/02, analyze screening data by referral source type to identify trends in screening activities. Target technical assistance to increase the number of children screened. | By 6/03, increase the percentage of children screened to 12% of reported live births. benchmarks:  
- The number of agencies participating in screening data collection is increased. (Ongoing activity; review results annually.)  
- Screening activity in all referral source types is maintained or increased. (Ongoing activity; review results annually.) |

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By 6/03, increase the percentage of children screened to 12% of reported live births.

**Benchmarks:**
- The number of agencies participating in screening data collection is increased. (Ongoing activity; review results annually.)
- Screening activity in all referral source types is maintained or increased. (Ongoing activity; review results annually.)
**ILLINOIS STATE IMPROVEMENT PLAN**

**COMPREHENSIVE PUBLIC AWARENESS AND CHILD FIND SYSTEM**

**DESIRED OUTCOME:** All children, birth to five with developmental delays, disabilities and/or who are at risk, are identified, evaluated and referred for services through a comprehensive, coordinated Child Find system.

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| 2) Prevalence rates for children participating in Early Intervention /Special Education have not met federal standards.  
  - In 76% of Illinois counties, the percent of children participating in the Early Intervention Program is 1.6% or higher.  
  - Statewide prevalence rates for Early Intervention/Special Education participation exceed national standards. (Percentages are approximate. Based on estimated 180,000 live births per year.) | By 12/02, identify counties with a lower that 1.6% participation rate and provide technical assistance. | Prevalence rates for Early Intervention/ Special Education participation should meet or exceed national standards.  
  
  **Benchmarks:**  
  - By 6/03, increase to 85% the percentage of Illinois counties reporting the percent of children participating in the Early Intervention Program is 1.6% or higher.  
  - Prevalence rates continue to meet or exceed national standards. (Ongoing activity; review results annually.) |

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Prevalence</th>
<th>National Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to three</td>
<td>1.84%</td>
<td>1.7%</td>
</tr>
<tr>
<td>3-5 year olds</td>
<td>5.23%</td>
<td>5.05%</td>
</tr>
</tbody>
</table>
## ILLINOIS STATE IMPROVEMENT PLAN

### COMPREHENSIVE PUBLIC AWARENESS AND CHILD FIND SYSTEM

**DESired OUTCOME:** Families have access to culturally relevant material that informs and promotes the referral of eligible children birth to 5 years old to the Child Find system.

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| 1) To determine unmet needs, the cultural composition of Illinois families needs to be identified and compared to the available materials and referral resources used in the Child Find system.  
   - The Child Find Project produces public awareness materials in English, Spanish and Polish.  
   - Help Me Grow produces materials in English and Spanish.  
   - Department of Human Services (DHS) operates a translator bank.  

2) Referral data have not been analyzed to determine if children from across racial/ethnic groups are being referred. | By 3/02, State census data will be obtained to compare race/ethnic information with baseline diverse background referral data.  
   - By 4/02, OSEP Monitoring Subcommittee will review the Culturally and Linguistically Appropriate Services (CLAS) materials on Child Find with the diverse populations referral data and add improvement strategies to the State Improvement Plan, if needed.  
   - By 3/02, DHS staff will gather information from the translator bank about the populations it serves.  
   - By 7/02, strategies for providing additional translation services will be developed, if needed.  
   - By 12/02, baseline data indicating the number of children referred from diverse backgrounds will be obtained and compared to the total population of clients in Illinois’ large, statewide health care plan/ integrated case management system (Cornerstone). | Families of diverse backgrounds are informed about early intervention and special education and are being referred as evidenced by the baseline data comparison with state census data.  

**Benchmarks:**  
- By 6/03, child find materials will be made available in the language of each group that represents a significant portion of Illinois’ population.  
- By 6/03, translation services for referral questions will be available in the language of each group that represents a significant portion of Illinois’ population.  
- The racial/ethnic composition of the population of children referred for Early Intervention Services is comparable to ethnic composition of the total population of clients in the Cornerstone system. (Ongoing activity; review results annually.)
ILLINOIS STATE IMPROVEMENT PLAN

PART C GENERAL SUPERVISION

DESIRED OUTCOME: Eligible infants and toddlers and their families receive appropriate and timely services.

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</table>
| 1) Deficiencies identified through CFC monitoring and other compliance mechanisms are being corrected in a timely manner, although a system of monitoring of EI providers has not been established.  
  • CFCs have been monitored in 1998, 1999 and 2001. | By 4/02, implement requirement for a statewide summary of issues and system improvement recommendations after each round of statewide monitoring.  
  • By 4/02, pilot a monitoring tool and process for EI provider monitoring in several areas of the state.  
  • By 7/02, implements a statewide mechanism for monitoring a random number of providers to identify deficiencies. | Deficiencies identified through CFC and provider monitoring and other compliance mechanisms are corrected in a timely manner.  
  Benchmarks:  
  • By 1/03, deficiencies for CFCs and progress towards improvement are identified through monitoring visits and documented in a statewide summary of issues and system improvement recommendations  
  • By 1/03, baseline information on EI provider deficiencies is established through monitoring efforts. |
| 2) Identification of systemic issues is occurring through collection and analysis of information from state level complaint resolution, mediation procedures, due process hearings, monitoring and other compliance mechanisms.  
  • Exit data is being analyzed annually.  
  • DHS is collecting service provision and compliance data monthly using multiple communication methods.  
  • Information is not available about dispute issues resolved at the local level.  
  • Comprehensive monitoring is limited by existing staff resources (8 EI Bureau staff, 1 contract staff and 3 support staff are in place.)  
  • State dispute resolution data is being collected and analyzed as disputes occur. | By 1/02, begin analyzing exit data on a quarterly basis.  
  • By 4/02, implement a mechanism for tracking dispute issues resolved at the local level.  
  • By 7/02, identify other resources within the Department, or under contract with the Department, to facilitate additional monitoring activities. | Resolution of systemic issues is facilitated through collection and analysis of information from local and state level complaint resolution, mediation procedures, due process hearings, monitoring and other compliance mechanisms.  
  Benchmarks:  
  • By 1/03, all CFCs are in compliance with requirements to track and report information about dispute issues resolved at the local level.  
  • By 1/03, utilizing additional resources, the number of monitoring activities is increased.  
  • By 6/03, progress towards resolution of systemic issues is documented through analysis of local and state dispute resolution data and exit data. |
**ILLINOIS STATE IMPROVEMENT PLAN**

**PART C GENERAL SUPERVISION**

**DESIRED OUTCOME:** Eligible infants and toddlers and their families receive appropriate and timely services.

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</table>
| 3) Federal, State, private and local funding sources are being accessed.  
  - Fiscal reports include data about funds accessed through DPA and insurance, but do not include data about DSCC funds and family fees accessed.  
  - Systemic impact of utilization of other funding sources has not been analyzed regarding family satisfaction and payor of last resort compliance. | By 7/02, develop fiscal reports that include data about DSCC funds and family fees accessed.  
  - By 7/02, begin quarterly analysis of systemic impact of utilization of other funding sources on family satisfaction and payor of last resort compliance. | Federal, State, private and local sources are exhausted before Part C funds are utilized.
  
  *Benchmarks:*  
  - By 1/03, fiscal reports demonstrate that the EI program is the “payor of last resort”  
  - By 1/03, family satisfaction indicators demonstrate a minimal impact on family satisfaction as a result of utilization of other funding sources. |
| 4) Child find, evaluation, provision of services and transition are being coordinated through interagency agreements and other mechanisms.  
  - Referral procedures vary across the state.  
  - Five (20.0%) of 25 CFCs are enrolled and trained as KidCare agents to facilitate Medicaid/KidCare referrals.  
  - Interagency agreements between various funding sources are in place, some of which need to be updated to include more detail. | By 1/02, DHS, DSCC and DPA implement a common screening tool to facilitate mutual referrals.  
  - By 1/02, all CFCs have submitted an application to be KidCare agents and have received training.  
  - By 1/02, DHS and ISBE revise their interagency agreement to detail child find, transition and fiscal responsibilities.  
  - By 2/02, DHS and DSCC revise their interagency agreement to detail referral and fiscal responsibilities. | Child find, evaluation, provision of services and transition are coordinated through interagency agreements and other mechanisms.
  
  *Benchmarks:*  
  - By 6/02, monitoring activities demonstrate that all CFCs are in compliance with required use of the referral screening tool.  
  - By 7/02, all CFCs are enrolled KidCare agents and are submitting Medicaid/KidCare applications for families.  
  - By 1/03, Review of child find, evaluation, provision of service, and transition activities demonstrate cooperation with other agencies including ISBE, DSCC and DPA. |