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1 AMENDMENT TO HOUSE BILL 2170

2 AMENDMENT NO. _____. Amend House Bill 2170 by replacing
3 everything after the enacting clause with the following:

4 "Article 5.

5 Section 5-5. The School Code is amended by adding Section
6 2-3.64a-10 and by changing Section 27A-5 as follows:

7 (105 ILCS 5/2-3.64a-10 new)

8 Sec. 2-3.64a-10. Kindergarten assessment.

9 (a) For the purposes of this Section, "kindergarten"
10 includes both full-day and half-day kindergarten programs.

11 (b) Beginning no later than the 2021-2022 school year, the
12 State Board of Education shall annually assess all public
13 school students entering kindergarten using a common
14 assessment tool, unless the State Board determines that a
15 student is otherwise exempt. The common assessment tool must

1 assess multiple developmental domains, including literacy,
2 language, mathematics, and social and emotional development.
3 The assessment must be valid, reliable, and developmentally
4 appropriate to formatively assess a child's development and
5 readiness for kindergarten.

6 (c) Results from the assessment may be used by the school
7 to understand the child's development and readiness for
8 kindergarten, to tailor instruction, and to measure the child's
9 progress over time. Assessment results may also be used to
10 identify a need for the professional development of teachers
11 and early childhood educators and to inform State-level and
12 district-level policies and resource allocation.

13 The school shall make the assessment results available to
14 the child's parent or guardian.

15 The assessment results may not be used (i) to prevent a
16 child from enrolling in kindergarten or (ii) as the sole
17 measure used in determining the grade promotion or retention of
18 a student.

19 (d) On an annual basis, the State Board shall report
20 publicly, at a minimum, data from the assessment for the State
21 overall and for each school district. The State Board's report
22 must disaggregate data by race and ethnicity, household income,
23 students who are English learners, and students who have an
24 individualized education program.

25 (e) The State Superintendent of Education shall appoint a
26 committee of no more than 21 members, consisting of parents,

1 teachers, school administrators, assessment experts, regional
2 superintendents of schools, and citizens, to review, on an
3 ongoing basis, the content and design of the assessment, the
4 collective results of the assessment as measured against
5 kindergarten-readiness standards, and other issues involving
6 the assessment as identified by the committee.

7 The committee shall make periodic recommendations to the
8 State Superintendent of Education and the General Assembly
9 concerning the assessments.

10 (f) The State Board may adopt rules to implement and
11 administer this Section.

12 (105 ILCS 5/27A-5)

13 Sec. 27A-5. Charter school; legal entity; requirements.

14 (a) A charter school shall be a public, nonsectarian,
15 nonreligious, non-home based, and non-profit school. A charter
16 school shall be organized and operated as a nonprofit
17 corporation or other discrete, legal, nonprofit entity
18 authorized under the laws of the State of Illinois.

19 (b) A charter school may be established under this Article
20 by creating a new school or by converting an existing public
21 school or attendance center to charter school status. Beginning
22 on April 16, 2003 (the effective date of Public Act 93-3), in
23 all new applications to establish a charter school in a city
24 having a population exceeding 500,000, operation of the charter
25 school shall be limited to one campus. The changes made to this

1 Section by Public Act 93-3 do not apply to charter schools
2 existing or approved on or before April 16, 2003 (the effective
3 date of Public Act 93-3).

4 (b-5) In this subsection (b-5), "virtual-schooling" means
5 a cyber school where students engage in online curriculum and
6 instruction via the Internet and electronic communication with
7 their teachers at remote locations and with students
8 participating at different times.

9 From April 1, 2013 through December 31, 2016, there is a
10 moratorium on the establishment of charter schools with
11 virtual-schooling components in school districts other than a
12 school district organized under Article 34 of this Code. This
13 moratorium does not apply to a charter school with
14 virtual-schooling components existing or approved prior to
15 April 1, 2013 or to the renewal of the charter of a charter
16 school with virtual-schooling components already approved
17 prior to April 1, 2013.

18 (c) A charter school shall be administered and governed by
19 its board of directors or other governing body in the manner
20 provided in its charter. The governing body of a charter school
21 shall be subject to the Freedom of Information Act and the Open
22 Meetings Act. No later than January 1, 2021 (one year after the
23 effective date of Public Act 101-291) ~~this amendatory Act of~~
24 ~~the 101st General Assembly~~, a charter school's board of
25 directors or other governing body must include at least one
26 parent or guardian of a pupil currently enrolled in the charter

1 school who may be selected through the charter school or a
2 charter network election, appointment by the charter school's
3 board of directors or other governing body, or by the charter
4 school's Parent Teacher Organization or its equivalent.

5 (c-5) No later than January 1, 2021 (one year after the
6 effective date of Public Act 101-291) ~~this amendatory Act of~~
7 ~~the 101st General Assembly~~ or within the first year of his or
8 her first term, every voting member of a charter school's board
9 of directors or other governing body shall complete a minimum
10 of 4 hours of professional development leadership training to
11 ensure that each member has sufficient familiarity with the
12 board's or governing body's role and responsibilities,
13 including financial oversight and accountability of the
14 school, evaluating the principal's and school's performance,
15 adherence to the Freedom of Information Act and the Open
16 Meetings ~~Act Acts~~, and compliance with education and labor law.
17 In each subsequent year of his or her term, a voting member of
18 a charter school's board of directors or other governing body
19 shall complete a minimum of 2 hours of professional development
20 training in these same areas. The training under this
21 subsection may be provided or certified by a statewide charter
22 school membership association or may be provided or certified
23 by other qualified providers approved by the State Board of
24 Education.

25 (d) For purposes of this subsection (d), "non-curricular
26 health and safety requirement" means any health and safety

1 requirement created by statute or rule to provide, maintain,
2 preserve, or safeguard safe or healthful conditions for
3 students and school personnel or to eliminate, reduce, or
4 prevent threats to the health and safety of students and school
5 personnel. "Non-curricular health and safety requirement" does
6 not include any course of study or specialized instructional
7 requirement for which the State Board has established goals and
8 learning standards or which is designed primarily to impart
9 knowledge and skills for students to master and apply as an
10 outcome of their education.

11 A charter school shall comply with all non-curricular
12 health and safety requirements applicable to public schools
13 under the laws of the State of Illinois. On or before September
14 1, 2015, the State Board shall promulgate and post on its
15 Internet website a list of non-curricular health and safety
16 requirements that a charter school must meet. The list shall be
17 updated annually no later than September 1. Any charter
18 contract between a charter school and its authorizer must
19 contain a provision that requires the charter school to follow
20 the list of all non-curricular health and safety requirements
21 promulgated by the State Board and any non-curricular health
22 and safety requirements added by the State Board to such list
23 during the term of the charter. Nothing in this subsection (d)
24 precludes an authorizer from including non-curricular health
25 and safety requirements in a charter school contract that are
26 not contained in the list promulgated by the State Board,

1 including non-curricular health and safety requirements of the
2 authorizing local school board.

3 (e) Except as otherwise provided in the School Code, a
4 charter school shall not charge tuition; provided that a
5 charter school may charge reasonable fees for textbooks,
6 instructional materials, and student activities.

7 (f) A charter school shall be responsible for the
8 management and operation of its fiscal affairs including, but
9 not limited to, the preparation of its budget. An audit of each
10 charter school's finances shall be conducted annually by an
11 outside, independent contractor retained by the charter
12 school. To ensure financial accountability for the use of
13 public funds, on or before December 1 of every year of
14 operation, each charter school shall submit to its authorizer
15 and the State Board a copy of its audit and a copy of the Form
16 990 the charter school filed that year with the federal
17 Internal Revenue Service. In addition, if deemed necessary for
18 proper financial oversight of the charter school, an authorizer
19 may require quarterly financial statements from each charter
20 school.

21 (g) A charter school shall comply with all provisions of
22 this Article, the Illinois Educational Labor Relations Act, all
23 federal and State laws and rules applicable to public schools
24 that pertain to special education and the instruction of
25 English learners, and its charter. A charter school is exempt
26 from all other State laws and regulations in this Code

1 governing public schools and local school board policies;
2 however, a charter school is not exempt from the following:

3 (1) Sections 10-21.9 and 34-18.5 of this Code regarding
4 criminal history records checks and checks of the Statewide
5 Sex Offender Database and Statewide Murderer and Violent
6 Offender Against Youth Database of applicants for
7 employment;

8 (2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and
9 34-84a of this Code regarding discipline of students;

10 (3) the Local Governmental and Governmental Employees
11 Tort Immunity Act;

12 (4) Section 108.75 of the General Not For Profit
13 Corporation Act of 1986 regarding indemnification of
14 officers, directors, employees, and agents;

15 (5) the Abused and Neglected Child Reporting Act;

16 (5.5) subsection (b) of Section 10-23.12 and
17 subsection (b) of Section 34-18.6 of this Code;

18 (6) the Illinois School Student Records Act;

19 (7) Section 10-17a of this Code regarding school report
20 cards;

21 (8) the P-20 Longitudinal Education Data System Act;

22 (9) Section 27-23.7 of this Code regarding bullying
23 prevention;

24 (10) Section 2-3.162 of this Code regarding student
25 discipline reporting;

26 (11) Sections 22-80 and 27-8.1 of this Code;

- 1 (12) Sections 10-20.60 and 34-18.53 of this Code;
- 2 (13) Sections 10-20.63 and 34-18.56 of this Code;
- 3 (14) Section 26-18 of this Code;
- 4 (15) Section 22-30 of this Code; ~~and~~
- 5 (16) Sections 24-12 and 34-85 of this Code;~~;~~
- 6 (17) the ~~(16)~~ The Seizure Smart School Act; and
- 7 (18) Section 2-3.64a-10 of this Code.

8 The change made by Public Act 96-104 to this subsection (g)
9 is declaratory of existing law.

10 (h) A charter school may negotiate and contract with a
11 school district, the governing body of a State college or
12 university or public community college, or any other public or
13 for-profit or nonprofit private entity for: (i) the use of a
14 school building and grounds or any other real property or
15 facilities that the charter school desires to use or convert
16 for use as a charter school site, (ii) the operation and
17 maintenance thereof, and (iii) the provision of any service,
18 activity, or undertaking that the charter school is required to
19 perform in order to carry out the terms of its charter.
20 However, a charter school that is established on or after April
21 16, 2003 (the effective date of Public Act 93-3) and that
22 operates in a city having a population exceeding 500,000 may
23 not contract with a for-profit entity to manage or operate the
24 school during the period that commences on April 16, 2003 (the
25 effective date of Public Act 93-3) and concludes at the end of
26 the 2004-2005 school year. Except as provided in subsection (i)

1 of this Section, a school district may charge a charter school
2 reasonable rent for the use of the district's buildings,
3 grounds, and facilities. Any services for which a charter
4 school contracts with a school district shall be provided by
5 the district at cost. Any services for which a charter school
6 contracts with a local school board or with the governing body
7 of a State college or university or public community college
8 shall be provided by the public entity at cost.

9 (i) In no event shall a charter school that is established
10 by converting an existing school or attendance center to
11 charter school status be required to pay rent for space that is
12 deemed available, as negotiated and provided in the charter
13 agreement, in school district facilities. However, all other
14 costs for the operation and maintenance of school district
15 facilities that are used by the charter school shall be subject
16 to negotiation between the charter school and the local school
17 board and shall be set forth in the charter.

18 (j) A charter school may limit student enrollment by age or
19 grade level.

20 (k) If the charter school is approved by the State Board or
21 Commission, then the charter school is its own local education
22 agency.

23 (Source: P.A. 100-29, eff. 1-1-18; 100-156, eff. 1-1-18;
24 100-163, eff. 1-1-18; 100-413, eff. 1-1-18; 100-468, eff.
25 6-1-18; 100-726, eff. 1-1-19; 100-863, eff. 8-14-18; 101-50,
26 eff. 7-1-20; 101-81, eff. 7-12-19; 101-291, eff. 1-1-20;

1 101-531, eff. 8-23-19; 101-543, eff. 8-23-19; revised 8-4-20.)

2 Article 10.

3 Section 10-5. The Early Intervention Services System Act is
4 amended by changing Section 11 as follows:

5 (325 ILCS 20/11) (from Ch. 23, par. 4161)

6 Sec. 11. Individualized Family Service Plans.

7 (a) Each eligible infant or toddler and that infant's or
8 toddler's family shall receive:

9 (1) timely, comprehensive, multidisciplinary
10 assessment of the unique strengths and needs of each
11 eligible infant and toddler, and assessment of the concerns
12 and priorities of the families to appropriately assist them
13 in meeting their needs and identify supports and services
14 to meet those needs; and

15 (2) a written Individualized Family Service Plan
16 developed by a multidisciplinary team which includes the
17 parent or guardian. The individualized family service plan
18 shall be based on the multidisciplinary team's assessment
19 of the resources, priorities, and concerns of the family
20 and its identification of the supports and services
21 necessary to enhance the family's capacity to meet the
22 developmental needs of the infant or toddler, and shall
23 include the identification of services appropriate to meet

1 those needs, including the frequency, intensity, and
2 method of delivering services. During and as part of the
3 initial development of the individualized family services
4 plan, and any periodic reviews of the plan, the
5 multidisciplinary team may seek consultation from the lead
6 agency's designated experts, if any, to help determine
7 appropriate services and the frequency and intensity of
8 those services. All services in the individualized family
9 services plan must be justified by the multidisciplinary
10 assessment of the unique strengths and needs of the infant
11 or toddler and must be appropriate to meet those needs. At
12 the periodic reviews, the team shall determine whether
13 modification or revision of the outcomes or services is
14 necessary.

15 (b) The Individualized Family Service Plan shall be
16 evaluated once a year and the family shall be provided a review
17 of the Plan at 6 month intervals or more often where
18 appropriate based on infant or toddler and family needs. The
19 lead agency shall create a quality review process regarding
20 Individualized Family Service Plan development and changes
21 thereto, to monitor and help assure that resources are being
22 used to provide appropriate early intervention services.

23 (c) The initial evaluation and initial assessment and
24 initial Plan meeting must be held within 45 days after the
25 initial contact with the early intervention services system.
26 The 45-day timeline does not apply for any period when the

1 child or parent is unavailable to complete the initial
2 evaluation, the initial assessments of the child and family, or
3 the initial Plan meeting, due to exceptional family
4 circumstances that are documented in the child's early
5 intervention records, or when the parent has not provided
6 consent for the initial evaluation or the initial assessment of
7 the child despite documented, repeated attempts to obtain
8 parental consent. As soon as exceptional family circumstances
9 no longer exist or parental consent has been obtained, the
10 initial evaluation, the initial assessment, and the initial
11 Plan meeting must be completed as soon as possible. With
12 parental consent, early intervention services may commence
13 before the completion of the comprehensive assessment and
14 development of the Plan.

15 (d) Parents must be informed that early intervention
16 services shall be provided to each eligible infant and toddler,
17 to the maximum extent appropriate, in the natural environment,
18 which may include the home or other community settings. Parents
19 shall make the final decision to accept or decline early
20 intervention services. A decision to decline such services
21 shall not be a basis for administrative determination of
22 parental fitness, or other findings or sanctions against the
23 parents. Parameters of the Plan shall be set forth in rules.

24 (e) The regional intake offices shall explain to each
25 family, orally and in writing, all of the following:

26 (1) That the early intervention program will pay for

1 all early intervention services set forth in the
2 individualized family service plan that are not covered or
3 paid under the family's public or private insurance plan or
4 policy and not eligible for payment through any other third
5 party payor.

6 (2) That services will not be delayed due to any rules
7 or restrictions under the family's insurance plan or
8 policy.

9 (3) That the family may request, with appropriate
10 documentation supporting the request, a determination of
11 an exemption from private insurance use under Section
12 13.25.

13 (4) That responsibility for co-payments or
14 co-insurance under a family's private insurance plan or
15 policy will be transferred to the lead agency's central
16 billing office.

17 (5) That families will be responsible for payments of
18 family fees, which will be based on a sliding scale
19 according to the State's definition of ability to pay which
20 is comparing household size and income to the sliding scale
21 and considering out-of-pocket medical or disaster
22 expenses, and that these fees are payable to the central
23 billing office. Families who fail to provide income
24 information shall be charged the maximum amount on the
25 sliding scale.

26 (f) The individualized family service plan must state

1 whether the family has private insurance coverage and, if the
2 family has such coverage, must have attached to it a copy of
3 the family's insurance identification card or otherwise
4 include all of the following information:

5 (1) The name, address, and telephone number of the
6 insurance carrier.

7 (2) The contract number and policy number of the
8 insurance plan.

9 (3) The name, address, and social security number of
10 the primary insured.

11 (4) The beginning date of the insurance benefit year.

12 (g) A copy of the individualized family service plan must
13 be provided to each enrolled provider who is providing early
14 intervention services to the child who is the subject of that
15 plan.

16 (h) Children receiving services under this Act shall
17 receive a smooth and effective transition by their third
18 birthday consistent with federal regulations adopted pursuant
19 to Sections 1431 through 1444 of Title 20 of the United States
20 Code. Beginning July 1, 2022, children who receive early
21 intervention services prior to their third birthday and are
22 found eligible for an individualized education program under
23 the Individuals with Disabilities Education Act, 20 U.S.C.
24 1414(d) (1) (A), and under Section 14-8.02 of the School Code and
25 whose birthday falls between May 1 and August 31 may continue
26 to receive early intervention services until the beginning of

1 the school year following their third birthday in order to
2 minimize gaps in services, ensure better continuity of care,
3 and align practices for the enrollment of preschool children
4 with special needs to the enrollment practices of typically
5 developing preschool children.

6 (Source: P.A. 97-902, eff. 8-6-12; 98-41, eff. 6-28-13.)

7 Article 15.

8 Section 15-1. Short title. This Article may be cited as the
9 Equitable Early Childhood Education and Care Act. References in
10 this Article to "this Act" mean this Article.

11 Section 15-5. Findings; policies.

12 (a) The General Assembly finds the following:

13 (1) Long-standing research shows that high-quality
14 early childhood experiences have an impact on children's
15 short-term and long-term outcomes, such as educational
16 attainment, health, and lifetime income, particularly for
17 children from low-income families.

18 (2) Early childhood education and care programs
19 provide child care so parents can maintain stable
20 employment, provide for themselves and their families, and
21 advance their career or educational goals.

22 (3) Illinois has a vigorous early childhood education
23 and care industry composed of programs that serve children

1 under the age of 6, including preschool and child care in
2 schools, centers, and homes; these programs also include
3 home visiting and services for young children with special
4 needs.

5 (4) A significant portion of the early childhood
6 workforce and of family child care providers are Black and
7 Latinx women.

8 (5) Illinois was among the first states in the nation
9 to enact the Pre-K At-Risk program and services for infants
10 and toddlers in the 1980s and reaffirmed this commitment to
11 early childhood education in 2006 by creating Preschool for
12 All to offer State-funded, high-quality preschool to
13 3-year-olds and 4-year-olds.

14 (6) Illinois was one of the first states in the nation
15 to commit education funding to very young children and to
16 have a statutory commitment to grow funding for
17 infant-toddler services as it grows preschool services,
18 including prenatal supports like home visitors and doulas.

19 (7) Countless children and families have benefitted
20 from these services over these decades and have had the
21 opportunity to enter school ready to learn and succeed.

22 (8) Despite progress made by the State, too few
23 children, particularly those from Black, Latinx, and
24 low-income households and child care deserts, have access
25 to high-quality early childhood education and care
26 services, due to both the availability and affordability of

1 quality services.

2 (9) In 2019, only 29% of all children in Illinois
3 entered kindergarten "ready"; only 21% of Black children,
4 17% of Latinx children, 14% of English Learners, 14% of
5 children with IEPs, and 20% of children on free and reduced
6 lunch demonstrated readiness, highlighting the critical
7 work Illinois must do to close gaps in opportunity and
8 outcomes.

9 (10) The State's early childhood education and care
10 programs are maintained across 3 state agencies, which
11 leads to inefficiencies, lack of alignment, challenges to
12 collecting comprehensive data around services and needs of
13 children and families, and obstacles for both children and
14 families and the early childhood education and care
15 providers to navigate the fragmented system and ensure
16 children receive high-quality services that meet their
17 needs.

18 (11) The State's current mechanisms for payment to
19 early childhood education and care providers may not
20 incentivize quality services and can lead to payment
21 delays, lack of stability of providers, and the inability
22 of providers to provide appropriate compensation to the
23 workforce and support quality programming.

24 (12) Illinois must advance a just system for early
25 childhood education and care that ensures racially and
26 economically equitable opportunities and outcomes for all

1 children.

2 (13) In 2017, Illinois became a national leader in
3 passing the K-12 Evidence-Based Funding formula for public
4 schools, creating a mechanism to adequately fund and
5 equitably disburse resources throughout the State and
6 prioritize funding for school districts that need it most.

7 (b) The General Assembly supports the following goals of
8 the Illinois Commission on Equitable Early Childhood Education
9 and Care Funding:

10 (1) To create a more equitable, efficient, and
11 effective system and thereby increase access to
12 high-quality services, particularly to serve more Black
13 and Latinx children and populations of children where
14 children of color may be disproportionately represented,
15 such as children from low-income households, with
16 disabilities, experiencing homelessness, and participating
17 in the child welfare system.

18 (2) To ensure a more equitable system, we support the
19 Commission's goal of consolidating programs and services
20 into a single, adequately staffed State agency to align and
21 coordinate services, to decrease barriers to access for
22 families and make it easier for them to navigate the
23 system, and to better collect, use, and report
24 comprehensive data to ensure disparities in services are
25 addressed.

26 (3) To ensure equitable and adequate funding to expand

1 access to high-quality services and increase compensation
2 of this vital workforce, a significant proportion of which
3 are Black and Latinx women. The General Assembly encourages
4 the State to commit to a multi-year plan designed to move
5 the State toward adequate funding over time.

6 (4) To redesign the mechanisms by which the State pays
7 providers of early childhood education and care services to
8 ensure provider stability, capacity, and quality and to
9 make sure providers and services are available to families
10 throughout the State, including in areas of child care
11 deserts and concentrated poverty.

12 (5) To ensure comprehensive data on children and
13 families' access to and participation in programs and
14 resulting outcomes, including, but not limited to,
15 kindergarten readiness, to understand and address the
16 degree to which the State is reaching children and families
17 and ensuring equitable opportunity and outcomes.

18 (c) The General Assembly encourages the State to create a
19 planning process and timeline, with a designated body
20 accountable for implementing the Commission's recommendations,
21 that includes engagement of parents, providers, communities,
22 experts, and other stakeholders and to regularly evaluate the
23 impact of the implementation of the Commission's
24 recommendations to ensure they impact children, families, and
25 communities as intended and lead to a more equitable early
26 childhood education and care system for Illinois.

1 Article 20.

2 Section 20-1. Short title. This Article may be cited as the
3 Data Governance and Organization to Support Equity and Racial
4 Justice Act. References in this Article to "this Act" mean this
5 Article.

6 Section 20-5. Findings. The General Assembly finds the
7 following:

8 (1) The State of Illinois spends billions of dollars
9 annually on grants and programs to ensure that all Illinoisans
10 have the economic, health and safety, educational, and other
11 opportunities to be successful, but it is still insufficient to
12 serve all the needs of all Illinoisans.

13 (2) To be good fiscal stewards of State funds, it is
14 necessary to ensure that the limited State funding is spent on
15 the right services, at the right time, in the right dosages, to
16 the right individuals, and in the most equitable manner.

17 (3) Historical equity gaps exist in the administration of
18 programs across the State and understanding where these exist
19 is necessary for adjusting program scopes and ensuring that
20 gaps can be found and rectified quickly.

21 (4) Different subpopulations of individuals may have
22 different needs and may experience different outcomes from
23 similar programs.

1 (5) Measuring average outcomes across an entire population
2 is insufficient to understand the equity impacts of a program
3 on specific subpopulations.

4 (6) Silos in information sharing exist across agencies and
5 that measuring the outcomes and impacts of programs requires
6 multiple agencies to share data.

7 (7) There is no existing mechanism for agencies to ensure
8 they are collecting information on programs that can be easily
9 matched to other agencies to understand program effectiveness,
10 as well as equity and access gaps that may exist.

11 (8) The establishment of a system of data governance and
12 improved analytic capability is critical to support equitable
13 provision of services and the evaluation of equitable outcomes
14 for the citizens of Illinois.

15 (9) Sound data collection, reporting, and analysis is
16 necessary to ensure that practice and policy decisions and
17 outcomes are driven by a culture of data use and actionable
18 information that supports equity and engages stakeholders.

19 (10) Data governance and the classification of data is a
20 critical component of improving the security and privacy of
21 data.

22 (11) The P-20 Longitudinal Education Data System Act,
23 enacted by Public Act 96-107, was created in 2009 to develop
24 the capacity to match data across agencies and provide for
25 improved data analytics across education agencies.

26 (12) The P-20 Longitudinal Education Data System has

1 expanded to include the incorporation of human services,
2 workforce, and education agencies.

3 (13) The implementation of the P-20 Longitudinal Education
4 Data System has allowed the State to improve its ability to
5 manage and to bring together data across agencies.

6 (14) Merging data across agencies has highlighted the
7 degree to which there are different approaches to capturing
8 similar data across agencies, including how race and ethnicity
9 data are captured.

10 (15) The State of Illinois needs to establish common
11 processes and procedures for all of the following:

12 (A) Cataloging data.

13 (B) Managing data requests.

14 (C) Sharing data.

15 (D) Collecting data.

16 (E) Matching data across agencies.

17 (F) Developing research and analytic agendas.

18 (G) Reporting on program participation disaggregated
19 by race and ethnicity.

20 (H) Evaluating equitable outcomes for underserved
21 populations in Illinois.

22 (I) Defining common roles for data management across
23 agencies.

24 Section 20-10. Data Governance and Organization to Support
25 Equity and Racial Justice.

1 (a) Subject to appropriation, by no later than October 31,
2 2021, the Office of the Governor and the Department of
3 Innovation and Technology shall jointly establish an
4 organization and governance that is responsible for all of the
5 following:

6 (1) Cataloging data supporting major programs across
7 all agencies.

8 (2) Working with agencies to identify similar fields in
9 each dataset.

10 (3) Improving data quality.

11 (4) Collecting race and ethnicity data.

12 (5) Developing common processes and legal approaches
13 for data sharing.

14 (6) Establishing common codes across datasets, in
15 particular for race and ethnicity.

16 (7) Supporting data requests across agencies.

17 (8) Defining common data roles across agencies.

18 (9) Supporting the development of reporting and
19 analytics that provide information on race and ethnicity
20 and inequities in State service provision with common
21 codes.

22 (10) Ensuring that all major programs, as defined by
23 rule, are able to report disaggregated data by race and
24 ethnicity.

25 (b) In order to develop a common research agenda across
26 agencies that evaluates and analyzes the capacity of the State

1 to provide equitable services and promote equitable outcomes,
2 by no later than December 31, 2021, the governance shall
3 develop a plan for enrolled agencies for the implementation of
4 the categories described under subsection (a). The governance
5 shall define how the use of data will be used to improve
6 service provision to improve equitable outcomes for the
7 citizens of Illinois. The Department of Innovation and
8 Technology shall outline how these efforts will support and
9 align with the security and privacy of data for the State of
10 Illinois. The implementation plan shall include a timeline for
11 the inclusion of all agencies in data governance by no later
12 than October 31, 2024.

13 (c) By no later than March 31, 2022, the Office of the
14 Governor and the Department of Innovation and Technology shall
15 provide a progress report to the General Assembly to disclose
16 (i) which agencies in the State have enrolled, (ii) the
17 programs and datasets that have been cataloged for which race
18 and ethnicity has been standardized, and (iii) to the extent
19 possible, the datasets and programs that are outstanding for
20 each agency and the datasets that are planned for the upcoming
21 year. On or before March 31, 2023, and each year thereafter,
22 the Office of the Governor and the Department of Innovation and
23 Technology shall provide an updated report to the General
24 Assembly.

25 (d) All Departments subject to governance shall use the
26 same racial and ethnic classifications for each program, which

1 shall include, but not be limited to, the following:

- 2 (1) American Indian and Alaska Native alone.
3 (2) Asian alone.
4 (3) Black or African American alone.
5 (4) Hispanic or Latino of any race.
6 (5) Native Hawaiian and Other Pacific Islander alone.
7 (6) White alone.
8 (7) Some other race alone.
9 (8) Two or more races.

10 Each Department may further define, by rule, the racial and
11 ethnic classifications, including if necessary, a
12 classification of "No Race Specified".

13 Section 20-15. Rules. The Department of Innovation and
14 Technology may adopt any rules necessary to implement this Act.

15 Article 25.

16 Section 25-5. The School Code is amended by adding Section
17 22-90 as follows:

18 (105 ILCS 5/22-90 new)

19 Sec. 22-90. Whole Child Task Force.

20 (a) The General Assembly makes all of the following
21 findings:

22 (1) The COVID-19 pandemic has exposed systemic

1 inequities in American society. Students, educators, and
2 families throughout this State have been deeply affected by
3 the pandemic, and the impact of the pandemic will be felt
4 for years to come. The negative consequences of the
5 pandemic have impacted students and communities
6 differently along the lines of race, income, language, and
7 special needs. However, students in this State faced
8 significant unmet physical health, mental health, and
9 social and emotional needs even prior to the pandemic.

10 (2) The path to recovery requires a commitment from
11 adults in this State to address our students cultural,
12 physical, emotional, and mental health needs and to provide
13 them with stronger and increased systemic support and
14 intervention.

15 (3) It is well documented that trauma and toxic stress
16 diminish a child's ability to thrive. Forms of childhood
17 trauma and toxic stress include adverse childhood
18 experiences, systemic racism, poverty, food and housing
19 insecurity, and gender-based violence. The COVID-19
20 pandemic has exacerbated these issues and brought them into
21 focus.

22 (4) It is estimated that, overall, approximately 40% of
23 children in this State have experienced at least one
24 adverse childhood experience and approximately 10% have
25 experienced 3 or more adverse childhood experiences.
26 However, the number of adverse childhood experiences is

1 higher for Black and Hispanic children who are growing up
2 in poverty. The COVID-19 pandemic has amplified the number
3 of students who have experienced childhood trauma. Also,
4 the COVID-19 pandemic has highlighted preexisting
5 inequities in school disciplinary practices that
6 disproportionately impact Black and Brown students.
7 Research shows, for example, that girls of color are
8 disproportionately impacted by trauma, adversity, and
9 abuse, and instead of receiving the care and
10 trauma-informed support they may need, many Black girls in
11 particular face disproportionately harsh disciplinary
12 measures.

13 (5) The cumulative effects of trauma and toxic stress
14 adversely impact the physical health of students, as well
15 as their ability to learn, form relationships, and
16 self-regulate. If left unaddressed, these effects increase
17 a student's risk for depression, alcoholism, anxiety,
18 asthma, smoking, and suicide, all of which are risks that
19 disproportionately affect Black youth and may lead to a
20 host of medical diseases as an adult. Access to infant and
21 early childhood mental health services is critical to
22 ensure the social and emotional well-being of this State's
23 youngest children, particularly those children who have
24 experienced trauma.

25 (6) Although this State enacted measures through
26 Public Act 100-105 to address the high rate of early care

1 and preschool expulsions of infants, toddlers, and
2 preschoolers and the disproportionately higher rate of
3 expulsion for Black and Hispanic children, a recent study
4 found a wide variation in the awareness, understanding, and
5 compliance with the law by providers of early childhood
6 care. Further work is needed to implement the law, which
7 includes providing training to early childhood care
8 providers to increase their understanding of the law,
9 increasing the availability and access to infant and early
10 childhood mental health services, and building aligned
11 data collection systems to better understand expulsion
12 rates and to allow for accurate reporting as required by
13 the law.

14 (7) Many educators and schools in this State have
15 embraced and implemented evidenced-based restorative
16 justice and trauma-responsive and culturally relevant
17 practices and interventions. However, the use of these
18 interventions on students is often isolated or is
19 implemented occasionally and only if the school has the
20 appropriate leadership, resources, and partners available
21 to engage seriously in this work. It would be malpractice
22 to deny our students access to these practices and
23 interventions, especially in the aftermath of a
24 once-in-a-century pandemic.

25 (b) The Whole Child Task Force is created for the purpose
26 of establishing an equitable, inclusive, safe, and supportive

1 environment in all schools for every student in this State. The
2 task force shall have all of the following goals, which means
3 key steps have to be taken to ensure that every child in every
4 school in this State has access to teachers, social workers,
5 school leaders, support personnel, and others who have been
6 trained in evidenced-based interventions and restorative
7 practices:

8 (1) To create a common definition of a
9 trauma-responsive school, a trauma-responsive district,
10 and a trauma-responsive community.

11 (2) To outline the training and resources required to
12 create and sustain a system of support for
13 trauma-responsive schools, districts, and communities and
14 to identify this State's role in that work, including
15 recommendations concerning options for redirecting
16 resources from school resource officers to classroom-based
17 support.

18 (3) To identify or develop a process to conduct an
19 analysis of the organizations that provide training in
20 restorative practices, implicit bias, and
21 trauma-responsive systems, mental health services, and
22 social and emotional services to schools.

23 (4) To provide recommendations concerning the key data
24 to be collected and reported to ensure that this State has
25 a full and accurate understanding of the progress toward
26 ensuring that all schools, including programs and

1 providers of care to pre-kindergarten children, employ
2 restorative, anti-racist, and trauma-responsive strategies
3 and practices. The data collected must include information
4 relating to the availability of trauma responsive support
5 structures in schools as well as disciplinary practices
6 employed on students in person or through other means,
7 including during remote or blended learning. It should also
8 include information on the use of, and funding for, school
9 resource officers and other similar police personnel in
10 school programs.

11 (5) To recommend an implementation timeline, including
12 the key roles, responsibilities, and resources to advance
13 this State toward a system in which every school, district,
14 and community is progressing toward becoming
15 trauma-responsive.

16 (6) To seek input and feedback from stakeholders,
17 including parents, students, and educators, who reflect
18 the diversity of this State.

19 (c) Members of the Whole Child Task Force shall be
20 appointed by the State Superintendent of Education. Members of
21 this task force must represent the diversity of this State and
22 possess the expertise needed to perform the work required to
23 meet the goals of the task force set forth under subsection
24 (a). Members of the task force shall include all of the
25 following:

26 (1) One member of a statewide professional teachers'

1 organization.

2 (2) One member of another statewide professional
3 teachers' organization.

4 (3) One member who represents a school district serving
5 a community with a population of 500,000 or more.

6 (4) One member of a statewide organization
7 representing social workers.

8 (5) One member of an organization that has specific
9 expertise in trauma-responsive school practices and
10 experience in supporting schools in developing
11 trauma-responsive and restorative practices.

12 (6) One member of another organization that has
13 specific expertise in trauma-responsive school practices
14 and experience in supporting schools in developing
15 trauma-responsive and restorative practices.

16 (7) One member of a statewide organization that
17 represents school administrators.

18 (8) One member of a statewide policy organization that
19 works to build a healthy public education system that
20 prepares all students for a successful college, career, and
21 civic life.

22 (9) One member of a statewide organization that brings
23 teachers together to identify and address issues critical
24 to student success.

25 (10) One member of the General Assembly recommended by
26 the President of the Senate.

1 (11) One member of the General Assembly recommended by
2 the Speaker of the House of Representatives.

3 (12) One member of the General Assembly recommended by
4 the Minority Leader of the Senate.

5 (13) One member of the General Assembly recommended by
6 the Minority Leader of the House of Representatives.

7 (14) One member of a civil rights organization that
8 works actively on issues regarding student support.

9 (15) One administrator from a school district that has
10 actively worked to develop a system of student support that
11 uses a trauma-informed lens.

12 (16) One educator from a school district that has
13 actively worked to develop a system of student support that
14 uses a trauma-informed lens.

15 (17) One member of a youth-led organization.

16 (18) One member of an organization that has
17 demonstrated expertise in restorative practices.

18 (19) One member of a coalition of mental health and
19 school practitioners who assist schools in developing and
20 implementing trauma-informed and restorative strategies
21 and systems.

22 (20) One member of an organization whose mission is to
23 promote the safety, health, and economic success of
24 children, youth, and families in this State.

25 (21) One member who works or has worked as a
26 restorative justice coach or disciplinarian.

1 Section 35-1. Short title. This Article may be cited as the
2 Infant/Early Childhood Mental Health Consultations Act.
3 References in this Article to "this Act" mean this Article.

4 Section 35-5. Findings; policies.

5 (a) The General Assembly finds the following:

6 (1) Social and emotional development is a core
7 developmental domain in young children and is codified in
8 the Illinois Early Learning Standards.

9 (2) Fostering social and emotional development in
10 early childhood means both providing the supportive
11 settings and interactions to maximize healthy social and
12 emotional development for all children, as well as
13 providing communities, programs, and providers with
14 systems of tiered supports with training to respond to more
15 significant social and emotional challenges or where
16 experiences of trauma may be more prevalent.

17 (3) Early care and education programs and providers,
18 across a range of settings, have an important role to play
19 in supporting young children and families, especially
20 those who face greater challenges, such as trauma exposure,
21 social isolation, pervasive poverty, and toxic stress; if
22 programs, teaching staff, caregivers, and providers are
23 not provided with the support, services, and training
24 needed to accomplish these goals, it can lead to children
25 and families being asked to leave programs, particularly

1 without connection to more appropriate services, thereby
2 creating a disruption in learning and social-emotional
3 development; investments in reflective supervision,
4 professional development specific to diversity, equity and
5 inclusion practice, culturally responsive training,
6 implicit bias training, and how trauma experienced during
7 the early years can manifest in challenging behaviors will
8 create systems for serving children that are informed in
9 developmentally appropriate and responsive supports.

10 (4) Studies have shown that the expulsion of infants,
11 toddlers, and young children in early care and education
12 settings is occurring at alarmingly high rates, more than 3
13 times that of students in K-12; further, expulsion occurs
14 more frequently for Black children and Latinx children and
15 more frequently for boys than for girls, with Black boys
16 being most frequently expelled; there is evidence to show
17 that the expulsion of Black girls is occurring with
18 increasing frequency.

19 (5) Illinois took its first steps toward addressing
20 this disparity through Public Act 100-105 to prohibit
21 expulsion due to child behavior in early care and education
22 settings, but further work is needed to implement this law,
23 including strengthening provider understanding of a
24 successful transition and beginning to identify strategies
25 to reduce "soft expulsions" and to ensure more young
26 children and their teachers, providers, and caregivers, in

1 a range of early care and education settings, can benefit
2 from services, such as Infant/Early Childhood Mental
3 Health Consultations (I/ECMHC) and positive behavior
4 interventions and supports such as the Pyramid Model.

5 (6) I/ECMHC is a critical component needed to align
6 social-emotional well-being with the public health model
7 of promotion, prevention, and intervention across early
8 care and education systems.

9 (b) The General Assembly encourages that all of the
10 following actions be taken by:

11 (1) the State to increase the availability of
12 Infant/Early Childhood Mental Health Consultations
13 (I/ECMHC) through increased funding in early childhood
14 programs and sustainable funding for coordination of
15 I/ECMHC and other social and emotional support at the State
16 level;

17 (2) the Department of Human Services (IDHS), the
18 Illinois State Board of Education (ISBE), the Governor's
19 Office of Early Childhood Development (GOECD), and other
20 relevant agencies to develop and promote
21 provider-accessible and parent-accessible materials on the
22 role and value of I/ECMHC, including targeted promotion in
23 underserved communities, and promote the use of existing
24 I/ECMHCs, the I/ECMHC consultant database, or other
25 existing services;

26 (3) the State to increase funding to promote and

1 provide training and implementation support for systems of
2 tiered support, such as the Pyramid Model, across early
3 childhood settings and urge DHS, ISBE, GOECD, and other
4 relevant State agencies to coordinate efforts and develop
5 strategies to provide outreach to and support providers in
6 underserved communities and communities with fewer
7 programmatic resources; and

8 (4) ISBE and DCFS to provide the data required by
9 Public Act 100-105, even if the data is incomplete at the
10 time due to data system challenges.

11 Article 40.

12 Section 40-5. The Illinois Public Aid Code is amended by
13 adding Section 5-39 as follows:

14 (305 ILCS 5/5-39 new)

15 Sec. 5-39. Behavioral health services for children;
16 diagnostic assessment system. Beginning on July 1, 2022, if it
17 is necessary to provide a diagnostic code for behavioral health
18 services for children ages 5 and under, providers shall utilize
19 a developmentally appropriate and age-appropriate diagnostic
20 assessment system, such as the Diagnostic Classification of
21 Mental Health and Developmental Disorders of Infancy and Early
22 Childhood-Revised (DC:0-5), for diagnosis and treatment
23 planning. If necessary for billing purposes, the provider,

1 managed care organization, or Department shall utilize the
2 existing crosswalk tool to convert the developmentally
3 appropriate and age-appropriate diagnosis code to the relevant
4 code available in the State system.

5 By no later than January 1, 2022, the Department shall make
6 recommendations to the General Assembly on the resources needed
7 to integrate developmentally appropriate and age-appropriate
8 diagnostic codes into the State system.

9 Article 45.

10 Section 45-1. Short title. This Article may be cited as the
11 Early Childhood Workforce Act. References in this Article to
12 "this Act" mean this Article.

13 Section 45-5. Findings; policies.

14 (a) The General Assembly finds the following:

15 (1) Research shows that early childhood teacher
16 effectiveness is a predictor for positive developmental
17 and academic outcomes for children.

18 (2) The work of early childhood educators is
19 sophisticated and central to the healthy learning and
20 development of young children and takes place in a range of
21 settings, including schools, community-based centers, and
22 homes.

23 (3) It is critically important for children's outcomes

1 to have educators that reflect the diversity of the
2 families and communities they serve.

3 (4) The early childhood workforce is more racially
4 diverse than the K-12 workforce, and its members hold
5 degrees, have earned credentials, and have years of
6 experience in the field.

7 (5) The early childhood workforce, particularly those
8 working in community-based settings and those working with
9 infants and toddlers, often are not paid wages aligned to
10 the sophistication of their work and level of education.

11 (6) All regions and settings have difficulty finding
12 qualified teachers.

13 (7) A disproportionate number of Black and Latinx women
14 serve in essential, frontline positions but are
15 underrepresented as lead teachers and in program
16 leadership where credentials and degrees are required.

17 (8) The early childhood workforce faces multiple
18 barriers to additional credential and degree attainment
19 that lead to career advancement and higher levels of
20 compensation.

21 (b) The General Assembly encourages all of the following:

22 (1) The Department of Human Services to undertake an
23 analysis of teacher data in the Gateways Registry to
24 determine those individuals who are close to their next
25 credential or degree, including information where
26 available in the Registry such as their geographic

1 location, demographics, work setting, and age groups of
2 children for whom they are responsible.

3 (2) The Department of Human Services to conduct
4 outreach and provide targeted coaching and access to
5 financial supports, including, but not limited to,
6 scholarships and debt relief, in a way that prioritizes
7 increasing the diversity of the teacher pipeline, regions
8 of the State with the highest need, and children in age
9 groups with the greatest teacher shortages.

10 (3) The State Board of Education to provide additional
11 financial support to candidates and provide this support to
12 all candidates regardless of the setting in which they work
13 and the credentials they are currently seeking,
14 prioritizing those by greatest need in the early childhood
15 field.

16 (4) The Department of Human Services to provide annual
17 reports on who receives these and other scholarships or
18 other financial support administered by the Department or
19 the State Board of Education by geographic location,
20 demographics, work setting, age groups of children served,
21 and credential/degree attainment as available.

22 (5) The Board of Higher Education, in the course of
23 their strategic planning process, to review the barriers
24 experienced by the early childhood workforce and by
25 teachers of color, in particular in accessing and
26 completing the needed coursework to attain additional

1 credentials and degrees, and to recommend policy or
2 practice changes to better meet the needs of this
3 workforce, which is largely comprised of non-traditional
4 students and women of color.

5 (6) The State Board of Education and the Department of
6 Human Services to prioritize reducing compensation
7 disparities between the early childhood workforce and
8 their K-12 counterparts and disparities within the early
9 childhood workforce between setting and age groups in which
10 they work, as funding becomes available.

11 Article 50.

12 Section 50-5. The School Code is amended by adding Section
13 2-3.183 and by changing Section 27-22 as follows:

14 (105 ILCS 5/2-3.183 new)

15 Sec. 2-3.183. Review of university admission coursework.

16 (a) The State Board of Education shall make the review
17 compiled under Section 9.40 of the Board of Higher Education
18 Act available to the public on its Internet website.

19 (b) To ensure that every public high school student
20 understands the course expectations for admission into a public
21 university in this State, a school district must make available
22 to students in grades 8 through 12 and their parents or
23 guardians the review compiled under Section 9.40 of the Board

1 of Higher Education Act before the student's course schedule is
2 finalized for the student's particular grade level.

3 (c) To ensure that a public high school student is not
4 excluded from enrolling in a public university in this State
5 because of a lack of access to required or recommended
6 coursework, beginning with the 2022-2023 school year and each
7 school year thereafter, every public high school must provide
8 access to each course identified in the review compiled under
9 Section 9.40 of the Board of Higher Education Act to any of its
10 students who request to enroll in the course. If the public
11 high school is unable to offer the course through the school
12 district, the public high school must find an alternative way
13 to offer the course to the student, which may include
14 partnering with another school district, a community college
15 district, an institution of higher education, or some other
16 course provider. No student shall be excluded from
17 participation in a course identified in the review due to
18 financial reasons. Any course offered pursuant to this Section
19 as a dual credit course shall be developed and offered in
20 accordance with the Dual Credit Quality Act.

21 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

22 Sec. 27-22. Required high school courses.

23 (a) (Blank).

24 (b) (Blank).

25 (c) (Blank).

1 (d) (Blank).

2 (e) Through the 2023-2024 school year, as ~~As~~ a prerequisite
3 to receiving a high school diploma, each pupil entering the 9th
4 grade must, in addition to other course requirements,
5 successfully complete all of the following courses:

6 (1) Four years of language arts.

7 (2) Two years of writing intensive courses, one of
8 which must be English and the other of which may be English
9 or any other subject. When applicable, writing-intensive
10 courses may be counted towards the fulfillment of other
11 graduation requirements.

12 (3) Three years of mathematics, one of which must be
13 Algebra I, one of which must include geometry content, and
14 one of which may be an Advanced Placement computer science
15 course. A mathematics course that includes geometry
16 content may be offered as an integrated, applied,
17 interdisciplinary, or career and technical education
18 course that prepares a student for a career readiness path.

19 (4) Two years of science.

20 (5) Two years of social studies, of which at least one
21 year must be history of the United States or a combination
22 of history of the United States and American government
23 and, beginning with pupils entering the 9th grade in the
24 2016-2017 school year and each school year thereafter, at
25 least one semester must be civics, which shall help young
26 people acquire and learn to use the skills, knowledge, and

1 attitudes that will prepare them to be competent and
2 responsible citizens throughout their lives. Civics course
3 content shall focus on government institutions, the
4 discussion of current and controversial issues, service
5 learning, and simulations of the democratic process.
6 School districts may utilize private funding available for
7 the purposes of offering civics education.

8 (6) One year chosen from (A) music, (B) art, (C)
9 foreign language, which shall be deemed to include American
10 Sign Language, or (D) vocational education.

11 (e-5) Beginning with the 2024-2025 school year, as a
12 prerequisite to receiving a high school diploma, each pupil
13 entering the 9th grade must, in addition to other course
14 requirements, successfully complete all of the following
15 courses:

16 (1) Four years of language arts.

17 (2) Two years of writing intensive courses, one of
18 which must be English and the other of which may be English
19 or any other subject. If applicable, writing-intensive
20 courses may be counted toward the fulfillment of other
21 graduation requirements.

22 (3) Three years of mathematics, one of which must be
23 Algebra I, one of which must include geometry content, and
24 one of which may be an Advanced Placement computer science
25 course. A mathematics course that includes geometry
26 content may be offered as an integrated, applied,

1 interdisciplinary, or career and technical education
2 course that prepares a student for a career readiness path.

3 (4) Two years of laboratory science.

4 (5) Two years of social studies, of which at least one
5 year must be history of the United States or a combination
6 of history of the United States and American government and
7 at least one semester must be civics, which shall help
8 young people acquire and learn to use the skills,
9 knowledge, and attitudes that will prepare them to be
10 competent and responsible citizens throughout their lives.

11 Civics course content shall focus on government
12 institutions, the discussion of current and controversial
13 issues, service learning, and simulations of the
14 democratic process. School districts may utilize private
15 funding available for the purposes of offering civics
16 education.

17 (6) One year chosen from (A) music, (B) art, (C)
18 foreign language, which shall be deemed to include American
19 Sign Language, or (D) vocational education.

20 (e-10) Beginning with the 2028-2029 school year, as a
21 prerequisite to receiving a high school diploma, each pupil
22 entering the 9th grade must, in addition to other course
23 requirements, successfully complete 2 years of foreign
24 language courses, which may include American Sign Language. A
25 pupil may choose a third year of foreign language to satisfy
26 the requirement under paragraph (6) of subsection (e-5).

1 (f) The State Board of Education shall develop and inform
2 school districts of standards for writing-intensive
3 coursework.

4 (f-5) If a school district offers an Advanced Placement
5 computer science course to high school students, then the
6 school board must designate that course as equivalent to a high
7 school mathematics course and must denote on the student's
8 transcript that the Advanced Placement computer science course
9 qualifies as a mathematics-based, quantitative course for
10 students in accordance with subdivision (3) of subsection (e)
11 of this Section.

12 (g) This amendatory Act of 1983 does not apply to pupils
13 entering the 9th grade in 1983-1984 school year and prior
14 school years or to students with disabilities whose course of
15 study is determined by an individualized education program.

16 This amendatory Act of the 94th General Assembly does not
17 apply to pupils entering the 9th grade in the 2004-2005 school
18 year or a prior school year or to students with disabilities
19 whose course of study is determined by an individualized
20 education program.

21 Subsection (e-5) does not apply to pupils entering the 9th
22 grade in the 2023-2024 school year or a prior school year or to
23 students with disabilities whose course of study is determined
24 by an individualized education program. Subsection (e-10) does
25 not apply to pupils entering the 9th grade in the 2027-2028
26 school year or a prior school year or to students with

1 disabilities whose course of study is determined by an
2 individualized education program.

3 (h) The provisions of this Section are subject to the
4 provisions of Section 27-22.05 of this Code and the
5 Postsecondary and Workforce Readiness Act.

6 (i) The State Board of Education may adopt rules to modify
7 the requirements of this Section for any students enrolled in
8 grades 9 through 12 if the Governor has declared a disaster due
9 to a public health emergency pursuant to Section 7 of the
10 Illinois Emergency Management Agency Act.

11 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;
12 101-643, eff. 6-18-20.)

13 Section 50-10. The Board of Higher Education Act is amended
14 by adding Section 9.40 as follows:

15 (110 ILCS 205/9.40 new)

16 Sec. 9.40. Review of university admission coursework.

17 (a) On or before May 1, 2021 and as needed thereafter, the
18 Board of Higher Education shall compile a review that
19 identifies, for each public university in this State, all
20 courses the university will require or recommend a high school
21 student take to be admitted to the university as an
22 undergraduate student for the following school year. The review
23 shall also include any required coursework or recommended
24 coursework for a undergraduate admission into a specific

1 academic major, college, or department of the university for
2 the following school year. In order to allow public school
3 districts sufficient time to fulfill their obligations under
4 subsection (c) of Section 2-3.183 of the School Code, the
5 review must also identify any new courses that each public
6 university in this State will add to the review the following
7 year. No new required or recommended coursework may be added to
8 a review that has not been identified in the previous year's
9 review.

10 (b) The Board of Higher Education shall make the review
11 compiled under subsection (a) available to the public on its
12 Internet website.

13 (c) The Board of Higher Education may adopt any rules
14 necessary to implement this Section.

15 Article 60.

16 Section 60-5. The School Code is amended by adding Sections
17 2-3.185, 10-20.73, and 27-23.15 and by changing Sections 10-17a
18 and 27-22 as follows:

19 (105 ILCS 5/2-3.185 new)

20 Sec. 2-3.185. Computer science standards and courses. On or
21 before December 1, 2021, the State Board of Education shall:

22 (1) develop or adopt rigorous learning standards in the
23 area of computer science; and

1 (2) analyze and revise, if appropriate, existing
2 course titles dedicated to computer science or develop a
3 short list of existing course titles that are recommended
4 for computer science courses.

5 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)
6 Sec. 10-17a. State, school district, and school report
7 cards.

8 (1) By October 31, 2013 and October 31 of each subsequent
9 school year, the State Board of Education, through the State
10 Superintendent of Education, shall prepare a State report card,
11 school district report cards, and school report cards, and
12 shall by the most economic means provide to each school
13 district in this State, including special charter districts and
14 districts subject to the provisions of Article 34, the report
15 cards for the school district and each of its schools.

16 (2) In addition to any information required by federal law,
17 the State Superintendent shall determine the indicators and
18 presentation of the school report card, which must include, at
19 a minimum, the most current data collected and maintained by
20 the State Board of Education related to the following:

21 (A) school characteristics and student demographics,
22 including average class size, average teaching experience,
23 student racial/ethnic breakdown, and the percentage of
24 students classified as low-income; the percentage of
25 students classified as English learners; the percentage of

1 students who have individualized education plans or 504
2 plans that provide for special education services; the
3 number and percentage of all students who have been
4 assessed for placement in a gifted education or advanced
5 academic program and, of those students: (i) the racial and
6 ethnic breakdown, (ii) the percentage who are classified as
7 low-income, and (iii) the number and percentage of students
8 who received direct instruction from a teacher who holds a
9 gifted education endorsement and, of those students, the
10 percentage who are classified as low-income; the
11 percentage of students scoring at the "exceeds
12 expectations" level on the assessments required under
13 Section 2-3.64a-5 of this Code; the percentage of students
14 who annually transferred in or out of the school district;
15 average daily attendance; the per-pupil operating
16 expenditure of the school district; and the per-pupil State
17 average operating expenditure for the district type
18 (elementary, high school, or unit);

19 (B) curriculum information, including, where
20 applicable, Advanced Placement, International
21 Baccalaureate or equivalent courses, dual enrollment
22 courses, foreign language classes, computer science
23 courses, school personnel resources (including Career
24 Technical Education teachers), before and after school
25 programs, extracurricular activities, subjects in which
26 elective classes are offered, health and wellness

1 initiatives (including the average number of days of
2 Physical Education per week per student), approved
3 programs of study, awards received, community
4 partnerships, and special programs such as programming for
5 the gifted and talented, students with disabilities, and
6 work-study students;

7 (C) student outcomes, including, where applicable, the
8 percentage of students deemed proficient on assessments of
9 State standards, the percentage of students in the eighth
10 grade who pass Algebra, the percentage of students who
11 participated in workplace learning experiences, the
12 percentage of students enrolled in post-secondary
13 institutions (including colleges, universities, community
14 colleges, trade/vocational schools, and training programs
15 leading to career certification within 2 semesters of high
16 school graduation), the percentage of students graduating
17 from high school who are college and career ready, and the
18 percentage of graduates enrolled in community colleges,
19 colleges, and universities who are in one or more courses
20 that the community college, college, or university
21 identifies as a developmental course;

22 (D) student progress, including, where applicable, the
23 percentage of students in the ninth grade who have earned 5
24 credits or more without failing more than one core class, a
25 measure of students entering kindergarten ready to learn, a
26 measure of growth, and the percentage of students who enter

1 high school on track for college and career readiness;

2 (E) the school environment, including, where
3 applicable, the percentage of students with less than 10
4 absences in a school year, the percentage of teachers with
5 less than 10 absences in a school year for reasons other
6 than professional development, leaves taken pursuant to
7 the federal Family Medical Leave Act of 1993, long-term
8 disability, or parental leaves, the 3-year average of the
9 percentage of teachers returning to the school from the
10 previous year, the number of different principals at the
11 school in the last 6 years, the number of teachers who hold
12 a gifted education endorsement, the process and criteria
13 used by the district to determine whether a student is
14 eligible for participation in a gifted education program or
15 advanced academic program and the manner in which parents
16 and guardians are made aware of the process and criteria, 2
17 or more indicators from any school climate survey selected
18 or approved by the State and administered pursuant to
19 Section 2-3.153 of this Code, with the same or similar
20 indicators included on school report cards for all surveys
21 selected or approved by the State pursuant to Section
22 2-3.153 of this Code, and the combined percentage of
23 teachers rated as proficient or excellent in their most
24 recent evaluation;

25 (F) a school district's and its individual schools'
26 balanced accountability measure, in accordance with

1 Section 2-3.25a of this Code;

2 (G) the total and per pupil normal cost amount the
3 State contributed to the Teachers' Retirement System of the
4 State of Illinois in the prior fiscal year for the school's
5 employees, which shall be reported to the State Board of
6 Education by the Teachers' Retirement System of the State
7 of Illinois;

8 (H) for a school district organized under Article 34 of
9 this Code only, State contributions to the Public School
10 Teachers' Pension and Retirement Fund of Chicago and State
11 contributions for health care for employees of that school
12 district;

13 (I) a school district's Final Percent of Adequacy, as
14 defined in paragraph (4) of subsection (f) of Section
15 18-8.15 of this Code;

16 (J) a school district's Local Capacity Target, as
17 defined in paragraph (2) of subsection (c) of Section
18 18-8.15 of this Code, displayed as a percentage amount;

19 (K) a school district's Real Receipts, as defined in
20 paragraph (1) of subsection (d) of Section 18-8.15 of this
21 Code, divided by a school district's Adequacy Target, as
22 defined in paragraph (1) of subsection (b) of Section
23 18-8.15 of this Code, displayed as a percentage amount;

24 (L) a school district's administrative costs; ~~and~~

25 (M) whether or not the school has participated in the
26 Illinois Youth Survey. In this paragraph (M), "Illinois

1 Youth Survey" means a self-report survey, administered in
2 school settings every 2 years, designed to gather
3 information about health and social indicators, including
4 substance abuse patterns and the attitudes of students in
5 grades 8, 10, and 12; and

6 (N) whether the school offered its students career and
7 technical education opportunities.

8 The school report card shall also provide information that
9 allows for comparing the current outcome, progress, and
10 environment data to the State average, to the school data from
11 the past 5 years, and to the outcomes, progress, and
12 environment of similar schools based on the type of school and
13 enrollment of low-income students, special education students,
14 and English learners.

15 As used in this subsection (2):

16 "Administrative costs" means costs associated with
17 executive, administrative, or managerial functions within the
18 school district that involve planning, organizing, managing,
19 or directing the school district.

20 "Advanced academic program" means a course of study to
21 which students are assigned based on advanced cognitive ability
22 or advanced academic achievement compared to local age peers
23 and in which the curriculum is substantially differentiated
24 from the general curriculum to provide appropriate challenge
25 and pace.

26 "Computer science" means the study of computers and

1 algorithms, including their principles, their hardware and
2 software designs, their implementation, and their impact on
3 society. "Computer science" does not include the study of
4 everyday uses of computers and computer applications, such as
5 keyboarding or accessing the Internet.

6 "Gifted education" means educational services, including
7 differentiated curricula and instructional methods, designed
8 to meet the needs of gifted children as defined in Article 14A
9 of this Code.

10 For the purposes of paragraph (A) of this subsection (2),
11 "average daily attendance" means the average of the actual
12 number of attendance days during the previous school year for
13 any enrolled student who is subject to compulsory attendance by
14 Section 26-1 of this Code at each school and charter school.

15 (3) At the discretion of the State Superintendent, the
16 school district report card shall include a subset of the
17 information identified in paragraphs (A) through (E) of
18 subsection (2) of this Section, as well as information relating
19 to the operating expense per pupil and other finances of the
20 school district, and the State report card shall include a
21 subset of the information identified in paragraphs (A) through
22 (E) and paragraph (N) of subsection (2) of this Section. The
23 school district report card shall include the average daily
24 attendance, as that term is defined in subsection (2) of this
25 Section, of students who have individualized education
26 programs and students who have 504 plans that provide for

1 special education services within the school district.

2 (4) Notwithstanding anything to the contrary in this
3 Section, in consultation with key education stakeholders, the
4 State Superintendent shall at any time have the discretion to
5 amend or update any and all metrics on the school, district, or
6 State report card.

7 (5) Annually, no more than 30 calendar days after receipt
8 of the school district and school report cards from the State
9 Superintendent of Education, each school district, including
10 special charter districts and districts subject to the
11 provisions of Article 34, shall present such report cards at a
12 regular school board meeting subject to applicable notice
13 requirements, post the report cards on the school district's
14 Internet web site, if the district maintains an Internet web
15 site, make the report cards available to a newspaper of general
16 circulation serving the district, and, upon request, send the
17 report cards home to a parent (unless the district does not
18 maintain an Internet web site, in which case the report card
19 shall be sent home to parents without request). If the district
20 posts the report card on its Internet web site, the district
21 shall send a written notice home to parents stating (i) that
22 the report card is available on the web site, (ii) the address
23 of the web site, (iii) that a printed copy of the report card
24 will be sent to parents upon request, and (iv) the telephone
25 number that parents may call to request a printed copy of the
26 report card.

1 (6) Nothing contained in Public Act 98-648 repeals,
2 supersedes, invalidates, or nullifies final decisions in
3 lawsuits pending on July 1, 2014 (the effective date of Public
4 Act 98-648) in Illinois courts involving the interpretation of
5 Public Act 97-8.

6 (Source: P.A. 100-227, eff. 8-18-17; 100-364, eff. 1-1-18;
7 100-448, eff. 7-1-19; 100-465, eff. 8-31-17; 100-807, eff.
8 8-10-18; 100-863, eff. 8-14-18; 100-1121, eff. 1-1-19; 101-68,
9 eff. 1-1-20; 101-81, eff. 7-12-19; revised 9-9-19.)

10 (105 ILCS 5/10-20.73 new)

11 Sec. 10-20.73. Computer literacy skills. All school
12 districts shall ensure that students receive developmentally
13 appropriate opportunities to gain computer literacy skills
14 beginning in elementary school.

15 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

16 Sec. 27-22. Required high school courses.

17 (a) (Blank).

18 (b) (Blank).

19 (c) (Blank).

20 (d) (Blank).

21 (e) As a prerequisite to receiving a high school diploma,
22 each pupil entering the 9th grade must, in addition to other
23 course requirements, successfully complete all of the
24 following courses:

1 (1) Four years of language arts.

2 (2) Two years of writing intensive courses, one of
3 which must be English and the other of which may be English
4 or any other subject. When applicable, writing-intensive
5 courses may be counted towards the fulfillment of other
6 graduation requirements.

7 (3) Three years of mathematics, one of which must be
8 Algebra I, one of which must include geometry content, and
9 one of which may be an Advanced Placement computer science
10 course. A mathematics course that includes geometry
11 content may be offered as an integrated, applied,
12 interdisciplinary, or career and technical education
13 course that prepares a student for a career readiness path.

14 (3.5) For pupils entering the 9th grade in the
15 2022-2023 school year and each school year thereafter, one
16 year of a course that includes intensive instruction in
17 computer literacy, which may be English, social studies, or
18 any other subject and which may be counted toward the
19 fulfillment of other graduation requirements.

20 (4) Two years of science.

21 (5) Two years of social studies, of which at least one
22 year must be history of the United States or a combination
23 of history of the United States and American government
24 and, beginning with pupils entering the 9th grade in the
25 2016-2017 school year and each school year thereafter, at
26 least one semester must be civics, which shall help young

1 people acquire and learn to use the skills, knowledge, and
2 attitudes that will prepare them to be competent and
3 responsible citizens throughout their lives. Civics course
4 content shall focus on government institutions, the
5 discussion of current and controversial issues, service
6 learning, and simulations of the democratic process.
7 School districts may utilize private funding available for
8 the purposes of offering civics education.

9 (6) One year chosen from (A) music, (B) art, (C)
10 foreign language, which shall be deemed to include American
11 Sign Language, or (D) vocational education.

12 (f) The State Board of Education shall develop and inform
13 school districts of standards for writing-intensive
14 coursework.

15 (f-5) If a school district offers an Advanced Placement
16 computer science course to high school students, then the
17 school board must designate that course as equivalent to a high
18 school mathematics course and must denote on the student's
19 transcript that the Advanced Placement computer science course
20 qualifies as a mathematics-based, quantitative course for
21 students in accordance with subdivision (3) of subsection (e)
22 of this Section.

23 (g) This amendatory Act of 1983 does not apply to pupils
24 entering the 9th grade in 1983-1984 school year and prior
25 school years or to students with disabilities whose course of
26 study is determined by an individualized education program.

1 This amendatory Act of the 94th General Assembly does not
2 apply to pupils entering the 9th grade in the 2004-2005 school
3 year or a prior school year or to students with disabilities
4 whose course of study is determined by an individualized
5 education program.

6 This amendatory Act of the 101st General Assembly does not
7 apply to pupils entering the 9th grade in the 2021-2022 school
8 year or a prior school year or to students with disabilities
9 whose course of study is determined by an individualized
10 education program.

11 (h) The provisions of this Section are subject to the
12 provisions of Section 27-22.05 of this Code and the
13 Postsecondary and Workforce Readiness Act.

14 (i) The State Board of Education may adopt rules to modify
15 the requirements of this Section for any students enrolled in
16 grades 9 through 12 if the Governor has declared a disaster due
17 to a public health emergency pursuant to Section 7 of the
18 Illinois Emergency Management Agency Act.

19 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;
20 101-643, eff. 6-18-20.)

21 (105 ILCS 5/27-23.15 new)

22 Sec. 27-23.15. Computer science.

23 (a) In this Section, "computer science" means the study of
24 computers and algorithms, including their principles, their
25 hardware and software designs, their implementation, and their

1 impact on society. "Computer science" does not include the
2 study of everyday uses of computers and computer applications,
3 such as keyboarding or accessing the Internet.

4 (b) Beginning with the 2023-2024 school year, the school
5 board of a school district that maintains any of grades 9
6 through 12 shall provide an opportunity for every high school
7 student to take at least one computer science course aligned to
8 rigorous learning standards of the State Board of Education.

9 Article 65.

10 Section 65-5. The School Code is amended by changing
11 Sections 14A-10 and 14A-32 as follows:

12 (105 ILCS 5/14A-10)

13 Sec. 14A-10. Legislative findings. The General Assembly
14 finds the following:

15 (1) that gifted and talented children (i) exhibit high
16 performance capabilities in intellectual, creative, and
17 artistic areas, (ii) possess an exceptional leadership
18 potential, (iii) excel in specific academic fields, and
19 (iv) have the potential to be influential in business,
20 government, health care, the arts, and other critical
21 sectors of our economic and cultural environment;

22 (2) that gifted and talented children require services
23 and activities that are not ordinarily provided by schools;

1 ~~and~~

2 (3) that outstanding talents are present in children
3 and youth from all cultural groups, across all economic
4 strata, and in all areas of human endeavor; and.

5 (4) that inequitable access to advanced coursework and
6 enrollment in accelerated placement programs exists
7 between children enrolled in different school districts
8 and even within the same school district and more must be
9 done to eliminate the barriers to access to advanced
10 coursework and enrollment in accelerated placement
11 programs for all children.

12 (Source: P.A. 94-151, eff. 7-8-05; 94-410, eff. 8-2-05.)

13 (105 ILCS 5/14A-32)

14 Sec. 14A-32. Accelerated placement; school district
15 responsibilities.

16 (a) Each school district shall have a policy that allows
17 for accelerated placement that includes or incorporates by
18 reference the following components:

19 (1) a provision that provides that participation in
20 accelerated placement is not limited to those children who
21 have been identified as gifted and talented, but rather is
22 open to all children who demonstrate high ability and who
23 may benefit from accelerated placement;

24 (2) a fair and equitable decision-making process that
25 involves multiple persons and includes a student's parents

1 or guardians;

2 (3) procedures for notifying parents or guardians of a
3 child of a decision affecting that child's participation in
4 an accelerated placement program; and

5 (4) an assessment process that includes multiple
6 valid, reliable indicators.

7 (a-5) By no later than the beginning of the 2023-2024
8 school year, a school district's accelerated placement policy
9 shall allow for the automatic enrollment, in the following
10 school term, of a student into the next most rigorous level of
11 advanced coursework offered by the high school if the student
12 meets or exceeds State standards in English language arts,
13 mathematics, or science on a State assessment administered
14 under Section 2-3.64a-5 as follows:

15 (1) A student who meets or exceeds State standards in
16 English language arts shall be automatically enrolled into
17 the next most rigorous level of advanced coursework in
18 English, social studies, humanities, or related subjects.

19 (2) A student who meets or exceeds State standards in
20 mathematics shall be automatically enrolled into the next
21 most rigorous level of advanced coursework in mathematics.

22 (3) A student who meets or exceeds State standards in
23 science shall be automatically enrolled into the next most
24 rigorous level of advanced coursework in science.

25 For a student entering grade 12, the next most rigorous
26 level of advanced coursework under this subsection (a-5) shall

1 be a dual credit course, as defined in the Dual Credit Quality
2 Act. For other high school grades, the next most rigorous level
3 of advanced coursework may include a dual credit course. For
4 elementary students, the next most rigorous level of advanced
5 coursework may be an honors class, enrichment opportunity,
6 gifted program, or another program offered by the district.

7 A school district may use the student's most recent State
8 assessment results to determine whether a student meets or
9 exceeds State standards. For a student entering grade 9,
10 results from the State assessment taken in grades 6 through 8
11 may be used. For other high school grades, the results from a
12 locally selected, nationally normed assessment may be used
13 instead of the State assessment if those results are the most
14 recent.

15 A school district must provide the parent or guardian of a
16 student eligible for automatic enrollment under this
17 subsection (a-5) with the option to instead have the student
18 enroll in alternative coursework that better aligns with the
19 student's postsecondary education or career goals.

20 Nothing in this subsection (a-5) may be interpreted to
21 preclude other students from enrolling in advanced coursework
22 per the policy of a school district.

23 (b) Further, a school district's accelerated placement
24 policy may include or incorporate by reference, but need not be
25 limited to, the following components:

26 (1) procedures for annually informing the community

1 at-large, including parents or guardians, community-based
2 organizations, and providers of out-of-school programs,
3 about the accelerated placement program and the methods
4 used for the identification of children eligible for
5 accelerated placement, including strategies to reach
6 groups of students and families who have been historically
7 underrepresented in accelerated placement programs and
8 advanced coursework;

9 (2) a process for referral that allows for multiple
10 referrers, including a child's parents or guardians; other
11 referrers may include licensed education professionals,
12 the child, with the written consent of a parent or
13 guardian, a peer, through a licensed education
14 professional who has knowledge of the referred child's
15 abilities, or, in case of possible early entrance, a
16 preschool educator, pediatrician, or psychologist who
17 knows the child; ~~and~~

18 (3) a provision that provides that children
19 participating in an accelerated placement program and
20 their parents or guardians will be provided a written plan
21 detailing the type of acceleration the child will receive
22 and strategies to support the child; ~~and~~

23 (4) procedures to provide support and promote success
24 for students who are newly enrolled in an accelerated
25 placement program; and

26 (5) a process for the school district to review and

1 for success in school and the workplace requires a continuum of
2 quality education from preschool through graduate school. This
3 State needs a framework to guide education policy and integrate
4 education at every level. A statewide coordinating council to
5 study and make recommendations concerning education at all
6 levels can avoid fragmentation of policies, promote improved
7 teaching and learning, and continue to cultivate and
8 demonstrate strong accountability and efficiency. Establishing
9 an Illinois P-20 Council will develop a statewide agenda that
10 will move the State towards the common goals of improving
11 academic achievement, increasing college access and success,
12 improving use of existing data and measurements, developing
13 improved accountability, fostering innovative approaches to
14 education, promoting lifelong learning, easing the transition
15 to college, and reducing remediation. A pre-kindergarten
16 through grade 20 agenda will strengthen this State's economic
17 competitiveness by producing a highly-skilled workforce. In
18 addition, lifelong learning plans will enhance this State's
19 ability to leverage funding.

20 (b) There is created the Illinois P-20 Council. The
21 Illinois P-20 Council shall include all of the following
22 members:

23 (1) The Governor or his or her designee, to serve as
24 chairperson.

25 (2) Four members of the General Assembly, one appointed
26 by the Speaker of the House of Representatives, one

1 appointed by the Minority Leader of the House of
2 Representatives, one appointed by the President of the
3 Senate, and one appointed by the Minority Leader of the
4 Senate.

5 (3) Six at-large members appointed by the Governor as
6 follows, with 2 members being from the City of Chicago, 2
7 members being from Lake County, McHenry County, Kane
8 County, DuPage County, Will County, or that part of Cook
9 County outside of the City of Chicago, and 2 members being
10 from the remainder of the State:

11 (A) one representative of civic leaders;

12 (B) one representative of local government;

13 (C) one representative of trade unions;

14 (D) one representative of nonprofit organizations
15 or foundations;

16 (E) one representative of parents' organizations;

17 and

18 (F) one education research expert.

19 (4) Five members appointed by statewide business
20 organizations and business trade associations.

21 (5) Six members appointed by statewide professional
22 organizations and associations representing
23 pre-kindergarten through grade 20 teachers, community
24 college faculty, and public university faculty.

25 (6) Two members appointed by associations representing
26 local school administrators and school board members. One

1 of these members must be a special education administrator.

2 (7) One member representing community colleges,
3 appointed by the Illinois Council of Community College
4 Presidents.

5 (8) One member representing 4-year independent
6 colleges and universities, appointed by a statewide
7 organization representing private institutions of higher
8 learning.

9 (9) One member representing public 4-year
10 universities, appointed jointly by the university
11 presidents and chancellors.

12 (10) Ex-officio members as follows:

13 (A) The State Superintendent of Education or his or
14 her designee.

15 (B) The Executive Director of the Board of Higher
16 Education or his or her designee.

17 (C) The Executive Director of the Illinois
18 Community College Board or his or her designee.

19 (D) The Executive Director of the Illinois Student
20 Assistance Commission or his or her designee.

21 (E) The Co-chairpersons of the Illinois Workforce
22 Investment Board or their designee.

23 (F) The Director of Commerce and Economic
24 Opportunity or his or her designee.

25 (G) The Chairperson of the Illinois Early Learning
26 Council or his or her designee.

1 (H) The President of the Illinois Mathematics and
2 Science Academy or his or her designee.

3 (I) The president of an association representing
4 educators of adult learners or his or her designee.

5 Ex-officio members shall have no vote on the Illinois P-20
6 Council.

7 Appointed members shall serve for staggered terms expiring
8 on July 1 of the first, second, or third calendar year
9 following their appointments or until their successors are
10 appointed and have qualified. Staggered terms shall be
11 determined by lot at the organizing meeting of the Illinois
12 P-20 Council.

13 Vacancies shall be filled in the same manner as original
14 appointments, and any member so appointed shall serve during
15 the remainder of the term for which the vacancy occurred.

16 (c) The Illinois P-20 Council shall be funded through State
17 appropriations to support staff activities, research,
18 data-collection, and dissemination. The Illinois P-20 Council
19 shall be staffed by the Office of the Governor, in coordination
20 with relevant State agencies, boards, and commissions. The
21 Illinois Education Research Council shall provide research and
22 coordinate research collection activities for the Illinois
23 P-20 Council.

24 (d) The Illinois P-20 Council shall have all of the
25 following duties:

26 (1) To make recommendations to do all of the following:

1 (A) Coordinate pre-kindergarten through grade 20
2 (graduate school) education in this State through
3 working at the intersections of educational systems to
4 promote collaborative infrastructure.

5 (B) Coordinate and leverage strategies, actions,
6 legislation, policies, and resources of all
7 stakeholders to support fundamental and lasting
8 improvement in this State's public schools, community
9 colleges, and universities.

10 (C) Better align the high school curriculum with
11 postsecondary expectations.

12 (D) Better align assessments across all levels of
13 education.

14 (E) Reduce the need for students entering
15 institutions of higher education to take remedial
16 courses.

17 (F) Smooth the transition from high school to
18 college.

19 (G) Improve high school and college graduation
20 rates.

21 (H) Improve the rigor and relevance of academic
22 standards for college and workforce readiness.

23 (I) Better align college and university teaching
24 programs with the needs of Illinois schools.

25 (2) To advise the Governor, the General Assembly, the
26 State's education and higher education agencies, and the

1 State's workforce and economic development boards and
2 agencies on policies related to lifelong learning for
3 Illinois students and families.

4 (3) To articulate a framework for systemic educational
5 improvement and innovation that will enable every student
6 to meet or exceed Illinois learning standards and be
7 well-prepared to succeed in the workforce and community.

8 (4) To provide an estimated fiscal impact for
9 implementation of all Council recommendations.

10 (5) To make recommendations for short-term and
11 long-term learning recovery actions for public school
12 students in this State in the wake of the COVID-19
13 pandemic. The Illinois P-20 Council shall submit a report
14 with its recommendations for a multi-year recovery plan by
15 December 31, 2021 to the Governor, the State Board of
16 Education, the Board of Higher Education, the Illinois
17 Community College Board, and the General Assembly that
18 addresses all of the following:

19 (A) Closing the digital divide for all students,
20 including access to devices, Internet connectivity,
21 and ensuring that educators have the necessary support
22 and training to provide high quality remote and blended
23 learning to students.

24 (B) Evaluating the academic growth and proficiency
25 of students in order to understand the impact of school
26 closures and remote and blended remote learning

1 conditions on student academic outcomes, including
2 disaggregating data by race, income, diverse learners,
3 and English learners, in ways that balance the need to
4 understand that impact with the need to support student
5 well-being and also take into consideration the
6 logistical constraints facing schools and districts.

7 (C) Establishing a system for the collection and
8 review of student data at the State level, including
9 data about prekindergarten through higher education
10 student attendance, engagement and participation,
11 discipline, and social-emotional and mental health
12 inputs and outcomes, in order to better understand the
13 full impact of disrupted learning.

14 (D) Providing students with resources and programs
15 for academic support, such as enrichment
16 opportunities, tutoring corps, summer bridge programs,
17 youth leadership and development programs, youth and
18 community-led restorative and transformative justice
19 programs, and youth internship and apprenticeship
20 programs.

21 (E) Providing students with resources and support
22 to ensure access to social-emotional learning, mental
23 health services, and trauma responsive, restorative
24 justice and anti-racist practices in order to support
25 the growth of the whole child, such as investing in
26 community schools and providing comprehensive

1 year-round services and support for both students and
2 their families.

3 (F) Ensuring more time for students' academic,
4 social-emotional, and mental health needs by
5 considering such strategies as: (i) extending planning
6 time for teachers, (ii) extending the school day and
7 school year, and (iii) transitioning to year-round
8 schooling.

9 (G) Strengthening the transition from secondary
10 education to postsecondary education in the wake of
11 threats to alignment and affordability created by the
12 pandemic and related conditions.

13 (e) The chairperson of the Illinois P-20 Council may
14 authorize the creation of working groups focusing on areas of
15 interest to Illinois educational and workforce development,
16 including without limitation the following areas:

17 (1) Preparation, recruitment, and certification of
18 highly qualified teachers.

19 (2) Mentoring and induction of highly qualified
20 teachers.

21 (3) The diversity of highly qualified teachers.

22 (4) Funding for highly qualified teachers, including
23 developing a strategic and collaborative plan to seek
24 federal and private grants to support initiatives
25 targeting teacher preparation and its impact on student
26 achievement.

1 (5) Highly effective administrators.

2 (6) Illinois birth through age 3 education,
3 pre-kindergarten, and early childhood education.

4 (7) The assessment, alignment, outreach, and network
5 of college and workforce readiness efforts.

6 (8) Alternative routes to college access.

7 (9) Research data and accountability.

8 (10) Community schools, community participation, and
9 other innovative approaches to education that foster
10 community partnerships.

11 (11) Tuition, financial aid, and other issues related
12 to keeping postsecondary education affordable for Illinois
13 residents.

14 (12) Learning recovery in the wake of the COVID-19
15 pandemic.

16 The chairperson of the Illinois P-20 Council may designate
17 Council members to serve as working group chairpersons. Working
18 groups may invite organizations and individuals representing
19 pre-kindergarten through grade 20 interests to participate in
20 discussions, data collection, and dissemination.

21 (Source: P.A. 98-463, eff. 8-16-13; 98-719, eff. 1-1-15;
22 99-643, eff. 1-1-17.)

23 Article 75.

24 Section 75-5. The State Finance Act is amended by adding

1 Section 5.935 as follows:

2 (30 ILCS 105/5.935 new)

3 Sec. 5.935. The Freedom Schools Fund.

4 Section 75-10. The School Code is amended by adding Section
5 2-3.186 as follows:

6 (105 ILCS 5/2-3.186 new)

7 Sec. 2-3.186. Freedom Schools; grant program.

8 (a) The General Assembly recognizes and values the
9 contributions that Freedom Schools make to enhance the lives of
10 Black students. The General Assembly makes all of the following
11 findings:

12 (1) The fundamental goal of the Freedom Schools of the
13 1960s was to create Black political power to defend the
14 interests of the disempowered. The curriculum of Freedom
15 Schools allowed students of all ages to experience a new
16 and liberating form of education that directly related to
17 the imperatives of their lives, their communities, and the
18 Freedom Movement.

19 (2) Freedom Schools continue to demonstrate the proven
20 benefits of race modeling and intergenerational effects by
21 providing Black students with quality instruction that
22 fosters student confidence, resiliency, and social and
23 emotional development.

1 (3) Freedom Schools offer culturally relevant learning
2 opportunities with the academic and social supports that
3 Black children need by utilizing quality teaching,
4 challenging and engaging curricula, wrap-around supports,
5 a positive school climate, and strong ties to family and
6 community. Freedom Schools have a clear focus on results.

7 (4) Public schools serve a foundational role in the
8 education of over 2,000,000 students in this State.

9 (b) The State Board of Education shall establish Freedom
10 Schools to supplement the learning taking place in public
11 schools by expanding the teaching of Black history, developing
12 leadership skills, and providing an understanding of the tenets
13 of the civil rights movement. The teachers in Freedom Schools
14 must be college students or recent high school graduates from
15 the local community, with an emphasis on Black youth, so that
16 (i) these individuals have access to summer jobs and teaching
17 experiences that serve as a long-term pipeline to educational
18 careers and the hiring of Black educators in public schools,
19 (ii) these individuals are elevated as content experts and
20 community leaders, and (iii) Freedom School students have
21 access to both role models and education.

22 (c) A Freedom School shall intentionally and imaginatively
23 implement strategies that focus on all of the following:

24 (1) Racial justice and equity.

25 (2) Transparency and building trusting relationships.

26 (3) Self-determination and governance.

1 (4) Building on community strengths and community
2 wisdom.

3 (5) Utilizing current data, best practices, and
4 evidence.

5 (6) Shared leadership and collaboration.

6 (7) A reflective learning culture.

7 (8) A whole-child approach to education.

8 (9) Literacy.

9 (d) The State Board of Education, in the establishment of
10 Freedom Schools, shall strive for authentic parent and
11 community engagement during the development of Freedom Schools
12 and their curriculum. Authentic parent and community
13 engagement includes all of the following:

14 (1) A shared responsibility that values equal
15 partnerships between families and professionals.

16 (2) Ensuring that students and families who are
17 directly impacted by Freedom School policies and practices
18 are the decision-makers in the creation, design,
19 implementation, and assessment of those policies and
20 practices.

21 (3) Genuine respect for the culture and diversity of
22 families.

23 (4) Relationships that center around the goal of
24 supporting family well-being and children's development
25 and learning.

26 (e) Subject to appropriation, the State Board of Education

1 shall establish and implement a grant program to provide grants
2 to public schools, public community colleges, and
3 not-for-profit, community-based organizations to facilitate
4 improved educational outcomes for Black students in grades
5 pre-kindergarten through 12. Grant recipients under the
6 program may include, but are not limited to, entities that
7 offer established programs with proven results and outcomes.
8 The State Board of Education shall award grants to eligible
9 entities that demonstrate a likelihood of reasonable success in
10 achieving the goals identified in the grant application,
11 including, but not limited to, all of the following:

12 (1) Engaging, culturally relevant, and challenging
13 curricula.

14 (2) High-quality teaching.

15 (3) Wrap-around supports and opportunities.

16 (4) Positive discipline practices, such as restorative
17 justice.

18 (5) Inclusive leadership.

19 (f) The Freedom Schools Fund is created as a special fund
20 in the State treasury. The Fund shall consist of appropriations
21 from the General Revenue Fund, grant funds from the federal
22 government, and donations from educational and private
23 foundations. All money in the Fund shall be used, subject to
24 appropriation, by the State Board of Education for the purposes
25 of this Section and to support related activities.

26 (g) The State Board of Education may adopt any rules

1 necessary to implement this Section.

2 Article 85.

3 Section 85-5. The School Code is amended by changing
4 Section 18-8.15 as follows:

5 (105 ILCS 5/18-8.15)

6 Sec. 18-8.15. Evidence-Based Funding for student success
7 for the 2017-2018 and subsequent school years.

8 (a) General provisions.

9 (1) The purpose of this Section is to ensure that, by
10 June 30, 2027 and beyond, this State has a kindergarten
11 through grade 12 public education system with the capacity
12 to ensure the educational development of all persons to the
13 limits of their capacities in accordance with Section 1 of
14 Article X of the Constitution of the State of Illinois. To
15 accomplish that objective, this Section creates a method of
16 funding public education that is evidence-based; is
17 sufficient to ensure every student receives a meaningful
18 opportunity to learn irrespective of race, ethnicity,
19 sexual orientation, gender, or community-income level; and
20 is sustainable and predictable. When fully funded under
21 this Section, every school shall have the resources, based
22 on what the evidence indicates is needed, to:

23 (A) provide all students with a high quality

1 education that offers the academic, enrichment, social
2 and emotional support, technical, and career-focused
3 programs that will allow them to become competitive
4 workers, responsible parents, productive citizens of
5 this State, and active members of our national
6 democracy;

7 (B) ensure all students receive the education they
8 need to graduate from high school with the skills
9 required to pursue post-secondary education and
10 training for a rewarding career;

11 (C) reduce, with a goal of eliminating, the
12 achievement gap between at-risk and non-at-risk
13 students by raising the performance of at-risk
14 students and not by reducing standards; and

15 (D) ensure this State satisfies its obligation to
16 assume the primary responsibility to fund public
17 education and simultaneously relieve the
18 disproportionate burden placed on local property taxes
19 to fund schools.

20 (2) The Evidence-Based Funding formula under this
21 Section shall be applied to all Organizational Units in
22 this State. The Evidence-Based Funding formula outlined in
23 this Act is based on the formula outlined in Senate Bill 1
24 of the 100th General Assembly, as passed by both
25 legislative chambers. As further defined and described in
26 this Section, there are 4 major components of the

1 Evidence-Based Funding model:

2 (A) First, the model calculates a unique Adequacy
3 Target for each Organizational Unit in this State that
4 considers the costs to implement research-based
5 activities, the unit's student demographics, and
6 regional wage differences.

7 (B) Second, the model calculates each
8 Organizational Unit's Local Capacity, or the amount
9 each Organizational Unit is assumed to contribute
10 toward its Adequacy Target from local resources.

11 (C) Third, the model calculates how much funding
12 the State currently contributes to the Organizational
13 Unit and adds that to the unit's Local Capacity to
14 determine the unit's overall current adequacy of
15 funding.

16 (D) Finally, the model's distribution method
17 allocates new State funding to those Organizational
18 Units that are least well-funded, considering both
19 Local Capacity and State funding, in relation to their
20 Adequacy Target.

21 (3) An Organizational Unit receiving any funding under
22 this Section may apply those funds to any fund so received
23 for which that Organizational Unit is authorized to make
24 expenditures by law.

25 (4) As used in this Section, the following terms shall
26 have the meanings ascribed in this paragraph (4):

1 "Adequacy Target" is defined in paragraph (1) of
2 subsection (b) of this Section.

3 "Adjusted EAV" is defined in paragraph (4) of
4 subsection (d) of this Section.

5 "Adjusted Local Capacity Target" is defined in
6 paragraph (3) of subsection (c) of this Section.

7 "Adjusted Operating Tax Rate" means a tax rate for all
8 Organizational Units, for which the State Superintendent
9 shall calculate and subtract for the Operating Tax Rate a
10 transportation rate based on total expenses for
11 transportation services under this Code, as reported on the
12 most recent Annual Financial Report in Pupil
13 Transportation Services, function 2550 in both the
14 Education and Transportation funds and functions 4110 and
15 4120 in the Transportation fund, less any corresponding
16 fiscal year State of Illinois scheduled payments excluding
17 net adjustments for prior years for regular, vocational, or
18 special education transportation reimbursement pursuant to
19 Section 29-5 or subsection (b) of Section 14-13.01 of this
20 Code divided by the Adjusted EAV. If an Organizational
21 Unit's corresponding fiscal year State of Illinois
22 scheduled payments excluding net adjustments for prior
23 years for regular, vocational, or special education
24 transportation reimbursement pursuant to Section 29-5 or
25 subsection (b) of Section 14-13.01 of this Code exceed the
26 total transportation expenses, as defined in this

1 paragraph, no transportation rate shall be subtracted from
2 the Operating Tax Rate.

3 "Allocation Rate" is defined in paragraph (3) of
4 subsection (g) of this Section.

5 "Alternative School" means a public school that is
6 created and operated by a regional superintendent of
7 schools and approved by the State Board.

8 "Applicable Tax Rate" is defined in paragraph (1) of
9 subsection (d) of this Section.

10 "Assessment" means any of those benchmark, progress
11 monitoring, formative, diagnostic, and other assessments,
12 in addition to the State accountability assessment, that
13 assist teachers' needs in understanding the skills and
14 meeting the needs of the students they serve.

15 "Assistant principal" means a school administrator
16 duly endorsed to be employed as an assistant principal in
17 this State.

18 "At-risk student" means a student who is at risk of not
19 meeting the Illinois Learning Standards or not graduating
20 from elementary or high school and who demonstrates a need
21 for vocational support or social services beyond that
22 provided by the regular school program. All students
23 included in an Organizational Unit's Low-Income Count, as
24 well as all English learner and disabled students attending
25 the Organizational Unit, shall be considered at-risk
26 students under this Section.

1 "Average Student Enrollment" or "ASE" for fiscal year
2 2018 means, for an Organizational Unit, the greater of the
3 average number of students (grades K through 12) reported
4 to the State Board as enrolled in the Organizational Unit
5 on October 1 in the immediately preceding school year, plus
6 the pre-kindergarten students who receive special
7 education services of 2 or more hours a day as reported to
8 the State Board on December 1 in the immediately preceding
9 school year, or the average number of students (grades K
10 through 12) reported to the State Board as enrolled in the
11 Organizational Unit on October 1, plus the
12 pre-kindergarten students who receive special education
13 services of 2 or more hours a day as reported to the State
14 Board on December 1, for each of the immediately preceding
15 3 school years. For fiscal year 2019 and each subsequent
16 fiscal year, "Average Student Enrollment" or "ASE" means,
17 for an Organizational Unit, the greater of the average
18 number of students (grades K through 12) reported to the
19 State Board as enrolled in the Organizational Unit on
20 October 1 and March 1 in the immediately preceding school
21 year, plus the pre-kindergarten students who receive
22 special education services as reported to the State Board
23 on October 1 and March 1 in the immediately preceding
24 school year, or the average number of students (grades K
25 through 12) reported to the State Board as enrolled in the
26 Organizational Unit on October 1 and March 1, plus the

1 pre-kindergarten students who receive special education
2 services as reported to the State Board on October 1 and
3 March 1, for each of the immediately preceding 3 school
4 years. For the purposes of this definition, "enrolled in
5 the Organizational Unit" means the number of students
6 reported to the State Board who are enrolled in schools
7 within the Organizational Unit that the student attends or
8 would attend if not placed or transferred to another school
9 or program to receive needed services. For the purposes of
10 calculating "ASE", all students, grades K through 12,
11 excluding those attending kindergarten for a half day and
12 students attending an alternative education program
13 operated by a regional office of education or intermediate
14 service center, shall be counted as 1.0. All students
15 attending kindergarten for a half day shall be counted as
16 0.5, unless in 2017 by June 15 or by March 1 in subsequent
17 years, the school district reports to the State Board of
18 Education the intent to implement full-day kindergarten
19 district-wide for all students, then all students
20 attending kindergarten shall be counted as 1.0. Special
21 education pre-kindergarten students shall be counted as
22 0.5 each. If the State Board does not collect or has not
23 collected both an October 1 and March 1 enrollment count by
24 grade or a December 1 collection of special education
25 pre-kindergarten students as of August 31, 2017 (the
26 effective date of Public Act 100-465), it shall establish

1 such collection for all future years. For any year in which
2 a count by grade level was collected only once, that count
3 shall be used as the single count available for computing a
4 3-year average ASE. Funding for programs operated by a
5 regional office of education or an intermediate service
6 center must be calculated using the Evidence-Based Funding
7 formula under this Section for the 2019-2020 school year
8 and each subsequent school year until separate adequacy
9 formulas are developed and adopted for each type of
10 program. ASE for a program operated by a regional office of
11 education or an intermediate service center must be
12 determined by the March 1 enrollment for the program. For
13 the 2019-2020 school year, the ASE used in the calculation
14 must be the first-year ASE and, in that year only, the
15 assignment of students served by a regional office of
16 education or intermediate service center shall not result
17 in a reduction of the March enrollment for any school
18 district. For the 2020-2021 school year, the ASE must be
19 the greater of the current-year ASE or the 2-year average
20 ASE. Beginning with the 2021-2022 school year, the ASE must
21 be the greater of the current-year ASE or the 3-year
22 average ASE. School districts shall submit the data for the
23 ASE calculation to the State Board within 45 days of the
24 dates required in this Section for submission of enrollment
25 data in order for it to be included in the ASE calculation.
26 For fiscal year 2018 only, the ASE calculation shall

1 include only enrollment taken on October 1.

2 "Base Funding Guarantee" is defined in paragraph (10)
3 of subsection (g) of this Section.

4 "Base Funding Minimum" is defined in subsection (e) of
5 this Section.

6 "Base Tax Year" means the property tax levy year used
7 to calculate the Budget Year allocation of primary State
8 aid.

9 "Base Tax Year's Extension" means the product of the
10 equalized assessed valuation utilized by the county clerk
11 in the Base Tax Year multiplied by the limiting rate as
12 calculated by the county clerk and defined in PTELL.

13 "Bilingual Education Allocation" means the amount of
14 an Organizational Unit's final Adequacy Target
15 attributable to bilingual education divided by the
16 Organizational Unit's final Adequacy Target, the product
17 of which shall be multiplied by the amount of new funding
18 received pursuant to this Section. An Organizational
19 Unit's final Adequacy Target attributable to bilingual
20 education shall include all additional investments in
21 English learner students' adequacy elements.

22 "Budget Year" means the school year for which primary
23 State aid is calculated and awarded under this Section.

24 "Central office" means individual administrators and
25 support service personnel charged with managing the
26 instructional programs, business and operations, and

1 security of the Organizational Unit.

2 "Comparable Wage Index" or "CWI" means a regional cost
3 differentiation metric that measures systemic, regional
4 variations in the salaries of college graduates who are not
5 educators. The CWI utilized for this Section shall, for the
6 first 3 years of Evidence-Based Funding implementation, be
7 the CWI initially developed by the National Center for
8 Education Statistics, as most recently updated by Texas A &
9 M University. In the fourth and subsequent years of
10 Evidence-Based Funding implementation, the State
11 Superintendent shall re-determine the CWI using a similar
12 methodology to that identified in the Texas A & M
13 University study, with adjustments made no less frequently
14 than once every 5 years.

15 "Computer technology and equipment" means computers
16 servers, notebooks, network equipment, copiers, printers,
17 instructional software, security software, curriculum
18 management courseware, and other similar materials and
19 equipment.

20 "Computer technology and equipment investment
21 allocation" means the final Adequacy Target amount of an
22 Organizational Unit assigned to Tier 1 or Tier 2 in the
23 prior school year attributable to the additional \$285.50
24 per student computer technology and equipment investment
25 grant divided by the Organizational Unit's final Adequacy
26 Target, the result of which shall be multiplied by the

1 amount of new funding received pursuant to this Section. An
2 Organizational Unit assigned to a Tier 1 or Tier 2 final
3 Adequacy Target attributable to the received computer
4 technology and equipment investment grant shall include
5 all additional investments in computer technology and
6 equipment adequacy elements.

7 "Core subject" means mathematics; science; reading,
8 English, writing, and language arts; history and social
9 studies; world languages; and subjects taught as Advanced
10 Placement in high schools.

11 "Core teacher" means a regular classroom teacher in
12 elementary schools and teachers of a core subject in middle
13 and high schools.

14 "Core Intervention teacher (tutor)" means a licensed
15 teacher providing one-on-one or small group tutoring to
16 students struggling to meet proficiency in core subjects.

17 "CPPRT" means corporate personal property replacement
18 tax funds paid to an Organizational Unit during the
19 calendar year one year before the calendar year in which a
20 school year begins, pursuant to "An Act in relation to the
21 abolition of ad valorem personal property tax and the
22 replacement of revenues lost thereby, and amending and
23 repealing certain Acts and parts of Acts in connection
24 therewith", certified August 14, 1979, as amended (Public
25 Act 81-1st S.S.-1).

26 "EAV" means equalized assessed valuation as defined in

1 paragraph (2) of subsection (d) of this Section and
2 calculated in accordance with paragraph (3) of subsection
3 (d) of this Section.

4 "ECI" means the Bureau of Labor Statistics' national
5 employment cost index for civilian workers in educational
6 services in elementary and secondary schools on a
7 cumulative basis for the 12-month calendar year preceding
8 the fiscal year of the Evidence-Based Funding calculation.

9 "EIS Data" means the employment information system
10 data maintained by the State Board on educators within
11 Organizational Units.

12 "Employee benefits" means health, dental, and vision
13 insurance offered to employees of an Organizational Unit,
14 the costs associated with the statutorily required payment
15 of the normal cost of the Organizational Unit's teacher
16 pensions, Social Security employer contributions, and
17 Illinois Municipal Retirement Fund employer contributions.

18 "English learner" or "EL" means a child included in the
19 definition of "English learners" under Section 14C-2 of
20 this Code participating in a program of transitional
21 bilingual education or a transitional program of
22 instruction meeting the requirements and program
23 application procedures of Article 14C of this Code. For the
24 purposes of collecting the number of EL students enrolled,
25 the same collection and calculation methodology as defined
26 above for "ASE" shall apply to English learners, with the

1 exception that EL student enrollment shall include
2 students in grades pre-kindergarten through 12.

3 "Essential Elements" means those elements, resources,
4 and educational programs that have been identified through
5 academic research as necessary to improve student success,
6 improve academic performance, close achievement gaps, and
7 provide for other per student costs related to the delivery
8 and leadership of the Organizational Unit, as well as the
9 maintenance and operations of the unit, and which are
10 specified in paragraph (2) of subsection (b) of this
11 Section.

12 "Evidence-Based Funding" means State funding provided
13 to an Organizational Unit pursuant to this Section.

14 "Extended day" means academic and enrichment programs
15 provided to students outside the regular school day before
16 and after school or during non-instructional times during
17 the school day.

18 "Extension Limitation Ratio" means a numerical ratio
19 in which the numerator is the Base Tax Year's Extension and
20 the denominator is the Preceding Tax Year's Extension.

21 "Final Percent of Adequacy" is defined in paragraph (4)
22 of subsection (f) of this Section.

23 "Final Resources" is defined in paragraph (3) of
24 subsection (f) of this Section.

25 "Full-time equivalent" or "FTE" means the full-time
26 equivalency compensation for staffing the relevant

1 position at an Organizational Unit.

2 "Funding Gap" is defined in paragraph (1) of subsection
3 (g).

4 "Guidance counselor" means a licensed guidance
5 counselor who provides guidance and counseling support for
6 students within an Organizational Unit.

7 "Hybrid District" means a partial elementary unit
8 district created pursuant to Article 11E of this Code.

9 "Instructional assistant" means a core or special
10 education, non-licensed employee who assists a teacher in
11 the classroom and provides academic support to students.

12 "Instructional facilitator" means a qualified teacher
13 or licensed teacher leader who facilitates and coaches
14 continuous improvement in classroom instruction; provides
15 instructional support to teachers in the elements of
16 research-based instruction or demonstrates the alignment
17 of instruction with curriculum standards and assessment
18 tools; develops or coordinates instructional programs or
19 strategies; develops and implements training; chooses
20 standards-based instructional materials; provides teachers
21 with an understanding of current research; serves as a
22 mentor, site coach, curriculum specialist, or lead
23 teacher; or otherwise works with fellow teachers, in
24 collaboration, to use data to improve instructional
25 practice or develop model lessons.

26 "Instructional materials" means relevant instructional

1 materials for student instruction, including, but not
2 limited to, textbooks, consumable workbooks, laboratory
3 equipment, library books, and other similar materials.

4 "Laboratory School" means a public school that is
5 created and operated by a public university and approved by
6 the State Board.

7 "Librarian" means a teacher with an endorsement as a
8 library information specialist or another individual whose
9 primary responsibility is overseeing library resources
10 within an Organizational Unit.

11 "Limiting rate for Hybrid Districts" means the
12 combined elementary school and high school limiting rates.

13 "Local Capacity" is defined in paragraph (1) of
14 subsection (c) of this Section.

15 "Local Capacity Percentage" is defined in subparagraph
16 (A) of paragraph (2) of subsection (c) of this Section.

17 "Local Capacity Ratio" is defined in subparagraph (B)
18 of paragraph (2) of subsection (c) of this Section.

19 "Local Capacity Target" is defined in paragraph (2) of
20 subsection (c) of this Section.

21 "Low-Income Count" means, for an Organizational Unit
22 in a fiscal year, the higher of the average number of
23 students for the prior school year or the immediately
24 preceding 3 school years who, as of July 1 of the
25 immediately preceding fiscal year (as determined by the
26 Department of Human Services), are eligible for at least

1 one of the following low-income programs: Medicaid, the
2 Children's Health Insurance Program, Temporary Assistance
3 for Needy Families (TANF), or the Supplemental Nutrition
4 Assistance Program, excluding pupils who are eligible for
5 services provided by the Department of Children and Family
6 Services. Until such time that grade level low-income
7 populations become available, grade level low-income
8 populations shall be determined by applying the low-income
9 percentage to total student enrollments by grade level. The
10 low-income percentage is determined by dividing the
11 Low-Income Count by the Average Student Enrollment. The
12 low-income percentage for programs operated by a regional
13 office of education or an intermediate service center must
14 be set to the weighted average of the low-income
15 percentages of all of the school districts in the service
16 region. The weighted low-income percentage is the result of
17 multiplying the low-income percentage of each school
18 district served by the regional office of education or
19 intermediate service center by each school district's
20 Average Student Enrollment, summarizing those products and
21 dividing the total by the total Average Student Enrollment
22 for the service region.

23 "Maintenance and operations" means custodial services,
24 facility and ground maintenance, facility operations,
25 facility security, routine facility repairs, and other
26 similar services and functions.

1 "Minimum Funding Level" is defined in paragraph (9) of
2 subsection (g) of this Section.

3 "New Property Tax Relief Pool Funds" means, for any
4 given fiscal year, all State funds appropriated under
5 Section 2-3.170 of this ~~the School~~ Code.

6 "New State Funds" means, for a given school year, all
7 State funds appropriated for Evidence-Based Funding in
8 excess of the amount needed to fund the Base Funding
9 Minimum for all Organizational Units in that school year.

10 "Net State Contribution Target" means, for a given
11 school year, the amount of State funds that would be
12 necessary to fully meet the Adequacy Target of an
13 Operational Unit minus the Preliminary Resources available
14 to each unit.

15 "Nurse" means an individual licensed as a certified
16 school nurse, in accordance with the rules established for
17 nursing services by the State Board, who is an employee of
18 and is available to provide health care-related services
19 for students of an Organizational Unit.

20 "Operating Tax Rate" means the rate utilized in the
21 previous year to extend property taxes for all purposes,
22 except Bond and Interest, Summer School, Rent, Capital
23 Improvement, and Vocational Education Building purposes.
24 For Hybrid Districts, the Operating Tax Rate shall be the
25 combined elementary and high school rates utilized in the
26 previous year to extend property taxes for all purposes,

1 except Bond and Interest, Summer School, Rent, Capital
2 Improvement, and Vocational Education Building purposes.

3 "Organizational Unit" means a Laboratory School or any
4 public school district that is recognized as such by the
5 State Board and that contains elementary schools typically
6 serving kindergarten through 5th grades, middle schools
7 typically serving 6th through 8th grades, high schools
8 typically serving 9th through 12th grades, a program
9 established under Section 2-3.66 or 2-3.41, or a program
10 operated by a regional office of education or an
11 intermediate service center under Article 13A or 13B. The
12 General Assembly acknowledges that the actual grade levels
13 served by a particular Organizational Unit may vary
14 slightly from what is typical.

15 "Organizational Unit CWI" is determined by calculating
16 the CWI in the region and original county in which an
17 Organizational Unit's primary administrative office is
18 located as set forth in this paragraph, provided that if
19 the Organizational Unit CWI as calculated in accordance
20 with this paragraph is less than 0.9, the Organizational
21 Unit CWI shall be increased to 0.9. Each county's current
22 CWI value shall be adjusted based on the CWI value of that
23 county's neighboring Illinois counties, to create a
24 "weighted adjusted index value". This shall be calculated
25 by summing the CWI values of all of a county's adjacent
26 Illinois counties and dividing by the number of adjacent

1 Illinois counties, then taking the weighted value of the
2 original county's CWI value and the adjacent Illinois
3 county average. To calculate this weighted value, if the
4 number of adjacent Illinois counties is greater than 2, the
5 original county's CWI value will be weighted at 0.25 and
6 the adjacent Illinois county average will be weighted at
7 0.75. If the number of adjacent Illinois counties is 2, the
8 original county's CWI value will be weighted at 0.33 and
9 the adjacent Illinois county average will be weighted at
10 0.66. The greater of the county's current CWI value and its
11 weighted adjusted index value shall be used as the
12 Organizational Unit CWI.

13 "Preceding Tax Year" means the property tax levy year
14 immediately preceding the Base Tax Year.

15 "Preceding Tax Year's Extension" means the product of
16 the equalized assessed valuation utilized by the county
17 clerk in the Preceding Tax Year multiplied by the Operating
18 Tax Rate.

19 "Preliminary Percent of Adequacy" is defined in
20 paragraph (2) of subsection (f) of this Section.

21 "Preliminary Resources" is defined in paragraph (2) of
22 subsection (f) of this Section.

23 "Principal" means a school administrator duly endorsed
24 to be employed as a principal in this State.

25 "Professional development" means training programs for
26 licensed staff in schools, including, but not limited to,

1 programs that assist in implementing new curriculum
2 programs, provide data focused or academic assessment data
3 training to help staff identify a student's weaknesses and
4 strengths, target interventions, improve instruction,
5 encompass instructional strategies for English learner,
6 gifted, or at-risk students, address inclusivity, cultural
7 sensitivity, or implicit bias, or otherwise provide
8 professional support for licensed staff.

9 "Prototypical" means 450 special education
10 pre-kindergarten and kindergarten through grade 5 students
11 for an elementary school, 450 grade 6 through 8 students
12 for a middle school, and 600 grade 9 through 12 students
13 for a high school.

14 "PTELL" means the Property Tax Extension Limitation
15 Law.

16 "PTELL EAV" is defined in paragraph (4) of subsection
17 (d) of this Section.

18 "Pupil support staff" means a nurse, psychologist,
19 social worker, family liaison personnel, or other staff
20 member who provides support to at-risk or struggling
21 students.

22 "Real Receipts" is defined in paragraph (1) of
23 subsection (d) of this Section.

24 "Regionalization Factor" means, for a particular
25 Organizational Unit, the figure derived by dividing the
26 Organizational Unit CWI by the Statewide Weighted CWI.

1 "School site staff" means the primary school secretary
2 and any additional clerical personnel assigned to a school.

3 "Special education" means special educational
4 facilities and services, as defined in Section 14-1.08 of
5 this Code.

6 "Special Education Allocation" means the amount of an
7 Organizational Unit's final Adequacy Target attributable
8 to special education divided by the Organizational Unit's
9 final Adequacy Target, the product of which shall be
10 multiplied by the amount of new funding received pursuant
11 to this Section. An Organizational Unit's final Adequacy
12 Target attributable to special education shall include all
13 special education investment adequacy elements.

14 "Specialist teacher" means a teacher who provides
15 instruction in subject areas not included in core subjects,
16 including, but not limited to, art, music, physical
17 education, health, driver education, career-technical
18 education, and such other subject areas as may be mandated
19 by State law or provided by an Organizational Unit.

20 "Specially Funded Unit" means an Alternative School,
21 safe school, Department of Juvenile Justice school,
22 special education cooperative or entity recognized by the
23 State Board as a special education cooperative,
24 State-approved charter school, or alternative learning
25 opportunities program that received direct funding from
26 the State Board during the 2016-2017 school year through

1 any of the funding sources included within the calculation
2 of the Base Funding Minimum or Glenwood Academy.

3 "Supplemental Grant Funding" means supplemental
4 general State aid funding received by an Organizational
5 Unit during the 2016-2017 school year pursuant to
6 subsection (H) of Section 18-8.05 of this Code (now
7 repealed).

8 "State Adequacy Level" is the sum of the Adequacy
9 Targets of all Organizational Units.

10 "State Board" means the State Board of Education.

11 "State Superintendent" means the State Superintendent
12 of Education.

13 "Statewide Weighted CWI" means a figure determined by
14 multiplying each Organizational Unit CWI times the ASE for
15 that Organizational Unit creating a weighted value,
16 summing all Organizational Units' weighted values, and
17 dividing by the total ASE of all Organizational Units,
18 thereby creating an average weighted index.

19 "Student activities" means non-credit producing
20 after-school programs, including, but not limited to,
21 clubs, bands, sports, and other activities authorized by
22 the school board of the Organizational Unit.

23 "Substitute teacher" means an individual teacher or
24 teaching assistant who is employed by an Organizational
25 Unit and is temporarily serving the Organizational Unit on
26 a per diem or per period-assignment basis to replace

1 another staff member.

2 "Summer school" means academic and enrichment programs
3 provided to students during the summer months outside of
4 the regular school year.

5 "Supervisory aide" means a non-licensed staff member
6 who helps in supervising students of an Organizational
7 Unit, but does so outside of the classroom, in situations
8 such as, but not limited to, monitoring hallways and
9 playgrounds, supervising lunchrooms, or supervising
10 students when being transported in buses serving the
11 Organizational Unit.

12 "Target Ratio" is defined in paragraph (4) of
13 subsection (g).

14 "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined
15 in paragraph (3) of subsection (g).

16 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
17 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate
18 Funding" are defined in paragraph (1) of subsection (g).

19 (b) Adequacy Target calculation.

20 (1) Each Organizational Unit's Adequacy Target is the
21 sum of the Organizational Unit's cost of providing
22 Essential Elements, as calculated in accordance with this
23 subsection (b), with the salary amounts in the Essential
24 Elements multiplied by a Regionalization Factor calculated
25 pursuant to paragraph (3) of this subsection (b).

26 (2) The Essential Elements are attributable on a pro

1 rata basis related to defined subgroups of the ASE of each
2 Organizational Unit as specified in this paragraph (2),
3 with investments and FTE positions pro rata funded based on
4 ASE counts in excess of or less than the thresholds set
5 forth in this paragraph (2). The method for calculating
6 attributable pro rata costs and the defined subgroups
7 thereto are as follows:

8 (A) Core class size investments. Each
9 Organizational Unit shall receive the funding required
10 to support that number of FTE core teacher positions as
11 is needed to keep the respective class sizes of the
12 Organizational Unit to the following maximum numbers:

13 (i) For grades kindergarten through 3, the
14 Organizational Unit shall receive funding required
15 to support one FTE core teacher position for every
16 15 Low-Income Count students in those grades and
17 one FTE core teacher position for every 20
18 non-Low-Income Count students in those grades.

19 (ii) For grades 4 through 12, the
20 Organizational Unit shall receive funding required
21 to support one FTE core teacher position for every
22 20 Low-Income Count students in those grades and
23 one FTE core teacher position for every 25
24 non-Low-Income Count students in those grades.

25 The number of non-Low-Income Count students in a
26 grade shall be determined by subtracting the

1 Low-Income students in that grade from the ASE of the
2 Organizational Unit for that grade.

3 (B) Specialist teacher investments. Each
4 Organizational Unit shall receive the funding needed
5 to cover that number of FTE specialist teacher
6 positions that correspond to the following
7 percentages:

8 (i) if the Organizational Unit operates an
9 elementary or middle school, then 20.00% of the
10 number of the Organizational Unit's core teachers,
11 as determined under subparagraph (A) of this
12 paragraph (2); and

13 (ii) if such Organizational Unit operates a
14 high school, then 33.33% of the number of the
15 Organizational Unit's core teachers.

16 (C) Instructional facilitator investments. Each
17 Organizational Unit shall receive the funding needed
18 to cover one FTE instructional facilitator position
19 for every 200 combined ASE of pre-kindergarten
20 children with disabilities and all kindergarten
21 through grade 12 students of the Organizational Unit.

22 (D) Core intervention teacher (tutor) investments.
23 Each Organizational Unit shall receive the funding
24 needed to cover one FTE teacher position for each
25 prototypical elementary, middle, and high school.

26 (E) Substitute teacher investments. Each

1 Organizational Unit shall receive the funding needed
2 to cover substitute teacher costs that is equal to
3 5.70% of the minimum pupil attendance days required
4 under Section 10-19 of this Code for all full-time
5 equivalent core, specialist, and intervention
6 teachers, school nurses, special education teachers
7 and instructional assistants, instructional
8 facilitators, and summer school and extended day
9 teacher positions, as determined under this paragraph
10 (2), at a salary rate of 33.33% of the average salary
11 for grade K through 12 teachers and 33.33% of the
12 average salary of each instructional assistant
13 position.

14 (F) Core guidance counselor investments. Each
15 Organizational Unit shall receive the funding needed
16 to cover one FTE guidance counselor for each 450
17 combined ASE of pre-kindergarten children with
18 disabilities and all kindergarten through grade 5
19 students, plus one FTE guidance counselor for each 250
20 grades 6 through 8 ASE middle school students, plus one
21 FTE guidance counselor for each 250 grades 9 through 12
22 ASE high school students.

23 (G) Nurse investments. Each Organizational Unit
24 shall receive the funding needed to cover one FTE nurse
25 for each 750 combined ASE of pre-kindergarten children
26 with disabilities and all kindergarten through grade

1 12 students across all grade levels it serves.

2 (H) Supervisory aide investments. Each
3 Organizational Unit shall receive the funding needed
4 to cover one FTE for each 225 combined ASE of
5 pre-kindergarten children with disabilities and all
6 kindergarten through grade 5 students, plus one FTE for
7 each 225 ASE middle school students, plus one FTE for
8 each 200 ASE high school students.

9 (I) Librarian investments. Each Organizational
10 Unit shall receive the funding needed to cover one FTE
11 librarian for each prototypical elementary school,
12 middle school, and high school and one FTE aide or
13 media technician for every 300 combined ASE of
14 pre-kindergarten children with disabilities and all
15 kindergarten through grade 12 students.

16 (J) Principal investments. Each Organizational
17 Unit shall receive the funding needed to cover one FTE
18 principal position for each prototypical elementary
19 school, plus one FTE principal position for each
20 prototypical middle school, plus one FTE principal
21 position for each prototypical high school.

22 (K) Assistant principal investments. Each
23 Organizational Unit shall receive the funding needed
24 to cover one FTE assistant principal position for each
25 prototypical elementary school, plus one FTE assistant
26 principal position for each prototypical middle

1 school, plus one FTE assistant principal position for
2 each prototypical high school.

3 (L) School site staff investments. Each
4 Organizational Unit shall receive the funding needed
5 for one FTE position for each 225 ASE of
6 pre-kindergarten children with disabilities and all
7 kindergarten through grade 5 students, plus one FTE
8 position for each 225 ASE middle school students, plus
9 one FTE position for each 200 ASE high school students.

10 (M) Gifted investments. Each Organizational Unit
11 shall receive \$40 per kindergarten through grade 12
12 ASE.

13 (N) Professional development investments. Each
14 Organizational Unit shall receive \$125 per student of
15 the combined ASE of pre-kindergarten children with
16 disabilities and all kindergarten through grade 12
17 students for trainers and other professional
18 development-related expenses for supplies and
19 materials.

20 (O) Instructional material investments. Each
21 Organizational Unit shall receive \$190 per student of
22 the combined ASE of pre-kindergarten children with
23 disabilities and all kindergarten through grade 12
24 students to cover instructional material costs.

25 (P) Assessment investments. Each Organizational
26 Unit shall receive \$25 per student of the combined ASE

1 of pre-kindergarten children with disabilities and all
2 kindergarten through grade 12 students to cover
3 assessment costs.

4 (Q) Computer technology and equipment investments.
5 Each Organizational Unit shall receive \$285.50 per
6 student of the combined ASE of pre-kindergarten
7 children with disabilities and all kindergarten
8 through grade 12 students to cover computer technology
9 and equipment costs. For the 2018-2019 school year and
10 subsequent school years, Organizational Units assigned
11 to Tier 1 and Tier 2 in the prior school year shall
12 receive an additional \$285.50 per student of the
13 combined ASE of pre-kindergarten children with
14 disabilities and all kindergarten through grade 12
15 students to cover computer technology and equipment
16 costs in the Organizational Unit's Adequacy Target.
17 The State Board may establish additional requirements
18 for Organizational Unit expenditures of funds received
19 pursuant to this subparagraph (Q), including a
20 requirement that funds received pursuant to this
21 subparagraph (Q) may be used only for serving the
22 technology needs of the district. It is the intent of
23 Public Act 100-465 that all Tier 1 and Tier 2 districts
24 receive the addition to their Adequacy Target in the
25 following year, subject to compliance with the
26 requirements of the State Board.

1 (R) Student activities investments. Each
2 Organizational Unit shall receive the following
3 funding amounts to cover student activities: \$100 per
4 kindergarten through grade 5 ASE student in elementary
5 school, plus \$200 per ASE student in middle school,
6 plus \$675 per ASE student in high school.

7 (S) Maintenance and operations investments. Each
8 Organizational Unit shall receive \$1,038 per student
9 of the combined ASE of pre-kindergarten children with
10 disabilities and all kindergarten through grade 12
11 students for day-to-day maintenance and operations
12 expenditures, including salary, supplies, and
13 materials, as well as purchased services, but
14 excluding employee benefits. The proportion of salary
15 for the application of a Regionalization Factor and the
16 calculation of benefits is equal to \$352.92.

17 (T) Central office investments. Each
18 Organizational Unit shall receive \$742 per student of
19 the combined ASE of pre-kindergarten children with
20 disabilities and all kindergarten through grade 12
21 students to cover central office operations, including
22 administrators and classified personnel charged with
23 managing the instructional programs, business and
24 operations of the school district, and security
25 personnel. The proportion of salary for the
26 application of a Regionalization Factor and the

1 calculation of benefits is equal to \$368.48.

2 (U) Employee benefit investments. Each
3 Organizational Unit shall receive 30% of the total of
4 all salary-calculated elements of the Adequacy Target,
5 excluding substitute teachers and student activities
6 investments, to cover benefit costs. For central
7 office and maintenance and operations investments, the
8 benefit calculation shall be based upon the salary
9 proportion of each investment. If at any time the
10 responsibility for funding the employer normal cost of
11 teacher pensions is assigned to school districts, then
12 that amount certified by the Teachers' Retirement
13 System of the State of Illinois to be paid by the
14 Organizational Unit for the preceding school year
15 shall be added to the benefit investment. For any
16 fiscal year in which a school district organized under
17 Article 34 of this Code is responsible for paying the
18 employer normal cost of teacher pensions, then that
19 amount of its employer normal cost plus the amount for
20 retiree health insurance as certified by the Public
21 School Teachers' Pension and Retirement Fund of
22 Chicago to be paid by the school district for the
23 preceding school year that is statutorily required to
24 cover employer normal costs and the amount for retiree
25 health insurance shall be added to the 30% specified in
26 this subparagraph (U). The Teachers' Retirement System

1 of the State of Illinois and the Public School
2 Teachers' Pension and Retirement Fund of Chicago shall
3 submit such information as the State Superintendent
4 may require for the calculations set forth in this
5 subparagraph (U).

6 (V) Additional investments in low-income students.
7 In addition to and not in lieu of all other funding
8 under this paragraph (2), each Organizational Unit
9 shall receive funding based on the average teacher
10 salary for grades K through 12 to cover the costs of:

11 (i) one FTE intervention teacher (tutor)
12 position for every 125 Low-Income Count students;

13 (ii) one FTE pupil support staff position for
14 every 125 Low-Income Count students;

15 (iii) one FTE extended day teacher position
16 for every 120 Low-Income Count students; and

17 (iv) one FTE summer school teacher position
18 for every 120 Low-Income Count students.

19 (W) Additional investments in English learner
20 students. In addition to and not in lieu of all other
21 funding under this paragraph (2), each Organizational
22 Unit shall receive funding based on the average teacher
23 salary for grades K through 12 to cover the costs of:

24 (i) one FTE intervention teacher (tutor)
25 position for every 125 English learner students;

26 (ii) one FTE pupil support staff position for

1 every 125 English learner students;

2 (iii) one FTE extended day teacher position
3 for every 120 English learner students;

4 (iv) one FTE summer school teacher position
5 for every 120 English learner students; and

6 (v) one FTE core teacher position for every 100
7 English learner students.

8 (X) Special education investments. Each
9 Organizational Unit shall receive funding based on the
10 average teacher salary for grades K through 12 to cover
11 special education as follows:

12 (i) one FTE teacher position for every 141
13 combined ASE of pre-kindergarten children with
14 disabilities and all kindergarten through grade 12
15 students;

16 (ii) one FTE instructional assistant for every
17 141 combined ASE of pre-kindergarten children with
18 disabilities and all kindergarten through grade 12
19 students; and

20 (iii) one FTE psychologist position for every
21 1,000 combined ASE of pre-kindergarten children
22 with disabilities and all kindergarten through
23 grade 12 students.

24 (3) For calculating the salaries included within the
25 Essential Elements, the State Superintendent shall
26 annually calculate average salaries to the nearest dollar

1 using the employment information system data maintained by
2 the State Board, limited to public schools only and
3 excluding special education and vocational cooperatives,
4 schools operated by the Department of Juvenile Justice, and
5 charter schools, for the following positions:

6 (A) Teacher for grades K through 8.

7 (B) Teacher for grades 9 through 12.

8 (C) Teacher for grades K through 12.

9 (D) Guidance counselor for grades K through 8.

10 (E) Guidance counselor for grades 9 through 12.

11 (F) Guidance counselor for grades K through 12.

12 (G) Social worker.

13 (H) Psychologist.

14 (I) Librarian.

15 (J) Nurse.

16 (K) Principal.

17 (L) Assistant principal.

18 For the purposes of this paragraph (3), "teacher"
19 includes core teachers, specialist and elective teachers,
20 instructional facilitators, tutors, special education
21 teachers, pupil support staff teachers, English learner
22 teachers, extended day teachers, and summer school
23 teachers. Where specific grade data is not required for the
24 Essential Elements, the average salary for corresponding
25 positions shall apply. For substitute teachers, the
26 average teacher salary for grades K through 12 shall apply.

1 For calculating the salaries included within the
2 Essential Elements for positions not included within EIS
3 Data, the following salaries shall be used in the first
4 year of implementation of Evidence-Based Funding:

5 (i) school site staff, \$30,000; and

6 (ii) non-instructional assistant, instructional
7 assistant, library aide, library media tech, or
8 supervisory aide: \$25,000.

9 In the second and subsequent years of implementation of
10 Evidence-Based Funding, the amounts in items (i) and (ii)
11 of this paragraph (3) shall annually increase by the ECI.

12 The salary amounts for the Essential Elements
13 determined pursuant to subparagraphs (A) through (L), (S)
14 and (T), and (V) through (X) of paragraph (2) of subsection
15 (b) of this Section shall be multiplied by a
16 Regionalization Factor.

17 (c) Local Capacity calculation.

18 (1) Each Organizational Unit's Local Capacity
19 represents an amount of funding it is assumed to contribute
20 toward its Adequacy Target for purposes of the
21 Evidence-Based Funding formula calculation. "Local
22 Capacity" means either (i) the Organizational Unit's Local
23 Capacity Target as calculated in accordance with paragraph
24 (2) of this subsection (c) if its Real Receipts are equal
25 to or less than its Local Capacity Target or (ii) the
26 Organizational Unit's Adjusted Local Capacity, as

1 calculated in accordance with paragraph (3) of this
2 subsection (c) if Real Receipts are more than its Local
3 Capacity Target.

4 (2) "Local Capacity Target" means, for an
5 Organizational Unit, that dollar amount that is obtained by
6 multiplying its Adequacy Target by its Local Capacity
7 Ratio.

8 (A) An Organizational Unit's Local Capacity
9 Percentage is the conversion of the Organizational
10 Unit's Local Capacity Ratio, as such ratio is
11 determined in accordance with subparagraph (B) of this
12 paragraph (2), into a cumulative distribution
13 resulting in a percentile ranking to determine each
14 Organizational Unit's relative position to all other
15 Organizational Units in this State. The calculation of
16 Local Capacity Percentage is described in subparagraph
17 (C) of this paragraph (2).

18 (B) An Organizational Unit's Local Capacity Ratio
19 in a given year is the percentage obtained by dividing
20 its Adjusted EAV or PTELL EAV, whichever is less, by
21 its Adequacy Target, with the resulting ratio further
22 adjusted as follows:

23 (i) for Organizational Units serving grades
24 kindergarten through 12 and Hybrid Districts, no
25 further adjustments shall be made;

26 (ii) for Organizational Units serving grades

1 kindergarten through 8, the ratio shall be
2 multiplied by 9/13;

3 (iii) for Organizational Units serving grades
4 9 through 12, the Local Capacity Ratio shall be
5 multiplied by 4/13; and

6 (iv) for an Organizational Unit with a
7 different grade configuration than those specified
8 in items (i) through (iii) of this subparagraph
9 (B), the State Superintendent shall determine a
10 comparable adjustment based on the grades served.

11 (C) The Local Capacity Percentage is equal to the
12 percentile ranking of the district. Local Capacity
13 Percentage converts each Organizational Unit's Local
14 Capacity Ratio to a cumulative distribution resulting
15 in a percentile ranking to determine each
16 Organizational Unit's relative position to all other
17 Organizational Units in this State. The Local Capacity
18 Percentage cumulative distribution resulting in a
19 percentile ranking for each Organizational Unit shall
20 be calculated using the standard normal distribution
21 of the score in relation to the weighted mean and
22 weighted standard deviation and Local Capacity Ratios
23 of all Organizational Units. If the value assigned to
24 any Organizational Unit is in excess of 90%, the value
25 shall be adjusted to 90%. For Laboratory Schools, the
26 Local Capacity Percentage shall be set at 10% in

1 recognition of the absence of EAV and resources from
2 the public university that are allocated to the
3 Laboratory School. For programs operated by a regional
4 office of education or an intermediate service center,
5 the Local Capacity Percentage must be set at 10% in
6 recognition of the absence of EAV and resources from
7 school districts that are allocated to the regional
8 office of education or intermediate service center.
9 The weighted mean for the Local Capacity Percentage
10 shall be determined by multiplying each Organizational
11 Unit's Local Capacity Ratio times the ASE for the unit
12 creating a weighted value, summing the weighted values
13 of all Organizational Units, and dividing by the total
14 ASE of all Organizational Units. The weighted standard
15 deviation shall be determined by taking the square root
16 of the weighted variance of all Organizational Units'
17 Local Capacity Ratio, where the variance is calculated
18 by squaring the difference between each unit's Local
19 Capacity Ratio and the weighted mean, then multiplying
20 the variance for each unit times the ASE for the unit
21 to create a weighted variance for each unit, then
22 summing all units' weighted variance and dividing by
23 the total ASE of all units.

24 (D) For any Organizational Unit, the
25 Organizational Unit's Adjusted Local Capacity Target
26 shall be reduced by either (i) the school board's

1 remaining contribution pursuant to paragraph (ii) of
2 subsection (b-4) of Section 16-158 of the Illinois
3 Pension Code in a given year or (ii) the board of
4 education's remaining contribution pursuant to
5 paragraph (iv) of subsection (b) of Section 17-129 of
6 the Illinois Pension Code absent the employer normal
7 cost portion of the required contribution and amount
8 allowed pursuant to subdivision (3) of Section
9 17-142.1 of the Illinois Pension Code in a given year.
10 In the preceding sentence, item (i) shall be certified
11 to the State Board of Education by the Teachers'
12 Retirement System of the State of Illinois and item
13 (ii) shall be certified to the State Board of Education
14 by the Public School Teachers' Pension and Retirement
15 Fund of the City of Chicago.

16 (3) If an Organizational Unit's Real Receipts are more
17 than its Local Capacity Target, then its Local Capacity
18 shall equal an Adjusted Local Capacity Target as calculated
19 in accordance with this paragraph (3). The Adjusted Local
20 Capacity Target is calculated as the sum of the
21 Organizational Unit's Local Capacity Target and its Real
22 Receipts Adjustment. The Real Receipts Adjustment equals
23 the Organizational Unit's Real Receipts less its Local
24 Capacity Target, with the resulting figure multiplied by
25 the Local Capacity Percentage.

26 As used in this paragraph (3), "Real Percent of

1 Adequacy" means the sum of an Organizational Unit's Real
2 Receipts, CPPRT, and Base Funding Minimum, with the
3 resulting figure divided by the Organizational Unit's
4 Adequacy Target.

5 (d) Calculation of Real Receipts, EAV, and Adjusted EAV for
6 purposes of the Local Capacity calculation.

7 (1) An Organizational Unit's Real Receipts are the
8 product of its Applicable Tax Rate and its Adjusted EAV. An
9 Organizational Unit's Applicable Tax Rate is its Adjusted
10 Operating Tax Rate for property within the Organizational
11 Unit.

12 (2) The State Superintendent shall calculate the
13 equalized assessed valuation, or EAV, of all taxable
14 property of each Organizational Unit as of September 30 of
15 the previous year in accordance with paragraph (3) of this
16 subsection (d). The State Superintendent shall then
17 determine the Adjusted EAV of each Organizational Unit in
18 accordance with paragraph (4) of this subsection (d), which
19 Adjusted EAV figure shall be used for the purposes of
20 calculating Local Capacity.

21 (3) To calculate Real Receipts and EAV, the Department
22 of Revenue shall supply to the State Superintendent the
23 value as equalized or assessed by the Department of Revenue
24 of all taxable property of every Organizational Unit,
25 together with (i) the applicable tax rate used in extending
26 taxes for the funds of the Organizational Unit as of

1 September 30 of the previous year and (ii) the limiting
2 rate for all Organizational Units subject to property tax
3 extension limitations as imposed under PTELL.

4 (A) The Department of Revenue shall add to the
5 equalized assessed value of all taxable property of
6 each Organizational Unit situated entirely or
7 partially within a county that is or was subject to the
8 provisions of Section 15-176 or 15-177 of the Property
9 Tax Code (i) an amount equal to the total amount by
10 which the homestead exemption allowed under Section
11 15-176 or 15-177 of the Property Tax Code for real
12 property situated in that Organizational Unit exceeds
13 the total amount that would have been allowed in that
14 Organizational Unit if the maximum reduction under
15 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
16 in all other counties in tax year 2003 or (II) \$5,000
17 in all counties in tax year 2004 and thereafter and
18 (ii) an amount equal to the aggregate amount for the
19 taxable year of all additional exemptions under
20 Section 15-175 of the Property Tax Code for owners with
21 a household income of \$30,000 or less. The county clerk
22 of any county that is or was subject to the provisions
23 of Section 15-176 or 15-177 of the Property Tax Code
24 shall annually calculate and certify to the Department
25 of Revenue for each Organizational Unit all homestead
26 exemption amounts under Section 15-176 or 15-177 of the

1 Property Tax Code and all amounts of additional
2 exemptions under Section 15-175 of the Property Tax
3 Code for owners with a household income of \$30,000 or
4 less. It is the intent of this subparagraph (A) that if
5 the general homestead exemption for a parcel of
6 property is determined under Section 15-176 or 15-177
7 of the Property Tax Code rather than Section 15-175,
8 then the calculation of EAV shall not be affected by
9 the difference, if any, between the amount of the
10 general homestead exemption allowed for that parcel of
11 property under Section 15-176 or 15-177 of the Property
12 Tax Code and the amount that would have been allowed
13 had the general homestead exemption for that parcel of
14 property been determined under Section 15-175 of the
15 Property Tax Code. It is further the intent of this
16 subparagraph (A) that if additional exemptions are
17 allowed under Section 15-175 of the Property Tax Code
18 for owners with a household income of less than
19 \$30,000, then the calculation of EAV shall not be
20 affected by the difference, if any, because of those
21 additional exemptions.

22 (B) With respect to any part of an Organizational
23 Unit within a redevelopment project area in respect to
24 which a municipality has adopted tax increment
25 allocation financing pursuant to the Tax Increment
26 Allocation Redevelopment Act, Division 74.4 of Article

1 11 of the Illinois Municipal Code, or the Industrial
2 Jobs Recovery Law, Division 74.6 of Article 11 of the
3 Illinois Municipal Code, no part of the current EAV of
4 real property located in any such project area that is
5 attributable to an increase above the total initial EAV
6 of such property shall be used as part of the EAV of
7 the Organizational Unit, until such time as all
8 redevelopment project costs have been paid, as
9 provided in Section 11-74.4-8 of the Tax Increment
10 Allocation Redevelopment Act or in Section 11-74.6-35
11 of the Industrial Jobs Recovery Law. For the purpose of
12 the EAV of the Organizational Unit, the total initial
13 EAV or the current EAV, whichever is lower, shall be
14 used until such time as all redevelopment project costs
15 have been paid.

16 (B-5) The real property equalized assessed
17 valuation for a school district shall be adjusted by
18 subtracting from the real property value, as equalized
19 or assessed by the Department of Revenue, for the
20 district an amount computed by dividing the amount of
21 any abatement of taxes under Section 18-170 of the
22 Property Tax Code by 3.00% for a district maintaining
23 grades kindergarten through 12, by 2.30% for a district
24 maintaining grades kindergarten through 8, or by 1.05%
25 for a district maintaining grades 9 through 12 and
26 adjusted by an amount computed by dividing the amount

1 of any abatement of taxes under subsection (a) of
2 Section 18-165 of the Property Tax Code by the same
3 percentage rates for district type as specified in this
4 subparagraph (B-5).

5 (C) For Organizational Units that are Hybrid
6 Districts, the State Superintendent shall use the
7 lesser of the adjusted equalized assessed valuation
8 for property within the partial elementary unit
9 district for elementary purposes, as defined in
10 Article 11E of this Code, or the adjusted equalized
11 assessed valuation for property within the partial
12 elementary unit district for high school purposes, as
13 defined in Article 11E of this Code.

14 (4) An Organizational Unit's Adjusted EAV shall be the
15 average of its EAV over the immediately preceding 3 years
16 or its EAV in the immediately preceding year if the EAV in
17 the immediately preceding year has declined by 10% or more
18 compared to the 3-year average. In the event of
19 Organizational Unit reorganization, consolidation, or
20 annexation, the Organizational Unit's Adjusted EAV for the
21 first 3 years after such change shall be as follows: the
22 most current EAV shall be used in the first year, the
23 average of a 2-year EAV or its EAV in the immediately
24 preceding year if the EAV declines by 10% or more compared
25 to the 2-year average for the second year, and a 3-year
26 average EAV or its EAV in the immediately preceding year if

1 the Adjusted EAV declines by 10% or more compared to the
2 3-year average for the third year. For any school district
3 whose EAV in the immediately preceding year is used in
4 calculations, in the following year, the Adjusted EAV shall
5 be the average of its EAV over the immediately preceding 2
6 years or the immediately preceding year if that year
7 represents a decline of 10% or more compared to the 2-year
8 average.

9 "PTELL EAV" means a figure calculated by the State
10 Board for Organizational Units subject to PTELL as
11 described in this paragraph (4) for the purposes of
12 calculating an Organizational Unit's Local Capacity Ratio.
13 Except as otherwise provided in this paragraph (4), the
14 PTELL EAV of an Organizational Unit shall be equal to the
15 product of the equalized assessed valuation last used in
16 the calculation of general State aid under Section 18-8.05
17 of this Code (now repealed) or Evidence-Based Funding under
18 this Section and the Organizational Unit's Extension
19 Limitation Ratio. If an Organizational Unit has approved or
20 does approve an increase in its limiting rate, pursuant to
21 Section 18-190 of the Property Tax Code, affecting the Base
22 Tax Year, the PTELL EAV shall be equal to the product of
23 the equalized assessed valuation last used in the
24 calculation of general State aid under Section 18-8.05 of
25 this Code (now repealed) or Evidence-Based Funding under
26 this Section multiplied by an amount equal to one plus the

1 percentage increase, if any, in the Consumer Price Index
2 for All Urban Consumers for all items published by the
3 United States Department of Labor for the 12-month calendar
4 year preceding the Base Tax Year, plus the equalized
5 assessed valuation of new property, annexed property, and
6 recovered tax increment value and minus the equalized
7 assessed valuation of disconnected property.

8 As used in this paragraph (4), "new property" and
9 "recovered tax increment value" shall have the meanings set
10 forth in the Property Tax Extension Limitation Law.

11 (e) Base Funding Minimum calculation.

12 (1) For the 2017-2018 school year, the Base Funding
13 Minimum of an Organizational Unit or a Specially Funded
14 Unit shall be the amount of State funds distributed to the
15 Organizational Unit or Specially Funded Unit during the
16 2016-2017 school year prior to any adjustments and
17 specified appropriation amounts described in this
18 paragraph (1) from the following Sections, as calculated by
19 the State Superintendent: Section 18-8.05 of this Code (now
20 repealed); Section 5 of Article 224 of Public Act 99-524
21 (equity grants); Section 14-7.02b of this Code (funding for
22 children requiring special education services); Section
23 14-13.01 of this Code (special education facilities and
24 staffing), except for reimbursement of the cost of
25 transportation pursuant to Section 14-13.01; Section
26 14C-12 of this Code (English learners); and Section 18-4.3

1 of this Code (summer school), based on an appropriation
2 level of \$13,121,600. For a school district organized under
3 Article 34 of this Code, the Base Funding Minimum also
4 includes (i) the funds allocated to the school district
5 pursuant to Section 1D-1 of this Code attributable to
6 funding programs authorized by the Sections of this Code
7 listed in the preceding sentence and (ii) the difference
8 between (I) the funds allocated to the school district
9 pursuant to Section 1D-1 of this Code attributable to the
10 funding programs authorized by Section 14-7.02 (non-public
11 special education reimbursement), subsection (b) of
12 Section 14-13.01 (special education transportation),
13 Section 29-5 (transportation), Section 2-3.80
14 (agricultural education), Section 2-3.66 (truants'
15 alternative education), Section 2-3.62 (educational
16 service centers), and Section 14-7.03 (special education -
17 orphanage) of this Code and Section 15 of the Childhood
18 Hunger Relief Act (free breakfast program) and (II) the
19 school district's actual expenditures for its non-public
20 special education, special education transportation,
21 transportation programs, agricultural education, truants'
22 alternative education, services that would otherwise be
23 performed by a regional office of education, special
24 education orphanage expenditures, and free breakfast, as
25 most recently calculated and reported pursuant to
26 subsection (f) of Section 1D-1 of this Code. The Base

1 Funding Minimum for Glenwood Academy shall be \$625,500. For
2 programs operated by a regional office of education or an
3 intermediate service center, the Base Funding Minimum must
4 be the total amount of State funds allocated to those
5 programs in the 2018-2019 school year and amounts provided
6 pursuant to Article 34 of Public Act 100-586 and Section
7 3-16 of this Code. All programs established after June 5,
8 2019 (the effective date of Public Act 101-10) and
9 administered by a regional office of education or an
10 intermediate service center must have an initial Base
11 Funding Minimum set to an amount equal to the first-year
12 ASE multiplied by the amount of per pupil funding received
13 in the previous school year by the lowest funded similar
14 existing program type. If the enrollment for a program
15 operated by a regional office of education or an
16 intermediate service center is zero, then it may not
17 receive Base Funding Minimum funds for that program in the
18 next fiscal year, and those funds must be distributed to
19 Organizational Units under subsection (g).

20 (2) For the 2018-2019 and subsequent school years, the
21 Base Funding Minimum of Organizational Units and Specially
22 Funded Units shall be the sum of (i) the amount of
23 Evidence-Based Funding for the prior school year, (ii) the
24 Base Funding Minimum for the prior school year, and (iii)
25 any amount received by a school district pursuant to
26 Section 7 of Article 97 of Public Act 100-21.

1 (3) Subject to approval by the General Assembly as
2 provided in this paragraph (3), an Organizational Unit that
3 meets all of the following criteria, as determined by the
4 State Board, shall have District Intervention Money added
5 to its Base Funding Minimum at the time the Base Funding
6 Minimum is calculated by the State Board:

7 (A) The Organizational Unit is operating under an
8 Independent Authority under Section 2-3.25f-5 of this
9 Code for a minimum of 4 school years or is subject to
10 the control of the State Board pursuant to a court
11 order for a minimum of 4 school years.

12 (B) The Organizational Unit was designated as a
13 Tier 1 or Tier 2 Organizational Unit in the previous
14 school year under paragraph (3) of subsection (g) of
15 this Section.

16 (C) The Organizational Unit demonstrates
17 sustainability through a 5-year financial and
18 strategic plan.

19 (D) The Organizational Unit has made sufficient
20 progress and achieved sufficient stability in the
21 areas of governance, academic growth, and finances.

22 As part of its determination under this paragraph (3),
23 the State Board may consider the Organizational Unit's
24 summative designation, any accreditations of the
25 Organizational Unit, or the Organizational Unit's
26 financial profile, as calculated by the State Board.

1 If the State Board determines that an Organizational
2 Unit has met the criteria set forth in this paragraph (3),
3 it must submit a report to the General Assembly, no later
4 than January 2 of the fiscal year in which the State Board
5 makes its determination, on the amount of District
6 Intervention Money to add to the Organizational Unit's Base
7 Funding Minimum. The General Assembly must review the State
8 Board's report and may approve or disapprove, by joint
9 resolution, the addition of District Intervention Money.
10 If the General Assembly fails to act on the report within
11 40 calendar days from the receipt of the report, the
12 addition of District Intervention Money is deemed
13 approved. If the General Assembly approves the amount of
14 District Intervention Money to be added to the
15 Organizational Unit's Base Funding Minimum, the District
16 Intervention Money must be added to the Base Funding
17 Minimum annually thereafter.

18 For the first 4 years following the initial year that
19 the State Board determines that an Organizational Unit has
20 met the criteria set forth in this paragraph (3) and has
21 received funding under this Section, the Organizational
22 Unit must annually submit to the State Board, on or before
23 November 30, a progress report regarding its financial and
24 strategic plan under subparagraph (C) of this paragraph
25 (3). The plan shall include the financial data from the
26 past 4 annual financial reports or financial audits that

1 must be presented to the State Board by November 15 of each
2 year and the approved budget financial data for the current
3 year. The plan shall be developed according to the
4 guidelines presented to the Organizational Unit by the
5 State Board. The plan shall further include financial
6 projections for the next 3 fiscal years and include a
7 discussion and financial summary of the Organizational
8 Unit's facility needs. If the Organizational Unit does not
9 demonstrate sufficient progress toward its 5-year plan or
10 if it has failed to file an annual financial report, an
11 annual budget, a financial plan, a deficit reduction plan,
12 or other financial information as required by law, the
13 State Board may establish a Financial Oversight Panel under
14 Article 1H of this Code. However, if the Organizational
15 Unit already has a Financial Oversight Panel, the State
16 Board may extend the duration of the Panel.

17 (f) Percent of Adequacy and Final Resources calculation.

18 (1) The Evidence-Based Funding formula establishes a
19 Percent of Adequacy for each Organizational Unit in order
20 to place such units into tiers for the purposes of the
21 funding distribution system described in subsection (g) of
22 this Section. Initially, an Organizational Unit's
23 Preliminary Resources and Preliminary Percent of Adequacy
24 are calculated pursuant to paragraph (2) of this subsection
25 (f). Then, an Organizational Unit's Final Resources and
26 Final Percent of Adequacy are calculated to account for the

1 Organizational Unit's poverty concentration levels
2 pursuant to paragraphs (3) and (4) of this subsection (f).

3 (2) An Organizational Unit's Preliminary Resources are
4 equal to the sum of its Local Capacity Target, CPPRT, and
5 Base Funding Minimum. An Organizational Unit's Preliminary
6 Percent of Adequacy is the lesser of (i) its Preliminary
7 Resources divided by its Adequacy Target or (ii) 100%.

8 (3) Except for Specially Funded Units, an
9 Organizational Unit's Final Resources are equal to the sum
10 of its Local Capacity, CPPRT, and Adjusted Base Funding
11 Minimum. The Base Funding Minimum of each Specially Funded
12 Unit shall serve as its Final Resources, except that the
13 Base Funding Minimum for State-approved charter schools
14 shall not include any portion of general State aid
15 allocated in the prior year based on the per capita tuition
16 charge times the charter school enrollment.

17 (4) An Organizational Unit's Final Percent of Adequacy
18 is its Final Resources divided by its Adequacy Target. An
19 Organizational Unit's Adjusted Base Funding Minimum is
20 equal to its Base Funding Minimum less its Supplemental
21 Grant Funding, with the resulting figure added to the
22 product of its Supplemental Grant Funding and Preliminary
23 Percent of Adequacy.

24 (g) Evidence-Based Funding formula distribution system.

25 (1) In each school year under the Evidence-Based
26 Funding formula, each Organizational Unit receives funding

1 equal to the sum of its Base Funding Minimum and the unit's
2 allocation of New State Funds determined pursuant to this
3 subsection (g). To allocate New State Funds, the
4 Evidence-Based Funding formula distribution system first
5 places all Organizational Units into one of 4 tiers in
6 accordance with paragraph (3) of this subsection (g), based
7 on the Organizational Unit's Final Percent of Adequacy. New
8 State Funds are allocated to each of the 4 tiers as
9 follows: Tier 1 Aggregate Funding equals 50% of all New
10 State Funds, Tier 2 Aggregate Funding equals 49% of all New
11 State Funds, Tier 3 Aggregate Funding equals 0.9% of all
12 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
13 of all New State Funds. Each Organizational Unit within
14 Tier 1 or Tier 2 receives an allocation of New State Funds
15 equal to its tier Funding Gap, as defined in the following
16 sentence, multiplied by the tier's Allocation Rate
17 determined pursuant to paragraph (4) of this subsection
18 (g). For Tier 1, an Organizational Unit's Funding Gap
19 equals the tier's Target Ratio, as specified in paragraph
20 (5) of this subsection (g), multiplied by the
21 Organizational Unit's Adequacy Target, with the resulting
22 amount reduced by the Organizational Unit's Final
23 Resources. For Tier 2, an Organizational Unit's Funding Gap
24 equals the tier's Target Ratio, as described in paragraph
25 (5) of this subsection (g), multiplied by the
26 Organizational Unit's Adequacy Target, with the resulting

1 amount reduced by the Organizational Unit's Final
2 Resources and its Tier 1 funding allocation. To determine
3 the Organizational Unit's Funding Gap, the resulting
4 amount is then multiplied by a factor equal to one minus
5 the Organizational Unit's Local Capacity Target
6 percentage. Each Organizational Unit within Tier 3 or Tier
7 4 receives an allocation of New State Funds equal to the
8 product of its Adequacy Target and the tier's Allocation
9 Rate, as specified in paragraph (4) of this subsection (g).

10 (2) To ensure equitable distribution of dollars for all
11 Tier 2 Organizational Units, no Tier 2 Organizational Unit
12 shall receive fewer dollars per ASE than any Tier 3
13 Organizational Unit. Each Tier 2 and Tier 3 Organizational
14 Unit shall have its funding allocation divided by its ASE.
15 Any Tier 2 Organizational Unit with a funding allocation
16 per ASE below the greatest Tier 3 allocation per ASE shall
17 get a funding allocation equal to the greatest Tier 3
18 funding allocation per ASE multiplied by the
19 Organizational Unit's ASE. Each Tier 2 Organizational
20 Unit's Tier 2 funding allocation shall be multiplied by the
21 percentage calculated by dividing the original Tier 2
22 Aggregate Funding by the sum of all Tier 2 Organizational
23 Units' Tier 2 funding allocation after adjusting
24 districts' funding below Tier 3 levels.

25 (3) Organizational Units are placed into one of 4 tiers
26 as follows:

1 (A) Tier 1 consists of all Organizational Units,
2 except for Specially Funded Units, with a Percent of
3 Adequacy less than the Tier 1 Target Ratio. The Tier 1
4 Target Ratio is the ratio level that allows for Tier 1
5 Aggregate Funding to be distributed, with the Tier 1
6 Allocation Rate determined pursuant to paragraph (4)
7 of this subsection (g).

8 (B) Tier 2 consists of all Tier 1 Units and all
9 other Organizational Units, except for Specially
10 Funded Units, with a Percent of Adequacy of less than
11 0.90.

12 (C) Tier 3 consists of all Organizational Units,
13 except for Specially Funded Units, with a Percent of
14 Adequacy of at least 0.90 and less than 1.0.

15 (D) Tier 4 consists of all Organizational Units
16 with a Percent of Adequacy of at least 1.0.

17 (4) The Allocation Rates for Tiers 1 through 4 are
18 determined as follows:

19 (A) The Tier 1 Allocation Rate is 30%.

20 (B) The Tier 2 Allocation Rate is the result of the
21 following equation: Tier 2 Aggregate Funding, divided
22 by the sum of the Funding Gaps for all Tier 2
23 Organizational Units, unless the result of such
24 equation is higher than 1.0. If the result of such
25 equation is higher than 1.0, then the Tier 2 Allocation
26 Rate is 1.0.

1 (C) The Tier 3 Allocation Rate is the result of the
2 following equation: Tier 3 Aggregate Funding, divided
3 by the sum of the Adequacy Targets of all Tier 3
4 Organizational Units.

5 (D) The Tier 4 Allocation Rate is the result of the
6 following equation: Tier 4 Aggregate Funding, divided
7 by the sum of the Adequacy Targets of all Tier 4
8 Organizational Units.

9 (5) A tier's Target Ratio is determined as follows:

10 (A) The Tier 1 Target Ratio is the ratio level that
11 allows for Tier 1 Aggregate Funding to be distributed
12 with the Tier 1 Allocation Rate.

13 (B) The Tier 2 Target Ratio is 0.90.

14 (C) The Tier 3 Target Ratio is 1.0.

15 (6) If, at any point, the Tier 1 Target Ratio is
16 greater than 90%, then ~~than~~ all Tier 1 funding shall be
17 allocated to Tier 2 and no Tier 1 Organizational Unit's
18 funding may be identified.

19 (7) In the event that all Tier 2 Organizational Units
20 receive funding at the Tier 2 Target Ratio level, any
21 remaining New State Funds shall be allocated to Tier 3 and
22 Tier 4 Organizational Units.

23 (8) If any Specially Funded Units, excluding Glenwood
24 Academy, recognized by the State Board do not qualify for
25 direct funding following the implementation of Public Act
26 100-465 from any of the funding sources included within the

1 definition of Base Funding Minimum, the unqualified
2 portion of the Base Funding Minimum shall be transferred to
3 one or more appropriate Organizational Units as determined
4 by the State Superintendent based on the prior year ASE of
5 the Organizational Units.

6 (8.5) If a school district withdraws from a special
7 education cooperative, the portion of the Base Funding
8 Minimum that is attributable to the school district may be
9 redistributed to the school district upon withdrawal. The
10 school district and the cooperative must include the amount
11 of the Base Funding Minimum that is to be reapportioned in
12 their withdrawal agreement and notify the State Board of
13 the change with a copy of the agreement upon withdrawal.

14 (9) The Minimum Funding Level is intended to establish
15 a target for State funding that will keep pace with
16 inflation and continue to advance equity through the
17 Evidence-Based Funding formula. The target for State
18 funding of New Property Tax Relief Pool Funds is
19 \$50,000,000 for State fiscal year 2019 and subsequent State
20 fiscal years. The Minimum Funding Level is equal to
21 \$350,000,000. In addition to any New State Funds, no more
22 than \$50,000,000 New Property Tax Relief Pool Funds may be
23 counted toward the Minimum Funding Level. If the sum of New
24 State Funds and applicable New Property Tax Relief Pool
25 Funds are less than the Minimum Funding Level, than funding
26 for tiers shall be reduced in the following manner:

1 (A) First, Tier 4 funding shall be reduced by an
2 amount equal to the difference between the Minimum
3 Funding Level and New State Funds until such time as
4 Tier 4 funding is exhausted.

5 (B) Next, Tier 3 funding shall be reduced by an
6 amount equal to the difference between the Minimum
7 Funding Level and New State Funds and the reduction in
8 Tier 4 funding until such time as Tier 3 funding is
9 exhausted.

10 (C) Next, Tier 2 funding shall be reduced by an
11 amount equal to the difference between the Minimum
12 Funding Level and New State Funds and the reduction in
13 Tier 4 and Tier 3.

14 (D) Finally, Tier 1 funding shall be reduced by an
15 amount equal to the difference between the Minimum
16 Funding level and New State Funds and the reduction in
17 Tier 2, 3, and 4 funding. In addition, the Allocation
18 Rate for Tier 1 shall be reduced to a percentage equal
19 to the Tier 1 Allocation Rate set by paragraph (4) of
20 this subsection (g), multiplied by the result of New
21 State Funds divided by the Minimum Funding Level.

22 (9.5) For State fiscal year 2019 and subsequent State
23 fiscal years, if New State Funds exceed \$300,000,000, then
24 any amount in excess of \$300,000,000 shall be dedicated for
25 purposes of Section 2-3.170 of this Code up to a maximum of
26 \$50,000,000.

1 (10) In the event of a decrease in the amount of the
2 appropriation for this Section in any fiscal year after
3 implementation of this Section, the Organizational Units
4 receiving Tier 1 and Tier 2 funding, as determined under
5 paragraph (3) of this subsection (g), shall be held
6 harmless by establishing a Base Funding Guarantee equal to
7 the per pupil kindergarten through grade 12 funding
8 received in accordance with this Section in the prior
9 fiscal year. Reductions shall be made to the Base Funding
10 Minimum of Organizational Units in Tier 3 and Tier 4 on a
11 per pupil basis equivalent to the total number of the ASE
12 in Tier 3-funded and Tier 4-funded Organizational Units
13 divided by the total reduction in State funding. The Base
14 Funding Minimum as reduced shall continue to be applied to
15 Tier 3 and Tier 4 Organizational Units and adjusted by the
16 relative formula when increases in appropriations for this
17 Section resume. In no event may State funding reductions to
18 Organizational Units in Tier 3 or Tier 4 exceed an amount
19 that would be less than the Base Funding Minimum
20 established in the first year of implementation of this
21 Section. If additional reductions are required, all school
22 districts shall receive a reduction by a per pupil amount
23 equal to the aggregate additional appropriation reduction
24 divided by the total ASE of all Organizational Units.

25 (11) The State Superintendent shall make minor
26 adjustments to the distribution formula set forth in this

1 subsection (g) to account for the rounding of percentages
2 to the nearest tenth of a percentage and dollar amounts to
3 the nearest whole dollar.

4 (h) State Superintendent administration of funding and
5 district submission requirements.

6 (1) The State Superintendent shall, in accordance with
7 appropriations made by the General Assembly, meet the
8 funding obligations created under this Section.

9 (2) The State Superintendent shall calculate the
10 Adequacy Target for each Organizational Unit and Net State
11 Contribution Target for each Organizational Unit under
12 this Section. No Evidence-Based Funding shall be
13 distributed within an Organizational Unit without the
14 approval of the unit's school board.

15 (3) Annually, the State Superintendent shall calculate
16 and report to each Organizational Unit the unit's aggregate
17 financial adequacy amount, which shall be the sum of the
18 Adequacy Target for each Organizational Unit. The State
19 Superintendent shall calculate and report separately for
20 each Organizational Unit the unit's total State funds
21 allocated for its students with disabilities. The State
22 Superintendent shall calculate and report separately for
23 each Organizational Unit the amount of funding and
24 applicable FTE calculated for each Essential Element of the
25 unit's Adequacy Target.

26 (4) Annually, the State Superintendent shall calculate

1 and report to each Organizational Unit the amount the unit
2 must expend on special education and bilingual education
3 and computer technology and equipment for Organizational
4 Units assigned to Tier 1 or Tier 2 that received an
5 additional \$285.50 per student computer technology and
6 equipment investment grant to their Adequacy Target
7 pursuant to the unit's Base Funding Minimum, Special
8 Education Allocation, Bilingual Education Allocation, and
9 computer technology and equipment investment allocation.

10 (5) Moneys distributed under this Section shall be
11 calculated on a school year basis, but paid on a fiscal
12 year basis, with payments beginning in August and extending
13 through June. Unless otherwise provided, the moneys
14 appropriated for each fiscal year shall be distributed in
15 22 equal payments at least 2 times monthly to each
16 Organizational Unit. If moneys appropriated for any fiscal
17 year are distributed other than monthly, the distribution
18 shall be on the same basis for each Organizational Unit.

19 (6) Any school district that fails, for any given
20 school year, to maintain school as required by law or to
21 maintain a recognized school is not eligible to receive
22 Evidence-Based Funding. In case of non-recognition of one
23 or more attendance centers in a school district otherwise
24 operating recognized schools, the claim of the district
25 shall be reduced in the proportion that the enrollment in
26 the attendance center or centers bears to the enrollment of

1 the school district. "Recognized school" means any public
2 school that meets the standards for recognition by the
3 State Board. A school district or attendance center not
4 having recognition status at the end of a school term is
5 entitled to receive State aid payments due upon a legal
6 claim that was filed while it was recognized.

7 (7) School district claims filed under this Section are
8 subject to Sections 18-9 and 18-12 of this Code, except as
9 otherwise provided in this Section.

10 (8) Each fiscal year, the State Superintendent shall
11 calculate for each Organizational Unit an amount of its
12 Base Funding Minimum and Evidence-Based Funding that shall
13 be deemed attributable to the provision of special
14 educational facilities and services, as defined in Section
15 14-1.08 of this Code, in a manner that ensures compliance
16 with maintenance of State financial support requirements
17 under the federal Individuals with Disabilities Education
18 Act. An Organizational Unit must use such funds only for
19 the provision of special educational facilities and
20 services, as defined in Section 14-1.08 of this Code, and
21 must comply with any expenditure verification procedures
22 adopted by the State Board.

23 (9) All Organizational Units in this State must submit
24 annual spending plans by the end of September of each year
25 to the State Board as part of the annual budget process,
26 which shall describe how each Organizational Unit will

1 utilize the Base Funding Minimum and Evidence-Based
2 Funding it receives from this State under this Section with
3 specific identification of the intended utilization of
4 Low-Income, English learner, and special education
5 resources. Additionally, the annual spending plans of each
6 Organizational Unit shall describe how the Organizational
7 Unit expects to achieve student growth and how the
8 Organizational Unit will achieve State education goals, as
9 defined by the State Board. The State Superintendent may,
10 from time to time, identify additional requisites for
11 Organizational Units to satisfy when compiling the annual
12 spending plans required under this subsection (h). The
13 format and scope of annual spending plans shall be
14 developed by the State Superintendent and the State Board
15 of Education. School districts that serve students under
16 Article 14C of this Code shall continue to submit
17 information as required under Section 14C-12 of this Code.

18 (10) No later than January 1, 2018, the State
19 Superintendent shall develop a 5-year strategic plan for
20 all Organizational Units to help in planning for adequacy
21 funding under this Section. The State Superintendent shall
22 submit the plan to the Governor and the General Assembly,
23 as provided in Section 3.1 of the General Assembly
24 Organization Act. The plan shall include recommendations
25 for:

26 (A) a framework for collaborative, professional,

1 innovative, and 21st century learning environments
2 using the Evidence-Based Funding model;

3 (B) ways to prepare and support this State's
4 educators for successful instructional careers;

5 (C) application and enhancement of the current
6 financial accountability measures, the approved State
7 plan to comply with the federal Every Student Succeeds
8 Act, and the Illinois Balanced Accountability Measures
9 in relation to student growth and elements of the
10 Evidence-Based Funding model; and

11 (D) implementation of an effective school adequacy
12 funding system based on projected and recommended
13 funding levels from the General Assembly.

14 (11) On an annual basis, the State Superintendent must
15 recalibrate all of the following per pupil elements of the
16 Adequacy Target and applied to the formulas, based on the
17 study of average expenses and as reported in the most
18 recent annual financial report:

19 (A) Gifted under subparagraph (M) of paragraph (2)
20 of subsection (b).

21 (B) Instructional materials under subparagraph (O)
22 of paragraph (2) of subsection (b).

23 (C) Assessment under subparagraph (P) of paragraph
24 (2) of subsection (b).

25 (D) Student activities under subparagraph (R) of
26 paragraph (2) of subsection (b).

1 (E) Maintenance and operations under subparagraph
2 (S) of paragraph (2) of subsection (b).

3 (F) Central office under subparagraph (T) of
4 paragraph (2) of subsection (b).

5 (i) Professional Review Panel.

6 (1) A Professional Review Panel is created to study and
7 review topics related to the implementation and effect of
8 Evidence-Based Funding, as assigned by a joint resolution
9 or Public Act of the General Assembly or a motion passed by
10 the State Board of Education. The Panel must provide
11 recommendations to and serve the Governor, the General
12 Assembly, and the State Board. The State Superintendent or
13 his or her designee must serve as a voting member and
14 chairperson of the Panel. The State Superintendent must
15 appoint a vice chairperson from the membership of the
16 Panel. The Panel must advance recommendations based on a
17 three-fifths majority vote of Panel members present and
18 voting. A minority opinion may also accompany any
19 recommendation of the Panel. The Panel shall be appointed
20 by the State Superintendent, except as otherwise provided
21 in paragraph (2) of this subsection (i) and include the
22 following members:

23 (A) Two appointees that represent district
24 superintendents, recommended by a statewide
25 organization that represents district superintendents.

26 (B) Two appointees that represent school boards,

1 recommended by a statewide organization that
2 represents school boards.

3 (C) Two appointees from districts that represent
4 school business officials, recommended by a statewide
5 organization that represents school business
6 officials.

7 (D) Two appointees that represent school
8 principals, recommended by a statewide organization
9 that represents school principals.

10 (E) Two appointees that represent teachers,
11 recommended by a statewide organization that
12 represents teachers.

13 (F) Two appointees that represent teachers,
14 recommended by another statewide organization that
15 represents teachers.

16 (G) Two appointees that represent regional
17 superintendents of schools, recommended by
18 organizations that represent regional superintendents.

19 (H) Two independent experts selected solely by the
20 State Superintendent.

21 (I) Two independent experts recommended by public
22 universities in this State.

23 (J) One member recommended by a statewide
24 organization that represents parents.

25 (K) Two representatives recommended by collective
26 impact organizations that represent major metropolitan

1 areas or geographic areas in Illinois.

2 (L) One member from a statewide organization
3 focused on research-based education policy to support
4 a school system that prepares all students for college,
5 a career, and democratic citizenship.

6 (M) One representative from a school district
7 organized under Article 34 of this Code.

8 The State Superintendent shall ensure that the
9 membership of the Panel includes representatives from
10 school districts and communities reflecting the
11 geographic, socio-economic, racial, and ethnic diversity
12 of this State. The State Superintendent shall additionally
13 ensure that the membership of the Panel includes
14 representatives with expertise in bilingual education and
15 special education. Staff from the State Board shall staff
16 the Panel.

17 (2) In addition to those Panel members appointed by the
18 State Superintendent, 4 members of the General Assembly
19 shall be appointed as follows: one member of the House of
20 Representatives appointed by the Speaker of the House of
21 Representatives, one member of the Senate appointed by the
22 President of the Senate, one member of the House of
23 Representatives appointed by the Minority Leader of the
24 House of Representatives, and one member of the Senate
25 appointed by the Minority Leader of the Senate. There shall
26 be one additional member appointed by the Governor. All

1 members appointed by legislative leaders or the Governor
2 shall be non-voting, ex officio members.

3 (3) The Panel must study topics at the direction of the
4 General Assembly or State Board of Education, as provided
5 under paragraph (1). The Panel may also study the following
6 topics at the direction of the chairperson:

7 (A) The format and scope of annual spending plans
8 referenced in paragraph (9) of subsection (h) of this
9 Section.

10 (B) The Comparable Wage Index under this Section.

11 (C) Maintenance and operations, including capital
12 maintenance and construction costs.

13 (D) "At-risk student" definition.

14 (E) Benefits.

15 (F) Technology.

16 (G) Local Capacity Target.

17 (H) Funding for Alternative Schools, Laboratory
18 Schools, safe schools, and alternative learning
19 opportunities programs.

20 (I) Funding for college and career acceleration
21 strategies.

22 (J) Special education investments.

23 (K) Early childhood investments, in collaboration
24 with the Illinois Early Learning Council.

25 (4) (Blank).

26 (5) Within 5 years after the implementation of this

1 Section, and every 5 years thereafter, the Panel shall
2 complete an evaluative study of the entire Evidence-Based
3 Funding model, including an assessment of whether or not
4 the formula is achieving State goals. The Panel shall
5 report to the State Board, the General Assembly, and the
6 Governor on the findings of the study.

7 (6) (Blank).

8 (7) To ensure that (i) the Adequacy Target calculation
9 under subsection (b) accurately reflects the needs of
10 students living in poverty or attending schools located in
11 areas of high poverty, (ii) racial equity within the
12 Evidence-Based Funding formula is explicitly explored and
13 advanced, and (iii) the funding goals of the formula
14 distribution system established under this Section are
15 sufficient to provide adequate funding for every student
16 and to fully fund every school in this State, the Panel
17 shall review the Essential Elements under paragraph (2) of
18 subsection (b). The Panel shall consider all of the
19 following in its review:

20 (A) The financial ability of school districts to
21 provide instruction in a foreign language to every
22 student and whether an additional Essential Element
23 should be added to the formula to ensure that every
24 student has access to instruction in a foreign
25 language.

26 (B) The adult-to-student ratio for each Essential

1 Element in which a ratio is identified. The Panel shall
2 consider whether the ratio accurately reflects the
3 staffing needed to support students living in poverty
4 or who have traumatic backgrounds.

5 (C) Changes to the Essential Elements that may be
6 required to better promote racial equity and eliminate
7 structural racism within schools.

8 (D) The impact of investing \$350,000,000 in
9 additional funds each year under this Section and an
10 estimate of when the school system will become fully
11 funded under this level of appropriation.

12 (E) Provide an overview of alternative funding
13 structures that would enable the State to become fully
14 funded at an earlier date.

15 (F) The potential to increase efficiency and to
16 find cost savings within the school system to expedite
17 the journey to a fully funded system.

18 (G) The appropriate levels for reenrolling and
19 graduating high-risk high school students who have
20 been previously out of school. These outcomes shall
21 include enrollment, attendance, skill gains, credit
22 gains, graduation or promotion to the next grade level,
23 and the transition to college, training, or
24 employment, with an emphasis on progressively
25 increasing the overall attendance.

26 (H) The evidence-based or research-based practices

1 Section 95-5. Findings; policies.

2 (a) The General Assembly finds the following:

3 (1) Historic and continuous systemic racism has
4 created significant disparities in college access,
5 affordability, and completion for Black, Latinx,
6 low-income, and other underrepresented and historically
7 underserved students.

8 (2) Higher education is examining its role as a
9 contributor to systemic racism, while recognizing its
10 place in providing opportunity and upward mobility, and its
11 role as a powerful actor in dismantling systemic racism.

12 (3) Chicago State University has created the Equity
13 Working Group, which includes statewide representation of
14 private, community, and public sector stakeholders, to
15 create an action plan for employers, the secondary and
16 postsecondary education systems, philanthropic
17 organizations, community-based organizations, and our
18 executive and legislative bodies to improve college
19 access, completion, and post-graduation outcomes for Black
20 college students in Illinois.

21 (4) Despite similar numbers of Black high school
22 graduates, Illinois saw about 25,000 fewer Black enrollees
23 in Illinois higher education in 2018 compared to 2008.

24 (5) Illinois must address wide disparities in degree
25 completion at Illinois community colleges, which currently
26 graduate Black and Latinx students at a rate of 14% and 26%

1 respectively compared to the rate of 38% for White
2 students, as well as at public universities, which
3 currently graduate Black and Latinx students at a rate of
4 34% and 49% respectively compared to 66% of White students,
5 within 6 years.

6 (6) The State of Illinois benefits from a diverse
7 public higher education system that includes universities
8 and community colleges with different missions and scopes
9 that maximize college enrollment, persistence, and
10 completion of underrepresented and historically
11 underserved students, including Black and Latinx students
12 and students from low-income families.

13 (7) Illinois has a moral obligation and an economic
14 interest in dismantling and reforming structures that
15 create or exacerbate racial and socioeconomic inequities
16 in K-12 and higher education.

17 (8) The Board of Higher Education has a statutory
18 obligation to create a strategic plan for higher education
19 and has adopted core principles to guide this plan.

20 (9) The Board of Higher Education has included among
21 its core principles designed to guide the strategic plan
22 the assumption that excellence coupled with equity should
23 drive the higher education system and that the higher
24 education system will make equity-driven decisions,
25 elevating the voices of those who have been underserved,
26 and actively identify and remove systemic barriers that

1 have prevented students of color, first generation college
2 students, low-income students, adult learners, and rural
3 students from accessing and succeeding in higher
4 education; access and affordability as well as high quality
5 are embedded in the definition of equity.

6 (b) The General Assembly supports all of the following work
7 and goals of the Board of Higher Education:

8 (1) Its work on the strategic plan for higher education
9 and the vision it has set forth that over the next 10 years
10 Illinois will have an equitable, accessible, innovative,
11 nimble, and aligned higher education ecosystem that
12 ensures individuals, families, and communities across the
13 state thrive.

14 (2) Its goal to close equity gaps in higher education
15 in Illinois and that the strategic plan will identify
16 multiple strategies to achieve this goal.

17 (3) Its goal to increase postsecondary
18 credential/degree attainment and develop talent to drive
19 the economy of Illinois and that the strategic plan will
20 identify strategies to achieve this goal, including
21 embedding equity in the State's attainment goal.

22 (4) Its goal to improve higher education
23 affordability, increase access, and manage costs and the
24 expectation that the strategic plan will identify
25 strategies for stakeholders to achieve these goals,
26 including opportunities to improve efficiency and

1 principles for equitable and adequate ways to fund higher
2 education.

3 (c) The General Assembly encourages the Board of Higher
4 Education to prepare an array of policy, practice, and proposed
5 legislative changes required to implement the strategic plan,
6 along with an implementation process and timeline by May 1,
7 2021 and to regularly evaluate the impact of the implementation
8 of the strategic plan and publicly report the evaluation to
9 ensure that the goals are achieved as intended and lead to a
10 high-quality, equitable, and diverse higher education system
11 in Illinois.

12 Article 100.

13 Section 100-1. Short title. This Act may be cited as the
14 Developmental Education Reform Act. References in this Article
15 to "this Act" mean this Article.

16 Section 100-5. Findings. The General Assembly makes all of
17 the following findings:

18 (1) Nearly 50% of this State's high school graduates
19 who enroll full-time in a community college are placed in
20 developmental education coursework in at least one
21 subject. Community colleges place nearly 71% of Black
22 students in developmental education courses compared to
23 42% of white students.

1 (2) Traditional developmental education courses cost
2 students' time and money and expend their financial aid
3 because a student does not receive college credit for the
4 successful completion of a traditional developmental
5 education course. This can be a barrier to enrollment,
6 persistence, and certificate or degree completion.

7 (3) Developmental education courses can exacerbate
8 inequities in higher education. Community colleges
9 graduate Black students who are placed in developmental
10 education courses at a rate of approximately 8% compared to
11 a graduation rate of 26% for white students who are placed
12 in developmental education courses.

13 (4) A history of inconsistent and inadequate
14 approaches to student placement in community college
15 coursework, such as the reliance on standardized test
16 scores, has resulted in too many students being placed in
17 developmental education coursework who could otherwise
18 succeed in introductory college-level coursework or
19 introductory college-level coursework with concurrent
20 support.

21 (5) Public institutions of higher education and State
22 agencies have undertaken voluntary efforts and committed
23 resources to improve placement and to address disparities
24 in the successful completion of introductory college-level
25 coursework.

26 (6) The Illinois Council of Community College

1 Presidents, the Illinois Community College Chief Academic
2 Officers Commission, the Illinois Community College Chief
3 Student Services Officers Commission, and the Illinois
4 Mathematics Association of Community Colleges have already
5 developed and approved a more equitable, multiple measures
6 framework for placement in coursework that is currently
7 implemented at many but not all community colleges.

8 (7) In 2019, members of the General Assembly, faculty
9 and administrators from public institutions of higher
10 education, board trustees from community college
11 districts, representatives from the Board of Higher
12 Education, the Illinois Community College Board, and other
13 appointed stakeholders convened a task force to inventory
14 and study developmental education models employed by
15 public community colleges and universities in this State
16 and to submit a detailed plan for scaling developmental
17 education reforms in which all students who are placed in
18 developmental education coursework are enrolled in an
19 evidence-based developmental education model that
20 maximizes a student's likelihood of completing an
21 introductory college-level course within his or her first 2
22 semesters at an institution of higher education. The data
23 released by the task force indicates all of the following:

24 (A) Despite more effective developmental education
25 models, community colleges and universities use the
26 traditional developmental education model for 77% of

1 students who place in a developmental education
2 mathematics course and for 67% of students who place in
3 a developmental English language course.

4 (B) Improved policies, programs, and practices are
5 essential to address the systemic inequities that
6 exist in postsecondary education in this State, such as
7 the disproportionate enrollment of Black students in
8 developmental education courses.

9 Section 100-10. Definitions. In this Act:

10 "College-level English language or mathematics course" or
11 "college-level English language or mathematics coursework"
12 means a course that bears credit and fulfills English language
13 or mathematics credit requirements for a baccalaureate degree,
14 a certificate, or an associate degree from a postsecondary
15 educational institution.

16 "Community college" means a public community college in
17 this State.

18 "Developmental education" means instruction through which
19 a high school graduate who applies to a college credit program
20 may attain the communication and computation skills necessary
21 to successfully complete college-level coursework.

22 "Developmental education course" or "developmental
23 education coursework" means a course or a category of courses
24 in which students are placed based on an institution's finding
25 that a student does not have the proficiency necessary to

1 succeed in an introductory college-level English language or
2 mathematics course.

3 "Institution of higher education" or "institution" means a
4 public community college or university in this State.

5 "University" means a public university in this State.

6 Section 100-15. Placement measures.

7 (a) On or before May 1, 2022, a community college shall use
8 each of the following measures, as appropriate, to determine
9 the placement of a student in introductory college-level
10 English language or mathematics coursework and shall use the
11 scores set forth in recommendations approved by the Illinois
12 Council of Community College Presidents on June 1, 2018:

13 (1) A student's cumulative high school grade point
14 average.

15 (2) A student's successful completion of an
16 appropriate high school transition course in mathematics
17 or English.

18 (3) A student's successful completion of an
19 appropriate developmental education or introductory
20 college-level English language or mathematics course at
21 another regionally accredited postsecondary educational
22 institution.

23 (b) In determining the placement of a student in
24 introductory college-level English language or mathematics
25 coursework, a community college shall consider the

1 standardized test scores provided by the student for placement
2 in an introductory college-level English language or
3 mathematics course.

4 In addition, a community college is encouraged to use the
5 scores set forth in recommendations approved by the Illinois
6 Council of Community College Presidents on June 1, 2018 and
7 should also consider other individual measures for placement in
8 an introductory college-level English language or mathematics
9 course, as set forth in recommendations approved by the
10 Illinois Council of Community College Presidents on June 1,
11 2018, and the scores set forth in those recommendations.

12 In its discretion, a community college may accept a lower
13 score on individual placement measures or accept lower scores
14 in combination with other placement measures than those set
15 forth in the recommendations.

16 (c) If a student qualifies for placement in an introductory
17 college-level English language or mathematics course using a
18 single measure under subsection (a) or (b), no additional
19 measures need to be considered for placement of the student in
20 the introductory college-level English language or mathematics
21 course.

22 Section 100-20. Recommendations of Illinois Council of
23 Community College Presidents recommendation revisions; math
24 pathways.

25 (a) If the Illinois Council of Community College Presidents

1 approves any revised recommendations for determining the
2 placement of students in introductory college-level English
3 language or mathematics courses in response to changes in
4 scoring systems, the introduction and use of additional
5 measures, or evidence that demonstrates the inaccuracy in the
6 use of scores in previous recommendations, then, within one
7 year after the date of the adoption of those revised
8 recommendations, references in this Act to recommendations
9 approved by the Illinois Council of Community College
10 Presidents on June 1, 2018 shall mean the revised
11 recommendations. The General Assembly may request that the
12 Illinois Council of Community College Presidents provide to the
13 General Assembly the rationale and supporting evidence for any
14 revision to the Council's recommendations.

15 (b) Beginning no later than December 1, 2021, the Illinois
16 Board of Higher Education shall convene stakeholders to
17 consider a multiple measures framework for placement into
18 college-level coursework for Illinois public universities with
19 considerations for math pathways and major requirements.

20 Section 100-25. Placement policy; report.

21 (a) Each institution of higher education shall publicly
22 post its placement policy in a manner that is easily accessible
23 to both students and prospective students.

24 (b) On or before July 1, 2023, the Illinois Community
25 College Board shall issue a report, which shall be made

1 available to the public on its Internet website, concerning
2 each community college's developmental education and
3 college-level coursework placement policy and the policy's
4 outcomes. The data disclosed in the report must be consistent
5 with the Illinois Community College Board's requirements for
6 data collection and must be disaggregated by developmental
7 education course model, as defined by the Illinois Community
8 College Board, and by gender, race and ethnicity, and federal
9 Pell Grant status.

10 Section 100-30. Institutional plans; report.

11 (a) On or before May 1, 2022, each university shall submit
12 to the Board of Higher Education and each community college
13 shall submit to the Illinois Community College Board its
14 institutional plan for scaling evidence-based developmental
15 education reforms to maximize the probability that a student
16 will be placed in and successfully complete introductory
17 college-level English language or mathematics coursework
18 within 2 semesters at the institution. At a minimum, a plan
19 submitted by an institution shall include all of the following:

20 (1) A description of the current developmental
21 education models offered by the institution. If the
22 institution does not currently offer developmental
23 education coursework, it must provide details regarding
24 its decision not to offer developmental education
25 coursework and the pathways that are available to students

1 deemed to be insufficiently prepared for introductory
2 college-level English language or mathematics coursework.

3 (2) A description of the developmental education
4 models that will be implemented and scaled and the basis of
5 the evidence and associated data that the institution
6 considered in making the decision to scale each model.

7 (3) Baseline data and benchmarks for progress,
8 including, but not limited to, (i) enrollment in
9 credit-bearing English language or mathematics courses,
10 (ii) rates of successful completion of introductory
11 college-level English language or mathematics courses, and
12 (iii) college-credit accumulation.

13 (4) Detailed plans for scaling reforms and improving
14 outcomes for all students placed in traditional
15 developmental education models or models with comparable
16 introductory college-level course completion rates. The
17 plan shall provide details about the expected improvements
18 in educational outcomes for Black students as result of the
19 proposed reforms.

20 (b) On or before January 1, 2023 and each year thereafter,
21 the Board of Higher Education and Illinois Community College
22 Board shall collect data and report to the General Assembly and
23 the public the status of developmental education reforms at
24 institutions. The report must include data on the progress of
25 the developmental education reforms, including, but not
26 limited to, (i) enrollment in credit-bearing English language

1 or mathematics courses, (ii) rates of successful completion of
2 introductory college-level English language or mathematics
3 courses, and (iii) college-credit accumulation. The data must
4 be disaggregated by gender, race and ethnicity, federal Pell
5 Grant status, and other variables of interest to the Board of
6 Higher Education and the Illinois Community College Board.

7 (c) On or before January 1, 2024 and each year thereafter,
8 the Board of Higher Education and Illinois Community College
9 Board, in consultation with institutions of higher education
10 and other stakeholders, shall consider additional data
11 reporting requirements to facilitate the rigorous and
12 continuous evaluation of each institution's implementation
13 plan and its impact on improving outcomes for students in
14 developmental education, particularly for Black students.

15 Section 100-90. Family Educational Rights and Privacy Act
16 of 1974. Nothing in this Act supersedes the federal Family
17 Educational Rights and Privacy Act of 1974 or rules adopted
18 pursuant to the federal Family Educational Rights and Privacy
19 Act of 1974.

20 Article 105.

21 Section 105-5. The Illinois Administrative Procedure Act
22 is amended by adding Section 5-45.8 as follows:

1 (5 ILCS 100/5-45.8 new)

2 Sec. 5-45.8. Emergency rulemaking. To provide for the
3 expeditious and timely implementation of this amendatory Act of
4 the 101st General Assembly, emergency rules implementing this
5 amendatory Act of the 101st General Assembly may be adopted in
6 accordance with Section 5-45 to implement this amendatory Act
7 of the 101st General Assembly. The adoption of emergency rules
8 authorized by Section 5-45 and this Section is deemed to be
9 necessary for the public interest, safety, and welfare.

10 This Section is repealed on January 1, 2026.

11 Section 105-10. The Invest in Kids Act is amended by
12 changing Sections 5, 10, 40, and 45 and by adding Section 7.5
13 as follows:

14 (35 ILCS 40/5)

15 (Section scheduled to be repealed on January 1, 2024)

16 Sec. 5. Definitions. As used in this Act:

17 "Authorized contribution" means the contribution amount
18 that is listed on the contribution authorization certificate
19 issued to the taxpayer.

20 "Board" means the State Board of Education.

21 "Contribution" means a donation made by the taxpayer during
22 the taxable year for providing scholarships as provided in this
23 Act.

24 "Custodian" means, with respect to eligible students, an

1 Illinois resident who is a parent or legal guardian of the
2 eligible student or students.

3 "Department" means the Department of Revenue.

4 "Eligible student" means a child who:

5 (1) is a member of a household whose federal adjusted
6 gross income the year before he or she initially receives a
7 scholarship under this program, as determined by the
8 Department, does not exceed 300% of the federal poverty
9 level and, once the child receives a scholarship, does not
10 exceed 400% of the federal poverty level;

11 (2) is eligible to attend a public elementary school or
12 high school in Illinois in the semester immediately
13 preceding the semester for which he or she first receives a
14 scholarship or is starting school in Illinois for the first
15 time when he or she first receives a scholarship; and

16 (3) resides in Illinois while receiving a scholarship.

17 "Family member" means a parent, child, or sibling, whether
18 by whole blood, half blood, or adoption; spouse; or stepchild.

19 "Focus district" means a school district which has a school
20 that is either (i) a school that has one or more subgroups in
21 which the average student performance is at or below the State
22 average for the lowest 10% of student performance in that
23 subgroup or (ii) a school with an average graduation rate of
24 less than 60% and not identified for priority.

25 "Jointly-administered CTE program" means a program or set
26 of programs within a non-public school located in Illinois, as

1 determined by the Department of Labor pursuant to Section 7.5
2 of this Act.

3 "Necessary costs and fees" includes the customary charge
4 for instruction and use of facilities in general and the
5 additional fixed fees charged for specified purposes that are
6 required generally of non-scholarship recipients for each
7 academic period for which the scholarship applicant actually
8 enrolls, including costs associated with student assessments,
9 but does not include fees payable only once and other
10 contingent deposits that are refundable in whole or in part.
11 The Board may prescribe, by rules consistent with this Act,
12 detailed provisions concerning the computation of necessary
13 costs and fees.

14 "Scholarship granting organization" means an entity that:

15 (1) is exempt from taxation under Section 501(c)(3) of
16 the Internal Revenue Code;

17 (2) uses at least 95% of the qualified contributions
18 received during a taxable year for scholarships;

19 (3) provides scholarships to students according to the
20 guidelines of this Act;

21 (4) deposits and holds qualified contributions and any
22 income derived from qualified contributions in an account
23 that is separate from the organization's operating fund or
24 other funds until such qualified contributions or income
25 are withdrawn for use; and

26 (5) is approved to issue certificates of receipt.

1 "Qualified contribution" means the authorized contribution
2 made by a taxpayer to a scholarship granting organization for
3 which the taxpayer has received a certificate of receipt from
4 such organization.

5 "Qualified school" means a non-public school located in
6 Illinois and recognized by the Board pursuant to Section
7 2-3.250 of the School Code.

8 "Scholarship" means an educational scholarship awarded to
9 an eligible student to attend a qualified school of their
10 custodians' choice in an amount not exceeding the necessary
11 costs and fees to attend that school.

12 "Taxpayer" means any individual, corporation, partnership,
13 trust, or other entity subject to the Illinois income tax. For
14 the purposes of this Act, 2 individuals filing a joint return
15 shall be considered one taxpayer.

16 "Technical academy" means a non-public school located in
17 Illinois that (i) registers with the Board pursuant to Section
18 2-3.250 of the School Code and (ii) operates or will operate a
19 jointly-administered CTE program as the primary focus of the
20 school. To maintain its status as a technical academy, the
21 non-public school must obtain recognition from the Board
22 pursuant to Section 2-3.250 of the School Code within 2
23 calendar years of its registration with the Board.

24 (Source: P.A. 100-465, eff. 8-31-17.)

1 Sec. 7.5. Determination of jointly-administered CTE
2 programs.

3 (a) Upon its own motion, or petition from a qualified
4 school or technical academy, the State Board of Education shall
5 determine whether a program or set of programs offered or
6 proposed by a qualified school or technical academy provides
7 coursework and training in career and technical education
8 pathways aligned to industry-recognized certifications and
9 credentials. The State Board of Education shall make that
10 determination based upon whether the industry-recognized
11 certifications or credentials that are the focus of a qualified
12 school or technical academy's coursework and training program
13 or set of programs (i) are associated with an occupation
14 determined to fall under the LEADING or EMERGING priority
15 sectors as determined through Illinois' Workforce Innovation
16 and Opportunity Act Unified State Plan, and (ii) provide wages
17 that are at least 70% of the average annual wage in the State
18 as determined by the United States Bureau of Labor Statistics.

19 The State Board of Education shall publish a list of
20 approved jointly-administered programs on its website and
21 otherwise make such list available to the public.

22 (b) A qualified school or technical academy may petition
23 the State Board of Education to obtain a determination that a
24 proposed program or set of programs that it seeks to offer
25 qualifies as a jointly-administered CTE program under
26 subsection (a) of this Section. A petitioner shall file one

1 original petition in the format provided by the State Board of
2 Education and in the manner specified by the State Board of
3 Education. The petitioner may withdraw his or her petition by
4 submitting a written statement to the State Board of Education
5 indicating withdrawal. The State Board of Education shall
6 approve or deny a petition within 180 days of its submission,
7 and, upon approval, shall proceed to add the program or set of
8 programs to the list of approved jointly-administered CTE
9 programs. The approval or denial of any petition is a final
10 decision of the Department, subject to judicial review under
11 the Administrative Review Law. Jurisdiction and venue are
12 vested in the circuit court.

13 (c) The State Board of Education shall evaluate the
14 approved jointly-administered CTE programs under this Section
15 once every 5 years. At this time, the State Board of Education
16 shall determine whether these programs continue to meet the
17 requirements set forth in subsection (a) of this Section.

18 (35 ILCS 40/10)

19 (Section scheduled to be repealed on January 1, 2024)

20 Sec. 10. Credit awards.

21 (a) The Department shall award credits against the tax
22 imposed under subsections (a) and (b) of Section 201 of the
23 Illinois Income Tax Act to taxpayers who make qualified
24 contributions. For contributions made under this Act, the
25 credit shall be equal to 75% of the total amount of qualified

1 contributions made by the taxpayer during a taxable year, not
2 to exceed a credit of \$1,000,000 per taxpayer.

3 (b) The aggregate amount of all credits the Department may
4 award under this Act in any calendar year may not exceed
5 \$75,000,000.

6 (c) Contributions made by corporations (including
7 Subchapter S corporations), partnerships, and trusts under
8 this Act may ~~not~~ be directed to a particular subset of schools
9 or a particular school, but may not be directed to a
10 particular group of students, or a particular student.
11 Contributions made by individuals under this Act may be
12 directed to a particular subset of schools or a particular
13 school but may not be directed to a particular group of
14 students or a particular student.

15 (d) No credit shall be taken under this Act for any
16 qualified contribution for which the taxpayer claims a federal
17 income tax deduction.

18 (e) Credits shall be awarded in a manner, as determined by
19 the Department, that is geographically proportionate to
20 enrollment in recognized non-public schools in Illinois. If the
21 cap on the aggregate credits that may be awarded by the
22 Department is not reached by April 1 ~~June 1~~ of a given year,
23 the Department shall award remaining credits on a first-come,
24 first-served basis, without regard to the limitation of this
25 subsection.

26 (f) Credits awarded for donations made to a technical

1 academy shall be awarded without regard to subsection (e), but
2 shall not exceed 15% of the annual statewide program cap. For
3 the purposes of this subsection, "technical academy" means a
4 technical academy that is registered with the Board within 30
5 days after the effective date of this amendatory Act of the
6 101st General Assembly.

7 (Source: P.A. 100-465, eff. 8-31-17.)

8 (35 ILCS 40/40)

9 (Section scheduled to be repealed on January 1, 2024)

10 Sec. 40. Scholarship granting organization
11 responsibilities.

12 (a) Before granting a scholarship for an academic year, all
13 scholarship granting organizations shall assess and document
14 each student's eligibility for the academic year.

15 (b) A scholarship granting organization shall grant
16 scholarships only to eligible students.

17 (c) A scholarship granting organization shall allow an
18 eligible student to attend any qualified school of the
19 student's choosing, subject to the availability of funds.

20 (d) In granting scholarships, beginning in the 2022-2023
21 school year and each school year thereafter, a scholarship
22 granting organization shall give first priority to eligible
23 students who received a scholarship from a scholarship granting
24 organization during the previous school year. Second priority
25 shall be given to the following priority groups:

1 (1) (blank); ~~eligible students who received a~~
2 ~~scholarship from a scholarship granting organization~~
3 ~~during the previous school year;~~

4 (2) eligible students who are members of a household
5 whose previous year's total annual income does not exceed
6 185% of the federal poverty level;

7 (3) eligible students who reside within a focus
8 district; and

9 (4) eligible students who are siblings of students
10 currently receiving a scholarship.

11 (d-5) A scholarship granting organization shall begin
12 granting scholarships no later than February 1 preceding the
13 school year for which the scholarship is sought. Each ~~The~~
14 priority group ~~groups~~ identified in subsection (d) of this
15 Section shall be eligible to receive scholarships on a
16 first-come, first-served basis until ~~the~~ April 1 immediately
17 preceding the school year for which the scholarship is sought
18 starting with the first priority group identified in subsection
19 (d) of this Section. Applications for scholarships for eligible
20 students meeting the qualifications of one or more priority
21 groups that are received before April 1 must be either approved
22 or denied within 10 business days after receipt. Beginning
23 April 1, all eligible students shall be eligible to receive
24 scholarships without regard to the priority groups identified
25 in subsection (d) of this Section.

26 (e) Except as provided in subsection (e-5) of this Section,

1 scholarships shall not exceed the lesser of (i) the statewide
2 average operational expense per student among public schools or
3 (ii) the necessary costs and fees for attendance at the
4 qualified school. Scholarships shall be prorated as follows:

5 (1) for eligible students whose household income is
6 less than 185% of the federal poverty level, the
7 scholarship shall be 100% of the amount determined pursuant
8 to this subsection (e) and subsection (e-5) of this
9 Section;

10 (2) for eligible students whose household income is
11 185% or more of the federal poverty level but less than
12 250% of the federal poverty level, the average of
13 scholarships shall be 75% of the amount determined pursuant
14 to this subsection (e) and subsection (e-5) of this
15 Section; and

16 (3) for eligible students whose household income is
17 250% or more of the federal poverty level, the average of
18 scholarships shall be 50% of the amount determined pursuant
19 to this subsection (e) and subsection (e-5) of this
20 Section.

21 (e-5) The statewide average operational expense per
22 student among public schools shall be multiplied by the
23 following factors:

24 (1) for students determined eligible to receive
25 services under the federal Individuals with Disabilities
26 Education Act, 2;

1 (2) for students who are English learners, as defined
2 in subsection (d) of Section 14C-2 of the School Code, 1.2;
3 ~~and~~

4 (3) for students who are gifted and talented children,
5 as defined in Section 14A-20 of the School Code, 1.1; ~~and~~ -

6 (4) for students enrolled in a jointly-administered
7 CTE program, 1.5.

8 (f) A scholarship granting organization shall distribute
9 scholarship payments to the participating school where the
10 student is enrolled.

11 (g) Beginning in ~~For~~ the 2018-2019 school year ~~through the~~
12 ~~2021-2022 school year~~, each scholarship granting organization
13 shall expend no less than 75% of the qualified contributions
14 received during the calendar year in which the qualified
15 contributions were received. No more than 25% of the qualified
16 contributions may be carried forward to the following calendar
17 year.

18 (h) In determining compliance with subsection (g), a
19 scholarship granting organization may exempt a portion of
20 donations directed to a technical academy operating in the
21 first two calendar years in which the school is eligible to
22 receive donations. For purposes of determining compliance with
23 subsection (g) the sum of exempted donations per technical
24 academy shall not exceed \$3,000,000 over the 2-calendar year
25 period. Not more than one scholarship granting organization
26 shall exempt a portion of directed donations per technical

1 academy. ~~For the 2022-2023 school year, each scholarship~~
2 ~~granting organization shall expend all qualified contributions~~
3 ~~received during the calendar year in which the qualified~~
4 ~~contributions were received. No qualified contributions may be~~
5 ~~carried forward to the following calendar year.~~

6 (i) A scholarship granting organization shall allow an
7 eligible student to transfer a scholarship during a school year
8 to any other participating school of the custodian's choice.
9 Such scholarships shall be prorated.

10 (j) With the prior approval of the Department, a
11 scholarship granting organization may transfer funds to
12 another scholarship granting organization if additional funds
13 are required to meet scholarship demands at the receiving
14 scholarship granting organization. All transferred funds must
15 be deposited by the receiving scholarship granting
16 organization into its scholarship accounts. All transferred
17 amounts received by any scholarship granting organization must
18 be separately disclosed to the Department.

19 (k) If the approval of a scholarship granting organization
20 is revoked as provided in Section 20 of this Act or the
21 scholarship granting organization is dissolved, all remaining
22 qualified contributions of the scholarship granting
23 organization shall be transferred to another scholarship
24 granting organization. All transferred funds must be deposited
25 by the receiving scholarship granting organization into its
26 scholarship accounts.

1 (1) Scholarship granting organizations shall make
2 reasonable efforts to advertise the availability of
3 scholarships to eligible students.

4 (Source: P.A. 100-465, eff. 8-31-17.)

5 (35 ILCS 40/45)

6 (Section scheduled to be repealed on January 1, 2024)

7 Sec. 45. State Board responsibilities.

8 (a) Beginning in the 2019-2020 school year, students who
9 have been granted a scholarship under this Act shall be
10 annually assessed at the qualified school where the student
11 attends school in the same manner in which students that attend
12 public schools are annually assessed pursuant to Section
13 2-3.64a-5 of the School Code. Such qualified school shall pay
14 costs associated with this requirement.

15 (b) The Board shall select an independent research
16 organization, which may be a public or private entity or
17 university, to which participating qualified schools must
18 report the scores of students who are receiving scholarships
19 and are assessed pursuant to subsection (a) of this Section.
20 Costs associated with the independent research organization
21 shall be paid by the scholarship granting organizations on a
22 per-pupil basis or by gifts, grants, or donations received by
23 the Board under subsection (d) of this Section, as determined
24 by the Board. The independent research organization must
25 annually report to the Board on the year-to-year learning gains

1 of students receiving scholarships on a statewide basis. The
2 report shall also include, to the extent possible, a comparison
3 of these learning gains to the statewide learning gains of
4 public school students with socioeconomic backgrounds similar
5 to those of students receiving scholarships. The annual report
6 shall be delivered to the Board and published on its website.

7 (c) Beginning within 120 days after the Board first
8 receives the annual report by the independent research
9 organization as provided in subsection (b) of this Section and
10 on an annual basis thereafter, the Board shall submit a written
11 report to the Governor, the President of the Senate, the
12 Speaker of the House of Representatives, the Minority Leader of
13 the Senate, and the Minority Leader of the House of
14 Representatives regarding this Act. Such report shall include
15 an evaluation of the academic performance of students receiving
16 scholarships and recommendations for improving student
17 performance.

18 (d) Subject to the State Officials and Employees Ethics
19 Act, the Board may receive and expend gifts, grants, and
20 donations of any kind from any public or private entity to
21 carry out the purposes of this Section, subject to the terms
22 and conditions under which the gifts are given, provided that
23 all such terms and conditions are permissible under law.

24 (e) The sharing and reporting of student assessment
25 ~~learning gain~~ data under this Section must be in accordance
26 with requirements of the Family Educational Rights and Privacy

1 Act and the Illinois School Student Records Act. All parties
2 must preserve the confidentiality of such information as
3 required by law. The annual report must not disaggregate data
4 to a level that will disclose the academic level of individual
5 students.

6 (Source: P.A. 100-465, eff. 8-31-17.)

7 (35 ILCS 40/995 rep.)

8 Section 105-15. The Invest in Kids Act is amended by
9 repealing Section 995.

10 Article 115.

11 Section 115-5. The School Code is amended by changing
12 Section 21B-50 as follows:

13 (105 ILCS 5/21B-50)

14 Sec. 21B-50. Alternative Educator Licensure Program.

15 (a) There is established an alternative educator licensure
16 program, to be known as the Alternative Educator Licensure
17 Program for Teachers.

18 (b) The Alternative Educator Licensure Program for
19 Teachers may be offered by a recognized institution approved to
20 offer educator preparation programs by the State Board of
21 Education, in consultation with the State Educator Preparation
22 and Licensure Board.

1 The program shall be comprised of 4 phases:

2 (1) A course of study that at a minimum includes
3 instructional planning; instructional strategies,
4 including special education, reading, and English language
5 learning; classroom management; and the assessment of
6 students and use of data to drive instruction.

7 (2) A year of residency, which is a candidate's
8 assignment to a full-time teaching position or as a
9 co-teacher for one full school year. An individual must
10 hold an Educator License with Stipulations with an
11 alternative provisional educator endorsement in order to
12 enter the residency and must complete additional program
13 requirements that address required State and national
14 standards, pass the State Board's teacher performance
15 assessment no later than the end of the first semester of
16 the second year of residency, as required under phase (3)
17 of this subsection (b), and be recommended by the principal
18 or qualified equivalent of a principal, as required under
19 subsection (d) of this Section, and the program coordinator
20 to continue with the second year of the residency.

21 (3) A second year of residency, which shall include the
22 candidate's assignment to a full-time teaching position
23 for one school year. The candidate must be assigned an
24 experienced teacher to act as a mentor and coach the
25 candidate through the second year of residency.

26 (4) A comprehensive assessment of the candidate's

1 teaching effectiveness, as evaluated by the principal or
2 qualified equivalent of a principal, as required under
3 subsection (d) of this Section, and the program
4 coordinator, at the end of the second year of residency. If
5 there is disagreement between the 2 evaluators about the
6 candidate's teaching effectiveness, the candidate may
7 complete one additional year of residency teaching under a
8 professional development plan developed by the principal
9 or qualified equivalent and the preparation program. At the
10 completion of the third year, a candidate must have
11 positive evaluations and a recommendation for full
12 licensure from both the principal or qualified equivalent
13 and the program coordinator or no Professional Educator
14 License shall be issued.

15 Successful completion of the program shall be deemed to
16 satisfy any other practice or student teaching and content
17 matter requirements established by law.

18 (c) An alternative provisional educator endorsement on an
19 Educator License with Stipulations is valid for 2 years of
20 teaching in the public schools, including without limitation a
21 preschool educational program under Section 2-3.71 of this Code
22 or charter school, or in a State-recognized nonpublic school in
23 which the chief administrator is required to have the licensure
24 necessary to be a principal in a public school in this State
25 and in which a majority of the teachers are required to have
26 the licensure necessary to be instructors in a public school in

1 this State, but may be renewed for a third year if needed to
2 complete the Alternative Educator Licensure Program for
3 Teachers. The endorsement shall be issued only once to an
4 individual who meets all of the following requirements:

5 (1) Has graduated from a regionally accredited college
6 or university with a bachelor's degree or higher.

7 (2) (Blank). ~~Has a cumulative grade point average of~~
8 ~~3.0 or greater on a 4.0 scale or its equivalent on another~~
9 ~~scale.~~

10 (3) Has completed a major in the content area if
11 seeking a middle or secondary level endorsement or, if
12 seeking an early childhood, elementary, or special
13 education endorsement, has completed a major in the content
14 area of reading, English/language arts, mathematics, or
15 one of the sciences. If the individual does not have a
16 major in a content area for any level of teaching, he or
17 she must submit transcripts to the State Board of Education
18 to be reviewed for equivalency.

19 (4) Has successfully completed phase (1) of subsection
20 (b) of this Section.

21 (5) Has passed a content area test required for the
22 specific endorsement for admission into the program, as
23 required under Section 21B-30 of this Code.

24 A candidate possessing the alternative provisional
25 educator endorsement may receive a salary, benefits, and any
26 other terms of employment offered to teachers in the school who

1 are members of an exclusive bargaining representative, if any,
2 but a school is not required to provide these benefits during
3 the years of residency if the candidate is serving only as a
4 co-teacher. If the candidate is serving as the teacher of
5 record, the candidate must receive a salary, benefits, and any
6 other terms of employment. Residency experiences must not be
7 counted towards tenure.

8 (d) The recognized institution offering the Alternative
9 Educator Licensure Program for Teachers must partner with a
10 school district, including without limitation a preschool
11 educational program under Section 2-3.71 of this Code or
12 charter school, or a State-recognized, nonpublic school in this
13 State in which the chief administrator is required to have the
14 licensure necessary to be a principal in a public school in
15 this State and in which a majority of the teachers are required
16 to have the licensure necessary to be instructors in a public
17 school in this State. A recognized institution that partners
18 with a public school district administering a preschool
19 educational program under Section 2-3.71 of this Code must
20 require a principal to recommend or evaluate candidates in the
21 program. A recognized institution that partners with an
22 eligible entity administering a preschool educational program
23 under Section 2-3.71 of this Code and that is not a public
24 school district must require a principal or qualified
25 equivalent of a principal to recommend or evaluate candidates
26 in the program. The program presented for approval by the State

1 Board of Education must demonstrate the supports that are to be
2 provided to assist the provisional teacher during the 2-year
3 residency period. These supports must provide additional
4 contact hours with mentors during the first year of residency.

5 (e) Upon completion of the 4 phases outlined in subsection
6 (b) of this Section and all assessments required under Section
7 21B-30 of this Code, an individual shall receive a Professional
8 Educator License.

9 (f) The State Board of Education, in consultation with the
10 State Educator Preparation and Licensure Board, may adopt such
11 rules as may be necessary to establish and implement the
12 Alternative Educator Licensure Program for Teachers.

13 (Source: P.A. 100-596, eff. 7-1-18; 100-822, eff. 1-1-19;
14 101-220, eff. 8-7-19; 101-570, eff. 8-23-19; 101-643, eff.
15 6-18-20.)

16 Article 120.

17 Section 120-5. The Higher Education Student Assistance Act
18 is amended by changing Section 50 as follows:

19 (110 ILCS 947/50)

20 Sec. 50. Minority Teachers of Illinois scholarship
21 program.

22 (a) As used in this Section:

23 "Eligible applicant" means a minority student who has

1 graduated from high school or has received a high school
2 equivalency certificate and has maintained a cumulative
3 grade point average of no less than 2.5 on a 4.0 scale, and
4 who by reason thereof is entitled to apply for scholarships
5 to be awarded under this Section.

6 "Minority student" means a student who is any of the
7 following:

8 (1) American Indian or Alaska Native (a person
9 having origins in any of the original peoples of North
10 and South America, including Central America, and who
11 maintains tribal affiliation or community attachment).

12 (2) Asian (a person having origins in any of the
13 original peoples of the Far East, Southeast Asia, or
14 the Indian subcontinent, including, but not limited
15 to, Cambodia, China, India, Japan, Korea, Malaysia,
16 Pakistan, the Philippine Islands, Thailand, and
17 Vietnam).

18 (3) Black or African American (a person having
19 origins in any of the black racial groups of Africa).
20 Terms such as "Haitian" or "Negro" can be used in
21 addition to "Black or African American".

22 (4) Hispanic or Latino (a person of Cuban, Mexican,
23 Puerto Rican, South or Central American, or other
24 Spanish culture or origin, regardless of race).

25 (5) Native Hawaiian or Other Pacific Islander (a
26 person having origins in any of the original peoples of

1 Hawaii, Guam, Samoa, or other Pacific Islands).

2 "Qualified bilingual minority applicant" means a
3 qualified student who demonstrates proficiency in a
4 language other than English by (i) receiving a State Seal
5 of Biliteracy from the State Board of Education or (ii)
6 receiving a passing score on an educator licensure target
7 language proficiency test.

8 "Qualified student" means a person (i) who is a
9 resident of this State and a citizen or permanent resident
10 of the United States; (ii) who is a minority student, as
11 defined in this Section; (iii) who, as an eligible
12 applicant, has made a timely application for a minority
13 teaching scholarship under this Section; (iv) who is
14 enrolled on at least a half-time basis at a qualified
15 Illinois institution of higher learning; (v) who is
16 enrolled in a course of study leading to teacher licensure,
17 including alternative teacher licensure, or, if the
18 student is already licensed to teach, in a course of study
19 leading to an additional teaching endorsement or a master's
20 degree in an academic field in which he or she is teaching
21 or plans to teach or who has received one or more College
22 and Career Pathway Endorsements pursuant to Section 80 of
23 the Postsecondary and Workforce Readiness Act and commits
24 to enrolling in a course of study leading to teacher
25 licensure, including alternative teacher licensure; (vi)
26 who maintains a grade point average of no less than 2.5 on

1 a 4.0 scale; and (vii) who continues to advance
2 satisfactorily toward the attainment of a degree.

3 (b) In order to encourage academically talented Illinois
4 minority students to pursue teaching careers at the preschool
5 or elementary or secondary school level and to address and
6 alleviate the teacher shortage crisis in this State described
7 under the provisions of the Transitions in Education Act, each
8 qualified student shall be awarded a minority teacher
9 scholarship to any qualified Illinois institution of higher
10 learning. However, preference may be given to qualified
11 applicants enrolled at or above the junior level.

12 (c) Each minority teacher scholarship awarded under this
13 Section shall be in an amount sufficient to pay the tuition and
14 fees and room and board costs of the qualified Illinois
15 institution of higher learning at which the recipient is
16 enrolled, up to an annual maximum of \$5,000; except that in the
17 case of a recipient who does not reside on-campus at the
18 institution at which he or she is enrolled, the amount of the
19 scholarship shall be sufficient to pay tuition and fee expenses
20 and a commuter allowance, up to an annual maximum of \$5,000.
21 However, if at least \$2,850,000 is appropriated in a given
22 fiscal year for the Minority Teachers of Illinois scholarship
23 program, then, in each fiscal year thereafter, each scholarship
24 awarded under this Section shall be in an amount sufficient to
25 pay the tuition and fees and room and board costs of the
26 qualified Illinois institution of higher learning at which the

1 recipient is enrolled, up to an annual maximum of \$7,500;
2 except that in the case of a recipient who does not reside
3 on-campus at the institution at which he or she is enrolled,
4 the amount of the scholarship shall be sufficient to pay
5 tuition and fee expenses and a commuter allowance, up to an
6 annual maximum of \$7,500.

7 (d) The total amount of minority teacher scholarship
8 assistance awarded by the Commission under this Section to an
9 individual in any given fiscal year, when added to other
10 financial assistance awarded to that individual for that year,
11 shall not exceed the cost of attendance at the institution at
12 which the student is enrolled. If the amount of minority
13 teacher scholarship to be awarded to a qualified student as
14 provided in subsection (c) of this Section exceeds the cost of
15 attendance at the institution at which the student is enrolled,
16 the minority teacher scholarship shall be reduced by an amount
17 equal to the amount by which the combined financial assistance
18 available to the student exceeds the cost of attendance.

19 (e) The maximum number of academic terms for which a
20 qualified student can receive minority teacher scholarship
21 assistance shall be 8 semesters or 12 quarters.

22 (f) In any academic year for which an eligible applicant
23 under this Section accepts financial assistance through the
24 Paul Douglas Teacher Scholarship Program, as authorized by
25 Section 551 et seq. of the Higher Education Act of 1965, the
26 applicant shall not be eligible for scholarship assistance

1 awarded under this Section.

2 (g) All applications for minority teacher scholarships to
3 be awarded under this Section shall be made to the Commission
4 on forms which the Commission shall provide for eligible
5 applicants. The form of applications and the information
6 required to be set forth therein shall be determined by the
7 Commission, and the Commission shall require eligible
8 applicants to submit with their applications such supporting
9 documents or recommendations as the Commission deems
10 necessary.

11 (h) Subject to a separate appropriation for such purposes,
12 payment of any minority teacher scholarship awarded under this
13 Section shall be determined by the Commission. All scholarship
14 funds distributed in accordance with this subsection shall be
15 paid to the institution and used only for payment of the
16 tuition and fee and room and board expenses incurred by the
17 student in connection with his or her attendance at a qualified
18 Illinois institution of higher learning. Any minority teacher
19 scholarship awarded under this Section shall be applicable to 2
20 semesters or 3 quarters of enrollment. If a qualified student
21 withdraws from enrollment prior to completion of the first
22 semester or quarter for which the minority teacher scholarship
23 is applicable, the school shall refund to the Commission the
24 full amount of the minority teacher scholarship.

25 (i) The Commission shall administer the minority teacher
26 scholarship aid program established by this Section and shall

1 make all necessary and proper rules not inconsistent with this
2 Section for its effective implementation.

3 (j) When an appropriation to the Commission for a given
4 fiscal year is insufficient to provide scholarships to all
5 qualified students, the Commission shall allocate the
6 appropriation in accordance with this subsection. If funds are
7 insufficient to provide all qualified students with a
8 scholarship as authorized by this Section, the Commission shall
9 allocate the available scholarship funds for that fiscal year
10 to qualified students who submit a complete application form on
11 or before a date specified by the Commission based on the
12 following order of priority:

13 (1) To students who received a scholarship under this
14 Section in the prior academic year and who remain eligible
15 for a minority teacher scholarship under this Section.

16 (2) Except as otherwise provided in subsection (k), to
17 students who demonstrate financial need, as determined by
18 the Commission. ~~on the basis of the date the Commission~~
19 ~~receives a complete application form.~~

20 (k) Notwithstanding paragraph (2) of the provisions of
21 subsection (j) ~~or any other provision of this Section,~~ at least
22 35% ~~30%~~ of the funds appropriated for scholarships awarded
23 under this Section in each fiscal year shall be reserved for
24 qualified male minority applicants, with priority being given
25 to qualified Black male applicants beginning with fiscal year
26 2023. If the Commission does not receive enough applications

1 from qualified male minorities on or before January 1 of each
2 fiscal year to award 35% ~~30%~~ of the funds appropriated for
3 these scholarships to qualified male minority applicants, then
4 the Commission may award a portion of the reserved funds to
5 qualified female minority applicants in accordance with
6 subsection (j).

7 Beginning with fiscal year 2023, if at least \$2,850,000 but
8 less than \$4,200,000 is appropriated in a given fiscal year for
9 scholarships awarded under this Section, then at least 10% of
10 the funds appropriated shall be reserved for qualified
11 bilingual minority applicants, with priority being given to
12 qualified bilingual minority applicants who are enrolled in an
13 educator preparation program with a concentration in
14 bilingual, bicultural education. Beginning with fiscal year
15 2023, if at least \$4,200,000 is appropriated in a given fiscal
16 year for the Minority Teachers of Illinois scholarship program,
17 then at least 30% of the funds appropriated shall be reserved
18 for qualified bilingual minority applicants, with priority
19 being given to qualified bilingual minority applicants who are
20 enrolled in an educator preparation program with a
21 concentration in bilingual, bicultural education. Beginning
22 with fiscal year 2023, if at least \$2,850,000 is appropriated
23 in a given fiscal year for scholarships awarded under this
24 Section but the Commission does not receive enough applications
25 from qualified bilingual minority applicants on or before
26 January 1 of that fiscal year to award at least 10% of the

1 funds appropriated to qualified bilingual minority applicants,
2 then the Commission may, in its discretion, award a portion of
3 the reserved funds to other qualified students in accordance
4 with subsection (j).

5 (1) Prior to receiving scholarship assistance for any
6 academic year, each recipient of a minority teacher scholarship
7 awarded under this Section shall be required by the Commission
8 to sign an agreement under which the recipient pledges that,
9 within the one-year period following the termination of the
10 program for which the recipient was awarded a minority teacher
11 scholarship, the recipient (i) shall begin teaching for a
12 period of not less than one year for each year of scholarship
13 assistance he or she was awarded under this Section; ~~and~~ (ii)
14 shall fulfill this teaching obligation at a nonprofit Illinois
15 public, private, or parochial preschool, elementary school, or
16 secondary school at which no less than 30% of the enrolled
17 students are minority students in the year during which the
18 recipient begins teaching at the school or may instead, if the
19 recipient received a scholarship as a qualified bilingual
20 minority applicant, fulfill this teaching obligation in a
21 program in transitional bilingual education pursuant to
22 Article 14C of the School Code or in a school in which 20 or
23 more English learner students in the same language
24 classification are enrolled; and (iii) shall, upon request by
25 the Commission, provide the Commission with evidence that he or
26 she is fulfilling or has fulfilled the terms of the teaching

1 agreement provided for in this subsection.

2 (m) If a recipient of a minority teacher scholarship
3 awarded under this Section fails to fulfill the teaching
4 obligation set forth in subsection (l) of this Section, the
5 Commission shall require the recipient to repay the amount of
6 the scholarships received, prorated according to the fraction
7 of the teaching obligation not completed, at a rate of interest
8 equal to 5%, and, if applicable, reasonable collection fees.
9 The Commission is authorized to establish rules relating to its
10 collection activities for repayment of scholarships under this
11 Section. All repayments collected under this Section shall be
12 forwarded to the State Comptroller for deposit into the State's
13 General Revenue Fund.

14 (n) A recipient of minority teacher scholarship shall not
15 be considered in violation of the agreement entered into
16 pursuant to subsection (l) if the recipient (i) enrolls on a
17 full time basis as a graduate student in a course of study
18 related to the field of teaching at a qualified Illinois
19 institution of higher learning; (ii) is serving, not in excess
20 of 3 years, as a member of the armed services of the United
21 States; (iii) is a person with a temporary total disability for
22 a period of time not to exceed 3 years as established by sworn
23 affidavit of a qualified physician; (iv) is seeking and unable
24 to find full time employment as a teacher at an Illinois
25 public, private, or parochial preschool or elementary or
26 secondary school that satisfies the criteria set forth in

1 subsection (l) of this Section and is able to provide evidence
2 of that fact; (v) becomes a person with a permanent total
3 disability as established by sworn affidavit of a qualified
4 physician; (vi) is taking additional courses, on at least a
5 half-time basis, needed to obtain licensure as a teacher in
6 Illinois; or (vii) is fulfilling teaching requirements
7 associated with other programs administered by the Commission
8 and cannot concurrently fulfill them under this Section in a
9 period of time equal to the length of the teaching obligation.

10 (o) Scholarship recipients under this Section who withdraw
11 from a program of teacher education but remain enrolled in
12 school to continue their postsecondary studies in another
13 academic discipline shall not be required to commence repayment
14 of their Minority Teachers of Illinois scholarship so long as
15 they remain enrolled in school on a full-time basis or if they
16 can document for the Commission special circumstances that
17 warrant extension of repayment.

18 (p) If the Minority Teachers of Illinois scholarship
19 program does not expend at least 90% of the amount appropriated
20 for the program in a given fiscal year for 3 consecutive fiscal
21 years and the Commission does not receive enough applications
22 from the groups identified in subsection (k) on or before
23 January 1 in each of those fiscal years to meet the percentage
24 reserved for those groups under subsection (k), then up to 3%
25 of amount appropriated for the program for each of next 3
26 fiscal years shall be allocated to increasing awareness of the

1 program and for the recruitment of Black male applicants. The
2 Commission shall make a recommendation to the General Assembly
3 by January 1 of the year immediately following the end of that
4 third fiscal year regarding whether the amount allocated to
5 increasing awareness and recruitment should continue.

6 (g) Each qualified Illinois institution of higher learning
7 that receives funds from the Minority Teachers of Illinois
8 scholarship program shall host an annual information session at
9 the institution about the program for teacher candidates of
10 color in accordance with rules adopted by the Commission.
11 Additionally, the institution shall ensure that each
12 scholarship recipient enrolled at the institution meets with an
13 academic advisor at least once per academic year to facilitate
14 on-time completion of the recipient's educator preparation
15 program.

16 (Source: P.A. 99-143, eff. 7-27-15; 100-235, eff. 6-1-18.)

17 Article 125.

18 Section 125-5. The Higher Education Student Assistance Act
19 is amended by changing Section 65.100 as follows:

20 (110 ILCS 947/65.100)

21 (Section scheduled to be repealed on October 1, 2024)

22 Sec. 65.100. AIM HIGH Grant Pilot Program.

23 (a) The General Assembly makes all of the following

1 findings:

2 (1) Both access and affordability are important
3 aspects of the Illinois Public Agenda for College and
4 Career Success report.

5 (2) This State is in the top quartile with respect to
6 the percentage of family income needed to pay for college.

7 (3) Research suggests that as loan amounts increase,
8 rather than an increase in grant amounts, the probability
9 of college attendance decreases.

10 (4) There is further research indicating that
11 socioeconomic status may affect the willingness of
12 students to use loans to attend college.

13 (5) Strategic use of tuition discounting can decrease
14 the amount of loans that students must use to pay for
15 tuition.

16 (6) A modest, individually tailored tuition discount
17 can make the difference in a student choosing to attend
18 college and enhance college access for low-income and
19 middle-income families.

20 (7) Even if the federally calculated financial need for
21 college attendance is met, the federally determined
22 Expected Family Contribution can still be a daunting
23 amount.

24 (8) This State is the second largest exporter of
25 students in the country.

26 (9) When talented Illinois students attend

1 universities in this State, the State and those
2 universities benefit.

3 (10) State universities in other states have adopted
4 pricing and incentives that allow many Illinois residents
5 to pay less to attend an out-of-state university than to
6 remain in this State for college.

7 (11) Supporting Illinois student attendance at
8 Illinois public universities can assist in State efforts to
9 maintain and educate a highly trained workforce.

10 (12) Modest tuition discounts that are individually
11 targeted and tailored can result in enhanced revenue for
12 public universities.

13 (13) By increasing a public university's capacity to
14 strategically use tuition discounting, the public
15 university will be capable of creating enhanced tuition
16 revenue by increasing enrollment yields.

17 (b) In this Section:

18 "Eligible applicant" means a student from any high school
19 in this State, whether or not recognized by the State Board of
20 Education, who is engaged in a program of study that in due
21 course will be completed by the end of the school year and who
22 meets all of the qualifications and requirements under this
23 Section.

24 "Tuition and other necessary fees" includes the customary
25 charge for instruction and use of facilities in general and the
26 additional fixed fees charged for specified purposes that are

1 required generally of non-grant recipients for each academic
2 period for which the grant applicant actually enrolls, but does
3 not include fees payable only once or breakage fees and other
4 contingent deposits that are refundable in whole or in part.
5 The Commission may adopt, by rule not inconsistent with this
6 Section, detailed provisions concerning the computation of
7 tuition and other necessary fees.

8 (c) Beginning with the 2019-2020 academic year, each public
9 university may establish a merit-based scholarship pilot
10 program known as the AIM HIGH Grant Pilot Program. Each year,
11 the Commission shall receive and consider applications from
12 public universities under this Section. Subject to
13 appropriation and any tuition waiver limitation established by
14 the Board of Higher Education, a public university campus may
15 award a grant to a student under this Section if it finds that
16 the applicant meets all of the following criteria:

17 (1) He or she is a resident of this State and a citizen
18 or eligible noncitizen of the United States.

19 (2) He or she files a Free Application for Federal
20 Student Aid and demonstrates financial need with a
21 household income no greater than 6 times the poverty
22 guidelines updated periodically in the Federal Register by
23 the U.S. Department of Health and Human Services under the
24 authority of 42 U.S.C. 9902(2). The household income of the
25 applicant at the time of initial application shall be
26 deemed to be the household income of the applicant for the

1 duration of the pilot program.

2 (3) He or she meets the minimum cumulative grade point
3 average or ACT or SAT college admissions test score, as
4 determined by the public university campus.

5 (4) He or she is enrolled in a public university as an
6 undergraduate student on a full-time basis.

7 (5) He or she has not yet received a baccalaureate
8 degree or the equivalent of 135 semester credit hours.

9 (6) He or she is not incarcerated.

10 (7) He or she is not in default on any student loan or
11 does not owe a refund or repayment on any State or federal
12 grant or scholarship.

13 (8) Any other reasonable criteria, as determined by the
14 public university campus.

15 (d) Each public university campus shall determine grant
16 renewal criteria consistent with the requirements under this
17 Section.

18 (e) Each participating public university campus shall post
19 on its Internet website criteria and eligibility requirements
20 for receiving awards that use funds under this Section that
21 include a range in the sizes of these individual awards. The
22 criteria and amounts must also be reported to the Commission
23 and the Board of Higher Education, who shall post the
24 information on their respective Internet websites.

25 (f) After enactment of an appropriation for this Program,
26 the Commission shall determine an allocation of funds to each

1 public university in an amount proportionate to the number of
2 undergraduate students who are residents of this State and
3 citizens or eligible noncitizens of the United States and who
4 were enrolled at each public university campus in the previous
5 academic year. All applications must be made to the Commission
6 on or before a date determined by the Commission and on forms
7 that the Commission shall provide to each public university
8 campus. The form of the application and the information
9 required shall be determined by the Commission and shall
10 include, without limitation, the total public university
11 campus funds used to match funds received from the Commission
12 in the previous academic year under this Section, if any, the
13 total enrollment of undergraduate students who are residents of
14 this State from the previous academic year, and any supporting
15 documents as the Commission deems necessary. Each public
16 university campus shall match the amount of funds received by
17 the Commission with financial aid for eligible students.

18 A public university that has reported to the Commission for
19 the most recent academic year for which data are available,
20 that at least 49% of its student body received financial aid
21 under the federal Pell Grant program, shall match 20% of the
22 amount of funds awarded in a given academic year with non-loan
23 financial aid for eligible students.

24 A public university that has reported to the Commission for
25 the most recent academic year for which data are available,
26 that less than 49% of its student body received financial aid

1 under the federal Pell Grant program for the previous academic
2 year shall match 60% of the amount of funds awarded in a given
3 academic year and received from the Commission with non-loan
4 financial aid for eligible students.

5 A public university campus is not required to claim its
6 entire allocation. The Commission shall make available to all
7 public universities, on a date determined by the Commission,
8 any unclaimed funds and the funds must be made available to
9 those public university campuses in the proportion determined
10 under this subsection (f), excluding from the calculation those
11 public university campuses not claiming their full
12 allocations.

13 Each public university campus may determine the award
14 amounts for eligible students on an individual or broad basis,
15 but, subject to renewal eligibility, each renewed award may not
16 be less than the amount awarded to the eligible student in his
17 or her first year attending the public university campus.
18 Notwithstanding this limitation, a renewal grant may be reduced
19 due to changes in the student's cost of attendance, including,
20 but not limited to, if a student reduces the number of credit
21 hours in which he or she is enrolled, but remains a full-time
22 student, or switches to a course of study with a lower tuition
23 rate.

24 An eligible applicant awarded grant assistance under this
25 Section is eligible to receive other financial aid. Total grant
26 aid to the student from all sources may not exceed the total

1 cost of attendance at the public university campus.

2 (g) All money allocated to a public university campus under
3 this Section may be used only for financial aid purposes for
4 students attending the public university campus during the
5 academic year, not including summer terms. Notwithstanding any
6 other provision of law to the contrary, any funds received by a
7 public university campus under this Section that are not
8 granted to students in the academic year for which the funds
9 are received may be retained by the public university campus
10 for expenditure on students participating in the Program or
11 students eligible to participate in the Program.

12 (h) Each public university campus that establishes a
13 Program under this Section must annually report to the
14 Commission, on or before a date determined by the Commission,
15 the number of undergraduate students enrolled at that campus
16 who are residents of this State.

17 (i) Each public university campus must report to the
18 Commission the total non-loan financial aid amount given by the
19 public university campus to undergraduate students in the
20 2017-2018 academic year, not including the summer term. To be
21 eligible to receive funds under the Program, a public
22 university campus may not decrease the total amount of non-loan
23 financial aid it gives to undergraduate students, not including
24 any funds received from the Commission under this Section or
25 any funds used to match grant awards under this Section, to an
26 amount lower than the reported amount for the 2017-2018

1 academic year, not including the summer term.

2 (j) On or before a date determined by the Commission, each
3 public university campus that participates in the Program under
4 this Section shall annually submit a report to the Commission
5 with all of the following information:

6 (1) The Program's impact on tuition revenue and
7 enrollment goals and increase in access and affordability
8 at the public university campus.

9 (2) Total funds received by the public university
10 campus under the Program.

11 (3) Total non-loan financial aid awarded to
12 undergraduate students attending the public university
13 campus.

14 (4) Total amount of funds matched by the public
15 university campus.

16 (5) Total amount of claimed and unexpended funds
17 retained by the public university campus.

18 (6) The percentage of total financial aid distributed
19 under the Program by the public university campus.

20 (7) The total number of students receiving grants from
21 the public university campus under the Program and those
22 students' grade level, race, gender, income level, family
23 size, Monetary Award Program eligibility, Pell Grant
24 eligibility, and zip code of residence and the amount of
25 each grant award. This information shall include unit
26 record data on those students regarding variables

1 associated with the parameters of the public university's
2 Program, including, but not limited to, a student's ACT or
3 SAT college admissions test score, high school or
4 university cumulative grade point average, or program of
5 study.

6 On or before October 1, 2020 and annually on or before
7 October 1 thereafter, the Commission shall submit a report with
8 the findings under this subsection (j) and any other
9 information regarding the AIM HIGH Grant Pilot Program to (i)
10 the Governor, (ii) the Speaker of the House of Representatives,
11 (iii) the Minority Leader of the House of Representatives, (iv)
12 the President of the Senate, and (v) the Minority Leader of the
13 Senate. The reports to the General Assembly shall be filed with
14 the Clerk of the House of Representatives and the Secretary of
15 the Senate in electronic form only, in the manner that the
16 Clerk and the Secretary shall direct. The Commission's report
17 may not disaggregate data to a level that may disclose
18 personally identifying information of individual students.

19 The sharing and reporting of student data under this
20 subsection (j) must be in accordance with the requirements
21 under the federal Family Educational Rights and Privacy Act of
22 1974 and the Illinois School Student Records Act. All parties
23 must preserve the confidentiality of the information as
24 required by law. The names of the grant recipients under this
25 Section are not subject to disclosure under the Freedom of
26 Information Act.

1 Public university campuses that fail to submit a report
2 under this subsection (j) or that fail to adhere to any other
3 requirements under this Section may not be eligible for
4 distribution of funds under the Program for the next academic
5 year, but may be eligible for distribution of funds for each
6 academic year thereafter.

7 (k) The Commission shall adopt rules to implement this
8 Section.

9 (l) This Section is repealed on October 1, 2024.

10 (Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18;
11 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19; 101-613, eff.
12 6-1-20; 101-643, eff. 6-18-20.)

13 Article 130.

14 Section 130-1. Short title. This Article may be cited as
15 the Transitions in Education Act. References in this Article to
16 "this Act" mean this Article.

17 Section 130-5. Findings; policies.

18 (a) The General Assembly finds the following:

19 (1) Teachers are the single most important in-school
20 factor in supporting student outcomes and success; yet,
21 Illinois is suffering from a profound teacher shortage
22 across the State.

23 (2) To reverse this shortage, Illinois needs to develop

1 and invest in a robust and diverse educator pipeline,
2 addressing any barriers or gaps that limit high quality
3 candidates, particularly candidates of color, from
4 becoming teachers.

5 (3) Illinois loses many high quality, diverse educator
6 candidates in postsecondary programs due to confusion or
7 lack of course transfer credits and course articulation
8 from Illinois's 2-year to 4-year institutions.

9 (4) Lack of alignment and transferability of course
10 credits may often force candidates to spend additional time
11 and money to earn a degree or lead to an inability to
12 complete a degree.

13 (5) In 1993, the Board of Higher Education, the
14 Illinois Community College Board, and the Transfer
15 Coordinators of Illinois Colleges and Universities brought
16 together faculty from public and independent, associate,
17 and baccalaureate degree-granting institutions across the
18 State to develop the Illinois Articulation Initiative
19 (IAI).

20 (6) The goal of IAI is to facilitate the transfer of
21 courses from one participating college or university to
22 another in order to complete a baccalaureate degree.

23 (7) The Student Transfer Achievement Reform (STAR)
24 Act, as mandated by subsection (b) of Section 25 of the
25 Act, is designed to facilitate transfer among Illinois
26 public institutions, particularly for students with a

1 completed Associate of Arts or an Associate of Science
2 degree.

3 (8) While Illinois is a leading state for college
4 completion rates for adult learners and transfer students
5 from community colleges, it needs to increase the number of
6 high-quality postsecondary teaching credentials to meet
7 the demands of our schools and education workforce.

8 (9) With the rising costs of higher education for
9 Illinois students and families, the State needs to ensure
10 to the maximize extent possible that community college
11 courses will transfer with full credit for the student and
12 be accepted at an Illinois public or private institution as
13 they pursue a baccalaureate degree in education.

14 (10) Illinois can do this by improving transitions all
15 along the education pipeline; for postsecondary education,
16 this means strengthening articulation through stable
17 funding and the expansion of transfer tools, such as
18 Transferology and the IAI through development of an
19 objective measure of transfer and acceptance of credits in
20 education degrees.

21 (11) The IAI Education Pathway can be modeled off of
22 existing IAI major pathways like Early Childhood Education
23 and Criminal Justice.

24 (b) The General Assembly encourages the Board of Higher
25 Education, the State Board of Education, and the Illinois
26 Community College Board, as part of the IAI, to do the

1 following:

2 (1) The Board of Higher Education, the State Board of
3 Education, and the Illinois Community College Board are
4 encouraged to jointly establish a task force for a Major
5 Panel in Education and identify respective recommended
6 major courses that would be accepted as credit toward the
7 education major at the receiving institutions.

8 (2) As part of the report on the status of the Illinois
9 Articulation Initiative pursuant to Section 25 of the
10 Illinois Articulation Initiative Act, the Board of Higher
11 Education and the Illinois Community College Board are
12 encouraged to include in the annual report to the General
13 Assembly, the Governor, and the Illinois P-20 Council the
14 progress made on the task force on the Education Major
15 Panel.

16 (3) The Board of Higher Education, the State Board of
17 Education, and the Illinois Community College Board are
18 encouraged to further promote and encourage the enrollment
19 of minority students into educator preparation programs,
20 such as the annual information session about the Minority
21 Teachers of Illinois scholarship program pursuant to
22 subsection (q) of Section 50 of the Higher Education
23 Student Assistance Act.

24

Article 135.

1 Section 135-5. The School Code is amended by changing
2 Sections 2-3.25 and 27-20.4 and by adding Section 2-3.187 as
3 follows:

4 (105 ILCS 5/2-3.25) (from Ch. 122, par. 2-3.25)

5 Sec. 2-3.25. Standards for schools.

6 (a) To determine for all types of schools conducted under
7 this Act efficient and adequate standards for the physical
8 plant, heating, lighting, ventilation, sanitation, safety,
9 equipment and supplies, instruction and teaching, curriculum,
10 library, operation, maintenance, administration and
11 supervision, and to issue, refuse to issue or revoke
12 certificates of recognition for schools or school districts
13 pursuant to standards established hereunder; to determine and
14 establish efficient and adequate standards for approval of
15 credit for courses given and conducted by schools outside of
16 the regular school term.

17 (a-5) On or before July 1, 2021, the State Board of
18 Education must adopt revised social science learning standards
19 that are inclusive and reflective of all individuals in this
20 country.

21 (b) Whenever it appears that a secondary or unit school
22 district may be unable to offer courses enabling students in
23 grades 9 through 12 to meet the minimum preparation and
24 admission requirements for public colleges and universities
25 adopted by the Board of Higher Education, the State Board of

1 Education shall assist the district in reviewing and analyzing
2 its existing curriculum with particular reference to the
3 educational needs of all pupils of the district and the
4 sufficiency of existing and future revenues and payments
5 available to the district for development of a curriculum which
6 will provide maximum educational opportunity to pupils of the
7 district. The review and analysis may consider achievement of
8 this goal not only through implementation of traditional
9 classroom methods but also through development of and
10 participation in joint educational programs with other school
11 districts or institutions of higher education, or alternative
12 programs employing modern technological methods including but
13 not limited to the use of television, telephones, computers,
14 radio and other electronic devices.

15 (Source: P.A. 87-559.)

16 (105 ILCS 5/2-3.187 new)

17 Sec. 2-3.187. Inclusive American History Commission.

18 (a) The Inclusive American History Commission is created to
19 provide assistance to the State Board of Education in revising
20 its social science learning standards under subsection (a-5) of
21 Section 2-3.25.

22 (b) The State Board of Education shall convene the
23 Inclusive American History Commission to do all of the
24 following:

25 (1) Review available resources for use in school

1 districts that reflect the racial and ethnic diversity of
2 this State and country. The resources identified by the
3 Commission may be posted on the State Board of Education's
4 Internet website.

5 (2) Provide guidance for each learning standard
6 developed for educators on how to ensure that instruction
7 and content are not biased to value specific cultures, time
8 periods, and experiences over other cultures, time
9 periods, and experiences.

10 (3) Develop guidance, tools, and support for
11 professional learning on how to locate and utilize
12 resources for non-dominant cultural narratives and sources
13 of historical information.

14 (c) The Commission shall consist of all of the following
15 members:

16 (1) One Representative appointed by the Speaker of the
17 House of Representatives.

18 (2) One Representative appointed by the Minority
19 Leader of the House of Representatives.

20 (3) One Senator appointed by the President of the
21 Senate.

22 (4) One Senator appointed by the Minority Leader of the
23 Senate.

24 (5) Two members who are history scholars appointed by
25 the State Superintendent of Education.

26 (6) Eight members who are teachers at schools in this

1 State recommended by professional teachers' organizations
2 and appointed by the State Superintendent of Education.

3 (7) One representative of the State Board of Education
4 appointed by the State Superintendent of Education who
5 shall serve as chairperson.

6 (8) One member who represents a statewide organization
7 that represents south suburban school districts appointed
8 by the State Superintendent of Education.

9 (9) One member who represents a west suburban school
10 district appointed by the State Superintendent of
11 Education.

12 (10) One member who represents a school district
13 organized under Article 34 appointed by the State
14 Superintendent of Education.

15 (11) One member who represents a statewide
16 organization that represents school librarians appointed
17 by the State Superintendent of Education.

18 (12) One member who represents a statewide
19 organization that represents principals appointed by the
20 State Superintendent of Education.

21 (13) One member who represents a statewide
22 organization that represents superintendents appointed by
23 the State Superintendent of Education.

24 (14) One member who represents a statewide
25 organization that represents school boards appointed by
26 the State Superintendent of Education.

1 Members appointed to the Commission must reflect the
2 racial, ethnic, and geographic diversity of this State.

3 (d) Members of the Commission shall serve without
4 compensation but may be reimbursed for reasonable expenses from
5 funds appropriated to the State Board of Education for that
6 purpose, including travel, subject to the rules of the
7 appropriate travel control board.

8 (e) The State Board of Education shall provide
9 administrative and other support to the Commission.

10 (f) The Commission must submit a report about its work to
11 the State Board of Education, the Governor, and the General
12 Assembly on or before December 31, 2021. The Commission is
13 dissolved upon the submission of its report.

14 (g) This Section is repealed on January 1, 2023.

15 (105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4)

16 Sec. 27-20.4. Black History study. Every public elementary
17 school and high school shall include in its curriculum a unit
18 of instruction studying the events of Black History, including
19 the history of the pre-enslavement of Black people from 3,000
20 BCE to AD 1619, the African slave trade, slavery in America,
21 the study of the reasons why Black people came to be enslaved,
22 ~~and~~ the vestiges of slavery in this country, and the study of
23 the American civil rights renaissance. These events shall
24 include not only the contributions made by individual
25 African-Americans in government and in the arts, humanities and

1 sciences to the economic, cultural and political development of
2 the United States and Africa, but also the socio-economic
3 struggle which African-Americans experienced collectively in
4 striving to achieve fair and equal treatment under the laws of
5 this nation. The studying of this material shall constitute an
6 affirmation by students of their commitment to respect the
7 dignity of all races and peoples and to forever eschew every
8 form of discrimination in their lives and careers.

9 The State Superintendent of Education may prepare and make
10 available to all school boards instructional materials,
11 including those established by the Amistad Commission, which
12 may be used as guidelines for development of a unit of
13 instruction under this Section; provided, however, that each
14 school board shall itself determine the minimum amount of
15 instruction time which shall qualify as a unit of instruction
16 satisfying the requirements of this Section.

17 A school may meet the requirements of this Section through
18 an online program or course.

19 (Source: P.A. 100-634, eff. 1-1-19.)

20 Article 145.

21 Section 145-1. Short title. This Article may be cited as
22 the Early Education Act. References in this Article to "this
23 Act" means this Article.

1 Section 145-5. Findings; policies.

2 (a) The General Assembly finds the following:

3 (1) Part C of the federal Individuals with Disabilities
4 Education Act and the Early Intervention Services System
5 Act provide that all eligible infants and toddlers and
6 their families are entitled to receive a broad range of
7 developmental, social, and emotional services designed to
8 maximize their development, including speech and language,
9 developmental, occupational, and physical therapies and
10 social work services.

11 (2) The General Assembly finds that early intervention
12 services as outlined in Part C of the federal Individuals
13 with Disabilities Education Act (IDEA) are cost-effective
14 and effectively serve the developmental needs of eligible
15 infants and toddlers and their families.

16 (3) Early intervention services to young children who
17 have or are at risk for developmental delays have been
18 shown to positively impact outcomes across developmental
19 domains, including language and communication, cognitive
20 development, and social and emotional development.

21 (4) Families benefit by being able to better meet their
22 child's developmental needs from an early age and
23 throughout their lives.

24 (5) Benefits to society include reducing the economic
25 burden through a decreased need for special education.

26 (6) Data shows that early intervention services in

1 Illinois are at least two and a half times less costly
2 annually than special education services in preschool and
3 elementary years.

4 (7) Nationwide, nearly 70% of children in early
5 intervention programs exhibit growth greater than
6 expected; this includes acquiring skills at a faster rate
7 even after they leave the program.

8 (8) Nationwide, nearly half of children leave early
9 intervention programs functioning at age level and do not
10 need special education at kindergarten age.

11 (9) Early intervention services are underutilized in
12 Illinois and nationally with only 4% of Illinois infants
13 and toddlers currently receiving services, while the
14 research shows that about 13% of Illinois children are
15 eligible.

16 (10) In Illinois and nationally, only approximately 1%
17 of infants are enrolled in early intervention, which is far
18 below the percentage of children who should be receiving
19 these services; this is of concern because intervention at
20 the earliest possible point improves children's outcomes,
21 and children born with low or very low birth weights or
22 otherwise leaving the NICU too often do not receive the
23 needed connection to early intervention services,
24 particularly those children on Medicaid.

25 (11) Data indicates that early intervention services
26 in Illinois are underutilized in the medical diagnosis and

1 environmental factors with substantial risk of delay
2 categories; these are the 2 eligibility areas in which
3 infants and toddlers are automatically eligible.

4 (12) Experts conclude that early intervention
5 eligibility needs to be clearly understood and documented
6 so that children and families who meet eligibility
7 requirements can be appropriately referred, served, and
8 supported.

9 (13) The Early Intervention Services System Act
10 requires the State to provide a comprehensive,
11 coordinated, interagency, and interdisciplinary early
12 intervention services system for eligible infants and
13 toddlers and their families by enhancing the capacity to
14 provide quality early intervention services, expanding and
15 improving existing services, and facilitating coordination
16 of payments for early intervention services from various
17 public and private sources.

18 (14) Black and Latinx children in Illinois are more
19 likely to be on a waiting list for services. This is due to
20 a number of reasons, including the reluctance to provide
21 services in certain neighborhoods due to the perception of
22 safety issues and in cases in which families experience
23 multiple challenges, such as child welfare involvement or
24 families experiencing homelessness, which are all
25 predictive factors of children that could benefit from
26 early intervention services.

1 (15) Inequitable access to appropriate early
2 intervention services is disproportionately more likely to
3 be experienced by Black and Latinx families.

4 (b) The General Assembly encourages the Department of Human
5 Services, in consultation with advocates and experts in the
6 field, including the Interagency Council on Early
7 Intervention, to take all of the following actions:

8 (1) to re-examine the definition of "at-risk" and also
9 the diagnosed medical conditions that typically result in
10 delay to ensure that they effectively increase eligibility
11 and access to early intervention services;

12 (2) to charge the Early Intervention Training Program,
13 in collaboration with experts and beneficiaries, to create
14 and execute a plan for designing and disseminating
15 affirmative outreach through multiple modalities to
16 primary referral services as defined by statute,
17 providers, and families;

18 (3) to include explanations and provide examples in the
19 affirmative outreach plan about how the medical conditions
20 resulting in high probability of developmental delay and
21 at-risk of developmental delay categories do not require
22 the child to have any present delay;

23 (4) to present to the General Assembly a report that
24 includes the affirmative outreach plan and plans for
25 disseminating that information, including data on the
26 all-children-served eligibility category, services

1 provided, and information on race and geographic area to
2 the General Assembly no later than June 30, 2022;

3 (5) to develop a plan for the State to launch early
4 intervention specialized teams that can address the
5 complex needs that families face; the General Assembly
6 urges recommendations for the plan to be developed by a
7 public-private early intervention specialized teams work
8 group and to include the participation of at least 2 Child
9 Family Connection Providers in an early intervention
10 specialized team pilot; this plan should build on work by
11 the Illinois Interagency Council on Early Intervention and
12 should specifically address modifications to billing and
13 other policies to support new teaming structure, budget
14 implications for pilot execution, corresponding
15 professional development opportunities for early
16 intervention providers, a prearranged mechanism to collect
17 feedback from both families and providers, a mechanism for
18 tracking outcomes, and ways to refine the approach for
19 scale; the General Assembly urges this plan to be developed
20 and launched by January 1, 2022; and

21 (6) to work in a public-private partnership to
22 establish demonstration projects with at least 2 hospital
23 neo-natal intensive care departments, in-patient and
24 out-patient, with the goal of better coordination and
25 timely connections to early intervention services; the
26 General Assembly encourages this implementation to be

1 Section 150-10. The Department of Commerce and Economic
2 Opportunity Law of the Civil Administrative Code of Illinois is
3 amended by changing Sections 605-807, 605-815, and 605-850 as
4 follows:

5 (20 ILCS 605/605-807)

6 Sec. 605-807. Federal Workforce Training Fund.

7 (a) The Federal Workforce Training Fund is created as a
8 special fund in the State treasury. The Department may accept
9 gifts, grants, awards, matching contributions, interest
10 income, appropriations, and cost sharings from individuals,
11 businesses, governments, and other third party sources, on
12 terms that the Director deems advisable. Moneys received under
13 this Section may be expended for purposes consistent with the
14 conditions under which those moneys are received, subject to
15 appropriations made by the General Assembly for those purposes.

16 (b) Beginning on the effective date of this amendatory Act
17 of the 93rd General Assembly, all moneys received by the State
18 pursuant to the federal Workforce Investment Act or Section
19 403(a)(5) of the federal Social Security Act, and any moneys
20 received pursuant to the federal Workforce Investment Act and
21 necessary to pay liabilities incurred in connection with that
22 Act on or after January 1, 2022, shall be deposited into the
23 Federal Workforce Training Fund, to be used for purposes
24 consistent with the conditions under which those moneys are

1 received by the State, except that any moneys received pursuant
2 to the federal Workforce Investment Act and necessary to pay
3 liabilities incurred in connection with that Act and
4 outstanding as of June 30, 2003, or any moneys received
5 pursuant to Section 403(a)(5) of the federal Social Security
6 Act and necessary to pay liabilities incurred in connection
7 with that Act and outstanding as of June 30, 2003, shall be
8 deposited into the Title III Social Security and Employment
9 Fund.

10 On September 1, 2003, or as soon thereafter as may be
11 reasonably practical, the State Comptroller shall transfer all
12 unobligated moneys received by the State pursuant to the
13 federal Workforce Investment Act or Section 403(a)(5) of the
14 federal Social Security Act from the Title III Social Security
15 and Employment Fund to the Federal Workforce Training Fund. The
16 moneys transferred pursuant to this Amendatory Act of the 93rd
17 General Assembly may be used or expended for purposes
18 consistent with the conditions under which those moneys were
19 received by the State.

20 (c) Beginning on the effective date of this amendatory Act
21 of the 93rd General Assembly, all moneys received by the State
22 pursuant to the federal Illinois Trade Adjustment Assistance
23 Program, and any moneys received pursuant to the federal
24 Workforce Investment Act and necessary to pay liabilities
25 incurred in connection with that Act on or after January 1,
26 2022, shall be deposited into the Federal Workforce Training

1 Fund, to be used for purposes consistent with the conditions
2 under which those moneys are received by the State, except that
3 any moneys received pursuant to the federal Illinois Trade
4 Adjustment Assistance Program and necessary to pay liabilities
5 incurred in connection with that program and outstanding as of
6 June 30, 2003, shall be deposited into the Title III Social
7 Security and Employment Fund.

8 On July 1, 2003 or as soon thereafter as may be reasonably
9 practical, the State Comptroller shall make one or more
10 transfers of all moneys received by the State pursuant to the
11 federal Illinois Trade Adjustment Assistance Program in excess
12 of those necessary to pay liabilities in connection with that
13 program and outstanding as of June 30, 2003 from the Title III
14 Social Security and Employment Fund to the Federal Workforce
15 Training Fund. The moneys transferred pursuant to this
16 amendatory Act of the 93rd General Assembly may be used or
17 expended for purposes consistent with the conditions under
18 which those moneys were received by the State.

19 (d) On and after the effective date of this amendatory Act
20 of the 101st General Assembly, funds in the Federal Workforce
21 Training Fund may only be paid to the Department of Employment
22 Security.

23 (Source: P.A. 93-25, eff. 6-20-03.)

24 Section 150-15. The Department of Employment Security Law
25 of the Civil Administrative Code of Illinois is amended by

1 adding Section 1005-170 as follows:

2 (20 ILCS 1005/1005-170 new)

3 Sec. 1005-170. Transfer from Department of Commerce and
4 Economic Opportunity.

5 (a) Notwithstanding any provision of law to the contrary,
6 all the powers, duties, rights and responsibilities vested in
7 the Department of Commerce and Economic Opportunity with
8 respect to the administration of the federal Workforce
9 Investment Act of 1998, the federal Illinois Trade Adjustment
10 Assistance Program and the Illinois Worker Adjustment and
11 Retraining Notification Act, including any liabilities arising
12 therefrom, are transferred to the Department of Employment
13 Security.

14 (b) Personnel in the Department of Commerce and Economic
15 Opportunity who are assigned directly or indirectly to the
16 administration of the Acts listed in subsection (a) transferred
17 by this amendatory Act of the 101st General Assembly shall be
18 transferred to the Department of Employment Security pursuant
19 to the direction of the Director of Employment Security. The
20 rights of the employees and the State of Illinois and its
21 agencies under the Personnel Code and applicable collective
22 bargaining agreements or under any pension, retirement, or
23 annuity plan shall not be affected by this amendatory Act of
24 the 101st General Assembly.

25 (c) All books, records, papers, documents, property (real

1 and personal), and pending business pertaining to the rights,
2 responsibilities, powers, and duties transferred by this
3 amendatory Act of the 101st General Assembly from the
4 Department of Commerce and Economic Opportunity to the
5 Department of Employment Security, including but not limited to
6 material in electronic or magnetic format and necessary
7 computer hardware and software, shall be delivered to the
8 Department of Employment Security pursuant to the direction of
9 the Director of Employment Security.

10 (d) All unexpended appropriations and balances and other
11 funds available for use by the Department of Commerce and
12 Economic Opportunity for the exercise of the powers, duties,
13 rights, and responsibilities transferred herein shall be
14 transferred for use by the Department of Employment Security
15 pursuant to the direction of the Director of Employment
16 Security. Unexpended balances so transferred shall be expended
17 only for the purpose for which the appropriations were
18 originally made.

19 (e) The powers, duties, rights, and responsibilities
20 transferred from the Department of Commerce and Economic
21 Opportunity by this amendatory Act of the 101st General
22 Assembly shall be vested in and shall be exercised by the
23 Department of Employment Security.

24 (f) Whenever reports or notices are now required to be made
25 or given or papers or documents furnished or served by any
26 person to or upon the Department of Commerce and Economic

1 Opportunity in connection with any of the powers, duties,
2 rights, and responsibilities transferred by this amendatory
3 Act of the 101st General Assembly, the same shall be made,
4 given, furnished, or served in the same manner to or upon the
5 Department of Employment Security.

6 (g) This amendatory Act of the 101st General Assembly does
7 not affect any act done, ratified, or canceled or any right
8 occurring or established or any action or proceeding had or
9 commenced in an administrative, civil, or criminal cause by the
10 Department of Commerce and Economic Opportunity before this
11 amendatory Act of the 101st General Assembly takes effect; such
12 actions or proceedings may be prosecuted and continued by the
13 Department of Employment Security.

14 (h) Any rules of the Department of Commerce and Economic
15 Opportunity that relate to the powers, duties, rights, and
16 responsibilities transferred from the Department of Commerce
17 and Economic Opportunity by this amendatory Act of the 101st
18 General Assembly, and that are in full force on the effective
19 date of this amendatory Act of the 101st General Assembly,
20 shall become the rules of the Department of Employment
21 Security. This amendatory Act of the 101st General Assembly
22 does not affect the legality of any such rules in the Illinois
23 Administrative Code.

24 Any proposed rules filed with the Secretary of State by the
25 Department of Commerce and Economic Opportunity that are
26 pending in the rulemaking process on the effective date of this

1 amendatory Act of the 101st General Assembly and pertain to the
2 powers, duties, rights, and responsibilities transferred,
3 shall be deemed to have been filed by the Department of
4 Employment Security. As soon as practicable hereafter, the
5 Department of Employment Security shall revise and clarify the
6 rules transferred to it under this amendatory Act of the 101st
7 General Assembly to reflect the reorganization of powers,
8 duties, rights, and responsibilities affected by this
9 amendatory Act of the 101st General Assembly, using the
10 procedures for recodification of rules available under the
11 Illinois Administrative Procedure Act, except that existing
12 title, part, and section numbering for the affected rules may
13 be retained. The Department of Employment Security may propose
14 and adopt under the Illinois Administrative Procedure Act such
15 other rules of the Department of Commerce and Economic
16 Opportunity that will now be administered by the Department of
17 Employment Security.

18 (i) Every person, corporation, or unit of government shall
19 be subject to the same obligations and duties and any
20 penalties, civil or criminal, arising therefrom, and shall have
21 the same rights arising from the exercise of rights,
22 responsibilities, powers, and duties as had been exercised by
23 the Department of Commerce and Economic Opportunity, as they
24 pertain to the administration of the Acts listed in subsection
25 (a) transferred by this amendatory Act of the 101st General
26 Assembly.

1 (j) The Department must comply with the Internet posting
2 requirements set forth in Section 7.2 of the Illinois Workforce
3 Investment Board Act. The information must be posted on the
4 Department's Internet website no later than 30 days after the
5 Department receives the information from the Illinois
6 Workforce Investment Board.

7 (k) The Office of the Governor shall provide to the General
8 Assembly in written form, prior to April 1, 2021, a list of any
9 other workforce development programs that are completely or
10 partially funded by Titles I, III, IV, and V, and could be
11 consolidated under the Department of Employment Security.

12 Section 150-20. The Illinois Workforce Investment Board
13 Act is amended by changing Section 7.2 as follows:

14 (20 ILCS 3975/7.2)

15 Sec. 7.2. Posting requirements; Department of Employment
16 Security's ~~Commerce and Economic Opportunity's~~ website. On and
17 after the effective date of this amendatory Act of the 101st
18 ~~97th~~ General Assembly, the Illinois Workforce Innovation Board
19 must annually submit to the Department of Employment Security
20 ~~Commerce and Economic Opportunity~~ the following information to
21 be posted on the Department's official Internet website:

22 (1) All agendas and meeting minutes for meetings of the
23 Illinois Workforce Innovation Board.

24 (2) All line-item budgets for the local workforce

1 investment areas located within the State.

2 (3) A listing of all contracts and contract values for
3 all workforce development training and service providers.

4 The information required under this Section must be posted
5 on the Department of Employment Security's ~~Commerce and~~
6 ~~Economic Opportunity's~~ Internet website no later than 30 days
7 after the Department receives the information from the Illinois
8 Workforce Innovation Board.

9 (Source: P.A. 100-477, eff. 9-8-17.)

10 Section 150-25. The School Code is amended by changing
11 Section 22-45 as follows:

12 (105 ILCS 5/22-45)

13 Sec. 22-45. Illinois P-20 Council.

14 (a) The General Assembly finds that preparing Illinoisans
15 for success in school and the workplace requires a continuum of
16 quality education from preschool through graduate school. This
17 State needs a framework to guide education policy and integrate
18 education at every level. A statewide coordinating council to
19 study and make recommendations concerning education at all
20 levels can avoid fragmentation of policies, promote improved
21 teaching and learning, and continue to cultivate and
22 demonstrate strong accountability and efficiency. Establishing
23 an Illinois P-20 Council will develop a statewide agenda that
24 will move the State towards the common goals of improving

1 academic achievement, increasing college access and success,
2 improving use of existing data and measurements, developing
3 improved accountability, fostering innovative approaches to
4 education, promoting lifelong learning, easing the transition
5 to college, and reducing remediation. A pre-kindergarten
6 through grade 20 agenda will strengthen this State's economic
7 competitiveness by producing a highly-skilled workforce. In
8 addition, lifelong learning plans will enhance this State's
9 ability to leverage funding.

10 (b) There is created the Illinois P-20 Council. The
11 Illinois P-20 Council shall include all of the following
12 members:

13 (1) The Governor or his or her designee, to serve as
14 chairperson.

15 (2) Four members of the General Assembly, one appointed
16 by the Speaker of the House of Representatives, one
17 appointed by the Minority Leader of the House of
18 Representatives, one appointed by the President of the
19 Senate, and one appointed by the Minority Leader of the
20 Senate.

21 (3) Six at-large members appointed by the Governor as
22 follows, with 2 members being from the City of Chicago, 2
23 members being from Lake County, McHenry County, Kane
24 County, DuPage County, Will County, or that part of Cook
25 County outside of the City of Chicago, and 2 members being
26 from the remainder of the State:

- 1 (A) one representative of civic leaders;
- 2 (B) one representative of local government;
- 3 (C) one representative of trade unions;
- 4 (D) one representative of nonprofit organizations
5 or foundations;
- 6 (E) one representative of parents' organizations;
- 7 and
- 8 (F) one education research expert.
- 9 (4) Five members appointed by statewide business
10 organizations and business trade associations.
- 11 (5) Six members appointed by statewide professional
12 organizations and associations representing
13 pre-kindergarten through grade 20 teachers, community
14 college faculty, and public university faculty.
- 15 (6) Two members appointed by associations representing
16 local school administrators and school board members. One
17 of these members must be a special education administrator.
- 18 (7) One member representing community colleges,
19 appointed by the Illinois Council of Community College
20 Presidents.
- 21 (8) One member representing 4-year independent
22 colleges and universities, appointed by a statewide
23 organization representing private institutions of higher
24 learning.
- 25 (9) One member representing public 4-year
26 universities, appointed jointly by the university

1 presidents and chancellors.

2 (10) Ex-officio members as follows:

3 (A) The State Superintendent of Education or his or
4 her designee.

5 (B) The Executive Director of the Board of Higher
6 Education or his or her designee.

7 (C) The Executive Director of the Illinois
8 Community College Board or his or her designee.

9 (D) The Executive Director of the Illinois Student
10 Assistance Commission or his or her designee.

11 (E) The Co-chairpersons of the Illinois Workforce
12 Investment Board or their designee.

13 (F) The Director of Commerce and Economic
14 Opportunity or his or her designee.

15 (G) The Chairperson of the Illinois Early Learning
16 Council or his or her designee.

17 (H) The President of the Illinois Mathematics and
18 Science Academy or his or her designee.

19 (I) The president of an association representing
20 educators of adult learners or his or her designee.

21 (J) The Director of Employment Security or his or
22 her designee.

23 Ex-officio members shall have no vote on the Illinois P-20
24 Council.

25 Appointed members shall serve for staggered terms expiring
26 on July 1 of the first, second, or third calendar year

1 following their appointments or until their successors are
2 appointed and have qualified. Staggered terms shall be
3 determined by lot at the organizing meeting of the Illinois
4 P-20 Council.

5 Vacancies shall be filled in the same manner as original
6 appointments, and any member so appointed shall serve during
7 the remainder of the term for which the vacancy occurred.

8 (c) The Illinois P-20 Council shall be funded through State
9 appropriations to support staff activities, research,
10 data-collection, and dissemination. The Illinois P-20 Council
11 shall be staffed by the Office of the Governor, in coordination
12 with relevant State agencies, boards, and commissions. The
13 Illinois Education Research Council shall provide research and
14 coordinate research collection activities for the Illinois
15 P-20 Council.

16 (d) The Illinois P-20 Council shall have all of the
17 following duties:

18 (1) To make recommendations to do all of the following:

19 (A) Coordinate pre-kindergarten through grade 20
20 (graduate school) education in this State through
21 working at the intersections of educational systems to
22 promote collaborative infrastructure.

23 (B) Coordinate and leverage strategies, actions,
24 legislation, policies, and resources of all
25 stakeholders to support fundamental and lasting
26 improvement in this State's public schools, community

1 colleges, and universities.

2 (C) Better align the high school curriculum with
3 postsecondary expectations.

4 (D) Better align assessments across all levels of
5 education.

6 (E) Reduce the need for students entering
7 institutions of higher education to take remedial
8 courses.

9 (F) Smooth the transition from high school to
10 college.

11 (G) Improve high school and college graduation
12 rates.

13 (H) Improve the rigor and relevance of academic
14 standards for college and workforce readiness.

15 (I) Better align college and university teaching
16 programs with the needs of Illinois schools.

17 (2) To advise the Governor, the General Assembly, the
18 State's education and higher education agencies, and the
19 State's workforce and economic development boards and
20 agencies on policies related to lifelong learning for
21 Illinois students and families.

22 (3) To articulate a framework for systemic educational
23 improvement and innovation that will enable every student
24 to meet or exceed Illinois learning standards and be
25 well-prepared to succeed in the workforce and community.

26 (4) To provide an estimated fiscal impact for

1 implementation of all Council recommendations.

2 (e) The chairperson of the Illinois P-20 Council may
3 authorize the creation of working groups focusing on areas of
4 interest to Illinois educational and workforce development,
5 including without limitation the following areas:

6 (1) Preparation, recruitment, and certification of
7 highly qualified teachers.

8 (2) Mentoring and induction of highly qualified
9 teachers.

10 (3) The diversity of highly qualified teachers.

11 (4) Funding for highly qualified teachers, including
12 developing a strategic and collaborative plan to seek
13 federal and private grants to support initiatives
14 targeting teacher preparation and its impact on student
15 achievement.

16 (5) Highly effective administrators.

17 (6) Illinois birth through age 3 education,
18 pre-kindergarten, and early childhood education.

19 (7) The assessment, alignment, outreach, and network
20 of college and workforce readiness efforts.

21 (8) Alternative routes to college access.

22 (9) Research data and accountability.

23 (10) Community schools, community participation, and
24 other innovative approaches to education that foster
25 community partnerships.

26 (11) Tuition, financial aid, and other issues related

1 to keeping postsecondary education affordable for Illinois
2 residents.

3 The chairperson of the Illinois P-20 Council may designate
4 Council members to serve as working group chairpersons. Working
5 groups may invite organizations and individuals representing
6 pre-kindergarten through grade 20 interests to participate in
7 discussions, data collection, and dissemination.

8 (Source: P.A. 98-463, eff. 8-16-13; 98-719, eff. 1-1-15;
9 99-643, eff. 1-1-17.)

10 Section 150-30. The Illinois Human Rights Act is amended by
11 changing Section 2-105 as follows:

12 (775 ILCS 5/2-105) (from Ch. 68, par. 2-105)

13 Sec. 2-105. Equal Employment Opportunities; Affirmative
14 Action.

15 (A) Public Contracts. Every party to a public contract and
16 every eligible bidder shall:

17 (1) Refrain from unlawful discrimination and
18 discrimination based on citizenship status in employment
19 and undertake affirmative action to assure equality of
20 employment opportunity and eliminate the effects of past
21 discrimination;

22 (2) Comply with the procedures and requirements of the
23 Department's regulations concerning equal employment
24 opportunities and affirmative action;

1 (3) Provide such information, with respect to its
2 employees and applicants for employment, and assistance as
3 the Department may reasonably request;

4 (4) Have written sexual harassment policies that shall
5 include, at a minimum, the following information: (i) the
6 illegality of sexual harassment; (ii) the definition of
7 sexual harassment under State law; (iii) a description of
8 sexual harassment, utilizing examples; (iv) the vendor's
9 internal complaint process including penalties; (v) the
10 legal recourse, investigative and complaint process
11 available through the Department and the Commission; (vi)
12 directions on how to contact the Department and Commission;
13 and (vii) protection against retaliation as provided by
14 Section 6-101 of this Act. A copy of the policies shall be
15 provided to the Department upon request. Additionally,
16 each bidder who submits a bid or offer for a State contract
17 under the Illinois Procurement Code shall have a written
18 copy of the bidder's sexual harassment policy as required
19 under this paragraph (4). A copy of the policy shall be
20 provided to the State agency entering into the contract
21 upon request.

22 (B) State Agencies. Every State executive department,
23 State agency, board, commission, and instrumentality shall:

24 (1) Comply with the procedures and requirements of the
25 Department's regulations concerning equal employment
26 opportunities and affirmative action;

1 (2) Provide such information and assistance as the
2 Department may request.

3 (3) Establish, maintain, and carry out a continuing
4 affirmative action plan consistent with this Act and the
5 regulations of the Department designed to promote equal
6 opportunity for all State residents in every aspect of
7 agency personnel policy and practice. For purposes of these
8 affirmative action plans, the race and national origin
9 categories to be included in the plans are: American Indian
10 or Alaska Native, Asian, Black or African American,
11 Hispanic or Latino, Native Hawaiian or Other Pacific
12 Islander.

13 This plan shall include a current detailed status
14 report:

15 (a) indicating, by each position in State service,
16 the number, percentage, and average salary of
17 individuals employed by race, national origin, sex and
18 disability, and any other category that the Department
19 may require by rule;

20 (b) identifying all positions in which the
21 percentage of the people employed by race, national
22 origin, sex and disability, and any other category that
23 the Department may require by rule, is less than
24 four-fifths of the percentage of each of those
25 components in the State work force;

26 (c) specifying the goals and methods for

1 increasing the percentage by race, national origin,
2 sex and disability, and any other category that the
3 Department may require by rule, in State positions;

4 (d) indicating progress and problems toward
5 meeting equal employment opportunity goals, including,
6 if applicable, but not limited to, Department of
7 Central Management Services recruitment efforts,
8 publicity, promotions, and use of options designating
9 positions by linguistic abilities;

10 (e) establishing a numerical hiring goal for the
11 employment of qualified persons with disabilities in
12 the agency as a whole, to be based on the proportion of
13 people with work disabilities in the Illinois labor
14 force as reflected in the most recent employment data
15 made available by the United States Census Bureau.

16 (4) If the agency has 1000 or more employees, appoint a
17 full-time Equal Employment Opportunity officer, subject to
18 the Department's approval, whose duties shall include:

19 (a) Advising the head of the particular State
20 agency with respect to the preparation of equal
21 employment opportunity programs, procedures,
22 regulations, reports, and the agency's affirmative
23 action plan.

24 (b) Evaluating in writing each fiscal year the
25 sufficiency of the total agency program for equal
26 employment opportunity and reporting thereon to the

1 head of the agency with recommendations as to any
2 improvement or correction in recruiting, hiring or
3 promotion needed, including remedial or disciplinary
4 action with respect to managerial or supervisory
5 employees who have failed to cooperate fully or who are
6 in violation of the program.

7 (c) Making changes in recruitment, training and
8 promotion programs and in hiring and promotion
9 procedures designed to eliminate discriminatory
10 practices when authorized.

11 (d) Evaluating tests, employment policies,
12 practices and qualifications and reporting to the head
13 of the agency and to the Department any policies,
14 practices and qualifications that have unequal impact
15 by race, national origin as required by Department
16 rule, sex or disability or any other category that the
17 Department may require by rule, and to assist in the
18 recruitment of people in underrepresented
19 classifications. This function shall be performed in
20 cooperation with the State Department of Central
21 Management Services.

22 (e) Making any aggrieved employee or applicant for
23 employment aware of his or her remedies under this Act.

24 In any meeting, investigation, negotiation,
25 conference, or other proceeding between a State
26 employee and an Equal Employment Opportunity officer,

1 a State employee (1) who is not covered by a collective
2 bargaining agreement and (2) who is the complaining
3 party or the subject of such proceeding may be
4 accompanied, advised and represented by (1) an
5 attorney licensed to practice law in the State of
6 Illinois or (2) a representative of an employee
7 organization whose membership is composed of employees
8 of the State and of which the employee is a member. A
9 representative of an employee, other than an attorney,
10 may observe but may not actively participate, or advise
11 the State employee during the course of such meeting,
12 investigation, negotiation, conference or other
13 proceeding. Nothing in this Section shall be construed
14 to permit any person who is not licensed to practice
15 law in Illinois to deliver any legal services or
16 otherwise engage in any activities that would
17 constitute the unauthorized practice of law. Any
18 representative of an employee who is present with the
19 consent of the employee, shall not, during or after
20 termination of the relationship permitted by this
21 Section with the State employee, use or reveal any
22 information obtained during the course of the meeting,
23 investigation, negotiation, conference or other
24 proceeding without the consent of the complaining
25 party and any State employee who is the subject of the
26 proceeding and pursuant to rules and regulations

1 governing confidentiality of such information as
2 promulgated by the appropriate State agency.
3 Intentional or reckless disclosure of information in
4 violation of these confidentiality requirements shall
5 constitute a Class B misdemeanor.

6 (5) Establish, maintain and carry out a continuing
7 sexual harassment program that shall include the
8 following:

9 (a) Develop a written sexual harassment policy
10 that includes at a minimum the following information:
11 (i) the illegality of sexual harassment; (ii) the
12 definition of sexual harassment under State law; (iii)
13 a description of sexual harassment, utilizing
14 examples; (iv) the agency's internal complaint process
15 including penalties; (v) the legal recourse,
16 investigative and complaint process available through
17 the Department and the Commission; (vi) directions on
18 how to contact the Department and Commission; and (vii)
19 protection against retaliation as provided by Section
20 6-101 of this Act. The policy shall be reviewed
21 annually.

22 (b) Post in a prominent and accessible location and
23 distribute in a manner to assure notice to all agency
24 employees without exception the agency's sexual
25 harassment policy. Such documents may meet, but shall
26 not exceed, the 6th grade literacy level. Distribution

1 shall be effectuated within 90 days of the effective
2 date of this amendatory Act of 1992 and shall occur
3 annually thereafter.

4 (c) Provide training on sexual harassment
5 prevention and the agency's sexual harassment policy
6 as a component of all ongoing or new employee training
7 programs.

8 (6) Notify the Department 30 days before effecting any
9 layoff. Once notice is given, the following shall occur:

10 (a) No layoff may be effective earlier than 10
11 working days after notice to the Department, unless an
12 emergency layoff situation exists.

13 (b) The State executive department, State agency,
14 board, commission, or instrumentality in which the
15 layoffs are to occur must notify each employee targeted
16 for layoff, the employee's union representative (if
17 applicable), and the State Dislocated Worker Unit at
18 the Department of Commerce and Economic Opportunity.

19 (c) The State executive department, State agency,
20 board, commission, or instrumentality in which the
21 layoffs are to occur must conform to applicable
22 collective bargaining agreements.

23 (d) The State executive department, State agency,
24 board, commission, or instrumentality in which the
25 layoffs are to occur should notify each employee
26 targeted for layoff that transitional assistance may

1 be available to him or her under the Economic
2 Dislocation and Worker Adjustment Assistance Act
3 administered by the Department of Employment Security
4 ~~Commerce and Economic Opportunity~~. Failure to give
5 such notice shall not invalidate the layoff or postpone
6 its effective date.

7 As used in this subsection (B), "disability" shall be
8 defined in rules promulgated under the Illinois Administrative
9 Procedure Act.

10 (C) Civil Rights Violations. It is a civil rights violation
11 for any public contractor or eligible bidder to:

12 (1) fail to comply with the public contractor's or
13 eligible bidder's duty to refrain from unlawful
14 discrimination and discrimination based on citizenship
15 status in employment under subsection (A)(1) of this
16 Section; or

17 (2) fail to comply with the public contractor's or
18 eligible bidder's duties of affirmative action under
19 subsection (A) of this Section, provided however, that the
20 Department has notified the public contractor or eligible
21 bidder in writing by certified mail that the public
22 contractor or eligible bidder may not be in compliance with
23 affirmative action requirements of subsection (A). A
24 minimum of 60 days to comply with the requirements shall be
25 afforded to the public contractor or eligible bidder before
26 the Department may issue formal notice of non-compliance.

1 (D) As used in this Section:

2 (1) "American Indian or Alaska Native" means a person
3 having origins in any of the original peoples of North and
4 South America, including Central America, and who
5 maintains tribal affiliation or community attachment.

6 (2) "Asian" means a person having origins in any of the
7 original peoples of the Far East, Southeast Asia, or the
8 Indian subcontinent, including, but not limited to,
9 Cambodia, China, India, Japan, Korea, Malaysia, Pakistan,
10 the Philippine Islands, Thailand, and Vietnam.

11 (3) "Black or African American" means a person having
12 origins in any of the black racial groups of Africa. Terms
13 such as "Haitian" or "Negro" can be used in addition to
14 "Black or African American".

15 (4) "Hispanic or Latino" means a person of Cuban,
16 Mexican, Puerto Rican, South or Central American, or other
17 Spanish culture or origin, regardless of race.

18 (5) "Native Hawaiian or Other Pacific Islander" means a
19 person having origins in any of the original peoples of
20 Hawaii, Guam, Samoa, or other Pacific Islands.

21 (Source: P.A. 99-933, eff. 1-27-17; 100-698, eff. 1-1-19.)

22 Section 150-35. The Illinois Worker Adjustment and
23 Retraining Notification Act is amended by changing Sections 10
24 and 45, as follows:

1 (820 ILCS 65/10)

2 Sec. 10. Notice.

3 (a) An employer may not order a mass layoff, relocation, or
4 employment loss unless, 60 days before the order takes effect,
5 the employer gives written notice of the order to the
6 following:

7 (1) affected employees and representatives of affected
8 employees; and

9 (2) the Department of Employment Security ~~Commerce and~~
10 ~~Economic Opportunity~~ and the chief elected official of each
11 municipal and county government within which the
12 employment loss, relocation, or mass layoff occurs.

13 (b) An employer required to give notice of any mass layoff,
14 relocation, or employment loss under this Act shall include in
15 its notice the elements required by the federal Worker
16 Adjustment and Retraining Notification Act (29 U.S.C. 2101 et
17 seq.).

18 (c) Notwithstanding the requirements of subsection (a), an
19 employer is not required to provide notice if a mass layoff,
20 relocation, or employment loss is necessitated by a physical
21 calamity or an act of terrorism or war.

22 (d) The mailing of notice to an employee's last known
23 address or inclusion of notice in the employee's paycheck shall
24 be considered acceptable methods for fulfillment of the
25 employer's obligation to give notice to each affected employee
26 under this Act.

1 (e) In the case of a sale of part or all of an employer's
2 business, the seller shall be responsible for providing notice
3 for any plant closing or mass layoff in accordance with this
4 Section, up to and including the effective date of the sale.
5 After the effective date of the sale of part or all of an
6 employer's business, the purchaser shall be responsible for
7 providing notice for any plant closing or mass layoff in
8 accordance with this Section. Notwithstanding any other
9 provision of this Act, any person who is an employee of the
10 seller (other than a part-time employee) as of the effective
11 date of the sale shall be considered an employee of the
12 purchaser immediately after the effective date of the sale.

13 (f) An employer which is receiving State or local economic
14 development incentives for doing or continuing to do business
15 in this State may be required to provide additional notice
16 pursuant to Section 15 of the Business Economic Support Act.

17 (g) The rights and remedies provided to employees by this
18 Act are in addition to, and not in lieu of, any other
19 contractual or statutory rights and remedies of the employees,
20 and are not intended to alter or affect such rights and
21 remedies, except that the period of notification required by
22 this Act shall run concurrently with any period of notification
23 required by contract or by any other law.

24 (h) It is the sense of the General Assembly that an
25 employer who is not required to comply with the notice
26 requirements of this Section should, to the extent possible,

1 provide notice to its employees about a proposal to close a
2 plant or permanently reduce its workforce.

3 (Source: P.A. 93-915, eff. 1-1-05.)

4 (820 ILCS 65/45)

5 Sec. 45. Advisory notice from Department of Employment
6 Security ~~Commerce and Economic Opportunity~~. Before September
7 30 of each year, the Department of Employment Security ~~Commerce~~
8 ~~and Economic Opportunity, with the cooperation of the~~
9 ~~Department of Employment Security,~~ must issue a written notice
10 to each employer that reported to the Department of Employment
11 Security that the employer paid wages to 75 or more individuals
12 with respect to any quarter in the immediately preceding
13 calendar year. The notice must indicate that the employer may
14 be subject to this Act and must generally advise the employer
15 about the requirements of this Act and the remedies provided
16 for violations of this Act.

17 (Source: P.A. 93-915, eff. 1-1-05.)

18 Section 150-40. The Unemployment Insurance Act is amended
19 by changing Section 2103 as follows:

20 (820 ILCS 405/2103) (from Ch. 48, par. 663)

21 Sec. 2103. Unemployment compensation administration and
22 other workforce development costs. All moneys received by the
23 State or by the Department from any source for the financing of

1 the cost of administration of this Act, including all federal
2 moneys allotted or apportioned to the State or to the
3 Department for that purpose, including moneys received
4 directly or indirectly from the federal government under the
5 Job Training Partnership Act, and including moneys received
6 from the Railroad Retirement Board as compensation for services
7 or facilities supplied to said Board, or any moneys made
8 available by this State or its political subdivisions and
9 matched by moneys granted to this State pursuant to the
10 provisions of the Wagner-Peyser Act, shall be received and held
11 by the State Treasurer as ex-officio custodian thereof,
12 separate and apart from all other State moneys, in the Title
13 III Social Security and Employment Fund, and such funds shall
14 be distributed or expended upon the direction of the Director
15 and, except money received pursuant to the last paragraph of
16 Section 2100B, shall be distributed or expended solely for the
17 purposes and in the amounts found necessary by the Secretary of
18 Labor of the United States of America, or other appropriate
19 federal agency, for the proper and efficient administration of
20 this Act. Notwithstanding any provision of this Section, all
21 money requisitioned and deposited with the State Treasurer
22 pursuant to the last paragraph of Section 2100B shall remain
23 part of the unemployment trust fund and shall be used only in
24 accordance with the conditions specified in the last paragraph
25 of Section 2100B.

26 If any moneys received from the Secretary of Labor, or

1 other appropriate federal agency, under Title III of the Social
2 Security Act, or any moneys granted to this State pursuant to
3 the provisions of the Wagner-Peyser Act, or any moneys made
4 available by this State or its political subdivisions and
5 matched by moneys granted to this State pursuant to the
6 provisions of the Wagner-Peyser Act, are found by the Secretary
7 of Labor, or other appropriate Federal agency, because of any
8 action or contingency, to have been lost or expended for
9 purposes other than, or in amounts in excess of, those found
10 necessary, by the Secretary of Labor, or other appropriate
11 Federal agency, for the proper administration of this Act, it
12 is the policy of this State that such moneys shall be replaced
13 by moneys appropriated for such purpose from the general funds
14 of this State for expenditure as provided in the first
15 paragraph of this Section. The Director shall report to the
16 Governor's Office of Management and Budget, in the same manner
17 as is provided generally for the submission by State
18 Departments of financial requirements for the ensuing fiscal
19 year, and the Governor shall include in his budget report to
20 the next regular session of the General Assembly, the amount
21 required for such replacement.

22 Moneys in the Title III Social Security and Employment Fund
23 shall not be commingled with other State funds, but they shall
24 be deposited as required by law and maintained in a separate
25 account on the books of a savings and loan association or bank.

26 The State Treasurer shall be liable on his general official

1 bond for the faithful performance of his duties as custodian of
2 all moneys in the Title III Social Security and Employment
3 Fund. Such liability on his official bond shall exist in
4 addition to the liability upon any separate bond given by him.
5 All sums recovered for losses sustained by the fund herein
6 described shall be deposited therein.

7 Upon the effective date of this amendatory Act of 1987
8 (January 1, 1988), the Comptroller shall transfer all
9 unobligated funds from the Job Training Fund into the Title III
10 Social Security and Employment Fund.

11 On September 1, 2000, or as soon thereafter as may be
12 reasonably practicable, the State Comptroller shall transfer
13 all unobligated moneys from the Job Training Partnership Fund
14 into the Title III Social Security and Employment Fund. The
15 moneys transferred pursuant to this amendatory Act may be used
16 or expended for purposes consistent with the conditions under
17 which those moneys were received by the State.

18 Beginning on the effective date of this amendatory Act of
19 the 91st General Assembly, all moneys that would otherwise be
20 deposited into the Job Training Partnership Fund shall instead
21 be deposited into the Title III Social Security and Employment
22 Fund, to be used for purposes consistent with the conditions
23 under which those moneys are received by the State, except that
24 any moneys that may be necessary to pay liabilities outstanding
25 as of June 30, 2000 shall be deposited into the Job Training
26 Partnership Fund.

1 On September 1, 2021, or as soon thereafter as may be
2 reasonably practicable, the State Comptroller shall certify
3 and the State Treasurer shall transfer all unobligated moneys
4 in the Federal Workforce Training Fund to the Title III Social
5 Security and Employment Fund. The moneys transferred pursuant
6 to this paragraph may be used for purposes consistent with the
7 conditions under which those moneys were received by the State.

8 On and after January 1, 2022 all moneys that would
9 otherwise be deposited into the Federal Workforce Training Fund
10 shall be deposited into the Title III Social Security and
11 Employment Fund, to be used for purposes consistent with the
12 conditions under which those moneys were received by the State,
13 except that any moneys that may be necessary to pay liabilities
14 outstanding as of January 1, 2022 that would otherwise be
15 payable from the Federal Workforce Training Fund shall be
16 deposited into the Federal Workforce Training Fund.

17 (Source: P.A. 97-791, eff. 1-1-13.)

18 (20 ILCS 605/605-750 rep.)

19 Section 150-45. The Department of Commerce and Economic
20 Opportunity Law of the Civil Administrative Code of Illinois is
21 amended by repealing Section 605-750.

22 Section 150-97. Severability. The provisions of this Act
23 are severable under Section 1.31 of the Statute on Statutes.

1 Article 155.

2 Section 155-5. The School Code is amended by changing
3 Section 21B-70 as follows:

4 (105 ILCS 5/21B-70)

5 Sec. 21B-70. Illinois Teaching Excellence Program.

6 (a) As used in this Section:

7 "Diverse candidate" means a candidate who identifies with
8 any of the ethnicities reported on the Illinois Report Card
9 other than White.

10 "National Board certified teacher candidate cohort
11 facilitator" means a National Board certified teacher who
12 collaborates to advance the goal of supporting all other
13 candidate cohorts other than diverse candidate cohorts through
14 the Illinois National Board for Professional Teaching
15 Standards Comprehensive Support System.

16 "National Board certified teacher diverse candidate cohort
17 facilitator" means a National Board certified teacher who
18 collaborates to advance the goal of supporting racially and
19 ethnically diverse candidates through the Illinois National
20 Board for Professional Teaching Standards Comprehensive
21 Support System.

22 "National Board certified teacher diverse liaison" means
23 an individual or entity that supports the National Board
24 certified teacher leading a diverse candidate cohort.

1 "National Board certified teacher liaison" means an
2 individual or entity that supports the National Board certified
3 teacher leading candidate cohorts other than diverse candidate
4 cohorts.

5 "National Board certified teacher rural or remote or
6 distant candidate cohort facilitator" means a National Board
7 certified teacher who collaborates to advance the goal of
8 supporting rural or remote candidates through the Illinois
9 National Board for Professional Teaching Standards
10 Comprehensive Support System.

11 "National Board certified teacher rural or remote or
12 distant liaison" means an individual or entity that ~~who~~
13 supports the National Board certified teacher leading a rural
14 or remote candidate cohort.

15 "Qualified educator" means a teacher or school counselor
16 currently employed in a school district who is in the process
17 of obtaining certification through the National Board for
18 Professional Teaching Standards or who has completed
19 certification and holds a current Professional Educator
20 License with a National Board for Professional Teaching
21 Standards designation or a retired teacher or school counselor
22 who holds a Professional Educator License with a National Board
23 for Professional Teaching Standards designation.

24 "Rural or remote" or "rural or remote or distant" means
25 local codes 32, 33, 41, 42, and 43 of the New Urban-Centric
26 Locale Codes, as defined by the National Center for Education

1 Statistics.

2 "Tier 1" has the meaning given to that term under Section
3 18-8.15.

4 "Tier 2" has the meaning given to that term under Section
5 18-8.15.

6 (b) Any funds appropriated for the Illinois Teaching
7 Excellence Program must be used to provide monetary assistance
8 and incentives for qualified educators who are employed by or
9 retired from school districts and who have or are in the
10 process of obtaining licensure through the National Board for
11 Professional Teaching Standards. The goal of the program is to
12 improve instruction and student performance.

13 The State Board of Education shall allocate an amount as
14 annually appropriated by the General Assembly for the Illinois
15 Teaching Excellence Program for (i) application or re-take fees
16 for each qualified educator seeking to complete certification
17 through the National Board for Professional Teaching
18 Standards, to be paid directly to the National Board for
19 Professional Teaching Standards, and (ii) incentives under
20 paragraphs (1), (2), and (3) of subsection (c) for each
21 qualified educator, to be distributed to the respective school
22 district, and incentives under paragraph (5) of subsection (c),
23 to be distributed to the respective school district or directly
24 to the qualified educator. The school district shall distribute
25 this payment to each eligible teacher or school counselor as a
26 single payment.

1 The State Board of Education's annual budget must set out
2 by separate line item the appropriation for the program. Unless
3 otherwise provided by appropriation, qualified educators are
4 eligible for monetary assistance and incentives outlined in
5 subsections (c) and (d) of this Section.

6 (c) When there are adequate funds available, monetary
7 assistance and incentives shall include the following:

8 (1) A maximum of \$2,000 towards the application or
9 re-take fee for teachers or school counselors in a Tier 1
10 school district who apply on a first-come, first-serve
11 basis for National Board certification.

12 (2) A maximum of \$2,000 towards the application or
13 re-take fee for teachers or school counselors in a school
14 district other than a Tier 1 school district who apply on a
15 first-come, first-serve basis for National Board
16 certification.

17 (3) A maximum of \$1,000 towards the National Board for
18 Professional Teaching Standards' renewal application fee.

19 (4) (Blank).

20 (5) An annual incentive of no more than ~~equal to~~ \$1,500
21 prorated at \$50 per hour, which shall be paid to each
22 qualified educator currently employed in a school district
23 who holds both a National Board for Professional Teaching
24 Standards designation and a current corresponding
25 certificate issued by the National Board for Professional
26 Teaching Standards and who agrees, in writing, to provide

1 up to ~~at least~~ 30 hours of mentoring or National Board for
2 Professional Teaching Standards professional development
3 or both during the school year to classroom teachers or
4 school counselors, as applicable. Funds must be disbursed
5 on a first-come, first-serve basis, with priority given to
6 Tier 1 school districts. Mentoring shall include, either
7 singly or in combination, the following:

8 (A) National Board for Professional Teaching
9 Standards certification candidates.

10 (B) National Board for Professional Teaching
11 Standards re-take candidates.

12 (C) National Board for Professional Teaching
13 Standards renewal candidates.

14 (D) (Blank).

15 Funds may also be used for instructional leadership
16 training for qualified educators interested in supporting
17 implementation of the Illinois Learning Standards or teaching
18 and learning priorities of the State Board of Education or
19 both.

20 (d) In addition to the monetary assistance and incentives
21 provided under subsection (c), if adequate funds are available,
22 incentives shall include the following incentives for the
23 program in rural or remote schools or school districts or for
24 programs working with diverse candidates, to be distributed to
25 the respective school district or directly to the qualified
26 educator or entity:

1 (1) Nearly 50% of this State's high school graduates
2 who enroll full-time in a community college are placed in
3 developmental education coursework in at least one
4 subject. Community colleges place nearly 71% of Black
5 students in developmental education courses compared to
6 42% of white students.

7 (2) Traditional developmental education courses cost
8 students' time and money and expend their financial aid
9 because a student does not receive college credit for the
10 successful completion of a traditional developmental
11 education course. This can be a barrier to enrollment,
12 persistence, and certificate or degree completion.

13 (3) Developmental education courses can exacerbate
14 inequities in higher education. Community colleges
15 graduate Black students who are placed in developmental
16 education courses at a rate of approximately 8% compared to
17 a graduation rate of 26% for white students who are placed
18 in developmental education courses.

19 (4) A history of inconsistent and inadequate
20 approaches to student placement in community college
21 coursework, such as the reliance on standardized test
22 scores, has resulted in too many students being placed in
23 developmental education coursework who could otherwise
24 succeed in introductory college-level coursework or
25 introductory college-level coursework with concurrent
26 support.

1 (5) Public institutions of higher education and State
2 agencies have undertaken voluntary efforts and committed
3 resources to improve placement and to address disparities
4 in the successful completion of introductory college-level
5 coursework.

6 (6) The Illinois Council of Community College
7 Presidents, the Illinois Community College Chief Academic
8 Officers Commission, the Illinois Community College Chief
9 Student Services Officers Commission, and the Illinois
10 Mathematics Association of Community Colleges have already
11 developed and approved a more equitable, multiple measures
12 framework for placement in coursework that is currently
13 implemented at many but not all community colleges.

14 (7) In 2019, members of the General Assembly, faculty
15 and administrators from public institutions of higher
16 education, board trustees from community college
17 districts, representatives from the Board of Higher
18 Education, the Illinois Community College Board, and other
19 appointed stakeholders convened a task force to inventory
20 and study developmental education models employed by
21 public community colleges and universities in this State
22 and to submit a detailed plan for scaling developmental
23 education reforms in which all students who are placed in
24 developmental education coursework are enrolled in an
25 evidence-based developmental education model that
26 maximizes a student's likelihood of completing an

1 introductory college-level course within his or her first 2
2 semesters at an institution of higher education. The data
3 released by the task force indicates all of the following:

4 (A) Despite more effective developmental education
5 models, community colleges and universities use the
6 traditional developmental education model for 77% of
7 students who place in a developmental education
8 mathematics course and for 67% of students who place in
9 a developmental English language course.

10 (B) In a 2017 cohort study, only 25% of the
11 students who were placed in traditional developmental
12 education mathematics courses and only 42% of students
13 who were placed in traditional developmental English
14 language courses completed the developmental education
15 courses and introductory college-level courses with a
16 grade of "C" or better within 2 years compared to the
17 completion rate of 65% of students who were placed
18 directly in introductory college-level mathematics
19 courses with concurrent support and 75% of students who
20 were placed directly in introductory college-level
21 English language courses with concurrent support.

22 (C) Improved policies, programs, and practices are
23 essential to address the systemic inequities that
24 exist in postsecondary education in this State, such as
25 the disproportionate enrollment of Black students in
26 developmental education courses.

1 Section 160-10. Definitions. In this Act:

2 "College-level English language or mathematics course" or
3 "college-level English language or mathematics coursework"
4 means a course that bears credit and fulfills English language
5 or mathematics credit requirements for a baccalaureate degree,
6 a certificate, or an associate degree from a postsecondary
7 educational institution.

8 "Community college" means a public community college in
9 this State.

10 "Developmental education" means instruction through which
11 a high school graduate who applies to a college credit program
12 may attain the communication and computation skills necessary
13 to successfully complete college-level coursework.

14 "Developmental education course" or "developmental
15 education coursework" means a course or a category of courses
16 in which students are placed based on an institution's finding
17 that a student does not have the proficiency necessary to
18 succeed in an introductory college-level English language or
19 mathematics course.

20 "Institution of higher education" or "institution" means a
21 public community college or university in this State.

22 "University" means a public university in this State.

23 Section 160-15. Placement measures.

24 (a) On or before May 1, 2022, a community college shall use

1 each of the following measures, as appropriate, to determine
2 the placement of a student in introductory college-level
3 English language or mathematics coursework and shall use the
4 scores set forth in recommendations approved by the Illinois
5 Council of Community College Presidents on June 1, 2018:

6 (1) A student's cumulative high school grade point
7 average.

8 (2) A student's successful completion of an
9 appropriate high school transition course in mathematics
10 or English.

11 (3) A student's successful completion of an
12 appropriate developmental education or introductory
13 college-level English language or mathematics course at
14 another regionally accredited postsecondary educational
15 institution.

16 (b) In determining the placement of a student in
17 introductory college-level English language or mathematics
18 coursework, a community college shall consider the
19 standardized test scores provided by the student for placement
20 in an introductory college-level English language or
21 mathematics course.

22 In addition, a community college is encouraged to use the
23 scores set forth in recommendations approved by the Illinois
24 Council of Community College Presidents on June 1, 2018 and
25 should also consider other individual measures for placement in
26 an introductory college-level English language or mathematics

1 course, as set forth in recommendations approved by the
2 Illinois Council of Community College Presidents on June 1,
3 2018, and the scores set forth in those recommendations.

4 In its discretion, a community college may accept a lower
5 score on individual placement measures or accept lower scores
6 in combination with other placement measures than those set
7 forth in the recommendations.

8 (c) If a student qualifies for placement in an introductory
9 college-level English language or mathematics course using a
10 single measure under subsection (a) or (b), no additional
11 measures need to be considered for placement of the student in
12 the introductory college-level English language or mathematics
13 course.

14 Section 160-20. Recommendations of Illinois Council of
15 Community College Presidents; revisions. If the Illinois
16 Council of Community College Presidents approves any revised
17 recommendations for determining the placement of students in
18 introductory college-level English language or mathematics
19 courses in response to changes in scoring systems, the
20 introduction and use of additional measures, or evidence that
21 demonstrates the inaccuracy in the use of scores in previous
22 recommendations, then, within one year after the date of the
23 adoption of those revised recommendations, references in this
24 Act to recommendations approved by the Illinois Council of
25 Community College Presidents on June 1, 2018 shall mean the

1 revised recommendations. The General Assembly may request that
2 the Illinois Council of Community College Presidents provide to
3 the General Assembly the rationale and supporting evidence for
4 any revision to the Council's recommendations.

5 Section 160-25. Placement policy; report.

6 (a) Each institution of higher education shall publicly
7 post its placement policy in a manner that is easily accessible
8 to both students and prospective students.

9 (b) On or before July 1, 2023, the Illinois Community
10 College Board shall issue a report, which shall be made
11 available to the public on its Internet website, concerning
12 each community college's developmental education and
13 college-level coursework placement policy and the policy's
14 outcomes. The data disclosed in the report must be consistent
15 with the Illinois Community College Board's requirements for
16 data collection and must be disaggregated by developmental
17 education course model, as defined by the Illinois Community
18 College Board, and by gender, race and ethnicity, and federal
19 Pell Grant status.

20 Section 160-30. Institutional plans; report.

21 (a) On or before January 1, 2022, each university shall
22 submit to the Board of Higher Education and each community
23 college shall submit to the Illinois Community College Board
24 its institutional plan for scaling evidence-based

1 developmental education reforms to maximize the probability
2 that a student will be placed in and successfully complete
3 introductory college-level English language or mathematics
4 coursework within 2 semesters at the institution. At a minimum,
5 a plan submitted by an institution shall include all of the
6 following:

7 (1) A description of the current developmental
8 education models offered by the institution. If the
9 institution does not currently offer developmental
10 education coursework, it must provide details regarding
11 its decision not to offer developmental education
12 coursework and the pathways that are available to students
13 deemed to be insufficiently prepared for introductory
14 college-level English language or mathematics coursework.

15 (2) A description of the developmental education
16 models that will be implemented and scaled and the basis of
17 the evidence and associated data that the institution
18 considered in making the decision to scale each model.

19 (3) Baseline data and benchmarks for progress,
20 including, but not limited to, (i) enrollment in
21 credit-bearing English language or mathematics courses,
22 (ii) rates of successful completion of introductory
23 college-level English language or mathematics courses, and
24 (iii) college-credit accumulation.

25 (4) Detailed plans for scaling reforms and improving
26 outcomes for all students placed in traditional

1 developmental education models or models with comparable
2 introductory college-level course completion rates. The
3 plan shall provide details about the expected improvements
4 in educational outcomes for Black students as result of the
5 proposed reforms.

6 (b) On or before January 1, 2023 and each year thereafter,
7 the Board of Higher Education and Illinois Community College
8 Board shall collect data and report to the General Assembly and
9 the public the status of developmental education reforms at
10 institutions. The report must include data on the progress of
11 the developmental education reforms, including, but not
12 limited to, (i) enrollment in credit-bearing English language
13 or mathematics courses, (ii) rates of successful completion of
14 introductory college-level English language or mathematics
15 courses, and (iii) college-credit accumulation. The data must
16 be disaggregated by gender, race and ethnicity, federal Pell
17 Grant status, and other variables of interest to the Board of
18 Higher Education and the Illinois Community College Board.

19 (c) On or before January 1, 2024 and each year thereafter,
20 the Board of Higher Education and Illinois Community College
21 Board, in consultation with institutions of higher education
22 and other stakeholders, shall consider additional data
23 reporting requirements to facilitate the rigorous and
24 continuous evaluation of each institution's implementation
25 plan and its impact on improving outcomes for students in
26 developmental education, particularly for Black students.

