



Rep. Carol Ammons

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1 AMENDMENT TO SENATE BILL 458

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 458, AS AMENDED, by  
3 replacing everything after the enacting clause with the  
4 following:

5 "Article 5.

6 Section 5-5. The School Code is amended by adding Section  
7 2-3.64a-10 and by changing Section 27A-5 as follows:

8 (105 ILCS 5/2-3.64a-10 new)

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

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

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

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

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

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

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

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

26 (e) The State Superintendent of Education shall appoint a

1 committee of no more than 21 members, consisting of parents,  
2 teachers, school administrators, assessment experts, regional  
3 superintendents of schools, and citizens, to review, on an  
4 ongoing basis, the content and design of the assessment, the  
5 collective results of the assessment as measured against  
6 kindergarten-readiness standards, and other issues involving  
7 the assessment as identified by the committee.

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

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

13 (105 ILCS 5/27A-5)

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

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

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

1 school shall be limited to one campus. The changes made to this  
2 Section by Public Act 93-3 do not apply to charter schools  
3 existing or approved on or before April 16, 2003 (the effective  
4 date of Public Act 93-3).

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

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

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

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

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

26 (d) For purposes of this subsection (d), "non-curricular

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

12 A charter school shall comply with all non-curricular  
13 health and safety requirements applicable to public schools  
14 under the laws of the State of Illinois. On or before September  
15 1, 2015, the State Board shall promulgate and post on its  
16 Internet website a list of non-curricular health and safety  
17 requirements that a charter school must meet. The list shall be  
18 updated annually no later than September 1. Any charter  
19 contract between a charter school and its authorizer must  
20 contain a provision that requires the charter school to follow  
21 the list of all non-curricular health and safety requirements  
22 promulgated by the State Board and any non-curricular health  
23 and safety requirements added by the State Board to such list  
24 during the term of the charter. Nothing in this subsection (d)  
25 precludes an authorizer from including non-curricular health  
26 and safety requirements in a charter school contract that are

1 not contained in the list promulgated by the State Board,  
2 including non-curricular health and safety requirements of the  
3 authorizing local school board.

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

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

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

1 from all other State laws and regulations in this Code  
2 governing public schools and local school board policies;  
3 however, a charter school is not exempt from the following:

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

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

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

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

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

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

19 (6) the Illinois School Student Records Act;

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

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

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

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



- 1 (11) Sections 22-80 and 27-8.1 of this Code;
- 2 (12) Sections 10-20.60 and 34-18.53 of this Code;
- 3 (13) Sections 10-20.63 and 34-18.56 of this Code;
- 4 (14) Section 26-18 of this Code;
- 5 (15) Section 22-30 of this Code; ~~and~~
- 6 (16) Sections 24-12 and 34-85 of this Code; ~~;~~
- 7 (17) the ~~(16) The~~ Seizure Smart School Act; and
- 8 (18) Section 2-3.64a-10 of this Code.

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

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

1 the 2004-2005 school year. Except as provided in subsection (i)  
2 of this Section, a school district may charge a charter school  
3 reasonable rent for the use of the district's buildings,  
4 grounds, and facilities. Any services for which a charter  
5 school contracts with a school district shall be provided by  
6 the district at cost. Any services for which a charter school  
7 contracts with a local school board or with the governing body  
8 of a State college or university or public community college  
9 shall be provided by the public entity at cost.

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

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

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

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

1 eff. 7-1-20; 101-81, eff. 7-12-19; 101-291, eff. 1-1-20;  
2 101-531, eff. 8-23-19; 101-543, eff. 8-23-19; revised 8-4-20.)

3 Article 10.

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

6 (325 ILCS 20/11) (from Ch. 23, par. 4161)

7 Sec. 11. Individualized Family Service Plans.

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

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

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

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

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

24 (c) The initial evaluation and initial assessment and  
25 initial Plan meeting must be held within 45 days after the  
26 initial contact with the early intervention services system.

1 The 45-day timeline does not apply for any period when the  
2 child or parent is unavailable to complete the initial  
3 evaluation, the initial assessments of the child and family, or  
4 the initial Plan meeting, due to exceptional family  
5 circumstances that are documented in the child's early  
6 intervention records, or when the parent has not provided  
7 consent for the initial evaluation or the initial assessment of  
8 the child despite documented, repeated attempts to obtain  
9 parental consent. As soon as exceptional family circumstances  
10 no longer exist or parental consent has been obtained, the  
11 initial evaluation, the initial assessment, and the initial  
12 Plan meeting must be completed as soon as possible. With  
13 parental consent, early intervention services may commence  
14 before the completion of the comprehensive assessment and  
15 development of the Plan.

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

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

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

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

10          (3) That the family may request, with appropriate  
11 documentation supporting the request, a determination of  
12 an exemption from private insurance use under Section  
13 13.25.

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

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

1 (f) The individualized family service plan must state  
2 whether the family has private insurance coverage and, if the  
3 family has such coverage, must have attached to it a copy of  
4 the family's insurance identification card or otherwise  
5 include all of the following information:

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

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

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

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

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

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

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

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

8 Article 15.

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

12 Section 15-5. Findings; policies.

13 (a) The General Assembly finds the following:

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

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

23 (3) Illinois has a vigorous early childhood education



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

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

9 (5) Illinois was among the first states in the nation  
10 to enact the Pre-K At-Risk program and services for infants  
11 and toddlers in the 1980s and reaffirmed this commitment to  
12 early childhood education in 2006 by creating Preschool for  
13 All to offer State-funded, high-quality preschool to  
14 3-year-olds and 4-year-olds.

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

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

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

1 services, due to both the availability and affordability of  
2 quality services.

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

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

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

25 (12) Illinois must advance a just system for early  
26 childhood education and care that ensures racially and

1 economically equitable opportunities and outcomes for all  
2 children.

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

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

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

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

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

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

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

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

1 childhood education and care system for Illinois.

2 Article 20.

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

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

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

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

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

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

1 similar programs.

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

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

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

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

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

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

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

1           (12) The P-20 Longitudinal Education Data System has  
2 expanded to include the incorporation of human services,  
3 workforce, and education agencies.

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

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

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

13                 (A) Cataloging data.

14                 (B) Managing data requests.

15                 (C) Sharing data.

16                 (D) Collecting data.

17                 (E) Matching data across agencies.

18                 (F) Developing research and analytic agendas.

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

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

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

25           Section 20-10. Data Governance and Organization to Support

1 Equity and Racial Justice.

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

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

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

11 (3) Improving data quality.

12 (4) Collecting race and ethnicity data.

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

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

17 (7) Supporting data requests across agencies.

18 (8) Defining common data roles across agencies.

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

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

26 (b) In order to develop a common research agenda across



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

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

26 (d) All Departments subject to governance shall use the

1 same racial and ethnic classifications for each program, which  
2 shall include, but not be limited to, the following:

3 (1) American Indian and Alaska Native alone.

4 (2) Asian alone.

5 (3) Black or African American alone.

6 (4) Hispanic or Latino of any race.

7 (5) Native Hawaiian and Other Pacific Islander alone.

8 (6) White alone.

9 (7) Some other race alone.

10 (8) Two or more races.

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

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

16 Article 25.

17 Section 25-5. The School Code is amended by adding Section  
18 22-90 as follows:

19 (105 ILCS 5/22-90 new)

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

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

1           (1) The COVID-19 pandemic has exposed systemic  
2           inequities in American society. Students, educators, and  
3           families throughout this State have been deeply affected by  
4           the pandemic, and the impact of the pandemic will be felt  
5           for years to come. The negative consequences of the  
6           pandemic have impacted students and communities  
7           differently along the lines of race, income, language, and  
8           special needs. However, students in this State faced  
9           significant unmet physical health, mental health, and  
10           social and emotional needs even prior to the pandemic.

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

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

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

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

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

26 (6) Although this State enacted measures through

1 Public Act 100-105 to address the high rate of early care  
2 and preschool expulsions of infants, toddlers, and  
3 preschoolers and the disproportionately higher rate of  
4 expulsion for Black and Hispanic children, a recent study  
5 found a wide variation in the awareness, understanding, and  
6 compliance with the law by providers of early childhood  
7 care. Further work is needed to implement the law, which  
8 includes providing training to early childhood care  
9 providers to increase their understanding of the law,  
10 increasing the availability and access to infant and early  
11 childhood mental health services, and building aligned  
12 data collection systems to better understand expulsion  
13 rates and to allow for accurate reporting as required by  
14 the law.

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

26 (b) The Whole Child Task Force is created for the purpose

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

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

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

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

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

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

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

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

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

1           (1) One member of a statewide professional teachers'  
2           organization.

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

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

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

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

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

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

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

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

26          (10) One member of the General Assembly recommended by



1 the President of the Senate.

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

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

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

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

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

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

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

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

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

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

26 (21) One member who works or has worked as a

1 restorative justice coach or disciplinarian.

2 (22) One member who works or has worked as a social  
3 worker.

4 (23) One member of the State Board of Education.

5 (24) One member who represents a statewide principals'  
6 organization.

7 (25) One member who represents a statewide  
8 organization of school boards.

9 (26) One member who has expertise in pre-kindergarten  
10 education.

11 (27) One member who represents a school social worker  
12 association.

13 (d) The Whole Child Task Force shall meet at the call of  
14 the State Superintendent of Education or his or her designee,  
15 who shall serve as as the chairperson. The State Board of  
16 Education shall provide administrative and other support to the  
17 task force. Members of the task force shall serve without  
18 compensation.

19 (e) The Whole Child Task Force shall submit a report of its  
20 findings and recommendations to the General Assembly, the  
21 Illinois Legislative Black Caucus, the State Board of  
22 Education, and the Governor on or before February 1, 2022. Upon  
23 submitting its report, the task force is dissolved.

24 (f) This Section is repealed on February 1, 2023.

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

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

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

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

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

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

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

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

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

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

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

12 Article 40.

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

15 (305 ILCS 5/5-39 new)

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

1 planning. If necessary for billing purposes, the provider,  
2 managed care organization, or Department shall utilize the  
3 existing crosswalk tool to convert the developmentally  
4 appropriate and age-appropriate diagnosis code to the relevant  
5 code available in the State system.

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

10 Article 45.

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

14 Section 45-5. Findings; policies.

15 (a) The General Assembly finds the following:

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

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

1           (3) It is critically important for children's outcomes  
2 to have educators that reflect the diversity of the  
3 families and communities they serve.

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

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

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

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

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

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

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



1 available in the Registry such as their geographic  
2 location, demographics, work setting, and age groups of  
3 children for whom they are responsible.

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

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

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

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

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

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

12 Article 50.

13 Section 50-5. The School Code is amended by adding Section  
14 2-3.183 and by changing Section 27-22 as follows:

15 (105 ILCS 5/2-3.183 new)

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

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

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

1 guardians the review compiled under Section 9.40 of the Board  
2 of Higher Education Act before the student's course schedule is  
3 finalized for the student's particular grade level.

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

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

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

24 (a) (Blank).

25 (b) (Blank).

1 (c) (Blank).

2 (d) (Blank).

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

7 (1) Four years of language arts.

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

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

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

17 (1) Four years of language arts.

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

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

1 content may be offered as an integrated, applied,  
2 interdisciplinary, or career and technical education  
3 course that prepares a student for a career readiness path.

4 (4) Two years of laboratory science.

5 (5) Two years of social studies, of which at least one  
6 year must be history of the United States or a combination  
7 of history of the United States and American government and  
8 at least one semester must be civics, which shall help  
9 young people acquire and learn to use the skills,  
10 knowledge, and attitudes that will prepare them to be  
11 competent and responsible citizens throughout their lives.  
12 Civics course content shall focus on government  
13 institutions, the discussion of current and controversial  
14 issues, service learning, and simulations of the  
15 democratic process. School districts may utilize private  
16 funding available for the purposes of offering civics  
17 education.

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

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

1 the requirement under paragraph (6) of subsection (e-5).

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

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

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

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

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

1 school year or a prior school year or to students with  
2 disabilities whose course of study is determined by an  
3 individualized education program.

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

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

12 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;  
13 101-643, eff. 6-18-20.)

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

16 (110 ILCS 205/9.40 new)

17 Sec. 9.40. Review of university admission coursework.

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



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

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

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

16 Article 60.

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

20 (105 ILCS 5/2-3.185 new)

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

23 (1) develop or adopt rigorous learning standards in the

1       area of computer science; and

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

6           (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

7           Sec. 10-17a. State, school district, and school report  
8       cards.

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

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

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

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

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

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

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

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

1 measure of growth, and the percentage of students who enter  
2 high school on track for college and career readiness;

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

26 (F) a school district's and its individual schools'

1 balanced accountability measure, in accordance with  
2 Section 2-3.25a of this Code;

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

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

14 (I) a school district's Final Percent of Adequacy, as  
15 defined in paragraph (4) of subsection (f) of Section  
16 18-8.15 of this Code;

17 (J) a school district's Local Capacity Target, as  
18 defined in paragraph (2) of subsection (c) of Section  
19 18-8.15 of this Code, displayed as a percentage amount;

20 (K) a school district's Real Receipts, as defined in  
21 paragraph (1) of subsection (d) of Section 18-8.15 of this  
22 Code, divided by a school district's Adequacy Target, as  
23 defined in paragraph (1) of subsection (b) of Section  
24 18-8.15 of this Code, displayed as a percentage amount;

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

26 (M) whether or not the school has participated in the

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

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

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

16 As used in this subsection (2):

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

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

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

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

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

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



1 programs and students who have 504 plans that provide for  
2 special education services within the school district.

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

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

1 report card.

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

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

11 (105 ILCS 5/10-20.73 new)

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

16 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

18 (a) (Blank).

19 (b) (Blank).

20 (c) (Blank).

21 (d) (Blank).

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

1 following courses:

2 (1) Four years of language arts.

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

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

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

21 (4) Two years of science.

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

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

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

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

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

24 (g) This amendatory Act of 1983 does not apply to pupils  
25 entering the 9th grade in 1983-1984 school year and prior  
26 school years or to students with disabilities whose course of

1 study is determined by an individualized education program.

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

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

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

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

20 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;  
21 101-643, eff. 6-18-20.)

22 (105 ILCS 5/27-23.15 new)

23 Sec. 27-23.15. Computer science.

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

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

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

10 Article 65.

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

13 (105 ILCS 5/14A-10)

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

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

23 (2) that gifted and talented children require services

1 and activities that are not ordinarily provided by schools;

2 ~~and~~

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

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

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

14 (105 ILCS 5/14A-32)

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

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

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

25 (2) a fair and equitable decision-making process that

1 involves multiple persons and includes a student's parents  
2 or guardians;

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

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

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

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

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

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

26 For a student entering grade 12, the next most rigorous



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

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

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

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

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

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

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

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

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

1 (5) a process for the school district to review and  
 2 utilize disaggregated data on participation in an  
 3 accelerated placement program to address gaps among  
 4 demographic groups in accelerated placement opportunities.

5 (c) The State Board of Education shall adopt rules to  
 6 determine data to be collected and disaggregated by demographic  
 7 group regarding accelerated placement, including the rates of  
 8 students who participate in and successfully complete advanced  
 9 coursework, and a method of making the information available to  
 10 the public.

11 (d) On or before November 1, 2022, following a review of  
 12 disaggregated data on the participation and successful  
 13 completion rates of students enrolled in an accelerated  
 14 placement program, each school district shall develop a plan to  
 15 expand access to its accelerated placement program and to  
 16 ensure the teaching capacity necessary to meet the increased  
 17 demand.

18 (Source: P.A. 100-421, eff. 7-1-18.)

19 Article 70.

20 Section 70-5. The School Code is amended by changing  
 21 Section 22-45 as follows:

22 (105 ILCS 5/22-45)

23 Sec. 22-45. Illinois P-20 Council.

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

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

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

26                 (2) Four members of the General Assembly, one appointed

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

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

12 (A) one representative of civic leaders;

13 (B) one representative of local government;

14 (C) one representative of trade unions;

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

17 (E) one representative of parents' organizations;

18 and

19 (F) one education research expert.

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

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

26 (6) Two members appointed by associations representing

1 local school administrators and school board members. One  
2 of these members must be a special education administrator.

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

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

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

13 (10) Ex-officio members as follows:

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

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

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

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

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

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

26 (G) The Chairperson of the Illinois Early Learning

1 Council or his or her designee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26 (2) To advise the Governor, the General Assembly, the



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

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

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

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

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

25 (B) Evaluating the academic growth and proficiency  
26 of students in order to understand the impact of school

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

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

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

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

1           community schools and providing comprehensive  
2           year-round services and support for both students and  
3           their families.

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

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

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

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

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

22           (3) The diversity of highly qualified teachers.

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

1 achievement.

2 (5) Highly effective administrators.

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

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

7 (8) Alternative routes to college access.

8 (9) Research data and accountability.

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

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

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

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

22 (Source: P.A. 98-463, eff. 8-16-13; 98-719, eff. 1-1-15;  
23 99-643, eff. 1-1-17.)

24

Article 75.

1 Section 75-5. The State Finance Act is amended by adding  
2 Section 5.935 as follows:

3 (30 ILCS 105/5.935 new)

4 Sec. 5.935. The Freedom Schools Fund.

5 Section 75-10. The School Code is amended by adding Section  
6 2-3.186 as follows:

7 (105 ILCS 5/2-3.186 new)

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

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

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

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

1 emotional development.

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

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

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

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

25 (1) Racial justice and equity.

26 (2) Transparency and building trusting relationships.

1           (3) Self-determination and governance.

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

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

6           (6) Shared leadership and collaboration.

7           (7) A reflective learning culture.

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

9           (9) Literacy.

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

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

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

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

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

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

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

15           (2) High-quality teaching.

16           (3) Wrap-around supports and opportunities.

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

19           (5) Inclusive leadership.

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



1           (g) The State Board of Education may adopt any rules  
 2           necessary to implement this Section.

3                                 Article 85.

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

6                 (105 ILCS 5/18-8.15)

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

9                 (a) General provisions.

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

1           (A) provide all students with a high quality  
2 education that offers the academic, enrichment, social  
3 and emotional support, technical, and career-focused  
4 programs that will allow them to become competitive  
5 workers, responsible parents, productive citizens of  
6 this State, and active members of our national  
7 democracy;

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

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

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

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

1           this Section, there are 4 major components of the  
2 Evidence-Based Funding model:

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

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

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

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

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

26           (4) As used in this Section, the following terms shall

1 have the meanings ascribed in this paragraph (4):

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

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

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

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

1 total transportation expenses, as defined in this  
2 paragraph, no transportation rate shall be subtracted from  
3 the Operating Tax Rate.

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

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

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

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

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

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

1 students under this Section.

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

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

1 effective date of Public Act 100-465), it shall establish  
2 such collection for all future years. For any year in which  
3 a count by grade level was collected only once, that count  
4 shall be used as the single count available for computing a  
5 3-year average ASE. Funding for programs operated by a  
6 regional office of education or an intermediate service  
7 center must be calculated using the Evidence-Based Funding  
8 formula under this Section for the 2019-2020 school year  
9 and each subsequent school year until separate adequacy  
10 formulas are developed and adopted for each type of  
11 program. ASE for a program operated by a regional office of  
12 education or an intermediate service center must be  
13 determined by the March 1 enrollment for the program. For  
14 the 2019-2020 school year, the ASE used in the calculation  
15 must be the first-year ASE and, in that year only, the  
16 assignment of students served by a regional office of  
17 education or intermediate service center shall not result  
18 in a reduction of the March enrollment for any school  
19 district. For the 2020-2021 school year, the ASE must be  
20 the greater of the current-year ASE or the 2-year average  
21 ASE. Beginning with the 2021-2022 school year, the ASE must  
22 be the greater of the current-year ASE or the 3-year  
23 average ASE. School districts shall submit the data for the  
24 ASE calculation to the State Board within 45 days of the  
25 dates required in this Section for submission of enrollment  
26 data in order for it to be included in the ASE calculation.



1 For fiscal year 2018 only, the ASE calculation shall  
2 include only enrollment taken on October 1.

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

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

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

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

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

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

25 "Central office" means individual administrators and  
26 support service personnel charged with managing the

1 instructional programs, business and operations, and  
2 security of the Organizational Unit.

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

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

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

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

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

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

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

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

1 "EAV" means equalized assessed valuation as defined in  
2 paragraph (2) of subsection (d) of this Section and  
3 calculated in accordance with paragraph (3) of subsection  
4 (d) of this Section.

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

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

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

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

1 above for "ASE" shall apply to English learners, with the  
2 exception that EL student enrollment shall include  
3 students in grades pre-kindergarten through 12.

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

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

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

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

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

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

26 "Full-time equivalent" or "FTE" means the full-time

1           equivalency compensation for staffing the relevant  
2           position at an Organizational Unit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



1 similar services and functions.

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

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

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

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

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

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

1 previous year to extend property taxes for all purposes,  
2 except Bond and Interest, Summer School, Rent, Capital  
3 Improvement, and Vocational Education Building purposes.

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

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

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

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

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

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

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

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

26 "Professional development" means training programs for

1 licensed staff in schools, including, but not limited to,  
2 programs that assist in implementing new curriculum  
3 programs, provide data focused or academic assessment data  
4 training to help staff identify a student's weaknesses and  
5 strengths, target interventions, improve instruction,  
6 encompass instructional strategies for English learner,  
7 gifted, or at-risk students, address inclusivity, cultural  
8 sensitivity, or implicit bias, or otherwise provide  
9 professional support for licensed staff.

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

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

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

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

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

25 "Regionalization Factor" means, for a particular  
26 Organizational Unit, the figure derived by dividing the

1 Organizational Unit CWI by the Statewide Weighted CWI.

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

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

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

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

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

1 the State Board during the 2016-2017 school year through  
2 any of the funding sources included within the calculation  
3 of the Base Funding Minimum or Glenwood Academy.

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

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

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

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

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

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

24 "Substitute teacher" means an individual teacher or  
25 teaching assistant who is employed by an Organizational  
26 Unit and is temporarily serving the Organizational Unit on

1 a per diem or per period-assignment basis to replace  
2 another staff member.

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

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

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

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

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

20 (b) Adequacy Target calculation.

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

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

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

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

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

26               The number of non-Low-Income Count students in a



1 grade shall be determined by subtracting the  
2 Low-Income students in that grade from the ASE of the  
3 Organizational Unit for that grade.

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

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

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

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

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

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

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

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

1 with disabilities and all kindergarten through grade  
2 12 students across all grade levels it serves.

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

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

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

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

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

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

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

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

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

26 (P) Assessment investments. Each Organizational

1 Unit shall receive \$25 per student of the combined ASE  
2 of pre-kindergarten children with disabilities and all  
3 kindergarten through grade 12 students to cover  
4 assessment costs.

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

1 requirements of the State Board.

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

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

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

1 application of a Regionalization Factor and the  
2 calculation of benefits is equal to \$368.48.

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

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

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

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

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

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

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

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

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



1           (ii) one FTE pupil support staff position for  
2           every 125 English learner students;

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

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

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

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

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

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

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

25           (3) For calculating the salaries included within the  
26          Essential Elements, the State Superintendent shall

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

7 (A) Teacher for grades K through 8.

8 (B) Teacher for grades 9 through 12.

9 (C) Teacher for grades K through 12.

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

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

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

13 (G) Social worker.

14 (H) Psychologist.

15 (I) Librarian.

16 (J) Nurse.

17 (K) Principal.

18 (L) Assistant principal.

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

1 average teacher salary for grades K through 12 shall apply.

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

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

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

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

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

18 (c) Local Capacity calculation.

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

1 Organizational Unit's Adjusted Local Capacity, as  
2 calculated in accordance with paragraph (3) of this  
3 subsection (c) if Real Receipts are more than its Local  
4 Capacity Target.

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

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

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

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

1           (ii) for Organizational Units serving grades  
2           kindergarten through 8, the ratio shall be  
3           multiplied by 9/13;

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

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

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

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

25 (D) For any Organizational Unit, the  
26 Organizational Unit's Adjusted Local Capacity Target

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

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

1           As used in this paragraph (3), "Real Percent of  
2 Adequacy" means the sum of an Organizational Unit's Real  
3 Receipts, CPPRT, and Base Funding Minimum, with the  
4 resulting figure divided by the Organizational Unit's  
5 Adequacy Target.

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

12 (e) Base Funding Minimum calculation.

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

1 14C-12 of this Code (English learners); and Section 18-4.3  
2 of this Code (summer school), based on an appropriation  
3 level of \$13,121,600. For a school district organized under  
4 Article 34 of this Code, the Base Funding Minimum also  
5 includes (i) the funds allocated to the school district  
6 pursuant to Section 1D-1 of this Code attributable to  
7 funding programs authorized by the Sections of this Code  
8 listed in the preceding sentence and (ii) the difference  
9 between (I) the funds allocated to the school district  
10 pursuant to Section 1D-1 of this Code attributable to the  
11 funding programs authorized by Section 14-7.02 (non-public  
12 special education reimbursement), subsection (b) of  
13 Section 14-13.01 (special education transportation),  
14 Section 29-5 (transportation), Section 2-3.80  
15 (agricultural education), Section 2-3.66 (truants'  
16 alternative education), Section 2-3.62 (educational  
17 service centers), and Section 14-7.03 (special education -  
18 orphanage) of this Code and Section 15 of the Childhood  
19 Hunger Relief Act (free breakfast program) and (II) the  
20 school district's actual expenditures for its non-public  
21 special education, special education transportation,  
22 transportation programs, agricultural education, truants'  
23 alternative education, services that would otherwise be  
24 performed by a regional office of education, special  
25 education orphanage expenditures, and free breakfast, as  
26 most recently calculated and reported pursuant to

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

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



1 Section 7 of Article 97 of Public Act 100-21.

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

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

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

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

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

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

1 financial profile, as calculated by the State Board.

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

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

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

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

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

1 Final Percent of Adequacy are calculated to account for the  
2 Organizational Unit's poverty concentration levels  
3 pursuant to paragraphs (3) and (4) of this subsection (f).

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

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

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

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

26 (1) In each school year under the Evidence-Based

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

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

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

26 (3) Organizational Units are placed into one of 4 tiers

1 as follows:

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

9 (B) Tier 2 consists of all Tier 1 Units and all  
10 other Organizational Units, except for Specially  
11 Funded Units, with a Percent of Adequacy of less than  
12 0.90.

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

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

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

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

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

1 Rate is 1.0.

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

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

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

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

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

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

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

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

24 (8) If any Specially Funded Units, excluding Glenwood  
25 Academy, recognized by the State Board do not qualify for  
26 direct funding following the implementation of Public Act



1 100-465 from any of the funding sources included within the  
2 definition of Base Funding Minimum, the unqualified  
3 portion of the Base Funding Minimum shall be transferred to  
4 one or more appropriate Organizational Units as determined  
5 by the State Superintendent based on the prior year ASE of  
6 the Organizational Units.

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

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

1 for tiers shall be reduced in the following manner:

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

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

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

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

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

1           \$50,000,000.

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

26          (11) The State Superintendent shall make minor

1 adjustments to the distribution formula set forth in this  
2 subsection (g) to account for the rounding of percentages  
3 to the nearest tenth of a percentage and dollar amounts to  
4 the nearest whole dollar.

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

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

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

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

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

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

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

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

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

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

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

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

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

1 (A) a framework for collaborative, professional,  
2 innovative, and 21st century learning environments  
3 using the Evidence-Based Funding model;

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

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

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

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

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

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

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

26 (D) Student activities under subparagraph (R) of



1 paragraph (2) of subsection (b).

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

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

6 (i) Professional Review Panel.

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

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

1 (B) Two appointees that represent school boards,  
2 recommended by a statewide organization that  
3 represents school boards.

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

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

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

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

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

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

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

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

26 (K) Two representatives recommended by collective

1 impact organizations that represent major metropolitan  
2 areas or geographic areas in Illinois.

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

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

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

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

1 be one additional member appointed by the Governor. All  
2 members appointed by legislative leaders or the Governor  
3 shall be non-voting, ex officio members.

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

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

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

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

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

15 (E) Benefits.

16 (F) Technology.

17 (G) Local Capacity Target.

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

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

23 (J) Special education investments.

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

26 (4) (Blank).

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

8           (6) (Blank).

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

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

1           (B) The adult-to-student ratio for each Essential  
2           Element in which a ratio is identified. The Panel shall  
3           consider whether the ratio accurately reflects the  
4           staffing needed to support students living in poverty  
5           or who have traumatic backgrounds.

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

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

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

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

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



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



1 graduate Black and Latinx students at a rate of 14% and 26%  
2 respectively compared to the rate of 38% for White  
3 students, as well as at public universities, which  
4 currently graduate Black and Latinx students at a rate of  
5 34% and 49% respectively compared to 66% of White students,  
6 within 6 years.

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

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

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

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

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

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

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

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

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

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

1 including opportunities to improve efficiency and  
2 principles for equitable and adequate ways to fund higher  
3 education.

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

13 Article 100.

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

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

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

1 42% of white students.

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

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

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

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

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

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

25           (A) Despite more effective developmental education  
26 models, community colleges and universities use the

1 traditional developmental education model for 77% of  
2 students who place in a developmental education  
3 mathematics course and for 67% of students who place in  
4 a developmental English language course.

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

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

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

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

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

23 "Developmental education course" or "developmental  
24 education coursework" means a course or a category of courses  
25 in which students are placed based on an institution's finding

1 that a student does not have the proficiency necessary to  
2 succeed in an introductory college-level English language or  
3 mathematics course.

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

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

7 Section 100-15. Placement measures.

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

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

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

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

24 (b) In determining the placement of a student in  
25 introductory college-level English language or mathematics

1 coursework, a community college shall consider the  
2 standardized test scores provided by the student for placement  
3 in an introductory college-level English language or  
4 mathematics course.

5 In addition, a community college is encouraged to use the  
6 scores set forth in recommendations approved by the Illinois  
7 Council of Community College Presidents on June 1, 2018 and  
8 should also consider other individual measures for placement in  
9 an introductory college-level English language or mathematics  
10 course, as set forth in recommendations approved by the  
11 Illinois Council of Community College Presidents on June 1,  
12 2018, and the scores set forth in those recommendations.

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

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

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



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

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

21           Section 100-25. Placement policy; report.

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

25           (b) On or before July 1, 2023, the Illinois Community

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

11 Section 100-30. Institutional plans; report.

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

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

1 coursework and the pathways that are available to students  
2 deemed to be insufficiently prepared for introductory  
3 college-level English language or mathematics coursework.

4 (2) A description of the developmental education  
5 models that will be implemented and scaled and the basis of  
6 the evidence and associated data that the institution  
7 considered in making the decision to scale each model.

8 (3) Baseline data and benchmarks for progress,  
9 including, but not limited to, (i) enrollment in  
10 credit-bearing English language or mathematics courses,  
11 (ii) rates of successful completion of introductory  
12 college-level English language or mathematics courses, and  
13 (iii) college-credit accumulation.

14 (4) Detailed plans for scaling reforms and improving  
15 outcomes for all students placed in traditional  
16 developmental education models or models with comparable  
17 introductory college-level course completion rates. The  
18 plan shall provide details about the expected improvements  
19 in educational outcomes for Black students as result of the  
20 proposed reforms.

21 (b) On or before January 1, 2023 and each year thereafter,  
22 the Board of Higher Education and Illinois Community College  
23 Board shall collect data and report to the General Assembly and  
24 the public the status of developmental education reforms at  
25 institutions. The report must include data on the progress of  
26 the developmental education reforms, including, but not

1 limited to, (i) enrollment in credit-bearing English language  
2 or mathematics courses, (ii) rates of successful completion of  
3 introductory college-level English language or mathematics  
4 courses, and (iii) college-credit accumulation. The data must  
5 be disaggregated by gender, race and ethnicity, federal Pell  
6 Grant status, and other variables of interest to the Board of  
7 Higher Education and the Illinois Community College Board.

8 (c) On or before January 1, 2024 and each year thereafter,  
9 the Board of Higher Education and Illinois Community College  
10 Board, in consultation with institutions of higher education  
11 and other stakeholders, shall consider additional data  
12 reporting requirements to facilitate the rigorous and  
13 continuous evaluation of each institution's implementation  
14 plan and its impact on improving outcomes for students in  
15 developmental education, particularly for Black students.

16 Section 100-90. Family Educational Rights and Privacy Act  
17 of 1974. Nothing in this Act supersedes the federal Family  
18 Educational Rights and Privacy Act of 1974 or rules adopted  
19 pursuant to the federal Family Educational Rights and Privacy  
20 Act of 1974.

21 Article 105.

22 Section 105-5. The Illinois Administrative Procedure Act  
23 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.

1 "Custodian" means, with respect to eligible students, an  
2 Illinois resident who is a parent or legal guardian of the  
3 eligible student or students.

4 "Department" means the Department of Revenue.

5 "Eligible student" means a child who:

6 (1) is a member of a household whose federal adjusted  
7 gross income the year before he or she initially receives a  
8 scholarship under this program, as determined by the  
9 Department, does not exceed 300% of the federal poverty  
10 level and, once the child receives a scholarship, does not  
11 exceed 400% of the federal poverty level;

12 (2) is eligible to attend a public elementary school or  
13 high school in Illinois in the semester immediately  
14 preceding the semester for which he or she first receives a  
15 scholarship or is starting school in Illinois for the first  
16 time when he or she first receives a scholarship; and

17 (3) resides in Illinois while receiving a scholarship.

18 "Family member" means a parent, child, or sibling, whether  
19 by whole blood, half blood, or adoption; spouse; or stepchild.

20 "Focus district" means a school district which has a school  
21 that is either (i) a school that has one or more subgroups in  
22 which the average student performance is at or below the State  
23 average for the lowest 10% of student performance in that  
24 subgroup or (ii) a school with an average graduation rate of  
25 less than 60% and not identified for priority.

26 "Jointly-administered CTE program" means a program or set

1 of programs within a non-public school located in Illinois, as  
2 determined by the Department of Labor pursuant to Section 7.5  
3 of this Act.

4 "Necessary costs and fees" includes the customary charge  
5 for instruction and use of facilities in general and the  
6 additional fixed fees charged for specified purposes that are  
7 required generally of non-scholarship recipients for each  
8 academic period for which the scholarship applicant actually  
9 enrolls, including costs associated with student assessments,  
10 but does not include fees payable only once and other  
11 contingent deposits that are refundable in whole or in part.  
12 The Board may prescribe, by rules consistent with this Act,  
13 detailed provisions concerning the computation of necessary  
14 costs and fees.

15 "Scholarship granting organization" means an entity that:

16 (1) is exempt from taxation under Section 501(c)(3) of  
17 the Internal Revenue Code;

18 (2) uses at least 95% of the qualified contributions  
19 received during a taxable year for scholarships;

20 (3) provides scholarships to students according to the  
21 guidelines of this Act;

22 (4) deposits and holds qualified contributions and any  
23 income derived from qualified contributions in an account  
24 that is separate from the organization's operating fund or  
25 other funds until such qualified contributions or income  
26 are withdrawn for use; and

1 (5) is approved to issue certificates of receipt.

2 "Qualified contribution" means the authorized contribution  
3 made by a taxpayer to a scholarship granting organization for  
4 which the taxpayer has received a certificate of receipt from  
5 such organization.

6 "Qualified school" means a non-public school located in  
7 Illinois and recognized by the Board pursuant to Section  
8 2-3.250 of the School Code.

9 "Scholarship" means an educational scholarship awarded to  
10 an eligible student to attend a qualified school of their  
11 custodians' choice in an amount not exceeding the necessary  
12 costs and fees to attend that school.

13 "Taxpayer" means any individual, corporation, partnership,  
14 trust, or other entity subject to the Illinois income tax. For  
15 the purposes of this Act, 2 individuals filing a joint return  
16 shall be considered one taxpayer.

17 "Technical academy" means a non-public school located in  
18 Illinois that (i) registers with the Board pursuant to Section  
19 2-3.250 of the School Code and (ii) operates or will operate a  
20 jointly-administered CTE program as the primary focus of the  
21 school. To maintain its status as a technical academy, the  
22 non-public school must obtain recognition from the Board  
23 pursuant to Section 2-3.250 of the School Code within 2  
24 calendar years of its registration with the Board.

25 (Source: P.A. 100-465, eff. 8-31-17.)



1 (35 ILCS 40/7.5 new)

2 Sec. 7.5. Determination of jointly-administered CTE  
3 programs.

4 (a) Upon its own motion, or petition from a qualified  
5 school or technical academy, the State Board of Education shall  
6 determine whether a program or set of programs offered or  
7 proposed by a qualified school or technical academy provides  
8 coursework and training in career and technical education  
9 pathways aligned to industry-recognized certifications and  
10 credentials. The State Board of Education shall make that  
11 determination based upon whether the industry-recognized  
12 certifications or credentials that are the focus of a qualified  
13 school or technical academy's coursework and training program  
14 or set of programs (i) are associated with an occupation  
15 determined to fall under the LEADING or EMERGING priority  
16 sectors as determined through Illinois' Workforce Innovation  
17 and Opportunity Act Unified State Plan, and (ii) provide wages  
18 that are at least 70% of the average annual wage in the State  
19 as determined by the United States Bureau of Labor Statistics.

20 The State Board of Education shall publish a list of  
21 approved jointly-administered programs on its website and  
22 otherwise make such list available to the public.

23 (b) A qualified school or technical academy may petition  
24 the State Board of Education to obtain a determination that a  
25 proposed program or set of programs that it seeks to offer  
26 qualifies as a jointly-administered CTE program under

1 subsection (a) of this Section. A petitioner shall file one  
2 original petition in the format provided by the State Board of  
3 Education and in the manner specified by the State Board of  
4 Education. The petitioner may withdraw his or her petition by  
5 submitting a written statement to the State Board of Education  
6 indicating withdrawal. The State Board of Education shall  
7 approve or deny a petition within 180 days of its submission,  
8 and, upon approval, shall proceed to add the program or set of  
9 programs to the list of approved jointly-administered CTE  
10 programs. The approval or denial of any petition is a final  
11 decision of the Department, subject to judicial review under  
12 the Administrative Review Law. Jurisdiction and venue are  
13 vested in the circuit court.

14 (c) The State Board of Education shall evaluate the  
15 approved jointly-administered CTE programs under this Section  
16 once every 5 years. At this time, the State Board of Education  
17 shall determine whether these programs continue to meet the  
18 requirements set forth in subsection (a) of this Section.

19 (35 ILCS 40/10)

20 (Section scheduled to be repealed on January 1, 2024)

21 Sec. 10. Credit awards.

22 (a) The Department shall award credits against the tax  
23 imposed under subsections (a) and (b) of Section 201 of the  
24 Illinois Income Tax Act to taxpayers who make qualified  
25 contributions. For contributions made under this Act, the

1 credit shall be equal to 75% of the total amount of qualified  
2 contributions made by the taxpayer during a taxable year, not  
3 to exceed a credit of \$1,000,000 per taxpayer.

4 (b) The aggregate amount of all credits the Department may  
5 award under this Act in any calendar year may not exceed  
6 \$75,000,000.

7 (c) Contributions made by corporations (including  
8 Subchapter S corporations), partnerships, and trusts under  
9 this Act may ~~not~~ be directed to a particular subset of schools  
10 or a particular school, but may not be directed to a  
11 particular group of students, or a particular student.  
12 Contributions made by individuals under this Act may be  
13 directed to a particular subset of schools or a particular  
14 school but may not be directed to a particular group of  
15 students or a particular student.

16 (d) No credit shall be taken under this Act for any  
17 qualified contribution for which the taxpayer claims a federal  
18 income tax deduction.

19 (e) Credits shall be awarded in a manner, as determined by  
20 the Department, that is geographically proportionate to  
21 enrollment in recognized non-public schools in Illinois. If the  
22 cap on the aggregate credits that may be awarded by the  
23 Department is not reached by April 1 ~~June 1~~ of a given year,  
24 the Department shall award remaining credits on a first-come,  
25 first-served basis, without regard to the limitation of this  
26 subsection.

1       (f) Credits awarded for donations made to a technical  
2 academy shall be awarded without regard to subsection (e), but  
3 shall not exceed 15% of the annual statewide program cap. For  
4 the purposes of this subsection, "technical academy" means a  
5 technical academy that is registered with the Board within 30  
6 days after the effective date of this amendatory Act of the  
7 101st General Assembly.

8       (Source: P.A. 100-465, eff. 8-31-17.)

9       (35 ILCS 40/40)

10       (Section scheduled to be repealed on January 1, 2024)

11       Sec.     40.     Scholarship     granting     organization  
12       responsibilities.

13       (a) Before granting a scholarship for an academic year, all  
14       scholarship granting organizations shall assess and document  
15       each student's eligibility for the academic year.

16       (b) A scholarship granting organization shall grant  
17       scholarships only to eligible students.

18       (c) A scholarship granting organization shall allow an  
19       eligible student to attend any qualified school of the  
20       student's choosing, subject to the availability of funds.

21       (d) In granting scholarships, beginning in the 2022-2023  
22 school year and each school year thereafter, a scholarship  
23       granting organization shall give first priority to eligible  
24 students who received a scholarship from a scholarship granting  
25 organization during the previous school year. Second priority

1 shall be given to the following priority groups:

2 (1) (blank); ~~eligible students who received a~~  
3 ~~scholarship from a scholarship granting organization~~  
4 ~~during the previous school year;~~

5 (2) eligible students who are members of a household  
6 whose previous year's total annual income does not exceed  
7 185% of the federal poverty level;

8 (3) eligible students who reside within a focus  
9 district; and

10 (4) eligible students who are siblings of students  
11 currently receiving a scholarship.

12 (d-5) A scholarship granting organization shall begin  
13 granting scholarships no later than February 1 preceding the  
14 school year for which the scholarship is sought. Each ~~The~~  
15 priority group ~~groups~~ identified in subsection (d) of this  
16 Section shall be eligible to receive scholarships on a  
17 first-come, first-served basis until ~~the~~ April 1 immediately  
18 preceding the school year for which the scholarship is sought  
19 starting with the first priority group identified in subsection  
20 (d) of this Section. Applications for scholarships for eligible  
21 students meeting the qualifications of one or more priority  
22 groups that are received before April 1 must be either approved  
23 or denied within 10 business days after receipt. Beginning  
24 April 1, all eligible students shall be eligible to receive  
25 scholarships without regard to the priority groups identified  
26 in subsection (d) of this Section.

1 (e) Except as provided in subsection (e-5) of this Section,  
2 scholarships shall not exceed the lesser of (i) the statewide  
3 average operational expense per student among public schools or  
4 (ii) the necessary costs and fees for attendance at the  
5 qualified school. Scholarships shall be prorated as follows:

6 (1) for eligible students whose household income is  
7 less than 185% of the federal poverty level, the  
8 scholarship shall be 100% of the amount determined pursuant  
9 to this subsection (e) and subsection (e-5) of this  
10 Section;

11 (2) for eligible students whose household income is  
12 185% or more of the federal poverty level but less than  
13 250% of the federal poverty level, the average of  
14 scholarships shall be 75% of the amount determined pursuant  
15 to this subsection (e) and subsection (e-5) of this  
16 Section; and

17 (3) for eligible students whose household income is  
18 250% or more of the federal poverty level, the average of  
19 scholarships shall be 50% of the amount determined pursuant  
20 to this subsection (e) and subsection (e-5) of this  
21 Section.

22 (e-5) The statewide average operational expense per  
23 student among public schools shall be multiplied by the  
24 following factors:

25 (1) for students determined eligible to receive  
26 services under the federal Individuals with Disabilities

1 Education Act, 2;

2 (2) for students who are English learners, as defined  
3 in subsection (d) of Section 14C-2 of the School Code, 1.2;  
4 ~~and~~

5 (3) for students who are gifted and talented children,  
6 as defined in Section 14A-20 of the School Code, 1.1; ~~and~~ -

7 (4) for students enrolled in a jointly-administered  
8 CTE program, 1.5.

9 (f) A scholarship granting organization shall distribute  
10 scholarship payments to the participating school where the  
11 student is enrolled.

12 (g) Beginning in ~~For~~ the 2018-2019 school year ~~through the~~  
13 ~~2021-2022 school year~~, each scholarship granting organization  
14 shall expend no less than 75% of the qualified contributions  
15 received during the calendar year in which the qualified  
16 contributions were received. No more than 25% of the qualified  
17 contributions may be carried forward to the following calendar  
18 year.

19 (h) In determining compliance with subsection (g), a  
20 scholarship granting organization may exempt a portion of  
21 donations directed to a technical academy operating in the  
22 first two calendar years in which the school is eligible to  
23 receive donations. For purposes of determining compliance with  
24 subsection (g) the sum of exempted donations per technical  
25 academy shall not exceed \$3,000,000 over the 2-calendar year  
26 period. Not more than one scholarship granting organization

1 shall exempt a portion of directed donations per technical  
2 academy. For the 2022-2023 school year, each scholarship  
3 granting organization shall expend all qualified contributions  
4 received during the calendar year in which the qualified  
5 contributions were received. No qualified contributions may be  
6 carried forward to the following calendar year.

7 (i) A scholarship granting organization shall allow an  
8 eligible student to transfer a scholarship during a school year  
9 to any other participating school of the custodian's choice.  
10 Such scholarships shall be prorated.

11 (j) With the prior approval of the Department, a  
12 scholarship granting organization may transfer funds to  
13 another scholarship granting organization if additional funds  
14 are required to meet scholarship demands at the receiving  
15 scholarship granting organization. All transferred funds must  
16 be deposited by the receiving scholarship granting  
17 organization into its scholarship accounts. All transferred  
18 amounts received by any scholarship granting organization must  
19 be separately disclosed to the Department.

20 (k) If the approval of a scholarship granting organization  
21 is revoked as provided in Section 20 of this Act or the  
22 scholarship granting organization is dissolved, all remaining  
23 qualified contributions of the scholarship granting  
24 organization shall be transferred to another scholarship  
25 granting organization. All transferred funds must be deposited  
26 by the receiving scholarship granting organization into its



1 scholarship accounts.

2 (1) Scholarship granting organizations shall make  
3 reasonable efforts to advertise the availability of  
4 scholarships to eligible students.

5 (Source: P.A. 100-465, eff. 8-31-17.)

6 (35 ILCS 40/45)

7 (Section scheduled to be repealed on January 1, 2024)

8 Sec. 45. State Board responsibilities.

9 (a) Beginning in the 2019-2020 school year, students who  
10 have been granted a scholarship under this Act shall be  
11 annually assessed at the qualified school where the student  
12 attends school in the same manner in which students that attend  
13 public schools are annually assessed pursuant to Section  
14 2-3.64a-5 of the School Code. Such qualified school shall pay  
15 costs associated with this requirement.

16 (b) The Board shall select an independent research  
17 organization, which may be a public or private entity or  
18 university, to which participating qualified schools must  
19 report the scores of students who are receiving scholarships  
20 and are assessed pursuant to subsection (a) of this Section.  
21 Costs associated with the independent research organization  
22 shall be paid by the scholarship granting organizations on a  
23 per-pupil basis or by gifts, grants, or donations received by  
24 the Board under subsection (d) of this Section, as determined  
25 by the Board. The independent research organization must

1 annually report to the Board on the year-to-year learning gains  
2 of students receiving scholarships on a statewide basis. The  
3 report shall also include, to the extent possible, a comparison  
4 of these learning gains to the statewide learning gains of  
5 public school students with socioeconomic backgrounds similar  
6 to those of students receiving scholarships. The annual report  
7 shall be delivered to the Board and published on its website.

8 (c) Beginning within 120 days after the Board first  
9 receives the annual report by the independent research  
10 organization as provided in subsection (b) of this Section and  
11 on an annual basis thereafter, the Board shall submit a written  
12 report to the Governor, the President of the Senate, the  
13 Speaker of the House of Representatives, the Minority Leader of  
14 the Senate, and the Minority Leader of the House of  
15 Representatives regarding this Act. Such report shall include  
16 an evaluation of the academic performance of students receiving  
17 scholarships and recommendations for improving student  
18 performance.

19 (d) Subject to the State Officials and Employees Ethics  
20 Act, the Board may receive and expend gifts, grants, and  
21 donations of any kind from any public or private entity to  
22 carry out the purposes of this Section, subject to the terms  
23 and conditions under which the gifts are given, provided that  
24 all such terms and conditions are permissible under law.

25 (e) The sharing and reporting of student assessment  
26 ~~learning gain~~ data under this Section must be in accordance

1 with requirements of the Family Educational Rights and Privacy  
2 Act and the Illinois School Student Records Act. All parties  
3 must preserve the confidentiality of such information as  
4 required by law. The annual report must not disaggregate data  
5 to a level that will disclose the academic level of individual  
6 students.

7 (Source: P.A. 100-465, eff. 8-31-17.)

8 (35 ILCS 40/995 rep.)

9 Section 105-15. The Invest in Kids Act is amended by  
10 repealing Section 995.

11 Article 115.

12 Section 115-5. The School Code is amended by changing  
13 Section 21B-50 as follows:

14 (105 ILCS 5/21B-50)

15 Sec. 21B-50. Alternative Educator Licensure Program.

16 (a) There is established an alternative educator licensure  
17 program, to be known as the Alternative Educator Licensure  
18 Program for Teachers.

19 (b) The Alternative Educator Licensure Program for  
20 Teachers may be offered by a recognized institution approved to  
21 offer educator preparation programs by the State Board of  
22 Education, in consultation with the State Educator Preparation

1 and Licensure Board.

2 The program shall be comprised of 4 phases:

3 (1) A course of study that at a minimum includes  
4 instructional planning; instructional strategies,  
5 including special education, reading, and English language  
6 learning; classroom management; and the assessment of  
7 students and use of data to drive instruction.

8 (2) A year of residency, which is a candidate's  
9 assignment to a full-time teaching position or as a  
10 co-teacher for one full school year. An individual must  
11 hold an Educator License with Stipulations with an  
12 alternative provisional educator endorsement in order to  
13 enter the residency and must complete additional program  
14 requirements that address required State and national  
15 standards, pass the State Board's teacher performance  
16 assessment no later than the end of the first semester of  
17 the second year of residency, as required under phase (3)  
18 of this subsection (b), and be recommended by the principal  
19 or qualified equivalent of a principal, as required under  
20 subsection (d) of this Section, and the program coordinator  
21 to continue with the second year of the residency.

22 (3) A second year of residency, which shall include the  
23 candidate's assignment to a full-time teaching position  
24 for one school year. The candidate must be assigned an  
25 experienced teacher to act as a mentor and coach the  
26 candidate through the second year of residency.

1           (4) A comprehensive assessment of the candidate's  
2           teaching effectiveness, as evaluated by the principal or  
3           qualified equivalent of a principal, as required under  
4           subsection (d) of this Section, and the program  
5           coordinator, at the end of the second year of residency. If  
6           there is disagreement between the 2 evaluators about the  
7           candidate's teaching effectiveness, the candidate may  
8           complete one additional year of residency teaching under a  
9           professional development plan developed by the principal  
10          or qualified equivalent and the preparation program. At the  
11          completion of the third year, a candidate must have  
12          positive evaluations and a recommendation for full  
13          licensure from both the principal or qualified equivalent  
14          and the program coordinator or no Professional Educator  
15          License shall be issued.

16          Successful completion of the program shall be deemed to  
17          satisfy any other practice or student teaching and content  
18          matter requirements established by law.

19          (c) An alternative provisional educator endorsement on an  
20          Educator License with Stipulations is valid for 2 years of  
21          teaching in the public schools, including without limitation a  
22          preschool educational program under Section 2-3.71 of this Code  
23          or charter school, or in a State-recognized nonpublic school in  
24          which the chief administrator is required to have the licensure  
25          necessary to be a principal in a public school in this State  
26          and in which a majority of the teachers are required to have

1 the licensure necessary to be instructors in a public school in  
2 this State, but may be renewed for a third year if needed to  
3 complete the Alternative Educator Licensure Program for  
4 Teachers. The endorsement shall be issued only once to an  
5 individual who meets all of the following requirements:

6 (1) Has graduated from a regionally accredited college  
7 or university with a bachelor's degree or higher.

8 (2) (Blank). ~~Has a cumulative grade point average of~~  
9 ~~3.0 or greater on a 4.0 scale or its equivalent on another~~  
10 ~~scale.~~

11 (3) Has completed a major in the content area if  
12 seeking a middle or secondary level endorsement or, if  
13 seeking an early childhood, elementary, or special  
14 education endorsement, has completed a major in the content  
15 area of reading, English/language arts, mathematics, or  
16 one of the sciences. If the individual does not have a  
17 major in a content area for any level of teaching, he or  
18 she must submit transcripts to the State Board of Education  
19 to be reviewed for equivalency.

20 (4) Has successfully completed phase (1) of subsection  
21 (b) of this Section.

22 (5) Has passed a content area test required for the  
23 specific endorsement for admission into the program, as  
24 required under Section 21B-30 of this Code.

25 A candidate possessing the alternative provisional  
26 educator endorsement may receive a salary, benefits, and any

1 other terms of employment offered to teachers in the school who  
2 are members of an exclusive bargaining representative, if any,  
3 but a school is not required to provide these benefits during  
4 the years of residency if the candidate is serving only as a  
5 co-teacher. If the candidate is serving as the teacher of  
6 record, the candidate must receive a salary, benefits, and any  
7 other terms of employment. Residency experiences must not be  
8 counted towards tenure.

9 (d) The recognized institution offering the Alternative  
10 Educator Licensure Program for Teachers must partner with a  
11 school district, including without limitation a preschool  
12 educational program under Section 2-3.71 of this Code or  
13 charter school, or a State-recognized, nonpublic school in this  
14 State in which the chief administrator is required to have the  
15 licensure necessary to be a principal in a public school in  
16 this State and in which a majority of the teachers are required  
17 to have the licensure necessary to be instructors in a public  
18 school in this State. A recognized institution that partners  
19 with a public school district administering a preschool  
20 educational program under Section 2-3.71 of this Code must  
21 require a principal to recommend or evaluate candidates in the  
22 program. A recognized institution that partners with an  
23 eligible entity administering a preschool educational program  
24 under Section 2-3.71 of this Code and that is not a public  
25 school district must require a principal or qualified  
26 equivalent of a principal to recommend or evaluate candidates

1 in the program. The program presented for approval by the State  
2 Board of Education must demonstrate the supports that are to be  
3 provided to assist the provisional teacher during the 2-year  
4 residency period. These supports must provide additional  
5 contact hours with mentors during the first year of residency.

6 (e) Upon completion of the 4 phases outlined in subsection  
7 (b) of this Section and all assessments required under Section  
8 21B-30 of this Code, an individual shall receive a Professional  
9 Educator License.

10 (f) The State Board of Education, in consultation with the  
11 State Educator Preparation and Licensure Board, may adopt such  
12 rules as may be necessary to establish and implement the  
13 Alternative Educator Licensure Program for Teachers.

14 (Source: P.A. 100-596, eff. 7-1-18; 100-822, eff. 1-1-19;  
15 101-220, eff. 8-7-19; 101-570, eff. 8-23-19; 101-643, eff.  
16 6-18-20.)

17 Article 120.

18 Section 120-5. The Higher Education Student Assistance Act  
19 is amended by changing Section 50 as follows:

20 (110 ILCS 947/50)

21 Sec. 50. Minority Teachers of Illinois scholarship  
22 program.

23 (a) As used in this Section:



1 "Eligible applicant" means a minority student who has  
2 graduated from high school or has received a high school  
3 equivalency certificate and has maintained a cumulative  
4 grade point average of no less than 2.5 on a 4.0 scale, and  
5 who by reason thereof is entitled to apply for scholarships  
6 to be awarded under this Section.

7 "Minority student" means a student who is any of the  
8 following:

9 (1) American Indian or Alaska Native (a person  
10 having origins in any of the original peoples of North  
11 and South America, including Central America, and who  
12 maintains tribal affiliation or community attachment).

13 (2) Asian (a person having origins in any of the  
14 original peoples of the Far East, Southeast Asia, or  
15 the Indian subcontinent, including, but not limited  
16 to, Cambodia, China, India, Japan, Korea, Malaysia,  
17 Pakistan, the Philippine Islands, Thailand, and  
18 Vietnam).

19 (3) Black or African American (a person having  
20 origins in any of the black racial groups of Africa).  
21 Terms such as "Haitian" or "Negro" can be used in  
22 addition to "Black or African American".

23 (4) Hispanic or Latino (a person of Cuban, Mexican,  
24 Puerto Rican, South or Central American, or other  
25 Spanish culture or origin, regardless of race).

26 (5) Native Hawaiian or Other Pacific Islander (a

1 person having origins in any of the original peoples of  
2 Hawaii, Guam, Samoa, or other Pacific Islands).

3 "Qualified bilingual minority applicant" means a  
4 qualified student who demonstrates proficiency in a  
5 language other than English by (i) receiving a State Seal  
6 of Biliteracy from the State Board of Education or (ii)  
7 receiving a passing score on an educator licensure target  
8 language proficiency test.

9 "Qualified student" means a person (i) who is a  
10 resident of this State and a citizen or permanent resident  
11 of the United States; (ii) who is a minority student, as  
12 defined in this Section; (iii) who, as an eligible  
13 applicant, has made a timely application for a minority  
14 teaching scholarship under this Section; (iv) who is  
15 enrolled on at least a half-time basis at a qualified  
16 Illinois institution of higher learning; (v) who is  
17 enrolled in a course of study leading to teacher licensure,  
18 including alternative teacher licensure, or, if the  
19 student is already licensed to teach, in a course of study  
20 leading to an additional teaching endorsement or a master's  
21 degree in an academic field in which he or she is teaching  
22 or plans to teach or who has received one or more College  
23 and Career Pathway Endorsements pursuant to Section 80 of  
24 the Postsecondary and Workforce Readiness Act and commits  
25 to enrolling in a course of study leading to teacher  
26 licensure, including alternative teacher licensure; (vi)

1 who maintains a grade point average of no less than 2.5 on  
2 a 4.0 scale; and (vii) who continues to advance  
3 satisfactorily toward the attainment of a degree.

4 (b) In order to encourage academically talented Illinois  
5 minority students to pursue teaching careers at the preschool  
6 or elementary or secondary school level and to address and  
7 alleviate the teacher shortage crisis in this State described  
8 under the provisions of the Transitions in Education Act, each  
9 qualified student shall be awarded a minority teacher  
10 scholarship to any qualified Illinois institution of higher  
11 learning. However, preference may be given to qualified  
12 applicants enrolled at or above the junior level.

13 (c) Each minority teacher scholarship awarded under this  
14 Section shall be in an amount sufficient to pay the tuition and  
15 fees and room and board costs of the qualified Illinois  
16 institution of higher learning at which the recipient is  
17 enrolled, up to an annual maximum of \$5,000; except that in the  
18 case of a recipient who does not reside on-campus at the  
19 institution at which he or she is enrolled, the amount of the  
20 scholarship shall be sufficient to pay tuition and fee expenses  
21 and a commuter allowance, up to an annual maximum of \$5,000.  
22 However, if at least \$2,850,000 is appropriated in a given  
23 fiscal year for the Minority Teachers of Illinois scholarship  
24 program, then, in each fiscal year thereafter, each scholarship  
25 awarded under this Section shall be in an amount sufficient to  
26 pay the tuition and fees and room and board costs of the

1 qualified Illinois institution of higher learning at which the  
2 recipient is enrolled, up to an annual maximum of \$7,500;  
3 except that in the case of a recipient who does not reside  
4 on-campus at the institution at which he or she is enrolled,  
5 the amount of the scholarship shall be sufficient to pay  
6 tuition and fee expenses and a commuter allowance, up to an  
7 annual maximum of \$7,500.

8 (d) The total amount of minority teacher scholarship  
9 assistance awarded by the Commission under this Section to an  
10 individual in any given fiscal year, when added to other  
11 financial assistance awarded to that individual for that year,  
12 shall not exceed the cost of attendance at the institution at  
13 which the student is enrolled. If the amount of minority  
14 teacher scholarship to be awarded to a qualified student as  
15 provided in subsection (c) of this Section exceeds the cost of  
16 attendance at the institution at which the student is enrolled,  
17 the minority teacher scholarship shall be reduced by an amount  
18 equal to the amount by which the combined financial assistance  
19 available to the student exceeds the cost of attendance.

20 (e) The maximum number of academic terms for which a  
21 qualified student can receive minority teacher scholarship  
22 assistance shall be 8 semesters or 12 quarters.

23 (f) In any academic year for which an eligible applicant  
24 under this Section accepts financial assistance through the  
25 Paul Douglas Teacher Scholarship Program, as authorized by  
26 Section 551 et seq. of the Higher Education Act of 1965, the

1 applicant shall not be eligible for scholarship assistance  
2 awarded under this Section.

3 (g) All applications for minority teacher scholarships to  
4 be awarded under this Section shall be made to the Commission  
5 on forms which the Commission shall provide for eligible  
6 applicants. The form of applications and the information  
7 required to be set forth therein shall be determined by the  
8 Commission, and the Commission shall require eligible  
9 applicants to submit with their applications such supporting  
10 documents or recommendations as the Commission deems  
11 necessary.

12 (h) Subject to a separate appropriation for such purposes,  
13 payment of any minority teacher scholarship awarded under this  
14 Section shall be determined by the Commission. All scholarship  
15 funds distributed in accordance with this subsection shall be  
16 paid to the institution and used only for payment of the  
17 tuition and fee and room and board expenses incurred by the  
18 student in connection with his or her attendance at a qualified  
19 Illinois institution of higher learning. Any minority teacher  
20 scholarship awarded under this Section shall be applicable to 2  
21 semesters or 3 quarters of enrollment. If a qualified student  
22 withdraws from enrollment prior to completion of the first  
23 semester or quarter for which the minority teacher scholarship  
24 is applicable, the school shall refund to the Commission the  
25 full amount of the minority teacher scholarship.

26 (i) The Commission shall administer the minority teacher

1 scholarship aid program established by this Section and shall  
2 make all necessary and proper rules not inconsistent with this  
3 Section for its effective implementation.

4 (j) When an appropriation to the Commission for a given  
5 fiscal year is insufficient to provide scholarships to all  
6 qualified students, the Commission shall allocate the  
7 appropriation in accordance with this subsection. If funds are  
8 insufficient to provide all qualified students with a  
9 scholarship as authorized by this Section, the Commission shall  
10 allocate the available scholarship funds for that fiscal year  
11 to qualified students who submit a complete application form on  
12 or before a date specified by the Commission based on the  
13 following order of priority:

14 (1) To students who received a scholarship under this  
15 Section in the prior academic year and who remain eligible  
16 for a minority teacher scholarship under this Section.

17 (2) Except as otherwise provided in subsection (k), to  
18 students who demonstrate financial need, as determined by  
19 the Commission. ~~on the basis of the date the Commission~~  
20 ~~receives a complete application form.~~

21 (k) Notwithstanding paragraph (2) of the provisions of  
22 subsection (j) ~~or any other provision of this Section~~, at least  
23 35% ~~30%~~ of the funds appropriated for scholarships awarded  
24 under this Section in each fiscal year shall be reserved for  
25 qualified male minority applicants, with priority being given  
26 to qualified Black male applicants beginning with fiscal year

1 2023. If the Commission does not receive enough applications  
2 from qualified male minorities on or before January 1 of each  
3 fiscal year to award 35% ~~30%~~ of the funds appropriated for  
4 these scholarships to qualified male minority applicants, then  
5 the Commission may award a portion of the reserved funds to  
6 qualified female minority applicants in accordance with  
7 subsection (j).

8 Beginning with fiscal year 2023, if at least \$2,850,000 but  
9 less than \$4,200,000 is appropriated in a given fiscal year for  
10 scholarships awarded under this Section, then at least 10% of  
11 the funds appropriated shall be reserved for qualified  
12 bilingual minority applicants, with priority being given to  
13 qualified bilingual minority applicants who are enrolled in an  
14 educator preparation program with a concentration in  
15 bilingual, bicultural education. Beginning with fiscal year  
16 2023, if at least \$4,200,000 is appropriated in a given fiscal  
17 year for the Minority Teachers of Illinois scholarship program,  
18 then at least 30% of the funds appropriated shall be reserved  
19 for qualified bilingual minority applicants, with priority  
20 being given to qualified bilingual minority applicants who are  
21 enrolled in an educator preparation program with a  
22 concentration in bilingual, bicultural education. Beginning  
23 with fiscal year 2023, if at least \$2,850,000 is appropriated  
24 in a given fiscal year for scholarships awarded under this  
25 Section but the Commission does not receive enough applications  
26 from qualified bilingual minority applicants on or before

1 January 1 of that fiscal year to award at least 10% of the  
2 funds appropriated to qualified bilingual minority applicants,  
3 then the Commission may, in its discretion, award a portion of  
4 the reserved funds to other qualified students in accordance  
5 with subsection (j).

6 (1) Prior to receiving scholarship assistance for any  
7 academic year, each recipient of a minority teacher scholarship  
8 awarded under this Section shall be required by the Commission  
9 to sign an agreement under which the recipient pledges that,  
10 within the one-year period following the termination of the  
11 program for which the recipient was awarded a minority teacher  
12 scholarship, the recipient (i) shall begin teaching for a  
13 period of not less than one year for each year of scholarship  
14 assistance he or she was awarded under this Section; ~~and~~ (ii)  
15 shall fulfill this teaching obligation at a nonprofit Illinois  
16 public, private, or parochial preschool, elementary school, or  
17 secondary school at which no less than 30% of the enrolled  
18 students are minority students in the year during which the  
19 recipient begins teaching at the school or may instead, if the  
20 recipient received a scholarship as a qualified bilingual  
21 minority applicant, fulfill this teaching obligation in a  
22 program in transitional bilingual education pursuant to  
23 Article 14C of the School Code or in a school in which 20 or  
24 more English learner students in the same language  
25 classification are enrolled; and (iii) shall, upon request by  
26 the Commission, provide the Commission with evidence that he or



1 she is fulfilling or has fulfilled the terms of the teaching  
2 agreement provided for in this subsection.

3 (m) If a recipient of a minority teacher scholarship  
4 awarded under this Section fails to fulfill the teaching  
5 obligation set forth in subsection (l) of this Section, the  
6 Commission shall require the recipient to repay the amount of  
7 the scholarships received, prorated according to the fraction  
8 of the teaching obligation not completed, at a rate of interest  
9 equal to 5%, and, if applicable, reasonable collection fees.  
10 The Commission is authorized to establish rules relating to its  
11 collection activities for repayment of scholarships under this  
12 Section. All repayments collected under this Section shall be  
13 forwarded to the State Comptroller for deposit into the State's  
14 General Revenue Fund.

15 (n) A recipient of minority teacher scholarship shall not  
16 be considered in violation of the agreement entered into  
17 pursuant to subsection (l) if the recipient (i) enrolls on a  
18 full time basis as a graduate student in a course of study  
19 related to the field of teaching at a qualified Illinois  
20 institution of higher learning; (ii) is serving, not in excess  
21 of 3 years, as a member of the armed services of the United  
22 States; (iii) is a person with a temporary total disability for  
23 a period of time not to exceed 3 years as established by sworn  
24 affidavit of a qualified physician; (iv) is seeking and unable  
25 to find full time employment as a teacher at an Illinois  
26 public, private, or parochial preschool or elementary or

1 secondary school that satisfies the criteria set forth in  
2 subsection (l) of this Section and is able to provide evidence  
3 of that fact; (v) becomes a person with a permanent total  
4 disability as established by sworn affidavit of a qualified  
5 physician; (vi) is taking additional courses, on at least a  
6 half-time basis, needed to obtain licensure as a teacher in  
7 Illinois; or (vii) is fulfilling teaching requirements  
8 associated with other programs administered by the Commission  
9 and cannot concurrently fulfill them under this Section in a  
10 period of time equal to the length of the teaching obligation.

11 (o) Scholarship recipients under this Section who withdraw  
12 from a program of teacher education but remain enrolled in  
13 school to continue their postsecondary studies in another  
14 academic discipline shall not be required to commence repayment  
15 of their Minority Teachers of Illinois scholarship so long as  
16 they remain enrolled in school on a full-time basis or if they  
17 can document for the Commission special circumstances that  
18 warrant extension of repayment.

19 (p) If the Minority Teachers of Illinois scholarship  
20 program does not expend at least 90% of the amount appropriated  
21 for the program in a given fiscal year for 3 consecutive fiscal  
22 years and the Commission does not receive enough applications  
23 from the groups identified in subsection (k) on or before  
24 January 1 in each of those fiscal years to meet the percentage  
25 reserved for those groups under subsection (k), then up to 3%  
26 of amount appropriated for the program for each of next 3

1 fiscal years shall be allocated to increasing awareness of the  
2 program and for the recruitment of Black male applicants. The  
3 Commission shall make a recommendation to the General Assembly  
4 by January 1 of the year immediately following the end of that  
5 third fiscal year regarding whether the amount allocated to  
6 increasing awareness and recruitment should continue.

7 (q) Each qualified Illinois institution of higher learning  
8 that receives funds from the Minority Teachers of Illinois  
9 scholarship program shall host an annual information session at  
10 the institution about the program for teacher candidates of  
11 color in accordance with rules adopted by the Commission.  
12 Additionally, the institution shall ensure that each  
13 scholarship recipient enrolled at the institution meets with an  
14 academic advisor at least once per academic year to facilitate  
15 on-time completion of the recipient's educator preparation  
16 program.

17 (Source: P.A. 99-143, eff. 7-27-15; 100-235, eff. 6-1-18.)

18 Article 125.

19 Section 125-5. The Higher Education Student Assistance Act  
20 is amended by changing Section 65.100 as follows:

21 (110 ILCS 947/65.100)

22 (Section scheduled to be repealed on October 1, 2024)

23 Sec. 65.100. AIM HIGH Grant Pilot Program.

1           (a) The General Assembly makes all of the following  
2 findings:

3           (1) Both access and affordability are important  
4 aspects of the Illinois Public Agenda for College and  
5 Career Success report.

6           (2) This State is in the top quartile with respect to  
7 the percentage of family income needed to pay for college.

8           (3) Research suggests that as loan amounts increase,  
9 rather than an increase in grant amounts, the probability  
10 of college attendance decreases.

11           (4) There is further research indicating that  
12 socioeconomic status may affect the willingness of  
13 students to use loans to attend college.

14           (5) Strategic use of tuition discounting can decrease  
15 the amount of loans that students must use to pay for  
16 tuition.

17           (6) A modest, individually tailored tuition discount  
18 can make the difference in a student choosing to attend  
19 college and enhance college access for low-income and  
20 middle-income families.

21           (7) Even if the federally calculated financial need for  
22 college attendance is met, the federally determined  
23 Expected Family Contribution can still be a daunting  
24 amount.

25           (8) This State is the second largest exporter of  
26 students in the country.

1           (9)     When     talented     Illinois     students     attend  
2     universities     in     this     State,     the     State     and     those  
3     universities     benefit.

4           (10)    State   universities   in   other   states   have   adopted  
5     pricing   and   incentives   that   allow   many   Illinois   residents  
6     to   pay   less   to   attend   an   out-of-state   university   than   to  
7     remain   in   this   State   for   college.

8           (11)    Supporting   Illinois   student   attendance   at  
9     Illinois   public   universities   can   assist   in   State   efforts   to  
10    maintain   and   educate   a   highly   trained   workforce.

11           (12)    Modest   tuition   discounts   that   are   individually  
12    targeted   and   tailored   can   result   in   enhanced   revenue   for  
13    public   universities.

14           (13)    By   increasing   a   public   university's   capacity   to  
15    strategically   use   tuition   discounting,   the   public  
16    university   will   be   capable   of   creating   enhanced   tuition  
17    revenue   by   increasing   enrollment   yields.

18           (b)   In   this   Section:

19           "Eligible   applicant"   means   a   student   from   any   high   school  
20    in   this   State,   whether   or   not   recognized   by   the   State   Board   of  
21    Education,   who   is   engaged   in   a   program   of   study   that   in   due  
22    course   will   be   completed   by   the   end   of   the   school   year   and   who  
23    meets   all   of   the   qualifications   and   requirements   under   this  
24    Section.

25           "Tuition   and   other   necessary   fees"   includes   the   customary  
26    charge   for   instruction   and   use   of   facilities   in   general   and   the

1 additional fixed fees charged for specified purposes that are  
2 required generally of non-grant recipients for each academic  
3 period for which the grant applicant actually enrolls, but does  
4 not include fees payable only once or breakage fees and other  
5 contingent deposits that are refundable in whole or in part.  
6 The Commission may adopt, by rule not inconsistent with this  
7 Section, detailed provisions concerning the computation of  
8 tuition and other necessary fees.

9 (c) Beginning with the 2019-2020 academic year, each public  
10 university may establish a merit-based scholarship pilot  
11 program known as the AIM HIGH Grant Pilot Program. Each year,  
12 the Commission shall receive and consider applications from  
13 public universities under this Section. Subject to  
14 appropriation and any tuition waiver limitation established by  
15 the Board of Higher Education, a public university campus may  
16 award a grant to a student under this Section if it finds that  
17 the applicant meets all of the following criteria:

18 (1) He or she is a resident of this State and a citizen  
19 or eligible noncitizen of the United States.

20 (2) He or she files a Free Application for Federal  
21 Student Aid and demonstrates financial need with a  
22 household income no greater than 6 times the poverty  
23 guidelines updated periodically in the Federal Register by  
24 the U.S. Department of Health and Human Services under the  
25 authority of 42 U.S.C. 9902(2). The household income of the  
26 applicant at the time of initial application shall be

1           deemed to be the household income of the applicant for the  
2           duration of the pilot program.

3           (3) He or she meets the minimum cumulative grade point  
4           average or ACT or SAT college admissions test score, as  
5           determined by the public university campus.

6           (4) He or she is enrolled in a public university as an  
7           undergraduate student on a full-time basis.

8           (5) He or she has not yet received a baccalaureate  
9           degree or the equivalent of 135 semester credit hours.

10          (6) He or she is not incarcerated.

11          (7) He or she is not in default on any student loan or  
12          does not owe a refund or repayment on any State or federal  
13          grant or scholarship.

14          (8) Any other reasonable criteria, as determined by the  
15          public university campus.

16          (d) Each public university campus shall determine grant  
17          renewal criteria consistent with the requirements under this  
18          Section.

19          (e) Each participating public university campus shall post  
20          on its Internet website criteria and eligibility requirements  
21          for receiving awards that use funds under this Section that  
22          include a range in the sizes of these individual awards. The  
23          criteria and amounts must also be reported to the Commission  
24          and the Board of Higher Education, who shall post the  
25          information on their respective Internet websites.

26          (f) After enactment of an appropriation for this Program,

1 the Commission shall determine an allocation of funds to each  
2 public university in an amount proportionate to the number of  
3 undergraduate students who are residents of this State and  
4 citizens or eligible noncitizens of the United States and who  
5 were enrolled at each public university campus in the previous  
6 academic year. All applications must be made to the Commission  
7 on or before a date determined by the Commission and on forms  
8 that the Commission shall provide to each public university  
9 campus. The form of the application and the information  
10 required shall be determined by the Commission and shall  
11 include, without limitation, the total public university  
12 campus funds used to match funds received from the Commission  
13 in the previous academic year under this Section, if any, the  
14 total enrollment of undergraduate students who are residents of  
15 this State from the previous academic year, and any supporting  
16 documents as the Commission deems necessary. Each public  
17 university campus shall match the amount of funds received by  
18 the Commission with financial aid for eligible students.

19 A public university that has reported to the Commission for  
20 the most recent academic year for which data are available,  
21 that at least 49% of its student body received financial aid  
22 under the federal Pell Grant program, shall match 20% of the  
23 amount of funds awarded in a given academic year with non-loan  
24 financial aid for eligible students.

25 A public university that has reported to the Commission for  
26 the most recent academic year for which data are available,



1 that less than 49% of its student body received financial aid  
2 under the federal Pell Grant program for the previous academic  
3 year shall match 60% of the amount of funds awarded in a given  
4 academic year and received from the Commission with non-loan  
5 financial aid for eligible students.

6 A public university campus is not required to claim its  
7 entire allocation. The Commission shall make available to all  
8 public universities, on a date determined by the Commission,  
9 any unclaimed funds and the funds must be made available to  
10 those public university campuses in the proportion determined  
11 under this subsection (f), excluding from the calculation those  
12 public university campuses not claiming their full  
13 allocations.

14 Each public university campus may determine the award  
15 amounts for eligible students on an individual or broad basis,  
16 but, subject to renewal eligibility, each renewed award may not  
17 be less than the amount awarded to the eligible student in his  
18 or her first year attending the public university campus.  
19 Notwithstanding this limitation, a renewal grant may be reduced  
20 due to changes in the student's cost of attendance, including,  
21 but not limited to, if a student reduces the number of credit  
22 hours in which he or she is enrolled, but remains a full-time  
23 student, or switches to a course of study with a lower tuition  
24 rate.

25 An eligible applicant awarded grant assistance under this  
26 Section is eligible to receive other financial aid. Total grant

1 aid to the student from all sources may not exceed the total  
2 cost of attendance at the public university campus.

3 (g) All money allocated to a public university campus under  
4 this Section may be used only for financial aid purposes for  
5 students attending the public university campus during the  
6 academic year, not including summer terms. Notwithstanding any  
7 other provision of law to the contrary, any funds received by a  
8 public university campus under this Section that are not  
9 granted to students in the academic year for which the funds  
10 are received may be retained by the public university campus  
11 for expenditure on students participating in the Program or  
12 students eligible to participate in the Program.

13 (h) Each public university campus that establishes a  
14 Program under this Section must annually report to the  
15 Commission, on or before a date determined by the Commission,  
16 the number of undergraduate students enrolled at that campus  
17 who are residents of this State.

18 (i) Each public university campus must report to the  
19 Commission the total non-loan financial aid amount given by the  
20 public university campus to undergraduate students in the  
21 2017-2018 academic year, not including the summer term. To be  
22 eligible to receive funds under the Program, a public  
23 university campus may not decrease the total amount of non-loan  
24 financial aid it gives to undergraduate students, not including  
25 any funds received from the Commission under this Section or  
26 any funds used to match grant awards under this Section, to an

1 amount lower than the reported amount for the 2017-2018  
2 academic year, not including the summer term.

3 (j) On or before a date determined by the Commission, each  
4 public university campus that participates in the Program under  
5 this Section shall annually submit a report to the Commission  
6 with all of the following information:

7 (1) The Program's impact on tuition revenue and  
8 enrollment goals and increase in access and affordability  
9 at the public university campus.

10 (2) Total funds received by the public university  
11 campus under the Program.

12 (3) Total non-loan financial aid awarded to  
13 undergraduate students attending the public university  
14 campus.

15 (4) Total amount of funds matched by the public  
16 university campus.

17 (5) Total amount of claimed and unexpended funds  
18 retained by the public university campus.

19 (6) The percentage of total financial aid distributed  
20 under the Program by the public university campus.

21 (7) The total number of students receiving grants from  
22 the public university campus under the Program and those  
23 students' grade level, race, gender, income level, family  
24 size, Monetary Award Program eligibility, Pell Grant  
25 eligibility, and zip code of residence and the amount of  
26 each grant award. This information shall include unit

1 record data on those students regarding variables  
2 associated with the parameters of the public university's  
3 Program, including, but not limited to, a student's ACT or  
4 SAT college admissions test score, high school or  
5 university cumulative grade point average, or program of  
6 study.

7 On or before October 1, 2020 and annually on or before  
8 October 1 thereafter, the Commission shall submit a report with  
9 the findings under this subsection (j) and any other  
10 information regarding the AIM HIGH Grant Pilot Program to (i)  
11 the Governor, (ii) the Speaker of the House of Representatives,  
12 (iii) the Minority Leader of the House of Representatives, (iv)  
13 the President of the Senate, and (v) the Minority Leader of the  
14 Senate. The reports to the General Assembly shall be filed with  
15 the Clerk of the House of Representatives and the Secretary of  
16 the Senate in electronic form only, in the manner that the  
17 Clerk and the Secretary shall direct. The Commission's report  
18 may not disaggregate data to a level that may disclose  
19 personally identifying information of individual students.

20 The sharing and reporting of student data under this  
21 subsection (j) must be in accordance with the requirements  
22 under the federal Family Educational Rights and Privacy Act of  
23 1974 and the Illinois School Student Records Act. All parties  
24 must preserve the confidentiality of the information as  
25 required by law. The names of the grant recipients under this  
26 Section are not subject to disclosure under the Freedom of

1 Information Act.

2 Public university campuses that fail to submit a report  
3 under this subsection (j) or that fail to adhere to any other  
4 requirements under this Section may not be eligible for  
5 distribution of funds under the Program for the next academic  
6 year, but may be eligible for distribution of funds for each  
7 academic year thereafter.

8 (k) The Commission shall adopt rules to implement this  
9 Section.

10 (l) This Section is repealed on October 1, 2024.

11 (Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18;  
12 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19; 101-613, eff.  
13 6-1-20; 101-643, eff. 6-18-20.)

14 Article 130.

15 Section 130-1. Short title. This Article may be cited as  
16 the Transitions in Education Act. References in this Article to  
17 "this Act" mean this Article.

18 Section 130-5. Findings; policies.

19 (a) The General Assembly finds the following:

20 (1) Teachers are the single most important in-school  
21 factor in supporting student outcomes and success; yet,  
22 Illinois is suffering from a profound teacher shortage  
23 across the State.

1           (2) To reverse this shortage, Illinois needs to develop  
2           and invest in a robust and diverse educator pipeline,  
3           addressing any barriers or gaps that limit high quality  
4           candidates, particularly candidates of color, from  
5           becoming teachers.

6           (3) Illinois loses many high quality, diverse educator  
7           candidates in postsecondary programs due to confusion or  
8           lack of course transfer credits and course articulation  
9           from Illinois's 2-year to 4-year institutions.

10          (4) Lack of alignment and transferability of course  
11          credits may often force candidates to spend additional time  
12          and money to earn a degree or lead to an inability to  
13          complete a degree.

14          (5) In 1993, the Board of Higher Education, the  
15          Illinois Community College Board, and the Transfer  
16          Coordinators of Illinois Colleges and Universities brought  
17          together faculty from public and independent, associate,  
18          and baccalaureate degree-granting institutions across the  
19          State to develop the Illinois Articulation Initiative  
20          (IAI).

21          (6) The goal of IAI is to facilitate the transfer of  
22          courses from one participating college or university to  
23          another in order to complete a baccalaureate degree.

24          (7) The Student Transfer Achievement Reform (STAR)  
25          Act, as mandated by subsection (b) of Section 25 of the  
26          Act, is designed to facilitate transfer among Illinois

1 public institutions, particularly for students with a  
2 completed Associate of Arts or an Associate of Science  
3 degree.

4 (8) While Illinois is a leading state for college  
5 completion rates for adult learners and transfer students  
6 from community colleges, it needs to increase the number of  
7 high-quality postsecondary teaching credentials to meet  
8 the demands of our schools and education workforce.

9 (9) With the rising costs of higher education for  
10 Illinois students and families, the State needs to ensure  
11 to the maximize extent possible that community college  
12 courses will transfer with full credit for the student and  
13 be accepted at an Illinois public or private institution as  
14 they pursue a baccalaureate degree in education.

15 (10) Illinois can do this by improving transitions all  
16 along the education pipeline; for postsecondary education,  
17 this means strengthening articulation through stable  
18 funding and the expansion of transfer tools, such as  
19 Transferology and the IAI through development of an  
20 objective measure of transfer and acceptance of credits in  
21 education degrees.

22 (11) The IAI Education Pathway can be modeled off of  
23 existing IAI major pathways like Early Childhood Education  
24 and Criminal Justice.

25 (b) The General Assembly encourages the Board of Higher  
26 Education, the State Board of Education, and the Illinois

1 Community College Board, as part of the IAI, to do the  
2 following:

3 (1) The Board of Higher Education, the State Board of  
4 Education, and the Illinois Community College Board are  
5 encouraged to jointly establish a task force for a Major  
6 Panel in Education and identify respective recommended  
7 major courses that would be accepted as credit toward the  
8 education major at the receiving institutions.

9 (2) As part of the report on the status of the Illinois  
10 Articulation Initiative pursuant to Section 25 of the  
11 Illinois Articulation Initiative Act, the Board of Higher  
12 Education and the Illinois Community College Board are  
13 encouraged to include in the annual report to the General  
14 Assembly, the Governor, and the Illinois P-20 Council the  
15 progress made on the task force on the Education Major  
16 Panel.

17 (3) The Board of Higher Education, the State Board of  
18 Education, and the Illinois Community College Board are  
19 encouraged to further promote and encourage the enrollment  
20 of minority students into educator preparation programs,  
21 such as the annual information session about the Minority  
22 Teachers of Illinois scholarship program pursuant to  
23 subsection (q) of Section 50 of the Higher Education  
24 Student Assistance Act.



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

1 adopted by the Board of Higher Education, the State Board of  
2 Education shall assist the district in reviewing and analyzing  
3 its existing curriculum with particular reference to the  
4 educational needs of all pupils of the district and the  
5 sufficiency of existing and future revenues and payments  
6 available to the district for development of a curriculum which  
7 will provide maximum educational opportunity to pupils of the  
8 district. The review and analysis may consider achievement of  
9 this goal not only through implementation of traditional  
10 classroom methods but also through development of and  
11 participation in joint educational programs with other school  
12 districts or institutions of higher education, or alternative  
13 programs employing modern technological methods including but  
14 not limited to the use of television, telephones, computers,  
15 radio and other electronic devices.

16 (Source: P.A. 87-559.)

17 (105 ILCS 5/2-3.187 new)

18 Sec. 2-3.187. Inclusive American History Commission.

19 (a) The Inclusive American History Commission is created to  
20 provide assistance to the State Board of Education in revising  
21 its social science learning standards under subsection (a-5) of  
22 Section 2-3.25.

23 (b) The State Board of Education shall convene the  
24 Inclusive American History Commission to do all of the  
25 following:

1           (1) Review available resources for use in school  
2           districts that reflect the racial and ethnic diversity of  
3           this State and country. The resources identified by the  
4           Commission may be posted on the State Board of Education's  
5           Internet website.

6           (2) Provide guidance for each learning standard  
7           developed for educators on how to ensure that instruction  
8           and content are not biased to value specific cultures, time  
9           periods, and experiences over other cultures, time  
10           periods, and experiences.

11           (3) Develop guidance, tools, and support for  
12           professional learning on how to locate and utilize  
13           resources for non-dominant cultural narratives and sources  
14           of historical information.

15           (c) The Commission shall consist of all of the following  
16           members:

17           (1) One Representative appointed by the Speaker of the  
18           House of Representatives.

19           (2) One Representative appointed by the Minority  
20           Leader of the House of Representatives.

21           (3) One Senator appointed by the President of the  
22           Senate.

23           (4) One Senator appointed by the Minority Leader of the  
24           Senate.

25           (5) Two members who are history scholars appointed by  
26           the State Superintendent of Education.

1           (6) Eight members who are teachers at schools in this  
2           State recommended by professional teachers' organizations  
3           and appointed by the State Superintendent of Education.

4           (7) One representative of the State Board of Education  
5           appointed by the State Superintendent of Education who  
6           shall serve as chairperson.

7           (8) One member who represents a statewide organization  
8           that represents south suburban school districts appointed  
9           by the State Superintendent of Education.

10           (9) One member who represents a west suburban school  
11           district appointed by the State Superintendent of  
12           Education.

13           (10) One member who represents a school district  
14           organized under Article 34 appointed by the State  
15           Superintendent of Education.

16           (11) One member who represents a statewide  
17           organization that represents school librarians appointed  
18           by the State Superintendent of Education.

19           (12) One member who represents a statewide  
20           organization that represents principals appointed by the  
21           State Superintendent of Education.

22           (13) One member who represents a statewide  
23           organization that represents superintendents appointed by  
24           the State Superintendent of Education.

25           (14) One member who represents a statewide  
26           organization that represents school boards appointed by

1 the State Superintendent of Education.

2 Members appointed to the Commission must reflect the  
3 racial, ethnic, and geographic diversity of this State.

4 (d) Members of the Commission shall serve without  
5 compensation but may be reimbursed for reasonable expenses from  
6 funds appropriated to the State Board of Education for that  
7 purpose, including travel, subject to the rules of the  
8 appropriate travel control board.

9 (e) The State Board of Education shall provide  
10 administrative and other support to the Commission.

11 (f) The Commission must submit a report about its work to  
12 the State Board of Education, the Governor, and the General  
13 Assembly on or before December 31, 2021. The Commission is  
14 dissolved upon the submission of its report.

15 (g) This Section is repealed on January 1, 2023.

16 (105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4)

17 Sec. 27-20.4. Black History study. Every public elementary  
18 school and high school shall include in its curriculum a unit  
19 of instruction studying the events of Black History, including  
20 the history of the pre-enslavement of Black people from 3,000  
21 BCE to AD 1619, the African slave trade, slavery in America,  
22 the study of the reasons why Black people came to be enslaved,  
23 ~~and~~ the vestiges of slavery in this country, and the study of  
24 the American civil rights renaissance. These events shall  
25 include not only the contributions made by individual

1 African-Americans in government and in the arts, humanities and  
2 sciences to the economic, cultural and political development of  
3 the United States and Africa, but also the socio-economic  
4 struggle which African-Americans experienced collectively in  
5 striving to achieve fair and equal treatment under the laws of  
6 this nation. The studying of this material shall constitute an  
7 affirmation by students of their commitment to respect the  
8 dignity of all races and peoples and to forever eschew every  
9 form of discrimination in their lives and careers.

10 The State Superintendent of Education may prepare and make  
11 available to all school boards instructional materials,  
12 including those established by the Amistad Commission, which  
13 may be used as guidelines for development of a unit of  
14 instruction under this Section; provided, however, that each  
15 school board shall itself determine the minimum amount of  
16 instruction time which shall qualify as a unit of instruction  
17 satisfying the requirements of this Section.

18 A school may meet the requirements of this Section through  
19 an online program or course.

20 (Source: P.A. 100-634, eff. 1-1-19.)

21 Article 145.

22 Section 145-1. Short title. This Article may be cited as  
23 the Early Education Act. References in this Article to "this  
24 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.

1           (6) Data shows that early intervention services in  
2 Illinois are at least two and a half times less costly  
3 annually than special education services in preschool and  
4 elementary years.

5           (7) Nationwide, nearly 70% of children in early  
6 intervention programs exhibit growth greater than  
7 expected; this includes acquiring skills at a faster rate  
8 even after they leave the program.

9           (8) Nationwide, nearly half of children leave early  
10 intervention programs functioning at age level and do not  
11 need special education at kindergarten age.

12           (9) Early intervention services are underutilized in  
13 Illinois and nationally with only 4% of Illinois infants  
14 and toddlers currently receiving services, while the  
15 research shows that about 13% of Illinois children are  
16 eligible.

17           (10) In Illinois and nationally, only approximately 1%  
18 of infants are enrolled in early intervention, which is far  
19 below the percentage of children who should be receiving  
20 these services; this is of concern because intervention at  
21 the earliest possible point improves children's outcomes,  
22 and children born with low or very low birth weights or  
23 otherwise leaving the NICU too often do not receive the  
24 needed connection to early intervention services,  
25 particularly those children on Medicaid.

26           (11) Data indicates that early intervention services



1 in Illinois are underutilized in the medical diagnosis and  
2 environmental factors with substantial risk of delay  
3 categories; these are the 2 eligibility areas in which  
4 infants and toddlers are automatically eligible.

5 (12) Experts conclude that early intervention  
6 eligibility needs to be clearly understood and documented  
7 so that children and families who meet eligibility  
8 requirements can be appropriately referred, served, and  
9 supported.

10 (13) The Early Intervention Services System Act  
11 requires the State to provide a comprehensive,  
12 coordinated, interagency, and interdisciplinary early  
13 intervention services system for eligible infants and  
14 toddlers and their families by enhancing the capacity to  
15 provide quality early intervention services, expanding and  
16 improving existing services, and facilitating coordination  
17 of payments for early intervention services from various  
18 public and private sources.

19 (14) Black and Latinx children in Illinois are more  
20 likely to be on a waiting list for services. This is due to  
21 a number of reasons, including the reluctance to provide  
22 services in certain neighborhoods due to the perception of  
23 safety issues and in cases in which families experience  
24 multiple challenges, such as child welfare involvement or  
25 families experiencing homelessness, which are all  
26 predictive factors of children that could benefit from

1 early intervention services.

2 (15) Inequitable access to appropriate early  
3 intervention services is disproportionately more likely to  
4 be experienced by Black and Latinx families.

5 (b) The General Assembly encourages the Department of Human  
6 Services, in consultation with advocates and experts in the  
7 field, including the Interagency Council on Early  
8 Intervention, to take all of the following actions:

9 (1) to re-examine the definition of "at-risk" and also  
10 the diagnosed medical conditions that typically result in  
11 delay to ensure that they effectively increase eligibility  
12 and access to early intervention services;

13 (2) to charge the Early Intervention Training Program,  
14 in collaboration with experts and beneficiaries, to create  
15 and execute a plan for designing and disseminating  
16 affirmative outreach through multiple modalities to  
17 primary referral services as defined by statute,  
18 providers, and families;

19 (3) to include explanations and provide examples in the  
20 affirmative outreach plan about how the medical conditions  
21 resulting in high probability of developmental delay and  
22 at-risk of developmental delay categories do not require  
23 the child to have any present delay;

24 (4) to present to the General Assembly a report that  
25 includes the affirmative outreach plan and plans for  
26 disseminating that information, including data on the

1 all-children-served eligibility category, services  
2 provided, and information on race and geographic area to  
3 the General Assembly no later than June 30, 2022;

4 (5) to develop a plan for the State to launch early  
5 intervention specialized teams that can address the  
6 complex needs that families face; the General Assembly  
7 urges recommendations for the plan to be developed by a  
8 public-private early intervention specialized teams work  
9 group and to include the participation of at least 2 Child  
10 Family Connection Providers in an early intervention  
11 specialized team pilot; this plan should build on work by  
12 the Illinois Interagency Council on Early Intervention and  
13 should specifically address modifications to billing and  
14 other policies to support new teaming structure, budget  
15 implications for pilot execution, corresponding  
16 professional development opportunities for early  
17 intervention providers, a prearranged mechanism to collect  
18 feedback from both families and providers, a mechanism for  
19 tracking outcomes, and ways to refine the approach for  
20 scale; the General Assembly urges this plan to be developed  
21 and launched by January 1, 2022; and

22 (6) to work in a public-private partnership to  
23 establish demonstration projects with at least 2 hospital  
24 neo-natal intensive care departments, in-patient and  
25 out-patient, with the goal of better coordination and  
26 timely connections to early intervention services; the

1 General Assembly encourages this implementation to be  
2 underway no later than January 1, 2022.

3 Article 150.

4 Section 150-5. The Statute on Statutes is amended by adding  
5 Section 1.43 as follows:

6 (5 ILCS 70/1.43 new)

7 Sec. 1.43. Department of Commerce and Economic  
8 Opportunity. On or after the effective date of this amendatory  
9 Act of the 101st General Assembly, references to the Department  
10 of Commerce and Economic Opportunity or the Department of  
11 Commerce and Community Affairs with respect to the  
12 administration of the federal Workforce Investment Act of 1998,  
13 the federal Illinois Trade Adjustment Assistance Program and  
14 the Illinois Worker Adjustment and Retraining Notification Act  
15 shall be construed as references to the Department of  
16 Employment Security. On or after the effective date of this  
17 amendatory Act of the 101st General Assembly, all references to  
18 the Director of Commerce and Economic Opportunity or the  
19 Department of Commerce and Community Affairs with respect to  
20 the administration of the federal Workforce Investment Act of  
21 1998, the federal Illinois Trade Adjustment Assistance Program  
22 and the Illinois Worker Adjustment and Retraining Notification  
23 Act shall be construed as references to the Director of

1 Employment Security.

2 Section 150-10. The Department of Commerce and Economic  
3 Opportunity Law of the Civil Administrative Code of Illinois is  
4 amended by changing Sections 605-807, 605-815, and 605-850 as  
5 follows:

6 (20 ILCS 605/605-807)

7 Sec. 605-807. Federal Workforce Training Fund.

8 (a) The Federal Workforce Training Fund is created as a  
9 special fund in the State treasury. The Department may accept  
10 gifts, grants, awards, matching contributions, interest  
11 income, appropriations, and cost sharings from individuals,  
12 businesses, governments, and other third party sources, on  
13 terms that the Director deems advisable. Moneys received under  
14 this Section may be expended for purposes consistent with the  
15 conditions under which those moneys are received, subject to  
16 appropriations made by the General Assembly for those purposes.

17 (b) Beginning on the effective date of this amendatory Act  
18 of the 93rd General Assembly, all moneys received by the State  
19 pursuant to the federal Workforce Investment Act or Section  
20 403(a)(5) of the federal Social Security Act, and any moneys  
21 received pursuant to the federal Workforce Investment Act and  
22 necessary to pay liabilities incurred in connection with that  
23 Act on or after January 1, 2022, shall be deposited into the  
24 Federal Workforce Training Fund, to be used for purposes

1 consistent with the conditions under which those moneys are  
2 received by the State, except that any moneys received pursuant  
3 to the federal Workforce Investment Act and necessary to pay  
4 liabilities incurred in connection with that Act and  
5 outstanding as of June 30, 2003, or any moneys received  
6 pursuant to Section 403(a)(5) of the federal Social Security  
7 Act and necessary to pay liabilities incurred in connection  
8 with that Act and outstanding as of June 30, 2003, shall be  
9 deposited into the Title III Social Security and Employment  
10 Fund.

11 On September 1, 2003, or as soon thereafter as may be  
12 reasonably practical, the State Comptroller shall transfer all  
13 unobligated moneys received by the State pursuant to the  
14 federal Workforce Investment Act or Section 403(a)(5) of the  
15 federal Social Security Act from the Title III Social Security  
16 and Employment Fund to the Federal Workforce Training Fund. The  
17 moneys transferred pursuant to this Amendatory Act of the 93rd  
18 General Assembly may be used or expended for purposes  
19 consistent with the conditions under which those moneys were  
20 received by the State.

21 (c) Beginning on the effective date of this amendatory Act  
22 of the 93rd General Assembly, all moneys received by the State  
23 pursuant to the federal Illinois Trade Adjustment Assistance  
24 Program, and any moneys received pursuant to the federal  
25 Workforce Investment Act and necessary to pay liabilities  
26 incurred in connection with that Act on or after January 1,

1 2022, shall be deposited into the Federal Workforce Training  
2 Fund, to be used for purposes consistent with the conditions  
3 under which those moneys are received by the State, except that  
4 any moneys received pursuant to the federal Illinois Trade  
5 Adjustment Assistance Program and necessary to pay liabilities  
6 incurred in connection with that program and outstanding as of  
7 June 30, 2003, shall be deposited into the Title III Social  
8 Security and Employment Fund.

9 On July 1, 2003 or as soon thereafter as may be reasonably  
10 practical, the State Comptroller shall make one or more  
11 transfers of all moneys received by the State pursuant to the  
12 federal Illinois Trade Adjustment Assistance Program in excess  
13 of those necessary to pay liabilities in connection with that  
14 program and outstanding as of June 30, 2003 from the Title III  
15 Social Security and Employment Fund to the Federal Workforce  
16 Training Fund. The moneys transferred pursuant to this  
17 amendatory Act of the 93rd General Assembly may be used or  
18 expended for purposes consistent with the conditions under  
19 which those moneys were received by the State.

20 (d) On and after the effective date of this amendatory Act  
21 of the 101st General Assembly, funds in the Federal Workforce  
22 Training Fund may only be paid to the Department of Employment  
23 Security.

24 (Source: P.A. 93-25, eff. 6-20-03.)

25 Section 150-15. The Department of Employment Security Law

1 of the Civil Administrative Code of Illinois is amended by  
2 adding Section 1005-170 as follows:

3 (20 ILCS 1005/1005-170 new)

4 Sec. 1005-170. Transfer from Department of Commerce and  
5 Economic Opportunity.

6 (a) Notwithstanding any provision of law to the contrary,  
7 all the powers, duties, rights and responsibilities vested in  
8 the Department of Commerce and Economic Opportunity with  
9 respect to the administration of the federal Workforce  
10 Investment Act of 1998, the federal Illinois Trade Adjustment  
11 Assistance Program and the Illinois Worker Adjustment and  
12 Retraining Notification Act, including any liabilities arising  
13 therefrom, are transferred to the Department of Employment  
14 Security.

15 (b) Personnel in the Department of Commerce and Economic  
16 Opportunity who are assigned directly or indirectly to the  
17 administration of the Acts listed in subsection (a) transferred  
18 by this amendatory Act of the 101st General Assembly shall be  
19 transferred to the Department of Employment Security pursuant  
20 to the direction of the Director of Employment Security. The  
21 rights of the employees and the State of Illinois and its  
22 agencies under the Personnel Code and applicable collective  
23 bargaining agreements or under any pension, retirement, or  
24 annuity plan shall not be affected by this amendatory Act of  
25 the 101st General Assembly.



1       (c) All books, records, papers, documents, property (real  
2 and personal), and pending business pertaining to the rights,  
3 responsibilities, powers, and duties transferred by this  
4 amendatory Act of the 101st General Assembly from the  
5 Department of Commerce and Economic Opportunity to the  
6 Department of Employment Security, including but not limited to  
7 material in electronic or magnetic format and necessary  
8 computer hardware and software, shall be delivered to the  
9 Department of Employment Security pursuant to the direction of  
10 the Director of Employment Security.

11       (d) All unexpended appropriations and balances and other  
12 funds available for use by the Department of Commerce and  
13 Economic Opportunity for the exercise of the powers, duties,  
14 rights, and responsibilities transferred herein shall be  
15 transferred for use by the Department of Employment Security  
16 pursuant to the direction of the Director of Employment  
17 Security. Unexpended balances so transferred shall be expended  
18 only for the purpose for which the appropriations were  
19 originally made.

20       (e) The powers, duties, rights, and responsibilities  
21 transferred from the Department of Commerce and Economic  
22 Opportunity by this amendatory Act of the 101st General  
23 Assembly shall be vested in and shall be exercised by the  
24 Department of Employment Security.

25       (f) Whenever reports or notices are now required to be made  
26 or given or papers or documents furnished or served by any

1 person to or upon the Department of Commerce and Economic  
2 Opportunity in connection with any of the powers, duties,  
3 rights, and responsibilities transferred by this amendatory  
4 Act of the 101st General Assembly, the same shall be made,  
5 given, furnished, or served in the same manner to or upon the  
6 Department of Employment Security.

7 (g) This amendatory Act of the 101st General Assembly does  
8 not affect any act done, ratified, or canceled or any right  
9 occurring or established or any action or proceeding had or  
10 commenced in an administrative, civil, or criminal cause by the  
11 Department of Commerce and Economic Opportunity before this  
12 amendatory Act of the 101st General Assembly takes effect; such  
13 actions or proceedings may be prosecuted and continued by the  
14 Department of Employment Security.

15 (h) Any rules of the Department of Commerce and Economic  
16 Opportunity that relate to the powers, duties, rights, and  
17 responsibilities transferred from the Department of Commerce  
18 and Economic Opportunity by this amendatory Act of the 101st  
19 General Assembly, and that are in full force on the effective  
20 date of this amendatory Act of the 101st General Assembly,  
21 shall become the rules of the Department of Employment  
22 Security. This amendatory Act of the 101st General Assembly  
23 does not affect the legality of any such rules in the Illinois  
24 Administrative Code.

25 Any proposed rules filed with the Secretary of State by the  
26 Department of Commerce and Economic Opportunity that are

1 pending in the rulemaking process on the effective date of this  
2 amendatory Act of the 101st General Assembly and pertain to the  
3 powers, duties, rights, and responsibilities transferred,  
4 shall be deemed to have been filed by the Department of  
5 Employment Security. As soon as practicable hereafter, the  
6 Department of Employment Security shall revise and clarify the  
7 rules transferred to it under this amendatory Act of the 101st  
8 General Assembly to reflect the reorganization of powers,  
9 duties, rights, and responsibilities affected by this  
10 amendatory Act of the 101st General Assembly, using the  
11 procedures for recodification of rules available under the  
12 Illinois Administrative Procedure Act, except that existing  
13 title, part, and section numbering for the affected rules may  
14 be retained. The Department of Employment Security may propose  
15 and adopt under the Illinois Administrative Procedure Act such  
16 other rules of the Department of Commerce and Economic  
17 Opportunity that will now be administered by the Department of  
18 Employment Security.

19 (i) Every person, corporation, or unit of government shall  
20 be subject to the same obligations and duties and any  
21 penalties, civil or criminal, arising therefrom, and shall have  
22 the same rights arising from the exercise of rights,  
23 responsibilities, powers, and duties as had been exercised by  
24 the Department of Commerce and Economic Opportunity, as they  
25 pertain to the administration of the Acts listed in subsection  
26 (a) transferred by this amendatory Act of the 101st General

1 Assembly.

2 (j) The Department must comply with the Internet posting  
3 requirements set forth in Section 7.2 of the Illinois Workforce  
4 Investment Board Act. The information must be posted on the  
5 Department's Internet website no later than 30 days after the  
6 Department receives the information from the Illinois  
7 Workforce Investment Board.

8 (k) The Office of the Governor shall provide to the General  
9 Assembly in written form, prior to April 1, 2021, a list of any  
10 other workforce development programs that are completely or  
11 partially funded by Titles I, III, IV, and V, and could be  
12 consolidated under the Department of Employment Security.

13 Section 150-20. The Illinois Workforce Investment Board  
14 Act is amended by changing Section 7.2 as follows:

15 (20 ILCS 3975/7.2)

16 Sec. 7.2. Posting requirements; Department of Employment  
17 Security's ~~Commerce and Economic Opportunity's~~ website. On and  
18 after the effective date of this amendatory Act of the 101st  
19 ~~97th~~ General Assembly, the Illinois Workforce Innovation Board  
20 must annually submit to the Department of Employment Security  
21 ~~Commerce and Economic Opportunity~~ the following information to  
22 be posted on the Department's official Internet website:

23 (1) All agendas and meeting minutes for meetings of the  
24 Illinois Workforce Innovation Board.

1           (2) All line-item budgets for the local workforce  
2 investment areas located within the State.

3           (3) A listing of all contracts and contract values for  
4 all workforce development training and service providers.

5           The information required under this Section must be posted  
6 on the Department of Employment Security's ~~Commerce and~~  
7 ~~Economic Opportunity's~~ Internet website no later than 30 days  
8 after the Department receives the information from the Illinois  
9 Workforce Innovation Board.

10 (Source: P.A. 100-477, eff. 9-8-17.)

11           Section 150-25. The School Code is amended by changing  
12 Section 22-45 as follows:

13           (105 ILCS 5/22-45)

14           Sec. 22-45. Illinois P-20 Council.

15           (a) The General Assembly finds that preparing Illinoisans  
16 for success in school and the workplace requires a continuum of  
17 quality education from preschool through graduate school. This  
18 State needs a framework to guide education policy and integrate  
19 education at every level. A statewide coordinating council to  
20 study and make recommendations concerning education at all  
21 levels can avoid fragmentation of policies, promote improved  
22 teaching and learning, and continue to cultivate and  
23 demonstrate strong accountability and efficiency. Establishing  
24 an Illinois P-20 Council will develop a statewide agenda that

1 will move the State towards the common goals of improving  
2 academic achievement, increasing college access and success,  
3 improving use of existing data and measurements, developing  
4 improved accountability, fostering innovative approaches to  
5 education, promoting lifelong learning, easing the transition  
6 to college, and reducing remediation. A pre-kindergarten  
7 through grade 20 agenda will strengthen this State's economic  
8 competitiveness by producing a highly-skilled workforce. In  
9 addition, lifelong learning plans will enhance this State's  
10 ability to leverage funding.

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

14 (1) The Governor or his or her designee, to serve as  
15 chairperson.

16 (2) Four members of the General Assembly, one appointed  
17 by the Speaker of the House of Representatives, one  
18 appointed by the Minority Leader of the House of  
19 Representatives, one appointed by the President of the  
20 Senate, and one appointed by the Minority Leader of the  
21 Senate.

22 (3) Six at-large members appointed by the Governor as  
23 follows, with 2 members being from the City of Chicago, 2  
24 members being from Lake County, McHenry County, Kane  
25 County, DuPage County, Will County, or that part of Cook  
26 County outside of the City of Chicago, and 2 members being

1 from the remainder of the State:

2 (A) one representative of civic leaders;

3 (B) one representative of local government;

4 (C) one representative of trade unions;

5 (D) one representative of nonprofit organizations  
6 or foundations;

7 (E) one representative of parents' organizations;

8 and

9 (F) one education research expert.

10 (4) Five members appointed by statewide business  
11 organizations and business trade associations.

12 (5) Six members appointed by statewide professional  
13 organizations and associations representing  
14 pre-kindergarten through grade 20 teachers, community  
15 college faculty, and public university faculty.

16 (6) Two members appointed by associations representing  
17 local school administrators and school board members. One  
18 of these members must be a special education administrator.

19 (7) One member representing community colleges,  
20 appointed by the Illinois Council of Community College  
21 Presidents.

22 (8) One member representing 4-year independent  
23 colleges and universities, appointed by a statewide  
24 organization representing private institutions of higher  
25 learning.

26 (9) One member representing public 4-year

1 universities, appointed jointly by the university  
2 presidents and chancellors.

3 (10) Ex-officio members as follows:

4 (A) The State Superintendent of Education or his or  
5 her designee.

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

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

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

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

14 (F) The Director of Commerce and Economic  
15 Opportunity or his or her designee.

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

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

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

22 (J) The Director of Employment Security or his or  
23 her designee.

24 Ex-officio members shall have no vote on the Illinois P-20  
25 Council.

26 Appointed members shall serve for staggered terms expiring



1 on July 1 of the first, second, or third calendar year  
2 following their appointments or until their successors are  
3 appointed and have qualified. Staggered terms shall be  
4 determined by lot at the organizing meeting of the Illinois  
5 P-20 Council.

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

9 (c) The Illinois P-20 Council shall be funded through State  
10 appropriations to support staff activities, research,  
11 data-collection, and dissemination. The Illinois P-20 Council  
12 shall be staffed by the Office of the Governor, in coordination  
13 with relevant State agencies, boards, and commissions. The  
14 Illinois Education Research Council shall provide research and  
15 coordinate research collection activities for the Illinois  
16 P-20 Council.

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

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

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

24 (B) Coordinate and leverage strategies, actions,  
25 legislation, policies, and resources of all  
26 stakeholders to support fundamental and lasting

1 improvement in this State's public schools, community  
2 colleges, and universities.

3 (C) Better align the high school curriculum with  
4 postsecondary expectations.

5 (D) Better align assessments across all levels of  
6 education.

7 (E) Reduce the need for students entering  
8 institutions of higher education to take remedial  
9 courses.

10 (F) Smooth the transition from high school to  
11 college.

12 (G) Improve high school and college graduation  
13 rates.

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

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

18 (2) To advise the Governor, the General Assembly, the  
19 State's education and higher education agencies, and the  
20 State's workforce and economic development boards and  
21 agencies on policies related to lifelong learning for  
22 Illinois students and families.

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

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

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

7           (1) Preparation, recruitment, and certification of  
8           highly qualified teachers.

9           (2) Mentoring and induction of highly qualified  
10          teachers.

11          (3) The diversity of highly qualified teachers.

12          (4) Funding for highly qualified teachers, including  
13          developing a strategic and collaborative plan to seek  
14          federal and private grants to support initiatives  
15          targeting teacher preparation and its impact on student  
16          achievement.

17          (5) Highly effective administrators.

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

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

22          (8) Alternative routes to college access.

23          (9) Research data and accountability.

24          (10) Community schools, community participation, and  
25          other innovative approaches to education that foster  
26          community partnerships.

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

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

9           (Source: P.A. 98-463, eff. 8-16-13; 98-719, eff. 1-1-15;  
10          99-643, eff. 1-1-17.)

11          Section 150-30. The Illinois Human Rights Act is amended by  
12          changing Section 2-105 as follows:

13          (775 ILCS 5/2-105) (from Ch. 68, par. 2-105)

14          Sec. 2-105. Equal Employment Opportunities; Affirmative  
15          Action.

16          (A) Public Contracts. Every party to a public contract and  
17          every eligible bidder shall:

18                 (1) Refrain from unlawful discrimination and  
19                 discrimination based on citizenship status in employment  
20                 and undertake affirmative action to assure equality of  
21                 employment opportunity and eliminate the effects of past  
22                 discrimination;

23                 (2) Comply with the procedures and requirements of the  
24                 Department's regulations concerning equal employment

1 opportunities and affirmative action;

2 (3) Provide such information, with respect to its  
3 employees and applicants for employment, and assistance as  
4 the Department may reasonably request;

5 (4) Have written sexual harassment policies that shall  
6 include, at a minimum, the following information: (i) the  
7 illegality of sexual harassment; (ii) the definition of  
8 sexual harassment under State law; (iii) a description of  
9 sexual harassment, utilizing examples; (iv) the vendor's  
10 internal complaint process including penalties; (v) the  
11 legal recourse, investigative and complaint process  
12 available through the Department and the Commission; (vi)  
13 directions on how to contact the Department and Commission;  
14 and (vii) protection against retaliation as provided by  
15 Section 6-101 of this Act. A copy of the policies shall be  
16 provided to the Department upon request. Additionally,  
17 each bidder who submits a bid or offer for a State contract  
18 under the Illinois Procurement Code shall have a written  
19 copy of the bidder's sexual harassment policy as required  
20 under this paragraph (4). A copy of the policy shall be  
21 provided to the State agency entering into the contract  
22 upon request.

23 (B) State Agencies. Every State executive department,  
24 State agency, board, commission, and instrumentality shall:

25 (1) Comply with the procedures and requirements of the  
26 Department's regulations concerning equal employment

1 opportunities and affirmative action;

2 (2) Provide such information and assistance as the  
3 Department may request.

4 (3) Establish, maintain, and carry out a continuing  
5 affirmative action plan consistent with this Act and the  
6 regulations of the Department designed to promote equal  
7 opportunity for all State residents in every aspect of  
8 agency personnel policy and practice. For purposes of these  
9 affirmative action plans, the race and national origin  
10 categories to be included in the plans are: American Indian  
11 or Alaska Native, Asian, Black or African American,  
12 Hispanic or Latino, Native Hawaiian or Other Pacific  
13 Islander.

14 This plan shall include a current detailed status  
15 report:

16 (a) indicating, by each position in State service,  
17 the number, percentage, and average salary of  
18 individuals employed by race, national origin, sex and  
19 disability, and any other category that the Department  
20 may require by rule;

21 (b) identifying all positions in which the  
22 percentage of the people employed by race, national  
23 origin, sex and disability, and any other category that  
24 the Department may require by rule, is less than  
25 four-fifths of the percentage of each of those  
26 components in the State work force;

1 (c) specifying the goals and methods for  
2 increasing the percentage by race, national origin,  
3 sex and disability, and any other category that the  
4 Department may require by rule, in State positions;

5 (d) indicating progress and problems toward  
6 meeting equal employment opportunity goals, including,  
7 if applicable, but not limited to, Department of  
8 Central Management Services recruitment efforts,  
9 publicity, promotions, and use of options designating  
10 positions by linguistic abilities;

11 (e) establishing a numerical hiring goal for the  
12 employment of qualified persons with disabilities in  
13 the agency as a whole, to be based on the proportion of  
14 people with work disabilities in the Illinois labor  
15 force as reflected in the most recent employment data  
16 made available by the United States Census Bureau.

17 (4) If the agency has 1000 or more employees, appoint a  
18 full-time Equal Employment Opportunity officer, subject to  
19 the Department's approval, whose duties shall include:

20 (a) Advising the head of the particular State  
21 agency with respect to the preparation of equal  
22 employment opportunity programs, procedures,  
23 regulations, reports, and the agency's affirmative  
24 action plan.

25 (b) Evaluating in writing each fiscal year the  
26 sufficiency of the total agency program for equal

1 employment opportunity and reporting thereon to the  
2 head of the agency with recommendations as to any  
3 improvement or correction in recruiting, hiring or  
4 promotion needed, including remedial or disciplinary  
5 action with respect to managerial or supervisory  
6 employees who have failed to cooperate fully or who are  
7 in violation of the program.

8 (c) Making changes in recruitment, training and  
9 promotion programs and in hiring and promotion  
10 procedures designed to eliminate discriminatory  
11 practices when authorized.

12 (d) Evaluating tests, employment policies,  
13 practices and qualifications and reporting to the head  
14 of the agency and to the Department any policies,  
15 practices and qualifications that have unequal impact  
16 by race, national origin as required by Department  
17 rule, sex or disability or any other category that the  
18 Department may require by rule, and to assist in the  
19 recruitment of people in underrepresented  
20 classifications. This function shall be performed in  
21 cooperation with the State Department of Central  
22 Management Services.

23 (e) Making any aggrieved employee or applicant for  
24 employment aware of his or her remedies under this Act.

25 In any meeting, investigation, negotiation,  
26 conference, or other proceeding between a State



1 employee and an Equal Employment Opportunity officer,  
2 a State employee (1) who is not covered by a collective  
3 bargaining agreement and (2) who is the complaining  
4 party or the subject of such proceeding may be  
5 accompanied, advised and represented by (1) an  
6 attorney licensed to practice law in the State of  
7 Illinois or (2) a representative of an employee  
8 organization whose membership is composed of employees  
9 of the State and of which the employee is a member. A  
10 representative of an employee, other than an attorney,  
11 may observe but may not actively participate, or advise  
12 the State employee during the course of such meeting,  
13 investigation, negotiation, conference or other  
14 proceeding. Nothing in this Section shall be construed  
15 to permit any person who is not licensed to practice  
16 law in Illinois to deliver any legal services or  
17 otherwise engage in any activities that would  
18 constitute the unauthorized practice of law. Any  
19 representative of an employee who is present with the  
20 consent of the employee, shall not, during or after  
21 termination of the relationship permitted by this  
22 Section with the State employee, use or reveal any  
23 information obtained during the course of the meeting,  
24 investigation, negotiation, conference or other  
25 proceeding without the consent of the complaining  
26 party and any State employee who is the subject of the

1 proceeding and pursuant to rules and regulations  
2 governing confidentiality of such information as  
3 promulgated by the appropriate State agency.  
4 Intentional or reckless disclosure of information in  
5 violation of these confidentiality requirements shall  
6 constitute a Class B misdemeanor.

7 (5) Establish, maintain and carry out a continuing  
8 sexual harassment program that shall include the  
9 following:

10 (a) Develop a written sexual harassment policy  
11 that includes at a minimum the following information:  
12 (i) the illegality of sexual harassment; (ii) the  
13 definition of sexual harassment under State law; (iii)  
14 a description of sexual harassment, utilizing  
15 examples; (iv) the agency's internal complaint process  
16 including penalties; (v) the legal recourse,  
17 investigative and complaint process available through  
18 the Department and the Commission; (vi) directions on  
19 how to contact the Department and Commission; and (vii)  
20 protection against retaliation as provided by Section  
21 6-101 of this Act. The policy shall be reviewed  
22 annually.

23 (b) Post in a prominent and accessible location and  
24 distribute in a manner to assure notice to all agency  
25 employees without exception the agency's sexual  
26 harassment policy. Such documents may meet, but shall

1 not exceed, the 6th grade literacy level. Distribution  
2 shall be effectuated within 90 days of the effective  
3 date of this amendatory Act of 1992 and shall occur  
4 annually thereafter.

5 (c) Provide training on sexual harassment  
6 prevention and the agency's sexual harassment policy  
7 as a component of all ongoing or new employee training  
8 programs.

9 (6) Notify the Department 30 days before effecting any  
10 layoff. Once notice is given, the following shall occur:

11 (a) No layoff may be effective earlier than 10  
12 working days after notice to the Department, unless an  
13 emergency layoff situation exists.

14 (b) The State executive department, State agency,  
15 board, commission, or instrumentality in which the  
16 layoffs are to occur must notify each employee targeted  
17 for layoff, the employee's union representative (if  
18 applicable), and the State Dislocated Worker Unit at  
19 the Department of Commerce and Economic Opportunity.

20 (c) The State executive department, State agency,  
21 board, commission, or instrumentality in which the  
22 layoffs are to occur must conform to applicable  
23 collective bargaining agreements.

24 (d) The State executive department, State agency,  
25 board, commission, or instrumentality in which the  
26 layoffs are to occur should notify each employee

1 targeted for layoff that transitional assistance may  
2 be available to him or her under the Economic  
3 Dislocation and Worker Adjustment Assistance Act  
4 administered by the Department of Employment Security  
5 ~~Commerce and Economic Opportunity~~. Failure to give  
6 such notice shall not invalidate the layoff or postpone  
7 its effective date.

8 As used in this subsection (B), "disability" shall be  
9 defined in rules promulgated under the Illinois Administrative  
10 Procedure Act.

11 (C) Civil Rights Violations. It is a civil rights violation  
12 for any public contractor or eligible bidder to:

13 (1) fail to comply with the public contractor's or  
14 eligible bidder's duty to refrain from unlawful  
15 discrimination and discrimination based on citizenship  
16 status in employment under subsection (A)(1) of this  
17 Section; or

18 (2) fail to comply with the public contractor's or  
19 eligible bidder's duties of affirmative action under  
20 subsection (A) of this Section, provided however, that the  
21 Department has notified the public contractor or eligible  
22 bidder in writing by certified mail that the public  
23 contractor or eligible bidder may not be in compliance with  
24 affirmative action requirements of subsection (A). A  
25 minimum of 60 days to comply with the requirements shall be  
26 afforded to the public contractor or eligible bidder before

1 the Department may issue formal notice of non-compliance.

2 (D) As used in this Section:

3 (1) "American Indian or Alaska Native" means a person  
4 having origins in any of the original peoples of North and  
5 South America, including Central America, and who  
6 maintains tribal affiliation or community attachment.

7 (2) "Asian" means a person having origins in any of the  
8 original peoples of the Far East, Southeast Asia, or the  
9 Indian subcontinent, including, but not limited to,  
10 Cambodia, China, India, Japan, Korea, Malaysia, Pakistan,  
11 the Philippine Islands, Thailand, and Vietnam.

12 (3) "Black or African American" means a person having  
13 origins in any of the black racial groups of Africa. Terms  
14 such as "Haitian" or "Negro" can be used in addition to  
15 "Black or African American".

16 (4) "Hispanic or Latino" means a person of Cuban,  
17 Mexican, Puerto Rican, South or Central American, or other  
18 Spanish culture or origin, regardless of race.

19 (5) "Native Hawaiian or Other Pacific Islander" means a  
20 person having origins in any of the original peoples of  
21 Hawaii, Guam, Samoa, or other Pacific Islands.

22 (Source: P.A. 99-933, eff. 1-27-17; 100-698, eff. 1-1-19.)

23 Section 150-35. The Illinois Worker Adjustment and  
24 Retraining Notification Act is amended by changing Sections 10  
25 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

1 under this Act.

2 (e) In the case of a sale of part or all of an employer's  
3 business, the seller shall be responsible for providing notice  
4 for any plant closing or mass layoff in accordance with this  
5 Section, up to and including the effective date of the sale.  
6 After the effective date of the sale of part or all of an  
7 employer's business, the purchaser shall be responsible for  
8 providing notice for any plant closing or mass layoff in  
9 accordance with this Section. Notwithstanding any other  
10 provision of this Act, any person who is an employee of the  
11 seller (other than a part-time employee) as of the effective  
12 date of the sale shall be considered an employee of the  
13 purchaser immediately after the effective date of the sale.

14 (f) An employer which is receiving State or local economic  
15 development incentives for doing or continuing to do business  
16 in this State may be required to provide additional notice  
17 pursuant to Section 15 of the Business Economic Support Act.

18 (g) The rights and remedies provided to employees by this  
19 Act are in addition to, and not in lieu of, any other  
20 contractual or statutory rights and remedies of the employees,  
21 and are not intended to alter or affect such rights and  
22 remedies, except that the period of notification required by  
23 this Act shall run concurrently with any period of notification  
24 required by contract or by any other law.

25 (h) It is the sense of the General Assembly that an  
26 employer who is not required to comply with the notice

1 requirements of this Section should, to the extent possible,  
2 provide notice to its employees about a proposal to close a  
3 plant or permanently reduce its workforce.

4 (Source: P.A. 93-915, eff. 1-1-05.)

5 (820 ILCS 65/45)

6 Sec. 45. Advisory notice from Department of Employment  
7 Security ~~Commerce and Economic Opportunity~~. Before September  
8 30 of each year, the Department of Employment Security ~~Commerce~~  
9 ~~and Economic Opportunity~~, ~~with the cooperation of the~~  
10 ~~Department of Employment Security~~, must issue a written notice  
11 to each employer that reported to the Department of Employment  
12 Security that the employer paid wages to 75 or more individuals  
13 with respect to any quarter in the immediately preceding  
14 calendar year. The notice must indicate that the employer may  
15 be subject to this Act and must generally advise the employer  
16 about the requirements of this Act and the remedies provided  
17 for violations of this Act.

18 (Source: P.A. 93-915, eff. 1-1-05.)

19 Section 150-40. The Unemployment Insurance Act is amended  
20 by changing Section 2103 as follows:

21 (820 ILCS 405/2103) (from Ch. 48, par. 663)

22 Sec. 2103. Unemployment compensation administration and  
23 other workforce development costs. All moneys received by the



1 State or by the Department from any source for the financing of  
2 the cost of administration of this Act, including all federal  
3 moneys allotted or apportioned to the State or to the  
4 Department for that purpose, including moneys received  
5 directly or indirectly from the federal government under the  
6 Job Training Partnership Act, and including moneys received  
7 from the Railroad Retirement Board as compensation for services  
8 or facilities supplied to said Board, or any moneys made  
9 available by this State or its political subdivisions and  
10 matched by moneys granted to this State pursuant to the  
11 provisions of the Wagner-Peyser Act, shall be received and held  
12 by the State Treasurer as ex-officio custodian thereof,  
13 separate and apart from all other State moneys, in the Title  
14 III Social Security and Employment Fund, and such funds shall  
15 be distributed or expended upon the direction of the Director  
16 and, except money received pursuant to the last paragraph of  
17 Section 2100B, shall be distributed or expended solely for the  
18 purposes and in the amounts found necessary by the Secretary of  
19 Labor of the United States of America, or other appropriate  
20 federal agency, for the proper and efficient administration of  
21 this Act. Notwithstanding any provision of this Section, all  
22 money requisitioned and deposited with the State Treasurer  
23 pursuant to the last paragraph of Section 2100B shall remain  
24 part of the unemployment trust fund and shall be used only in  
25 accordance with the conditions specified in the last paragraph  
26 of Section 2100B.

1           If any moneys received from the Secretary of Labor, or  
2 other appropriate federal agency, under Title III of the Social  
3 Security Act, or any moneys granted to this State pursuant to  
4 the provisions of the Wagner-Peyser Act, or any moneys made  
5 available by this State or its political subdivisions and  
6 matched by moneys granted to this State pursuant to the  
7 provisions of the Wagner-Peyser Act, are found by the Secretary  
8 of Labor, or other appropriate Federal agency, because of any  
9 action or contingency, to have been lost or expended for  
10 purposes other than, or in amounts in excess of, those found  
11 necessary, by the Secretary of Labor, or other appropriate  
12 Federal agency, for the proper administration of this Act, it  
13 is the policy of this State that such moneys shall be replaced  
14 by moneys appropriated for such purpose from the general funds  
15 of this State for expenditure as provided in the first  
16 paragraph of this Section. The Director shall report to the  
17 Governor's Office of Management and Budget, in the same manner  
18 as is provided generally for the submission by State  
19 Departments of financial requirements for the ensuing fiscal  
20 year, and the Governor shall include in his budget report to  
21 the next regular session of the General Assembly, the amount  
22 required for such replacement.

23           Moneys in the Title III Social Security and Employment Fund  
24 shall not be commingled with other State funds, but they shall  
25 be deposited as required by law and maintained in a separate  
26 account on the books of a savings and loan association or bank.

1           The State Treasurer shall be liable on his general official  
2 bond for the faithful performance of his duties as custodian of  
3 all moneys in the Title III Social Security and Employment  
4 Fund. Such liability on his official bond shall exist in  
5 addition to the liability upon any separate bond given by him.  
6 All sums recovered for losses sustained by the fund herein  
7 described shall be deposited therein.

8           Upon the effective date of this amendatory Act of 1987  
9 (January 1, 1988), the Comptroller shall transfer all  
10 unobligated funds from the Job Training Fund into the Title III  
11 Social Security and Employment Fund.

12           On September 1, 2000, or as soon thereafter as may be  
13 reasonably practicable, the State Comptroller shall transfer  
14 all unobligated moneys from the Job Training Partnership Fund  
15 into the Title III Social Security and Employment Fund. The  
16 moneys transferred pursuant to this amendatory Act may be used  
17 or expended for purposes consistent with the conditions under  
18 which those moneys were received by the State.

19           Beginning on the effective date of this amendatory Act of  
20 the 91st General Assembly, all moneys that would otherwise be  
21 deposited into the Job Training Partnership Fund shall instead  
22 be deposited into the Title III Social Security and Employment  
23 Fund, to be used for purposes consistent with the conditions  
24 under which those moneys are received by the State, except that  
25 any moneys that may be necessary to pay liabilities outstanding  
26 as of June 30, 2000 shall be deposited into the Job Training

1 Partnership Fund.

2 On September 1, 2021, or as soon thereafter as may be  
3 reasonably practicable, the State Comptroller shall certify  
4 and the State Treasurer shall transfer all unobligated moneys  
5 in the Federal Workforce Training Fund to the Title III Social  
6 Security and Employment Fund. The moneys transferred pursuant  
7 to this paragraph may be used for purposes consistent with the  
8 conditions under which those moneys were received by the State.

9 On and after January 1, 2022 all moneys that would  
10 otherwise be deposited into the Federal Workforce Training Fund  
11 shall be deposited into the Title III Social Security and  
12 Employment Fund, to be used for purposes consistent with the  
13 conditions under which those moneys were received by the State,  
14 except that any moneys that may be necessary to pay liabilities  
15 outstanding as of January 1, 2022 that would otherwise be  
16 payable from the Federal Workforce Training Fund shall be  
17 deposited into the Federal Workforce Training Fund.

18 (Source: P.A. 97-791, eff. 1-1-13.)

19 (20 ILCS 605/605-750 rep.)

20 Section 150-45. The Department of Commerce and Economic  
21 Opportunity Law of the Civil Administrative Code of Illinois is  
22 amended by repealing Section 605-750.

23 Section 150-97. Severability. The provisions of this Act  
24 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

1 certified teacher leading a diverse candidate cohort.

2 "National Board certified teacher liaison" means an  
3 individual or entity that supports the National Board certified  
4 teacher leading candidate cohorts other than diverse candidate  
5 cohorts.

6 "National Board certified teacher rural or remote or  
7 distant candidate cohort facilitator" means a National Board  
8 certified teacher who collaborates to advance the goal of  
9 supporting rural or remote candidates through the Illinois  
10 National Board for Professional Teaching Standards  
11 Comprehensive Support System.

12 "National Board certified teacher rural or remote or  
13 distant liaison" means an individual or entity that ~~who~~  
14 supports the National Board certified teacher leading a rural  
15 or remote candidate cohort.

16 "Qualified educator" means a teacher or school counselor  
17 currently employed in a school district who is in the process  
18 of obtaining certification through the National Board for  
19 Professional Teaching Standards or who has completed  
20 certification and holds a current Professional Educator  
21 License with a National Board for Professional Teaching  
22 Standards designation or a retired teacher or school counselor  
23 who holds a Professional Educator License with a National Board  
24 for Professional Teaching Standards designation.

25 "Rural or remote" or "rural or remote or distant" means  
26 local codes 32, 33, 41, 42, and 43 of the New Urban-Centric

1 Locale Codes, as defined by the National Center for Education  
2 Statistics.

3 "Tier 1" has the meaning given to that term under Section  
4 18-8.15.

5 "Tier 2" has the meaning given to that term under Section  
6 18-8.15.

7 (b) Any funds appropriated for the Illinois Teaching  
8 Excellence Program must be used to provide monetary assistance  
9 and incentives for qualified educators who are employed by or  
10 retired from school districts and who have or are in the  
11 process of obtaining licensure through the National Board for  
12 Professional Teaching Standards. The goal of the program is to  
13 improve instruction and student performance.

14 The State Board of Education shall allocate an amount as  
15 annually appropriated by the General Assembly for the Illinois  
16 Teaching Excellence Program for (i) application or re-take fees  
17 for each qualified educator seeking to complete certification  
18 through the National Board for Professional Teaching  
19 Standards, to be paid directly to the National Board for  
20 Professional Teaching Standards, and (ii) incentives under  
21 paragraphs (1), (2), and (3) of subsection (c) for each  
22 qualified educator, to be distributed to the respective school  
23 district, and incentives under paragraph (5) of subsection (c),  
24 to be distributed to the respective school district or directly  
25 to the qualified educator. The school district shall distribute  
26 this payment to each eligible teacher or school counselor as a

1 single payment.

2 The State Board of Education's annual budget must set out  
3 by separate line item the appropriation for the program. Unless  
4 otherwise provided by appropriation, qualified educators are  
5 eligible for monetary assistance and incentives outlined in  
6 subsections (c) and (d) of this Section.

7 (c) When there are adequate funds available, monetary  
8 assistance and incentives shall include the following:

9 (1) A maximum of \$2,000 towards the application or  
10 re-take fee for teachers or school counselors in a Tier 1  
11 school district who apply on a first-come, first-serve  
12 basis for National Board certification.

13 (2) A maximum of \$2,000 towards the application or  
14 re-take fee for teachers or school counselors in a school  
15 district other than a Tier 1 school district who apply on a  
16 first-come, first-serve basis for National Board  
17 certification.

18 (3) A maximum of \$1,000 towards the National Board for  
19 Professional Teaching Standards' renewal application fee.

20 (4) (Blank).

21 (5) An annual incentive of no more than equal to \$1,500  
22 prorated at \$50 per hour, which shall be paid to each  
23 qualified educator currently employed in a school district  
24 who holds both a National Board for Professional Teaching  
25 Standards designation and a current corresponding  
26 certificate issued by the National Board for Professional



1 Teaching Standards and who agrees, in writing, to provide  
2 up to ~~at least~~ 30 hours of mentoring or National Board for  
3 Professional Teaching Standards professional development  
4 or both during the school year to classroom teachers or  
5 school counselors, as applicable. Funds must be disbursed  
6 on a first-come, first-serve basis, with priority given to  
7 Tier 1 school districts. Mentoring shall include, either  
8 singly or in combination, the following:

9 (A) National Board for Professional Teaching  
10 Standards certification candidates.

11 (B) National Board for Professional Teaching  
12 Standards re-take candidates.

13 (C) National Board for Professional Teaching  
14 Standards renewal candidates.

15 (D) (Blank).

16 Funds may also be used for instructional leadership  
17 training for qualified educators interested in supporting  
18 implementation of the Illinois Learning Standards or teaching  
19 and learning priorities of the State Board of Education or  
20 both.

21 (d) In addition to the monetary assistance and incentives  
22 provided under subsection (c), if adequate funds are available,  
23 incentives shall include the following incentives for the  
24 program in rural or remote schools or school districts or for  
25 programs working with diverse candidates, to be distributed to  
26 the respective school district or directly to the qualified

1 educator or entity:

2 (1) A one-time incentive of \$3,000 payable to National  
3 Board certified teachers teaching in Tier 1 or Tier 2 rural  
4 or remote school districts or rural or remote schools in  
5 Tier 1 or Tier 2 school districts, with priority given to  
6 teachers teaching in Tier 1 rural or remote school  
7 districts or rural or remote schools in Tier 1 school  
8 districts.

9 (2) An annual incentive of \$3,200 for National Board  
10 certified teacher rural or remote or distant candidate  
11 cohort facilitators, diverse candidate cohort  
12 facilitators, and candidate cohort facilitators. Priority  
13 shall be given to rural or remote candidate cohort  
14 facilitators and diverse candidate cohort facilitators.

15 (3) An annual incentive of \$2,500 for National Board  
16 certified teacher rural or remote or distant liaisons,  
17 diverse liaisons, and liaisons. Priority shall be given to  
18 rural or remote liaisons and diverse liaisons.

19 (Source: P.A. 100-201, eff. 8-18-17; 101-333, eff. 1-1-20.)

20 Article 160.

21 Section 160-1. Short title. This Act may be cited as the  
22 Developmental Education Reform Act.

23 Section 160-5. Findings. The General Assembly makes all of

1 the following findings:

2 (1) Nearly 50% of this State's high school graduates  
3 who enroll full-time in a community college are placed in  
4 developmental education coursework in at least one  
5 subject. Community colleges place nearly 71% of Black  
6 students in developmental education courses compared to  
7 42% of white students.

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

14 (3) Developmental education courses can exacerbate  
15 inequities in higher education. Community colleges  
16 graduate Black students who are placed in developmental  
17 education courses at a rate of approximately 8% compared to  
18 a graduation rate of 26% for white students who are placed  
19 in developmental education courses.

20 (4) A history of inconsistent and inadequate  
21 approaches to student placement in community college  
22 coursework, such as the reliance on standardized test  
23 scores, has resulted in too many students being placed in  
24 developmental education coursework who could otherwise  
25 succeed in introductory college-level coursework or  
26 introductory college-level coursework with concurrent

1 support.

2 (5) Public institutions of higher education and State  
3 agencies have undertaken voluntary efforts and committed  
4 resources to improve placement and to address disparities  
5 in the successful completion of introductory college-level  
6 coursework.

7 (6) The Illinois Council of Community College  
8 Presidents, the Illinois Community College Chief Academic  
9 Officers Commission, the Illinois Community College Chief  
10 Student Services Officers Commission, and the Illinois  
11 Mathematics Association of Community Colleges have already  
12 developed and approved a more equitable, multiple measures  
13 framework for placement in coursework that is currently  
14 implemented at many but not all community colleges.

15 (7) In 2019, members of the General Assembly, faculty  
16 and administrators from public institutions of higher  
17 education, board trustees from community college  
18 districts, representatives from the Board of Higher  
19 Education, the Illinois Community College Board, and other  
20 appointed stakeholders convened a task force to inventory  
21 and study developmental education models employed by  
22 public community colleges and universities in this State  
23 and to submit a detailed plan for scaling developmental  
24 education reforms in which all students who are placed in  
25 developmental education coursework are enrolled in an  
26 evidence-based developmental education model that

1 maximizes a student's likelihood of completing an  
2 introductory college-level course within his or her first 2  
3 semesters at an institution of higher education. The data  
4 released by the task force indicates all of the following:

5 (A) Despite more effective developmental education  
6 models, community colleges and universities use the  
7 traditional developmental education model for 77% of  
8 students who place in a developmental education  
9 mathematics course and for 67% of students who place in  
10 a developmental English language course.

11 (B) In a 2017 cohort study, only 25% of the  
12 students who were placed in traditional developmental  
13 education mathematics courses and only 42% of students  
14 who were placed in traditional developmental English  
15 language courses completed the developmental education  
16 courses and introductory college-level courses with a  
17 grade of "C" or better within 2 years compared to the  
18 completion rate of 65% of students who were placed  
19 directly in introductory college-level mathematics  
20 courses with concurrent support and 75% of students who  
21 were placed directly in introductory college-level  
22 English language courses with concurrent support.

23 (C) Improved policies, programs, and practices are  
24 essential to address the systemic inequities that  
25 exist in postsecondary education in this State, such as  
26 the disproportionate enrollment of Black students in

1           developmental education courses.

2           Section 160-10. Definitions. In this Act:

3           "College-level English language or mathematics course" or  
4 "college-level English language or mathematics coursework"  
5 means a course that bears credit and fulfills English language  
6 or mathematics credit requirements for a baccalaureate degree,  
7 a certificate, or an associate degree from a postsecondary  
8 educational institution.

9           "Community college" means a public community college in  
10 this State.

11          "Developmental education" means instruction through which  
12 a high school graduate who applies to a college credit program  
13 may attain the communication and computation skills necessary  
14 to successfully complete college-level coursework.

15          "Developmental education course" or "developmental  
16 education coursework" means a course or a category of courses  
17 in which students are placed based on an institution's finding  
18 that a student does not have the proficiency necessary to  
19 succeed in an introductory college-level English language or  
20 mathematics course.

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

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

24          Section 160-15. Placement measures.

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

7           (1) A student's cumulative high school grade point  
8 average.

9           (2) A student's successful completion of an  
10 appropriate high school transition course in mathematics  
11 or English.

12           (3) A student's successful completion of an  
13 appropriate developmental education or introductory  
14 college-level English language or mathematics course at  
15 another regionally accredited postsecondary educational  
16 institution.

17           (b) In determining the placement of a student in  
18 introductory college-level English language or mathematics  
19 coursework, a community college shall consider the  
20 standardized test scores provided by the student for placement  
21 in an introductory college-level English language or  
22 mathematics course.

23           In addition, a community college is encouraged to use the  
24 scores set forth in recommendations approved by the Illinois  
25 Council of Community College Presidents on June 1, 2018 and  
26 should also consider other individual measures for placement in

1 an introductory college-level English language or mathematics  
2 course, as set forth in recommendations approved by the  
3 Illinois Council of Community College Presidents on June 1,  
4 2018, and the scores set forth in those recommendations.

5 In its discretion, a community college may accept a lower  
6 score on individual placement measures or accept lower scores  
7 in combination with other placement measures than those set  
8 forth in the recommendations.

9 (c) If a student qualifies for placement in an introductory  
10 college-level English language or mathematics course using a  
11 single measure under subsection (a) or (b), no additional  
12 measures need to be considered for placement of the student in  
13 the introductory college-level English language or mathematics  
14 course.

15 Section 160-20. Recommendations of Illinois Council of  
16 Community College Presidents; revisions. If the Illinois  
17 Council of Community College Presidents approves any revised  
18 recommendations for determining the placement of students in  
19 introductory college-level English language or mathematics  
20 courses in response to changes in scoring systems, the  
21 introduction and use of additional measures, or evidence that  
22 demonstrates the inaccuracy in the use of scores in previous  
23 recommendations, then, within one year after the date of the  
24 adoption of those revised recommendations, references in this  
25 Act to recommendations approved by the Illinois Council of



1 Community College Presidents on June 1, 2018 shall mean the  
2 revised recommendations. The General Assembly may request that  
3 the Illinois Council of Community College Presidents provide to  
4 the General Assembly the rationale and supporting evidence for  
5 any revision to the Council's recommendations.

6 Section 160-25. Placement policy; report.

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

10 (b) On or before July 1, 2023, the Illinois Community  
11 College Board shall issue a report, which shall be made  
12 available to the public on its Internet website, concerning  
13 each community college's developmental education and  
14 college-level coursework placement policy and the policy's  
15 outcomes. The data disclosed in the report must be consistent  
16 with the Illinois Community College Board's requirements for  
17 data collection and must be disaggregated by developmental  
18 education course model, as defined by the Illinois Community  
19 College Board, and by gender, race and ethnicity, and federal  
20 Pell Grant status.

21 Section 160-30. Institutional plans; report.

22 (a) On or before January 1, 2022, each university shall  
23 submit to the Board of Higher Education and each community  
24 college shall submit to the Illinois Community College Board

1 its institutional plan for scaling evidence-based  
2 developmental education reforms to maximize the probability  
3 that a student will be placed in and successfully complete  
4 introductory college-level English language or mathematics  
5 coursework within 2 semesters at the institution. At a minimum,  
6 a plan submitted by an institution shall include all of the  
7 following:

8 (1) A description of the current developmental  
9 education models offered by the institution. If the  
10 institution does not currently offer developmental  
11 education coursework, it must provide details regarding  
12 its decision not to offer developmental education  
13 coursework and the pathways that are available to students  
14 deemed to be insufficiently prepared for introductory  
15 college-level English language or mathematics coursework.

16 (2) A description of the developmental education  
17 models that will be implemented and scaled and the basis of  
18 the evidence and associated data that the institution  
19 considered in making the decision to scale each model.

20 (3) Baseline data and benchmarks for progress,  
21 including, but not limited to, (i) enrollment in  
22 credit-bearing English language or mathematics courses,  
23 (ii) rates of successful completion of introductory  
24 college-level English language or mathematics courses, and  
25 (iii) college-credit accumulation.

26 (4) Detailed plans for scaling reforms and improving

1 outcomes for all students placed in traditional  
2 developmental education models or models with comparable  
3 introductory college-level course completion rates. The  
4 plan shall provide details about the expected improvements  
5 in educational outcomes for Black students as result of the  
6 proposed reforms.

7 (b) On or before January 1, 2023 and each year thereafter,  
8 the Board of Higher Education and Illinois Community College  
9 Board shall collect data and report to the General Assembly and  
10 the public the status of developmental education reforms at  
11 institutions. The report must include data on the progress of  
12 the developmental education reforms, including, but not  
13 limited to, (i) enrollment in credit-bearing English language  
14 or mathematics courses, (ii) rates of successful completion of  
15 introductory college-level English language or mathematics  
16 courses, and (iii) college-credit accumulation. The data must  
17 be disaggregated by gender, race and ethnicity, federal Pell  
18 Grant status, and other variables of interest to the Board of  
19 Higher Education and the Illinois Community College Board.

20 (c) On or before January 1, 2024 and each year thereafter,  
21 the Board of Higher Education and Illinois Community College  
22 Board, in consultation with institutions of higher education  
23 and other stakeholders, shall consider additional data  
24 reporting requirements to facilitate the rigorous and  
25 continuous evaluation of each institution's implementation  
26 plan and its impact on improving outcomes for students in

1 developmental education, particularly for Black students.

2 Section 160-90. Family Educational Rights and Privacy Act  
3 of 1974. Nothing in this Act supersedes the federal Family  
4 Educational Rights and Privacy Act of 1974 or rules adopted  
5 pursuant to the federal Family Educational Rights and Privacy  
6 Act of 1974.

7 Article 999.

8 Section 999-999. Effective date. This Act takes effect upon  
9 becoming law.".