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Speaker Harris: "The House will be in order. Members will be in their chairs. We shall be led in prayer today by Lee Crawford, the Pastor of Cathedral of Praise Christian Church... Christian Center in Springfield. Members and their guests are asked to refrain from starting their laptops, turn off all cell phones and pagers, and rise for the invocation and for the Pledge of Allegiance. Pastor Crawford."

Crawford: "Let us pray. Most gracious and kind God, who art the giver and the sustainer of life, it is in you that we move, live, and have our being. We ask that you, oh God, would watch over and bless this august Assembly. May your blessings be upon the Speaker of this House, all of its Members, and upon all of their families. Father, we pray over the deliberations of this day. We pray that they will commit all that they do unto you. May they engage each task with faith and perseverance. Manage each situation with wisdom and value. Speak and serve with integrity and purpose. Embrace with compassion and sensitivity. This we ask, in your precious son's name, Amen."

Speaker Harris: "We shall be led in the Pledge today by Representative Collins."

Collins - et al: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Speaker Harris: "Roll Call for Attendance. Leader Manley for absences on the Democratic side of the aisle."

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Manley: "Thank you, Mr. Speaker. Let the record show that Representatives Connor, Andrade, and Omar Williams have been excused."

Speaker Harris: "Leader Spain for absences on the Republican side of the aisle."

Spain: "Thank you, Mr. Speaker. Please let the record reflect that Representatives Bailey, Stephens, and Wehrli are excused."

Speaker Harris: "Have all recorded themselves who wish? Representatives Stuart and Gonzalez. Representative Morrison. Mr. Clerk, please take the record. With 110 Members answering the roll, a quorum is present. We are ready to conduct business. Mr. Clerk, Committee Reports."

Clerk Bolin: "Committee Reports. Representative Welch, Chairperson from the Committee on Executive reports the following committee action taken on January 11, 2021: do pass as amended Short Debate for Senate Bill 1302; recommends be adopted is House Resolution 957, and Floor Amendment(s) 3 to Senate Bill 558. Representative Zalewski, Chairperson from the Committee on Personnel & Pensions reports the following committee action taken on January 11, 2021: do pass Short Debate for Senate Bill 3027; recommends be adopted is Floor Amendment(s) 5 to Senate Bill 1805."

Speaker Harris: "Representative Severin, for what reason do you seek recognition?"

Severin: "Point of personal privilege, Sir."

Speaker Harris: "Please state your point."

Severin: "Thank you very much. So, I appreciated yesterday having the opportunity for House Resolution 958 being agreed upon

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and passed yesterday, but I wanted to share just a little bit about that. It was to commemorate and honor the Coach Rich Herrin, who passed away on Christmas evening, about 11:25. He was my coach back in the 70s and he actually coached at Benton High School. He coached Senator Luechtefeld in high school before he went on in life. So he started in Okawville, went to Benton High School, went to SIU, then Coach Herrin coached at Marion, and he finished up at a college in West Frankfort called Morthland College. Had 981 wins, 4 children, but most of all, not only was he our coach, he was our friend. A tremendous man that... of integrity, a tremendous coach. Driver's Ed was a little suspect, that he taught, but he was a tremendous man. And very proud today to honor him and remember him and I ask for a moment of silence. Thank you."

Speaker Harris: "The Body will take a moment of silence. Thank you, Representative. Representative Swanson, for what reason do you seek recognition?"

Swanson: "Thank you, Mr. Speaker. Point of personal privilege."

Speaker Harris: "Please state your point."

Swanson: "Thank you, Mr. Speaker. Today I ask and appreciate the Illinois Department of Public Health to begin... to continue their discussions with the IHSA and the IESA to begin opening up opportunities for our young people in our schools to compete at whatever event they would like to compete in. From basketball to the arts to any other event. As I live on Western Illinois, I have car loads of family members and people drive over to Bettendorf and Davenport, Iowa to compete on a weekend and then return into their classrooms the following week. So, I would encourage the IDPH to continue

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those discussions as we move to our next phases in mitigation plans that there's opportunities for our young people to compete in the schools, in their athletic events, or whatever other events that IHSA can allow them to do and the IDPH. So, thank you."

Speaker Harris: "Ladies and Gentlemen, we're now going to go to the Calendar and proceed to the Orders of Second Reading. On page 2 of the Calendar, there appears Senate Bill 54, Representative Zalewski. Mr. Clerk, please read the Bill."

Clerk Bolin: "Senate Bill 54, a Bill for an Act concerning liquor. The Bill was read for a second time, previously. Amendments 4 and 5 were adopted in committee. No Floor Amendments. No Motions are filed."

Speaker Harris: "Representative Zalewski to explain... I'm sorry. They're adopted. Third Reading. Mr. Clerk."

Clerk Bolin: "Senate Bill 54, a Bill for an Act concerning liquor. Third Reading of this Senate Bill."

Speaker Harris: "Representative Zalewski on the Bill."

Zalewski: "Thank you, Mr... sorry about that. Thank you, Mr. Speaker. Senate Bill 54 is an agreed upon Bill with several retailers along with WSDI and ABDI with respect to liquor home delivery. This is agreed upon to standardize the approach to how drinks can be delivered via a service. I'm told there is no opposition. I'd ask for an 'aye' vote."

Speaker Harris: "We have some Members seeking recognition. Representative Jones. Representative Jones has turned off his light. Okay. Representative Mayfield."

Mayfield: "There we go. Inquiry of the Chair. I'd like to know what the statuses of the Black Caucus agenda is and why we

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are calling Bills other than the Black Caucus agenda. Because I, myself, am not prepared to vote on any Bill that is not part of the Black Caucus agenda until we at least get those Bills on the floor."

Speaker Harris: "Representative, staff tells me they're working with the different Sponsors to get their Amendments to... through committees and to the floor. They'll take a little bit of time. So, we're trying to process some other more routine matters so that we can begin on the Black Caucus agenda Bills."

Mayfield: "So, can we just move the Bills from Second to Third and hold them on Third until we call those Black Caucus Bills?"

Speaker Harris: "We will take that request."

Mayfield: "Thank you."

Speaker Harris: "So, Representative, we'll move the Bills to Third with your agreement so that we're in position to move the... move them at the appropriate time. Representative Mayfield. Representative Mayfield, we'll be moving these Bills to Third and we will hold them on Third Reading. Mr. Clerk, can you take this Bill out of the record? On page 4 of the Calendar appears Senate Bill 2527, Representative Collins. Mr. Clerk, please read the Bill."

Clerk Bolin: "Senate Bill 2527, a Bill for an Act concerning property. The Bill was read for a second time, previously. No committee Amendments. No Floor Amendments. No Motions are filed."

Speaker Harris: "Third Reading. We'll hold this Bill on the Order of Third Reading. On page 4 of the Calendar appears Senate

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Bill 2779, Representative Hernandez. Barbara Hernandez. Mr. Clerk, please read the Bill."

Clerk Bolin: "Senate Bill 2779, a Bill for an Act concerning local government. The Bill was read for a second time, previously. Amendment #1 was adopted in committee. No Floor Amendments. No Motions are filed."

Speaker Harris: "Third Reading. And we will hold this Bill on the Order of Third Reading. And the House will be at ease. Representative Carroll, for what reason do you seek recognition?"

Carroll: "Hello, everybody. Point of personal privilege on a bipartisan basis here."

Speaker Harris: "Please state your point."

Carroll: "Would like to wish a happy birthday to our friend Andrew Chesney on the other side of the aisle. Thank you very much."

Speaker Harris: "Thank you, Representative. Representative Flowers, for what reason do you seek recognition?"

Flowers: "Thank you, Mr. Speaker. A point of personal privilege. I would like to take this opportunity to wish Representative Greenwood happy birthday."

Speaker Harris: "Ladies and Gentlemen, the Black Caucus will meet immediately downstairs in room B4. Black Caucus meeting, room B4. The House will come back to order. Mr. Clerk."

Clerk Hollman: "Committee Reports. Representative Harris, Chairperson from the Committee on Rules reports the following committee action taken on January 11, 2021: recommends be adopted, referred to the floor is the Motion to Concur with Senate Amendment(s) 3 to House Bill 2170."

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Speaker Harris: "The House will return to standing at ease. The House of Representatives will come back to order. Before we proceed into official business, there's just a housekeeping announcement. Members, if you have a black wool topcoat and, upon leaving last night or sometime today, picked up a topcoat, if you could check and be sure you picked up the right one. Apparently somebody has picked up Representative Bennett's coat. So, he would be grateful, over there. He's by the wall. Check your pockets and make the trade if you grabbed the wrong coat. Thank you. Mr. Clerk."

Clerk Hollman: "Committee Reports. Representative Harris. Chairperson from the Committee on Rules reports the following committee action taken on January 11, 2021: recommends be adopted, referred to the floor is Floor Amendment(s) 3 to Senate Bill 458, Floor Amendment(s) 2 to Senate Bill 1480, Floor Amendment(s) 2 to Senate Bill 1608, Floor Amendment(s) 3 to Senate Bill 1792, Floor Amendment(s) 2 to Senate Bill 1980; recommends be adopted is the Motion to Concur with Senate Amendment(s) 1 to House Bill 4276. Introduction of Resolutions. House Resolution 961, offered by Representative Hoffman, is referred to the Rules Committee."

Speaker Harris: "On Supplement Calendar #1, under Order of Concurrences, appears House Bill 2170. Representative Batinick, for what reason do you seek recognition?"

Batinick: "Thank you, Mr. Speaker. The Republicans haven't had enough time to chat and we would request an immediate caucus."

Speaker Harris: "Thank you. Representative Willis, for what do you seek recognition?"

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Willis: "Thank you, Mr. Speaker. The Democrats would also like to have an immediate caucus, please. Same place as yesterday on a legislative matter."

Speaker Harris: "The House will stand at ease while the Republicans go to caucus in the mezzanine, the Democrats go to caucus in the ballroom on the floor below. We stand in recess to the call of the Chair. Ladies and Gentlemen, the House will come back to order. On page 5 of the Calendar appears House Resolution 866, Representative Thapedi."

Thapedi: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. I rise to present House Resolution 866, which calls for the passage of an equitable economic land use plan for our state. This Resolution was filed on Juneteenth. For those of you that don't know, Juneteenth is a significant day for black people in this country and, believe it or not, also in Mexico. June 19, 1865 is the day that black people in Texas learned for the first time that they had been freed by the Emancipation Proclamation more than two years before, on January 1, 1863. Said another way, slaves in Texas were free but it took more than two years for them to find out. Knowledge indeed is power. You see, slavery had ended but slaves in Texas did not know that they were free because Texas was the most remote slave state and the information was invariably slow walked to them. Keep in mind that for obvious reasons, the white Texas slave owners, many who looked like the people who were involved in the attempted coup this week, did not tell them that they were free. And the 13th Amendment wasn't actually passed by Congress until January of 1865. This Resolution is a historical piece, documenting the

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history of slavery in Illinois, which began in 1720 in Southern Illinois. In 1720, the first slaves of African descent arrived here in Illinois to build what is today a nine hundred billion dollar a year economy. This places Illinois' economy in the top twenty in the world, Mr. Speaker. The counties where slaves were held and used to propel the state to a world power are listed on page 1 of this Resolution and I encourage Members to take a look at that list. Some people could legitimately make the argument that slavery was not abolished here in Illinois, it was simply redesigned. I would like to briefly share with you, Mr. Speaker, the evidence that gives that argument exponential weight, especially in the context of land use, as well as all of the pillars advanced by the Black Caucus. When the French first brought black slaves here to Illinois, there was a separate set of rules and laws for those black people. It was called Code Noir. When the British took over in Illinois after winning the French and Indian War, they, too, brought with them their own separate set of rules and laws for the black people here. That was called the Barbados Slave Code. When Illinois became its own territory, propelled in large part by slave labor, it maintained and enacted its own slave codes. When Illinois sought admission to the United States, the Federal Government salivated over the large amount of lead and salt harvested here in Illinois by the black slaves. In fact, one-third of Illinois' revenue was generated from the slave salt mines in Southern Illinois. One of the highest producing salt mines, Mr. Speaker, was named, not nicknamed, but named Nigger Springs. In fact, when Illinois first became

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a state and ratified its first Constitution, it abolished slavery everywhere in the state except for the highly lucrative salt mines. The first Legislatures also enacted Illinois' own black codes, patterned after the slave codes of the French and the British, firmly establishing two classes of citizenship here in Illinois. In fact, those first few Legislatures actually voted on and considered, Mr. Speaker, amending the Constitution to make Illinois a slave state. The first Capital Bill in Illinois was also tied to slave labor, where a regionalized approach was used where slave labor built roads and bridges on the eastern half of the state and in the western part of the state, in Alton, a prison was built. Illinois' Black Law of 1853 was considered, Mr. Speaker, the harshest in all of the northern states before the civil war. Post-civil war, Jim Crow laws and Jim Crow etiquette came next, solidifying the existence of two separate rules for black people and white people. This led to race riots in Chicago, Springfield, and Cairo and further discriminatory practices in land use, housing, and the remaining sectors to be discussed this evening during the course of the discussion on the Illinois Legislative Black Caucus' pillars. Restrictive covenants in the 1930s prevented black people from living in certain areas. This was especially true in Chicago where the realtors actually led that charge. Redlining also began in the 1930s to ensure; number one, that black people stayed in certain neighborhoods; number two, that the value of real estate in the black community stayed low; and number three, that homeownership for black people, Mr. Speaker, remained virtually impossible. This Body, this

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very Body, Ladies and Gentlemen, got into the act in the 1960s, the 1970s, and the 1980s by creating home value stabilization programs for white home owners but not black ones. We enacted flawed programs like tax increment financing and legislation like the Mortgage Act, which helps to this very day to cripple black land ownership and land use and home ownership. All of these things led to the obvious blight that we see today in the black community. Mr. Speaker, a land use system, or any system for that matter, cannot fail those it was never designed to protect. The verifiable evidence of systemic discrimination in land use and in all of the other pillars that we're going to discuss this evening is why the Black Caucus will be filing narrowly tailored legislation, specifically with respect to land use, designed to, among other things, eradicate blight, provide truly affordable, clean, and safe housing, ensure financing mechanisms are in place for black people to buy land and build homes and businesses, and provided existing black homeowners and business owners with the support that they need to either upgrade to better quality real estate or make significant improvements to what they currently have. Mr. Speaker, I urge the adoption of this Resolution and I'm available to answer any and all questions."

Speaker Harris: "Representative Thapedi has moved for the adoption of House Resolution 866. All those in favor say 'aye'; all those opposed say 'nay'. In the opinion of the Chair, the 'ayes' have it. And HR866 is adopted. Also on page 5 of the Calendar is House Resolution 696, Representative Ammons."

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Ammons: "Thank you, Mr. Speaker. It is my distinct pleasure to present House Resolution 696 to the Body. As was presented by Representative Thapedi, in all of the issue areas we've seen a considerable disconnect and, in so many ways, disregard to access to education for African Americans in our country. This Resolution calls on Congress to examine and to remedy the enormous student debt that is looming over not only African American families but all of our families in the United States. We believe that education should be available to all residents of our country and certainly that we provide equitable access to education, specifically higher education, to all students in Illinois. This Resolution calls on the Federal Government to demonstrate and to collect the data necessary to end the inequality in the access to higher education for African American students in this country. And I ask for its adoption, Mr. Speaker. Thank you."

Speaker Harris: "Thank you, Representative. Representative Ammons has moved that House Resolution 696 be adopted. All those in favor say 'aye'; opposed say 'nay'. And in the opinion of the Chair, the 'ayes' have it. And House Resolution 696 is adopted. Returning to the Supplemental Calendar #1, House Bill 2170, Representative Ammons."

Ammons: "Thank you, Mr. Speaker. It is my further privilege to work with the House Illinois Legislative Black Caucus Members and the Senate Members to present to you House Bill 2170. This Bill represents hundreds of years of access or the attempt to access education in a form that would bring about stability and economic opportunity. The education of African American children during the late period of slavery after

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1800 was pretty sporadic in the United States. And from that period to 1954, *Brown v. Board of Education*, that continued to be a point of significant contention among African Americans and our white colleagues. Many families could not afford to send their children to the limited schools that were made available to them during that period. And, because of segregation, there was not only unequal access but there was also unequal facilities, as well as limited resources to educate America's 40 million African American descendants of slaves. Today, we present to you an omnibus package that contains a variety of changes that we believe will change the trajectory of access to education, as well as, as it is considered the great equalizer, bring equality to our communities. I want to take a moment to thank, not only the Members of the Illinois Legislative Black Caucus for tireless work for almost 6 months for all of our pillars, but this pillar resulted in over 40 to 50 hours of work with Leader Lightford, her staff in the Senate, our staff in the House, advocates, supporters, and those who were struggling with many of its provisions when we first began. I also want to take a moment to thank Advance Illinois, the Legal Council of Health Justice, the Latino Policy Forum, the Chicago Public Schools, Stand for Children, Start Early, Teach Plus Illinois, the National Association of Social Workers, the Partnership for College Completion, Voices, Illinois Action for Children, Chicago State University, the University of Illinois at Urbana-Champaign, Teach for America, Golden Apple, the National Board of Certified Teachers, the Illinois Network of Charter School, the Illinois Association of

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Children, ED-RED, and so many others are represented in the body of work that is before you. Let me share with you the provisions that are contained in this omnibus package. For the point of time, I will not read every single line in this package, but I will touch every article that I think is of significance for you. We started this process considering education for K... for pre-K through workforce development. That was a tall task. And before you is the result of many, many hours of trying to figure out how to address the plethora of issues that emerged. Article 5 of this package, the kindergarten readiness assessment, that is going to be codifying current readiness assessments. So we have not changed them, using common assessment tools into the statute no later than 2021-2022. So what is currently being utilized, some of them are being used in some places and some are not. We are trying to utilize the kindergarten assessment so that we can make sure that children are ready for kindergarten when they get there. We also worked on early intervention services for K-3. We worked to support the Illinois Commission on Equitable Early Childhood Education and Funding. This one expresses support for the Illinois Legislative Black Caucus for the recommendation of the commission to find equitable ways of funding and streamlining early childhood funding. We included a data collection Bill in this package. That was included because, as we began to try to pull data from the various agencies, we realized that we were not talking apples to apples and, therefore, comparison of data was very difficult. So, we included a data collection provision in this Bill. We also recommended a Whole Child Task Force that

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is included in this Bill. We looked at infant and early childhood mental health consultations, which is in Article 35. We discussed the Medicaid diagnostic codes, which requires HFS to make recommendations to the General Assembly on how to integrate developmentally appropriate and age appropriate diagnostic codes for children age 5 and under by January 1, 2022. We increased access to financial support. We looked at equitable course work for College Access Act, which is included in here. We talked about computer science. We are 1... let me see... number 14 states that don't offer computer science education as a standard by ISBE. We are making... recommending that in 2020-2023 that we study ways to incorporate computer science education. We dealt with academic acceleration. The Council Learning Recovery, which is on Article 70. We also included a provision for after school programs that will be very needed in the next few... well I guess the next few months. Because of the COVID, we want to attack the learning loss of students. We also looked at other measures that would really improve the outcome for teachers. We looked at the Minority Teacher of Illinois Scholarship where we could provide direct services. This is already an existing program where we would utilize this program to recruit more teachers of color and, specifically, teachers... black, male teachers for Illinois K-12. We looked at a way to address the AIM HIGH provisions. I know this is a provision that has been worked on by the Higher Education Working Group for some time. We recommended a sliding scale for institutions that are smaller than others and don't have endowments, but that they also want to keep some of the best

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and brightest students at their own institutions. So we created, with the presidents of all of our public universities and colleges, a sliding scale provision that would reduce the match where needed so that those schools would not have to return funds back to the state and could utilize or maximize those funds for students. We included here an Inclusive History Commission. I want to thank Representative Ford for all of his work around the social sciences and attempting to address inadequate history and the teaching of, in some ways, bias history curricula. And this commission will examine those social sciences, revise the learning standards, and implement suggestions to correct those recommendations in the school curriculum. We also included workforce development. In this provision, we asked that workforce development program be consolidated. And the Governor is working on that provision so that we have one place that workforce development would be overseen at the state level. And lastly, the National Board of Certified Teacher trailer. This trailer Bill will add definition of diverse candidates and diverse candidate facilitators to the National Board of Certified Teacher programs. Those are the major highlights in this Bill that I wanted to make sure that I highlight for you. Let me just suggest that we have no opponents that are recorded at this time. Is that correct staff? We have remedied all of the concerns that were brought up by our agencies. We worked with all the agencies to come up with these provisions and to make the changes necessary because I believe that those organizations wanted us to address the issues and work on these things collectively. So, we started with all of our

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agencies together and we ended this process that is before you with the support of all of those stakeholders that I mentioned at the beginning of this process. With that, Mr. Speaker, I ask for concurrence on House Bill 2170 with the Senate and that this move be adopted."

Speaker Harris: "Thank you, Representative Butler... Representative Ammons. Representative Butler, for what reason do you seek recognition?"

Butler: "Mr. Speaker, please excuse Representative Miller for the rest of the day."

Speaker Harris: "The record shall so reflect. Representative Hammond, for what reason do you seek recognition?"

Hammond: "Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Hammond: "Thank you. Representative Ammons, I want to speak specifically to Article 125 that begins on page 184, the AIM HIGH program that you spoke of?"

Ammons: "Yes, Ma'am."

Hammond: "So, for some of the newer Members that are here that may not be familiar with this, this was a product, as you mentioned, of our Higher Ed Working Group. Bipartisan, bicameral group that we just got together because we felt we needed to make some changes for higher education in the State of Illinois. We needed to keep our graduating seniors at our Illinois universities. We were seeing that too many of the universities from out of state were offering additional scholarships to our students and they, in fact, were going out of state. The AIM HIGH program did not come about as a result of a couple of hours of discussions. It didn't even

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come about as a result of a couple of weeks of negotiations. It came about because we spoke to experts across the country. We looked at programs across the country. We made a determination on what would work for us in the State of Illinois. We've made some changes to it just recently in... doing a roll over for the funds. And, Representative, I understand that until recently you have not been a part of that working group. So, perhaps some of this discussion was not available to you, and some of the history of it. But as a result of AIM HIGH, 6 of our state universities have had reported a positive impact on student affordability, 4 have reported increased enrollment, 3 have reported increased revenue and increased access for low income students, 2 have reported increased retention. This is real data. This is a result of the AIM HIGH program as we know it. Students who identified as members of minority groups received grants at a higher rates through the AIM HIGH program. Representative, it's my understanding that Chicago State University is really the university that is pushing for this change. This year, Chicago State University returned all of its AIM HIGH dollars, \$800,000. Chicago State University has 144 new freshmen. Can you tell me that not one, not one of those freshmen needed that scholarship and Chicago State University could not or would not meet one new scholarship for freshmen?"

Ammons: "Thank you, Leader Hammond. Chicago State's appropriation for AIM HIGH was originally a million dollars. And if you recall, during the budget impasse... well we moved AIM HIGH where it initially started, and you're right, I wasn't in the initial working group for AIM HIGH. They utilized \$200,000

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dollars of that million dollar appropriation, but because of the budget impasse and because of the loss of revenue at Chicago State, which is the only considered HBCU, Historically Black College and University, in the State of Illinois, they had to return \$800,000 because they didn't have the match. This is an equity provision that we sought to find a remedy for so that Chicago State, which is probably one of the few institutions that really needed this support, would not have to return dollars back to the state and that they could use the maximum amount of dollars available for those students who do need that support, ultimately. I'm sure as... if Dr. Z was here tonight, she would express to you that it is imperative that they are able to maximize the AIM HIGH dollars for those largely black students on the South Side of Chicago. This is the reason why we worked so diligently with the other institutions to come up with a remedy that would allow them to maximize the use of those dollars and return none of those dollars to the state going forward."

Hammond: "Representative, this program is designed to give our students the last dollar that they need, over and above MAP and Pell. That's how this program was designed. We just passed House Resolution 696. That's a Resolution that addresses student debt. What we're doing here, the way this change is made to AIM HIGH, where there will only be a 20 percent match from an institution at 49 percent or a 40 percent match for others, we're not giving that student all of the dollars that they so desperately need. If Chicago State doesn't want to participate in this program, they should withdraw. We don't need..."

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Ammons: "Leader Hammond, I would hate to suggest that Chicago State doesn't want to participate."

Hammond: "They returned \$800,000 dollars."

Ammons: "Very true. They returned it because they don't have a huge endowment to cover the matching portion, which is what this is designed to do."

Hammond: "They didn't have \$2500 for one student? They didn't even have that?"

Ammons: "They returned it because of the matching portion, is a struggle for this south side college that supports largely African American students."

Hammond: "Representative, this is going to significantly increase student debt. The very issue that we just talked about. And you are cutting dollars to the very students that you represent. Thank you, Mr. Speaker."

Ammons: "Thank you. I disagree, but thank you."

Speaker Harris: "Representative Bourne, for what reason do you seek recognition?"

Bourne: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Bourne: "Thank you. First question, just to clarify that this is a gut and replace and has nothing to do with the underlying Bill?"

Ammons: "That's correct."

Bourne: "Thank you. I'm moving on. I know you and I were both on the committee hearings that the Senate held on education. So, I have a few questions about some of the topics that came up during those committee hearings and then what's ultimately in the Bill. If we move to the increased graduation requirements

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for laboratory science, foreign language.. just want to make sure you're there.. and computer science, do we know how many schools, high schools in this state do not currently have these opportunities available for their high school students?"

Ammons: "I think part of the process that we went through was that it was hard for us to determine each institution and what they were offering. For instance, computer science became one of those problems. So what we decided to do in this Bill was to put this into the commission so that they can study and answer that questions a little more directly."

Bourne: "So I'm not looking at the study, I'm looking at the graduation requirements. Is it your testimony that.. I mean is it your intention that rather than getting the data of what schools are offering, we're just going to mandate it?"

Ammons: "Well this does not mandate it, this allows ISBE to collect the data."

Bourne: "I read it very differently that it's mandating these new provisions for graduation requirements. 2024-2025 school year, the new graduation requirement for high schools will be two years of laboratory science instead of just science."

Ammons: "But there is a step before that, which means that ISBE is working within the commission that ISBE has to collect the information from all of the schools and to build a standard for all of the schools in Illinois so that we're all on the same page with this provision."

Bourne: "So, if this were enacted, you're saying that this Bill does not require these increased graduation requirements come

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2024-2025 for laboratory science, 2028-2029 for foreign language, 2023-2024 for computer science?"

Ammons: "We did.. it will ultimately be changing the standards by the dates you demonstrated. But it gives ISBE time to not only look at what is available across the state but to build that up to so that they can implement it by that date on the 2024-2025."

Bourne: "I appreciate the delayed implementation because it's hard to find teachers in these areas and it might be difficult for schools to find them. But I would say that there is a big difference between encouraging these opportunities be available for students versus requiring it for every high school senior who graduates. Would you say that those two are substantially different?"

Ammons: "I would.. I would say they are substantially different, and I would suggest to you that the reason why we are making these actually implemented in ISBE's program for schools in our state is because it is so disparate from school to school. So, if the University of Illinois requires two years of foreign language and I attend a school in my community that doesn't offer foreign language, that means I can't attend or would not be eligible for the University of Illinois Urbana-Champaign. So, it is important that we align the standard so that every child has an equal opportunity to attend a university or college in the State of Illinois and meet the eligibility requirements of that institution. That's what this is designed to do."

Bourne: "I totally agree that students should have the opportunity. I represent very small districts where some

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students don't have the same opportunity to get the course work that they may in a larger school. So, I understand that opportunity. I think the mandate, which paints every student and their education needs the same and their course as going to a four year university, is doing some of our students a disservice."

Ammons: "To provide extra access? I would..."

Bourne: "No, to mandate. Access and opportunity, I'm all for. Mandating that every single student have these increased graduation requirements, I believe, is going to increase students that are not able to graduate, which is doing them a disservice."

Ammons: "Well that's... that's already existing for African American students. So, we intended to fix this so that when that mandate comes, i.e. computer science... 35 states in the United States already mandates standards for computer science. And so, we are graduating students who are ill prepared for the... not only the jobs of this economy, but, as COVID revealed, we have student who are not able to perform online school because (a) they didn't have access, (b) they didn't have the equipment, and (c) there were no standards. And we're trying to align those standards."

Bourne: "Do you have any concerns that increasing these graduation requirements will increase the inability of some students to graduate, who may not be on that college bound course?"

Ammons: "Right now we have 23 percent of African American students graduating. I think if changing the standards will increase that number, I think it's worth mandating."

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Bourne: "Okay. Moving on. I have a couple of questions just about the cost of this Bill because, as we all know, we are in a financial situation in this state that makes it very difficult for us to spend more money without looking at it very closely. I'm looking at the Freedom School's provisions, do we have a cost associated with that? If it were fully implemented. I know that it's subject to appropriation, but your intention, do you know what that would be if it were fully implemented, ready to go, serving the students we need to serve?"

Ammons: "We don't have a cost on implementing that because this would be set up in a grant process so that community-based organizations that provide summer school, supplemental education programs, and Freedom School curriculum that's based on the Civil Rights Movement would be available to them. Of course we will work that provision out, and it is subject to appropriations."

Bourne: "Do you know if there are any existing federal grant programs that this would qualify for? I saw in the proposed language that it would be able to receive federal funds or private dollars?"

Ammons: "There... both of those are true. They currently exist under Freedom Schools. There's federal dollars that are through the Children Defense Fund. And hopefully we can support those programs expansion in the State of Illinois."

Bourne: "And do you know of any private dollars that you're looking to target for this? Just wanting to see what kind of creative funding would go into this."

Ammons: "I think that's beyond my scope."

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Bourne: "Okay. Okay. Fair. Moving on to the part of the proposed language that has what the Professional Review Panel would study. I'm seeing that one of the studies that the panel would be charged with is alternate funding structures to fully fund our education systems sooner. Could you give me some examples of that? Are we talking about a new funding formula? Are we talking about different funding? As a Member of the PRP, I'm just interested in what this charge is."

Ammons: "Okay. We did have a provision initially that was going to be in this Bill called the Anti-racism Act. We removed that and put it under the PRP so that the PRP would have an opportunity to look at equity provisions within the work that the PRP does. We know that the Evidence-Based Funding formula is part of this discussion that, since you're on it, I hope that you all will take up those provisions as listed in this Bill so that we can find solutions to inequitable funding to make sure that the EBF is working the way we want to and that we can come up with anti-racist and racial equity provisions within our educational funding formula."

Bourne: "Yeah, and I appreciate that. I'm just really interested in this specific sentence because I'm wanting to know if we are embarking on a new funding structure or what the intention was of the language..."

Ammons: "Not for that provision. That provision is not embarking on a new funding formula for K-12."

Bourne: "Could you tell me, kind of, what you're thinking though because on the PRP, we often... the Legislators on the PRP often get asked by the nonlegislative members, what did the

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Legislature mean by this language? So, I'm wanting to clarify that."

Ammons: "The initial Bill was designed to put additional dollars into the EBF that would be specifically targeted for African American students who are really struggling in various areas, whether it's academically, socially, emotionally, or any kind of supports they may need over and beyond the current EBF funding formula. But because that would cost us this additional money and we didn't have all those provisions worked out, we put it in the EBF so that the EBF, the researchers that are on that panel, can look at ways to support additional resources to black students who are struggling in some of those very difficult school districts that need additional resources. So, the PRP really should be looking at ways to increase equity through the EBF. And during our discussions, I don't know if you recall one of the hearings where we were really concerned about the implementation of the EBF in a way that really hit the targets. So instead of us changing the process of the EBF, we put it onto the PRP so that more discussion could go around equity, anti-racist actions around EBF, and implementing additional supports for black students."

Bourne: "So, I will just tell the Body who may not be super educated on the inner workings of the PRP, and I absolutely don't blame you for that, equity has been a huge charge of the PRP. So, I appreciate that focus. But to get super specific, are you wanting to add factors to the EBF? Are you wanting to increase the minimum funding level?"

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Ammons: "I would love to increase the minimum funding level, but there is a provision that we would love to add as a factor that was included in this Bill. We settled on putting in in the PRP so that there would be more time to study this issue, which is why we took it out of the Bill as an action for this evening. So our goal is for... if equity, and I couldn't get clearly from any PRP member what equity provisions that you all are recommending as of today's date. We decided to just simply put the... this particular provision in the PRP to go along with the equity work that you're already doing. And then the report that will come as a result of that, we will revisit this and try to implement the recommendations of the PRP."

Bourne: "Okay. Next question. I'm looking at the alternative teacher licensing program and I'm seeing that you took out the GPA requirement for an undergraduate degree for those participating in this program. Was there any specific data behind that decision? What was your intention?"

Ammons: "There was... there was a lot of data behind the intention. Of course, we didn't bring all the data from the hearing. But let me suggest that several teachers of color in the Minority Teacher Program expressed during the hearings that they may have met, for instance, a 2.75 on that particular test or that endorsement but they would not be eligible for the Alternative Education License endorsement because they didn't meet a 3.0, even though they completed all the course work related to that. So, we are trying to increase the teacher pool. We're also trying to increase minority teacher

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engagement, and we found that this was a provision that could do both of those things."

Bourne: "Do you know if there is a GPA requirement for a nonalternative licensure to be a teacher?"

Ammons: "Yeah... you know, the staffers were reminding me that there is no other program that requires a GPA for licensure and that this program would be equivalent to the other programs, professional licenses that we do. And it would also help to increase minority teacher inclusion in our pool."

Bourne: "Okay. Thank you. I also have a question about the fiscal impact of the kindergarten assessment. Do you know what that would be for the state?"

Ammons: "That's still being determined."

Bourne: "Do we have any idea based on the other assessments that we do?"

Ammons: "No, because when we were working on this provision assessments varied depending on where you were. And so, it was very hard for us to get... again, the way we collect data in this state is not advantageous for us to come up with actual. And so, the assessment itself is still being studied as a tool and it will, again, be a part of the ultimate program that we do to provide diagnostic assessment for pre-K."

Bourne: "Okay. Thank you. I think that we're seeing in this Bill some mandates coming down that I... to the Bill... that I worry, and especially some of our smaller school districts, may lead to lower graduation rates. I'm seeing some provisions of this Bill that may be pretty significant, unfunded mandates. I appreciate the concerns. I've appreciated the conversations

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in the committees. Our goal to get to equity is one that I think is a shared, beyond just this Body, but throughout the Illinois State Government and certainly all of the stakeholders that we work with, and the fine educators, and those who are working along with us to get this done. I have some concerns about this Bill, but I appreciate your answers to my questions and I look forward to continuing to work with you to get us closer to equity."

Ammons: "Thank you so much."

Speaker Harris: "Members, we have a number of folks seeking recognition. Starting with the next speaker, we're moving to the three minute timer. We'll be on the three minute timer tonight for this Bill and all other Bills. So, please synthesize your comments. Next speaker is Representative Brady. For what reason... Representative Brady."

Brady: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Brady: "Representative..."

Ammons: "Hey, Mr. Brady."

Brady: "First off, we have a common goal here. We're trying to help students not drown in debt in higher education. And I'd like to direct my comments back to similar comments that Representative Hammond had regarding the AIM HIGH program. And I was one of those individuals... continue to be one of those individuals on that bipartisan working group for probably over two and a half years now that worked on AIM HIGH. I believe that you used the word remedy as it pertains to Chicago State University, and one of the remedies in turning back their AIM HIGH dollars was an action or remedy

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taken by the university because of the inability to make a match. And I was just wondering if you know how many other of our nine state universities made a remedy in that particular, similar fashion? Turning money back that they couldn't utilize to help the students, which was the entire focus of the program."

Ammons: "So, I'm shared with that NEIU had to return money as well, over a million dollars' worth of money had to be returned to NEIU. Look, Mr. Brady?"

Brady: "Excuse me. Go right ahead on, I'm listening."

Ammons: "Thank you. Our goal here is to maximize what you all worked on with AIM HIGH. And it is impossible to maximize it if you set a threshold.. and this is where I want to share the reason why we were thinking on this in this term. If you say to me that we are going to have equal access to something but the bar by which to implement the equal access is higher than I can reach, then there is actually no equal access. If I can't make the match, similar to trying to get a bank loan to start a business, if I can't get a bank loan, I can't get into business. And therefore, it is actually not equal access, even if you put the building up and say all the money is inside. So for us in AIM HIGH, we wanted to come up with a sliding scale provision that would allow schools that are smaller schools with less endowment to still be able to maximize the use of the AIM HIGH Merit Scholarship. Instead of moving all the money into a MAP grant program, we wanted to maximize the AIM HIGH and put a sliding scale so that institutions that are struggling, and we know that our higher education institutions are struggling.. and in the next few

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months we'll see that manifest more. So, that's why we did it this way."

Brady: "And I appreciate that. I'd like to maximize my time right now..."

Ammons: "Thank you."

Brady: "...but I have to minimize my time and I'll do that very, very quickly. First off, I believe that you made a comment that Chicago State University struggles with not having the endowment funds that other universities may have. In my glancing at some research, in 2019..."

Speaker Harris: "Excuse me. Representative Brady, Representative Chesney is giving you his three minutes."

Brady: "Oh, great. Thank you very much. I appreciate that, Representative. Thank you. But I'll still be as quick as I can. I'm looking at an endowment fund in 2019 of over \$6 million dollars for the university, Chicago State University. And so, your comments about not having the amount of endowment funds or not enough endowment funds, at least, that seems, for the size of the school, fairly healthy to me."

Ammons: "I can't speak to what the resources that you are mentioning that they may have that may be facility dollars or whatever dollars they are, I can't speak to that. What I can say is in this program it's not just Chicago State that will benefit from a lower match on this particular provision, but it is something that came as a negotiation from all of the presidents of these universities together to get to this point."

Brady: "Let me take you back to the end of May. I think June 1, you remember? We were right at this same spot."

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Ammons: "I do remember that."

Brady: "Remember that, we were right here. At that time, when we had a budget for higher education, in particular, we held our universities flat funding across the board, with the exception of Chicago State University. Do you remember how many millions more Chicago State University got than other universities?"

Ammons: "I don't recall exactly, but I know in their general obligation funds they were held flat."

Brady: "But there was a... if my memory serves me correctly, several millions more that went into helping the operations budget to the university."

Ammons: "I remember that, Leader Brady, and I remember that at that time the... again, the facilities question that you're saying... Chicago State's boiler had gone out for the whole entire campus. So, I know at that point resources were much needed to address that immediate issue and I recall that happening at the end of May. I don't, of course, know how they have to appropriate all the rest of the dollars to support the programs at Chicago State."

Brady: "Okay. And thank you. And I believe they still struggle with that boiler situation, if I'm correct, like Madam President said some time ago. So my point is in closing, it is simply that we have a common goal here, Representative, in trying to help those students that are drowning in debt in higher education in the State of Illinois. I believe that AIM HIGH has been a program that's been successful to do that and I'm concerned about changing, in this way, that program. But

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I appreciate your answers to my questions and thank you for your time."

Ammons: "Thank you, Leader Brady."

Speaker Harris: "Representative Wilhour."

Wilhour: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Harris: "She indicates she will yield."

Wilhour: "Thank you, Representative Ammons, and thank you for your comments about the access to... the equal access to education. Do you believe that equal access to public and private K-12 education, regardless of race, zip code, or income, is an essential pillar in regards to educational equity?"

Ammons: "I think I'm not clear on your question, if you can restate that?"

Wilhour: "Do you believe that equal access for public and private K-12 education, regardless of income, race, or location, is an essential pillar when it comes to equal access to... to equal education equity?"

Ammons: "Well certainly the 250 years that African Americans were behind, I absolutely believe so. And I do believe that because of that 250 year head start that is placed before you, that we have to put other provisions and other resources into communities of color to address the lack of resources and funding that has been provided to those communities."

Wilhour: "Okay. Well I noticed that at the beginning of the week, when I was looking at this Bill, I noticed there was a... there was robust provisions in there for the Invest in Kids Act. And as I looked at it yesterday, there was less things in there. And as I look at it today, there is... there is nothing

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in there for this. And with the Invest in Kids Act, it would increase some investments that would go towards education equity for people who normally couldn't afford it. Can you give us a little bit of explanation how that was negotiated out of it and is there anything in this Bill, currently, that moves this towards more equity when it comes to education choice?"

Ammons: "So, let me just say that the Invest in Kids portion of this was removed because those who were interested in the Invest in Kids portion, in particular, wanted us to increase that by \$25 million dollars. They also wanted us to remove the sunset that was part of the negotiation of the EBF when it was done. And we couldn't come to agreement with all of the stakeholders in relationship to Invest in Kids and that's why it was removed."

Wilhour: "Do you think it is your belief that in order to really achieve education equity that we need to be doing something along that lines?"

Ammons: "Well the program Invest in Kids will still exist. We've not changed it, whatsoever, by the provisions of this package."

Wilhour: "Do you think it goes far enough?"

Ammons: "I'm not sure because I don't know the inner workings of that program."

Wilhour: "Okay. Thank you."

Ammons: "Thank you."

Speaker Harris: "Representative Batinick. And before Representative Batinick starts, Members, once you're done talking because of the thing of the technology, if you could

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turn off your speak buttons. Just push them again. It makes it easier for us to keep track of who's next. Representative Batinick."

Batinick: "Thank you, Mr. Speaker. I'm going to go... I'm going to go straight to the Bill. This is typical. This is just... I'm beyond frustrated. This is typical Illinois government right here. So I've got a spreadsheet that talks about funding per student in Illinois Universities, which are funded about double the national average already, by the way. And the universities say they don't have the money for the match. We've got U of I at about 7 thousand per student. ISU at less than 4 thousand per student. EIU at 6200 per student. And Chicago State, which is making the claims it doesn't have the money for the match, at nearly \$18 thousand dollars per student, which should be somewhere about triple the national average. And they don't have enough money. But if you Google Chicago State scandal you can see a nice little article about some professors who had a blog post that said, 'Chicago State, where competent people are fired and our friends are hired.' They tried to shut that down and those professors were given \$650 dollars for being wrongly attacked. Now, we have a big budget crisis going on here, folks. And what's happening with this Bill is we're taking money away from kids. It used to be a dollar for dollar match, now it's a 20 cent per dollar match or a 60 cents on the dollar match. So, we can do the hard work to stop the incompetency and the expensive government that we have in this state or we can pass Bills like this where we're essentially trading activity for accomplishment. This isn't accomplishment, this is activity. This takes money

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away from kids. This is a bad Bill and it avoids the hard work that this Legislator should be doing. Thank you very much."

Speaker Harris: "Representative Morgan, for what reason do you seek recognition?"

Morgan: "Will the Sponsor yield?"

Speaker Harris: "She will."

Morgan: "Thank you, Mr. Speaker. Representative, my question is about the opportunities that this legislation might provide for the hundreds and thousands of young professionals who very recently, particularly in the last few months in the last year, have lost their employment or have needed to find other types of work and may be considering going into education. Are there opportunities and resources like that in this Bill?"

Ammons: "This Bill contains a variety of ways to increase opportunities for students in Illinois, including through the AIM HIGH program, which I believe is a good program to do that. And so, I believe that all of the advocates would agree with me that the provisions in this Bill will increase opportunities for Illinois students."

Morgan: "To the Bill. Ladies and Gentlemen, at this moment in time, we have a unique opportunity to reframe some of the things that we do with regards to education in Illinois. We all agree we have a shortage of teachers. We all agree there are too many people out of work. And this Bill will help us move in the right direction to create new opportunities for those who need it and to fill the much needed avenues of

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education and teachers that every single one of our districts need. So, I thank the Sponsor and I urge an 'aye' vote."

Speaker Harris: "Representative Davidsmeyer, for what reason do you seek recognition?"

Davidsmeyer: "Thank you, Mr. Speaker. First, I have a question the Speaker."

Speaker Harris: "Yes, Sir."

Davidsmeyer: "What are the House Rules in regards to wearing a mask on the House Floor?"

Speaker Harris: "Masks are required."

Davidsmeyer: "Can you remind this Body that that is the case?"

Speaker Harris: "Ladies and Gentlemen, it has been the policy of the Body, it is also in the House Rules, and it is public health guidance to keep us all safe that every person on the House Floor should wear a mask and face covering, except while eating or drinking."

Davidsmeyer: "Thank you, Mr. Speaker. Question of the Sponsor?"

Speaker Harris: "She indicates she'll yield."

Davidsmeyer: "Okay. I'm noticing in here there is a number of things that say a high school shall do this, or a high school student shall have access to this, or ISBE is going to do research on certain aspects of education. At which point the local school shall provide those aspects of education, whether it's curriculum or whatever it may be. My question is, what aid is the State of Illinois going to provide to our local schools to provide the additional curriculum or the additional requirements that this... this Body that the State of Illinois is going to put onto them?"

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Ammons: "As of currently, the State of Illinois created the EBF to do exactly that. The one thing the EBF didn't do is it did not require the schools to provide anything in additional and it didn't give any direction because it allowed local school districts or local school boards to determine how they would use the additional dollars to meet adequacy. And so, in these provisions, yes, we want the students to all have access to computer science or foreign language and all of those things that would get them into college if they so choose to go. These provisions are being supported by dollars that we are providing at the EBF level currently."

Davidsmeyer: "So, when the original or the new funding formula was passed, what did it say about adequate funding for our schools? What was the production of reaching that adequate funding level? Do you recall?"

Ammons: "I don't remember."

Davidsmeyer: "I believe that we were looking at a decade, right? To get to adequate funding. So, if we add additional requirements, are we kicking that can further down the road?"

Ammons: "No, I don't... I don't think..."

Davidsmeyer: "So..."

Ammons: "I don't think it's kicking it down the road. I think the provisions are designed, as we saw in our subject matter hearings, that each school district is not providing equal access to education across the State of Illinois, which is why the EBF was done in the first place. And so, our goal here is to make sure that every student actually does have adequacy and that they are provided the resources and curriculum necessary to provide success for those students."

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Davidsmeyer: "Okay. I have a hard time believing that additional requirements on school districts are not going to cost them additional money. Do you know how much curriculum costs? I mean, we're working on curriculum... in my school district we're working on curriculum that's probably a decade old. I mean, all these additional requirements cost money. So, there is additional costs. And just because you're giving them additional money... you're giving them additional money to catch up to the current requirements, not to the additional requirements that this Body requires of them. So, I..."

Speaker Harris: "Representative Keicher has given three minutes to you, Representative Davidsmeyer."

Davidsmeyer: "Thank you. Thank you, Mr. Speaker. So, my concern here is that this entire Body talks about the cost of property taxes and the continuing increase of property taxes. This is going to increase your property taxes, it has to. The money to fund everything in here has to come from somewhere. And if it's not coming from the State of Illinois, the only place it can come from is your property taxes. Now, there are additional costs to the State of Illinois, setting up commissions and doing a number of studies and all that. What is the current status of the State of Illinois budget? Is it balanced?"

Ammons: "Well the current budget is balanced by appropriation but is not balanced by our over expended costs like pensions and things of that nature."

Davidsmeyer: "Which are costs that we have to pay for. So, that's..."

Ammons: "Absolutely."

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Davidsmeyer: "...I mean, that's all part of the budget."

Ammons: "Yes, Sir."

Davidsmeyer: "So, the Governor's talking about cutting... the need to cut funds out of this year's budget, but this is saying we have to spend more money on more things. So, what are you going to cut in the current budget to help pay for what some of these things that your promising in this... in this Bill?"

Ammons: "All of those things are going to be taken up in a few days when we start the budget appropriation process."

Davidsmeyer: "So, we'll figure it out later. We'll just promise it and we'll figure it out later?"

Ammons: "Well what we are doing actually, Mr. Davidsmeyer, is trying to figure out how to get to equity because if someone has a significant head start and all the resources are provided to one community, clearly we have to find a way to equity. So that means that, yes, we may have to make adjustments in our budget to meet some of these obligations that would bring about equity in all the communities across the state. That means somebody might have to give up a little something for somebody else to benefit."

Davidsmeyer: "And so, who is giving up? What programs in the state are going to have to give up so that these things can happen?"

Ammons: "That's what we are going to discuss in our working groups."

Davidsmeyer: "But we haven't discussed those. I've been here for eight years. We have never discussed where you cut to pay for the new programs."

Ammons: "Well I hope you guys join us in the next budget process in this discussion."

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Davidsmeyer: "We're still waiting on the Governor to give us his six percent... his request for all the departments to provide six percent of cuts. He will not provide that to us. So, we're looking to see what the departments believe they can cut and we'll go from there. We're happy to be part of that discussion. At the end of the day, this is more spending from the State of Illinois that's going to have to cut current programs or we'll just go further in debt and it's a local property tax increase. So, if you are voting for this, it's a property tax increase. They have to pay for it somehow. I'm all about working with you on equity and making sure people receive a good education because that is one way to pull people out of poverty. I truly believe in that."

Ammons: "But..."

Davidsmeyer: "But when you..."

Speaker Harris: "Representative Davidsmeyer, please bring your remarks to a close."

Davidsmeyer: "Yes, Sir. I will. Thank you. Really quick, when you add additional requirements, your graduation rate is going to go down. So, you're going to provide more difficult curriculum and it's going to drop. So, I encourage... while I think you're working towards something positive, I don't think it's there. This is going to cost the State of Illinois money. It's going to cost local property tax payers money. And we just can't afford it. Mr. Speaker, I urge a 'no' vote."

Speaker Harris: "Representative Willis, for what reason do you seek recognition?"

Willis: "Will the Sponsor yield, please?"

Speaker Harris: "She indicates she'll yield."

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Willis: "Thank you. Representative Ammons, I want to commend you on all the hard work you've done on this Bill. I have sat in on numerous of those calls where you've listened diligently and taken the advice of many of the stakeholders. I just want to bring up a couple of very quick points. Regarding the foreign language requirements and the computer science requirements, is the reason for those to make sure that our students are more college ready when that comes forth?"

Ammons: "Yes, Ma'am."

Willis: "And is there anything in this Bill that prevents school districts from teaching those courses virtually?"

Ammons: "No, Ma'am."

Willis: "So if there is a shortage of teachers for a foreign language, we can partner with another school district and tag into a virtual class for our students?"

Ammons: "That's available to them currently."

Willis: "Terrific. I think that's a wonderful way to look innovatively. Regarding your minority teacher program to encourage minority teachers in our schools, I, obviously, am not a person of color, but I have a niece who is. She goes to school in the western suburbs. She does not have one teacher of color in her school. If she was a young black boy, it'd be even worse for her. She might not even have a teacher of color that would be male in the entire district. This is a program that is going to help that. We know that that is one of the most important things we can do to make sure that our students see people like them as their mentors and as their teachers. So, I commend you for making sure that we increase that program. Last point I want to ask, is there anything on here

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that increases vocational education? So, if we're looking into the trades, do we have anything along that line?"

Ammons: "We would want to ultimately revisit this, Leader Willis. My goal was to put something in this as CTE, but because of some of the concerns mentioned earlier, we removed that from this provision. I intend to come back to the CTE question with our leadership and the Black Caucus after we start the 102nd."

Willis: "Great, great. Because we know, while we do want to have all of those student college bound, sometimes it's... that's just not what they want to do, but let's have them ready to be able to if we can. Again, I commend you for this. I wholeheartedly support this. Thank you for taking off all of the concerns and the opposition that came to you in good faith to have you change that. And I will be voting 'yes' and I ask my fellow Members on the floor to vote 'yes' also. Thank you."

Ammons: "Thank you."

Speaker Harris: "Representative Caulkins, for what reason do you seek recognition?"

Caulkins: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Caulkins: "Thank you very much. Representative, you indicated that there are no groups or no one is in opposition to this Bill. Is the University of Illinois happy that they are going to get a 20 percent cut?"

Ammons: "They have not expressed any concern with me on this Bill."

Caulkins: "So, you're okay cutting University of Illinois in their grants?"

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Ammons: "There is no 20 percent cut in this Bill."

Caulkins: "No, in their... in the grants where you're redirecting the dollar for dollar, now you're going to make it 80 percent or 20 percent."

Ammons: "There is no cut to the University of Illinois."

Caulkins: "Yeah, but the student match is cut, which means that the student isn't going to get that much money."

Ammons: "The University of Illinois will continue to match its student merit."

Caulkins: "A hundred percent?"

Ammons: "They actually sent me that they will continue to match theirs at a hundred percent."

Caulkins: "Really?"

Ammons: "Yes, Sir. They emailed it to me."

Caulkins: "Okay. That's very good."

Ammons: "I'll send it to you."

Caulkins: "No, that's very good. I have a... I do have a question. You talk about intervention services... I'm sorry. There was a... a teacher has to be taught and retaught in the education these five essential components. It says, 'explicit and repeated instruction'. Can you tell me July 1, 2024 to be... receive an educator license they must have explicit and repeated instruction in each of the five... can you please define what explicit and repeated instruction is?"

Ammons: "Yeah, I'm not exactly sure what you are referring to..."

Caulkins: "I apologize... it was... I've been informed that that has been taken out and I appreciate that."

Ammons: "Thank you, Caulkins."

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Caulkins: "Thank you. To the Bill. This Bill, as it's been said before, will do nothing but make for a massive property tax increase in order for school districts to match these demands. There are many, many things that are in this Bill that I think are worthy. I believe that these are things that we should do. I'm very disappointed that the Invest in Kids Act was taken out. I probably surmise that it was taken out because of budgetary concerns by the administration. You know, if there's something we should be doing, this Invest in Kids Act is something that should have been done. The trade school aspect of that, we need to invest in. We have shortages in the trades. You know, this is not the Bill. This Bill is full of things that are going to be absolutely impossible for school districts to meet, and I'm not sure how you're going to enforce that. I urge a 'no' vote. I hope that we would come back and work on specific parts of this together to make this a better, better Bill."

Ammons: "I'm really moved by your interest in getting minorities into the trades, which has not been effective for a very long time. The trades have every opportunity to let more black and brown people into their apprenticeship programs, if that's what they choose to do."

Caulkins: "It's my understanding..."

Ammons: "But the Invest in Kids program is something that... certainly if you're interested in trying to move that in the 102nd, you can introduce it in two days."

Speaker Harris: "Ladies and Gentlemen can we bring these remarks to a close? Mr. Clerk, Rules Report."

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Clerk Hollman: "Committee Report. Representative Manley for the Committee on Rules reported the following committee action taken on January 11, 2021: recommends be adopted, referred to the floor is Floor Amendment(s) 3 to Senate Bill 1480, Floor Amendment(s) 4 to Senate Bill 1792."

Speaker Harris: "Representative McCombie, for what reason are you seeking recognition?"

McCombie: "Thank you, Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she will yield."

McCombie: "Thank you. Couple of the Representatives had made a comment, one about the increase of jobs, which is great, another about teaching virtually, which, I think, during this time of COVID, we've seen has not been overly effective. I live in an area that has consolidated school districts between several communities and we have to job share now for school nurses, actually facilitators, not teachers, for Spanish. We have to travel 30 miles to other locations for specialty classes. So in here the lab science piece of it, which is great, some of our schools, my particular school, does not have a good lab science per our superintendent. The increase of the foreign language, I don't think anybody thinks it's probably a great idea to have a facilitator continue to teach foreign languages. And I know it's not just happening in mine. And then the computer science. My superintendents have stressed concern with the number of teachers that they have. And we all know there is certainly a shortage of teachers across the state regardless. Is there anything in this Bill to incentivize people going into school to choose science,

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foreign language, computer science to become teachers for those?"

Ammons: "Well in this package we included in the minority teacher institute program for that to actually happen so that we can recruit enough teachers of color to help with that issue around foreign language, computer science. We also moved the implementation date back to 2028-2029 to give school districts enough time to look at ways to increase the teacher pool as well as to provide the resources necessary to implement computer science, foreign language, and the other provisions of this Bill."

McCombie: "And I did see that time. But can you tell me a little bit more about what is in that piece of the Bill to incentivize them to choose foreign language, computer science, or science? What is in that..."

Ammons: "Who are we incentivizing? What do you mean?"

McCombie: "What is going to help them in that part of the Bill to choose that as their concentration to teach? I didn't see that."

Ammons: "Yeah, the program is being provided. We are creating the program to increase the pool, not necessarily to incentivize them to choose a particular course."

McCombie: "Okay. So there's nothing in there to push them towards that..."

Ammons: "Well we can't push them towards it anyway. We could only provide the resources necessary for teachers of color to decide to become teachers and to go into some of these other fields."

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McCombie: "Right. I could see that to be a little bit of an issue to maybe try to incentivize. This is an area that we're going to be increasing. We're going to need more teachers. So, just something for you to think about. Thank you."

Ammons: "Thank you."

Speaker Harris: "Representative Butler, for what reason do you seek recognition?"

Butler: "Thank you, Mr. Speaker. I yield my three minutes to Representative Bourne."

Speaker Harris: "Representative Bourne."

Bourne: "Thank you. I remembered a couple questions. I apologize, Representative. Does the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Bourne: "Representative, do you intend to run any trailer language for the implementation of this Bill or do you think it's ready to go?"

Ammons: "The Senate Majority Leader Lightford shared with me after they passed it in the Senate that there are a couple of things that need to be cleaned up in the Bill. They are technical changes, and that we would be discussing those technical changes in a couple of days."

Bourne: "Okay. That's what I had heard, too. So, I wanted to clarify on the floor here. Do you have the intention to run that in this General Assembly or the next?"

Ammons: "In the next."

Bourne: "Okay. Thank you. Does this have an immediate effective date?"

Ammons: "Some do, some don't. As we just mentioned, the computer science, foreign language, those are pushed out a little bit

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beyond 2021. Some of them are different dates. So, they are not all effective immediately."

Bourne: "So, does this require 60... I guess this is a question for the Chair. Does this require 60 or 71 votes?"

Ammons: "With you vote it'll be 61, at least, right?"

Bourne: "You've got more on that on your side."

Speaker Harris: "In answer to your question, Representative, the parliamentarian tells me 60 votes is the requirement."

Bourne: "Thank you so much. Representative, could you remind the Body how many extra dollars we put into the EBF under this last year's budget?"

Ammons: "We didn't add any new dollars under the last new budget."

Bourne: "That's right. There were zero new dollars added in this last year's budget. To the Bill. That means that in our push for equity, if we continue to not get our fiscal house in order, we will not be able to send dollars to the schools that need it most first. We can continue to debate policy change, but until we tighten our belts and prioritize students... not a single new dollar went to Tier I or Tier II school districts this year. We've got to be talking about fiscal reform if we want to talk about providing opportunities to the students who need it most first across this state. Passing Bills that spend imaginary money that we don't have is not going to get us to what we really need for our kids. Mr. Speaker, I would request, if this Bill gets the requisite number of votes, that there would be a verification."

Speaker Harris: "Thank you, Representative. Ladies and Gentlemen, a verification has been requested. The last speaker on this Bill will be Representative Davis."

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Davis: "Thank you, Mr. Speaker. To the Bill. First and foremost, I want to commend Leader Lightford, Chairwoman Ammons, all the staff, and everyone that participated in getting this Bill to this point. Many of us run for election on the idea of education being the number one thing that we want to support here in Springfield. The number one thing that we want to try to improve and make better. I can say that one of my greatest legislative accomplishments happened when we did pass the EBF, when we did pass an equitable school funding formula. Thank you, Mr. Speaker, for your support in getting that done, appreciate it. When we passed that Bill, yes, the funding was going to be a challenge. Someone talked about the length of time, but we settled on a number that we felt would at least allow us to make significant progress towards getting to full funding. An effort to try to help deal with the property tax issues that other Members have spoken of. But it requires resources. So, instead of commenting specifically on some of the things that other Members said, let me just focus on money. Money requires priority. Someone said that. So, when we talk about all of the money that may be needed to help fund what Representative Ammons is pushing in her Bill, it's all about priority. Last time I checked, I think our State Government spends every year in the neighborhood about 40 to 60 billion dollars, 40 to 60. So, if we really want to have a conversation about priority, then I think the money is somewhere in there, but the moment we start about... moment we start talking about cutting the corrections budget, oh, somebody gets upset by that. Particularly, on that side of the aisle. So, can't cut the corrections budget 'cause we

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need that money to make sure that we lock up the people that we're arresting. But let's think about that. We want to reform the criminal justice system to try to reduce the number of people that are going into that system. If we reduce the number of people going into the corrections system, which means we don't have to spend as much money on the corrections budget, we just freed up millions of dollars to put in the education budget to fund some of the initiatives that we're talking about today. So, if we want to talk about priority, there is a great place to start right there. Great place to start. So..."

Speaker Harris: "Representative, Representative Carroll yields you three more minutes."

Davis: "I won't need it. I'll be done. I appreciate it though. Thank you. But very quickly, very quickly. I appreciate everything you're doing, Representative Ammons, on this pillar to get this done. To address systemic racism that exists in the education system. To give us the opportunity to not level the playing field, because I don't want to imply that I'm trying to take something from somewhere else, but we need to raise the playing field for everyone. Rising tide lifts all boats, and that's what we're trying to do. So, if we really want to impact our ability to make sure young people here in the State of Illinois... young people here in the State of Illinois have as much access and opportunity as they most possibly can, then these are the types of measures... and, yes, they are tough, but these are the types of measures that we must support. And if nothing else, I'm reminded of a young girl named Jana. Somebody may have heard me speak about Jana

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once before. Well Jana just happens to be my daughter. She's 9 years old. She attends Churchill Elementary School in Homewood, Illinois. And, yes, her school district is 100 percent remote. And I can swear to you that even in a remote situation my daughter is thriving. Some people have suggested that remote learning is terrible and that kids aren't learning, mine is. She loves school, and she'll take it any way she can get. She will take it anyway that she can get it. So when we talk about this effort to make sure that our young people from K-12 and into higher ed are given every opportunity to be those productive members of society that we want them to be, tax paying citizens here in the State of Illinois, these are the types of bold measures that we must, that we must pass to make sure that we are giving every one that opportunity. And I know it may be a tough vote for some of you, but hopefully you can find it within yourself and thinking about the young people in your districts that will benefit from these measures. 'Cause I can assure you that when we impact African American kids in the State of Illinois, we are impacting every child in the State of Illinois. So that means your children and children in your districts will have a unique opportunity to benefit from these measures as well. So come on, get on board, support this measure. Let's make sure that we are doing the very best we can for children and young people here in the State of Illinois. I strongly urge a 'yes' vote. Thank you, Mr. Speaker."

Speaker Harris: "Representative Ammons to close."

Ammons: "Thank you, Mr. Speaker. When we started this process tonight to begin to run Bills and measures, Representative

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Thapedi introduced a Resolution that described how Illinois benefitted economically from the free labor of enslaved Africans brought to Illinois. And during that time of free labor, the enslaved children did not have access to education. They were workers in those salt mines in Southern Illinois. And at the same time, those who brought them to Illinois for the purpose of free labor, their children were receiving education in the same community. The inequity that is built into the educational system, yes, goes all the way back to the 1800s. And as we are examining this issue tonight, education for African Americans has been a real trial and tribulation. It's been sporadic and unreliable. It's been hard to obtain. It's been a point of contention. And in some cases, if you were found to be reading, you could be killed. So we didn't start off with the basic rudimentary access to education. Reading and writing was prohibited for African Americans. And after 1865, the Freedmen's Bureau was established specifically to address the education of the freed man. And even in doing that, it angered those who felt that they should not have access to education. And they were threatened, and their schools were burned down, and the resources were removed. And even if they were lucky enough to have a shot to send their little children to, they can only go for two or three hours a week. So this question about equity and systemic racism, yes, makes people uncomfortable because we have to face the actual history that has gotten us to this point. And it's not to make you sad or sullen, or to challenge your personal beliefs or your religion. It is to question how we can really close the learning and achievement

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gap. We cannot close that gap by way of saying everything is equal, or it costs too much money so we can't do it, or this hyperbole of, 'It's gone raise your taxes.' See, that's how you get people to not do stuff. What we are doing tonight, as a Legislature, is something that was done in Legislative Houses before us. Grappling with the issue of access and equity. And we are not the first people to deal with this issue, but we are the ones who are here now. And our goal, our intention is to bring a level of equity that will change the statistical data that said to us during our subject matter hearings that eighth grade black students graduate from eighth grade with an efficiency level in math and science that is below the standards. And that the resources necessary to get them up to efficiency in those subjects aren't available to those students. So as you contemplate what you will do, don't contemplate it in a vacuum. Contemplate it with the definition of what systemic means. Systemic means it is built into the system and that system has, by virtue of inequality that is built in it, provided outcomes for students of color that are not in the best interest of them nor the State of Illinois. I hope that my colleagues on the right would really start considering how you got where you are and what resources have been provided for you just simply based on the color of your skin, and what resources have been left out for those whose skin does not mirror yours. And so, today, we are seeking to increase the number of African American teachers, and there is no secret to that. We are seeking to increase the number of black, male teachers that are available for my grandson, who I hope one day will have a black, male

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teacher as he matriculate through K-12. That's shameful. That we don't have the level of integration that was sought after when *Brown v. Board* was finally passed. People argued the same arguments that we're hearing today in opposition to equality. So, are we going to change the trajectory of education in the State of Illinois? I certainly hope so. And I certainly hope that we can look back after all of the measures and provisions that are in this Bill, and pull the data, and show the increase of minority students in higher education. And that we can demonstrate the increase of minority and Latinx teachers in the school districts for which those children attend. And that at some point, at some point we will truly integrate our educational system. That is our goal. And so, with that, Mr. Speaker, I ask for an 'aye' vote, a concurrence 'aye' vote on House Bill 2170. And I thank the Illinois Legislative Black Caucus and our Senate colleagues for their hard work on this omnibus package. Thank you, Mr. Speaker."

Speaker Harris: "The question is, 'Shall the House concur in Senate Amendment 3 to House Bill 2170?' This is final action. Please remember that a verification has been requested by Representative Bourne. Members will please be in their seats for the purposes of verification. All those in favor signify by voting 'aye'; all those opposed signify 'nay'... by voting 'nay'. The voting is open. Have all voted who wish? Have all voted who wish? Have all voted who wish? Mr. Clerk, take the record. On this matter, there are 69 voting 'yea', 41 voting 'nay', 0 voting 'present'. Verification has been requested. Mr. Clerk, please read the names."

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Bourne: "I move to withdraw my verification request."

Speaker Harris: "Thank you, Representative Bourne. On this question, there are 69 voting 'yes', 41 voting 'no', 0 voting 'present'. And the Concurrence Motion to Senate Amendment 3 to House Bill 2170 is adopted. Leader Durkin, for what purpose do you seek recognition?"

Durkin: "Thank you, Mr. Speaker. I have an inquiry of the parliamentarian."

Speaker Harris: "Parliamentarian? She is rushing to take care of your inquiry."

Durkin: "All right. Well thank you all. Within less than 48 hours we will be embarking on a new General Assembly, the 102nd General Assembly. This has clearly been a very fascinating year for us, and these next remaining hours will be as well. So, on Wednesday, I presume that the schedule will be consistent in the past. We will convene at noon, but the presiding officer, who is the Secretary of State, if I'm not mistaken, will be the individual who will be in charge of the chamber at that time. And under the Rules, after the Members are sworn in, it states under the House Rules that we are to select a Speaker. So my first question is, what rules will we be... will be controlling on Wednesday?"

Speaker Harris: "If you can give us your complete list of questions, Representative. Then we will come back to you."

Durkin: "Sure. Okay. Here we go. All right. What rules will we be controlling at Wednesday... on Wednesday? Next, here's one that's interesting, in light of the circumstances that we're aware of in this chamber, if no nominee reaches the threshold of 60 votes, what is the next course of action? When do we

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meet? Who decides what the circumstances will be for the Legislature to meet again? That's another question. I also have a question as whether or not... here's one. These are issues that we've all been hearing about. After we're sworn in, can the vote for Speaker be suspended or delayed? Got it? Mr. Cox, you got that? Lastly, the rules state that the Secretary of State shall designate, this is under 1(a), designate a temporary Clerk of the House and preside during the nomination. It states nothing as to the temporary parliamentarian who will be advising the presiding officer at that time. So, the question I have... and I'm well aware of House Rule 422, which is one of the rights of the Speaker to appoint one or more parliamentarians to serve at the pleasure of the Speaker. However, come Wednesday there is no Speaker. So, who has the authority to appoint a parliamentarian when we are all simple Members of the General Assembly? Are my questions clear?"

Speaker Harris: "Thank you for your questions, Representative."

Durkin: "How soon will I be able to get a response to my, I think, very basic and direct questions?"

Speaker Harris: "We will get back to you."

Durkin: "I hope we can do this tonight. Thank you."

Speaker Harris: "Representative Mazzochi, for what reason do you seek recognition?"

Mazzochi: "To follow up on some of the procedural questions that Leader Durkin raise, I might as well add my questions as well to the parliamentarian. If you're ready. What would be the legal authority for finding that a prior General Assembly can set rules of procedure for a future General Assembly, either

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by statute or through House Rules? When there is a silence in the rules as to a point of order or procedure, will Robert's Rules of Order and the standards set forth therein apply? Will Members have access to an independent parliamentarian to consider their questions or will they be forced to rely on simply a parliamentarian designated by Jesse White? What will be the protocol to file Motions to suspend the rules if, in fact, there is a decision made or a proposal made that the prior GA rules somehow would apply to a newly, constituted General Assembly? Do those Motions or do any Motions that a Member wishes to make, either to propose a rule of order or procedure or to discuss whether a particular rule applies or to suspend a particular rule, does that have to be filed in writing? Can it be made orally from the floor? And what will be the procedure by which debate would concur and votes would be taken? When it comes to nominations, what will be the protocol for making nominations? Will there be a presumption that if... that nominations are closed? And if nominations are to be reopened, what will be the protocol to reopen nominations? And if the decision is made to reopen nominations, what will be the standard applied in terms of votes? Will it be a simple majority? Will it be a three-fifths? Or would you take the position that an individual who made the Motion would have to agree and would that Motion be characterized as an Amendment to the original Motion, or reconsideration, and the like? There is a considerable number of procedural questions that I would have that would follow on from those particular answers, whatever they may be. So, I would encourage that the parliamentarian start providing

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every Member of this Body with more details as to what this procedure is going to look like... and what we will do on recess, what we will do on adjournment. Who has the authority to call us back into session? Can that be decided by a majority of the Members present? Every single member has a right and duty to know how these proceedings are going to occur and not be blindsided at the last minute on the floor. Thank you."

Speaker Harris: "Thank you, Representative. On page 3 of the Calendar appears Senate Bill 1608, Representative Harper. Mr. Clerk."

Clerk Bolin: "Senate Bill 1608, a Bill for an Act concerning State government. The Bill was read for a second time, previously. Amendment #1 was adopted in committee. Floor Amendment #2 is offered by Representative Harper."

Speaker Harris: "Representative Harper on Floor Amendment 2."

Harper: "Thank you, Mr. Speaker, Members of the General Assembly. I ask that Floor Amendment 2 be adopted for Senate Bill 1608."

Speaker Harris: "Representative Harper has moved the adoption of Floor Amendment #2 to Senate Bill 1608. All those in favor say 'aye'; those opposed say 'nay'. In the opinion of the Chair, the 'ayes' have it. And the Amendment is adopted. Any further Amendments, Mr. Clerk?"

Clerk Bolin: "No further Amendments, but the following notes have been requested on the Bill as amended by Amendment #2. A balanced budget note, a correctional note, a fiscal note, a Home Rule note, a housing note, a judicial note, a land conveyance note, and a pension note, and a state debt note. As well as a state mandates note."

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Harper: "I'd like to rule those notes as inapplicable."

Speaker Harris: "Representative Harper has moved that these notes be held inapplicable. All those in favor say... say 'aye'... Representative Batinick."

Batinick: "Thank you, Mr. Speaker. Shouldn't we debate this Motion?"

Speaker Harris: "If you would like to make a comment please go ahead."

Batinick: "Well, the idea that... and somebody stole my package because we have to share it because it's so many pieces of paper. The idea that a Bill this thick dealing with procurement has no fiscal impact on a state that has some fiscal issues, I think, is absurd. I don't think it is a fiscal note, maybe there is a note or two that got over filed... over filed, but there is certainly some fiscal cost to what we're doing. So, I'm saying that I think the fiscal note is important. We tend to rush Bills that have a cost in this state, ignoring the costs, and then waking up with a hangover wondering how we're going to pay for something we just passed. So, might be prudent to get that fiscal note filled."

Speaker Harris: "Thank you. Representative Mazzochi."

Mazzochi: "Will the Bill Sponsor yield to questions in connection with her Motion to eliminate the fiscal notes?"

Speaker Harris: "She will yield."

Mazzochi: "All right. So, Representative Harper, how can you suggest that a procurement Bill that's over a 150 pages and is manifestly changing how we do procurement in this state by adding additional bureaucracies, oversight steps, and the

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rest of it, as well as changing the standards and requirements for procurement, are not going to have an impact on costs?"

Harper: "Representative, this Bill addresses a lot of different measures and most of them are talking about making investments in this state and making investments in the people in this state with money that we already have. In this particular measure, we are looking to increase the aspiration goal for the Business Enterprise Program. We are looking to provide more oversight around sealed bids and vendor contract renewals. So, we are also looking to provide funding grant program for our technology innovation. We are also looking to create a commission that will study reparations for citizens of African descent. In this measure, we are also looking to track the race and gender of all employees, even state agencies and universities within the State of Illinois. And, yes, we are also looking to strengthen our procurement goals. And strengthen the way that we contract to do business with the state to make sure that this state follows the laws that have already been put in place."

Mazzochi: "Yeah, that's not really responsive to my question. So, just flipping through... I mean, I'm happy to start going through them one by one. So, for example, you have a process in here, it's on page seven, going over onto several other pages, where you're changing the method of scoring bid proposals. So, are we getting away from then that the method of scoring should be targeting the lowest bid that is a responsive bid? Do you know?"

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Harper: "Yes, Representative. We are committed to looking at factors that include whether you are committed to diversity and whether you have a cost effective bid."

Mazzochi: "Right. A cost effective bid but not the lowest bid. So, one of my understandings of what this is... this new scoring method is designed to do is that you may be the lowest qualified bidder, but the procurement award can go to someone who is not the lowest qualified bidder based on the change in the scoring mechanism for diversity reasons. Is that correct?"

Harper: "Yes, our intent is to increase diversity."

Mazzochi: "Okay. Right. By... and it will cost more money to do that. So, how can you say that the fiscal note is inapplicable because you haven't gaged the volume and scope of impact for this fiscal note?"

Harper: "I believe that it is hypothetical and it is a possibility but not necessarily a fact that it's going to cost more."

Mazzochi: "Oh, no... I mean... as an individual who served on a board that did public procurement, we very often would have instances where the lowest responsible bidder would have the lowest price, but if we wanted to meet diversity goals then we would have to go to the next highest bidder. So that actually does happen in real time, in real facts, and that's just my experience with my one institution. You're now applying this to every single state agency that does procurement, every single institution of higher education. So to somehow suggest that mandating a new scoring method isn't going to change and increase cost, that may very well be a laudable public policy goal. And we can make... we can have

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that debate, but we have to do that after we resolve the fiscal impact so that the Members know exactly how much added cost they are going to impose on not just the State of Illinois but also all of our units of higher education in the State of Illinois."

Harper: "This Bill has no direct appropriation, and therefore, a fiscal note is not applicable."

Mazzochi: "Well the money's got to come from somewhere. So, where are you proposing that this money is going to come from? I actually think that that's probably even more problematic with the Bill in that if you're establishing a new program that you are expecting to cost money, but you're not providing an appropriation source for it, then what are... what are we supposed to do with it? Does this just become nonmandatory them? Do you not have to comply if it's... if there is no appropriation for it? For the added costs?"

Harper: "I would be happy to discuss this when the Bill is on Third."

Speaker Harris: "Excuse me, Representatives. I think the Clerk may have an update that will help us on this matter. Mr. Clerk, is there an update on the fiscal notes for Senate Bill 1608?"

Clerk Bolin: "A fiscal note has been filed on Senate Bill 1608 as amended by House Amendment #2."

Speaker Harris: "Thank you, Mr. Clerk. Anything further, Representative?"

Mazzochi: "Well what about all of the other impacted agencies? I mean, this procurement impacts not just the State Treasurer, it impacts every single state agency. It creates a whole

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series of additional bureaucracies that are going to file reports, independently review the scoring, and can change the outcomes of every single state agency as well as institutions of higher education. So, have we resolved the fiscal notes with every single person with that?"

Speaker Harris: "I believe the fiscal note covers the State of Illinois."

Mazzochi: "And what... what is the result of the... can the Members see all of the resolutions of the treasury's... I'm sorry..."

Speaker Harris: "They will be, if they are not now, they should shortly be available online."

Mazzochi: "All right. Well define shortly. I mean, I don't think it's appropriate for us to vote on it until we can actually see what the note says."

Speaker Harris: "And, Representative, we're voting on a Motion. We're not voting on the substance of the Bill."

Mazzochi: "Right. And I'll just note for the record my understanding is that it's just... the fiscal note is only on House Floor Amendment #2 as it applies to the Office of the Treasurer. That's it. Not everyone else is going to be impacted by this."

Speaker Harris: "Anything further, Representative? Or we should move on to Representative Butler."

Mazzochi: "Oh, I can keep going on through this entire thing. And it seems like... I just want to be really clear that this is, in fact, going to impose a whole series of new costs without appropriation. How are you going to pay for it? And the fact that we can't resolve the fiscal notes right now, to me, is

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problematic to actually voting on the fiscal note. But I'll yield my time to Representative Butler."

Speaker Harris: "Representative Butler."

Butler: "Thank you, Mr. Speaker. Question for the Clerk."

Speaker Harris: "Please state your question."

Butler: "Which notes are still outstanding, please?"

Clerk Bolin: "The following notes remain outstanding. The balanced budget note, the correctional note, the fiscal note, the Home Rule note, the housing note, the judicial note, the land conveyance note, the pension note, the state mandates note, and the state debt note."

Butler: "Mr. Speaker, an inquiry. What is the Motion on the floor currently, please?"

Speaker Harris: "The Motion is to rule the notes inapplicable."

Butler: "Did Representative... did the Representative say note or notes? 'Cause I thought I heard her say note."

Speaker Harris: "I thought I heard her say notes."

Butler: "You are the Chair. Okay. With that I would request a record vote on this and not an oral vote, please, for dismissing the notes."

Speaker Harris: "Representative Mayfield."

Mayfield: "Hello. There we go. I just want to move the previous question and do the vote."

Speaker Harris: "Previous question has been moved. This will be a record vote. All those in favor of Representative Harper's Motion to move... Motion to rule the notes inapplicable please vote 'aye'; those opposing Harper's Motion please vote 'no'. The voting is open. Have all voted who wish? Smith, LaPointe, DeLuca. Have all voted who wish? Have all voted who wish? Mr.

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Clerk, please take the record. With 70 voting 'yes', 40 voting 'no', 0 voting 'present', the Motion is successful. And the notes are ruled inapplicable. Third Reading. Mr. Clerk, please read the Bill."

Clerk Bolin: "Senate Bill 1608, a Bill for an Act concerning State government. Third Reading of this Senate Bill."

Speaker Harris: "Representative Harper on Senate Bill 1608."

Harper: "Thank you, Mr. Speaker, Members of the General Assembly.

I am pleased to bring before you today House Bill 1608. I hope everyone was paying very close attention to my colleague, Representative Thapedi, when he laid the foundation of how and why we are where we are today economically as a black community. His Resolution speaks to making a commitment to improving the economic conditions for black people in Illinois. The first step in making that commitment is to support this economic equity agenda as well as the three other pillars that make up the Illinois Legislative Black Caucus agenda to stop systemic racism. You see, since the end of slavery our free, skilled labor, black people across this nation have never seen the economic mobility that others get to benefit from due to racism, prejudice, unjust policies, and tainted, long-held beliefs. And it is no secret that we are still suffering from those set backs on this very day. Black people should no longer be considered or treated as just a commodity or a consumer but an actual partner in the economic success of this country with equal and equitable access to all that it has to offer. We are the Illinois Legislative Black Caucus. We are your colleagues who have been coming to Springfield for years supporting everyone's

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initiatives. Today, we ask for that same support. A lot of the initiatives in this agenda are not new concepts. Some are the same measures we have been trying to pass for years as individual Members. And so, the question today is for some, if we couldn't count on you in the past, can we count on you now? In this new time of the George Floyd murder caught on camera, Black Lives Matter, and protest after protest calling for equity on all fronts, the only way to voice your support for true equity in Illinois today is to vote 'yes' on all parts of this economic agenda and our agenda overall. You see, we get a lot of messages from everyone when civil unrest played out across this country after the murder of George Floyd in Minneapolis saying, how can we help you? I understand. What do you need? Well we need your 'yes' vote now. We need you to help us. We need you to help ensure fair wages for all workers on their jobs, ending wage disparities for women, men, and especially people with records. We need you to help us give businesses the tools they need to succeed and compete in our global marketplace to rebound from COVID and civil unrest so that we can have our own jobs and development in our communities. We must grow the number of opportunities for black and minority vendors to do business with the state, creating new standards to ensure agencies meet BEP goals. It's a travesty how much we create laws that are consistently broken by our own state agencies, and we are addressing that in this Bill. We need your help today, colleagues, to remedy decades of redlining and predatory lending. We need you to help us increase low income, permanent, and affordable housing for families, individuals,

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people with records, and especially our disconnected youth and young adults. True economic equity brings them back to their families, brings them back to their own dreams, and gives us a community full of people able to achieve greatness because they actually have the same opportunity to do so as others do. Colleagues, we need your help today to ensure quality economic development in housing where needed without displacement of current residents to make our lending institutions be required to invest in our communities and redirect capital dollars to disproportionately impacted and economically distressed areas of this state. We want to see people and businesses present at every level of every single industry. We want to see black people in the trades, in agriculture, in innovation and technology, in transportation, education, government, and so on. We want all of our constituents to have the economic ability that is afforded to other citizens. This mobility that will lead to peaceful, prosperous quality of life for all people who have never really been given a fair chance to compete in this society because of the physical as well as invisible knee on our necks. Not having economic equity means we lose more lives to gun violence, illness, and disease this year and next. Not having economic equity means we lose more residents from the State of Illinois because they can't keep living in these conditions. Not having economic equity means that our neighbors give up hope and they constantly feel victimized and attacked by the things that come along with living in a community that needs true economic infrastructure. We can't keep kicking this same damn can down the road for the next

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generation to fix. So, please join with us as we embark on a new path today to stop systemic racism and work to bring true economic access, opportunity, and equity for all. I encourage an 'aye' vote."

Speaker Harris: "Leader Spain, for what reason do you seek recognition?"

Spain: "Thank you, Mr. Speaker. The House Republicans request an immediate caucus."

Speaker Harris: "And the House will stand adjourned.. at ease. I'm sorry. The House will stand at ease. Leader Spain, can you give us an estimate of..."

Spain: "Less than one hour."

Speaker Harris: "Thank you. And, Ladies and Gentlemen, the Black Caucus will meet in their regular meeting room downstairs, immediately. Black Caucus will meet in their room downstairs. And was there an inquiry? Representative Thapedi."

Thapedi: "Inquiry of the Chair, Mr. Speaker."

Speaker Harris: "Yes, Sir."

Thapedi: "If I understood correctly, we were in the middle of the debate, correct?"

Speaker Harris: "We were just starting."

Thapedi: "So, we're going to suspend the debate in the middle of a debate and we're going to caucus? If I'm understanding correctly."

Speaker Harris: "Yes. The House will be in order. Representative Spain, for what reason do you seek recognition?"

Spain: "Thank you, Mr. Speaker. Please excuse Representative Halbrook for the remainder of the day."

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Speaker Harris: "The record shall so reflect. We return to Representative Harper. Representative Harper on Senate Bill 1608. Leader Durkin."

Durkin: "Thank you, Mr. Speaker. An hour and a half ago, myself and Representative Mazzochi made requests of your parliamentarian based on the House Rules as how the order of business will have... will go on Wednesday for the organization and formation of the 102nd General Assembly. But based on the unusual events that we are living in, we posed some, I think, legitimate but, I think, fair questions. And I'd like to know what the status is of our inquiry?"

Speaker Harris: "They're under review."

Durkin: "When will I be able to get a response to these questions? I made those requests an hour and a half ago and I don't... Mr. Harris, I will say that I would hope that by noon tomorrow, can we make it a goal? Could you ask that we have a response... I'm making a reasonable response that we have the parliamentarian address those specific questions by noon tomorrow for our caucus. That's all I would ask. As he steps up right now, is that a fair timeline for counsel who's on your right?"

Speaker Harris: "Representative, the parliamentarian informs me that at this point in the proceeding there is a Bill being debated. These questions are out of order."

Durkin: "Greg, look, we're human beings and you and I have known each other for a long time. And for... and that's... you know what? All the more reason why your parliamentarian should not have one, one moment of... to deal with the proceedings on Wednesday if he's going to give you that response. How about

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answering... I said, how about noon tomorrow, just get back to us. And his response is that my question is out of order. And I want him to be presiding over as a parliamentarian Wednesday at these proceedings? That's wrong. I expect more. I expect more from the Majority Party on this instead of just some B.S. answer that I'm out of order. Please respect the rights of this party, the Minority Party in this chamber."

Speaker Harris: "Representative, one of the reasons we have rules of order is so that things go in a procedural fashion. If something is out of order, it's out of order regardless who the parliamentarian is or isn't. If something is in order, it is still in order regardless of who the parliamentarian is or isn't. At this point we are entertaining the comments of Representative Harper on Senate Bill 1608. Representative Harper."

Harper: "Thank you, Mr. Speaker, Members of the General Assembly. I encourage an 'aye' vote for Senate Bill 1608."

Speaker Harris: "Representative Jones. And that we remember, Ladies and Gentlemen, we're on a three minute timer."

Jones: "Thank you, Mr. Speaker. My question was about the inquiry of the Chair that Representative Thapedi addressed. So, I have no... no issues."

Speaker Harris: "Thank you. Representative Batinick."

Batinick: "Hello. Thank you, Mr. Speaker. Will the Sponsor yield? Actually, check that, I'm going to go straight to the Bill. We've heard... I really have heard some incredible speeches and rhetoric presenting these Bills that I... that I like and can agree with. The issues is, is that the substance of these Bills doesn't seem to match... the substance of what's said in

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those speeches doesn't match what's in the Bills. And one of the colleagues on the other side of the aisle that I have great respect for, earlier today, said that a rising tide lifts all boats, and I agree. And everybody wants to flee a sinking ship. And Illinois right now is a sinking ship. And I don't know how many people watch *The Three Stooges*. I like *The Three Stooges*. And I remember an episode where Larry, Moe, and Curly were in a row boat. And somebody dropped something and there was a hole in it, started leaking. So Curly said, well, if we drill another hole in the bottom of the row boat, maybe the water will drain out. More water came in and they just kept on drilling, drilling, and drilling more holes in the bottom of the boat. Folks, that's what we're doing here. That's what this Bill is. I am shocked... no, I'm not shocked, but I'm saddened that we would rule the fiscal notes inapplicable for something that clearly affects the fiscal state of this state. We have a \$4 billion dollar deficit and we don't even seem to really care how much we're adding to that deficit when this is dramatically going to increase the cost of procurement, which has been a problem ever since I've been down here. And universities have complained about it all the time. And we spend double the national average on funding per student, yet we're not getting the results. But what do we do? More of the same. More drilling a hole in the bottom of a boat that's already leaking. Folks, jamming this down our throats in a nonthoughtful way is not how we're going to fix this state. And I... we hear about, oh, what are Republicans want to do

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about fixing the budget impasse? And you know what, don't pass stuff like this. I strongly urge a 'no' vote."

Speaker Harris: "Representative Wheeler, for what reason do you seek recognition?"

Wheeler: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Wheeler: "Thank you. Representative, we had a chance to talk very briefly as far as questions and answers are concerned in the Executive Committee. And I know you've put a lot of time into what is now four Bills, instead of the one Bill we talked about in that committee just yesterday. And we only had about maybe ten minutes or so to ask questions. So, I'm going to ask some of those again and some new ones now because we are trying to get as much flushed out as we can. One of the things I know that... that maybe we're trying to catch up because you guys have spent a lot of time on it and we've only had a few days to look at this. So, I apologize if I'm repetitive from yesterday, but I also want to make sure these question are on the record. At the beginning of this Bill, this is a hundred and fifty-nine page Bill roughly. On page one we are changing the aspirational goals from twenty percent to thirty percent, which I understand. Can you tell me where we are right now with meeting the aspirational goals?"

Harper: "Representative, currently we are not meeting our goals."

Wheeler: "Are we close? Are we close in certain departments, certain areas?"

Harper: "We are not even close. We are not even close to meeting any of our BEP goals. That's the problem that we have here in the State of Illinois."

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Wheeler: "Would you happen to have a report that would explain where we are in those things so I can understand better our situation?"

Harper: "I don't have the report with me right now, but I do have access to one that I can get to you."

Wheeler: "I'd appreciate that."

Harper: "Sure."

Wheeler: "Thank you. I want to point to on page seven where this document refers to a scoring method. It refers to each chief procurement officer, CPO, promulgating rules. Is each of the different CPOs going to have a different set of rules, a same set of rules? Are they all being promulgated separately through JCAR?"

Harper: "Yes, the procurement officers together will set the rules to bring to JCAR."

Wheeler: "Okay. I guess reading this is that the applicable chief procurement officer shall be set by rule and it doesn't necessarily identify that the... is it all as a group or all separately?"

Speaker Harris: "Representative Keicher give his three minutes to Wheeler."

Wheeler: "Thank you."

Harper: "Just for clarification, the chief procurement officer sets their own rules."

Wheeler: "So each will have their own?"

Harper: "Yes."

Wheeler: "Is there a reason why we want each of them to have their own set of rules?"

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Harper: "Because they each have their own area, general services, IDOT, CDB. And so, the Procurement Code thus gives them the authority to write their own rules."

Wheeler: "Okay. I'm trying to understand this because the context of our global aspirational goals is same, but yet we're going to have separate rules in each one of these different areas for each chief procurement officer. So, I'm just trying to understand why the rules wouldn't be the same for each area rather than having a separate set of rules."

Harper: "The CPO writes them for the types of contracts that agencies enter."

Wheeler: "Okay. So, we're saying that each CPO is going to have a different set of rules because it really has to be tailored that way for it to work out for the people who are applying for those contracts."

Harper: "They currently do."

Wheeler: "And that would still be intact trying to maintain... or trying to meet our new aspirational goals that were outlined at the very beginning of the Bill, right?"

Harper: "Yes."

Wheeler: "Throughout the Bill I see different segments that refer to the federal aid funds and how those particular projects and contracts would be exempt from some of the things in here. Can you help me understand why we exempt those projects?"

Harper: "To get the federal funds we have to exempt them because the federal laws have their own regulations."

Wheeler: "Do those federal laws happen to have, I think, similar goal and aim toward diversity that we're trying to adopt here in this Bill?"

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Harper: "They are, and they are very complicated. And I'd be happy to talk with you about this later."

Wheeler: "I would love to talk about this earlier because we are going to vote on it and it..."

Speaker Harris: "Representative Haas donates three minutes to Representative Wheeler."

Wheeler: "I appreciate your generosity. Can we turn to a different topic then? And on page 13, line 10, there's a reference to a database of waivers. Does that database of waivers already exist in our Procurement Code now? Or is this a different set of waivers based on the new requirements that are outlined later in the Bill?"

Harper: "Are you talking about waivers under the BEP Act?"

Wheeler: "Actually, I'm asking that question because as waivers are defined, as far as I can see, before it is referenced here in this database of waivers in the Bill. That's why I'm asking the question."

Harper: "So, we're trying to get this database so that we are able to identify which agencies are not meeting their goals and why."

Wheeler: "Right. Are we doing that now or is that a new function within our Procurement Code?"

Harper: "We've been trying to do this with BEP, but it just has not seem to be working as planned."

Wheeler: "All right. Does that waiver refer to page 138, line 9, of the definition of waivers, at that point in time, is it that same waiver we're talking about? Mr. Speaker, just for the sake of efficiency here, we're getting one question per

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slot time... time slot here. Can we just go to unlimited for a period of time until I get done and then go back to normal?"

Speaker Harris: "We're going to stay with the program we're on, Representative. And Representative Chesney gives you three more minutes."

Wheeler: "Just trying to save you some work there, Mr. Speaker."

Speaker Harris: "Mr. Davidsmeyer asked if we had a pause feature on our timer. We did buy the least costly one for the people of the State of Illinois. It does not have the deluxe pause feature."

Harper: "All right, Representative. In order to identify why these waivers are necessary and if agencies are putting a good faith effort into finding minority contractors, we need the data to make legislation going forward. And so, that is why I've had many conversations with many people, including the Governor's Office, why we will continue to work on these measures in the 102nd General Assembly."

Wheeler: "Okay. So we're going to pass this, but we're going to continue to probably change it later? Is that... I mean... I just wondering... I want to make sure I understand what you just said."

Harper: "Yes, Sir."

Wheeler: "Okay. I'm understanding it. On that same waiver question, on page 138, starting on line 13, to try and make this easy to reference, there is a change in how this... the council... I think the council I was referring... is it the council or the commission that grants the waiver? That's my first question."

Harper: "It's the council in consultation with the commission."

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Wheeler: "Okay. And then we've changed the language. Can you give me the reasons why we've gone to a new set of language that I'll just quote for the Body here. This is the council's new language, 'May grant the waiver only upon a demonstration by the contractor of unreasonable responses to the requests for proposals given the class of contract.' We had a different threshold before. Please walk me through why the change was made."

Harper: "This is because we feel that there has been insufficient effort to ensure that these waivers are being given for good reason."

Wheeler: "But we don't have a database to demonstrate that we know why that is. I mean, I understand. I get where we're going here. I'm just trying to understand what we did in the past and how we got to the reason why we wanted to change this system now just so that I'm clear about where we're going here. So, we don't have a database yet. We're going to build a database so in the future we understand why these waivers were used and what we can do better to accommodate better diversity and inclusion opportunities for the contractors going forward. Is that right?"

Harper: "Yes. Yes."

Wheeler: "All right. I have a question here about the... maybe we mentioned this one before in committee, I want the whole Body to hear the answer. The Commission on Equity and Inclusion that's being created by this Bill is going to have... remember on the schedule we have oversight on all... most all of the family commissions that already exist. Can you explain the..."

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your thought process on why we want to do that, Representative?"

Harper: "Sure."

Speaker Harris: "Representative Welter gives time, three minutes to Wheeler."

Harper: "Yeah, we just want to make sure that these family commissions are getting the proper oversight that they need. In the past they have not."

Wheeler: "When you say oversight, I think you eluded to more of a communication process in committee. Is that still also part of your goal with that part of it? To help coordinate between the different family commissions so there's a unified approach going forward?"

Harper: "Yes."

Wheeler: "Okay. Thank you. Just want to help you get some of those things on the record that I think were important and are actually your intention. On page 71, there's a reference to the Procurement Policy Board. And I'm trying to understand 'cause procurement is a very, very complex process in Illinois. I understand why we made it that way after the scandals that occurred back maybe in the Blagojevich administration. But it mentions of being alongside but independent of the PPB. Tell me how those 2 organizations are going to integrate and operate together?"

Harper: "We are hoping that after this Bill passes those two commissions can come together and develop a working plan together."

Wheeler: "Do they currently have similar roles right now to play?"

Harper: "Yes."

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Wheeler: "Okay. So these... when they say working alongside, I guess I'm trying to figure out, in government, often times we build up their org chart so people know... understand who they're reporting to and how they're going to work alongside of each other. I want to make sure we are doing that here in a way that's thoughtful for both agencies."

Harper: "So, you noticed that we may have set off... put off the effective date so that we can have some time to work through these."

Wheeler: "What is the effective date, please?"

Harper: "January 1, 2022."

Wheeler: "Okay. All right. Thanks for that. I'm going to move on to rule making here. There's two different references that I've seen here as I've read the Bill. One on page seven, one on page seventy-one regarding rule promulgation. One refers to... at the beginning there's some referral about the chief procurement officers and the other one kind of refers to the commission. Tell me how the rule making process... who has the authority to promulgate rules and how do they work together?"

Harper: "The CPO has rules, but the CPOs with the commission will be able to make recommendations to them."

Wheeler: "To... to the CPOs who are making the rules? Not to JCAR or to any other body?"

Harper: "Correct."

Wheeler: "Okay. Thank you. I'm going to go to the Bill here for a moment. Ladies and Gentlemen, procurement in Illinois is an extraordinarily complicated process. It's something that we've been told many, many times by everyone from people who work with IDOT to the university system in Illinois that we

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have an unworkable system here. And I'm not sure that four days is enough time for us to be thoughtful about all the things we're going to do to this. In light of that fact that we have high ideals, great goals here, I want to make sure that we actually go through this and understand all the different elements that we're doing. There's a lot to absorb here. Thank you."

Speaker Harris: "Representative Mazzochi."

Mazzochi: "Thank you, Speaker. Will the Sponsor yield?"

Speaker Harris: "She indicates she'll yield."

Mazzochi: "All right. And first I would like to request that there will... that there be a verification of the vote if we get there."

Speaker Harris: "Representative Mazzochi has requested a verification."

Mazzochi: "Representative Harper, have you spoken with the Governor about how you plan to reorganize the Executive Branch when it comes to procurement?"

Harper: "I've spoken to the Governor's Office many times, even just a few minutes ago. And we are committed to continue to work together during the 102nd General Assembly to iron out any kinks in this legislation. And that's also, again, the reason why we pushed off the effective date. I do continue... plan to continue to work with the Governor's Office and all parties on this measure."

Mazzochi: "Right. Okay. So, they're okay and the Governor has signed off on how you're reorganizing his Executive Branch?"

Harper: "Can you rephrase the question, please?"

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Mazzochi: "Yeah. Is... has the Governor told you he's okay with how you plan to reorganize the Executive Branch when it comes to procurement?"

Harper: "He has not told me that in those words."

Mazzochi: "Well what words..."

Harper: "He hasn't told me that himself, no."

Mazzochi: "Okay. Have any of his Deputy Governors told you that they're okay..."

Harper: "I haven't spoken with any of the Deputy Governors, no."

Mazzochi: "Okay. Have you advised... have you spoken with any of the chief procurement officers that we have here in the State of Illinois and are they okay with this reorganization?"

Harper: "We have conferred with them through this process and, as I stated several times before, we will continue to work with them."

Mazzochi: "Right. But they haven't agreed with or approved of this process, right?"

Harper: "We are working together to get to the right results."

Mazzochi: "Okay. So as it stands today, the chief procurement officers in Illinois have not said we fully support these changes?"

Harper: "Chief procurement officers aren't political and they don't usually get involved in the General Assembly."

Mazzochi: "Right, but they're the people who are going to have to implement this. So, I would think you would ask them their opinion as to whether this is a good idea that's going to make it easier for them or better for them to do procurement."

Harper: "Yes, Representative. We have been in constant conversation with them. We have made many changes to the Bill

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based on their recommendations. And as I stated before, we will continue to work with them."

Mazzochi: "Did you make all their recommendations?"

Harper: "We made all of the recommendations from the Executive Ethics Commission. We accepted all of those."

Mazzochi: "Right. No, I'm talking about the chief procurement officers. The people who are actually responsible for running the procurement in this state. Have the people who actually do the procurement work blessed this new process that you're proposing to impose on them?"

Harper: "They are so supportive of this concept and they have agreed to work with us, continually."

Mazzochi: "Yeah, but concept is not the same thing as the implementation. You could actually find a lot of people on our side of the aisle who are supportive of the concept..."

Speaker Harris: "Representative Swanson has donated three minutes to Representative Mazzochi."

Mazzochi: "People are supportive of the concept, but it's the implementation of how this is going to work that we're worried is going to turn into a disaster. So, if you don't have the chief procurement officers on board with saying that this is even a workable system that they're actually going to be able to implement, then that's going to create some problems. Now the next question I have is, have you spoken to any of our procurement officers with our higher education institutions? Because you're imposing the same regime on them. Are they okay with it?"

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Harper: "I understand that the universities... they have all of their own ideas, and we're committed to working with them as well."

Mazzochi: "Okay. So, they haven't signed on to this either. Now you did get a fiscal note response from the Office of the Treasurer. Have you talked to any other state officers who have procurement responsibilities? And are they okay and can they... have they told you they can actually implement this system?"

Harper: "We are actively involved with all of the stakeholders. Not one of them is in opposition to it. And as I've stated before, we have committed to continue to work on this in the 102nd General Assembly."

Mazzochi: "Well I'll tell you, I actually spoke to a procurement officer with an institution of higher education who was terrified about coming out against this Bill but who has told me that this provision is fundamentally unworkable. Let me give you an example why. When you look at Section 4, the award of state contracts, subpart (a), where you're changing it from not less than 30... not less than 20 percent to not less than 30 percent of the total dollar amount of state contracts. He said their first compliance problem that they're going to have with that is that most of the things that the State of Illinois and institutions of higher education are procuring are coming through publicly traded companies. Publically traded companies don't count towards the diversity numbers and these aspirational goals that you have included in here. So, if you're a university and you want to buy for the bookstore, you're going to get books from Amazon, you're going

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to get books from other publicly traded companies. Those don't count. So, if your procurement budget is already swallowed up 70 or 80 percent or even more by things that you're going to buy from publically traded companies, you're never going to be able to meet these goals. So then, how if... if it's literally... let me ask you this. How do we treat publically traded companies when it comes to these calculations? Do you include them..."

Speaker Harris: "Representative Mazzochi, Representative Reick has donated three minutes."

Mazzochi: "Do you include them or do you exclude them when you're making the calculation?"

Harper: "I think that there are majority companies out there owned by minorities, and we want to contract with them."

Mazzochi: "Right, but I'm asking a different question. Which is, when you are going to make that calculation of the value of total dollars in state contracts, do you subtract from that dollar amount publically traded companies when you're going to start breaking down the 30 percent or do you not?"

Harper: "Thank you so much for this input, Representative. It's really helpful."

Mazzochi: "Do you know the answer?"

Harper: "Oh, can you repeat the question?"

Mazzochi: "Yes. When you are going to make this calculation of total state dollar contracts, are you going to exclude from that number the dollars spent at publically traded companies?"

Harper: "There's so many other ways that they can make up the spend."

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Mazzochi: "No. But see, that's the point. When I'm talking to the procurement officers, they're saying..."

Harper: "You're focusing on one type of company."

Mazzochi: "No, Ma'am. I'm applying this to a whole host of procurement efforts that our state agencies go through. Let me give you an example. If you want to buy cars, you're buying essentially cars, the bulk of the value of the contract is what you're spending with Ford, with GM, with all the different car companies. So, when you're going to start calculating up, is there a minority contract dollar share or not, do you subtract the value that's come from the publically traded company? Because if you do, you could have car contracts that are never going to be compliant."

Harper: "I think not because there are publically traded companies owned by minorities, and why can't we contract with them?"

Mazzochi: "That sell cars? That manufacture cars?"

Harper: "Yeah, why not?"

Mazzochi: "But the things is, you're talking about the total dollar value of the procurement contracts. The dealer percentage is going to be a very small percentage of that. When you're changing this to the total dollar amount of state contracts that's going to start creating problems. And the feedback that I have gotten from procurement managers is that you are creating a situation that will be impossible for them to comply with across all these different agencies because you're not excluding the value of publically traded companies."

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Harper: "Representative, I think that you're sharing the sentiment of companies who simply don't want to contract with minorities."

Mazzochi: "No, that's not true. These are higher education..."

Harper: "The CPOs. The CPOs."

Mazzochi: "These are higher ed institutions. I can assure you, if there is any commitment to diversity and inclusion it is in our higher ed institution."

Speaker Harris: "Representative, Representative Daugherty has given three minutes more time. Could we conclude your line of questioning and move on to the next speaker?"

Mazzochi: "No, I'm going to keep going. When... one of the other things that you have in here is you're talking about... and this is on page sixty-one of the Bill. You're talking about instances where you want to focus on the... 'No state funds may be deposited in a financial institution subject to the Federal Community Reinvestment Act of 1977 unless the institution has a current rating of satisfactory or outstanding under the Community Reinvestment Act of 1977.' What's the reason for adding that?"

Harper: "This is an initiative of the Treasurer's Office. And what was your question again?"

Mazzochi: "What's the reason for adding these?"

Harper: "We're trying to meet the financial service needs of the communities."

Mazzochi: "Okay. But do you understand how the satisfactory and outstanding ratings are actually measured and assessed under the CRA... under the Community Reinvestment Act?"

Harper: "Yes."

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Mazzochi: "So, just so you know, the way in which it's assessed is based on where your branch bank is located as well as where your main branch is located, your ATM machines are located. So, you could very well be a financial institution that's doing its low income community investment in Gary, Indiana, but as long as you got a branch in Illinois, and it could be in an area that's not serving a low income community at all, they're going to have the... the satisfactory or outstanding rating, but they're not going to actually be helping low income communities in Illinois. So, why would we necessarily prefer that? Why wouldn't you want to make it clear in the language that it's not just having that particular rating but that you're actually located within certain communities within the State of Illinois?"

Harper: "Thank you, Representative. Just so you know, IDFPR assesses the record of each covered financial institution in satisfying its obligation under the Act."

Mazzochi: "Right. No, that's... but I'm saying that the federal Act, the way in which the regulatory standards are set up, if you've got your main... if you've got a branch in Madison or you've got a branch in Calumet, but the bulk of your actual local community investments are across the border in Indiana, that can still be considered within the geographic assessment area of the bank system as a whole. So, what steps are you actually taking to validate that, to the extent this community or... this rating is done, it's actually to invest in Illinois communities as opposed to areas within our border states?"

Harper: "Representative, this Bill is only meant to invest in Illinois institutions."

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Mazzochi: "Right. But the... that could be an Illinois institution that's a branch..."

Speaker Harris: "Representative, could you bring your comments to a close?"

Mazzochi: "No."

Speaker Harris: "Representative Windhorst gives three minutes."

Mazzochi: "So the point is, you can have a bank that has a location in Illinois, which would comply with the statutory requirement, but their low income investments could be across the border in Indiana or you could have one in the Quad Cities area. You could have one in Metro East. You could have one in Wisconsin. So, what are you doing... you know, why haven't you take... if this is really what you're trying to do, why haven't you taken steps to ensure that the satisfactory ratings are because of investments that have occurred in low income communities in Illinois? Or local neighborhoods within Illinois?"

Harper: "We've addressed this in the Bill, and we have a set up that calls for Illinois CRA rules."

Mazzochi: "Yeah, but well... that's not what it says here in the Bill though on page 61. You're using the federal compliance standards, not the state standards. Page 61, what's being added is part (a-5) and (a-10). You're doing this... the federal... the financial institution only has to satisfy the Federal Community Investment Act, not any state standards."

Harper: "We're requiring IDFPR to adopt rules to provide for an assessment. This is about an Illinois CRA rule."

Mazzochi: "Yeah, which part of the... which part are you looking at? Because I'm looking on page 61, and it doesn't say subject

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to any particular rulemaking or that the rulemaking is going to require locating those funds only in a subset of bank... of financial institutions that qualify where the reinvestment is actually occurring in minority neighborhoods in Illinois. All right. Well, while they're looking at it... looking for it, let me talk to you about another section. You know, you... Representative Wheeler talked earlier about how you've got carve outs for provisions in this program if it would result in the loss of federal aid funds, grants or loans, then the contract is exempt from the provisions of this paragraph. Is one of the reasons why that language is in there is because it would actually violate federal civil rights legislation if you were to not have that carve out for the use of federal funds?"

Harper: "Yes."

Mazzochi: "Okay. So, why are we doing a Bill that's going to impose contractual provisions where if you... and a whole procurement methodology where, if you were using federal funds, you would violate the Federal Civil Rights Act?"

Speaker Harris: "Representative Mazzochi, Representative McCombie has donated three minutes."

Harper: "This commission is necessary to ensure oversight of our BEP program in the state."

Mazzochi: "Yeah, I'm asking a different question, Representative. If, in fact, the construct you've created here, if applied to state funds... I understand that's how you want to have the procurement process work. But you've done a carve out for anything involving federal funds and the reason why is because the regime you've constructed will violate the Federal Civil

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Rights Act. So, why would we want to create our own procurement system where if it was using federal funds is going to risk violating the Federal Civil Rights Act?"

Harper: "Federal funds have their own DBE program and the BEP program has always exempted them."

Mazzochi: "Well then what do you need this carve out language for? That's inconsistent then. Or..."

Harper: "To be... to be in line with the BEP language."

Mazzochi: "Right. But... and I think the problem is, is that you're going well beyond what's been deemed to be permissive under Federal Law as complaint with the Federal Civil Rights Act. And I have a real concern with saying let's create a regime where we know if it was actually using federal funds you would actually be violating the Federal Civil Rights Act. I don't think that's anything we should be promoting or encouraging. Let's take a look at page 105. Actually, I'm sorry. It's page 104 to 105. Now one of the things you discussed with Representative Wheeler is you said the Executive Ethics Commission is going to be working in tandem with the Commission on Equity and Inclusion. But as I look at line 20, right now the Executive Ethics Commission does have the ability to void a contract or void a bid, but you've added the language not only can they void a bid or the Commission on Equity and Inclusion's recommendation can also lead to the voiding of a contract or a bid. Is that right?"

Harper: "Can you refer to where you are in the Bill, what page?"

Mazzochi: "Yeah, pages 104 and 105. So, start at page 104. And, in particular, I'm interested in the paragraphs that's in around lines 18 to 26 and, in particular, line 20."

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Harper: "And what was the question again?"

Mazzochi: "So, you have... right now we've allowed the Executive Ethics Commission to void a contract or void a bid. And earlier you told Representative Wheeler that the Commission on Equity and Inclusion wouldn't really have the..."

Speaker Harris: "Representative, your time has expired. Caulkins donates three more minutes."

Mazzochi: "Right. You already said that earlier to Representative Wheeler that you didn't think that the Commission on Equity and inclusion could do something in contradiction..."

Harper: "The commission does not have the authority to void a contract."

Mazzochi: "But it does under this language because on line 20..."

Harper: "No, it does not."

Mazzochi: "Well, it says, 'The Executive Ethics Commission must hold a public hearing after receiving the Board's or the Commission on Equity and Inclusion's recommendation.' And then that in and of itself can be independent grounds to void a contract or void a bid. Not that you didn't comply with procurement requirements but on the recommendation of the Commission on Equity and Inclusion."

Harper: "It's a recommendation."

Mazzochi: "Right. And..."

Harper: "That's all it is."

Mazzochi: "Well what do you think the... are you saying that the executive... that you've created this Commission on Equity and Inclusion only so that the Executive Ethics Commission can ignore it?"

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Harper: "The Executive Ethics hearing... the Executive Ethics Commission has a hearing, which is due process, in which they can offer their recommendations, of course."

Mazzochi: "But the... but you've basically set up a situation though where the Commission on Equity and Inclusion, with a three-fifths vote, can override decisions of the Executive Ethics Commission, right?"

Harper: "Can you tell me where you see that, Representative?"

Mazzochi: "Yup. Well maybe we can short cut it this way, was that the intent of it or not?"

Harper: "Can you tell me where you see that?"

Mazzochi: "Is that the goal, to have the Commission of Equity and Inclusion, can they issue any vote to override the Executive Ethics Commission?"

Harper: "No."

Mazzochi: "So, then what's the... I mean, if they can't change the outcome, then what's the point of having them?"

Harper: "It seems you might be looking at some old language. We have made changes..."

Mazzochi: "Well, I'm looking at the one..."

Harper: "...on the advice from the Executive Ethics Commission."

Mazzochi: "Why are you... so do you have an answer, one way or the other?"

Harper: "What's your question, Representative?"

Mazzochi: "I don't... I mean... I'm..."

Harper: "I answered your question."

Mazzochi: "I said what's the point of having this commission... well, actually, I'm sorry. It was Section 5.7. It says, 'The powers and duties of the commission shall be exercised

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alongside but independent of that of the Procurement Policy Board.' And yet, that's really not true. And then further on down, on page 72, (c), starting on line 4, 'Upon a majority vote of its members, the Commission on Equity and Inclusion may review a contract. Upon a three-fifths vote of its members, the commission may propose procurement rules for consideration by chief procurement officers.'"

Speaker Harris: "Representative, we have many, many more speakers lined up. Please finish this question, then we're going to move on."

Mazzochi: "Subpart (e), page 72, 'Upon a three-fifths vote of its members, the Commission shall review a proposal, bid, or contract and issue a recommendation to void a contract or reject a proposal or bid.' So if they issue that rejection, the Executive Ethics Commission, your expectation is that they can just ignore that?"

Harper: "That will be a recommendation that the EEC would have a hearing on and rule on."

Mazzochi: "Okay. And can the EE... can the Executive Ethics Commission ignore that recommendation and award the contract anyways?"

Harper: "If the hearing yields such a result, then, yes."

Mazzochi: "All right. Then what's the point of having this as a super procurement group if, in fact, it's not... if you're saying it's not going to change the outcome then what's it doing there?"

Harper: "It's simply to provide more oversight."

Mazzochi: "Well the more oversight... I mean, I think you've got several hundred thousand dollars for the chief, for the other

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members of the commission. Then it's going to need staff. What are you proposing is going to be this... this commission's budget?"

Harper: "This commission is focused on increasing minority contracting. The Executive Ethics Commission is not, obviously, or our current way we have things set up in this state, even though we have BEP goals, are not. So, we have to create a commission to ensure that we are following our own laws here in the state and to ensure that we are increasing minority contracting in the state. That is our intent."

Mazzochi: "Okay. But if the... if you have written into the statutes that the Executive Ethics Commission can ignore your recommendations, then that doesn't seem like a commission that has very much teeth to it."

Harper: "Representative, you seem to be reading your own views into this statement or into my Bill."

Mazzochi: "No, I'm reading the statutory language."

Harper: "I respect what you're saying. Please let me know if you have any more questions."

Mazzochi: "I got a lot of question. I'm trying to get answers to my questions. Okay, here's another question maybe you can answer. When it comes... take a look at page 97. You have the board... both the board and Commission on Equity and Inclusion reviewing a whole bunch of contracts relating to real property. What does that have to do with minority representation in a state contract? I mean, you don't control who owns the property."

Harper: "We want to encourage diversity on all contracts."

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Mazzochi: "Well how do you... how do you encourage diversity in a contract to buy property? The property owner is who it is."

Harper: "Who you buy it from. Where it's located."

Mazzochi: "This isn't relating to just the real estate... this isn't related to the real estate broker. This is about a proposed lease of real property. Are you saying that you want people..."

Speaker Harris: "Representative... Representative Mazzochi, we're going to move on to another questioner. I think we've been very generous in letting you ask many, many series of questions."

Mazzochi: "Well these are important questions."

Speaker Harris: "I understand."

Mazzochi: "Do you need another Member to yield time?"

Speaker Harris: "No, we're just going to move on. We've allowed you to have many, many Members' time. We've tried to be generous to everyone on that side with many Members' time. Representative Jones."

Jones: "I move to the previous question."

Speaker Harris: "Previous question has been moved. All those in favor say 'aye'; opposed 'nay'. In the opinion of the Chair, the 'ayes' have it. The previous question is moved. Representative Harper to close."

Harper: "I just want to thank all those who have worked diligently to help us get this package, these pillars where they need to be. Members of the Illinois Legislative Black Caucus, Members of the economic work group. My staff, Ally Lopshire, and Kendra Piercy, and Sam McGee. We have worked tirelessly over the summer and fall with stakeholders and others and all who wanted to be involved in our process. We held nine subject

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matter hearings and invited every single solitary Member of the General Assembly to those to discuss provisions in our black agenda. To be honest, with all the things that we learned in those nine subject matter hearings and with all the things we learned that we need to fix in this state in order to have true economic equity, this agenda really doesn't even scratch the surface. You know, by looking at these measures, they're going to help more than just black people. The economic agenda helps all people. Whether you're black, Latinx, white, poor, middle class, Democrats, or Republicans. When you address the systemic racism and inequities that exist for black people, we save money on human services. We save money on health care. We save money in the criminal justice and correction systems. We have a lot more work to do, and I look forward to working with every one of you on our future agendas. I encourage an 'aye' vote for this and every single Bill related to this economic equity agenda. Thank you."

Speaker Harris: "Members, Representative Mazzochi has requested verification. All Members should be in their chairs and vote their own switches. The question is, 'Shall Senate Bill 1608 pass?' All in favor vote 'aye'; all opposed vote 'nay'. The voting is open. Have all voted who wish? Have all voted who wish? Carroll, Crespo, Kalish, LaPointe, Lilly. Ladies and Gentlemen, we're going to stand at ease. Apparently there is a computer issue. Have all voted who wish? Mr. Clerk, please take the record. On this question, there are 70 voting 'yes', 39 voting 'no', 1 voting 'present'. And this Bill, having... I'm sorry. Mr. Clerk, please read the names of those voting in the affirmative."

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Clerk Hollman: "A poll of those voting in the affirmative:
Representative Ammons, Representative Bristow,
Representative Buckner, Representative Burke..."

Speaker Harris: "Excuse me, Mr. Clerk."

Mazzochi: "I withdraw the Motion for certification."

Speaker Harris: "Representative Mazzochi withdraws the Motion. On this question, there are 70 voting 'yes', 39 voting 'no', and 1 voting 'present'. And this Bill, having received a Constitutional Majority, is hereby declared passed. The Clerk is in receipt of a Motion in Writing to waive the posting requirements for a Bill. Leader Manley on the Motion."

Manley: "Thank you, Speaker. I move that the posting requirements be waived so that HR961 can be heard in the Executive Committee."

Speaker Harris: "Is there any discussion? Representative Davidsmeyer."

Davidsmeyer: "I don't have a comment on this, but I do have a comment that I'd like to make following this, if I can."

Speaker Harris: "Representative Reick, did you have a comment on this matter? Leader Manley has moved to waive the posting requirements. All those in favor say 'aye'; those opposed say 'nay'. In the opinion of the Chair, the 'ayes' have it. And the posting requirements are waived. Representative Davidsmeyer, please state your point."

Davidsmeyer: "Mr. Speaker, the last... we've been in Session since Friday. The amount of Session that we actually had Friday, and Saturday, and Sunday didn't amount to squat. We actually spent more time in caucus than we did actually here on the House Floor doing something. Just today we spent probably

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more than a combined 5 hours in caucus and we couldn't spend more than 45 minutes debating a Bill that's going to cost the State of Illinois a lot of money. At this juncture in time, it's obvious that the Majority Party does not care about how much money the State of Illinois is spending. We're drowning in debt. We're willing to work with you on this to actually reach the goals that you're trying to reach. If you want to employ more people in minority communities, that's a goal we should all be working for. And I'm here with you. I was going to say during debate, Leader Turner had a Bill on the House Floor probably 6 years ago, and we went back and forth. He pulled the Bill from the record out of respect. We have a mutual respect, and we want to work towards the same goals. There are a number of people on this side of the aisle that want to reach the same goals that you want to reach. There's just different ways to do it that don't affect the State of Illinois the same way that these Bills are doing it. We want to be sitting at the table with you. We want to help you accomplish these goals. We want the State of Illinois to open up a opportunity to everybody who wants to have that opportunity. We all want that same thing. This is not the way. I'm beside myself. We're being thrown Bills, and on this side of the aisle, we're used to it. We're being... having Bills thrown at us that we haven't had a chance to discuss or be part of the input and say, here, vote on it. This place is incredibly frustrating. When I first came in 8 years ago, we were able to work together across the aisle. It wasn't a shove it in your face kind of deal. We went back and forth and we actually came up with some good legislation. I really hope,

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over the next day and a half and in the 102nd General Assembly, that we're able to create those relationships again. We have to figure out a way to come back together. Our state is being destroyed. I mean, it is not good for anybody in the State of Illinois right now because of decisions that are made right here, on this floor. I hope we can work together to try to accomplish some of these goals together while making the State of Illinois work for all of the people of Illinois. Thank you."

Speaker Harris: "Representative Reick, for what reason do you seek recognition?"

Reick: "Thank you, Mr. Speaker. A point of personal privilege, please."

Speaker Harris: "Please state your point."

Reick: "Back in May this Body passed a budget that was over 3 and a half billion dollars out of balance. We borrowed a billion and a half dollars to just close the spending gap for the last fiscal year. And now we've got to pay that back within the next 12 months, and the balance that we're borrowing has got to be paid back within 3 years. The Governor started the process or the discussion of doing the hard cuts by proposing 6 percent across the board cuts to our agencies. Since then he's proposed a \$500 million reduction in credits that go to create jobs in this state. Saying that... got to share the pain. Personally, I have a project that is potentially in my district that would bring \$100 million dollars of investment in rehabbing a large, 3 million square foot facility and bring a whole lot of jobs. But the Governor wants to do away with the Blue Collar Jobs Act, which would provide a tremendous

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amount of incentive to the buyer to bring people in to rehab this building, which it desperately needs. We just spent... good God, I don't know how much money we just spent today with these Bills. Bills that were here and, frankly speaking, Bills that have been put on the agenda because somebody wants somebody else's support. That's all this is about. We're spending millions of dollars, millions of dollars, and we're going to spend more tomorrow. We've got a Medicaid Bill coming in tomorrow. How much of that is going to cost? Folks, this isn't... this isn't Monopoly money. This is the money that my constituents and your constituents pay into this state to do the things that the state is obligated to do, not to buy votes for a Speaker. We have got a responsibility that transcends what's going to happen on Wednesday. And it's high time we started paying attention to our true responsibilities, our constituents, the people elsewhere in the state who are going to be hurt by this legislation. Because when this stuff doesn't work, the people you're trying to help are going to be the ones who are going to be the most affected by it. And it's not going to work 'cause you're not going to be able to pay for it. All I can say is, I'm about to begin my third term in this House, and in 4 short years I have seen the conversation in this Body devolve into just... I was about to say something bad. I'm not going to say it. The fact is, I have never been more ashamed of this Body than I was today listening to the things that I've listened to that are being proposed for rank political purposes. We're better than that. We've got to be better than that. My colleague over here just

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said the... exactly what I meant. We ought to be ashamed of ourselves."

Speaker Harris: "Representative Jones, for what reason do you seek recognition?"

Jones: "Point of personal privilege."

Speaker Harris: "Please state your point."

Jones: "Previous speaker said we should be ashamed. They should be ashamed for standing up for some of the racism that's going on in our country and in our state. Representative Thapedi laid out a line by line, evidence-based of why we're here and what we're fighting for. We're fighting for black people who are being shot on the South Side of Chicago. We're fighting for black people who can't get equality in education. We laid out every pillar of the Black Caucus agenda and our friends on the other side have come up against that agenda. I understand that they're upset of what we did in the previous question, but maybe they should look in the mirror and see how their friends in corporate American have brought us to this point. That Resolution laid out evidence-based, how systematic racism exist in corporate government, in our government, in education, in procurement, and some of the things that they don't want to talk about. So, I'm not ashamed to stand up for the people in my district, the black people in the State of Illinois. Tonight, we ask you to support a black agenda, and we are unapologetic about it. And ask you to stand up for black people not only in my district but in your district in the State of Illinois, and all you can say is no. You want to play games with a Bill that we presented to you tonight that's going to help black people and come

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back with the goals that you said in BEP goals that Representative Davis has done, former Representative Turner has brought with BEP goals. But yet, instead, you guys want to argue about real property and ask questions that don't exist in the Bill that we have before you. So instead of saying no, support what we're doing for black people around the State of Illinois. Support what we're doing tonight to not only help black people in our districts, in your districts, but stop saying no to everything. We understand that you guys are upset, but you took an hour caucus about a Bill that was on the board and asked numerous questions where the Speaker gave you time after time and still you asked the same question. Our black people are looking for solutions. They can't get unemployment. They can't get PEP. They can't get the funds that many of your friends are getting on the other side, and all we're asking for you to do is help us. You saw the Resolutions that we laid out, you saw the Bills that we laid out. Instead of being obstructionists, say yes to some of the things that we're doing tonight. I'm not going to apologize for calling to the previous question. I am just going to thank my Black Caucus Members for standing up for black people around the State of Illinois. Thank you, Mr. Speaker."

Speaker Harris: "Representative Mayfield, for what reason do you seek recognition?"

Mayfield: "Inquiry of the Chair. Do we still have committee at 9:30 tomorrow morning?"

Speaker Harris: "There will be committee announcements shortly, Representative."

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Mayfield: "Thank you."

Speaker Harris: "Representative Bryant."

Bryant: "Thank you, Mr. Speaker. So... just one thing that I want to say about the previous Bill. And that is, I... I don't... I have no problem supporting the Bill itself, what I don't support is maybe what the legalese didn't explain in the Representative's questions. I'm not an attorney. So, I'm not going to be as smooth as that. But what will happen with that Bill is the commission that is being set up can actually choose to take a contract away from a Latino-owned business or a women-owned business. Representative, it can. It can. It may not be your intention, but it can. And so, I hope I'm wrong. I'm not an attorney, but that's what we've been advised. So as we move down I hope I'm wrong, and if I am, I promise I'll come back and apologize to you. But if it does happen, I want us to remember that that was what was said tonight. Because in my heart that's what I'm trying to protect against because I don't represent white people, black people, Republicans, Democrats. I represent the people of the 115th District. Red, white, black, yellow, green, whatever it happens to be. Okay. So, this isn't about white and black. This is about trying to represent everybody that lives in our district. Thank you."

Speaker Harris: "Mr. Clerk, committee announcements."

Clerk Hollman: "The following committees will be meeting tomorrow morning. Mental Health will meet at 9 a.m. on the convention floor. Labor & Commerce will meet at 9:30 on the convention floor. And the Executive committee will meet tomorrow morning at 10 a.m. at the lower level."

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Speaker Harris: "And now, leaving perfunctory time for the Clerk, Leader Manley moves that the House stand adjourned until Tuesday, January 12, at the hour of 11 a.m. All those in favor say 'aye'; those opposed say 'nay'. In the opinion of the Chair, the 'ayes' have it. And the House stands adjourned."

Clerk Hollman: "House Perfunctory Session will come to order. Committee Reports. Representative Harris, Chairperson from the Committee on Rules reports the following committee action taken on January 11, 2021: recommends be adopted, referred to the floor is the Motion to Concur with Senate Amendment(s) 2 to House Bill 97. Introduction and First Reading of House Bills. House Bill 5878, offered by Representative Evans, a Bill for an Act concerning State government. First Reading of this House Bill. Second Reading of Senate Bills. Senate Bill 1302, a Bill for an Act concerning courts. Second Reading of this Senate Bill. Senate Bill 3027, a Bill for an Act concerning public employee benefits. Second Reading of this Senate Bill. These Bills will be held on the Order of Second Reading. There being no further business, the House Perfunctory Session will stand adjourned."