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REGULAR SESSION
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111th Legislative Day

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Adjournment

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PRESIDING OFFICER: (SENATOR LINK)

The regular Session of the 99th General Assembly will please come to order. Will our Members please be at their desks? Will our guests in the galleries please rise? The invocation today will be given by Pastor Robert Freeman, Grace (and) Kumler United Methodist Churches, Springfield, Illinois.

PASTOR ROBERT FREEMAN:

(Prayer by Pastor Robert Freeman)

PRESIDING OFFICER: (SENATOR LINK)

Please remain standing for the Pledge Allegiance. Senator Cunningham.

SENATOR CUNNINGHAM:

(Pledge of Allegiance, led by Senator Cunningham)

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Reading and Approval of the Journal.

SECRETARY ANDERSON:

Senate Journal of Thursday, May 5th, 2016.

PRESIDING OFFICER: (SENATOR LINK)

Senator Hunter.

SENATOR HUNTER:

Mr. President, I move to postpone the reading and approval of the Journal just read by the Secretary, pending arrival of the printed transcript.

PRESIDING OFFICER: (SENATOR LINK)

Senator Hunter moves to postpone the reading and approval of the Journal, pending the arrival of the printed transcript. There being no objection, so ordered. Mr. Secretary, Resolutions.

SECRETARY ANDERSON:

Senate Resolutions 1841 through 1848, offered by Senator Link

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and all Members.

Senate Resolution 1849, offered by Senator Holmes and all Members.

And Senate Resolutions 1850 and 1851, offered by Senator Haine and all Members.

They are all death resolutions, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Resolution Consent Calendar.

SECRETARY ANDERSON:

Senate Resolution 1840, offered by Senator Bennett.
It is substantive.

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Introduction of Senate Bills.

SECRETARY ANDERSON:

Senate Bill 3425, offered by Senator Laura Murphy.
(Secretary reads title of bill)
1st Reading of the bill.

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Committee Reports.

SECRETARY ANDERSON:

Senator Hutchinson, Chairperson of the Committee on Revenue, reports Senate Bill 2428 and House Bills 4394, 4395, 4423, 5527, and 5884 Do Pass.

Senator Haine, Chairperson of the Committee on Insurance, reports Senate Amendment 2 to Senate Bill 345 Recommend Do Adopt.

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Appointment Messages.

SECRETARY ANDERSON:

Appointment Message 990477

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Governor's salaried appointment

Anna Hui

Assistant Director, Illinois Department of Labor

Appointment Message 990478

Governor's salaried appointment

Frank Kisner

Executive Director, Illinois Health Information Exchange
Authority

Appointment Message 990479

Governor's non-salaried appointment

Margaret Berglind

Member, Children and Family Services Advisory Council

Appointment Message 990480

Governor's non-salaried appointment

Mary Crane

Member, Childrens {sic} and Family Services Advisory Council

Appointment Message 990481

Governor's non-salaried appointment

Maria Del Scorro Pesqueira

Member, Children and Family Services Advisory Council

Appointment Message 990482

Governor's non-salaried appointment

Merri Ex

Member, Children and Family Services Advisory Council

Appointment Message 990483

Governor's non-salaried appointment

Robert Foltz

Member, Children and Family Services Advisory Council

Appointment Message 990484

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Governor's non-salaried appointment

Jahlisa Glenn

Member, Children and Family Services Advisory Council

Appointment Message 990485

Governor's non-salaried appointment

Tysiana Jackson

Member, Children and Family Services Advisory Council

Appointment Message 990486

Governor's non-salaried appointment

Alice McGowan

Member, Children and Family Services Advisory Council

Appointment Message 990487

Governor's non-salaried appointment

Carlos Rodriguez

Member, Children and Family Services Advisory Council

Appointment Message 990488

Governor's non-salaried appointment

Antwan Terpuea

Member, Children and Family Services Advisory Council

Appointment Message 990489

Governor's non-salaried appointment

Derek Velazko

Member, Children and Family Services Advisory Council

Appointment Message 990490

Governor's non-salaried appointment

Anita Weinberg

Member, Children and Family Services Advisory Council

Appointment Message 990491

Governor's non-salaried appointment

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Dustin Heuerman

Member, Illinois Community College Board

Appointment Message 990492

Governor's non-salaried appointment

David Prosnitz

Member, Employment Security Advisory Board

Appointment Message 990493

Governor's non-salaried appointment

Steve Dolins

Member, Illinois Gaming Board

Appointment Message 990494

Governor's non-salaried appointment

Jim Palos

Member, Board of Higher Education

Appointment Message 990495

Governor's non-salaried appointment

Charles Bauer

Member, Kaskaskia Regional Port District Board

Appointment Message 990496

Governor's non-salaried appointment

Michael Conrad

Member, Kaskaskia Regional Port District Board

Appointment Message 990497

Governor's non-salaried appointment

Clement Esker

Member, Kaskaskia Regional Port District Board

Appointment Message 990498

Governor's non-salaried appointment

Joseph Luechtefeld

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Member, Kaskaskia Regional Port District Board

Appointment Message 990499

Governor's non-salaried appointment

Jonathan Garber

Member, Illinois Lottery -- Member, Lottery Control Board

Appointment Message 990500

Governor's non-salaried appointment

Joseph Forbes

Member, Illinois Workforce Investment Board

Appointment Message 990501

Secretary of State's salaried appointment

Maria B. Kuzas

Commissioner, Executive Ethics Commission

Appointment Message 990502

Governor's non-salaried appointment

Joseph Luechtefeld

Member, Kaskaskia Regional Port District Board

PRESIDING OFFICER: (SENATOR LINK)

Lisa Yuscus, Blueroomstream.com, seeks permission to videotape. Seeing no objection, permission granted. Will all Members at the sound of my voice please come to the Senate Floor? We will be moving House bills on 2nd Reading. Will all Members at the sound of my voice come to the Senate Floor immediately? We will be moving Senate bills -- or, House bills to {sic} 2nd Reading plus some final action on some resolutions and possibly Senate bills. Come to the Senate Floor immediately. Will the Committee on Assignments please meet in the President's Anteroom immediately? Will the Committee on Assignments please meet in the President's Anteroom immediately? Mr. Secretary, Resolution.

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SECRETARY ANDERSON:

Senate Resolution 1852, offered by Senator Martinez.

It is substantive.

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Message from the House.

SECRETARY ANDERSON:

A Message from the House by Mr. Mapes, Clerk.

Mr. President - I am directed to inform the Senate that the House of Representatives has adopted the following joint resolution, in the adoption of which I am instructed to ask the concurrence of the Senate, to wit:

House Joint Resolution 77.

Offered by Senator Muñoz, and adopted by the House, May 10th, 2016. Timothy D. Mapes, Clerk of the House. It is substantive, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Mr. Secretary, Committee Reports.

SECRETARY ANDERSON:

Senator Clayborne, Chairman of the Committee on Assignments, reports the following Legislative Measures have been assigned: Refer to Agriculture Committee - Committee Amendment 1 to House Bill 4318, Committee Amendment 1 to House Bill 6084, and Committee Amendment 2 to House Bill 6084; refer to Criminal Law Committee - Floor Amendment 1 to Senate Bill 3403, Floor Amendment 1 to House Bill 2822, House Bill 3363, Committee Amendment 1 to House Bill 4212, Committee Amendment 1 to House Bill 4515, Committee Amendment 1 to House Bill 5973, and Committee Amendment 1 to House Bill 6010; refer to Environment and Conservation Committee - Floor Amendment 4 to Senate Bill 2417 and Committee Amendment 1 to Senate Bill

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3111; refer to Executive Committee - Floor Amendment 2 to Senate Bill 322, Floor Amendment 3 to Senate Bill 322, Floor Amendment 1 to Senate Bill 346, Floor Amendment 1 to Senate Bill 583, Committee Amendment 1 to House Bill 4715, and Committee Amendment 1 to House Bill 5010; refer to Higher Education Committee - Floor Amendment 4 to Senate Bill 2356 and Committee Amendment 1 to House Bill 5729; refer to Human Services Committee - Floor Amendment 2 to Senate Bill 464, Floor Amendment 4 to Senate Bill 2321, and Committee Amendment 1 to House Bill 6213; refer to Insurance Committee - Floor Amendment 1 to Senate Bill 2596, Committee Amendment 3 to House Bill 3549; refer to Judiciary Committee - Floor Amendment 1 to Senate Bill 323, Committee Amendment 1 to House Bill 3898, Floor Amendment 1 to House Bill 4447, Committee Amendment 1 to House Bill 4966, Committee Amendment 1 to House Bill 5902, and Committee Amendment 1 to House Bill 6303; refer to Licensed Activities and Pensions Committee - Floor Amendment 2 to Senate Bill 2688, Floor Amendment 2 to Senate Bill 2896, House Bill 4264, Committee Amendment 1 to House Bill 5681, Committee Amendment 2 to House Bill 5681, Committee Amendment 3 to House Bill 5681, and Floor Amendment 1 to House Bill 6030; refer to Local Government Committee - Committee Amendment 1 to House Bill 4501, Committee Amendment 1 to House Bill 4522, Committee Amendment 1 to House Bill 4536, and Committee Amendment 1 to House Bill 6041; refer to Public Health Committee - Floor Amendment 1 to Senate Bill 386, Committee Amendment 1 to House Bill 4576, Committee Amendment 1 to House Bill 4688, Committee Amendment 1 to Senate Joint Resolution 45; refer to Revenue Committee - Committee Amendment 1 to House Bill 5938; refer to State Government and Veterans Affairs Committee - Committee Amendment 1 to House Bill 3217, Floor Amendment 1 to

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House Bill 6031, Committee Amendment 1 to House Bill 6123, and Committee Amendment 1 to Senate Resolution 1152; refer to Transportation Committee - Senate Bill 2431, House -- Floor Amendment 2 to Senate Bill 3020, and Committee Amendment 1 to House Bill 4377; re-refer from Criminal Law Committee to Higher Education Committee - House Bill 4446; Be Approved for Consideration - Senate Bills 347, 469, 470, 471, 472, 553, and House Bills 940, 2569, and 2642. Pursuant to Senate Rule 3-8 (b-1), the following amendments will remain in the Committee on Assignments: Floor Amendment 2 to Senate Bill 1585, Floor Amendment 3 to Senate Bill 2321, Committee Amendment 2 to House Bill 3549, Committee Amendment 1 to House Bill 4232, Committee Amendment 1 to House Bill 5781, and Committee Amendment 2 to House Bill 5948.

Signed, Senator James F. Clayborne, Chairman.

Senator Clayborne, Chairman of the Committee on Assignments, reports the following Legislative Measures have been assigned: Refer to Criminal Law Committee - Floor Amendment No. 4 to House Bill 2569; refer to Financial Institutions Committee - Floor Amendment 1 to House Bill 2642.

Signed, Senator James F. Clayborne, Chairman.

PRESIDING OFFICER: (SENATOR LINK)

I have some announcements, so please listen up. Public Health will meet today at 2:10 in Room 400. Judiciary will meet today at 3:30 in Room 400. Higher Education will meet today at 3:30 in 212. Human Services will meet today at 3:30 in 409. Transportation will meet today at 5 p.m. in Room 212. Criminal Law will meet tomorrow at 9 a.m. in Room 400. And Financial Institutions will meet tomorrow at 11:05 in Room 409. Senator Mulroe, for what purpose do you rise?

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SENATOR MULROE:

Thank you, Mr. President. I rise to -- for a motion. I would like to waive some posting requirements, so whatever that motion is to rise. Mr. President, I move to waive all notice and posting requirements so that House Bill 6010 can be heard tomorrow in the Senate Criminal Law Committee.

PRESIDING OFFICER: (SENATOR LINK)

Senator Mulroe moves to waive all notices and posting requirements so that House Bill 6010 can be heard tomorrow in Senate Criminal Law Committee. All those in favor will say Aye. Opposed, Nay. The Ayes have it, and all notices and posting requirement are waived. With leave of the Body, we will turn to page 23 of the printed Calendar, Senate Joint Resolution 51. Senator Anderson. Mr. Secretary, please read the resolution.

SECRETARY ANDERSON:

Senate Joint Resolution 51, offered by Senator Anderson.

PRESIDING OFFICER: (SENATOR LINK)

Senator Anderson.

SENATOR ANDERSON:

Thank you, Mr. President, Members of the Senate. I bring today -- today Senate Joint Resolution 51. This resolution declares that Stanley Talbot, a Master Sergeant with the Illinois State Police who was killed on June 23, 2001, at 1:38 a.m., at the foot of the Centennial Bridge in the City of Rock Island -- this resolution declares that that Centennial Bridge will be named in memory of Sergeant -- Master Sergeant Talbot. Master Sergeant Talbot earned his bachelor's degree in agriculture from Illinois State University in Normal. He attended the Illinois State Police Academy and -- was a twenty-six-year veteran of the Illinois State

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Police. He was a member of the National Rifle Association. He enjoyed hunting, softball, and was a military history buff. Ladies and Gentlemen, I'm asking for this resolution not because Master Sergeant Talbot was killed in the line of duty, I'm asking for this resolution because Master Sergeant Talbot was a true public servant. Talking to his family, I heard the same things over and over again. It was that he was the epitome of what it was to be a good police officer; he was the epitome of what it was to be a good father. And his life was taken from him in the line of duty six months before he was to retire. So I ask everybody in this Chamber that we honor him. And I ask for an Aye vote. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Leader Muñoz, for what purpose do you rise?

SENATOR MUÑOZ:

To the resolution, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

To the resolution.

SENATOR MUÑOZ:

Thank you, Mr. President, Ladies and Gentlemen of the Senate. I want to say thank you to the sponsor for this resolution. You know, it's been many years since this Master Sergeant has passed, but you know what, it's great that we carry on the honor of honoring our fallen who have given the ultimate sacrifice, in this case in the line of duty. You never know when you go to work and -- that you're never going to come back home. So it's great that we have his wife here to honor her and her husband in memory, the two children. And -- and it's great. I had the pleasure of meeting them this morning. And I will explain a little bit to you about them and how great they are. You know, the -- Master Sergeant

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Talbot not only was a great trooper, but he served this country as a United States Marine. So we thank him for his service as well. And as Senator Anderson said, he was outgoing and he really cared about his job. And -- and that says a lot. You know, people don't always understand the things that officers and troopers go through throughout their career. As I stated, his two children are here today. This is a police family. His wife was a State trooper. His daughter was in the Police Academy when he -- when his life was taken away, killed in the line of duty. His daughter, Dyan, is a Master Sergeant today, fifteen years on the job. His son, Doug, is a Collinsville city police officer with ten years on the job. So to your dad, to your entire family, thank you for your service to our great State. God bless.

PRESIDING OFFICER: (SENATOR LINK)

As this resolution requires expenditure of State funds, a roll call will -- vote will be required. All those in favor will vote Aye. Opposed, Nay. The voting is open. Have all voted who wish? Have all voted who wish? Have all voted who wish? On that resolution -- the voting -- take the record. On that question on the resolution, there's 54 Ayes, no Nays, none voting Present. Having received the required constitutional majority, is declared adopted. Senator Anderson, for what purpose do you rise?

SENATOR ANDERSON:

A point of personal privilege, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

State your point.

SENATOR ANDERSON:

If I could have you folks rise behind me. This is the son and daughter and -- and family of Master Sergeant Talbot. They

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are here today, and as Senator Muñoz stated before, I just want to thank them for being here. Thank them for their father's service. And you know, they -- it -- it's obvious that they have done something that not a lot of sons and daughters do, and that's they're both following in their father's footsteps. And I think that's how they honor him. And we just thank their father and them for going to work every day and protecting us and walking that thin blue line. So if we could give them a warm welcome. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

On page 15 of the printed Calendar is House Bills 2nd Reading. House Bill 119. Senator Collins. Senator Collins. House Bill 538. Senator Biss. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 538.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 648. President Cullerton. Out of the record. House Bill 694. Senator Hutchinson. Senator Hutchinson. House Bill 1056. Leader Sullivan. Out of the record. House Bill 2990. President Cullerton. Out of the record. House Bill 3199. Senator Collins. Senator Collins. Senate -- House Bill 3982. Senator Hutchinson -- Hastings. House Bill 3982. Senator Hastings. With leave of the Body, we'll go back to House Bill 694. Senator Hutchinson. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

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House Bill 694.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Senator Biss, for what purpose do you rise?

SENATOR BISS:

For purposes of an introduction, Mr. President, if I might.

PRESIDING OFFICER: (SENATOR LINK)

State your introduction.

SENATOR BISS:

Thank you. Members, I want to draw your attention to some constituents of mine who are up on the Republican side of the gallery. We have with us three fifth graders from Skokie School in Winnetka, Illinois. Their names are Emma Neumann, Evelyn Orsic, and Marcus Buccellato. They are here today for the twenty-fifth TECH Day, TECH 2016. As you might imagine, TECH Day has changed significantly in those twenty-five years, and I learned a lot from them out in the hallway about the work they're doing and all the kind of technological things that all of us probably ought to be learning from them. They're here today with their parents and two of their teachers at Skokie School, Tanya Tabic and Kathy McDonough. And I would just ask all Members of the Senate to join me in giving them a very, very warm Springfield welcome to these young budding technologists.

PRESIDING OFFICER: (SENATOR LINK)

Welcome to Springfield. With leave of the Body, we'll go back to House Bill 1056. Leader Sullivan. Mr. Secretary, please read the bill.

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SECRETARY ANDERSON:

House Bill 1056.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4259. Senator Bertino-Tarrant. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4259.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Ed Cross of WANI -- WAND-TV seeks permission to video. Seeing no objection, permission's granted. House Bill 4330. Senator Martinez. Senator Martinez. House Bill 4334. President Cullerton. House Bill 4336. Senator Tom Cullerton. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4336.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4343. Senator Collins. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4343.

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(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4344. Senator Bertino-Tarrant. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4344.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4352. Senator Bush. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4352.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4361. Leader Harmon. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4361.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4365. Senator Raoul. Senator Raoul.

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House Bill 4367. Senator Bush. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4367.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4369. Senator Syverson. Senator Syverson. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4369.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4370. Leader Lightford. Leader Lightford. House Bill 4379. Senator Tom Cullerton. Senator Tom Cullerton. House Bill 4387. Senator Althoff. Senator Althoff. House Bill 4388. Senator Connelly. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4388.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4389. Senator McConnaughay. Mr. Secretary, please read the bill.

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SECRETARY ANDERSON:

House Bill 4389.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4397. Senator Luechtefeld. Senator Luechtefeld. House Bill 4425. Senator Barickman. Senator Barickman. House Bill 4433. Senator Morrison. Senator Morrison. House Bill 4445. Senator Harris. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4445.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4447. Senator Mulroe. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4447.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4449. Senator Hastings. Senator Hastings. House Bill 4462. Senator Nybo. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

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House Bill 4462.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. We'll -- with the -- leave, we'll skip over House Bill 4492. House Bill 4517. Senator Harris. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4517.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4518. Senator Harris. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4518.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4529. Senator Syverson. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4529.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

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PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4552. Senator Connelly. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4552.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4562. Senator Martinez. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4562.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4589. Leader Muñoz. Leader Muñoz. House Bill 4590. Senator Hutchinson. Senator Hutchinson. House Bill 4595. Senator Collins. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4595.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4603. Senator Barickman. Senator Barickman. House Bill 4614. Senator Connelly. Mr. Secretary, please read the bill.

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SECRETARY ANDERSON:

House Bill 4614.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we'll go back to House Bill 4590. Senator Hutchinson. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4590.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4630. Senator Connelly. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4630.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4641. Senator Raoul. Senator Raoul. House Bill 4658. Senator Althoff. Senator Althoff. House Bill 4668. Leader Harmon. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4668.

(Secretary reads title of bill)

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2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4678. Senator Bennett. Senator Bennett. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4678.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4697. Senator Hastings. Senator Hastings. House Bill 4826. Senator Weaver. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4826.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4964. Senator Stadelman. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4964.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we'll go back to House

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Bill 4397. Senator Luechtefeld. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4397.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5009. Senator Steans. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 5009.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5018. Senator Anderson. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 5018.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5025. Leader Lightford. Leader Lightford. House Bill 5402. Senator Hastings. Senator Hastings. House Bill 5529. Leader Sullivan. Mr. Secretary, please read the bill.

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House Bill 5529.

(Secretary reads title of bill)

No committee or Floor amendments reported. 2nd Reading of the bill.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5530. Senator Van Pelt. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5530.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5538. Senator Bush. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5538.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5551. Senator Raoul. Senator Raoul. House Bill 5556. Senator Martinez. Senator Martinez. House Bill 5561. Senator Connelly. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5561.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

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PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Senator Collins, for what purpose do you rise?

SENATOR COLLINS:

Thank you, Mr. President, and a point of personal privilege.

PRESIDING OFFICER: (SENATOR LINK)

State your point.

SENATOR COLLINS:

Ladies and Gentlemen of the Senate, I would like to -- I would like to wish my Communications staffer a very happy birthday today. She looks like she's fifteen, but I really believe she's a little bit older. Katharine Eastvold is celebrating a birthday today and I want to recognize her for her hard work, her diligence, and her dedication to the Senate.

PRESIDING OFFICER: (SENATOR LINK)

Happy birthday. House Bill 5584. Senator Althoff. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5584.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5593. Senator Bush. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5593.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

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PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5594. Senator Bush. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5594.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5600. Senator Tom Cullerton. Senator Tom Cullerton. With leave of the Body, we'll skip over House Bill 5607. House Bill 5610. Senator Anderson. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5610.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5611. Senator Haine. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5611.

(Secretary reads title of bill)

2nd Reading of the bill. The Committee on Local Government adopted Amendment No. 1.

PRESIDING OFFICER: (SENATOR LINK)

Are there any further Floor amendments approved for consideration?

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ACTING SECRETARY KAISER:

No further amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5613. Leader Harmon. Leader Harmon.
House Bill 5651. Senator Harris. Mr. Secretary, please read the
bill.

ACTING SECRETARY KAISER:

House Bill 5651.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments
reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5656. Senator Althoff. Mr.
Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5656.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments
reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5660. Senator Mulroe. Mr.
Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5660.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments
reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we'll skip over... House

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Bill 5696. Senator Mulroe. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5696.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5736. Senator Martinez. Senator Martinez. Mr. -- House Bill 5755. Senator Koehler. Senator Koehler. House Bill 5756. Senator Hastings. House Bill 5775. Senator Mulroe. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5775.

(Secretary reads title of bill)

2nd Reading of the bill. The Committee on Judiciary adopted Amendment No. 2.

PRESIDING OFFICER: (SENATOR LINK)

Are there any further Floor amendments approved for consideration?

ACTING SECRETARY KAISER:

No further amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5783. Senator Manar. Senator Manar. House Bill 5790. Senator Anderson. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5790.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments

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reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5796. Senator Luechtefeld. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5796.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we will return to House Bill 5755. Senator Koehler. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5755.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5808. Senator Morrison. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5808.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5894. Senator Barickman. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

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House Bill 5894.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5901. Senator Martinez. Senator Martinez. House Bill 5930. Senator McConnaughay. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5930.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5933. Senator Biss. Senator Biss. House Bill 5949. Senator Martinez. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5949.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Senator Matt Murphy, what -- for what purpose do you rise?

SENATOR M. MURPHY:

Purposes of an introduction, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

State your introduction.

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SENATOR M. MURPHY:

Thank you. If the Senate would please indulge, we've got, for TECH 2016, down on the -- on the first floor, a couple schools from my district in Prospect Heights. From Betsy Ross School, we have Giani and Makda and Mrs. Anderson. From Anne Sullivan School, we have Felix and Bella and Mrs. Kaspari. If the Senate could give them all a nice warm Senate welcome, we would certainly appreciate it.

PRESIDING OFFICER: (SENATOR LINK)

Welcome to Springfield. House Bill 6006. Senator McGuire. Senator McGuire. House Bill 6009. Senator McGuire. Senator McGuire. House Bill 6030. Senator Tom Cullerton. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6030.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6031. Senator Tom Cullerton. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6031.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we'll go back to House Bill 5736. Senator Martinez. Mr. Secretary, please read the bill.

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ACTING SECRETARY KAISER:

House Bill 5736.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. With leave of the Body, we'll go back to House Bill 5901. Senator Martinez. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 5901.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6131. Senator Morrison. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6131.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6149. Senator Bush. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6149.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

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PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6182. Senator Bush. House Bill 6225. Senator Hutchinson. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6225.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6226. Senator Sandoval. Senator Sandoval. House Bill 6245. Senator Haine. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6245.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6287. Senator Mulroe. Senator Mulroe. House Bill 6324. Senator Connelly. Senator Connelly. House Bill 6325. Senator Raoul. Senator Raoul. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

House Bill 6325.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 6331. Senator Cunningham. Out of

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the record. With leave of the Body, we're going to go to page 6 of the printed Calendar to Senate Bill 420 on 3rd Reading, final action. House -- Senate Bill 420. Senator Steans. Mr. Secretary, please read the bill.

ACTING SECRETARY KAISER:

Senate Bill 420.

(Secretary reads title of bill)

3rd Reading of the bill.

PRESIDING OFFICER: (SENATOR LINK)

Senator Steans, on your bill.

SENATOR STEANS:

Yes, thank you, Mr. President, Members of the Senate. This bill is working with the Complex Rehabilitation Technology folks to try to get to an agreement. We're working on it with HFS. We're very close to an agreement. We want to use the current methodology for pricing things that's in place right now with HFS and try to make it a little easier to take some of the wheel replacements and things like that out of prior auth. We are working with HFS to get to an agreement. They have agreed we should send it over to the House till we get a final amendment that'll get put on the bill over there and come back here for concurrence. Would urge an Aye vote and thank everybody for working on this with me.

PRESIDING OFFICER: (SENATOR LINK)

Is there any discussion? Senator Righter, for what purpose do you rise?

SENATOR RIGHTER:

Will the sponsor yield, please, Mr. President?

PRESIDING OFFICER: (SENATOR LINK)

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She indicates she will.

SENATOR RIGHTER:

Thank you. Senator Steans, we were -- just went through this kind of death march of 2nd Readings and I think everyone is still coming out of their slumber from that, and I wonder, now that it's a little quieter and maybe a few more Members are coming on the Floor, if you can walk through, in that oh-so-articulate and patient way that you have about you, exactly what this bill would do and where the Department of Healthcare and Family Services is on the bill?

PRESIDING OFFICER: (SENATOR LINK)

Senator Steans.

SENATOR STEANS:

Okay, this bill, we are working with the Complex Rehab Technology advocates and providers, with HFS, to do a couple of things. There's some things that we'd like to say - certain number of wheels, for example, fall -- are likely to get -- need to get repaired within a year - if you have under that certain number, you don't need a prior authorization. It's also putting in place what the process is for reimbursing the CRT vendors that's being currently used; it's just codifying that. We're working with HFS on that. Very close to an agreed amendment. But with HFS's support and a commitment to get to an agreed bill -- excuse me, an agreed amendment over in the House, they've said we should go ahead and send it on to the House. We'll keep getting to the agreed amendment there and it will come back to this Chamber for concurrence.

PRESIDING OFFICER: (SENATOR LINK)

Is there any further discussion? Senator Steans, to close.

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SENATOR STEANS:

Thank you very much. Just ask for your Aye vote.

PRESIDING OFFICER: (SENATOR LINK)

The question is, shall Senate Bill 420 pass. All those in favor will vote Aye. Opposed, Nay. The voting is open. Have all voted who wish? Have all voted who wish? Have all voted who wish? Take the record. On that question, there are 51 Ayes, no Nays, none voting Present. Senate Bill 420, having received the required constitutional majority, is declared passed. Leader Sullivan, for what purpose do you rise?

SENATOR SULLIVAN:

Thank you, Mr. President. For an announcement.

PRESIDING OFFICER: (SENATOR LINK)

State your announcement.

SENATOR SULLIVAN:

The Senate Democrats would like to caucus in the President's Office right now, for about fifteen minutes.

PRESIDING OFFICER: (SENATOR LINK)

Senator Sullivan moves, for the purpose of a -- moves -- for the purpose of a Democratic Caucus in the Senate President's Office for fifteen minutes. The Senate will stand in recess and we'll be coming back for further Floor action. The Senate stands in recess.

(SENATE STANDS IN RECESS/SENATE RECONVENES)

PRESIDING OFFICER: (SENATOR LINK)

...(microphone disengaged)...we'll be going to 3rd Reading, final action. All Members at the sound of my voice, come to the Senate Floor immediately. We will -- be going to 3rd Readings, final

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action. Senator Hutchinson, for what purpose do you rise?

SENATOR HUTCHINSON:

Point of personal privilege, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

State your point.

SENATOR HUTCHINSON:

Today is a very, very special day and I just wanted to make sure before we actually got down into the business of the day that -- there is a wonderful woman who is celebrating, I believe, her twenty-third birthday, and her name would be State Senator Kimberly Lightford. Today is her birthday. Please give her a warm happy birthday. Stop by her desk and give her a hug.

PRESIDING OFFICER: (SENATOR LINK)

Happy birthday, and I thought it was the twenty-first. With leave of the Body, we'll go back to page 16 of the printed Calendar, House Bill 3982. Senator Hastings. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 3982.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4105. Senator Hastings. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4105.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments

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reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4449. Senator Hastings. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4449.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 4697. Senator Hastings. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 4697.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. House Bill 5402. Senator Hastings. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

House Bill 5402.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

House Bill 5613. Leader Harmon. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

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House Bill 5613.

(Secretary reads title of bill)

2nd Reading of the bill. No committee or Floor amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Now on the order of -- page 4 of the printed Calendar is Senate Bills 3rd Readings. Senate Bill 231. Senator Manar. Mr. Secretary, please read the bill. Senator Manar seeks leave of the Body to return Senate Bill 231 to the Order of 2nd Reading. Now on the Order of 2nd Reading is Senate Bill 231. Mr. Secretary, are there any Floor amendments approved for consideration?

SECRETARY ANDERSON:

Floor Amendment No. 1, offered by Senator Manar.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, on your amendment.

SENATOR MANAR:

Thank you, Mr. President. There are three amendments to the bill. This amendment represents -- represents a vast majority of what will eventually be debated after the third amendment is taken up. I'll be happy to take questions, but I would ask for adoption of this amendment and then be happy to debate the -- the bill in its entirety on 3rd Reading.

PRESIDING OFFICER: (SENATOR LINK)

Is there any discussion? Seeing none, all those in favor will say Aye. Opposed, Nay. The Ayes have it, and the amendment is adopted. Are there any further Floor amendments approved for consideration?

SECRETARY ANDERSON:

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Floor Amendment No. 2, offered by Senator Manar.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, on Floor Amendment 2.

SENATOR MANAR:

Thank you, Mr. President. This amendment is specific to the adequacy grant. It incorporates a more liberal approach to ensuring that no school district is harmed by any changes in school funding, either in this bill or any other bill, moving forward, to move them below an adequate level of funding for their students. Again, I'd be happy to take questions now, but would like to debate the bill in full on 3rd Reading. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Is there any discussion on the amendment? Seeing none, all those in favor will say Aye. Opposed, Nay. The Ayes have it, and the amendment is adopted. Are there any further Floor amendments approved for consideration?

SECRETARY ANDERSON:

Floor Amendment No. 3, offered by Senator Manar.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, on Floor Amendment No. 3.

SENATOR MANAR:

Thank you, again, Mr. President. This is the third and final amendment. This amendment's very straightforward. It removes a provision in the bill that would give the Chicago Public School system a credit against their local wealth for the purposes of unfunded liability payments to their pension system. This amendment would remove that provision from the bill. Again, I'd be happy to take any questions and look forward to debating the bill in full on 3rd Reading.

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PRESIDING OFFICER: (SENATOR LINK)

Is there any discussion on the amendment? Seeing none, all those in favor will say Aye. Opposed, Nay. The Ayes have it, and the amendment is adopted. Are there any further Floor amendments approved for consideration?

SECRETARY ANDERSON:

No further amendments reported.

PRESIDING OFFICER: (SENATOR LINK)

3rd Reading. Now on the Order of 3rd Reading is Senate Bill 231. Mr. Secretary, please read the bill.

SECRETARY ANDERSON:

Senate Bill 231.

(Secretary reads title of bill)

3rd Reading of the bill.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, on your bill.

SENATOR MANAR:

Thank you, Mr. -- or Mr. President. I -- I'll begin here. I want to first -- I want to first thank my colleagues for their patience with -- with me as -- as a peer in this Body on this issue and this bill. I've gotten an overwhelming amount of feedback, not just on this bill, but on previous versions in the last two years. This process began with a bipartisan group that our Chamber commissioned - four Democrats, four Republicans. The basis of this bill is the work of that group and the report that was issued from that group. There have been changes along the way to accommodate what I would describe as constructive criticism, not just from Members of this Body, but from educators and superintendents across the State. There are countless of those types of changes in this

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bill today that I would be happy to discuss in full and in detail. But the premise behind the bill is this, that our system today - and -- and I -- I think we can all agree to this - that our system today in the State is broken. It is rotten. It is not based on any level of recognition of inequity today in the State when it comes to public education and it deserves a wholesale change. And that's what this bill is designed to do. It addresses the issue that we have a finite amount of resources today and will have for years to come, but it devotes those resources first to the neediest districts in the State through a different mechanism of distribution that has been in place in other states and has been successful at bridging both the equity gap and the achievement gap that exists in a profound way today in Illinois. According to The Education Trust, we have the most regressive system of funding in the country. What does that mean? And these are important things, important metrics that we should debate on this Floor because we don't do it enough. If you're a student of color in Illinois, African American or Latino, on average you have two thousand dollars less spent per year on your education than your white counterparts. That's two thousand dollars a year, every year, for thirteen years. If you're a student that lives in poverty, that gap is twenty-four hundred dollars today, every year for thirteen years. There are consequences to the Legislature and the Governor not getting this right and not putting us on a better path in the State of Illinois. This bill doesn't solve all of those problems, but it certainly puts us in a framework to begin to solve them next fiscal year. The major changes in this bill compared to previous version are hold harmless provisions, which are completely consistent with what Governor Rauner has asked for since

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he gave his budget address in February. We address adequacy. We address the lack of local resources. We begin to bridge that equity gap that exists today in Illinois - greater than any other state - and it will be fixed over time, and that's what this bill is designed to do. Mr. President, we've had a lot of debate on this bill in committee and in this Chamber and among ourselves in groups and individually, but I look forward to answering your questions on this issue to the best of my ability and I would be happy to begin the debate. Thank you, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Is there any discussion? Senator Barickman, for what purpose do you rise?

SENATOR BARICKMAN:

Thank you, Mr. President. Question of the sponsor.

PRESIDING OFFICER: (SENATOR LINK)

Indicates he will yield.

SENATOR BARICKMAN:

Thank you. You know, to -- to -- to begin, Senator, I -- I certainly want to commend you for the work that you, Members on this side of the aisle, and -- and others have done over the last few years on this very important issue that all of us recognize as an issue that affects all of us at home and it's an issue that deserves our attention and it deserves our resolution. And -- and you ought to be commended for your efforts towards -- towards that. I -- I wonder if you could help -- and you -- you just walked through a series of amendments, but, you know, take us back. You mentioned that this started with EFAC. Over the course of the last few years, you filed numerous pieces of legislation - Senate Bill 16, Senate Bill 1, today you've got Senate Bill 231 with its

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multiple amendments - walk us through the historical differences that you've taken your legislation through over those many, many iterations.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

Thank you for the question, Senator Barickman. Senate Joint Resolution 32 set up the Education Funding Advisory Committee in the Senate, which -- which we adopted as a Body. We were charged with producing a report that could be considered and be committed to legislation, which we did. That was contained in Senate Bill 16, which was voted on by the Senate, I believe, on May 27th of 2014, and that was not taken up by the House. So fast forward to the following year: Senate Bill 1 was introduced, consistent with Senate Bill 16, consistent with the report, with changes that came along the way from meetings that I participated in, many on both sides of the aisle participated in, across the State, where superintendents took an active role of trying to craft a better public policy for the State. For example, there's a regional cost differential, to recognize that it costs more to hire a teacher in some parts of the State than in other parts of the State. So along the way, we picked up things like that that were good policy ideas that came to myself and others and incorporated them into Senate Bill 1. Senate Bill 1 was not called for a vote. It's still pending before -- before us. But this is a bill that recognizes now -- we've transitioned into the recognition that the Governor's called for a hold harmless. And so this bill would hold districts harmless for -- for one year in their entirety, completely, phase that out over four years, and it would guarantee that no district

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would go below what's adequate for the students that they serve. That's the biggest difference in this bill compared to previous versions, and we should recognize upfront there's a cost associated with that. But I agree with many who have said that cost is where we should begin the budget process, because it's the most important thing we do as a state government. So I view this as an evolution of trying to constantly refine a piece of legislation to get at a problem we've faced now for a full generation in the State, because absent of change, we know what path we're on; we know what the system's going to look like in three years. But this is a continuously evolving piece of legislation to incorporate good ideas and constructive criticism.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

So -- so let's talk about the hold harmless for a moment. You said that there's a cost associated with that. Walk us through what that cost is, how you -- you know, I believe there's an appropriations bill that you've filed for that, and specifically if you could, in addition to that cost, explain -- a lot of us have met with superintendents, even including today. Some of those superintendents are confused today, because they say, well, I'm hearing that there's this hold harmless out there, but I'm also hearing that it goes away. On the one hand, I'm being told maybe there's a scenario where I don't lose money this year, but hold harmless to me means that I -- I may be losing money. So let -- let's talk specifically. What it -- what does it cost, and to those school districts that are being held harmless, what might they expect in years two, three, and four of this hold harmless?

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PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

So the hold harmless is my best attempt to put in the bill that I'm sponsoring what Governor Rauner has called for. It's my best attempt. So in year one, there is a guarantee in this bill - the only bill that's pending before this Body or the House - that would guarantee that no district would lose money in the coming fiscal year. It is the only bill that guarantees that in law that's pending before us today. Over the course of four years, that would be phased out in quartile increments, so that four years from now, you know, whatever these sheets say that we all study, for good reason, that's what the amount would be four years from now. In between now and then, we could all get together and advocate for raising the amount of money that we put into public education, which would change those hold harmless numbers dramatically, could even erase them in most cases. But that's difficult for me to, you know, look two years down the road when I know I'm going to be here -- advocating for as much as -- as possible. So, again, year one, there's a guarantee that no one loses a penny of money in the formula. Year two, that would be phased out. Along the way, we also have an adequacy grant, which is also a hold harmless. That would be guaranteed until 2024 because we want some more longevity to that. We don't have a system today that guarantees that school districts aren't sent below adequacy, we don't. We have a system that actually puts that on steroids at the moment. So those two pieces cost about four hundred million dollars in total and they -- you know, it's roughly half - two hundred million for the adequacy grant, two

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hundred million for the hold harmless. One's more permanent than the other, but, again, this is attempting to address what Governor Rauner has said needs to be incorporated into a school funding reform bill that he laid out during his budget address back in February.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

Okay, so hold harmless, you brought in the adequacy grant as an explanation to the Body here. In sum, those two provisions of your legislation costs some four hundred - maybe -- maybe a little bit more - four hundred million dollars. In the event that the appropriations of those amounts, that four hundred plus million dollars, aren't made - and that's possible in -- in this dynamic that we're in here today; we have a State that is -- has some financial challenges - what happens in the event that your legislation here becomes law and those components are not appropriated?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

Well, I look forward to working with you to make sure that doesn't happen. There's no guarantee that general State aid is going to be funded at any particular level next year or three years from now. There's no guarantee beyond one fiscal year. We don't do that in Appropriations. We take it year to year. And I think one of the things that this bill directs us toward more so than any other time when it comes to school funding in the State is that we will all be advocating for the same thing. We won't have

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silos of money - one pot of money that helps one type of school district, another pot that helps this part of the State, or, you know, different silos of money that we advocate for at different levels. So we have to work to make sure that those things are maintained in future years and that's something that -- that I'm committed to. Now we can also compare what you just laid out, Senator Barickman, to the status quo. So while there's no guarantee a year from now or two years from now, what we do know today is that the system that the Governor's proposed is fifty-five million more dollars that earns a whole bunch of school districts less money. That's what we have to measure this bill against, a system that spends more with outcomes that aren't as good - less outcomes, more inequity. That's what we have to measure this bill against. So while there is no guarantee two years from now, I know that with your help and with the conversation we've started in this Chamber that we will do everything we can to make sure that we don't get into that situation like we were in years ago, and I think we can do that.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

You mentioned, Senator, the concept of these silos and -- and I've heard you today and in your -- your prior discussions about your proposed legislation that you want to move away from this -- the -- the -- the conceptual -- the formula that exists today so that you funnel most of our State resources through one funnel that treats our students across the State equally. Can you explain your -- you know, what's -- what's your approach there? Give us -- you know, explain -- explain that which I've heard from you

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previously on that issue.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

So going back to our public hearings across the State, one of the largest criticisms of our system today is that we don't have a system that's designed to ask the question of need and assess poverty. Because we have -- if you look at a budget bill, in any particular year, we have multiple silos of money contained in dozens of lines in the State budget, all of which serve a different purpose, all of which affect different school districts differently, some of which are special deals. They just straight up are special deals today and they've been in existence for years and we've globbed {sic} on to this or that to get a budget passed, all the while ignoring children that live in poverty as a priority for the thirteen billion dollars we spend on public education. We are so far away from that today. So as you've stated, this bill would be designed to make it very simple. Remove all these applications for money, some of which compete against each other within our own budget, and make it very straightforward with one distribution model for the entire State. That would, alone, alone would take us steps ahead when it comes to addressing inequity in the State.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

So this -- this is where, quite frankly, I get confused, because I hear, Senator, what you're saying, but when I look at the legislation that you're proposing, what I see in it -- in the

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text of it is something completely different. So I -- I want to -- I want to give you an opportunity to explain that and how what's in the bill potentially conflicts with that which you just said. I'm glad to see you've got a copy of it. I've got mine. So on page 51, there's a reference on page 51, line 20 by the way, to "the Fund". I believe that reference is to the Chicago Teachers' Pension Fund. Can you confirm that?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

One moment. Yes.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

Reading thereafter are specific lines in this piece of legislation that look like budgetary lines, like things that you just referenced as things we might agree, debate, disagree during a budget hearing. I'll give you an example, the next line when it talks about "the State shall contribute to the Fund" - that again being the Chicago Teachers' Pension Fund - it says, the State shall contribute these amounts: Line {sic} (1), for fiscal year '17, the State shall contribute two hundred and five million four hundred and four thousand nine hundred and eighty-six dollars; line {sic} (2), talks about similar appropriations commencing in fiscal year '18 and then continuing evidently into perpetuity. Now for all of your suggestions just now that this is -- this legislation is designed to create one mechanism that does not have these arbitrary, if not specific measures embedded within it, how do you explain that?

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PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

I don't think there's anything arbitrary about it actually at all. That's the certified payment for the normal costs for the Chicago Teacher Pension Fund, the coming year. Paragraph (2) would put into motion that certification process, which is consistent with the Teachers' Retirement System today. It's designed to take steps toward parity on pensions, which affects different members differently. But we have to have the honest debate about the fact that the State budget pays normal and accrued liability costs for the Teachers' Retirement System, which covers eight hundred and fifty-some-odd school districts in the State, and the State doesn't do that for one. It's a tough conversation, but we ought to have it, because we have to take steps toward a statewide system of school finance today.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

Okay, but to be clear, this is special legislation within a formula designed to affect the students from all school districts. This one's special, just to be clear. I mean, you're shaking your head no, but it is special. Go ahead.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

This doesn't affect the formula. This is outside of the formula. This is dealing with the Pension Code. It does -- does not affect the outcome of the formula whatsoever. The formula is

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a separate Section of the bill that is designed to address inequity on how we spend funds that are devoted to public education in the budget. This is intended to bring parity on how the State of Illinois looks at Chicago Public Schools versus every school district that I represent when it comes to pensions. And I would note, this is not complete parity - much to the disagreement of my Chicago colleagues. They want complete parity and, frankly, I don't blame them, because this doesn't get the job done, but I think what it does do is it takes a major step toward that effort, which I think is important.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

Understood. But to be clear, we're here on the funding formula debate, not on the pension parity debate. So, from my view, we're inserting a new issue to an already complicated issue. But let's move on. Let's move on to maybe some other provisions that seem to be special and seem to have a direct impact on the funding formula. Explain -- I -- I see several references, at least three, maybe more - giant bill, as I see that you've got in front of you - but at least three sentences in the bill that make reference to, I quote, "a school district having a population exceeding five hundred thousand inhabitants". Can you tell the Body what school districts have more than five hundred thousand inhabitants in them in the State of Illinois?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

That -- that would be Chicago Public Schools.

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PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

So this again, you know, Senator, comes to an area where I'm confused, troubled by your comments, which appeal to people's emotions, as opposed to what's in the bill. So let's talk about these -- these three references. Page 162, the legislation talks about school districts having a population exceeding five hundred thousand inhabitants. You say Chicago Public Schools. The bill says, thirty-seven percent of the funds set aside for Chicago Public Schools for early childhood block grants. Page 270, for the school district exceeding five hundred thousand inhabitants - Chicago Public Schools you say - 48.4 percent of the funds set aside for Chicago Public Schools for private tuition. Page 282, set-asides for Chicago Public Schools, 30.7 percent of the funds appropriated for -- set aside for special ed and transportation costs to Chicago Public Schools. Our analysis says the costs of these set-asides, these block grants that you in your prior comments today said you wanted to move the Chicago block grant out of the legislation. But what I see here is Chicago block grant, early childhood, hundred and ten million dollars; Chicago Public Schools block grant for private tuition, hundred and thirteen million dollars; Chicago Public Schools block grant for special ed and transportation costs, a hundred and forty million dollars. How do you explain that piece of the bill with your rhetoric that this isn't about special deals?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

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Senator, you know that's current law. You know that's current law. And you know that this bill is consistent with the report with your name on it that says certain block grants should remain and others should go away. The bill is consistent in the fact that block -- the block grant is eliminated for categorical programs that are incorporated into the primary or general State aid formula. The ones that are not, they continue - they continue. And that has been completely consistent throughout this process. The only change, which I think you would look upon with favor, is that we remove the transportation block grant out of the primary State aid formula because there's already a needs-based test that's applied to that particular categorical grant program. So you know that's current law. We don't propose any changes to it and we're consistent with the report that we issued a couple years ago.

PRESIDING OFFICER: (SENATOR LINK)

Senator Barickman.

SENATOR BARICKMAN:

So -- so to the bill.

PRESIDING OFFICER: (SENATOR LINK)

To the bill.

SENATOR BARICKMAN:

You know, this is -- this is one of those moments before the Senate where it matters if we read the bill. Because for all the posturing and for all the rhetorical, political statements of where we want to be, it's important to recognize what the legislation says and where we're going to be. You just heard Senator Manar say why do we preserve the special legislation and the special benefits that go to one school district? It's because it's already in the law that we're all criticizing and saying needs to be fixed.

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How do you reconcile that? It's picking and choosing what you like out of that existing law to shore up votes. Now, the problem of this is that there's a cost to it. We all know the fiscal challenges facing our State. We all know that there are school districts out there listening to this debate, wondering what is it that's going to be done for my school district? And we've got some nearly nine hundred of them around the State. And when you look at this legislation, you look at all the special lines to it that the sponsor says he wanted to do away with, you listen to the sponsor talk about his criticism of the existing law, but then stand and debate and defend the pieces of it that are special that he wants to keep, then you pull out your calculator and you start to add up the math of what it comes to - and it's stunning. The result of the legislation as it benefits one district seems to be some seven hundred million dollars. We don't know for those districts who are out there wondering whether or not they'll be held harmless, we don't know whether the funding mechanism is going to be there to support them, but what we know is that if this law passes, one district wins to the tune of nearly seven hundred million dollars. And I added up several of the components for you. The block grant, hundreds of millions of dollars written into the law that Senator Manar proposes that we adopt. Here's what's frustrating to me, there's been in -- in - and the sponsor talked about this - the years that have gone into this and he's not alone in that. Many of us have strong desires to see the broken formula and funding system that exists be fixed. And that is a very technical and complicated conversation. It's one this Body deserves to have. It's a conversation that isn't about line items of special interests to any one certain district; it's a

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conversation about the environment that we want our children to have when they're sitting in a classroom learning. The formula, everyone says the formula's confusing; I don't understand the formula. The formula -- the debate that we ought to be having, the debate I'd like to have with Senator Manar, is the debate about what that formula looks like. What are the categories? How do we weigh them? It's things like class sizes. Do class sizes matter? If so, what metrics ought we use for optimal environments for our kids to learn in those classes? Does technology matter? If so, how? What? How do we fund it? What about our gifted and talented students? How do we create a formula that enables and empowers school districts to have the resources available to teach their gifted students, or what about those other students who may need more help? Now, Senator Manar's going to say, well, we've got our ideas on some of those categories that you may say are important, but they're the result of ideas that have been produced in a vacuum. They're the result of ideas that have been produced in a back room without the input of the other stakeholders to this. You know, who are those stakeholders? It's Republicans in this room and some who would like to characterize this debate as being nothing more than Republicans and Democrats. It's totally false. We all know that the biggest challenge that this bill faces is not in here, but is next door. In fact, today, Speaker Madigan is holding a hearing, which he's done for the many numerous proposals that exist for rewriting our funding formula. Today, we'll hear from the proponents of the evidence-based model, a model constructed with the input of the stakeholders to the educational system, not just the selected and chosen ones, but all those willing to participate together towards this common good. And so

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what's frustrating -- when I say what's frustrating to me is that we're not allowed to have the debate on those class size metrics and what's important, and those technology metrics and what's important, and the resources that we would like to enable for our gifted students or for those who need more help and support. Instead, what we're having today is a debate about line items in a bill that creates special favors for one school district. Why? I don't know why. The Senator -- the sponsor didn't answer the question of why those are there, other than to say it's already in the law that I'm trying to change. Well, evidently we're not trying to change that law or that piece of the law, because somebody likes it. That doesn't make it fair. It doesn't make it fair to all those students elsewhere - and this isn't downstate versus Chicago or suburbs versus Chicago. You know, I don't see anything in this legislation that writes in special legislation for those kids in Harvey or Calumet City, who arguably are suffering more than the kids in the Chicago Public School system today. Where's their line in the bill? I sure didn't see that one in the bill. This bill creates a windfall. It creates a windfall. It's been characterized as a bailout. We all know the financial pressures that face the Chicago Public School system and the City of Chicago and the taxpayers that live there and the students who go to school there, and I'm one downstate Republican who says I'm willing to help on that, but it can't be a bailout. It can't be Chicago Public Schools getting seven hundred million dollars from kids in every other district around this State. That's their money. They need a voice in this. They deserve a voice in this. Where's their voice? No one - no one - disagrees that the formula that exists today is broken. We authored the

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report that preceded the bipartisan commission that studied it for a year. The report said the formula's broken. It pointed to the special deals that favored one district over all the other kids elsewhere. That's what the report said and I heard the sponsor of the bill today say that's the part of the bill I want -- or the law I want to keep. The one part that we all agreed was broken. Now, myself and my colleagues on this side of the aisle are sincere in our willingness and our desire to work with you. I've made that clear to you, Senator, privately, make it to you publicly, that I want to work with you to fix this. My problem here is this isn't it. This legislation takes a bad problem and makes it worse. And we all know what happens if this legislation becomes law: The many voices that are clamoring out there today saying fix it, get shut out because the Legislature will say, well, we fixed it. This isn't the fix that millions of students around this entire State want and deserve. So, again, I'm willing, Senator, to work with you. I think that what you want to do is something that I want to do. I'm not convinced that this legislation is what you say you want to do. Now if it is, let's pull -- just like you did with Amendment 3 that pulled out the special interest for one district, let's start by Amendment 4 removing the other pieces and then having a real debate about the categories and the weights that deserve to be embedded to a formula so that we distribute these limited resources that we have authority over - taxpayers' dollars - so that we distribute them in a way that makes sense, puts those resources in the hands that need them the most and enables them and empowers them to do what is necessary to educate our children and give to them the environment they deserve so they can learn here and compete out there in that world-class economy that we're

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supposed to prepare them for. I'm sincere in my interest in working with you on that and I hope that, wherever this goes, yourself and proponents of this bill will work with us on that. With that I'd ask for a No vote on this measure, Mr. President, and thank you for your time.

PRESIDING OFFICER: (SENATOR LINK)

Sherrie Philps {sic} (Phipps) of WICS seeks permission to videotape. Lee Milner, Illinois Times, seeks to do photos. Seeing no objection, leave is granted. Senator Matt Murphy, for what purpose do you rise?

SENATOR M. MURPHY:

Question of the sponsor, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Indicates he will yield.

SENATOR M. MURPHY:

Senator, there's been some consternation and conversation around the State that if this bill doesn't pass this year - both Chambers, the Senate and the House - and become law that the Senate Democrats will hold up K through 12 funding in the -- coming fiscal year. Can you -- do you have any intention of holding up K through 12 funding if this bill doesn't pass?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

I don't -- I don't presume I have the authority to. I -- I know that I consistently vote for appropriating money to schools. Not sure where that fell last year when an appropriation was called for a vote in this Chamber. I seem to recall a highly partisan roll call that was a clean education appropriation bill that

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Governor Rauner signed into law, which I commend him for, so I don't presume that I have the authority to hold up a bill. What I know is that we ought to do our best and we ought to get a bill passed that funds schools. How we distribute that money makes a big difference. That's what this debate is about. How much we put in, that's the budgetary debate.

PRESIDING OFFICER: (SENATOR LINK)

Senator Murphy.

SENATOR M. MURPHY:

Let me -- let me ask it more directly. Would you personally support holding up the K through 12 funding for fiscal year '17 if this bill or something similar to it changing the funding formula didn't pass and get signed into law?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

No, and I don't think anybody - I'm -- I'm just going to venture a guess here - I don't think anybody wants to see that. That would inject more uncertainty into the system. That would amplify the challenges that the poorest school districts face today. I mean, another way for me to answer the question is why would I want to harm the poorest districts in the State that rely the heaviest on State aid? Your districts could probably open without their State aid, mine probably couldn't. So I would seek to send a budget bill to the Governor that he could sign, just like he did last year, so that school districts have that certainty, but at the same time, we can't ignore the flaws in the system today, which this bill is designed to address.

PRESIDING OFFICER: (SENATOR LINK)

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Senator Murphy.

SENATOR M. MURPHY:

I appreciate your position on that and hope it's widely shared, because I concur that it would be a mistake for our schools and our schoolkids to be held hostage by the -- the inaction here in Springfield and I hope that does end up being the case. Question: Are there any reforms to how the Chicago Public School system operates in this bill?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

I -- I'm not sure I understand the nature of your question, but I think the answer is no. The only reform, which, you know, you may categorize as a reform or not, is they would be required to report building-level spending within the district so that, you know, everyone can have a better idea of where money is being spent within the district itself.

PRESIDING OFFICER: (SENATOR LINK)

Senator Murphy.

SENATOR M. MURPHY:

Is -- is there any mandate relief for school districts in this bill that can help bring the cost of operating our schools down?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

No.

PRESIDING OFFICER: (SENATOR LINK)

Senator Murphy.

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SENATOR M. MURPHY:

Is there any reform to the process whereby the City of Chicago puts a substantial amount of property into TIFs, collects money, takes local wealth off of the -- off of the register, so to speak, for State aid formulation purposes and then kicks portions of the money back to CPS thereafter to artificially suppress their local wealth, which thereby increases what they're entitled to under the formula? Is there any reform to the TIF situation that we have seen distorted in recent years?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

So I appreciate the focus on Chicago Public Schools in this debate, I do. I would note I do not represent the City of Chicago. This is a statewide bill. To answer your question, that issue is an issue that affects the entire State, not just the largest school district in the State. There's a provision in the review committee, per leader Radogno's recommendation, to charge that group, which is set up so that we don't have twenty years of inaction without looking at the inner workings of how we spend thirteen billion dollars in the State budget. There's a very specific piece that they should come up with a recommendation on how to address the relationship between assessments, revenues collected by TIF districts, revenues distributed by TIF districts to school districts, and how to incorporate those things into a school funding formula. So that is in this bill.

PRESIDING OFFICER: (SENATOR LINK)

Senator Murphy.

SENATOR M. MURPHY:

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To the bill, Mr. President. Senator, I...

PRESIDING OFFICER: (SENATOR LINK)

To -- to the bill.

SENATOR M. MURPHY:

I appreciate your answers to the questions. So we've got a Chicago -- Chicago Public School system that will not be required to reform itself at all in this bill. We have no mandate relief to make running schools less expensive. We have no TIF reform to try to go right at the heart of abuses over the years. Ladies and Gentlemen, the other thing we have here, we have a bill that changes the formula and gives Chicago Public Schools twenty-four percent more money in FY'17 than they got in FY'16. Now, you can say that's not a bailout of Chicago, but if it walks like a duck, Ladies and Gentlemen, it's a bailout. This is a huge redistribution of wealth from suburbanites and primarily -- that -- primarily suburbanites and many downstaters to Chicago. And it's done by design. This is at least the third one of these bills we've seen. They've all been tinkered with and tweaked and -- you know, the first iteration came out and Chicago did so well it had to be changed, because it wasn't going to be palatable to the rest of you. You weren't even going to be able to -- possibly be able to support an even larger bailout to Chicago than it looks like you're about to support right now. Any suggestion that this isn't a political document that, back to an outcome, is just not supported by watching this process. There is more and more and more to Chicago. CPS is burning to the ground. It's in dire straits and I recognize that somehow, someday the State's going to be involved in helping keep Chicago alive. I get that. But this is not honest. This is not the right way to do this. Trying to

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sell this as a policy that is just a broad-based high-minded policy when we're tinkering with numbers to see who wins and by how much all the way to the last minute, puts the lie to the fact that this is a long, thought-out, comprehensive, policy-driven piece of legislation, because it's not. Now, the sponsor made reference to the concept of parity and we in the suburbs think of that and we think, man, wouldn't parity be great? We fund our schools on average ninety percent on property taxes - property taxes that are substantially higher than the City of Chicago. Then we pay high income taxes that send -- that gets sent down here, and does the money come back up to fund our kids? No. On average, about seven percent in the suburbs' school funding is from the State. So we send all that money down here to Springfield and where does it go? It goes right back up 55 and into the Chicago Public School system, where only half of their funding comes from local property taxes. Thirty-four percent of it comes from the State and that would be expected to get even more dramatic. Last year under this bill -- last year, CPS - this was before the -- the twenty-four percent increase in this bill - last year, CPS got five hundred and sixty-five million dollars above and beyond their proportional share - nineteen percent of the kids, thirty-six percent of the money. The five sixty-five - so we're clear - is after applying pension parity to the fact that you guys pay for your own pensions - after taking that into effect. So parity would be great, but this doesn't move us toward parity. This tells suburbanites, thanks for taking care of your kids primarily and not making the State pay. Thanks for paying those high taxes that we use in other parts of the State, but, you know what, it's just not enough, because CPS needs more. And, oh, by the way, we're not going to do anything

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to require CPS to actually fix what got them into this place in the first place. We're not going -- God forbid we put any reforms on them. Let's just give 'em more money into the same system, which I thought I heard the sponsor say was a bad idea. So we're just going to take more money, funnel it into Chicago and not expect them to change a thing, not compel 'em to change a thing, and we're going to call this positive policy change. We're going wrap this in the flag. It isn't worthy of it. It isn't worthy of it. If you're a suburbanite, they're coming after you. In most downstate districts, many downstate districts, they're coming after you. Think long and hard, Ladies and Gentlemen, about this vote, because there are going to be a lot of people who are paying property taxes back home who are going to pay close attention to how you handle this issue. I strongly urge a No vote.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

Thank you, Mr. President. I'm going to respond briefly to both the closing remarks from the previous speakers. We've heard two figures that are just flat out not true. This bill does not send seven hundred million dollars to the Chicago Public School system. It doesn't do that. It does not do that. It doesn't increase their State aid by twenty-four percent. It doesn't do that. The reason why it sends additional resources to Chicago Public Schools is for the same reason that it does to Taylorville or to Pana or to Harvey or to Peoria or to the countless other districts that have suffered under the current system. Chicago's underfunded. It is underfunded plain and simple, just like other downstate districts, just like suburban districts, like Elgin.

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That is a fact, and if you want to talk about parity, if you want to talk about parity, let's talk about teacher pensions. On average, in the previous speaker's district, about twelve hundred dollars per student is sent to the Teachers' Retirement System on behalf of the teachers in his district. In my district, it's a fraction of that. It's a fraction. In Chicago, it's zero. It's two thousand dollars a student that they pick up on their own. So let's have that discussion about parity in a real way. But this idea that it's somehow funneling -- funneling seven hundred million dollars to one district is lessening the impact on districts around the State that don't get the top of the fold headlines, like Taylorville, that have laid off forty percent of their teachers. That's why the bill has the impact that it has.

PRESIDING OFFICER: (SENATOR LINK)

Adam Theiken {sic} (Theilken) of WICS seeks permission to video. Josh Clark, WCIA-TV, seeks permission to video. Seeing no objection, permission granted. Senator Righter, for what purpose do you rise?

SENATOR RIGHTER:

To the bill, if I might, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

To the bill.

SENATOR RIGHTER:

First, Senator Manar spent a lot of time answering questions and so I'm just going to speak to the bill. You have an opportunity to sit down and catch your breath for a second. I would -- I would start my comments by saying that in listening carefully to the exchange between Senator Murphy and then Senator Manar's response, Senator Murphy didn't say there was a twenty-four percent increase

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in State aid. He said a twenty-four percent increase in State funds and there's a dramatic difference between those two. But let's -- let's move on to talk about the bill perhaps in a little different context. You know, when this debate started three years ago, one of the most important premises of the debate by the people who support Senate Bill 231 or like versions was that this is about every kid in the State. This is about what our funding formula should be, balanced against the needs of everyone in the State and not just this district or that district. But then as always happens, and not curiously, when it comes time to actually try to round up votes and advocate for the bill, people have press conferences and say, "You know what? Gee whiz, Senator 'What's His Face', most of his districts are winners, so he has to vote for the bill." So we go from the big picture, kind of altruistic, hey, let's do what's right for everybody, because we believe in the statements we so often make in our speeches and our press releases that whether the child is born in Chicago or Mattoon or Taylorville, they're just as important, to, oh, now look, this school district's a winner and this school district is a winner and so you've got to vote for the bill and get down into the nuts and bolts. Let's -- let's -- let's lift our eyes above that again for a moment, because there's no question that Senate Bill 231 and previous iterations of it are about something bigger than eyeballing the State Board of Education list and saying, okay, who's up and who's down and who's about the same? And if you add the hold harmless or the adequacy grant, then who's up and who's down? Let's -- let's step away from that for a moment. We talk a lot about the money that comes through the funding formula for the kids, but the money - and I know this sounds a -- a little

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like a statement from a -- a character on TV commercials, Captain Obvious - the money doesn't go to the kids. The money goes to people who work in school districts whose job it is, in exchange for that funding, to deliver an education to those kids to prepare them for whatever the next chapter in their life may be, whether that's to go out into the work-a-day world, community college system, higher education system, whatever it may be that they choose to do. And so, rightly so, this government asks for some measure, traditionally, of accountability to those districts and the people who work in those districts, who, in exchange for the money that they are sent, are supposed to deliver that education, and -- whenever we talk about PARCC tests and SATs and ACTs and all of those kinds of things we do to measure that performance with the kids. This bill suggests that we will send State taxpayer dollars, several hundred million dollars - and we can talk about seven or three eighty or whatever the number is - into the Chicago Public Schools, and I am going to talk about the Chicago Public Schools for a second. Like Senator Barickman, I appreciate the fact that not every sector of the State is the same and that some areas of the State have challenges that perhaps other areas of the State don't have. But even accepting that, we have to talk about the performance of schools generally, and in this instance, specifically the performance of the Chicago Public Schools, who this -- this bill says we're going to send them a lot more money. The dropout rate in the Chicago Public Schools is one hundred and fifty percent higher than the State average - one hundred and fifty percent higher. 27.3 percent of students are categorized as chronic truants, which is two hundred percent higher than the statewide average. By the time kids get into the eleventh grade

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in the Chicago Public Schools, sixty-two percent are reading below standard levels. Sixty-five percent are doing their math below those standard levels. Seventy-two percent are doing their science below those levels. By every objective measure, the Chicago Public Schools is not just a failure for the kids we are paying it to educate, it is a breathtaking, dramatic failure. Well, some would say, as a knee-jerk reaction to this, well, it's because we're -- they're underfunded. Well, let's take a look at that. The Chicago Public Schools in total spend over fifteen thousand dollars per student. In terms of instructional costs, they spend almost thirty-two percent higher than the State average. Their teacher salaries are ten percent higher than the State average. Their operational costs, which is all the bureaucracy that -- that surrounds -- supposed to surround the instructional cost, they're almost ten percent higher than the rest of the State. They're not underfunded. Now, even given that, even if we could get past that, let's look at some of the other issues they've had - not being pointed out by Republicans, but being pointed out by the auditor whose job it is to audit the Chicago Public Schools: An audit done just last year where a dozen or so Chicago Public School employees used CPS's tax exempt number to buy themselves personal things, like home-based theaters and tablets and even home appliances, or situations where fifteen Chicago Public School employees worked together to keep fifteen special ed students in the Chicago Public Schools - special ed students in the Chicago Public Schools - to keep them out of a fine arts program. Okay? That's the kind of conduct, whether they're getting fifteen thousand or five thousand or whatever it may be, is absolutely reprehensible. And for those of you who represent the Chicago

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Public Schools, these are your kids - these are your kids - and you're suggesting that the answer to this kind of corruption and fraud and this kind of breathtaking underperformance is to do nothing but send them more money, so their teacher salaries can be even higher than the ten percent higher than the State average or that their instructional costs can be even higher than the thirty-two percent higher than they are -- than the State average right now. Any other district in the State, were they to have numbers that looked anything like this, would be embarrassed for itself. But CPS manages to come here and say, you know what, just give us more money so we can continue to underperform. It doesn't matter how you cut it, it doesn't matter from what perspective you come, that is flat wrong for not just the kids everywhere else in this State, but even for the kids in the Chicago Public Schools. Thank you, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Senator McCarter, for what purpose do you rise?

SENATOR McCARTER:

To the bill.

PRESIDING OFFICER: (SENATOR LINK)

To the bill.

SENATOR McCARTER:

Ladies and Gentlemen, this -- this new formula -- we -- we keep talking about winners and losers. I'm not sure if that's the best way to put it, 'cause there are some that get more and some get less compared to what they did in the past. You know, what I do find interesting, however, is that those who have chosen to tax themselves the most are penalized. It's true. Because we give less to those who've chosen by referendum to raise their tax rates.

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They say, "You know what? We care about our kids. We're going to give more." And according to this, the State gives less. Now whether the solution is this formula or the current one or even, you know, the third solution, I -- I -- I find them both convoluted. I'm not sure trading one for the other is going to fix this. Even if you go -- and I've seen comparisons to what the Governor has proposed in his category, the truth is we're still going to spend around 6.4 to 6.6 billion dollars. Now, there are lots of guarantees in this bill and there's some that aren't guaranteed, like the hold harmless, like the adequacy, and my question is, how does this fit into the overall budget? Whether this is the right formula or the Governor's or the existing, whatever formula you choose, the more important question is, can you keep your promise? Because you're going to spend 6.4 to 6.6. You spent around 6.5 last time. You've got a five-billion-dollar deficit. The question is, how are we going to keep the promise? Are we going to say, well, let's go forgive another IOU to ourselves and generate some cash magically, as we did just last Thursday? We going to make a promise that we won't touch the Road Fund again, even though we just forgave the two hundred and fifty million that we said we were going pay back? The -- the bigger question is, how does this fit into the overall budget? And to say, listen, we care for kids. We're going to give you a formula that provides more for some, a little less for others. If you can't pay for it, it doesn't matter. And so we really ought to be focusing on the big picture here, folks. We -- we are either going to come up with some magical way of -- forgiving ourselves more debts or we're backing ourselves into a tax increase. I personally don't want to be any part of that. There are other reforms that allow us to get there

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that need to be talked about and put on the table and discussed, and like any business, you would never fix one department and hope that everything else would fix itself in the company. You would never do that. You always look at the entire entity. We have to do that for this to be a promise that we can keep. I urge a No vote.

PRESIDING OFFICER: (SENATOR LINK)

Senator Oberweis, for what -- do you seek?

SENATOR OBERWEIS:

Question of the sponsor.

PRESIDING OFFICER: (SENATOR LINK)

Indicates he will yield.

SENATOR OBERWEIS:

Senator Manar, in your opening remarks, I believe you said that one of the goals of this bill is equity. In fact, I think you even said one distribution model for the entire State. Is -- did I understand that correctly?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

Yes, that's what I said.

PRESIDING OFFICER: (SENATOR LINK)

Senator Oberweis.

SENATOR OBERWEIS:

Senator, I understand I'm just from a little town of Sugar Grove, Illinois, and I have to say all the school funding is certainly something I did not understand at all before I was elected and I don't understand all of it yet. I'm learning gradually. I will tell you that my school districts in our 25th

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District don't understand the formula and I'm wondering why we need a five-hundred-page bill for something that seems like it should be common sense. Why couldn't we sit -- in fact, I -- I would love to see Senate President Cullerton sit down with Minority Leader Radogno and you, Senator Manar, and Senator Barickman, who I believe are four of the most knowledgeable people on this issue, and see if they can't come up with something simple that makes sense. And let me tell you where I would start. Again, I'm just a -- a simple businessman. I try to make things as understandable and as simple as you can. Why couldn't we come with a pretty easy formula that says we're going to contribute "X" dollars, whatever that number is, for each student and then we're going to add in "Y" dollars for each student below the poverty level and we're going to add in "Z" dollars for each student who requires special education or English as a second language or -- or those types of things and stop there? That would make it something that our school districts could understand. It would make it something that our voters and our taxpayers could understand, and it seems to me it would -- it would just make a lot of common sense. I -- I do happen to have an MBA from the University of Chicago and I still can't understand what this formula is. Another thing that bothers me a lot, I guess, is the -- the politics of this situation. In order, I guess, to make this palatable to the schools who are going to be losers, we have what we're calling hold harmless, but that -- it's really a hold harmless shell game. And I don't care whether it's a suggestion of the Governor or a suggestion of -- of you, Senator, it's -- it's -- it's really a situation to hold harmed those school districts who are going to lose without letting 'em know it, to try to keep it a little bit of a political secret

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and they'll figure it out over four years as their money goes down. And I realize I'm not much of a politician. I'm -- as I said, I'm trying to keep it simple, trying to make it understandable and something we can all work with and live together. I believe the -- the direction that we're going with this to make it more complex is not a good idea and -- and I would ask you if you wouldn't go back and reconsider some of this and sit down with -- with Senate President Cullerton and -- and Senator Barickman and Senator -- Radogno and come up with something that -- that we all could understand when we vote on it. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, I think on the question.

SENATOR MANAR:

Thank you for those remarks, Senator. I would just say to you that this bill is exactly what you described. It's exactly what you described. This was a proposal that was put forward to our bipartisan group that was the outcome of -- of public hearings. We start with the goal that every student should be funded adequately and we work toward that goal based on criteria that every school district faces with the students that they serve. That's the goal of the bill, which is opposite of the system we have today. It's opposite of the system we have today. So I've heard criticisms that the bill doesn't put enough in. I just heard a criticism it puts too much in. The latest one is it's too long. So, I have been an open -- open book when it comes to this issue. Anybody who wants to talk about this issue to me has never been denied the conversation, at least not to my knowledge - has never been denied the conversation. If there are ideas that get us closer to greater parity and equity in the State, I'm all ears.

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I'll put my name right next to somebody else's. But I -- I want to remind everybody that, you know, the cost associated with this bill -- by the way, the thing you described costs money too. We -- we should say that upfront, that that idea, the things you laid out will cost resources in the State budget, rightfully so. I mean, we should be devoting resources to schools - to not just educate children, but lessen the burden on property taxes. Those things come hand in hand. This idea that -- that the, you know, that -- that tax rates are -- are -- it's a punitive thing in the bill is absolute nonsense. The poorest school districts, Senator, in the State pay the highest tax rates. That's a fact. That's a fact. And they generate pennies compared to the districts with the most resources, with the lowest tax rate. It's an inverse relationship that shocked me when we heard that in front of our -- in front of our commission. East St. Louis has a nine-dollar tax rate and they generate a whopping one thousand two hundred dollars per student with a nine-dollar tax rate. The other end of the spectrum is District 204 in Arlington Heights. Their rate is a dollar eighty-four and they generate eighteen thousand dollars per student. When you add in the formula today, we cut East St. Louis and supplement Arlington Heights. That is a nasty mix. There's no hold harmless for East St. Louis. There's nobody on this Floor saying let's make sure they don't lose money. We haven't had that discussion. And districts like East St. Louis around the State have suffered because of the inaction. So if there is a better idea -- a better way to do it, tell me the number of the bill that's filed in the Senate to do it. Everything that deals with an evidence-based model is in this bill today. Any pending legislation is in this bill today. We have some work to

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do on that. I've embraced it. I think the Senator from Bloomington, I think he's done wonderful work to do that. It's going to take some time. I think it's a good route to go, but we have to reset the base so we can address these issues for the first time in twenty years.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld, for what purpose do you rise?

SENATOR LUECHTEFELD:

Thank you, Mr. President, Members of the Senate. You know, if...

PRESIDING OFFICER: (SENATOR LINK)

To the bill.

SENATOR LUECHTEFELD:

To the bill and then maybe some questions, if I could, please. I was part of the committee - in fact, the co-chair of the committee - that went around the State and listened to testimony. It was bipartisan. It was bipartisan, really, until it -- till we -- till we were finished with the testimony. Obviously, we did not have a -- a hand in -- in writing this legislation and I'm not real sure how it would have been different if we would have. I do know this, that if -- if all of the speakers who spoke today were to write a school funding plan, they would be getting an awful lot of criticism. This is not simple. There's no way of making it simple. I think that what Senator Manar is doing is headed in -- in the right direction. There is no question about the fact that there are school districts that can generate huge amounts of money with not very high tax rate. Now that doesn't mean that they don't pay a lot of money, because they pay a lot of money. There's no question because of the -- evaluation of -- of -- of that property.

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But, you know, I think that this moves in the right direction. I have -- I have some questions about -- you know, first of all, Senator, is -- is -- are you assuming that there's new money or are we dealing with the same pot of money and we're just moving it around? If you would, answer that, please.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

So, unlike the previous version of -- of this bill, this bill would require a hold harmless provision which costs money. So that's an additive feature to the bill, which has a cost associated with it. As you know, Senator, I proposed two previous versions that were very conservative that didn't spend an additional dollar and those were rejected. So this bill has a cost associated with it and those new resources would be devoted to making sure that districts would not fall below adequacy - it's about two hundred million dollars - and other districts that, by the way, spend well above adequacy, huge amounts of money per student, are held harmless to any changes in school funding. So that's two hundred million dollars. The total cost is somewhere around four hundred million dollars, which is our estimate.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

SENATOR LUECHTEFELD:

Senator, if I'm right, that is subject to appropriations. If this -- if you -- if you don't get the appropriations, then this bill doesn't work. Is -- is that right?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

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SENATOR MANAR:

I -- I would say, if -- if there's no appropriation, no bill works. Our system today doesn't work without an appropriation and that's something that we all have to debate every year, and as you well know, there's no guarantee of what's going to happen in FY'18 or '19, but I think if we reset our system and -- we can all debate then how much money we put in, which affects dramatically the outcome for every school district. So I -- I -- as I said earlier, I would join anyone who wants to have the debate about how we craft a State budget that devotes as much of our resources toward public education as possible, but, obviously, that appropriation process is a critical step to any funding plan, this one or the status quo or any other that's being proposed.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

SENATOR LUECHTEFELD:

Senator, you -- you made a -- a comment earlier that with the hold harmless provision, no school would lose money. Is that really the case? For instance, if -- if I -- if I have a school district that has maybe fifty less students next year, and -- and more assessed valuation, we would still not lose money? So you're...

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld, I apologize. Thought you were done with your question. Senator Luechtefeld.

SENATOR LUECHTEFELD:

This bill -- this bill would -- would cover for that, you're saying? Even if they have less students?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

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SENATOR MANAR:

Yes, it would - it would. And, as I said earlier, this is my best attempt to understand what Governor Rauner outlined in his budget address when he characterized -- he used the word "cynical" - any attempt to change school funding formula with losing school districts, I think, was a cynical attempt. So that's what we're trying to address here, is to guarantee a certainty, a certain level of funding for every district in the State as the system is phased in over time.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

SENATOR LUECHTEFELD:

You know, I -- I don't know whether that's actually fair and you might agree with that, that it might not be, because down the road, as -- as the hold harmless went away, somebody -- you know, someone's really going to get nailed at the end of that and I think that happened last time. Tell me, would -- would -- the system that you have right now, are -- are the categorical means tested or does everyone get basically the same per student?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

The one that comes to mind immediately is transportation reimbursement. There is a level of asking the question what is the need for a district, you know, assessing local resources, ability to pay, those types of things. A vast majority of the spending in the categorical grant programs is not, which is why I think we came up with the recommendation to have an integrated formula so that we can have a greater degree of our resources,

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even during difficult budget times, going through a needs-based filter or test in the State budget.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

SENATOR LUECHTEFELD:

Another concern that -- that -- and a question that's not been asked. Let's say we -- we do this - and I suspect that you would not have called it today unless you have the votes to get that done. Do you have any clue what will happen at that point in the House?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

No, I don't. Here's what I do know. The House has had multiple hearings. I think the House understands the magnitude of the issue, at least from my conversations with Members that have been involved in this process, going back again to our hearings. I would hope that, you know, both sides of the aisle in the House would recognize the critical nature of our system today and, you know, how close we are to having a system that is almost irreparable, which I think should be motivation for all of us to have this debate and to move forward with something that changes it. So I couldn't -- Senator Luechtefeld, I couldn't give you a definitive answer, just like I don't think anybody in this room could, but I do know that they have paid a lot of attention to this this year and I do know that they understand the critical nature of what we're facing with school funding today in the State.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

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SENATOR LUECHTEFELD:

You know, I -- I listened to -- to the criticisms of your bill and some have merit, some -- the one I think that has some merit, and I'd just like you to give an answer to it, and that is, you -- we are going to, obviously, give more money in the -- to the -- to the Chicago Public School system without any changes or reforms. I think an argument that had merit is we're basically saying, okay, here's what you're doing with your money and -- and the results are not good. And I understand that they have a lot of problems that the rest don't have, but are we now saying that we're going to give you more money and hope for better results? How would you answer that, if you would, please?

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar.

SENATOR MANAR:

That's a good question. So, first of all, I would say that there are plenty of school districts in the State that have the same financial challenges as CPS today. I think there are and I think they're numerous and I think they're going to become more numerous as time goes on. We focus on CPS because it's politically charged. It's the largest district. But let's be honest, there are districts across Illinois that face the same financial circumstances as the Chicago Public School system today. As far as accountability, you know, I think it's very difficult to expect the same results from districts when some districts, like in Germantown, spend six thousand dollars a student and other districts, like in Rondout, spend thirty-two thousand, but we hold them to the same standards today. We expect the same outcomes from those teachers in those classrooms despite the fact that one

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spends five times as much money, which no one can deny has an impact on the outcome, but we hold them to the same standards. So I would agree with you, Senator, that we should have the highest standards and that we should hold districts accountable for those things, but we have to have the honest conversation if we're not funding one classroom at a fraction of another, how can we realistically, fairly expect them to produce the same outcome, which is the system that we have today? This bill seeks to change that, so I think it puts us in a position as a -- as a Legislature to raise expectations for the thirteen billion dollars that we spend in public schools.

PRESIDING OFFICER: (SENATOR LINK)

Senator Luechtefeld.

SENATOR LUECHTEFELD:

You know, back when you introduced the first bill, I can remember getting up and saying, "I think you're headed in the right direction", but -- but -- but, Senator, this -- obviously, I voted Present because I thought that and I still believe that. I -- I just am concerned about things like what -- what's going to happen in the House? What kind of money are we -- is going to be available? I can't imagine that there will be a lot of money available, and if there isn't a lot of money available, then there are going to be some big losers and some winners. And -- and -- and -- and, again, is that -- are those the right winners and the right losers? And what happens in the House? I think this has a long way to go. You know, obviously, I -- I was around here and there are a few legislators here who were around here during the Edgar administration when this attempted to take place. We found out in the end that it really wasn't about a Republican or

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Democrat; it was about -- does this help my district. And -- and I -- and I suspect that in the end when this bill, if it ever, comes back from the House, it will be -- it will be determined by how many districts it helps and how many districts it doesn't. But until that happens, I would recommend a -- a Present vote, and I'm sure you have the votes to get it over there, and then we'll see what happens. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Our final speaker, Senator Sullivan.

SENATOR SULLIVAN:

Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Purpose do you rise, sir?

SENATOR SULLIVAN:

Thank you, Mr. President. I'd like to speak to Senate Bill 231.

PRESIDING OFFICER: (SENATOR LINK)

Speak to the bill.

SENATOR SULLIVAN:

Well, first of all, I'd just like to make a couple of observations. My -- my first observation is, and -- and -- I've never seen a legislator probably understand a bill any better than Senator Manar. You've been asked some very difficult questions. Understand it's a five-hundred-page bill. Usually, you have a bunch of staff standing around you, as we all know, and a difficult question comes up and you turn around and you ask your staff, where is that in the bill? And you have some great staffers standing around you, don't get me wrong, but you haven't asked anybody any questions. So the time and the effort that you've put in to

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understanding a formula, a funding formula for education that I don't think anybody in this Chamber really understands, other than yourself - I just want to say kudos to you, number one. That's my first observation. My second observation is that this is my fourteenth year and I don't think I have ever heard a debate or listened to a debate like I've heard today. Of the -- the -- the Senators that stood up to speak against this bill, I get the sense that they were looking for an excuse to vote against it. They were looking for reasons to vote against this measure, not based on what the bill does, but looking for an excuse to justify their No vote. That's my second observation. My third observation is, yesterday Governor Rauner was at a press conference and he said that the current formula was created by Democrats and that's not true. The current formula that the school funding formula is based on today, the current formula, was created by Governor Edgar. Senate was controlled by Republicans and of course the House was controlled by Democrats, so it was a bipartisan formula and that includes the Chicago block grant was a part of that discussion as well. Now, those are my observations. I -- there's been some discussion - the word has been thrown out today several times and of course a lot over the last couple months - about this being a bailout for Chicago. Ladies and Gentlemen, I am fortunate to represent the largest Senate district in the State of Illinois. If you look at the geographic territory, it's the largest in the State. I have thirty -- according to the handout, I have thirty-eight school districts - thirty-eight school districts. Some of them get additional money under this 231 Bill, some of 'em break even, held harmless, but -- two -- three of those districts, Beardstown - Senator Morrison, your hometown - gets almost nine

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hundred million {sic} more dollars. Is that a bailout for Beardstown? Would you call that a -- bailout? I wouldn't. I don't believe anybody else in here would. Galesburg, 1.8 million dollars, about almost a ten percent increase in funding for Galesburg. Abingdon-Avon, a little school district none of you have ever heard of, I'm sure, two hundred thousand dollars. Is that a bailout for those districts? No, it's not a bailout. It's channeling money to the districts that need it the most. We have been operating -- the current formula is -- is -- is flawed because it's not based on need. It's not based on equity. It's based on zip code and that is not -- we've heard the -- the discussion today has been fascinating. It's just been absolutely fascinating. And, Senator Manar, some of the comments and the numbers that you've come up with about the spending that is going into some district versus other districts, what tax rates are in some -- some districts versus what they are in other districts, it's -- it's absolutely -- it's -- it's kind of unbelievable. This legislation, Senate Bill 231, it's not perfect. I don't think anybody knows -- would agree {sic} with that, but we do know that the current formula is flawed. It is not equitable. It is not based on need. It -- with the precious dollars that we have, we need to make sure that those dollars are going to the districts that need them the most. I rise in strong support and I certainly ask for an Aye vote on the legislation.

PRESIDING OFFICER: (SENATOR LINK)

Senator Manar, to close.

SENATOR MANAR:

Thank you, Mr. President. I appreciate -- appreciate the remarks from my colleagues. I appreciate the time that we've spent

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debating this bill and the questions - all are critical questions, all have to be part of this debate. I want to begin by talking about costs and I want to end by talking about poverty and then I'll wrap it up. Much has been talked about with costs associated with this bill and that's giving a critical view of one side of the ledger in the State and I think we should force ourselves to have the conversation about what is the cost to State government and its taxpayers if we don't get this right. We should talk about that cost. The fact that we spend twenty-four hundred dollars per year for thirteen years less on students that live in poverty versus those that don't has a cost associated with it. We see it in our budget; we see it in the Department of Corrections; we see it in the Medicaid program; we see it all over our State budget, because we have failed to get school funding right. There is a cost associated with this bill upfront. I view it as a down payment to getting this right, which I think will help us tremendously down the road with our budget. And then finally, we've debated the provisions of the bill. This bill gets us - without question - gets us closer to a more equitable system. Over time, it will be achieved. Along with this bill, we have to put more resources into the model. That's one of the failings of the current model and failings of past years, where we didn't keep up. At the same time, the State had changed. Property values have gone up and down; the number of bilingual students in the State has ballooned - East Moline, one in five are bilingual today - but you wouldn't know it by our budget. You wouldn't know it by our budget, but that's a cost driver, so we recognize those cost drivers for every district in the State in this bill. That alone, that change alone, would help the neediest districts in the State.

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And then, finally, I -- I want to talk about poverty, the effect of poverty, which is a word we don't say too often on the Senate Floor, we debate it from time to time, and I want -- I would ask my colleagues to look at this bill as one of the most profound anti-poverty measures that we will take up in any number of years. This bill will attack poverty in the classroom, plain and simple. It will attack poverty in the classroom. Our current formula doesn't contemplate that, which means we're not using the thirteen billion dollars that we spend on public schools wisely. And I want you to think about a kindergarten student in your district walking into the classroom for the first time. It's an exciting time. My son is in -- my youngest is in first grade and I remember when he was going to kindergarten, it was the first step into education. You know, he picks out his book bag and he picks out his lunch box, and it's an exciting time because it's exciting as something new, but it's also exciting because that's the first step to opportunity for kids. It's opening up doors to public education, opening up knowledge, opening up understanding. It's kind of a seminal moment in a child's life, kindergarten. But we should be honest and stop pretending in this Body and in State government that for too many kids going to kindergarten on the first day, they may think that they have all the opportunity in front of them in the world, but in far too many classrooms in small towns, in urban neighborhoods in the City of Chicago and in the suburbs, we shouldn't pretend that they do, because they don't, because their path in life, the outcome that they will have in grade twelve is already predetermined before they step foot into a classroom and that's because poverty has its stronghold on our State in places that has never seen it. This bill is designed to

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address that. It's designed to address it at the heart of the issue and that's public education. It is not a perfect bill - Senator Sullivan, I agree with you - but I'll tell you this, it goes a long way to correcting problems that have been plaguing us for two decades in Illinois. I appreciate the debate. I ask for an Aye vote. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

The question is, shall Senate Bill 231 pass. All those in favor will vote Aye. Opposed, Nay. The voting is open. Have all voted who wish? Have all voted who wish? Have all voted who wish? Take the record. On that question, there are 31 Ayes, 21 Nays, 3 voting Present. Senate Bill 231, having received the required constitutional majority, is declared passed. Senator Sullivan, for what purpose do you rise?

SENATOR SULLIVAN:

It's a point of personal privilege.

PRESIDING OFFICER: (SENATOR LINK)

State your point.

SENATOR SULLIVAN:

Just want the record to reflect on that last discussion on Senate Bill 231, I said Beardstown was receiving nine hundred million; obviously, it was nine hundred thousand. They'd love to receive that. So wanted to correct that for the record.

PRESIDING OFFICER: (SENATOR LINK)

They were requesting you to be the sponsor of the bill. Senator Hastings, for what purpose do you rise?

SENATOR HASTINGS:

Point of personal privilege, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

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State your point.

SENATOR HASTINGS:

Since we're on the topic of education, there's a -- a group downstairs that are represented across the State of Illinois that -- young students and their teachers. They're -- they're displaying their technological prowess over all of us in this Chamber with TECH 2016. I want to introduce the TECH 2016 coach here. She just so happens to be a very close friend of the family, and if it wasn't for her family, my grandmother, who passed away, wouldn't have been so good -- or so -- taken care of so specially, and I just want to say thanks to Ms. Deb Balayti. Deb, would you please stand up? And her friend, Toni Hotzfield. If you wouldn't mind please standing up. And give 'em a warm Springfield welcome. Thank you, Mr. President.

PRESIDING OFFICER: (SENATOR LINK)

Welcome to Springfield. President Cullerton, for what purpose do you rise?

SENATOR J. CULLERTON:

Purposes of an announcement.

PRESIDING OFFICER: (SENATOR LINK)

State your announcement.

SENATOR J. CULLERTON:

I wanted to remind the Members that when we set our Calendar up, we usually do it as early as the Veto Session and we attempt to schedule enough days so that we can complete our business. But the amount of business depends on how many bills are introduced and how long it takes to debate 'em and the like. So we, on a case-by-case basis each week, we decide whether or not we're in a position to cancel any days and we've made great progress on the

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3rd Reading -- I'm sorry, on the -- on the House bills in -- in committee and, as a result, we're going to be able to cancel Session on Friday, May 13th. So we will cancel this Friday. Thank you.

PRESIDING OFFICER: (SENATOR LINK)

Senator Bennett, for what purpose do you rise?

SENATOR BENNETT:

Purpose of announcement.

PRESIDING OFFICER: (SENATOR LINK)

State your announcement.

SENATOR BENNETT:

Thank you. Of course, today is TECH Day in the Capitol and that's a nice segue into some of the events that's going to be happening. On Thursday morning for breakfast, I'd like to invite you all to the Stratton Building to M-1 Conference Room. As the Chair this year of the Innovation and Technology Legislative Caucus -- well, they're going to be having a breakfast at 8 a.m. on Thursday, May 12th, at the M-1 Conference Room over at Stratton. There's going to be some kind of cool technology demonstrations, including how we can prepare and -- and -- and better arrange for our safety and security procedures online. So I'm going to have invitations. I'll pass 'em around. Would love for you to join us for breakfast on Thursday at 8. Thanks.

PRESIDING OFFICER: (SENATOR LINK)

I just want to remind all Members, upon adjournment, committee meetings that are on schedule will start immediately upon adjournment. There being no further business to come before the Senate, the Senate stands adjourned -- excuse -- excuse me. There being no further business to come before the Senate, the Senate

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stands adjourned until the hour of 12 noon on the 11th day of May,
2016. The Senate stands adjourned.