

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the
5 Language Equality Acquisition for Deaf, Hard of Hearing, or
6 DeafBlind Children Act.

7 Section 5. Findings and goal.

8 (a) The General Assembly finds that there is an urgent and
9 substantial need to do all of the following:

10 (1) Develop a State-recognized language needs and
11 monitoring program for deaf, hard of hearing, or DeafBlind
12 children with language and communication developmental
13 milestones to assist parents, guardians, and educators in
14 determining the language and communication needs and goals
15 of deaf, hard of hearing, or DeafBlind children.

16 (2) End language deprivation in children who are deaf,
17 hard of hearing, or DeafBlind through proper assessment,
18 monitoring, and tracking of language and communication
19 developmental milestones.

20 (3) Provide access to primary languages to be used at
21 home, including, but not limited to, American Sign
22 Language, English, or Protactile, all of which are
23 essential in the development of cognition, communication,

1 literacy, and language in deaf, hard of hearing, or
2 DeafBlind children and in enhancing preschool and
3 kindergarten readiness.

4 (4) Maximize resources associated with early
5 intervention services by ensuring deaf, hard of hearing,
6 and DeafBlind children have the necessary language
7 foundation to communicate, learn, and achieve their
8 maximum potential.

9 (5) Enhance deaf, hard of hearing, or DeafBlind,
10 children's independence, linguistic proficiency,
11 productivity, and socialization with peers, family, and
12 the community, as well as maximize the potential for these
13 children to thrive in childhood, adolescence, and
14 adulthood.

15 (b) The General Assembly declares that the goal of this
16 State is for deaf, hard of hearing, or DeafBlind children to
17 enter public and nonpublic schools in this State prepared for
18 learning, able to communicate with peers and staff, and with
19 access to resources to help these children succeed.

20 Section 10. Definitions. As used in this Act:

21 "Advisory committee" means the advisory committee
22 established under Section 25.

23 "American Sign Language" means a complete, visual, and
24 manual sign language with its own grammar and syntax that is
25 used by many deaf or hard of hearing individuals.

1 "Communication" means the process of exchanging
2 information between individuals or groups that involves the
3 transmission of ideas, feelings, or facts from one person, the
4 sender, to another, the receiver, and may be verbal or
5 nonverbal and plays a crucial role in human interaction.

6 "DeafBlind" means concomitant hearing and vision
7 impairments, the combination of which causes such significant
8 communication, developmental, or educational needs that they
9 cannot be accommodated solely for children with deafness or
10 low-vision blindness.

11 "English" means a method of human communication consisting
12 of the use of English words in a structured and conventional
13 way, including spoken English, written English, and English
14 with or without the use of visual or tactile supplements or
15 dual language services.

16 "English literacy" means the ability to read and write in
17 English.

18 "Kindergarten readiness" means language, communication,
19 early reading and math literacy, and social skills development
20 for each language of the home that is consistent with
21 age-related peers by kindergarten.

22 "Language" means the age-appropriate development of human
23 communication, spoken, written, or signed, consisting of the
24 use of words and signs in a structured and conventional way.

25 "Language and communication developmental milestones"
26 means milestones of development measured by validated

1 instruments used to meet the requirements of federal law for
2 the assessment of children from birth to 5 years of age.

3 "Protactile" means the value of touch-based interactions
4 for the purposes of communication for individuals who are
5 DeafBlind that has its own grammar and syntax and that allows
6 for individuals to connect with the world around them and
7 fosters greater independence for those with multisensory
8 impairments.

9 Section 15. Applicability.

10 (a) This Act applies to children from birth to 5 years of
11 age.

12 (b) This Act is subject to appropriation.

13 Section 20. Language needs and monitoring program for
14 deaf, hard of hearing, or DeafBlind children.

15 (a) The Department of Human Services, in consultation with
16 the Illinois School for the Deaf, the Deaf and Hard of Hearing
17 Commission, the Department of Early Childhood, the State Board
18 of Education, and the Department of Public Health, shall
19 establish a language needs and monitoring program for deaf,
20 hard of hearing, or DeafBlind children. The scope of the
21 program shall include language and communication developmental
22 milestones in American Sign Language, English, Protactile, or
23 the primary language used in the home. The purpose of the
24 program is to assess, monitor, and track the language and

1 communication developmental milestones of children who are
2 deaf, hard of hearing, or DeafBlind and develop a resource for
3 use by parents and guardians to monitor and support deaf, hard
4 of hearing, or DeafBlind children's expressive and receptive
5 language acquisition and developmental stages toward English
6 literacy and kindergarten readiness.

7 (b) The resource developed under subsection (a) shall:

8 (1) consider the language and communication
9 developmental milestones recommended by the advisory
10 committee;

11 (2) be appropriate for use, in both content and
12 administration, with deaf, hard of hearing, or DeafBlind
13 children who use American Sign Language, English,
14 Protactile, or the primary language used in the home;

15 (3) include and present evidence-based language and
16 communication developmental milestones for typically
17 developing children, by age range; language and
18 communication development milestones shall be aligned with
19 this State's infant, toddler, preschool-age, and
20 school-age guidelines, as well as federal laws and State
21 standards in English language arts and related programs;

22 (4) be provided in English, American Sign Language,
23 Protactile, and the primary language used in the home for
24 clarity and ease of use by parents, guardians, health care
25 professionals, interventionists, and educators;

26 (5) be consistent with State and federal guidelines on

1 early intervention, identification, diagnosis, and early
2 childhood education;

3 (6) inform parents and guardians of their right to
4 choose their preferred language that will be used to
5 communicate and provide a language-rich learning
6 environment for their child, including English, American
7 Sign Language, Protactile, or the primary language used in
8 the home;

9 (7) inform parents and guardians that they may bring
10 the resource to an individualized family service plan,
11 individualized education program, or federal Section 504
12 plan meeting for purposes of supporting their choices and
13 observations regarding their child's language and
14 communication development; the resource shall include
15 evidence-based and comprehensive information about
16 American Sign Language, English, Protactile, or the
17 primary language used in the home, as well as available
18 services and programs; and

19 (8) make clear that the resource is a checklist of
20 language and communication developmental milestones that
21 has been created from evidence-based resources and
22 completed by a parent or guardian and professionals
23 together and may have similarities and differences from
24 standardized testing presented at an individualized family
25 service plan, individualized education program, or federal
26 Section 504 plan meeting; the parent or guardian shall be

1 made aware that the school district is not required to use
2 the resources, language and communication developmental
3 milestones, or specific assessments in this subsection and
4 subsection (a) that are recommended by the advisory
5 committee for the purpose of developing the individualized
6 family service plan, individualized education program, or
7 federal Section 504 plan.

8 (c) The Department of Human Services, in consultation with
9 the Illinois School for the Deaf, the Deaf and Hard of Hearing
10 Commission, the Department of Early Childhood, the State Board
11 of Education, and the Department of Public Health, shall
12 consult with subject matter experts on the advisory committee
13 in selecting from lists of validated tools or assessments for
14 interventionists and educators to be used in the assessment of
15 language, communication, and preliteracy development for deaf,
16 hard of hearing, or DeafBlind children, in accordance with
17 assessment requirements under the federal Individuals with
18 Disabilities Education Act and Section 10-65 of the Department
19 of Early Childhood Act. The selection of the tools or
20 assessments shall:

21 (1) be in a format that shows language and
22 communication developmental milestones;

23 (2) take into consideration the recommendations of the
24 advisory committee to measure the development of deaf,
25 hard of hearing, or DeafBlind children's expressive and
26 receptive language acquisition and language and

1 communication developmental milestones toward literacy;

2 (3) be selected from a list of tools or assessments
3 used to assess the development of all children; and

4 (4) be appropriate, in both content and
5 administration, for use with deaf, hard of hearing, or
6 DeafBlind children.

7 The tools or assessments may be used, in addition to the
8 assessments required by federal law, by a child's
9 individualized family service plan or individualized education
10 program, as applicable, to track a deaf, hard of hearing, or
11 DeafBlind child's progress and to establish or modify an
12 individualized family service plan or individualized education
13 program. Children with federal Section 504 plans shall be
14 assessed to ensure appropriate services are provided. The
15 tools or assessments may reflect the recommendations of the
16 advisory committee.

17 (d) The Department of Human Services, in consultation with
18 the Illinois School for the Deaf, the Deaf and Hard of Hearing
19 Commission, the Department of Early Childhood, the State Board
20 of Education, and the Department of Public Health, shall
21 disseminate the resource developed under subsection (a) to the
22 parents or guardians of deaf, hard of hearing, or DeafBlind
23 children and, pursuant to federal law, the Department of Human
24 Services shall disseminate the tools and assessments selected
25 under subsection (c) to early intervention entities and school
26 districts for consideration in the development and

1 modification of individualized family service plans,
2 individualized education programs, and federal Section 504
3 plans.

4 (e) The Department of Human Services shall make available
5 to parents and guardians materials and training on the tools,
6 assessments, and resources for deaf, hard of hearing, or
7 DeafBlind children.

8 (f) Beginning on July 1, 2028, an annual language
9 assessment shall be offered to the parent or guardian of each
10 child who is deaf, hard of hearing, or DeafBlind, in
11 accordance with the federal Individuals with Disabilities
12 Education Act and Section 10-65 of the Department of Early
13 Childhood Act. The language assessment shall be administered
14 by a credentialed or licensed professional who meets the
15 qualifications established by the test developer and
16 demonstrates proficiency in the language being assessed.

17 A deaf, hard of hearing, or DeafBlind newborn child shall
18 be screened by the time the child turns one month old,
19 diagnosed no later than 3 months of age, and referred to an
20 early intervention program by the time the child turns 6
21 months old. Following the referral to an early intervention
22 program, the initial evaluation, assessment, and
23 individualized family service plan meeting shall occur within
24 45 days. Services shall begin no later than 30 days after the
25 consent of the parent or guardian is obtained as required by
26 the federal Individuals with Disabilities Education Act and

1 Section 10-65 of the Department of Early Childhood Act.

2 A deaf, hard of hearing, or DeafBlind child with late
3 onset hearing loss shall be diagnosed no later than 3 months
4 after a suspected hearing loss and immediately referred to
5 services after diagnosis.

6 If a deaf, hard of hearing, or DeafBlind child is referred
7 to an early intervention program, a formal assessment shall be
8 offered, in person or virtually, by a developmental
9 therapist-hearing or discipline-specific credentialed
10 provider upon program entry and at yearly intervals, in
11 accordance with the federal Individuals with Disabilities
12 Education Act and Section 10-65 of the Department of Early
13 Childhood Act. Developmental therapists-hearing and
14 discipline-specific credentialed providers shall be expected
15 to refer out as appropriate for children whose primary
16 language is American Sign Language or Protactile to ensure
17 assessments of children are completed by individuals with the
18 ability to accurately conduct such assessments.

19 A deaf, hard of hearing, or DeafBlind child entering
20 school with an individualized education program or federal
21 Section 504 plan shall receive a formal assessment implemented
22 by a licensed teacher of the deaf or discipline-specific
23 licensed teacher. Licensed teachers of the deaf or
24 discipline-specific licensed teachers shall be expected to
25 refer out as appropriate for children whose primary language
26 is American Sign Language or Protactile to ensure assessments

1 of children are completed by those individuals with the
2 ability to accurately conduct such assessments.

3 The advisory committee shall recommend the criteria that
4 may be used to identify those individuals who are qualified to
5 conduct accurate American Sign Language or Protactile
6 assessments.

7 In accordance with the federal Individuals with
8 Disabilities Education Act and Section 10-65 of the Department
9 of Early Childhood Act, if a deaf, hard of hearing, or
10 DeafBlind child does not demonstrate progress in expressive
11 and receptive language skills, the child's individualized
12 family service plan, individualized education program, or
13 federal Section 504 plan team shall be responsible for
14 identifying areas not meeting or progressing toward the
15 language and communication developmental milestones. Data
16 collected on children with disabilities in addition to hearing
17 loss, nonnative English speakers, and children with unilateral
18 or bilateral hearing loss shall be extrapolated and analyzed
19 independently to ensure data efficacy is not compromised. The
20 individualized family service plan, individualized education
21 program, or federal Section 504 plan team, including the
22 parents or guardians, shall consider specific strategies,
23 services, and programs to assist the child's success toward
24 learning the child's parent's or guardian's preferred
25 language. A follow-up meeting shall be scheduled within 30 to
26 60 days or as deemed appropriate by the individualized family

1 service plan, individualized education program, or federal
2 Section 504 plan team to determine the effects of the
3 recommendations.

4 (g) All activities in implementing this Section shall be
5 consistent with federal and State law regarding the education
6 of children with disabilities and the privacy of pupil
7 information.

8 Section 25. Advisory committee.

9 (a) An advisory committee on language needs and monitoring
10 shall be established. The advisory committee shall be composed
11 of subject matter experts, consumers, and parents or guardians
12 supporting deaf, hard of hearing, or DeafBlind children.

13 (b) The advisory committee shall consist of all of the
14 following voting members, each appointed by the Secretary of
15 Human Services, in consultation with the Illinois School for
16 the Deaf and the Deaf and Hard of Hearing Commission:

17 (1) One parent or guardian of a child who (i) is 18
18 years of age or younger at the time of the appointment,
19 (ii) is deaf, hard of hearing, or DeafBlind, and (iii)
20 uses the dual languages of American Sign Language and
21 English.

22 (2) One parent or guardian of a child who (i) is 18
23 years of age or younger at the time of the appointment,
24 (ii) is deaf, hard of hearing, or DeafBlind, and (iii)
25 uses primarily spoken English, without sign support.

1 (3) One expert on language outcomes for deaf and hard
2 of hearing children who use American Sign Language and the
3 English language.

4 (4) One licensed teacher of deaf and hard of hearing
5 children from a spoken English-only school or one expert
6 on language outcomes for deaf and hard of hearing children
7 using spoken English, with or without visual supplements.

8 (5) One licensed teacher of deaf and hard of hearing
9 children whose expertise is in curriculum and instruction
10 in American Sign Language and English, with or without
11 visual supplements, or one licensed teacher of deaf and
12 hard of hearing children whose expertise is in American
13 Sign Language and English language assessments, with or
14 without visual supplements.

15 (6) A psychologist with expertise in assessing deaf
16 and hard of hearing children who use or are fluent in
17 American Sign Language and English.

18 (7) One developmental therapist-hearing who works with
19 deaf and hard of hearing infants and toddlers who use the
20 dual languages of American Sign Language and the English
21 language.

22 (8) One licensed speech-language pathologist who has
23 expertise in working with children and who uses listening
24 and spoken language methodologies.

25 (9) One licensed speech-language pathologist who has
26 expertise in working with children who use American Sign

1 Language.

2 (10) One deaf person who represents the deaf
3 community.

4 (11) One DeafBlind individual, specialist, or educator
5 whose expertise is in DeafBlind advocacy or education.

6 (12) One licensed teacher of deaf and hard of hearing
7 children who also has significant experience in working
8 with deaf, hard of hearing, or DeafBlind children with
9 other educational disabilities.

10 (13) One licensed pediatric audiologist with working
11 knowledge of American Sign Language and English.

12 (c) The advisory committee shall consist of all of the
13 following ex officio, nonvoting members:

14 (1) The State Superintendent of Education or the State
15 Superintendent's designee.

16 (2) The Director of the Deaf and Hard of Hearing
17 Commission or the Director's designee.

18 (3) The Secretary of Early Childhood or the
19 Secretary's designee.

20 (4) The Director of Public Health or the Director's
21 designee.

22 (5) The Superintendent of the Illinois School for the
23 Deaf or the Superintendent's designee.

24 (6) The Secretary of Human Services or the Secretary's
25 designee.

26 The ex officio, nonvoting members shall provide support to

1 the advisory committee.

2 (d) The Secretary of Human Services, in consultation with
3 the Illinois School for the Deaf and the Deaf and Hard of
4 Hearing Commission, shall select a chairperson from among the
5 voting appointed members. The Department of Human Services
6 shall call an inaugural meeting of the advisory committee
7 within 120 days of the effective date of this Act. The advisory
8 committee may meet at any time in person or virtually at the
9 call of the chairperson.

10 (e) Members of the advisory committee shall serve without
11 compensation or travel reimbursement. Communication access
12 accommodations, such as interpreters and captioning, must be
13 provided at all meetings to ensure full participation.

14 (f) A quorum of the advisory committee shall consist of a
15 simple majority of the members of the advisory committee,
16 voting and nonvoting. All actions and recommendations of the
17 advisory committee must be approved by an advisory committee
18 vote of the members appointed.

19 (g) Any vacancy in the advisory committee shall be filled
20 in the same manner as the original appointment.

21 (h) The Department of Human Services shall provide the
22 advisory committee with administrative support.

23 (i) On or before December 31, 2027, the advisory committee
24 shall submit to the Department of Human Services specific,
25 recommended action plans, timelines, anticipated costs, and
26 proposed rules necessary to fully implement language and

1 communication tools, assessments, and resources. The advisory
2 committee may:

3 (1) solicit input from experts on the selection of
4 language and communication developmental milestones
5 related to the resources, tools, and assessments;

6 (2) review and monitor the use of language and
7 communication assessments for children who are deaf, hard
8 of hearing, or DeafBlind;

9 (3) recommend criteria for qualified American Sign
10 Language and English experts who can support the initial
11 and periodic individualized family service plan,
12 individualized education program, or federal Section 504
13 plan team meetings; and

14 (4) recommend methods for documenting, monitoring, and
15 submitting to all State agencies, child-specific
16 information on language and communication assessment
17 results, language and communication developmental
18 milestones, assessment tools, and the progress of a child.

19 The periodic assessment results and longitudinal progress
20 ultimately implemented by the Department of Human Services,
21 considering the recommendations of the advisory committee and
22 in consultation with the Deaf and Hard of Hearing Commission,
23 the Department of Early Childhood, the State Board of
24 Education, and the Department of Public Health, shall be made
25 available on the child-specific level to each State agency and
26 to the parent or guardian of the child, teachers, and other

1 professionals involved in the early intervention and education
2 of the child.

3 (j) The specific recommended action plans and proposed
4 rules developed by the advisory committee shall include, but
5 are not limited to, all of the following:

6 (1) Language and communication assessments that
7 include child-specific data collection and timely tracking
8 in a statewide data system of a child's development to
9 provide information about the child's receptive and
10 expressive language compared to the child's typically
11 developing, age-related peers who are not deaf, hard of
12 hearing, or DeafBlind.

13 (2) Language and communication assessments conducted
14 in accordance with the federal Individuals with
15 Disabilities Education Act and Section 10-65 of the
16 Department of Early Childhood Act, as well as standardized
17 procedures and timelines to monitor and track language and
18 communication developmental milestones in both receptive
19 and expressive language acquisition by language and
20 communication developmental milestones toward
21 kindergarten readiness for all children who are deaf, hard
22 of hearing, or DeafBlind.

23 (3) Language and communication assessments delivered
24 in American Sign Language, English, Protactile, or the
25 primary language used in the home that have been validated
26 for the specific purposes for which each assessment is

1 used and appropriately normed.

2 Language and communication assessments shall be
3 administered by individuals who are proficient and have
4 expertise in the language and communication developmental
5 stages of American Sign Language, English, Protactile, or the
6 primary language used in the home.

7 Language and communication assessment results may be used
8 to guide individualized family service plan, individualized
9 education program, or federal Section 504 plan teams for the
10 purpose of reviewing a child's progress in language and
11 communication development.

12 Language and communication assessment results shall be
13 reported to the parent or guardian of a child. Child-specific
14 data, in accordance with federal and State laws, shall be
15 reported to the Department of Human Services, which shall
16 ensure it is available to appropriate staff at the Deaf and
17 Hard of Hearing Commission, the Department of Early Childhood,
18 the State Board of Education, and the Department of Public
19 Health. One designated State agency shall publish annual
20 reports related to this Act.

21 Language and communication assessment results shall be
22 reported annually to the child's individualized family service
23 plan, individualized education program, or federal Section 504
24 plan team to assist the individualized family service plan,
25 individualized education program, or federal Section 504 plan
26 team in ensuring that appropriate language and communication

1 development remains a priority and continues to be monitored.

2 (k) This Section is repealed on January 1, 2028.

3 Section 30. Joint action plan on deaf, hard of hearing, or
4 DeafBlind children. On or before July 1, 2028, the Department
5 of Human Services, in consultation with the Illinois School
6 for the Deaf, the Deaf and Hard of Hearing Commission, the
7 Department of Early Childhood, the State Board of Education,
8 and the Department of Public Health, shall publish a joint
9 action plan that considers the recommendations of the advisory
10 committee and may propose legislation and rules necessary to
11 implement this Act. The joint action plan may include
12 recommendations on all of the following:

13 (1) Evidence-based and research-supported tools to
14 help identify deaf, hard of hearing, or DeafBlind
15 children.

16 (2) The development of evidence-based resources and
17 training for parents, guardians, health care providers,
18 interventionists, and educators about State resources
19 available to deaf, hard of hearing, or DeafBlind children
20 of school age.

21 (3) Ways to connect deaf, hard of hearing, or
22 DeafBlind adults with families supporting children in need
23 of support.

24 (4) Training and resources for physicians and other
25 health care providers on how to connect deaf, hard of

1 hearing, or DeafBlind children and their parents or
2 guardians to resources and support.

3 Section 35. Reporting. On or before January 1, 2030 or 2
4 years after the tools and assessments under Section 20 are
5 implemented, whichever is later, the Department of Human
6 Services, in consultation with the Illinois School for the
7 Deaf, the Deaf and Hard of Hearing Commission, the Department
8 of Early Childhood, the State Board of Education, and the
9 Department of Public Health, shall publish aggregate
10 deidentified data on (i) the number of children from birth to 3
11 years of age who have been diagnosed as deaf, hard of hearing,
12 or DeafBlind, (ii) the number and scope of individualized
13 education programs written for children aged 3 to 5 years who
14 are enrolled in public preschool programs and who are deaf,
15 hard of hearing, or DeafBlind, and (iii) the number and scope
16 of individualized education programs for children in
17 kindergarten and first grade who are deaf, hard of hearing, or
18 DeafBlind. The Department of Human Services, in consultation
19 with the Illinois School for the Deaf, the Deaf and Hard of
20 Hearing Commission, the Department of Early Childhood, the
21 State Board of Education, and the Department of Public Health,
22 may add additional data reporting recommendations. The data
23 must be shared within the requirements of the federal Family
24 Educational Rights and Privacy Act of 1974, the Illinois
25 School Student Records Act, and the Personal Information

1 Protection Act.

2 Section 40. Information sharing.

3 (a) For the purposes of documentation and the coordination
4 of medical care, intervention, or educational services, the
5 Department of Human Services, the Illinois School for the
6 Deaf, the Deaf and Hard of Hearing Commission, the Department
7 of Early Childhood, the State Board of Education, and the
8 Department of Public Health may, after obtaining consent,
9 share screening, diagnosis, intervention, education,
10 assessment, and monitoring information with other State
11 agencies or a child's parent or guardian.

12 (b) For the purposes of documentation and the coordination
13 of medical care, intervention, or educational services, the
14 Department of Human Services, the Illinois School for the
15 Deaf, the Deaf and Hard of Hearing Commission, the Department
16 of Early Childhood, the State Board of Education, and the
17 Department of Public Health may, after obtaining consent,
18 share screening, diagnosis, intervention, education,
19 assessment, and monitoring information in accordance with
20 applicable State and federal laws. Medical care facilities,
21 health care providers, early interventionists, local health
22 departments, and the University of Illinois at Chicago
23 Division of Specialized Care for Children may submit relevant
24 information or reports about newborn, infant, and child
25 screening, diagnosis, intervention, education, assessment, or

1 follow-up services for those services provided. To the extent
2 practicable, reporting shall be done as soon as possible after
3 the date of service or an inquiry from a State agency. Reports
4 shall be in a format determined by the reporting State agency.

5 (c) The Department of Human Services, in consultation with
6 the Illinois School for the Deaf, the Deaf and Hard of Hearing
7 Commission, the Department of Early Childhood, the State Board
8 of Education, and the Department of Public Health, may
9 exchange, in adherence with confidentiality and nondisclosure
10 requirements, child-specific data for children who are deaf,
11 hard of hearing, or DeafBlind only in order to support
12 children and their families and assist in the transition and
13 continuity of care and for the purposes of this Act.

14 (d) Except in cases of willful or wanton misconduct, no
15 health care provider, hospital, or medical facility acting in
16 compliance with this Section is civilly or criminally liable
17 for any act performed in compliance with this Section,
18 including furnishing information required under this Section.

19 Section 90. Rulemaking. The Department of Human Services,
20 in consultation with the Illinois School for the Deaf, the
21 Deaf and Hard of Hearing Commission, the Department of Early
22 Childhood, the State Board of Education, and the Department of
23 Public Health, may adopt any rules necessary to implement this
24 Act.

25 Section 99. Effective date. This Act takes effect upon

1 becoming law.