

STATE OF ILLINOIS  
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TRANSCRIPTION DEBATE

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Clerk Hollman: "House Perfunctory Session will come to order. Committee Reports. Representative Barbara Flynn Currie, Chairperson from the Committee on Rules reports the following committee action taken on May 23, 2017: approved for consideration, referred to Second Reading is House Bill 1126, House Bill 1259, House Bill 3052. Introduction and First Reading of Senate Bills. Senate Bill 1103, offered by Leader Durkin, a Bill for an Act concerning State Government. First Reading of this Senate Bill."

Speaker Lang: "The House will be in order. We shall be led in prayer today by Dr. Richard Riley who is with First Lutheran Church in Pontiac. Dr. Riley is the guest of Representative Bennett. Members and guests are asked to refrain from starting laptops, turn off cell phones and rise for the invocation and Pledge of Allegiance. Dr. Riley."

Dr. Riley: "Let us pray. Almighty and benevolent God, we humbly ask that Your blessings be placed upon this House of Representatives. Those who have been duly elected to govern this great State of Illinois have a task set before them that requires Your divine guidance to direct them in a manner that not only brings honor to their positions, but to the people who have entrusted to them the honor of representation. May Your grace rest upon this great State of Illinois, this wondrous prairieland of my birth and of so many others, from the Windy City of Chicago to the dark, rich earth of Central and Southern Illinois that sprouts and grows the green tall stalks and yellow-hued corn, we give You thanks. For nearly 200 years, this state has been a place of hopes and dreams, of sweat and labor, of industry and innovation and may it

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continue to be a state that lifts people up to greater heights and gives to them strength in their weakest moments. May Illinois always be a land where these Representatives give of themselves in a bipartisan way to ensure that Your will be done for all Illinoisans. And may You, Oh God, place Your hand upon all these present today and may this state always be a beam of hope and a light that guides the paths for all people who call it home. In Your name we pray, Amen."

Speaker Lang: "Be led in the Pledge by Representative Greg Harris."

Harris, G. - 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 Lang: "Roll Call for Attendance. Leader Currie."

Currie: "Thank you, Speaker. Please let the record reflect the excused absences of Representatives McAsey and Soto."

Speaker Lang: "Mr. Demmer."

Demmer: "Thank you, Mr. Speaker. Please excuse Representative Hays for the day."

Speaker Lang: "Thank you. Mr. Clerk, please take the record. There are 115 Members present. We do have a quorum. The Chair recognizes Mr. Batinick. For what reason do you rise?"

Batinick: "Point of personal privilege."

Speaker Lang: "Please proceed."

Batinick: "Thank you, Mr. Speaker. I want to invite another essay winner up here. That's my Page for the day. This is Imaad Khan. His mom and brother are up in the gallery along with Ivan Bolton, Sabina Fontana and Deb Kraulidis, elected

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officials in the district. Please let's give them a big Springfield welcome. Thank you."

Speaker Lang: "Welcome to Springfield. Thank you for joining us.

Mr. Beiser is recognized. Mr. Beiser."

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

Speaker Lang: "Proceed, Sir."

Beiser: "I'd like to introduce the... my two Pages for the day to the body. Julianna Barnard and Myleigh Mabe down in the front. Welcome here and hope you have a lot of business today, ladies."

Speaker Lang: "Thank you. Welcome. Mr. Riley is recognized."

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

Speaker Lang: "Please proceed."

Riley: "Thank you. I'd like the indulgence of the House. I'd like to make you aware of a tragic situation but one where the person is really fighting for his life. A constituent of mine and because this person is from Homewood, he's also a constituent of Will Davis and Anthony DeLuca. Amtrak conductor and member of the International Association of Sheet Metal, Air, Rail, and Transportation member Michael Case of Homewood, was shot in the abdomen while performing his duties last Tuesday afternoon in Naperville, Illinois. The shooter was immediately detained by other Amtrak crew members and passengers and is currently in custody having been charged with attempted murder and aggravated battery. While Mr. Case remains in intensive care, it is reported that his injuries are stabilized and he's moving in the right direction. And I spoke to someone... Mr. Speaker. I spoke to someone from the union today. And he says that Michael is

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doing much better, he's not out of the woods, but they think he's going to make it. Mr. Case had been a conductor with Amtrak for 10 years and he's also a Navy veteran. I don't talk about the Navy that often but not only was a Navy veteran but he was a submariner. So, he's a special Navy veteran. He has a wife and they have four children. And so, I would just ask that you keep him in your thoughts and prayers. And maybe you can send a letter to Mr. Case. I'm sure, you know, we can get the address or the hospital that he's at and let him know that you're thinking about him. But in a situation like that where you have a conductor who is subject to just a random shooting, and matter of fact, the person who shot him, I think there was some mental health issues and he himself was retired from law enforcement. This is a tragic situation. But we keep him in our thoughts and prayers and I will wish you do the same thing, too, for my constituent. Thank you."

Speaker Lang: "Thank you, Sir. Mr. Swanson is recognized."

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

Speaker Lang: "Please proceed."

Swanson: "Thank you, Mr. Speaker. I have a few introductions today. With me today are two honorary Pages, Taylor Main, here in the middle. She's a one-day sophomore at ROWVA Schools. She's involved in FFA, volleyball, basketball, cheering, track, and many other community activities, class officer and very involved in their chapter of FFA. Also with me is Mallory Shea. She's a one-day sophomore at ROWVA High School. She, too, is a member of the FFA, softball, volleyball, and very active in many community events include 4-H and other things. They're brought here today by Mallory's

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grandmother, Fran Moore, who's up in the balcony here with us today up in the gallery. So, I'd like to give a warm welcome to Honorary Pages and their... and the grandmother today, Fran Moore. Thank you."

Speaker Lang: "Thank you. Glad to have you with us today. Representative Stuart is recognized."

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

Speaker Lang: "Please proceed."

Stuart: "I'd like to introduce the Ladies and Gentlemen of the House to my Page today Even... Eden Vitoff. I was lucky enough to meet Eden through his work with the Edwardsville High School Environmental Club which he singlehandedly reinvigorated and made much more than just a simple recycling program. Eden is a passionate advocate for the fight against climate change. He's just finished his freshman year at George Washington University. He was a leader in the movement to get the university to divest from fossil fuels. He's studying political science with an interest in public policy. I have no doubt he'll be a strong force for his generation. So, please join me in welcoming Eden to our Capitol."

Speaker Lang: "Welcome. Thank you for joining us. Representative Bourne."

Bourne: "Thank you, Mr. Speaker. I would like to introduce to the Body my Page for the day, Olivia Handshy. She was also the winner of our district's art contest. So, if you're interested in seeing all of the winners, they're in my office in the Capitol... I mean, in the Stratton or on our website. Olivia wants to one day also be a Representative. So, we're excited about that. And she's joined today by her mom who's up in the

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gallery, Kori. So, if we would welcome her to our Capitol and wish her good luck in the future running for office."

Speaker Lang: "Thank you. It's great to have you with us today. Mr. Skillicorn."

Skillicorn: "Thank you, Mr. Speaker. I rise for a point of personal privilege."

Speaker Lang: "You may proceed."

Skillicorn: "Just want to remind people that the Stair Caucus meets Wednesday mornings at 7:30 a.m. and there's only two Wednesdays left this month. So, tomorrow morning we'll be waiting at the ground floor Stratton Building, the south staircase. And next Wednesday we'll be meeting at the north staircase. So, I hope to see everyone there for 7:30. And then, also, on a much more serious and sad note. I just wanted to ask for a very brief moment of silence for the 22 victims that were murdered by the cowardly terrorists last night. And it's just such a shame that that had to happen. So, I just ask for a moment of silence."

Speaker Lang: "Let the Body take a moment of silence. Thank you, Sir. Mr. Bennett."

Bennett: "Thank you, Speaker. Point of personal privilege, please."

Speaker Lang: "You may proceed."

Bennett: "Today we had Pastor Richard Riley to deliver the morning prayer. In the gallery is his wife, Pam. Pam is right behind me, if you could. So, if we could give her a warm welcome from Springfield that would be wonderful. Thank you."

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Speaker Lang: "Thank you for being here with us today. Much appreciated. Representative Ives, for what reason do you rise?"

Ives: "Thank you, Mr. Speaker. I rise for a point of personal privilege."

Speaker Lang: "Please proceed."

Ives: "I'd like to recognize in the gallery today with me is Johnathon Dickerson. Johnathon will be a sophomore at Benedictine University. He's studying political science and he's getting quite an introduction to policy and politics here at Springfield. Thank you for joining us today, Johnathon."

Speaker Lang: "Thank you, Representative. Good to have you here with us. Mr. Welter."

Welter: "Point of personal privilege, Mr. Speaker."

Speaker Lang: "Please proceed."

Welter: "I have with me today my family in the chamber. My wife, Ashley, my daughter Autumn and my son, David Jr. if you have a moment, please stop by and say hi. But please welcome them to Springfield."

Speaker Lang: "Thanks for being with us today. Mr. Swanson."

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

Speaker Lang: "Proceed."

Swanson: "Thank you, Mr. Speaker. I'd like to introduce some friends from back home. With me today in the gallery up top, Nan and Russ Swanson, along with their grandson, Jack. I'd like to point out Russ is an Army veteran and their son, Jack is a student at Geneseo Middle School. If we'd welcome them to the Capitol today."

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Speaker Lang: "Thank you. Glad you're aboard. Representative Ammons is recognized."

Ammons: "Thank you, Mr. Speaker. First of all, I would love the Body to welcome back our colleague, my seatmate, Representative Elgie Sims who is back with us after an unfortunate accident."

Speaker Lang: "Welcome home, Representative."

Ammons: "I also want to take the opportunity to welcome the 43... 43rd 4-H mem... 43 4-H members from across Illinois who are attending the University of Illinois 4-H Legislative Connection event being held today and tomorrow at the Capitol. They're up to my right... I mean, to my left. These youth are from 22 different countries throughout the state. From Pope and Hardin Counties in the south to McHenry County... Thank you. I know you guys want to hear about our 4-H students 'cause it's such an important program. They're from McHenry County in the north both rural and metropolitan areas. And they represent nearly 200 thousand 4-H participants in 102 counties. The teens are active in their club, communities, and counties in community service and 4-H projects ranging from animal science, of which my son is a member of the animal science, to aerospace, shooting sports to visual arts, nutrition and wellness to environmental studies and more. These youth represent the Illinois 4-H Youth Leadership team and the Speaking for Illinois 4-H program. They're also working with the teens this week are... those who are working with the teens this week are Patricia McLaughlin, Deb Stocker, and Erica Austin of the University of Illinois Extension, Carol Ann Tibbs, Logan County 4-H volunteer and Genie Hollan,



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Jerry Hicks, and Pam Webber, members of the Extension Partnership Organization in Illinois. And we want to welcome the 4-H Leadership and all of the students that you see in green shirts to the Capitol this afternoon. Thank you all so much for coming."

Speaker Lang: "Great to have you here. Thank you. Enjoy your day in Springfield. Mr. Davidsmeyer."

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

Speaker Lang: "Please proceed."

Davidsmeyer: "I would like to introduce the Body to a constituent and friend of mine, John Casey. He's a local photographer from Jacksonville. He's been doing photography basically his entire adult life. He's photographed my kids and my kids are friends with his. And he will be... you'll see him around with our House Republican photographer Russ Kimmons up front throughout the day. So, I hope we can give him a warm Springfield welcome."

Speaker Lang: "Welcome aboard. Thank you for joining us. Ladies and Gentlemen, we're moving to page 5 of the Calendar, Senate Bills-Second Reading. Senate Bill 899, Mr. Rita. Mr. Rita. Out of the record. Senate Bill 1581, Mr. Sims. Mr. Sims, you can do your Bill sitting, if you wish. Out of the record, Mr. Clerk. Senate Bill 1671, Mr. Swanson. Out of the record. Senate Bill 1688, Mr. Sims. Please read the Bill, Mr. Clerk."

Clerk Hollman: "Senate Bill 1688, a Bill for an Act concerning State Government. Second Reading of this Senate Bill. Amendment #1 was adopted in committee. No Floor Amendments. No Motions are filed."

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Speaker Lang: "Third Reading. Senate Bill 1781, Mr. Sims. Mr. Sims. Please read the Bill."

Clerk Hollman: "Senate Bill 1781, a Bill for an Act concerning State Government. Second Reading of this Senate Bill. No Committee Amendments. No Floor Amendments. No Motions are filed."

Speaker Lang: "Third Reading. Senate Bill 1811, Representative Kelly Burke is handling the Bill. Please read the Bill."

Clerk Hollman: "Senate Bill 1811, a Bill for an Act concerning regulation. Second Reading of this Senate Bill. Amendment #1 was adopted in committee. No Floor Amendments. No Motions are filed."

Speaker Lang: "Third Reading. Senate Bill 1842, Mr. Sims. Please read the Bill."

Clerk Hollman: "Senate Bill 1842, a Bill for an Act concerning criminal law. Second Reading of this Senate Bill. No Committee Amendments. No Floor Amendments. No Motions are filed."

Speaker Lang: "Third Reading. Senate Bill 1905, Mr. Moylan. Please read the Bill."

Clerk Hollman: "Senate Bill 1905, a Bill for an Act concerning government. This Bill was read a second time on a previous day. No Committee Amendments. No Floor Amendments. A fiscal note, home rule note and state mandates note has been requested but not filed at this time."

Speaker Lang: "Please hold the Bill on the Order of Second Reading pending the notes. Page 3 of the Calendar, House Bills-Third Reading. House Bill 230, Mr. Thapedi. Please read the Bill."

Clerk Hollman: "House Bill 230, a Bill for an Act concerning education. Third Reading of this House Bill."

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Speaker Lang: "Mr. Thapedi."

Thapedi: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. Members, New York just passed legislation that provides free tuition for high school graduates that attend its public universities. I repeat, free college tuition to in-state New Yorkers, free. The Texas Governor in a Republican state has on his desk today a Bill that he intends to sign that specifically allows Tennesseans to have free community college tuition, free. In Oregon, the Oregon Promise Bill provides high school graduates and GED recipients with free rides. Same thing in Oregon. Same thing in Arkansas, Minnesota, South Dakota. All free rides for their students. This Bill has nothing to do with free tuition. The fiscal impact of this Bill is zero, absolutely zero. I purposely waited all these weeks to run this Bill so that Members would have the opportunity to actually read the Bill, talk with me about it and have a meaningful conversation with me about it, in person and also on the floor today. Some Members have asked me for data. Some Members have asked me for information about the Bill. I answered those questions then and I'm prepared to answer any additional questions now. At the same time, I waited because I wanted all of the stakeholders to actually read the Bill and not get caught up in red herrings, misunderstandings, or misperceptions. House Bill 230 has two fundamental goals. First and foremost, the first goal is to retain our best and our brightest students here in Illinois. The second goal is to address concerns with the demographics in our state universities. Both of these goals are satisfied under this Bill by automatically admitting Illinois high

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school graduates into our state universities that do two things. First and foremost, graduate in the top 10 percent of their class. The second thing that they must do is they must satisfy the ACT and/or Act Benchmarks that's associated with those tests. Unlike New York, Tennessee, Oregon, Arkansas, Minesota, South Dakota, our kids will not necessarily get a free ride. I repeat; they will not necessarily get a free ride. Instead, they will simply get a seat in the freshman class. Again, they will simply get a seat in the freshman class. There should be no opposition to this Bill, Ladies and Gentlemen. There should be none. The IEA, the IFT, the Chicago Teachers Union, the Fire Fighters, the Charter Schools, the Urban League, and the NAACP all support this Bill. Now actually... after actually reading the Bill and understanding the Bill, an overwhelming majority of the universities are not actively in opposition to this Bill. One hundred percent of the Black Caucus in this chamber supports this Bill and are listed as cosponsors. And I should add, Mr. Speaker, that virtually every other minority member of the House of Representatives along with Members in this chamber that represent minority districts also are cosponsors of this Bill. Please, Members, take a look at the roster of cosponsors. My hope is that Members who represent majority rule communities in this state will also recognize that their children, their students, their constituents also benefit under this Bill. All of the diligent kids in our state, the kids that have been putting their noses to the books and have been aggressively learning, they win under this Bill. Equally, if not more importantly, this Bill is impervious to

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valid constitutional challenges. This is so because this Bill is patterned after the recent Supreme Court of the United States decision in *Fisher v. the University of Texas at Austin*. Said another way, the plan before you, Ladies and Gentlemen, has already been approved by the United States Supreme Court. Now, if these things are not important to you and if they're not important to your constituents, by that I mean the retention of our local, home grown talent, or diversity in our universities or a plan that is expressly approved by the Supreme Court of the United States or a plan that is supported by the NAACP, the Mexican-American Legal Defense Fund, the Asian-American Defense Fund, you should vote 'no' and sleep very well tonight. But if you're like me, for the retention of our best and brightest students here in Illinois and stopping them from fleeing to Ann Harbor, Lansing, Bloomington, Indiana, or Columbia, Missouri to never come back, you should vote 'yes'. If you are for diversifying our universities so that our kids are prepared to compete in this global economy, you should vote 'yes'. This Bill is about our kids. This Bill is about our state. To teach our kids, we have to reach our kids. I'm available to answer any and all questions. Before I do that, Mr. Speaker, I would ask for a verification consistent with the House Rules."

Speaker Lang: "This Bill is on the Order of Short Debate. The Chair will remove this Bill from the Order of Short Debate. The Chair recognizes Mr. Andersson."

Andersson: "Thank you, Mr. Speaker. Thank you for removing it from Short Debate. Will the Sponsor yield?"

Speaker Lang: "Sponsor yields."

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Andersson: "So, Representative, I certainly laud the underlying goals. Of course my questions relate to the details. So, as I understand it, we would be admitting those students who are in the top 10 percent of their class who also meet the ACT guidelines for the particular institution. Is that correct?"

Thapedi: "They would.. Correct in part, but more specifically the Bill reads consistent with what the Texas Bill reads and that is the ACT or SAT benchmarks that are established by SAT and ACT perspect.. respectively. So, what that would mean is as far as.."

Andersson: "Mr. Speaker. Thank you."

Thapedi: "And so again Steve, what that means is with respect to the ACT they would have to have an 18 in English, a 22 in mathematics, a 22 in reading, and a 23 in science. With respect to the SAT, they would need to have 480 with respect to evidence based reading and writing and a 530 in math."

Andersson: "Thank you for the answers to those questions. One.. one concern that I have, Representative, is that not all schools rate their.. their students the same. Some schools have a weighted system based on the criterion and the rigor of the classes that they take, other schools do not at all. How do we address that concern that the 10 percent is going to be by school so you could actually be eliminating some very meritorious students from some rigorous schools in lieu of other schools where that is not the case?"

Thapedi: "Well, let me answer that question for you this way. Northern Illinois University.. and here are their deadline requirements on their website.. they specifically use class

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rank in ascertaining who is able to get into the university at all."

Andersson: "They do not use it, you said?"

Thapedi: "They do."

Andersson: "They do not?"

Thapedi: "They do. They use class rank. The same thing for the Univer... excuse me, for Eastern Illinois University. Same deal. They use class rank. So, it's somewhat disingenuous to say that, well, we can't figure out who the top 10 percent in our class is because they know the GPAs of all of their students. In fact, that's how they ascertain who the valedictorian and who the salutatorian is. They have the ability to do that. And I think it's important to note, Representative Andersson, that under the Bill there's a specific requirement under the Bill that the Illinois State Assem... of the Illinois Student Assistance Commission will work with high schools to ensure that their students have the ability to ensure that their... their files actually comport with the letter and spirit of what we're doing here today."

Andersson: "Thank... thank you for that. I would note though that in those cases, that is one criterion not the only criterion that the schools use. Let me ask you this."

Thapedi: "Hold on one minute, Steve. Hold on one moment. Because we don't have... well, okay. Go ahead. We got a timer going, but I want to answer this question because you're the Floor Leader and I figure that I can resolve these issues right here and now."

Andersson: "As long as I can get more time."

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Thapedi: "All right. Well, that's between you and your side of the aisle."

Andersson: "Indeed."

Thapedi: "But my point is, I want to give detailed answers to this question because if the Bill is successful and if we do have litigation, I want to ensure that the legislative intent is clear the same way that they did in Texas. And again, as I mentioned earlier, this has been tested by the United States Supreme Court. The most conservative court that has sat since the 1930s has already approved this plan, as is."

Andersson: "So... so, I'm not suggesting that your Bill is unconstitutional."

Thapedi: "Okay. Well, that's good to know."

Andersson: "I appreciate knowing it. I'm asking you just based on policy. Now, I want to focus instead on major because there are obviously many different majors within colleges... rather universities that have different admission criteria. It's one thing to go to U of I and get into the Arts program... no disrespect to the Arts program... it is a different thing to get into the Engineering program. How does this affect that process?"

Thapedi: "Okay. That's another good question. And here is the answer. So, if you look at the Bill, you will see in the Bill that the universities have the ability to look at the top 10 percenters that are applying to the school, evaluating their files. In other words, we already know that they're smart because they're graduating in the top 10 percent of their class. We already know that they're college ready because they've already satisfied the ACT and the SAT requirements in



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order to be admitted into college, but what they don't know is necessarily what classes they've taken. So, we've talked about weighting, et cetera. If they're on an accelerated track or whatever case may be, the universities have the ability to actually evaluate the files of those students."

Andersson: "So... so..."

Thapedi: "When they evaluate the files of those students..."

Speaker Lang: "Please complete your remarks."

Thapedi: "...when they evaluate the files of those students, they have the ability to determine whether or not those particular students will need some additional support to get into the university and be successful and even more specifically into the individual colleges."

Andersson: "I'd appreciate some more time, someone."

Speaker Lang: "Representative Bryant yields you her time. You have five additional minutes, Sir."

Andersson: "Thank you, Mr. Speaker. So then, if we... if we turn to the question of homeschooling."

Thapedi: "Mr. Speaker, I can't..."

Andersson: "If we turn to the question of homeschooling, how do we address homeschoolers in this situation?"

Thapedi: "All right. Well, what do you mean by that, how do we address homeschoolers?"

Andersson: "Well, I'm pretty sure most of the time there's only one or two kids in it, so pretty sure they're in the top 10 percent of their class. Does that give them an automatic pass?"

Thapedi: "What's your question?"

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Andersson: "My question is, do they qualify for this? In other words, if there's only two children in a homeschool, they are in the top 10 percent of their class, or certainly one of them is. Do they... do they make it in?"

Thapedi: "Well, this is my understanding of how the homeschool community works. And I've been working with the homeschool community for quite some time. And I'm assuming that maybe you have as well. Mr. Kirk Smith from the Illinois Christian Home Educators..."

Andersson: "Mr. Speaker, I cannot hear."

Speaker Lang: "Ladies and Gentlemen, this is an important piece of legislation. It may be controversial as we go through this. Let's let the Gentlemen who are speaking to each other hear each other. And the Chair would like to hear them as well. So, I'm going to ask people to retire to the rear of the chamber with all of their conversations. And let's have some order in the chamber. Please proceed."

Thapedi: "Could you repeat your question, please, Representative?"

Andersson: "I'm asking about the homeschool situation where they don't have a class rank per se or if they do, they certainly qualify within it. Are they automatically admitted into the same system?"

Thapedi: "Well, again, it's my understanding that the way that the homeschool community is set up is that the parents that are actually homeschooling their children are not actually monitoring all of the work that their kids are doing and assigning a grade point average to their kids. They're actually sending that information off to different agencies

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that work with them as far as consolidating the information, grading the... the tests, and coming up with grade point averages. So, again, those entities would have the ability to also do the same thing to make the adjustment or make the assessment as to whether or not that particular student would fall into the confines of this particular Bill. I should tell you, in addition, Representative Andersson, that I have had specific long, long conversations with the homeschool community. More specifically, Kirk Smith from the Illinois Christian Home Educators. Do you know him?"

Andersson: "I do not, Sir."

Thapedi: "All right. Mr. Scott Woodruff from the Homeschool Legal Defense Association. Do you know him?"

Andersson: "I do not, Sir."

Thapedi: "All right. So, these two gentlemen from my understanding are the gurus on... on homeschool issues. And what we did is... and that was another reason why it took me so long to actually run the Bill because I've been spending a lot of time working with the homeschool community... that while they have adequate protections, as I've just mentioned, there was some questions as to whether or not we could provide them with unprecedented protections."

Andersson: "I appreciate that..."

Thapedi: "And I wanted to do that."

Andersson: "Okay."

Thapedi: "So, the point is, is that the other Amendments that we filed, those were attempts to try to give the homeschoolers unprecedented protections. We came up with the final decision

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that it was best that that be run as a separate Bill, but under this Bill, they're adequately protected."

Andersson: "So, Andre, I'm running out of time. So, my understanding is the Home... Homeschool Association remains opposed to your Bill. That apparently there were either Amendments 2 or 3 that might have addressed that but those were not adopted so they remain opposed. And I know there's a number of people who want to speak so I think I need to curtail my comments at this point, but I would note the following: U of I remains opposed, Governor's Office is opposed, the IBHE, remains opposed. And I actually agree with one of the reasoning from IBHE and I'm speaking to the Bill, which is that the State Legislature should not dictate to Illinois public universities on what their admissions criterion and process should be. I think maybe that's the most important argument here. I laud the... the Sponsor's goals. I think they're good ones, but the bottom line is, we have institutions of higher learning who are highly skilled at the process of admissions. If there are problems with those, I think that we should be able to address those in the schools themselves rather than dictating what is, you know, with respect to the Sponsor, a little bit of a broad brush painting creating a rule of 10 percent. So, with respect, Andre, I like what you're trying to do. I support the underlying concept, but I must oppose the Bill. Thank you, Mr. Speaker."

Speaker Lang: "Mr. Demmer is recognized."

Demmer: "Thank you, Mr. Speaker. Inquiry of the Clerk."

Speaker Lang: "State your inquiry."

Demmer: "What is the status of Amendments 2 and 3 to this Bill?"

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Clerk Hollman: "Floor Amendments 2 and 3 have been referred to committee."

Demmer: "Thank you. Will the Sponsor yield?"

Speaker Lang: "Sponsor yields."

Demmer: "Representative, what's your intention with Amendments 2 and 3 which have been referred and posted in committee?"

Thapedi: "What do you mean, what is my intention?"

Demmer: "Well, you filed those Amendments, right?"

Thapedi: "I did."

Demmer: "And they're referred to committee for a vote tomorrow, I believe. So, you intend to disregard those Amendments and just simply adopt this Bill as is?"

Thapedi: "I'm running the Bill right now, Representative."

Demmer: "So, what changed between the time that you filed those Amendments and today to make you decide to not adopt those?"

Thapedi: "That's a very interesting question. Are you ready for a long explanation or do you want..."

Demmer: "I'm ready for a brief explanation."

Thapedi: "...a brief... well, this is the way the debate is going to work with me. I don't think that I'm required to answer any questions but what I'm willing to do is, I'm willing to try to flesh out the legislative intent behind the Bill. So, if it's a relevant question that goes to the subject matter of the Bill, I will discuss it. If it's not, I won't."

Demmer: "Thank you, Representative."

Thapedi: "Having said that..."

Demmer: "I'll speak to the Bill, Mr. Speaker."

Thapedi: "Well, having said that... having said that, you asked me a specific question. And the answer to that question is

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exactly what I just explained to Leader Andersson. That I have been working with countless stakeholders over the last several weeks and that's why you see the other Amendments. And in fact, Mr. Demmer, you were actually there in committee the first time that I presented the Bill. So, the Bill that I presented to you, Mr. Demmer, before your entire committee, that's the Bill that's up that we're talking about right now. The subsequent Amendments were attempts to try to provide primarily the homeschool community with unprecedented protections. In my view, they're not necessary but because they had concerns and because Members came to me and asked me about those issues, I brought those concerns to the homeschool community. In fact, if you look at Amendment #3, it's exactly what they wanted. But even with all of that stuff, they still didn't want... not want to be... become proponents of the Bill in large part because they want a separate, standalone Bill. I accommodated them and that's why I'm running the Bill right now in its fresh version."

Demmer: "Thank you, Representative. Mr. Speaker, to the Bill. I think it's important that this chamber understand that what we're establishing today is a way to circumvent the admissions process in state universities. The Legislature is inserting itself into a decision between a school and a student about whether that student is adequately prepared and ready to engage in college level education. We're taking one criteria, simply class rank. One criteria and giving it special, elevated status over all of those other things that high school students across the State of Illinois know are important parts about being a good student and being well

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prepared for a college education. All the extracurriculars, all the challenges they give themselves in taking advanced classes and pushing themselves, all of those extra things go away and only class rank... only class rank gets special status above and beyond all the rest. The fact is, this may be a legal... the Supreme Court may have determined this is a legal opportunity for us, but it doesn't mean it's advisable. It doesn't mean it's good policy. And I think we as a Legislature must understand that it's not our... it's not our responsibility to determine whether a student is... is admittible to a... to a college univ... a college or university in Illinois. We need to entrust that the Boards of Trustees and the administrations that we empower to offer higher education across the state, that they're in the best... they have the best chance of evaluating that student's likelihood of success. Class rank is not the only indicator of whether a student is prepared. There's a very full picture and we should ensure that colleges and universities in Illinois can take that whole picture into account. Please vote 'no'."

Speaker Lang: "Representative Ives."

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

Speaker Lang: "Sponsor yields."

Ives: "Yes. Representative Thapedi, I do have a few... few questions concerning your Bill. First of all, if you are a... an attendee at a public high school and you're in the top 10 percent of that class..."

Thapedi: "Mr. Speaker."

Ives: "So, you attend one of our high schools and this is strictly public high schools. Is that correct, not private."

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Thapedi: "No. It's public or private."

Ives: "Public or private high school."

Thapedi: "Correct."

Ives: "You're going to school here in Illinois..."

Thapedi: "Correct."

Ives: "...you're in the top 10 percent of your class..."

Thapedi: "Correct."

Ives: "...and you will receive automatic enrollment if you meet the ACT/SAT requirements, correct?"

Thapedi: "You... you will automatically be admitted to a state university if you satisfy those requirements, yes. Will you get free tuition? Not necessarily. But yes, you will be offered an admission... you will be offered a seat in the freshman class, yes."

Ives: "Okay. And there are only so many seats at these public universities. Is that correct?"

Thapedi: "It depends on the university."

Ives: "Okay. All right. But they do have limits on the number of people they typically do receive in?"

Thapedi: "Well... well, again, Representative, and I'm sure that you're learned on this issue as well."

Ives: "Yes, I am."

Thapedi: "Just recently, at the start of this year, several of our state universities were looking to expand the number of seats in their respective freshman classes. So, again, the universities have complete autonomy to decide how many freshmen they want to admit, how many freshmen they don't want to admit, how many transfer students they want to take. So, the universities have the ability to do that. If the



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universities want to add more seats to their freshman class, they're free to do that. If they want to reduce the number of seats in the freshman class, they're free to do that as well."

Ives: "Okay. So, in... with respect to that, are you saying then that a particular individual that like, for example, our flagship school, University of Illinois, would have to accept them or would it just be they would have to be accepted to one of the public universities?"

Thapedi: "I'm glad that you asked that question and I'm... and I'm glad that you brought up the University of Illinois. My first question is, Representative Ives, and I want to answer all your questions, have you read the Bill?"

Ives: "I have not read the entire Bill. I have read the entire analysis, staff analysis."

Thapedi: "All right. Well, let me walk you through it. If you look at the actual language in the Bill, you will see that there are specific provisions in the Bill that address the University of Illinois at Champaign-Urbana, specific provisions. And the reason why is because that's exactly what happened in Texas. And what happened in Texas was is that the flagship university in Texas is the University of Texas at Austin. So, one of the issues became all of the top 10 percenters were all applying to the flagship university. So, as a result of that, all of the freshman seats were being cannibalized by the top 10 percenters. So, in this Bill, consistent with what happened in Texas, there are a certain number of seats that are allocated at the University of Illinois at Champaign-Urbana for top 10 percenters and that allocation is up to 75 percent. So, hypothetically, if the

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freshman class has a thousand seats available, the University of Illinois at Champaign-Urbana would have the ability to admit up to 750 top 10 percenters. They don't have to, if they choose not to do so, but they have the ability to admit up to 750 top 10 percenters. They may decide that they only want to do 2..."

Ives: "Okay. Just real quick..."

Thapedi: "...top 10 percenters."

Ives: "...here then. So, they must adopt... they must take 750 if that's the number you're going to use, 75 percent."

Thapedi: "What they... no. That... you're not listening to what I said. And probably the problem is that..."

Ives: "Okay. Can we move on to...?"

Thapedi: "...you didn't read the Bill."

Ives: "...the next question, then."

Thapedi: "Well, we haven't finished this part."

Ives: "Well, I know but my time is running out. So, my next question is..."

Thapedi: "Well, do you want complete answers or do you want incomplete answers?"

Ives: "Actually, you're... you're... what you're telling us contradicts what I'm hearing from our staff so I want to sort it out afterwards. So, let me..."

Thapedi: "But Representative..."

Ives: "...ask my next question, if that's okay."

Thapedi: "All right."

Ives: "Okay. Thank you so much. So, my next question is, given that there are certain, some cases limited seats available, if you are a noncitizen, if you're here illegally and you

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graduate from high school and you graduate in the top 10 percent, will you also get automatic enrollment into one of our public universities? There's nothing in here that establishes citizenship as part of the requirement to be in the top 10 percent, is there?"

Thapedi: "If you are a high school graduate from a public high school in Illinois or from a private high school in Illinois, you would be eligible to participate in the top 10 percent program. In addition to those students, and again the problem..."

Speaker Lang: "Please complete your remarks."

Thapedi: "...and again, the problem is, Representative, and that's why I waited all this time to give Members the opportunity to read the Bill. In addition to those students, also the children of fallen fire fighters, fallen police officers and fallen correctional officers, they, too, are allowed to be admitted under this program. The only reason why I did that was because that's exactly what they've done in Texas and that's exactly what the conservative Supreme Court of the United States has approved."

Ives: "I need more time. Davidsmeyer would like to yield some time."

Speaker Lang: "Mr. Harris, are you giving your time to Representative Ives? Five minutes."

Ives: "Okay. So then, in response to my question, so, yes, indeed noncitizens can be in this top 10 percent and take spaces away from current citizens?"

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Thapedi: "Well, hold on, Representative. Let's be clear about that. Let's flesh that out a little bit. Again, let's not get away from the purpose of this Bill."

Ives: "I understand the purpose."

Thapedi: "Well, no... I..."

Ives: "I just wanted a yes or no answer."

Thapedi: "Well, hold on. I'm not 100 percent sure that you do, but if you do, I want to make sure that we've clarified it. One of the purposes of this Bill, Representative Ives, is to ensure that our best and brightest students stay here in Illinois, that they don't leave. In fact, I recall when Representative Halpin was running his Bill, 3538, you brought up the fact, you personally brought up the fact, that our students were running out of our state. Here's an opportunity for us to keep them here. Here it is; here it is."

Ives: "Okay. All right. Mr. Speaker, to the Bill. I mean, this is exactly what's going on here. You're going to allow noncitizens to take the spots that are... should be reserved for citizens. You're mandating that the universities accept 10 percent, whether or not they're qualified at all. You can look around the school districts. Look around them. I'll... let's take for example East St. Louis. They have a 6 percent college ready rate. How about Cahokia? Cahokia has a 6 percent college rate. That means of their graduates, only 6 percent even scored the minimum of that 21 ACT. Yet, if you're in the top 10 percent of graduates... because graduation doesn't equal prepared for school... you're going to have to accept all of them with the minimum score of 21 ACT, if they get it. I mean, that's just ridiculous on its face that you would give

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important spots to folks that are literally not qualified to... to participate in higher education at that point. And here's why we know that that is true. Because also included in this Bill is that there's additional preparation for colleges that universities must give applicants who are otherwise not qualified yet to do college work. So, this is an additional requirement upon our universities in order to get kids up to speed over the summer and to put them almost really remedial classes so that they can participate when they should not have been accepted into the university to begin with. So, I mean, this is not a good idea. This is an indication that you are not allowing people in to our universities that are fully qualified. So, you know, we need to not get involved in this. This is something our universities should be involved in solely for their... for them. And certainly, we're allowing noncitizens to take the spot of citizens. I urge a 'no' vote."

Speaker Lang: "Mr. Pritchard for five minutes."

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

Speaker Lang: "Sponsor yields."

Pritchard: "Representative, I applaud your goal of trying to get more of our students to stay in the State of Illinois. How many of the thousands of students that leave our state for higher education every year do you think do so because they weren't admitted to an Illinoisan public institution?"

Thapedi: "Well, thank you for that question, Mr. Pritchard. And I know exactly the answer to the question about how many students are actually leaving our state and going elsewhere because it was you, Mr. Pritchard, that on the House Floor during the course of a debate specifically said that 50

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percent of our students are leaving. So, I would have to assume that they're leaving for a variety of things, but to be more specific and answer your question specifically, and you and I talked about this after the first time I appeared in committee. That I have the data on all of the schools so if you want to talk about a particular school, I can give you the exact data on how many students are applying, how many are admitted. And I can do that, but I do want to say, and I want to clarify this from a comment that the Lady from... from Wheaton said. For some reason, it's not resonating into the minds perhaps on this side of the aisle where I'm sitting or throughout the entire chamber, but I want to be perfectly clear. We're not talking about dummies. We're talking about kids that have graduated in the top 10 percent of their class. So, the previous speaker who gave inclinations, in fact said, that these kids are not qualified to go to college because they live in a minority community, notwithstanding the fact that they have graduated in the top 10 percent of their class is disingenuous. And quite frankly, disrespectful and quite frankly one of the reasons why there's been a lot of litigation on this issue and quite frankly why the Supreme Court of the United State is approving the plan that we're talking about here today."

Pritchard: "I would appreciate your answer but I would also appreciate a concise answer since I have a five minute time limit and you just used about one minute with a response to that question."

Thapedi: "Well..."

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Pritchard: "So, the question really was, the students that are leaving the state, are they leaving because they weren't admitted or because they're choosing another university for a variety of reasons? And you said the purpose of this Bill was to keep the students here. I don't see where your solution solves the problem. So, you also took about admitting students who may need remedial courses. Do you have data that suggests students that go through remedial programs ever graduate?"

Thapedi: "Well, again, first of all, you're asking me to speculate as to why the 50 percent number that you identified are actually leaving to go elsewhere. But again, the idea behind the Bill is to provide incentive to tell those students, hey look, we care about you, you've gone to high school here, this is your home. We don't want you packing up. We don't want you leaving. We want you to stick around here. We want you to raise your family here. We want you to work here and become a productive member of our society, paying taxes, et cetera. So again, Mr. Pritchard, you're asking me to speculate as to the reasons for why a body of students are actually leaving the state. And I can tell you that we've talked about multiple reasons why businesses for example are leaving our state and all... and all of it is all speculation. So, again, I'm not going to speculate because again..."

Pritchard: "So... so could you answer..."

Thapedi: "Well, no, no, hold on. So again, I'm not going to speculate and I'm not going to speculate because we're taking a transcript and I don't want to have any speculation with respect to legislative intent."

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Pritchard: "So, Mr. Speaker, to the Bill. Since I have one minute left and I have probably five other questions that are going to require at least another ten minutes to answer. I would suggest that the goal is laudable. The solution misses the mark. Students are leaving the state for a variety of reasons not the least of which that they were not admitted. Northern Illinois University, which you mentioned, admits just about every student that applies and yet when those students go to that institution, they fall into the category that I asked about and that's remediation. And when they go through remediation, national data, Illinois data suggests that those students are going to be very unlikely to ever complete. So, we've entered a student into the higher education institution that will incur lots of debt with never having a real shot at graduation. I applaud the goal. I say the answer misses the mark."

Speaker Lang: "Mr. DeLuca. Gentleman does not wish to speak. Representative Ammons. Ammons."

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

Speaker Lang: "Sponsor yields."

Ammons: "It was... it was interesting debate, Representative. I'm trying to clarify just a couple questions that I didn't completely hear the answer because..."

Thapedi: "Speaker... Mr. Speaker."

Ammons: "...it's kind of noisy in the space. So, to clarify this, would this policy make it easier for universities and other states to recruit high-achieving Illinois residents in the 11 to 30 percent range of student completion? And would it, in



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some way, exasperate out-migration of our students under this policy?"

Thapedi: "I think you're going to... I'm going to have you to rephrase your question, Representative. I don't understand..."

Ammons: "Okay."

Thapedi: "...the question."

Ammons: "So..."

Thapedi: "In large part... and if you'd just bear with me for a moment..."

Ammons: "Okay."

Thapedi: "...in large part because we just heard one Representative say that at his school, Northern Illinois University, that virtually all the students get in. That is not true."

Ammons: "Okay."

Thapedi: "I have the data here. African-American students applying to Northern Illinois University last year: 1,710 applied, 441 were admitted. So, what is he talking about? We have to talk about apples and apples in this debate. And I'm not saying that as a way to stall, Representative. I just want to make sure that I understand exactly what your question is. I want to understand the foundation of your question so that I can answer it thoroughly."

Ammons: "I appreciate it. I appreciate the fact. The assertion is that the Bill would in some way cause a higher out... out-migration of our students or other students who may not get in because of the 10 percent rule?"

Thapedi: "I would disagree with that. And I think that the reason why I would disagree with that is because in my meeting with President Killeen, your President at the University of

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Champaign-Urbana, that was one of the issues that he brought to my attention. He brought to my attention that he was losing students by the droves, going specifically to Mizzou. He picked out Mizzou. He didn't say Michigan; he didn't say Michigan State; he didn't say Northwestern; he didn't say any other flagship state university. He specifically said that he is losing students to Mizzou. What I am trying to do here is, that I am trying to make sure that those top 10 percenters, the cream of the crop here in Illinois, that they recognize that we want them here. There's no reason for them to go shopping for another university. We want them here. We want them to stay here. We want them to be educated here, raise their families here, et cetera. We do not want them leaving."

Ammons: "So, can you also explain a little bit about the top 10 percent application. How this would work in reality? In some schools they may have a different standard by which to measure their top 10 percent. Can you... can you speak to that as a response to this particular Bill?"

Thapedi: "I certainly can. And again, Representative, that's the reason why ISAC is involved in this process. And initially, in the first iteration of the Bill, the Illinois Board of Higher Education was going to be empowered to do those things, to make sure that the top 10 percent program, the application process, et cetera, would move... would move smoothly. The Illinois Board of Higher Education felt as if they were not the best entity to do that. And by no invitation made on my part, the ISAC people came to me and they said, well, Representative, this is what we do every day. We do recruitment, we work with the students, we do all of these

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things. So, to answer your question, if you'll look actually at the Bill, you'll see the provision in there that talks about what ISAC's role is as far as outreach, in terms of the promulgation of rules, et cetera, to bring the program to fruition."

Ammons: "And can I ask a final question on this process? I know you refer to the Texas legislation as you built upon this Illinois... Thank you, Mr. Speaker. Just my final question, Representative. You spoke about the Texas legislation that you modeled Illinois's after. Can you give us a little bit of insight of the data and the impact of the Texas legislation which is motivating what you're moving today?"

Thapedi: "What exactly would you like to know?"

Ammons: "I would really like to know how it has affected enrollment of African Americans in Texas."

Thapedi: "Well, it's my understanding and again, I'm told that it's working. I'm told that it's working; that it's a good thing. That it is, in fact, helping to further diversify the University of Texas system. But I can tell you, in addition to the issues that we've already talked about, and this is because you brought up specifically Texas, Texas had to make an adjustment. They had to make an adjustment because of the..."

Speaker Lang: "Please complete your remarks."

Thapedi: "Texas had to make an adjustment because of the cannibalization issue. And in fact, in Texas now, it's been boosted up to the top 7 percent at this point. Because again, you know, in the situation with Abigail Fisher, who was actually the plaintiff in that case, she gradu... she actually graduated in the top 12 percent of her class and roughly 80

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to 90 percent of the UT at Austin seats were being cannibalized by top 10 percenters. So, the direct answer to your question is, it's working. It can work here. And I want to give it that opportunity."

Ammons: "Thank you. Thank you, Mr. Speaker."

Speaker Lang: "Representative Kelly Burke."

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

Speaker Lang: "Sponsor yields."

Burke, K.: "Representative, I applaud your goal in opening opportunities to students who may be underrepresented, closing the achievement gap and your goal of bolstering the number of students from Illinois who attend our Illinois public universities. And I know you had an exchange with another Representative about the use of class ranks, specifically for students whose schools do not use class rank and unfortunately, I was unable to hear your full reply to that. So, can you walk me through how a school that does not rank their students, how those students would be able to be included within this program?"

Thapedi: "Again, and I appreciate the question, Kelly. The way that that would work is ISAC would be empowered to help us do that. Again, with respect to outreach, as I said a little earlier, there are..."

Burke, K.: "Well, can I... can I stop you right there?"

Thapedi: "No."

Burke, K.: "How would..."

Thapedi: "Not really because I want to answer your question. Specifically, Northern Illinois University, Kelly, and you know this, they use class rank. Eastern Illinois University,

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they use class rank. So, again, ISAC will work with the individual schools that decide not to use class rank to perhaps use class rank or at least formulate the class rank so that those students that want to take advantage of the top 10 percent program are able to do so. That's... that's the best answer that I can... I can give you."

Burke, K.: "Well, so that answer has some shortcomings. So, 1) how will ISAC work with schools that don't class rank? I don't understand the mechanism of how ISAC would be able to rank a particular school and it is my understanding that a significant portion of schools around the state, including numerous high schools within the CPS system, do not use class rank and that the trend of high schools is going toward not using class rank. So, schools use... colleges use class rank as one of several factors in determining admission but this Bill uses class rank as the only factor that allows a student to be considered within this program. So, I have a lot of questions how schools that don't use class rank whether or not their... their students will be adversely affected and not be able to participate in this program."

Thapedi: "Well, and I can appreciate that question. But I think that you would agree with me, Kelly, that schools are still assigning grade point averages to their students, correct?"

Burke, K.: "Yes."

Thapedi: "And so, when they're assigning grade point averages to their students, they have the ability to look at the grade point averages and they can determine who's the valedictorian, who's at the top of the list. They can determine who's at the bottom of the list. So, if a school

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wants to make the determination as to whether or not student x is in the top 10 percent of their class, they can do that. Again, I'm not putting the burden on ISAC to do that. The burden is going to be on the individual school, if that school wants to take into consideration giving an opportunity for one of its best and one of its brightest students to take advantage of this program."

Burke, K.: "So, you would be asking the schools who have made a policy choice to not... not use class rank to then revisit that policy and start using class rank?"

Thapedi: "No. What I am suggesting is, is that if a school has a particular student that wants to take advantage of the program, that school would have the ability to determine whether or not that particular student graduate in the top 10 percent of their class. They may not necessarily say, well, you're #1, you're #2, you're #3, you're #4, but they could say, yes, this particular student did, in fact, graduate in the top 10 percent of their class, so that's a check. It moves on to the next phase, whether or not they not have the requisite SAT or ACT scores. And it's done. This doesn't have to be as complicated as you're making it out to be. If the intention is, is to try to obviate the issue and make it very, very difficult for students to be able to utilize the top 10 percent rule to get into school, I mean, that's somewhat disingenuous. So again, where there's a will, there's a way. It can be done."

Burke, K.: "I would suggest that with... a significant portion of school districts and private schools not using class rank and moving away from class rank that it would have behooved you

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to work with them to come up with a mechanism to do this because it sounds like you're just leaving this significant portion of students out of the program."

Thapedi: "So, are you suggesting that Texas did the same thing?"

Burke, K.: "I don't know what happened in Texas."

Thapedi: "Okay."

Burke, K.: "I'm saying that then we're talking about this Bill in this state and we have a significant portion of..."

Speaker Lang: "Please bring your remarks to a close."

Burke, K.: "...that do not rank their students by class and it appears, from the answers you've given me, that those students will be put at a disadvantage versus schools who do class rank."

Thapedi: "How... how are they at a disadvantage, Kelly? I'm not understanding that. The... these students are not barred from going to the school. They can still apply and go to the school. They just wouldn't be able to get in, hypothetically, under the 10 percent program. No different than a kid that can't play basketball or a kid that can't run touchdowns, if they can't get into a particular school because they're not an athlete."

Burke, K.: "But it's not..."

Thapedi: "It's no different."

Burke, K.: "But it's not that they're..."

Thapedi: "They're different... they're..."

Burke, K.: "...not excellent students. It's that they're at the mercy of their own school that does not class rank. I just think that a little more thought should have been put into a

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provision for this very large group of students who are not going to be covered under this..."

Thapedi: "But..."

Burke, K.: "...this current version that you have."

Thapedi: "But I disagree with you, Kelly. I don't believe that there's a large portion of it and the reason why I don't believe there's a large portion of it is because we are already seeing from some of the universities... state universities here that they are, in fact, using class rank. So..."

Burke, K.: "As a factor."

Thapedi: "...I haven't... I haven't seen... I haven't seen any statistics. And I've talked with just about every person dealing with higher education issues under the dome. No one has shown me any specific statistics that talk about the number of students that are using class rank. What you're..."

Burke, K.: "I..."

Thapedi: "...what you're relying upon is you're relying upon the crib sheet from the University of Illinois at Champaign..."

Burke, K.: "No. I'm..."

Thapedi: "...not data."

Burke, K.: "...relying on answers from three schools in my district that have told me they do not class rank..."

Speaker Lang: "Representative Burke..."

Burke, K.: "...as well as numerous others."

Thapedi: "Which schools?"

Speaker Lang: "...can you bring your remarks to a close."

Burke, K.: "Yes. District 230, Oaklawn High School and Evergreen Park High School as well as numerous other schools that are



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reported throughout this state. This is not an isolated set of schools that don't class rank. It's many. And I think they... they're... the practical function of how these schools are going to help their students take advantage of this program should have been taken into account."

Speaker Lang: "Mr. Reis."

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

Speaker Lang: "Sponsor yields."

Reick: "Really actually, to the Bill. You know, a lot of good points have been made on why this Bill shouldn't be passed today, but the real ironic thing about today's debate is that we're spending time on this when we haven't even got a budget. You've undercu... underfunded universities for years. That's why kids are leaving but we're not even talking about that. Mr. Speaker, I would like to make another request for verification of the affirmative votes. It makes no sense to verify the negative votes. So, I make a verifi... a request for verification of the affirmative votes."

Speaker Lang: "As strange as this will... may seem to some of the Members, your Motion is in order, Sir. Mr. Breen is recognized."

Breen: "Thank you, Mr. Speaker. To the Bill, just very briefly. I was glad to hear the Representative ask about, well, you know, have you read the Bill 'cause I was reading House Floor Amendment 3 and I was actually thinking about supporting the Bill because he had... appears to have accounted for some of the concerns of the homeschool community. And I saw language in there that looked promising. Maybe it's not perfect, but it was promising. And I asked the advocates and they said,

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oh, we're neutral on the Bill, you know, with that... that great Floor Amendment 3. And then all of a sudden we're told that Floor Amendment 3 was essentially like, it was like Lucy pulling the football out from Charlie Brown. And so, you know, again, I've been rereading Floor Amendment 1 which is apparently the Bill and I had another thought as well which is, what of folks with a GED? Folks for whom high school that it just didn't quite work out for them. What are they supposed to do? They pretty much are at a disadvantage by this Bill. And I just... with all the other problems everybody's mentioning, I think we need to think of those two communities. Folks who get GEDs who, again, for whatever reason were unable to complete their high school through the normal course but who we want to have a positive and successful life. We want them to go to college. They're not going to be able to get into college through this Bill. That, plus the homeschoolers who had the football pulled out from under them. Please vote 'no'."

Speaker Lang: "Representative McDermed."

McDermed: "Will the Sponsor yield?"

Speaker Lang: "Sponsor would be happy to yield."

McDermed: "Thank you. Representative, I'm interested in... the goal of this Bill is to make sure that the te... the top 10 percent of all classes in... if every high school in the state gets to college, is there going to be some kind of clearing house to make sure that none of these 10 percenters are left behind? Like how do... how do the colleges know that Susie or Johnny was admitted somewhere or who's going to be batting cleanup

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or who's watching out for... to make sure everybody's in or is that the goal?"

Thapedi: "Again, Representative McDermed, the goal of the Bill is to retain our best and brightest students here in Illinois and the second goal of the Bill is to further diversify our universities. For an example, the University of Illinois that many Members have asked about, they have 5 percent African Americans in their entire student body, 5 percent. So, your question about what is to be the safeguard or how do we determine how many students are leaving and where they're going, I don't know the answer to that question. I do know that in my conversation, as I said a little earlier in response to answers from another Representative, that the President of the University of Illinois system explained to me that one of his big concerns was that he was losing students to the University of Missouri. That's what he said."

McDermed: "That's true. Everybody in my district is going there. No, my question is, it seems to me that the way that this Bill is going to have to work is that all the state universities are going to have to get together in a room, the way the Ivys used to, and trade their students. Because now they're going to have an obligation to take these... the top 10 percent of the students. So, somebody's going to have to admit every one of them that's applied. So..."

Thapedi: "That's a good thing."

McDermed: "...they're going to have to sit and trade them, right?"

Thapedi: "Well, actually..."

McDermed: "If U of I doesn't, then either Northern's going to have to step up or Southern's going to have to step up or

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ISU. So, it seems to me that the admissions officers are going to have to have like a trading floor somewhere. Am I missing something?"

Thapedi: "You are."

McDermed: "Okay. That's why I'm asking."

Thapedi: "You are. And I appreciate that. An overwhelming majority of the state universities are excited about this proposal because they understand that... they understand that they will have a pool of students to choose from, not just the top 10 percenters but students in general that want to stay here and go to school here. I mean, I'm not making this up. I'm not making this up. We have universities here. We want to keep them here. Here's a Bill to keep them here and here's also a Bill that will further diversify our universities. And on the same token, Representative, when we're talking about a business-friendly environment, businesses want to see an educated workforce. That's what they're evaluating. When they're evaluating whether or not they're going to stay in a state or go to another state, that's one thing that they're looking at. They're looking at the quality and the educational background of their workforce. And if this Bill will further educate our student body, that's a good thing. That's pro-business and I don't understand why all of the people on the side of the aisle that I'm sitting on are not supporting this Bill because this is good for business."

McDermed: "My question really is, what's going to happen on September 20 when Susie or Johnny is... who is in the top 10 percent of their class was not accepted at one of the state universities? Or do you not see that as a... because it seems

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to me there needs to be some kind of a clearing house to make sure all these top 10 percenters are... are covered or handled or enrolled."

Thapedi: "I'm sorry. Repeat your question."

McDermed: "Okay. What happens after Susie or Johnny graduates in May? Fast forward to the following September and they have... and they were in the top 10 percent of their class and they have not been admitted to one of the state universities. What happens then? Who's watching out to make sure that somebody has admitted them? 'Cause there doesn't... that's why I'm asking. Where's the clearing house? Who's the fallback? Who does Susie or Johnny call when nobody accepted them?"

Thapedi: "They call their parents, first of all. That they have a discussion with their parents that, hey, mom and dad, I've done well. I'm graduating in the top 10 percent of my class. I have good SAT scores, I have good ACT scores. What type of school should I apply to? Well, Susie or Johnny or whatever the hypothetical name that you used is, because you're in the top 10 percent of your class and because you also have the requisite ACT and SAT scores, you can get into any one of the state schools that are in the State of Illinois."

McDermed: "I'm just... no. Here..."

Thapedi: "Let me finish. Any one of them, you can get in to. So, I find it very, very hard to believe, very hard to believe that a student that graduates in the top 10 percent of their class, has the requisite SAT or ACT scores is not going to get into one state university. I find that very hard to be..."

Speaker Lang: "Please complete your remarks, Sir."

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Thapedi: "And in fact, I think that if you ask some of your colleagues that are on the Higher Education Committee, Mr. Welch's committee, I think that they will tell you that they are thirsting and starving for students and they would be happy and more than... and thrilled to actually get applications from top 10 percenters. So, the hypothetical that you... that you posed to me is just not possible."

Speaker Lang: "Representative..."

McDermed: "I'm glad to hear it."

Speaker Lang: "...are you... have you completed your remarks?"

McDermed: "That was my question."

Speaker Lang: "Thank you. Mr. Andrade."

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

Speaker Lang: "Sponsor yields."

Andrade: "I have a couple of questions that have come up. Does this take in consideration early admission?"

Thapedi: "Which school are we talking about, Representative. Because, again, I want to be specific because as I said a little earlier, the University of Illinois at Champaign is somewhat of a separate animal, if you will, because it's our flagship university. But what do you mean by early admission?"

Andrade: "So, the schools require... you're saying they have to be... the senior year class ranking, right?"

Thapedi: "Yes. Your last two years, yes."

Andrade: "Last two years? So, what happens if... if you can't... well, first of all, our number one school in the State of Illinois and actually two out of the top five do not take in consideration class ranking because Northside College Prep, their average ACT is 30. So, every student at Northside

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College Prep is top 10 of the whole State of Illinois. And early admission requirements, you have to guarantee and say I want to go to this school November... by November 1 to December 15 of the year... before you graduate. So, does the Bill take into consideration early admission?"

Thapedi: "That's a good question. So, let me be more specific. Now, you used Northside Prep as an example that I believe that you said that the average ACT score was..."

Andrade: "Thirty."

Thapedi: "...30 or something like that."

Andrade: "And Whitney Young... Whitney Young does not do class rankings either."

Thapedi: "Okay. Well, the answer to your question is, those students, they're going to college. In fact, they're probably going to Harvard, Yale, Princeton, one of the Ivy Leagues. The key is, is what can we do to ensure that students that are graduating at the top 10 percent of their class, the cream of the croppers, will stay here in Illinois. So, again, with respect to early admission, it's kind of unclear as to how that would actually occur. But what happened is though, is that the school would have the ability to take a look at the grade point averages of its students, make a determination as to who is in the top 10 percent, who's not in the top 10 percent, and then after the ACT or SAT scores come in, they can decide."

Andrade: "So, but... so, your Bill does not take into consideration early admission?"

Thapedi: "It takes into consideration the application process. So, if ISAC... So, if..."

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Andrade: "So, it does not take in consideration early admission."

Thapedi: "So, again, if ISAC wants to actually put something in there as to how they will actually deem early admission applications, they're free to do that as well."

Andrade: "Okay."

Thapedi: "They're free to do that."

Andrade: "That's just my concern about the early admission."

Thapedi: "They're free to do that."

Andrade: "Well, what do you do.. All right. Thank you very much."

Thapedi: "Thank you."

Speaker Lang: "Representative Hammond."

Hammond: "Thank you, Mr. Speaker. To the Bill. The statement was made that many of the universities are 'excited' about this Bill. Well, I can tell you that the University of Illinois is adamantly opposed to this Bill. There are no proponents according to our analysis of this Bill and in addition to that, the Illinois Board of Higher Education is opposed to this Bill. So, to say that someone is excited about it? I don't think so. Thank you, Mr. Speaker."

Speaker Lang: "Mr. Wheeler."

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

Speaker Lang: "Absolutely."

Wheeler, K.: "Thank you, Mr. Speaker. Representative Thapedi, I'm reviewing an email regarding the support from those universities as my colleague just mentioned a moment ago. I see a list of universities, one of which is in support, being Chicago State, but the rest of them are either neutral or opposed. So, could you just clarify your remark about the



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excited nature of these universities with respect to this Bill?"

Thapedi: "I've had conversations with several of the Presidents and all of them have relayed to me the excitement about the prospects of retaining the best and the brightest students here in Illinois. The question has always become how do we actually implement this? How do we implement it in a way that it works? And I think that it would be disingenuous for us to think that our college Presidents are not excited about the opportunity to keep some of our best and brightest students here."

Wheeler, K.: "Andre, I completely agree with you."

Thapedi: "Yeah."

Wheeler, K.: "The idea of keeping students here, our best and brightest. We want them here to build a great future in Illinois for us, but until this Bill moves with the current form it's in now where it's opposed by most of these universities, we just can't move that forward with the language as it sits right now. So, I hope you go back to the drawing board and make this better where the universities are on board with what the language actually says rather than just being excited about the theme."

Thapedi: "But quickly, Keith. What universities are you saying that are opposed? We have several state universities, what is your analysis saying as far as those universities that are opposed... opposed?"

Wheeler, K.: "Okay. The opposed ones I've got here are Governor's State, Illinois State, Northeastern Illinois, Northern Illinois, and U of I; neutral are Eastern Illinois, Southern

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Illinois and Western Illinois, as confirmed by the Board of Education on March 8."

Thapedi: "Okay."

Wheeler, K.: "After the Amendment was adopted that's on the board today."

Thapedi: "You said March 8, correct?"

Wheeler, K.: "That is correct."

Thapedi: "And today is?"

Wheeler, K.: "May... end of Session effectively for this Bill."

Thapedi: "Thank you."

Wheeler, K.: "But nothing's changed in the language, Representative. So, that's my point."

Thapedi: "But that's not my understanding in light of the conversation that I had. And I talked about that when I first opened up. That after I actually had an opportunity to have a conversation with these universities, and actually after we read the Bill, and understood what was in the Bill, they felt a lot more comfortable. Especially... especially, with the component that's in the Bill that requires universities to ascertain which student, notwithstanding the fact that they may have graduated in the top 10 percent of their class and have the requisite ACT and SAT scores, if a university kind of thinks that that person is just maybe a little marginal, the university has the ability to require that student to come down to campus and take some additional courses. They have the ability to do that. And all the college Presidents that I spoke to were very happy about that because they did not know that that was in the Bill and that was a concern

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that they had about students that were not going to be adequately prepared to... to be successful in college."

Wheeler, K.: "Representative, I'm just going to go back to the original intention of the question which is the support from these university Presidents. If you could let me know which university Presidents you wrote... you spoke to so I can confirm with them or my team can, so we can understand exactly where we are in this that would be helpful to us in that respect."

Thapedi: "I'll tell you that off the record and we're not going to do that here. I'm not going to be yelling out different Presidents' names. I've already talked about U of I already. And I talked about U of I specifically because that is the main driver of the opposition to the Bill. And I understand why. And you know, again, I think that's the best that I can do at this point. And again, we're in the House, you know, potentially it'll move to the Senate or we'll go through the process and we can always make changes."

Wheeler, K.: "Representative, as always, I love working with you and I look forward to doing that in the future, but in this particular case, without that kind of context, this... this doesn't really work. When the universities are opposed to the Bill that effects them directly, we really shouldn't move forward with that. In this case, I urge a 'no' vote. Thank you."

Speaker Lang: "Mr. Hays."

Hays: "Thank you, Mr. Speaker. Would the Sponsor yield?"

Speaker Lang: "Sponsor yields."

Hays: "Representative, I apologize. I missed most of the debate so I hope I am not covering ground that's already been

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covered. How do we address a situation where high schools are widely varied in how they rank their students, in fact, how they even weight courses? And let me give you a specific example. My own youngest son who ended up being the valedictorian of his class, was taking class courses for two years, dual enrollment courses at the local community college. So, he was taking a much more rigorous pathway than some of his brethren's back... brethren back at the high school. When it became apparent in a very high level math course, I asked him what are you getting in that course, and he indicated I'm just over the line for an A. And it dawned on me that I had to give my own son advice to drop a course at the local community college because if he did not remain above the line for an A in the course, not only would he not be the top ranked in his class and become ineligible for the President's Scholarship at the local community college, he would, in fact, drop out of the top 10 in terms of class ranking altogether. So, how do we juggle those kinds of dynamics when some schools, and I would dare say the school that my son went to, are in the Neanderthal era where they don't weight classes and thereby in a roundabout way, penalize the high academic performers who are, in fact, taking a more rigorous pathway?"

Thapedi: "ISAC is happy to work with those schools. I had a very detailed conversation with the Illinois Board of Higher Education and ISAC when I first filed the Bill. And as I said a little earlier, Leader Hays, that one of the issues that arose at the time is that on the initial draft of the Bill that power or that direction or that authority, if you will,

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was to be granted to the Illinois Board of Higher Education. ISAC then came to me uninvited and explained to me that that's exactly what they do. So, that's why Amendment #1 to the Bill which was adopted and which is a part of the Bill now as we stand here today empowers ISAC to handle the issues that you just mentioned. Beyond that, I don't know what more I can tell you."

Hays: "Okay. How would that work? I mean, my understanding is currently those decisions in terms of how we are going to weight classes in terms of how rigorous the class is, is a local Board of Education decision. So, in my area, it's literally on a school by school basis. Some, if not most, would weight courses, would give more credit to courses that are more rigorous, others simply don't do that at all. And what I'm suggesting is, with the dynamic that you're outlining in the school where my youngest son attended, he would have in fact been punished or could have been punished for taking a more rigorous route and would have dropped out of the top 10 even though no one would argue that he took by far the most rigorous road to the end of his high school career."

Thapedi: "And I understand exactly what you're saying. And that's the point, is that this should be an issue that is determined by the individual high school. The high school has the ability to, look, for example, you have some students who are honor students and the maximum GPA for the school is 4.0 but some of the kids that are taking advanced placement courses, APA courses, they can go beyond a 4.0. So, you're automatically going to get a bump, generally, for taking those advanced courses and that's where it all kind of evens out."

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Hays: "Well... well..."

Thapedi: "And again, we want..."

Hays: "But not at the high school, Sir, and I'm sorry to interrupt.

But not at the high school that I described because they don't assign any added weight. So, in fact, when I told the community college President that of all things something entirely out of my own personal nature, that I've advised my own son to drop a course that he was getting an A in because the risk was too great both in terms of the class ranking and his own standing to be in line for ironically the same Presidents... Presidential Scholarship, there was a stunned silence and she said, well, surely that can't be the case. And I said it is the case, I've done the math. And I... my question to you is, I guess..."

Speaker Lang: "Please bring your remarks to a close, Sir."

Hays: "What is... what is the pathway for ISAC to control that at the local high school? Because to my knowledge, as we speak, despite my best efforts and I'm with you, they can't control that nor do they have the authority to tell the local high school how to rank their students or what weight to be given to more rigorous course work."

Thapedi: "Ah, that's an excellent point, Representative Hays. And that's why under the Bill, we are empowering ISAC to promulgate rules in order to bring the program to fruition. We can't just do it legislatively. These... we're talking about empowering the experts on these issues. To be able to reach out to the individual high schools and craft a way in which we can address all the issues that we've talked about today. The issues that you've just brought up to me, the issues that

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I heard a little earlier about early enroll... about early application process, the entire global package. And that's the point. That we cannot specifically list every single thing that's supposed to happen in a Bill. And that's why so often times here in the General Assembly, we... to select a particular agency or quasi-agency and empower them to promulgate rules to bring into fruition the legislation that's at issue. And this is a perfect example of that."

Hays: "I appreciate your answer, Sir."

Thapedi: "Thank you."

Speaker Lang: "The final speaker is Mr. Welch."

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

Speaker Lang: "Probably, he will, yes."

Welch: "Thank you, Sir. First of all, I want to commend the Sponsor for the work that he has put in on this Bill. Every single group or person that came to me with concerns, I took those issues back to the Sponsor and he addressed them or attempted to address them. And so, I want to commend you for that, Representative. But I do have a few questions for you. The data that you have been presented with shows that the out-migration from Illinois to other states is real. Is that correct?"

Thapedi: "Extremely real."

Welch: "With the exception of the University of Illinois and the Illinois State University, every single state university in this state is losing enrollment, correct?"

Thapedi: "Absolutely."

Welch: "And the University of Illinois is the only state university that's opposed to this Bill currently, right?"

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Thapedi: "They are the only state university that is actively opposed to the university, notwithstanding numerous conversations that I've had with them and notwithstanding numerous requests that I've made from them to provide me with alternative language that would be more feasible to them."

Welch: "In your opinion, this Bill will help our regional universities. Isn't that correct?"

Thapedi: "There's no question about it."

Welch: "This Bill will help Eastern Illinois?"

Thapedi: "It'll help Eastern Illinois tremendously."

Welch: "This Bill will help Western Illinois?"

Thapedi: "It will help Western Illinois tremendously."

Welch: "Northern?"

Thapedi: "Northern Illinois as well."

Welch: "Southern?"

Thapedi: "Both Southern, both the Edwardsville campus and the Carbondale campus."

Welch: "NEIU university?"

Thapedi: "EIU they're happy to see the new students coming in and we've heard testimony from some of our colleagues talking about the troubles at EIU and how they would welcome the opportunity to have more applicants there, especially the cream of our crop."

Welch: "CSU and Governor's State?"

Thapedi: "Well, CSU and Governor's State, I think it goes without saying that those universities need the best and brightest students there in their halls to keep them viable."



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Welch: "So, while this state is experiencing record numbers of out-migration, you are trying to address that issue by passing House Bill 230. Is that correct?"

Thapedi: "Absolutely."

Welch: "And that will increase diversity in all of our state universities including the University of Illinois."

Thapedi: "It certainly will. And that's especially... It's not going to be that hard to increase diversity at the University of Illinois considering they only have five percent African Americans in their student body."

Welch: "And the bottom line is you're trying to bring our students back to Illinois?"

Thapedi: "Absolutely."

Welch: "To the Bill, Mr. Speaker. This is a great piece of legislation. This Representative should be applauded. This debate has gone on way too long for a Bill that is trying to address one of the main problems in our state and that is the out-migration of our students. We're trying to bring students back to Illinois and here is a solution. Right here on the table. Everyone should be voting 'yes' for this Bill. This Bill will lift up Illinois. Bringing these students back to Illinois, they're going to pay taxes here, live here, raise their families here. This Bill is the answer to many of our problems. Let's lift up Illinois and vote for House Bill 230. Thank you, Representative Thapedi."

Speaker Lang: "Mr. Thapedi to close."

Thapedi: "We've had a long, long debate. The purpose of this Bill is twofold. First, to retain our best and our brightest students here in Illinois. The second goal of this Bill is to

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further diversify our universities. This plan has been tested by the United States Supreme Court. We have university Presidents that are thirsting for qualified students. This Bill gets it done. I urge an 'aye' vote."

Speaker Lang: "Gentleman moves for the passage of the Bill. A reminder that Mr. Reis has asked for a verification. Members will vote their own switches and be at their desks. Those in favor of the Bill shall vote 'yes'; opposed 'no'. The voting is open. Have all voted who wish? Have all voted who wish? Have all voted who wish? Have all voted who wish? Mr. Clerk, please take the record. On this question, there are 53 voting 'yes', 54 voting 'no', and 6 voting 'present'. Mr. Thapedi asked to be recognized."

Thapedi: "Move for Postponed Consideration, Mr. Speaker."

Speaker Lang: "Gentleman asks for Postponed Consideration. That will be the order. House Bill 31... House Bills-Second Reading. House Bill 3185, Representative Ammons. Please read the Bill."

Clerk Hollman: "House Bill 3185, a Bill for an Act concerning education. This Bill was read a second time on a previous day. Amendment 1 was adopted in committee. Floor Amendment #2, offered by Representative Ammons, has been approved for consideration."

Speaker Lang: "Representative Ammons."

Ammons: "Thank you, Mr. Speaker. If you would allow me a second to get my analysis up. Thank you. House Bill 3185 is a clean-up Bill of the State Universities Civil Service System. I'll run through... I'm sorry. This is a Floor Amendment. I ask that we adopt the Floor Amendment on House Bill 3185."

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Speaker Lang: "Just a very quick explanation, Representative."

Ammons: "There's some technical changes. Changing words from 'executive' to 'chairman', changing words in provision of training, eliminating a couple of provisions that refer to East St. Louis, for instance, that doesn't exist anymore. It's a clean-up language."

Speaker Lang: "Those in favor of the Amendment say 'yes'; opposed 'no'. The 'ayes' have it. And the Amendment is adopted. Mr. Clerk."

Clerk Hollman: "No further Amendments. No Motions are filed."

Speaker Lang: "Third Reading. Leader Currie on a Motion on Senate Bill 851."

Currie: "Thank you, Speaker. I move to suspend the posting requirements so that Senate Bill 851 can be heard in due course."

Speaker Lang: "Seeing no objection, is there leave? Leave is granted. And the Lady's Motion is adopted. Leader Currie on a point of personal privilege."

Currie: "Thank you very much, Speaker and Members of the House. Two weeks ago today, Tuesday, May 9, we delivered a letter to Governor Rauner. I signed the letter so did my colleagues Leader Lou Lang, Leader Jay Hoffman, Leader Art Turner. We told the Governor in that letter that we think adoption of a comprehensive responsible state budget is the highest priority for Illinois State Government. We told the Governor in that letter that we were willing to work with him on off-budget items. We pointed out that the Members of this House have many times passed measures that would freeze property taxes. We have proposed legislation that would make all the

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savings from the 2011 workers' comp reforms actually find their way into the pockets of the business community. We told the Governor that we had ideas, too, about how to make Illinois a more economically competitive, business-friendly state. We said, Governor Rauner, we're prepared to work with you on the off-budget as well as the budget items because a comprehensive, responsible budget is critical to the wellbeing of the people of the State of Illinois. The next day, I called the Governor's Chief of Staff. Early last week, I phoned the Governor. We still have not had a meeting with the Governor. We've offered the olive branch and to date, he hasn't taken it. Let me read to you the last line of the letter we sent. It said, as we stand ready to work with you, we hope you can resume working in cooperation with us to end this destructive budget impasse... destructive budget impasse'. I would suggest to my colleagues and to the Governor, wherever you are, whether you're on the second floor, in your Chicago office, hanging out at home in Wilmette or at one of your many other houses across the country, I would hope, Governor Rauner, that you are listening to this plea. Since December 31, 2016, higher education institutions, public higher education institutions, needy college students, victims of domestic violence, of sexual assault, people needing Meals on Wheels, they have been left in the lurch. Not one penny of state money has come their way, December 31, 2016. We are getting towards the end of May. It would be unconscionable for this State Legislature to finish at the end of May without a budget for fiscal year '18. Two years without a budget is two years too many. Three years without a budget would be

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absolutely the worst scar, the worst stain upon this body politic of any I have ever known. Governor Rauner, we stand ready to work with you. Our caucus is for a comprehensive, responsible state budget. We are willing to work with you on the off-budget items so that we can finally do the right thing for the people of the State of Illinois. Governor Rauner, I hope you are listening. Governor Rauner, I hope you'll give me a call."

Speaker Lang: "Leader Durkin, for what reason do you rise, Sir?"

Durkin: "A point of personal privilege."

Speaker Lang: "I thought so. Please proceed."

Durkin: "Well, thank you. I also saw that letter. It was a beautifully drafted letter and the signatures were marvelous. But the fact is, what the content in that letter said doesn't reflect on what has happened in this chamber over the last two and a half years. Now, what I find striking and I hear about responsible budget but the word balanced never made it in your dialogue, Representative Currie. That's the.. that is the goal and that is our responsibility. We all know that. Something of a balanced budget is something that's been fleeting in this chamber for such a long time under your control, under your direction. Let's be perfectly honest of how we got here. But let's talk about these nonbudget issues. And you need to understand that I've had conversations and messages going back and forth with you and also your budget person, that's Mr. Harris. Now, when we started this process two years ago, we knew that the Governor had, you want to call them nonbudget issues that he felt were important. We've talked about them. We've been talking about them ad nauseum

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for the past two years: workmen's compensation, property tax reform, term limits, you name it, pension reform. Year one, working groups. Work with the Democrats and this is right after the Governor was brought in, was sworn into office. Work with us, and you guys did work with us to try to find common ground on the nonbudget issues. We felt we were making progress then, whoops, here we go in May. You guys walk away, pull the carpet out from underneath us and you pass a \$4 billion unbalanced budget. Wow. Bad. With no Republican participation. You never needed us in the past. We knew that you weren't going to involve us in that process. That's the first year under the Governor. The second year, we make another run at the nonbudget issues which you've been talking about now all of a sudden become a priority for you. But we started again with the working groups to discuss the nonbudget issues that the Governor is been... is been very, very sincere but also very direct. That's part of how we're going to get a balanced budget and make Illinois a better state: workmen's compensation reform, property tax reform, pension reform, all the other issues that I just discussed. So, we thought, again, that we were in a good place and that we would work with you to be able to find a way to solve our problems, reconcile our differences and put a product out on the floor that reflects the Governor's needs and what we believe are important for Illinois. But here we go again. History repeats itself. What do you guys do in May? You guys walk away, pull the rug from underneath us and in the House you pass a \$7 billion unbalanced budget. Thank God there's a Senate Democrat Caucus that saw the insanity in that. So, you understand that we do

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have reservations and there's a trust gap that we have, the Republicans have, with the House Democrats on the issues that have all of a sudden become a priority for you. And let me just say this, as of last week, after many phone calls to the Governor's Chief of Staff by the Majority Leader, there was a response made back to the Majority Leader that I would be joining in a meeting with her and also Members of your negotiating team to discuss the nonbudget issues. That was last Friday. Representative Currie, you never got back to us. You walked away. Absolutely. You never got back to us. I was a... I was part of... I was part of that meeting and you never got back to us and you said I'll think about it. I was there. I listened to it. Not true. I was there. Look, we've been waiting to work with you for the past two and a half years. You have not been sincere about working with us on the nonbudget matters, the ones that are important to the State of Illinois. And now, you throw this letter up with these very nice, flowery signatures saying that we're really committed, we're all in on getting this budget solved which is something you have never done in the past, I don't know, how many years. But again, we've got seven days, eight days left to get this done. We've been at this for two and a half years and for some reason to say the Republicans are not going to participate in nonbudget discussions is a load of baloney. So, we can get this done. And I've said since the beginning of this year on the floor at the swearing in and I've said it time and time again is that we will work with the Democrats on their priorities as long as they work with us and respect our priorities. There's been no respect over the past three

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years. I've seen no good faith other than just, like I said, some... some letters and a couple statements on the floor of the House of Representatives, but nothing, nothing which reflects good faith and a willingness to negotiate with the Governor and also the House Republicans."

Speaker Lang: "I believe Leader Currie's name was mentioned in debate. The Chair recognizes Leader Currie."

Currie: "Thank you, Speaker. Just to clarify the record. I never heard from the Governor. I did have a call last week from his Chief of Staff suggesting a meeting. I said that Representatives Lang, Hoffman, Turner and I were willing to meet any time, any place. Mr. Goldberg turned me down. He said we'll meet with you, but we will not meet with your team. But this team is the team that represents the House Democratic Caucus. The team that has worked on issues like workers' comp, like business incentives. This was an important group to meet with the Governor's Chief of Staff. We were willing to do it, but he shut the door in our face."

Speaker Lang: "Leader Currie moves for the adoption of the Agree... Excuse me. Mr. Clerk, Agreed Resolutions. There are no Agreed Resolutions and there is no Motion. Ladies and Gentlemen, Democrats will caucus upon adjournment in Room 114. Democrats will caucus immediately upon adjournment in Room 114. And now, allowing perfunctory time for the Clerk, Leader Currie moves that the House stand adjourned 'til Wednesday, May 24 at the hour of 12:30 p.m. Those in favor say 'yes'; opposed 'no'. The 'ayes' have it. And the House stands adjourned 'til Wednesday, May 24 at the hour of 12:30 p.m. Have a lovely day."



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Clerk Hollman: "House Perfunctory Session will come to order. Committee Reports. Representative Martwick, Chairperson from the Committee on Personnel & Pensions reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 1714; recommends be adopted is Floor Amendment 1 to Senate Bill 701. Representative Hoffman, Chairperson from the Committee on Labor & Commerce reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 318; recommends be adopted is Floor Amendment 2 to House Bill 2703, and House Resolution 372. Representative Christian Mitchell, Chairperson from the Committee on Economic Opportunity reports the following committee action taken on... taken on May 23, 2017: recommends be adopted is House Resolution 401, Floor Amendment 2 to Senate Bill 1462, and Senate Joint Resolution 10. Representative Costello, Chairperson from the Committee on Agriculture & Conservation reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 1294; do pass as amended Short Debate is Senate Bill 1902; recommends be adopted is House Resolution 376, House Resolution 380. Representative Evans, Chairperson from the Committee on Transportation: Regulation, Roads & Bridges reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 789, Senate Bill 1376, Senate Bill 1687; do pass Standard Debate is Senate Bill 1267; recommends be adopted is House Joint Resolution 58, Senate Joint Resolution 2, Senate Joint Resolution 20. Representative Lilly, Chairperson from the Committee on Museums, Arts, & Cultural Enhancement reports the following committee action taken on May 23, 2017:

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recommends be adopted is House Joint Resolution 57, House Resolution 377. Representative Rita, Chairperson from the Committee on Business & Occupational Licenses reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 730, Senate Bill 1085, Senate Bill 1531, Senate Bill 1821. Representative Riley, Chairperson from the Committee on State Government Administration reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 262, Senate Bill 263, Senate Bill 634. Representative Cassidy, Chairperson from the Committee on Appropriations-Public Safety reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 1489. Representative Chapa LaVia, Chairperson from the Committee on Veterans' Affairs reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 838; recommends be adopted House Resolution 389. Representative Mussman, Chairperson from the Committee on Special Needs Services reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 309. Representative Lilly, Chairperson from the Committee on Insurance: Property & Casualty reports the following committee action taken on May 23, 2017: do pass Short Debate is Senate Bill 683, Senate Bill 1444, Senate Bill 1681. Introduction of Resolution. House Joint Resolution 60, offered by Representative McAuliffe, is referred to the Rules Committee. Introduction and First Reading of House Bills. House Bill 4052, offered by Representative Keith Wheeler, a Bill for an Act concerning attorneys. House Bill 4053, offered

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by Representative Skillicorn, a Bill for an Act concerning transportation. First Reading of these House Bills. There being no further business, the House Perfunctory Session will stand adjourned."