



Sen. Toi W. Hutchinson

**Filed: 2/20/2018**

10000SB1829sam002

LRB100 11349 AXK 35751 a

1 AMENDMENT TO SENATE BILL 1829

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 1829 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Section  
5 2-3.71 as follows:

6 (105 ILCS 5/2-3.71) (from Ch. 122, par. 2-3.71)  
7 Sec. 2-3.71. Grants for preschool educational programs.  
8 (a) Preschool program.

9 (1) The State Board of Education shall implement and  
10 administer a grant program under the provisions of this  
11 subsection which shall consist of grants to public school  
12 districts and other eligible entities, as defined by the  
13 State Board of Education, to conduct voluntary preschool  
14 educational programs for children ages 3 to 5 which include  
15 a parent education component. A public school district  
16 which receives grants under this subsection may

1 subcontract with other entities that are eligible to  
2 conduct a preschool educational program. These grants must  
3 be used to supplement, not supplant, funds received from  
4 any other source.

5 (2) (Blank).

6 (3) Except as otherwise provided under this subsection  
7 (a), any ~~Any~~ teacher of preschool children in the program  
8 authorized by this subsection shall hold an early childhood  
9 teaching certificate.

10 (3.5) Beginning with the 2018-2019 school year and  
11 until the 2023-2024 school year, an individual may teach  
12 preschool children in an early childhood program under this  
13 Section if he or she holds any of the following:

14 (A) A Professional Educator License with an early  
15 childhood education endorsement.

16 (B) A Professional Educator License with  
17 short-term approval for early childhood education.

18 (C) An ECE Credential Level of 5 awarded by the  
19 Department of Human Services under the Gateways to  
20 Opportunity Program developed under Section 10-70 of  
21 the Department of Human Services Act.

22 (D) An Educator License with Stipulations with a  
23 transitional bilingual educator endorsement and he or  
24 she has (i) passed a foreign language content test in  
25 the applicable content area or (ii) completed no less  
26 than 9 semester hours of postsecondary coursework in

1           the area of early childhood education.

2           (4) (Blank).

3           (4.5) The State Board of Education shall provide the  
4 primary source of funding through appropriations for the  
5 program. Such funds shall be distributed to achieve a goal  
6 of "Preschool for All Children" for the benefit of all  
7 children whose families choose to participate in the  
8 program. Based on available appropriations, newly funded  
9 programs shall be selected through a process giving first  
10 priority to qualified programs serving primarily at-risk  
11 children and second priority to qualified programs serving  
12 primarily children with a family income of less than 4  
13 times the poverty guidelines updated periodically in the  
14 Federal Register by the U.S. Department of Health and Human  
15 Services under the authority of 42 U.S.C. 9902(2). For  
16 purposes of this paragraph (4.5), at-risk children are  
17 those who because of their home and community environment  
18 are subject to such language, cultural, economic and like  
19 disadvantages to cause them to have been determined as a  
20 result of screening procedures to be at risk of academic  
21 failure. Such screening procedures shall be based on  
22 criteria established by the State Board of Education.

23           Except as otherwise provided in this paragraph (4.5),  
24 grantees under the program must enter into a memorandum of  
25 understanding with the appropriate local Head Start  
26 agency. This memorandum must be entered into no later than

1           3 months after the award of a grantee's grant under the  
2 program, except that, in the case of the 2009-2010 program  
3 year, the memorandum must be entered into no later than the  
4 deadline set by the State Board of Education for  
5 applications to participate in the program in fiscal year  
6 2011, and must address collaboration between the grantee's  
7 program and the local Head Start agency on certain issues,  
8 which shall include without limitation the following:

9           (A) educational activities, curricular objectives,  
10 and instruction;

11           (B) public information dissemination and access to  
12 programs for families contacting programs;

13           (C) service areas;

14           (D) selection priorities for eligible children to  
15 be served by programs;

16           (E) maximizing the impact of federal and State  
17 funding to benefit young children;

18           (F) staff training, including opportunities for  
19 joint staff training;

20           (G) technical assistance;

21           (H) communication and parent outreach for smooth  
22 transitions to kindergarten;

23           (I) provision and use of facilities,  
24 transportation, and other program elements;

25           (J) facilitating each program's fulfillment of its  
26 statutory and regulatory requirements;

1           (K) improving local planning and collaboration;  
2           and  
3           (L) providing comprehensive services for the  
4           neediest Illinois children and families.

5           If the appropriate local Head Start agency is unable or  
6           unwilling to enter into a memorandum of understanding as  
7           required under this paragraph (4.5), the memorandum of  
8           understanding requirement shall not apply and the grantee  
9           under the program must notify the State Board of Education  
10          in writing of the Head Start agency's inability or  
11          unwillingness. The State Board of Education shall compile  
12          all such written notices and make them available to the  
13          public.

14          (5) The State Board of Education shall develop and  
15          provide evaluation tools, including tests, that school  
16          districts and other eligible entities may use to evaluate  
17          children for school readiness prior to age 5. The State  
18          Board of Education shall require school districts and other  
19          eligible entities to obtain consent from the parents or  
20          guardians of children before any evaluations are  
21          conducted. The State Board of Education shall encourage  
22          local school districts and other eligible entities to  
23          evaluate the population of preschool children in their  
24          communities and provide preschool programs, pursuant to  
25          this subsection, where appropriate.

26          (6) The State Board of Education shall report to the

1 General Assembly by November 1, 2018 and every 2 years  
2 thereafter on the results and progress of students who were  
3 enrolled in preschool educational programs, including an  
4 assessment of which programs have been most successful in  
5 promoting academic excellence and alleviating academic  
6 failure. The State Board of Education shall assess the  
7 academic progress of all students who have been enrolled in  
8 preschool educational programs.

9 On or before November 1 of each fiscal year in which  
10 the General Assembly provides funding for new programs  
11 under paragraph (4.5) of this Section, the State Board of  
12 Education shall report to the General Assembly on what  
13 percentage of new funding was provided to programs serving  
14 primarily at-risk children, what percentage of new funding  
15 was provided to programs serving primarily children with a  
16 family income of less than 4 times the federal poverty  
17 level, and what percentage of new funding was provided to  
18 other programs.

19 (7) Due to evidence that expulsion practices in the  
20 preschool years are linked to poor child outcomes and are  
21 employed inconsistently across racial and gender groups,  
22 early childhood programs receiving State funds under this  
23 subsection (a) shall prohibit expulsions. Planned  
24 transitions to settings that are able to better meet a  
25 child's needs are not considered expulsion under this  
26 paragraph (7).

1           (A) When persistent and serious challenging  
2 behaviors emerge, the early childhood program shall  
3 document steps taken to ensure that the child can  
4 participate safely in the program; including  
5 observations of initial and ongoing challenging  
6 behaviors, strategies for remediation and intervention  
7 plans to address the behaviors, and communication with  
8 the parent or legal guardian, including participation  
9 of the parent or legal guardian in planning and  
10 decision-making.

11           (B) The early childhood program shall, with  
12 parental or legal guardian consent as required,  
13 utilize a range of community resources, if available  
14 and deemed necessary, including, but not limited to,  
15 developmental screenings, referrals to programs and  
16 services administered by a local educational agency or  
17 early intervention agency under Parts B and C of the  
18 federal Individual with Disabilities Education Act,  
19 and consultation with infant and early childhood  
20 mental health consultants and the child's health care  
21 provider. The program shall document attempts to  
22 engage these resources, including parent or legal  
23 guardian participation and consent attempted and  
24 obtained. Communication with the parent or legal  
25 guardian shall take place in a culturally and  
26 linguistically competent manner.

1 (C) If there is documented evidence that all  
2 available interventions and supports recommended by a  
3 qualified professional have been exhausted and the  
4 program determines in its professional judgment that  
5 transitioning a child to another program is necessary  
6 for the well-being of the child or his or her peers and  
7 staff, with parent or legal guardian permission, both  
8 the current and pending programs shall create a  
9 transition plan designed to ensure continuity of  
10 services and the comprehensive development of the  
11 child. Communication with families shall occur in a  
12 culturally and linguistically competent manner.

13 (D) Nothing in this paragraph (7) shall preclude a  
14 parent's or legal guardian's right to voluntarily  
15 withdraw his or her child from an early childhood  
16 program. Early childhood programs shall request and  
17 keep on file, when received, a written statement from  
18 the parent or legal guardian stating the reason for his  
19 or her decision to withdraw his or her child.

20 (E) In the case of the determination of a serious  
21 safety threat to a child or others or in the case of  
22 behaviors listed in subsection (d) of Section 10-22.6  
23 of this Code, the temporary removal of a child from  
24 attendance in group settings may be used. Temporary  
25 removal of a child from attendance in a group setting  
26 shall trigger the process detailed in subparagraphs



1 (A), (B), and (C) of this paragraph (7), with the child  
2 placed back in a group setting as quickly as possible.

3 (F) Early childhood programs may utilize and the  
4 State Board of Education, the Department of Human  
5 Services, and the Department of Children and Family  
6 Services shall recommend training, technical support,  
7 and professional development resources to improve the  
8 ability of teachers, administrators, program  
9 directors, and other staff to promote social-emotional  
10 development and behavioral health, to address  
11 challenging behaviors, and to understand trauma and  
12 trauma-informed care, cultural competence, family  
13 engagement with diverse populations, the impact of  
14 implicit bias on adult behavior, and the use of  
15 reflective practice techniques. Support shall include  
16 the availability of resources to contract with infant  
17 and early childhood mental health consultants.

18 (G) Beginning on July 1, 2018, early childhood  
19 programs shall annually report to the State Board of  
20 Education, and, beginning in fiscal year 2020, the  
21 State Board of Education shall make available on a  
22 biennial basis, in an existing report, all of the  
23 following data for children from birth to age 5 who are  
24 served by the program:

25 (i) Total number served over the course of the  
26 program year and the total number of children who

1 left the program during the program year.

2 (ii) Number of planned transitions to another  
3 program due to children's behavior, by children's  
4 race, gender, disability, language, class/group  
5 size, teacher-child ratio, and length of program  
6 day.

7 (iii) Number of temporary removals of a child  
8 from attendance in group settings due to a serious  
9 safety threat under subparagraph (E) of this  
10 paragraph (7), by children's race, gender,  
11 disability, language, class/group size,  
12 teacher-child ratio, and length of program day.

13 (iv) Hours of infant and early childhood  
14 mental health consultant contact with program  
15 leaders, staff, and families over the program  
16 year.

17 (H) Changes to services for children with an  
18 individualized education program or individual family  
19 service plan shall be construed in a manner consistent  
20 with the federal Individuals with Disabilities  
21 Education Act.

22 The State Board of Education, in consultation with the  
23 Governor's Office of Early Childhood Development and the  
24 Department of Children and Family Services, shall adopt  
25 rules to administer this paragraph (7).

26 (b) (Blank).

1 (Source: P.A. 100-105, eff. 1-1-18.)

2 Section 99. Effective date. This Act takes effect upon  
3 becoming law.".