



Rep. Carol Ammons

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1 AMENDMENT TO SENATE BILL 458

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

5 "Article 5.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 (105 ILCS 5/27A-5)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19 (6) the Illinois School Student Records Act;

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

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

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

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

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

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

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

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

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

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

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

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

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

3 Article 10.

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

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

7 Sec. 11. Individualized Family Service Plans.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8 Article 15.

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

12 Section 15-5. Findings; policies.

13 (a) The General Assembly finds the following:

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

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

23 (3) Illinois has a vigorous early childhood education

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

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

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

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

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

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

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

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

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

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

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

1 economically equitable opportunities and outcomes for all
2 children.

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

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

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

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

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

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

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

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

1 childhood education and care system for Illinois.

2 Article 20.

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

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

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

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

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

1 (4) Different subpopulations of individuals may have
2 different needs and may experience different outcomes from
3 similar programs.

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

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

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

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

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

23 (10) Data governance and the classification of data is
24 a critical component of improving the security and privacy
25 of data.

26 (11) The P-20 Longitudinal Education Data System Act,

1 enacted by Public Act 96-107, was created in 2009 to
2 develop the capacity to match data across agencies and
3 provide for improved data analytics across education
4 agencies.

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

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

12 (14) Merging data across agencies has highlighted the
13 degree to which there are different approaches to capturing
14 similar data across agencies, including how race and
15 ethnicity data are captured.

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

18 (A) Cataloging data.

19 (B) Managing data requests.

20 (C) Sharing data.

21 (D) Collecting data.

22 (E) Matching data across agencies.

23 (F) Developing research and analytic agendas.

24 (G) Reporting on program participation
25 disaggregated by race and ethnicity.

26 (H) Evaluating equitable outcomes for underserved

1 populations in Illinois.

2 (I) Defining common roles for data management
3 across agencies.

4 Section 20-10. Definitions. In this Act:

5 "Board" means the State Board of Education.

6 "Department" means any of the following: the Department on
7 Aging, the Department of Central Management Services, the
8 Department of Children and Family Services, the Department of
9 Corrections, the Department of Juvenile Justice, the Illinois
10 Department of Labor, the Department of Healthcare and Family
11 Services, the Department of Human Services, the Department of
12 Public Health, or the Illinois Department of Transportation.

13 Section 20-15. Data Governance and Organization to Support
14 Equity and Racial Justice.

15 (a) On or before July 1, 2022 and each July 1 thereafter,
16 the Board and the Department shall report statistical data on
17 the racial and ethnic demographics of program participants for
18 each major program administered by the Board or the Department.
19 Except as provided in subsection (b), when reporting the data
20 required under this Section, the Board or the Department shall
21 use the same racial and ethnic classifications for each
22 program, which shall include, but not be limited to, the
23 following:

24 (1) American Indian and Alaska Native alone.

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

8 The Board and the Department may further define, by rule,
9 the racial and ethnic classifications, including, if
10 necessary, a classification of "No Race Specified".

11 (c) If a program administered by the Board or the
12 Department is subject to federal reporting requirements that
13 include the collection and public reporting of statistical data
14 on the racial and ethnic demographics of program participants,
15 the Department may maintain the same racial and ethnic
16 classifications used under the federal requirements if such
17 classifications differ from the classifications listed in
18 subsection (a).

19 (d) The Department of Innovation and Technology shall
20 assist the Board and the Department by establishing common
21 technological processes and procedures for the Board and the
22 Department to:

- 23 (1) Catalog data.
- 24 (2) Identify similar fields in datasets.
- 25 (3) Manage data requests.
- 26 (4) Share data.

1 (5) Collect data.

2 (6) Improve and clean data.

3 (7) Match data across the Board and Departments.

4 (8) Develop research and analytic agendas.

5 (9) Report on program participation disaggregated by
6 race and ethnicity.

7 (10) Evaluate equitable outcomes for underserved
8 populations in Illinois.

9 (11) Define common roles for data management.

10 (12) Ensure that all major programs can report
11 disaggregated data by race and ethnicity.

12 The Board and the Department shall use the common
13 technological processes and procedures established by the
14 Department of Innovation and Technology.

15 (e) If the Board or the Department is unable to begin
16 reporting the data required by subsection (a) by July 1, 2022,
17 the Board or the Department shall state the reasons for the
18 delay under the reporting requirements.

19 (f) By no later than March 31, 2022, the Board and the
20 Department shall provide a progress report to the General
21 Assembly to disclose: (i) the programs and datasets that have
22 been cataloged for which race and ethnicity has been
23 standardized; and (ii) to the extent possible, the datasets and
24 programs that are outstanding for each agency and the datasets
25 that are planned for the upcoming year. On or before March 31,
26 2023, and each year thereafter, the Board and Departments shall

1 provide an updated report to the General Assembly.

2 (g) By no later than October 31, 2021, the Governor's
3 Office shall provide a plan to establish processes for input
4 from the Board and the Department into processes outlined in
5 subsection (b). The plan shall incorporate ongoing efforts at
6 data interoperability within the Department and the governance
7 established to support the P-20 Longitudinal Education Data
8 System enacted by Public Act 96-107.

9 (h) Nothing in this Section shall be construed to limit the
10 rights granted to individuals or data sharing protections
11 established under existing State and federal data privacy and
12 security laws.

13 Article 25.

14 Section 25-5. The School Code is amended by adding Section
15 22-90 as follows:

16 (105 ILCS 5/22-90 new)

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

18 (a) The General Assembly makes all of the following
19 findings:

20 (1) The COVID-19 pandemic has exposed systemic
21 inequities in American society. Students, educators, and
22 families throughout this State have been deeply affected by
23 the pandemic, and the impact of the pandemic will be felt

1 for years to come. The negative consequences of the
2 pandemic have impacted students and communities
3 differently along the lines of race, income, language, and
4 special needs. However, students in this State faced
5 significant unmet physical health, mental health, and
6 social and emotional needs even prior to the pandemic.

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

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

19 (4) It is estimated that, overall, approximately 40% of
20 children in this State have experienced at least one
21 adverse childhood experience and approximately 10% have
22 experienced 3 or more adverse childhood experiences.
23 However, the number of adverse childhood experiences is
24 higher for Black and Hispanic children who are growing up
25 in poverty. The COVID-19 pandemic has amplified the number
26 of students who have experienced childhood trauma. Also,

1 the COVID-19 pandemic has highlighted preexisting
2 inequities in school disciplinary practices that
3 disproportionately impact Black and Brown students.
4 Research shows, for example, that girls of color are
5 disproportionately impacted by trauma, adversity, and
6 abuse, and instead of receiving the care and
7 trauma-informed support they may need, many Black girls in
8 particular face disproportionately harsh disciplinary
9 measures.

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

22 (6) Although this State enacted measures through
23 Public Act 100-105 to address the high rate of early care
24 and preschool expulsions of infants, toddlers, and
25 preschoolers and the disproportionately higher rate of
26 expulsion for Black and Hispanic children, a recent study

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

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

22 (b) The Whole Child Task Force is created for the purpose
23 of establishing an equitable, inclusive, safe, and supportive
24 environment in all schools for every student in this State. The
25 task force shall have all of the following goals, which means
26 key steps have to be taken to ensure that every child in every

1 school in this State has access to teachers, social workers,
2 school leaders, support personnel, and others who have been
3 trained in evidenced-based interventions and restorative
4 practices:

5 (1) To create a common definition of a
6 trauma-responsive school, a trauma-responsive district,
7 and a trauma-responsive community.

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

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

20 (4) To provide recommendations concerning the key data
21 to be collected and reported to ensure that this State has
22 a full and accurate understanding of the progress toward
23 ensuring that all schools, including programs and
24 providers of care to pre-kindergarten children, employ
25 restorative, anti-racist, and trauma-responsive strategies
26 and practices. The data collected must include information

1 relating to the availability of trauma responsive support
2 structures in schools as well as disciplinary practices
3 employed on students in person or through other means,
4 including during remote or blended learning. It should also
5 include information on the use of, and funding for, school
6 resource officers and other similar police personnel in
7 school programs.

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

13 (6) To seek input and feedback from stakeholders,
14 including parents, students, and educators, who reflect
15 the diversity of this State.

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

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

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

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

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

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

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

13 (7) One member of a statewide organization that
14 represents school administrators.

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

19 (9) One member of a statewide organization that brings
20 teachers together to identify and address issues critical
21 to student success.

22 (10) One member of the General Assembly recommended by
23 the President of the Senate.

24 (11) One member of the General Assembly recommended by
25 the Speaker of the House of Representatives.

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

1 the Minority Leader of the Senate.

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

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

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

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

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

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

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

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

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

24 (22) One member who works or has worked as a social
25 worker.

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

1 (24) One member who represents a statewide principals'
2 organization.

3 (25) One member who represents a statewide
4 organization of school boards.

5 (26) One member who has expertise in pre-kindergarten
6 education.

7 (27) One member who represents a school social worker
8 association.

9 (28) One member who represents an organization that
10 represents school districts in both the south suburbs and
11 collar counties.

12 (29) One member who is a licensed clinical psychologist
13 who (A) has a doctor of philosophy in the field of clinical
14 psychology and has an appointment at an independent
15 free-standing children's hospital located in Chicago, (B)
16 serves as associate professor at a medical school located
17 in Chicago, and (C) serves as the clinical director of a
18 coalition of voluntary collaboration of organizations that
19 are committed to applying a trauma lens to their efforts on
20 behalf of families and children in the State.

21 (d) The Whole Child Task Force shall meet at the call of
22 the State Superintendent of Education or his or her designee,
23 who shall serve as as the chairperson. The State Board of
24 Education shall provide administrative and other support to the
25 task force. Members of the task force shall serve without
26 compensation.

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

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

7 Article 35.

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

11 Section 35-5. Findings; policies.

12 (a) The General Assembly finds the following:

13 (1) Social and emotional development is a core
14 developmental domain in young children and is codified in
15 the Illinois Early Learning Standards.

16 (2) Fostering social and emotional development in
17 early childhood means both providing the supportive
18 settings and interactions to maximize healthy social and
19 emotional development for all children, as well as
20 providing communities, programs, and providers with
21 systems of tiered supports with training to respond to more
22 significant social and emotional challenges or where
23 experiences of trauma may be more prevalent.

1 (3) Early care and education programs and providers,
2 across a range of settings, have an important role to play
3 in supporting young children and families, especially
4 those who face greater challenges, such as trauma exposure,
5 social isolation, pervasive poverty, and toxic stress; if
6 programs, teaching staff, caregivers, and providers are
7 not provided with the support, services, and training
8 needed to accomplish these goals, it can lead to children
9 and families being asked to leave programs, particularly
10 without connection to more appropriate services, thereby
11 creating a disruption in learning and social-emotional
12 development; investments in reflective supervision,
13 professional development specific to diversity, equity and
14 inclusion practice, culturally responsive training,
15 implicit bias training, and how trauma experienced during
16 the early years can manifest in challenging behaviors will
17 create systems for serving children that are informed in
18 developmentally appropriate and responsive supports.

19 (4) Studies have shown that the expulsion of infants,
20 toddlers, and young children in early care and education
21 settings is occurring at alarmingly high rates, more than 3
22 times that of students in K-12; further, expulsion occurs
23 more frequently for Black children and Latinx children and
24 more frequently for boys than for girls, with Black boys
25 being most frequently expelled; there is evidence to show
26 that the expulsion of Black girls is occurring with

1 increasing frequency.

2 (5) Illinois took its first steps toward addressing
3 this disparity through Public Act 100-105 to prohibit
4 expulsion due to child behavior in early care and education
5 settings, but further work is needed to implement this law,
6 including strengthening provider understanding of a
7 successful transition and beginning to identify strategies
8 to reduce "soft expulsions" and to ensure more young
9 children and their teachers, providers, and caregivers, in
10 a range of early care and education settings, can benefit
11 from services, such as Infant/Early Childhood Mental
12 Health Consultations (I/ECMHC) and positive behavior
13 interventions and supports such as the Pyramid Model.

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

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

20 (1) the State to increase the availability of
21 Infant/Early Childhood Mental Health Consultations
22 (I/ECMHC) through increased funding in early childhood
23 programs and sustainable funding for coordination of
24 I/ECMHC and other social and emotional support at the State
25 level;

26 (2) the Department of Human Services (IDHS), the

1 Illinois State Board of Education (ISBE), the Governor's
2 Office of Early Childhood Development (GOECD), and other
3 relevant agencies to develop and promote
4 provider-accessible and parent-accessible materials on the
5 role and value of I/ECMHC, including targeted promotion in
6 underserved communities, and promote the use of existing
7 I/ECMHCs, the I/ECMHC consultant database, or other
8 existing services;

9 (3) the State to increase funding to promote and
10 provide training and implementation support for systems of
11 tiered support, such as the Pyramid Model, across early
12 childhood settings and urge DHS, ISBE, GOECD, and other
13 relevant State agencies to coordinate efforts and develop
14 strategies to provide outreach to and support providers in
15 underserved communities and communities with fewer
16 programmatic resources; and

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

20 Article 40.

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

23 (305 ILCS 5/5-39 new)

1 Sec. 5-39. Behavioral health services for children;
 2 diagnostic assessment system. Beginning on July 1, 2022, if it
 3 is necessary to provide a diagnostic code for behavioral health
 4 services for children ages 5 and under, providers shall utilize
 5 a developmentally appropriate and age-appropriate diagnostic
 6 assessment system, such as the Diagnostic Classification of
 7 Mental Health and Developmental Disorders of Infancy and Early
 8 Childhood-Revised (DC:0-5), for diagnosis and treatment
 9 planning. If necessary for billing purposes, the provider,
 10 managed care organization, or Department shall utilize the
 11 existing crosswalk tool to convert the developmentally
 12 appropriate and age-appropriate diagnosis code to the relevant
 13 code available in the State system.

14 By no later than January 1, 2022, the Department shall make
 15 recommendations to the General Assembly on the resources needed
 16 to integrate developmentally appropriate and age-appropriate
 17 diagnostic codes into the State system.

18 Article 45.

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

22 Section 45-5. Findings; policies.

23 (a) The General Assembly finds the following:

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

4 (2) The work of early childhood educators is
5 sophisticated and central to the healthy learning and
6 development of young children and takes place in a range of
7 settings, including schools, community-based centers, and
8 homes.

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

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

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

20 (6) All regions and settings have difficulty finding
21 qualified teachers.

22 (7) A disproportionate number of Black and Latinx women
23 serve in essential, frontline positions but are
24 underrepresented as lead teachers and in program
25 leadership where credentials and degrees are required.

26 (8) The early childhood workforce faces multiple

1 barriers to additional credential and degree attainment
2 that lead to career advancement and higher levels of
3 compensation.

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

5 (1) The Department of Human Services to undertake an
6 analysis of teacher data in the Gateways Registry to
7 determine those individuals who are close to their next
8 credential or degree, including information where
9 available in the Registry such as their geographic
10 location, demographics, work setting, and age groups of
11 children for whom they are responsible.

12 (2) The Department of Human Services to conduct
13 outreach and provide targeted coaching and access to
14 financial supports, including, but not limited to,
15 scholarships and debt relief, in a way that prioritizes
16 increasing the diversity of the teacher pipeline, regions
17 of the State with the highest need, and children in age
18 groups with the greatest teacher shortages.

19 (3) The State Board of Education to provide additional
20 financial support to candidates and provide this support to
21 all candidates regardless of the setting in which they work
22 and the credentials they are currently seeking,
23 prioritizing those by greatest need in the early childhood
24 field.

25 (4) The Department of Human Services to provide annual
26 reports on who receives these and other scholarships or

1 other financial support administered by the Department or
2 the State Board of Education by geographic location,
3 demographics, work setting, age groups of children served,
4 and credential/degree attainment as available.

5 (5) The Board of Higher Education, in the course of
6 their strategic planning process, to review the barriers
7 experienced by the early childhood workforce and by
8 teachers of color, in particular in accessing and
9 completing the needed coursework to attain additional
10 credentials and degrees, and to recommend policy or
11 practice changes to better meet the needs of this
12 workforce, which is largely comprised of non-traditional
13 students and women of color.

14 (6) The State Board of Education and the Department of
15 Human Services to prioritize reducing compensation
16 disparities between the early childhood workforce and
17 their K-12 counterparts and disparities within the early
18 childhood workforce between setting and age groups in which
19 they work, as funding becomes available.

20 Article 50.

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

23 (105 ILCS 5/2-3.183 new)

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

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

5 (b) To ensure that every public high school student
6 understands the course expectations for admission into a public
7 university in this State, a school district must make available
8 to students in grades 8 through 12 and their parents or
9 guardians the review compiled under Section 9.40 of the Board
10 of Higher Education Act before the student's course schedule is
11 finalized for the student's particular grade level.

12 (c) To ensure that a public high school student is not
13 excluded from enrolling in a public university in this State
14 because of a lack of access to required or recommended
15 coursework, beginning with the 2022-2023 school year and each
16 school year thereafter, every public high school must provide
17 access to each course identified in the review compiled under
18 Section 9.40 of the Board of Higher Education Act to any of its
19 students who request to enroll in the course. If the public
20 high school is unable to offer the course through the school
21 district, the public high school must find an alternative way
22 to offer the course to the student, which may include
23 partnering with another school district, a community college
24 district, an institution of higher education, or some other
25 course provider. No student shall be excluded from
26 participation in a course identified in the review due to

1 financial reasons. Any course offered pursuant to this Section
2 as a dual credit course shall be developed and offered in
3 accordance with the Dual Credit Quality Act.

4 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

6 (a) (Blank).

7 (b) (Blank).

8 (c) (Blank).

9 (d) (Blank).

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

14 (1) Four years of language arts.

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

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

1 course that prepares a student for a career readiness path.

2 (4) Two years of science.

3 (5) Two years of social studies, of which at least one
4 year must be history of the United States or a combination
5 of history of the United States and American government
6 and, beginning with pupils entering the 9th grade in the
7 2016-2017 school year and each school year thereafter, at
8 least one semester must be civics, which shall help young
9 people acquire and learn to use the skills, knowledge, and
10 attitudes that will prepare them to be competent and
11 responsible citizens throughout their lives. Civics course
12 content shall focus on government institutions, the
13 discussion of current and controversial issues, service
14 learning, and simulations of the democratic process.
15 School districts may utilize private funding available for
16 the purposes of offering civics education.

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

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

25 (1) Four years of language arts.

26 (2) Two years of writing intensive courses, one of

1 which must be English and the other of which may be English
2 or any other subject. If applicable, writing-intensive
3 courses may be counted toward the fulfillment of other
4 graduation requirements.

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

12 (4) Two years of laboratory science.

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

26 (6) One year chosen from (A) music, (B) art, (C)

1 foreign language, which shall be deemed to include American
2 Sign Language, or (D) vocational education.

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

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

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

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

25 This amendatory Act of the 94th General Assembly does not
26 apply to pupils entering the 9th grade in the 2004-2005 school

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

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

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

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

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

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

24 (110 ILCS 205/9.40 new)

1 Sec. 9.40. Review of university admission coursework.

2 (a) On or before May 1, 2021 and as needed thereafter, the
3 Board of Higher Education shall compile a review that
4 identifies, for each public university in this State, all
5 courses the university will require or recommend a high school
6 student take to be admitted to the university as an
7 undergraduate student for the following school year. The review
8 shall also include any required coursework or recommended
9 coursework for a undergraduate admission into a specific
10 academic major, college, or department of the university for
11 the following school year. In order to allow public school
12 districts sufficient time to fulfill their obligations under
13 subsection (c) of Section 2-3.183 of the School Code, the
14 review must also identify any new courses that each public
15 university in this State will add to the review the following
16 year. No new required or recommended coursework may be added to
17 a review that has not been identified in the previous year's
18 review.

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

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

1 Section 60-5. The School Code is amended by adding Sections
2 2-3.185, 10-20.73, 10-20.74, and 27-23.15 and by changing
3 Sections 10-17a and 27-22 as follows:

4 (105 ILCS 5/2-3.185 new)

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

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

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

13 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

14 Sec. 10-17a. State, school district, and school report
15 cards.

16 (1) By October 31, 2013 and October 31 of each subsequent
17 school year, the State Board of Education, through the State
18 Superintendent of Education, shall prepare a State report card,
19 school district report cards, and school report cards, and
20 shall by the most economic means provide to each school
21 district in this State, including special charter districts and
22 districts subject to the provisions of Article 34, the report
23 cards for the school district and each of its schools.

24 (2) In addition to any information required by federal law,

1 the State Superintendent shall determine the indicators and
2 presentation of the school report card, which must include, at
3 a minimum, the most current data collected and maintained by
4 the State Board of Education related to the following:

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

1 (elementary, high school, or unit);

2 (B) curriculum information, including, where
3 applicable, Advanced Placement, International
4 Baccalaureate or equivalent courses, dual enrollment
5 courses, foreign language classes, computer science
6 courses, school personnel resources (including Career
7 Technical Education teachers), before and after school
8 programs, extracurricular activities, subjects in which
9 elective classes are offered, health and wellness
10 initiatives (including the average number of days of
11 Physical Education per week per student), approved
12 programs of study, awards received, community
13 partnerships, and special programs such as programming for
14 the gifted and talented, students with disabilities, and
15 work-study students;

16 (C) student outcomes, including, where applicable, the
17 percentage of students deemed proficient on assessments of
18 State standards, the percentage of students in the eighth
19 grade who pass Algebra, the percentage of students who
20 participated in workplace learning experiences, the
21 percentage of students enrolled in post-secondary
22 institutions (including colleges, universities, community
23 colleges, trade/vocational schools, and training programs
24 leading to career certification within 2 semesters of high
25 school graduation), the percentage of students graduating
26 from high school who are college and career ready, and the

1 percentage of graduates enrolled in community colleges,
2 colleges, and universities who are in one or more courses
3 that the community college, college, or university
4 identifies as a developmental course;

5 (D) student progress, including, where applicable, the
6 percentage of students in the ninth grade who have earned 5
7 credits or more without failing more than one core class, a
8 measure of students entering kindergarten ready to learn, a
9 measure of growth, and the percentage of students who enter
10 high school on track for college and career readiness;

11 (E) the school environment, including, where
12 applicable, the percentage of students with less than 10
13 absences in a school year, the percentage of teachers with
14 less than 10 absences in a school year for reasons other
15 than professional development, leaves taken pursuant to
16 the federal Family Medical Leave Act of 1993, long-term
17 disability, or parental leaves, the 3-year average of the
18 percentage of teachers returning to the school from the
19 previous year, the number of different principals at the
20 school in the last 6 years, the number of teachers who hold
21 a gifted education endorsement, the process and criteria
22 used by the district to determine whether a student is
23 eligible for participation in a gifted education program or
24 advanced academic program and the manner in which parents
25 and guardians are made aware of the process and criteria, 2
26 or more indicators from any school climate survey selected

1 or approved by the State and administered pursuant to
2 Section 2-3.153 of this Code, with the same or similar
3 indicators included on school report cards for all surveys
4 selected or approved by the State pursuant to Section
5 2-3.153 of this Code, and the combined percentage of
6 teachers rated as proficient or excellent in their most
7 recent evaluation;

8 (F) a school district's and its individual schools'
9 balanced accountability measure, in accordance with
10 Section 2-3.25a of this Code;

11 (G) the total and per pupil normal cost amount the
12 State contributed to the Teachers' Retirement System of the
13 State of Illinois in the prior fiscal year for the school's
14 employees, which shall be reported to the State Board of
15 Education by the Teachers' Retirement System of the State
16 of Illinois;

17 (H) for a school district organized under Article 34 of
18 this Code only, State contributions to the Public School
19 Teachers' Pension and Retirement Fund of Chicago and State
20 contributions for health care for employees of that school
21 district;

22 (I) a school district's Final Percent of Adequacy, as
23 defined in paragraph (4) of subsection (f) of Section
24 18-8.15 of this Code;

25 (J) a school district's Local Capacity Target, as
26 defined in paragraph (2) of subsection (c) of Section

1 18-8.15 of this Code, displayed as a percentage amount;

2 (K) a school district's Real Receipts, as defined in
3 paragraph (1) of subsection (d) of Section 18-8.15 of this
4 Code, divided by a school district's Adequacy Target, as
5 defined in paragraph (1) of subsection (b) of Section
6 18-8.15 of this Code, displayed as a percentage amount;

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

8 (M) whether or not the school has participated in the
9 Illinois Youth Survey. In this paragraph (M), "Illinois
10 Youth Survey" means a self-report survey, administered in
11 school settings every 2 years, designed to gather
12 information about health and social indicators, including
13 substance abuse patterns and the attitudes of students in
14 grades 8, 10, and 12; and

15 (N) whether the school offered its students career and
16 technical education opportunities.

17 The school report card shall also provide information that
18 allows for comparing the current outcome, progress, and
19 environment data to the State average, to the school data from
20 the past 5 years, and to the outcomes, progress, and
21 environment of similar schools based on the type of school and
22 enrollment of low-income students, special education students,
23 and English learners.

24 As used in this subsection (2):

25 "Administrative costs" means costs associated with
26 executive, administrative, or managerial functions within the

1 school district that involve planning, organizing, managing,
2 or directing the school district.

3 "Advanced academic program" means a course of study to
4 which students are assigned based on advanced cognitive ability
5 or advanced academic achievement compared to local age peers
6 and in which the curriculum is substantially differentiated
7 from the general curriculum to provide appropriate challenge
8 and pace.

9 "Computer science" means the study of computers and
10 algorithms, including their principles, their hardware and
11 software designs, their implementation, and their impact on
12 society. "Computer science" does not include the study of
13 everyday uses of computers and computer applications, such as
14 keyboarding or accessing the Internet.

15 "Gifted education" means educational services, including
16 differentiated curricula and instructional methods, designed
17 to meet the needs of gifted children as defined in Article 14A
18 of this Code.

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

24 (3) At the discretion of the State Superintendent, the
25 school district report card shall include a subset of the
26 information identified in paragraphs (A) through (E) of

1 subsection (2) of this Section, as well as information relating
2 to the operating expense per pupil and other finances of the
3 school district, and the State report card shall include a
4 subset of the information identified in paragraphs (A) through
5 (E) and paragraph (N) of subsection (2) of this Section. The
6 school district report card shall include the average daily
7 attendance, as that term is defined in subsection (2) of this
8 Section, of students who have individualized education
9 programs and students who have 504 plans that provide for
10 special education services within the school district.

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

16 (5) Annually, no more than 30 calendar days after receipt
17 of the school district and school report cards from the State
18 Superintendent of Education, each school district, including
19 special charter districts and districts subject to the
20 provisions of Article 34, shall present such report cards at a
21 regular school board meeting subject to applicable notice
22 requirements, post the report cards on the school district's
23 Internet web site, if the district maintains an Internet web
24 site, make the report cards available to a newspaper of general
25 circulation serving the district, and, upon request, send the
26 report cards home to a parent (unless the district does not

1 maintain an Internet web site, in which case the report card
2 shall be sent home to parents without request). If the district
3 posts the report card on its Internet web site, the district
4 shall send a written notice home to parents stating (i) that
5 the report card is available on the web site, (ii) the address
6 of the web site, (iii) that a printed copy of the report card
7 will be sent to parents upon request, and (iv) the telephone
8 number that parents may call to request a printed copy of the
9 report card.

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

15 (Source: P.A. 100-227, eff. 8-18-17; 100-364, eff. 1-1-18;
16 100-448, eff. 7-1-19; 100-465, eff. 8-31-17; 100-807, eff.
17 8-10-18; 100-863, eff. 8-14-18; 100-1121, eff. 1-1-19; 101-68,
18 eff. 1-1-20; 101-81, eff. 7-12-19; revised 9-9-19.)

19 (105 ILCS 5/10-20.73 new)

20 Sec. 10-20.73. Computer literacy skills. All school
21 districts shall ensure that students receive developmentally
22 appropriate opportunities to gain computer literacy skills
23 beginning in elementary school.

24 (105 ILCS 5/10-20.74 new)

1 Sec. 10-20.74. Educational technology capacity and
2 policies; report. School districts shall submit to the State
3 Board of Education, or its designee, an annual report that
4 shall include, at a minimum, information regarding educational
5 technology capacity and policies, including device
6 availability for students, school-based access and
7 infrastructure, professional learning and training
8 opportunities, and documentation of developmentally
9 appropriate computer literacy instruction embedded in the
10 district's curriculum at each grade level.

11 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

13 (a) (Blank).

14 (b) (Blank).

15 (c) (Blank).

16 (d) (Blank).

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

21 (1) Four years of language arts.

22 (2) Two years of writing intensive courses, one of
23 which must be English and the other of which may be English
24 or any other subject. When applicable, writing-intensive
25 courses may be counted towards the fulfillment of other

1 graduation requirements.

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

9 (3.5) For pupils entering the 9th grade in the
10 2022-2023 school year and each school year thereafter, one
11 year of a course that includes intensive instruction in
12 computer literacy, which may be English, social studies, or
13 any other subject and which may be counted toward the
14 fulfillment of other graduation requirements.

15 (4) Two years of science.

16 (5) Two years of social studies, of which at least one
17 year must be history of the United States or a combination
18 of history of the United States and American government
19 and, beginning with pupils entering the 9th grade in the
20 2016-2017 school year and each school year thereafter, at
21 least one semester must be civics, which shall help young
22 people acquire and learn to use the skills, knowledge, and
23 attitudes that will prepare them to be competent and
24 responsible citizens throughout their lives. Civics course
25 content shall focus on government institutions, the
26 discussion of current and controversial issues, service

1 learning, and simulations of the democratic process.
2 School districts may utilize private funding available for
3 the purposes of offering civics education.

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

7 (f) The State Board of Education shall develop and inform
8 school districts of standards for writing-intensive
9 coursework.

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

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

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

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

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

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

14 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;
15 101-643, eff. 6-18-20.)

16 (105 ILCS 5/27-23.15 new)

17 Sec. 27-23.15. Computer science.

18 (a) In this Section, "computer science" means the study of
19 computers and algorithms, including their principles, their
20 hardware and software designs, their implementation, and their
21 impact on society. "Computer science" does not include the
22 study of everyday uses of computers and computer applications,
23 such as keyboarding or accessing the Internet.

24 (b) Beginning with the 2023-2024 school year, the school
25 board of a school district that maintains any of grades 9

1 through 12 shall provide an opportunity for every high school
2 student to take at least one computer science course aligned to
3 rigorous learning standards of the State Board of Education.

4 Article 65.

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

7 (105 ILCS 5/14A-10)

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

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

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

19 ~~and~~

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

23 (4) that inequitable access to advanced coursework and

1 enrollment in accelerated placement programs exists
2 between children enrolled in different school districts
3 and even within the same school district and more must be
4 done to eliminate the barriers to access to advanced
5 coursework and enrollment in accelerated placement
6 programs for all children.

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

8 (105 ILCS 5/14A-32)

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

11 (a) Each school district shall have a policy that allows
12 for accelerated placement that includes or incorporates by
13 reference the following components:

14 (1) a provision that provides that participation in
15 accelerated placement is not limited to those children who
16 have been identified as gifted and talented, but rather is
17 open to all children who demonstrate high ability and who
18 may benefit from accelerated placement;

19 (2) a fair and equitable decision-making process that
20 involves multiple persons and includes a student's parents
21 or guardians;

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

25 (4) an assessment process that includes multiple

1 valid, reliable indicators.

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

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

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

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

20 The next most rigorous level of advanced coursework under
21 this subsection (a-5) may include a dual credit course, as
22 defined in the Dual Credit Quality Act, an Advanced Placement
23 course as defined in Section 10 of the College and Career
24 Success for All Students Act, an International Baccalaureate
25 course, an honors class, an enrichment opportunity, a gifted
26 program, or another program offered by the district.

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

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

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

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

20 (1) procedures for annually informing the community
21 at-large, including parents or guardians, community-based
22 organizations, and providers of out-of-school programs,
23 about the accelerated placement program and the methods
24 used for the identification of children eligible for
25 accelerated placement, including strategies to reach
26 groups of students and families who have been historically

1 underrepresented in accelerated placement programs and
2 advanced coursework;

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

12 (3) a provision that provides that children
13 participating in an accelerated placement program and
14 their parents or guardians will be provided a written plan
15 detailing the type of acceleration the child will receive
16 and strategies to support the child; ~~and~~

17 (4) procedures to provide support and promote success
18 for students who are newly enrolled in an accelerated
19 placement program; and

20 (5) a process for the school district to review and
21 utilize disaggregated data on participation in an
22 accelerated placement program to address gaps among
23 demographic groups in accelerated placement opportunities.

24 (c) The State Board of Education shall adopt rules to
25 determine data to be collected and disaggregated by demographic
26 group regarding accelerated placement, including the rates of

1 students who participate in and successfully complete advanced
2 coursework, and a method of making the information available to
3 the public.

4 (d) On or before November 1, 2022, following a review of
5 disaggregated data on the participation and successful
6 completion rates of students enrolled in an accelerated
7 placement program, each school district shall develop a plan to
8 expand access to its accelerated placement program and to
9 ensure the teaching capacity necessary to meet the increased
10 demand.

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

12 Article 70.

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

15 (105 ILCS 5/22-45)

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

17 (a) The General Assembly finds that preparing Illinoisans
18 for success in school and the workplace requires a continuum of
19 quality education from preschool through graduate school. This
20 State needs a framework to guide education policy and integrate
21 education at every level. A statewide coordinating council to
22 study and make recommendations concerning education at all
23 levels can avoid fragmentation of policies, promote improved

1 teaching and learning, and continue to cultivate and
2 demonstrate strong accountability and efficiency. Establishing
3 an Illinois P-20 Council will develop a statewide agenda that
4 will move the State towards the common goals of improving
5 academic achievement, increasing college access and success,
6 improving use of existing data and measurements, developing
7 improved accountability, fostering innovative approaches to
8 education, promoting lifelong learning, easing the transition
9 to college, and reducing remediation. A pre-kindergarten
10 through grade 20 agenda will strengthen this State's economic
11 competitiveness by producing a highly-skilled workforce. In
12 addition, lifelong learning plans will enhance this State's
13 ability to leverage funding.

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

17 (1) The Governor or his or her designee, to serve as
18 chairperson.

19 (2) Four members of the General Assembly, one appointed
20 by the Speaker of the House of Representatives, one
21 appointed by the Minority Leader of the House of
22 Representatives, one appointed by the President of the
23 Senate, and one appointed by the Minority Leader of the
24 Senate.

25 (3) Six at-large members appointed by the Governor as
26 follows, with 2 members being from the City of Chicago, 2

1 members being from Lake County, McHenry County, Kane
2 County, DuPage County, Will County, or that part of Cook
3 County outside of the City of Chicago, and 2 members being
4 from the remainder of the State:

5 (A) one representative of civic leaders;

6 (B) one representative of local government;

7 (C) one representative of trade unions;

8 (D) one representative of nonprofit organizations
9 or foundations;

10 (E) one representative of parents' organizations;

11 and

12 (F) one education research expert.

13 (4) Five members appointed by statewide business
14 organizations and business trade associations.

15 (5) Six members appointed by statewide professional
16 organizations and associations representing
17 pre-kindergarten through grade 20 teachers, community
18 college faculty, and public university faculty.

19 (6) Two members appointed by associations representing
20 local school administrators and school board members. One
21 of these members must be a special education administrator.

22 (7) One member representing community colleges,
23 appointed by the Illinois Council of Community College
24 Presidents.

25 (8) One member representing 4-year independent
26 colleges and universities, appointed by a statewide

1 organization representing private institutions of higher
2 learning.

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

6 (10) Ex-officio members as follows:

7 (A) The State Superintendent of Education or his or
8 her designee.

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

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

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

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

17 (F) The Director of Commerce and Economic
18 Opportunity or his or her designee.

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

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

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

25 Ex-officio members shall have no vote on the Illinois P-20
26 Council.

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

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

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

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

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

21 (A) Coordinate pre-kindergarten through grade 20
22 (graduate school) education in this State through
23 working at the intersections of educational systems to
24 promote collaborative infrastructure.

25 (B) Coordinate and leverage strategies, actions,
26 legislation, policies, and resources of all

1 stakeholders to support fundamental and lasting
2 improvement in this State's public schools, community
3 colleges, and universities.

4 (C) Better align the high school curriculum with
5 postsecondary expectations.

6 (D) Better align assessments across all levels of
7 education.

8 (E) Reduce the need for students entering
9 institutions of higher education to take remedial
10 courses.

11 (F) Smooth the transition from high school to
12 college.

13 (G) Improve high school and college graduation
14 rates.

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

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

19 (2) To advise the Governor, the General Assembly, the
20 State's education and higher education agencies, and the
21 State's workforce and economic development boards and
22 agencies on policies related to lifelong learning for
23 Illinois students and families.

24 (3) To articulate a framework for systemic educational
25 improvement and innovation that will enable every student
26 to meet or exceed Illinois learning standards and be

1 well-prepared to succeed in the workforce and community.

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

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

13 (A) Closing the digital divide for all students,
14 including access to devices, Internet connectivity,
15 and ensuring that educators have the necessary support
16 and training to provide high quality remote and blended
17 learning to students.

18 (B) Evaluating the academic growth and proficiency
19 of students in order to understand the impact of school
20 closures and remote and blended remote learning
21 conditions on student academic outcomes, including
22 disaggregating data by race, income, diverse learners,
23 and English learners, in ways that balance the need to
24 understand that impact with the need to support student
25 well-being and also take into consideration the
26 logistical constraints facing schools and districts.

1 (C) Establishing a system for the collection and
2 review of student data at the State level, including
3 data about prekindergarten through higher education
4 student attendance, engagement and participation,
5 discipline, and social-emotional and mental health
6 inputs and outcomes, in order to better understand the
7 full impact of disrupted learning.

8 (D) Providing students with resources and programs
9 for academic support, such as enrichment
10 opportunities, tutoring corps, summer bridge programs,
11 youth leadership and development programs, youth and
12 community-led restorative and transformative justice
13 programs, and youth internship and apprenticeship
14 programs.

15 (E) Providing students with resources and support
16 to ensure access to social-emotional learning, mental
17 health services, and trauma responsive, restorative
18 justice and anti-racist practices in order to support
19 the growth of the whole child, such as investing in
20 community schools and providing comprehensive
21 year-round services and support for both students and
22 their families.

23 (F) Ensuring more time for students' academic,
24 social-emotional, and mental health needs by
25 considering such strategies as: (i) extending planning
26 time for teachers, (ii) extending the school day and

1 school year, and (iii) transitioning to year-round
2 schooling.

3 (G) Strengthening the transition from secondary
4 education to postsecondary education in the wake of
5 threats to alignment and affordability created by the
6 pandemic and related conditions.

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

11 (1) Preparation, recruitment, and certification of
12 highly qualified teachers.

13 (2) Mentoring and induction of highly qualified
14 teachers.

15 (3) The diversity of highly qualified teachers.

16 (4) Funding for highly qualified teachers, including
17 developing a strategic and collaborative plan to seek
18 federal and private grants to support initiatives
19 targeting teacher preparation and its impact on student
20 achievement.

21 (5) Highly effective administrators.

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

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

26 (8) Alternative routes to college access.

1 (9) Research data and accountability.

2 (10) Community schools, community participation, and
3 other innovative approaches to education that foster
4 community partnerships.

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

8 (12) Learning recovery in the wake of the COVID-19
9 pandemic.

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

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

17 Article 75.

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

20 (30 ILCS 105/5.935 new)

21 Sec. 5.935. The Freedom Schools Fund.

22 Section 75-10. The School Code is amended by adding Section

1 2-3.186 as follows:

2 (105 ILCS 5/2-3.186 new)

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

4 (a) The General Assembly recognizes and values the
5 contributions that Freedom Schools make to enhance the lives of
6 Black students. The General Assembly makes all of the following
7 findings:

8 (1) The fundamental goal of the Freedom Schools of the
9 1960s was to provide quality education for all students, to
10 motivate active civic engagement, and to empower
11 disenfranchised communities. The renowned and progressive
12 curriculum of Freedom Schools allowed students of all ages
13 to experience a new and liberating form of education that
14 directly related to the imperatives of their lives, their
15 communities, and the Freedom Movement.

16 (2) Freedom Schools continue to demonstrate the proven
17 benefits of critical civic engagement and
18 intergenerational effects by providing historically
19 disadvantaged students, including African American
20 students and other students of color, with quality
21 instruction that fosters student confidence, critical
22 thinking, and social and emotional development.

23 (3) Freedom Schools offer culturally relevant learning
24 opportunities with the academic and social supports that
25 Black children need by utilizing quality teaching,

1 challenging and engaging curricula, wrap-around supports,
2 a positive school climate, and strong ties to family and
3 community. Freedom Schools have a clear focus on results.

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

6 (b) The State Board of Education shall establish a Freedom
7 School network to supplement the learning taking place in
8 public schools by creating a 6-week summer program with an
9 organization with a mission to improve the odds for children in
10 poverty that operates Freedom Schools in multiple states using
11 a research-based and multicultural curriculum for
12 disenfranchised communities most affected by the opportunity
13 gap and learning loss caused by the pandemic, and by expanding
14 the teaching of African American history, developing
15 leadership skills, and providing an understanding of the tenets
16 of the civil rights movement. The teachers in Freedom Schools
17 must be from the local community, with an emphasis on
18 historically disadvantaged youth, including African American
19 students and other students of color, so that (i) these
20 individuals have access to summer jobs and teaching experiences
21 that serve as a long-term pipeline to educational careers and
22 the hiring of minority educators in public schools, (ii) these
23 individuals are elevated as content experts and community
24 leaders, and (iii) Freedom School students have access to both
25 mentorship and equitable educational resources.

26 (c) A Freedom School shall intentionally and imaginatively

1 implement strategies that focus on all of the following:

2 (1) Racial justice and equity.

3 (2) Transparency and building trusting relationships.

4 (3) Self-determination and governance.

5 (4) Building on community strengths and community
6 wisdom.

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

9 (6) Shared leadership and collaboration.

10 (7) A reflective learning culture.

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

12 (9) Literacy.

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

18 (1) A shared responsibility that values equal
19 partnerships between families and professionals.

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

25 (3) Genuine respect for the culture and diversity of
26 families.

1 (4) Relationships that center around the goal of
2 supporting family well-being and children's development
3 and learning.

4 (e) Subject to appropriation, the State Board of Education
5 shall establish and implement a grant program to provide grants
6 to public schools, public community colleges, and
7 not-for-profit, community-based organizations to facilitate
8 improved educational outcomes for Black students in grades
9 pre-kindergarten through 12 in alignment with the integrity and
10 practices of the Freedom School model established during the
11 civil rights movement. Grant recipients under the program may
12 include, but are not limited to, entities that work with the
13 Children's Defense Fund or offer established programs with
14 proven results and outcomes. The State Board of Education shall
15 award grants to eligible entities that demonstrate a likelihood
16 of reasonable success in achieving the goals identified in the
17 grant application, including, but not limited to, all of the
18 following:

19 (1) Engaging, culturally relevant, and challenging
20 curricula.

21 (2) High-quality teaching.

22 (3) Wrap-around supports and opportunities.

23 (4) Positive discipline practices, such as restorative
24 justice.

25 (5) Inclusive leadership.

26 (f) The Freedom Schools Fund is created as a special fund

1 in the State treasury. the Fund shall consist of appropriations
2 from the General Revenue Fund, grant funds from the federal
3 government, and donations from educational and private
4 foundations. All money in the Fund shall be used, subject to
5 appropriation, by the State Board of Education for the purposes
6 of this Section and to support related activities.

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

9 Article 85.

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

12 (105 ILCS 5/18-8.15)

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

15 (a) General provisions.

16 (1) The purpose of this Section is to ensure that, by
17 June 30, 2027 and beyond, this State has a kindergarten
18 through grade 12 public education system with the capacity
19 to ensure the educational development of all persons to the
20 limits of their capacities in accordance with Section 1 of
21 Article X of the Constitution of the State of Illinois. To
22 accomplish that objective, this Section creates a method of
23 funding public education that is evidence-based; is

1 sufficient to ensure every student receives a meaningful
2 opportunity to learn irrespective of race, ethnicity,
3 sexual orientation, gender, or community-income level; and
4 is sustainable and predictable. When fully funded under
5 this Section, every school shall have the resources, based
6 on what the evidence indicates is needed, to:

7 (A) provide all students with a high quality
8 education that offers the academic, enrichment, social
9 and emotional support, technical, and career-focused
10 programs that will allow them to become competitive
11 workers, responsible parents, productive citizens of
12 this State, and active members of our national
13 democracy;

14 (B) ensure all students receive the education they
15 need to graduate from high school with the skills
16 required to pursue post-secondary education and
17 training for a rewarding career;

18 (C) reduce, with a goal of eliminating, the
19 achievement gap between at-risk and non-at-risk
20 students by raising the performance of at-risk
21 students and not by reducing standards; and

22 (D) ensure this State satisfies its obligation to
23 assume the primary responsibility to fund public
24 education and simultaneously relieve the
25 disproportionate burden placed on local property taxes
26 to fund schools.

1 (2) The Evidence-Based Funding formula under this
2 Section shall be applied to all Organizational Units in
3 this State. The Evidence-Based Funding formula outlined in
4 this Act is based on the formula outlined in Senate Bill 1
5 of the 100th General Assembly, as passed by both
6 legislative chambers. As further defined and described in
7 this Section, there are 4 major components of the
8 Evidence-Based Funding model:

9 (A) First, the model calculates a unique Adequacy
10 Target for each Organizational Unit in this State that
11 considers the costs to implement research-based
12 activities, the unit's student demographics, and
13 regional wage differences.

14 (B) Second, the model calculates each
15 Organizational Unit's Local Capacity, or the amount
16 each Organizational Unit is assumed to contribute
17 toward its Adequacy Target from local resources.

18 (C) Third, the model calculates how much funding
19 the State currently contributes to the Organizational
20 Unit and adds that to the unit's Local Capacity to
21 determine the unit's overall current adequacy of
22 funding.

23 (D) Finally, the model's distribution method
24 allocates new State funding to those Organizational
25 Units that are least well-funded, considering both
26 Local Capacity and State funding, in relation to their

1 Adequacy Target.

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

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

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

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

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

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

1 Code divided by the Adjusted EAV. If an Organizational
2 Unit's corresponding fiscal year State of Illinois
3 scheduled payments excluding net adjustments for prior
4 years for regular, vocational, or special education
5 transportation reimbursement pursuant to Section 29-5 or
6 subsection (b) of Section 14-13.01 of this Code exceed the
7 total transportation expenses, as defined in this
8 paragraph, no transportation rate shall be subtracted from
9 the Operating Tax Rate.

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

12 "Alternative School" means a public school that is
13 created and operated by a regional superintendent of
14 schools and approved by the State Board.

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

17 "Assessment" means any of those benchmark, progress
18 monitoring, formative, diagnostic, and other assessments,
19 in addition to the State accountability assessment, that
20 assist teachers' needs in understanding the skills and
21 meeting the needs of the students they serve.

22 "Assistant principal" means a school administrator
23 duly endorsed to be employed as an assistant principal in
24 this State.

25 "At-risk student" means a student who is at risk of not
26 meeting the Illinois Learning Standards or not graduating

1 from elementary or high school and who demonstrates a need
2 for vocational support or social services beyond that
3 provided by the regular school program. All students
4 included in an Organizational Unit's Low-Income Count, as
5 well as all English learner and disabled students attending
6 the Organizational Unit, shall be considered at-risk
7 students under this Section.

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

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

1 attending kindergarten shall be counted as 1.0. Special
2 education pre-kindergarten students shall be counted as
3 0.5 each. If the State Board does not collect or has not
4 collected both an October 1 and March 1 enrollment count by
5 grade or a December 1 collection of special education
6 pre-kindergarten students as of August 31, 2017 (the
7 effective date of Public Act 100-465), it shall establish
8 such collection for all future years. For any year in which
9 a count by grade level was collected only once, that count
10 shall be used as the single count available for computing a
11 3-year average ASE. Funding for programs operated by a
12 regional office of education or an intermediate service
13 center must be calculated using the Evidence-Based Funding
14 formula under this Section for the 2019-2020 school year
15 and each subsequent school year until separate adequacy
16 formulas are developed and adopted for each type of
17 program. ASE for a program operated by a regional office of
18 education or an intermediate service center must be
19 determined by the March 1 enrollment for the program. For
20 the 2019-2020 school year, the ASE used in the calculation
21 must be the first-year ASE and, in that year only, the
22 assignment of students served by a regional office of
23 education or intermediate service center shall not result
24 in a reduction of the March enrollment for any school
25 district. For the 2020-2021 school year, the ASE must be
26 the greater of the current-year ASE or the 2-year average

1 ASE. Beginning with the 2021-2022 school year, the ASE must
2 be the greater of the current-year ASE or the 3-year
3 average ASE. School districts shall submit the data for the
4 ASE calculation to the State Board within 45 days of the
5 dates required in this Section for submission of enrollment
6 data in order for it to be included in the ASE calculation.
7 For fiscal year 2018 only, the ASE calculation shall
8 include only enrollment taken on October 1.

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

11 "Base Funding Minimum" is defined in subsection (e) of
12 this Section.

13 "Base Tax Year" means the property tax levy year used
14 to calculate the Budget Year allocation of primary State
15 aid.

16 "Base Tax Year's Extension" means the product of the
17 equalized assessed valuation utilized by the county clerk
18 in the Base Tax Year multiplied by the limiting rate as
19 calculated by the county clerk and defined in PTELL.

20 "Bilingual Education Allocation" means the amount of
21 an Organizational Unit's final Adequacy Target
22 attributable to bilingual education divided by the
23 Organizational Unit's final Adequacy Target, the product
24 of which shall be multiplied by the amount of new funding
25 received pursuant to this Section. An Organizational
26 Unit's final Adequacy Target attributable to bilingual

1 education shall include all additional investments in
2 English learner students' adequacy elements.

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

5 "Central office" means individual administrators and
6 support service personnel charged with managing the
7 instructional programs, business and operations, and
8 security of the Organizational Unit.

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

22 "Computer technology and equipment" means computers
23 servers, notebooks, network equipment, copiers, printers,
24 instructional software, security software, curriculum
25 management courseware, and other similar materials and
26 equipment.

1 "Computer technology and equipment investment
2 allocation" means the final Adequacy Target amount of an
3 Organizational Unit assigned to Tier 1 or Tier 2 in the
4 prior school year attributable to the additional \$285.50
5 per student computer technology and equipment investment
6 grant divided by the Organizational Unit's final Adequacy
7 Target, the result of which shall be multiplied by the
8 amount of new funding received pursuant to this Section. An
9 Organizational Unit assigned to a Tier 1 or Tier 2 final
10 Adequacy Target attributable to the received computer
11 technology and equipment investment grant shall include
12 all additional investments in computer technology and
13 equipment adequacy elements.

14 "Core subject" means mathematics; science; reading,
15 English, writing, and language arts; history and social
16 studies; world languages; and subjects taught as Advanced
17 Placement in high schools.

18 "Core teacher" means a regular classroom teacher in
19 elementary schools and teachers of a core subject in middle
20 and high schools.

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

24 "CPPRT" means corporate personal property replacement
25 tax funds paid to an Organizational Unit during the
26 calendar year one year before the calendar year in which a

1 school year begins, pursuant to "An Act in relation to the
2 abolition of ad valorem personal property tax and the
3 replacement of revenues lost thereby, and amending and
4 repealing certain Acts and parts of Acts in connection
5 therewith", certified August 14, 1979, as amended (Public
6 Act 81-1st S.S.-1).

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

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

16 "EIS Data" means the employment information system
17 data maintained by the State Board on educators within
18 Organizational Units.

19 "Employee benefits" means health, dental, and vision
20 insurance offered to employees of an Organizational Unit,
21 the costs associated with the statutorily required payment
22 of the normal cost of the Organizational Unit's teacher
23 pensions, Social Security employer contributions, and
24 Illinois Municipal Retirement Fund employer contributions.

25 "English learner" or "EL" means a child included in the
26 definition of "English learners" under Section 14C-2 of

1 this Code participating in a program of transitional
2 bilingual education or a transitional program of
3 instruction meeting the requirements and program
4 application procedures of Article 14C of this Code. For the
5 purposes of collecting the number of EL students enrolled,
6 the same collection and calculation methodology as defined
7 above for "ASE" shall apply to English learners, with the
8 exception that EL student enrollment shall include
9 students in grades pre-kindergarten through 12.

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

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

21 "Extended day" means academic and enrichment programs
22 provided to students outside the regular school day before
23 and after school or during non-instructional times during
24 the school day.

25 "Extension Limitation Ratio" means a numerical ratio
26 in which the numerator is the Base Tax Year's Extension and

1 the denominator is the Preceding Tax Year's Extension.

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

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

6 "Full-time equivalent" or "FTE" means the full-time
7 equivalency compensation for staffing the relevant
8 position at an Organizational Unit.

9 "Funding Gap" is defined in paragraph (1) of subsection
10 (g).

11 "Guidance counselor" means a licensed guidance
12 counselor who provides guidance and counseling support for
13 students within an Organizational Unit.

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

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

19 "Instructional facilitator" means a qualified teacher
20 or licensed teacher leader who facilitates and coaches
21 continuous improvement in classroom instruction; provides
22 instructional support to teachers in the elements of
23 research-based instruction or demonstrates the alignment
24 of instruction with curriculum standards and assessment
25 tools; develops or coordinates instructional programs or
26 strategies; develops and implements training; chooses

1 standards-based instructional materials; provides teachers
2 with an understanding of current research; serves as a
3 mentor, site coach, curriculum specialist, or lead
4 teacher; or otherwise works with fellow teachers, in
5 collaboration, to use data to improve instructional
6 practice or develop model lessons.

7 "Instructional materials" means relevant instructional
8 materials for student instruction, including, but not
9 limited to, textbooks, consumable workbooks, laboratory
10 equipment, library books, and other similar materials.

11 "Laboratory School" means a public school that is
12 created and operated by a public university and approved by
13 the State Board.

14 "Librarian" means a teacher with an endorsement as a
15 library information specialist or another individual whose
16 primary responsibility is overseeing library resources
17 within an Organizational Unit.

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

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

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

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

26 "Local Capacity Target" is defined in paragraph (2) of

1 subsection (c) of this Section.

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

1 Average Student Enrollment, summarizing those products and
2 dividing the total by the total Average Student Enrollment
3 for the service region.

4 "Maintenance and operations" means custodial services,
5 facility and ground maintenance, facility operations,
6 facility security, routine facility repairs, and other
7 similar services and functions.

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

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

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

17 "Net State Contribution Target" means, for a given
18 school year, the amount of State funds that would be
19 necessary to fully meet the Adequacy Target of an
20 Operational Unit minus the Preliminary Resources available
21 to each unit.

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

1 "Operating Tax Rate" means the rate utilized in the
2 previous year to extend property taxes for all purposes,
3 except Bond and Interest, Summer School, Rent, Capital
4 Improvement, and Vocational Education Building purposes.
5 For Hybrid Districts, the Operating Tax Rate shall be the
6 combined elementary and high school rates utilized in the
7 previous year to extend property taxes for all purposes,
8 except Bond and Interest, Summer School, Rent, Capital
9 Improvement, and Vocational Education Building purposes.

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

22 "Organizational Unit CWI" is determined by calculating
23 the CWI in the region and original county in which an
24 Organizational Unit's primary administrative office is
25 located as set forth in this paragraph, provided that if
26 the Organizational Unit CWI as calculated in accordance

1 with this paragraph is less than 0.9, the Organizational
2 Unit CWI shall be increased to 0.9. Each county's current
3 CWI value shall be adjusted based on the CWI value of that
4 county's neighboring Illinois counties, to create a
5 "weighted adjusted index value". This shall be calculated
6 by summing the CWI values of all of a county's adjacent
7 Illinois counties and dividing by the number of adjacent
8 Illinois counties, then taking the weighted value of the
9 original county's CWI value and the adjacent Illinois
10 county average. To calculate this weighted value, if the
11 number of adjacent Illinois counties is greater than 2, the
12 original county's CWI value will be weighted at 0.25 and
13 the adjacent Illinois county average will be weighted at
14 0.75. If the number of adjacent Illinois counties is 2, the
15 original county's CWI value will be weighted at 0.33 and
16 the adjacent Illinois county average will be weighted at
17 0.66. The greater of the county's current CWI value and its
18 weighted adjusted index value shall be used as the
19 Organizational Unit CWI.

20 "Preceding Tax Year" means the property tax levy year
21 immediately preceding the Base Tax Year.

22 "Preceding Tax Year's Extension" means the product of
23 the equalized assessed valuation utilized by the county
24 clerk in the Preceding Tax Year multiplied by the Operating
25 Tax Rate.

26 "Preliminary Percent of Adequacy" is defined in

1 paragraph (2) of subsection (f) of this Section.

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

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

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

16 "Prototypical" means 450 special education
17 pre-kindergarten and kindergarten through grade 5 students
18 for an elementary school, 450 grade 6 through 8 students
19 for a middle school, and 600 grade 9 through 12 students
20 for a high school.

21 "PTELL" means the Property Tax Extension Limitation
22 Law.

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

25 "Pupil support staff" means a nurse, psychologist,
26 social worker, family liaison personnel, or other staff

1 member who provides support to at-risk or struggling
2 students.

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

5 "Regionalization Factor" means, for a particular
6 Organizational Unit, the figure derived by dividing the
7 Organizational Unit CWI by the Statewide Weighted CWI.

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

10 "Special education" means special educational
11 facilities and services, as defined in Section 14-1.08 of
12 this Code.

13 "Special Education Allocation" means the amount of an
14 Organizational Unit's final Adequacy Target attributable
15 to special education divided by the Organizational Unit's
16 final Adequacy Target, the product of which shall be
17 multiplied by the amount of new funding received pursuant
18 to this Section. An Organizational Unit's final Adequacy
19 Target attributable to special education shall include all
20 special education investment adequacy elements.

21 "Specialist teacher" means a teacher who provides
22 instruction in subject areas not included in core subjects,
23 including, but not limited to, art, music, physical
24 education, health, driver education, career-technical
25 education, and such other subject areas as may be mandated
26 by State law or provided by an Organizational Unit.

1 "Specially Funded Unit" means an Alternative School,
2 safe school, Department of Juvenile Justice school,
3 special education cooperative or entity recognized by the
4 State Board as a special education cooperative,
5 State-approved charter school, or alternative learning
6 opportunities program that received direct funding from
7 the State Board during the 2016-2017 school year through
8 any of the funding sources included within the calculation
9 of the Base Funding Minimum or Glenwood Academy.

10 "Supplemental Grant Funding" means supplemental
11 general State aid funding received by an Organizational
12 Unit during the 2016-2017 school year pursuant to
13 subsection (H) of Section 18-8.05 of this Code (now
14 repealed).

15 "State Adequacy Level" is the sum of the Adequacy
16 Targets of all Organizational Units.

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

18 "State Superintendent" means the State Superintendent
19 of Education.

20 "Statewide Weighted CWI" means a figure determined by
21 multiplying each Organizational Unit CWI times the ASE for
22 that Organizational Unit creating a weighted value,
23 summing all Organizational Units' weighted values, and
24 dividing by the total ASE of all Organizational Units,
25 thereby creating an average weighted index.

26 "Student activities" means non-credit producing

1 after-school programs, including, but not limited to,
2 clubs, bands, sports, and other activities authorized by
3 the school board of the Organizational Unit.

4 "Substitute teacher" means an individual teacher or
5 teaching assistant who is employed by an Organizational
6 Unit and is temporarily serving the Organizational Unit on
7 a per diem or per period-assignment basis to replace
8 another staff member.

9 "Summer school" means academic and enrichment programs
10 provided to students during the summer months outside of
11 the regular school year.

12 "Supervisory aide" means a non-licensed staff member
13 who helps in supervising students of an Organizational
14 Unit, but does so outside of the classroom, in situations
15 such as, but not limited to, monitoring hallways and
16 playgrounds, supervising lunchrooms, or supervising
17 students when being transported in buses serving the
18 Organizational Unit.

19 "Target Ratio" is defined in paragraph (4) of
20 subsection (g).

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

23 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
24 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate
25 Funding" are defined in paragraph (1) of subsection (g).

26 (b) Adequacy Target calculation.

1 (1) Each Organizational Unit's Adequacy Target is the
2 sum of the Organizational Unit's cost of providing
3 Essential Elements, as calculated in accordance with this
4 subsection (b), with the salary amounts in the Essential
5 Elements multiplied by a Regionalization Factor calculated
6 pursuant to paragraph (3) of this subsection (b).

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

15 (A) Core class size investments. Each
16 Organizational Unit shall receive the funding required
17 to support that number of FTE core teacher positions as
18 is needed to keep the respective class sizes of the
19 Organizational Unit to the following maximum numbers:

20 (i) For grades kindergarten through 3, the
21 Organizational Unit shall receive funding required
22 to support one FTE core teacher position for every
23 15 Low-Income Count students in those grades and
24 one FTE core teacher position for every 20
25 non-Low-Income Count students in those grades.

26 (ii) For grades 4 through 12, the

1 Organizational Unit shall receive funding required
2 to support one FTE core teacher position for every
3 20 Low-Income Count students in those grades and
4 one FTE core teacher position for every 25
5 non-Low-Income Count students in those grades.

6 The number of non-Low-Income Count students in a
7 grade shall be determined by subtracting the
8 Low-Income students in that grade from the ASE of the
9 Organizational Unit for that grade.

10 (B) Specialist teacher investments. Each
11 Organizational Unit shall receive the funding needed
12 to cover that number of FTE specialist teacher
13 positions that correspond to the following
14 percentages:

15 (i) if the Organizational Unit operates an
16 elementary or middle school, then 20.00% of the
17 number of the Organizational Unit's core teachers,
18 as determined under subparagraph (A) of this
19 paragraph (2); and

20 (ii) if such Organizational Unit operates a
21 high school, then 33.33% of the number of the
22 Organizational Unit's core teachers.

23 (C) Instructional facilitator investments. Each
24 Organizational Unit shall receive the funding needed
25 to cover one FTE instructional facilitator position
26 for every 200 combined ASE of pre-kindergarten

1 children with disabilities and all kindergarten
2 through grade 12 students of the Organizational Unit.

3 (D) Core intervention teacher (tutor) investments.
4 Each Organizational Unit shall receive the funding
5 needed to cover one FTE teacher position for each
6 prototypical elementary, middle, and high school.

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

21 (F) Core guidance counselor investments. Each
22 Organizational Unit shall receive the funding needed
23 to cover one FTE guidance counselor for each 450
24 combined ASE of pre-kindergarten children with
25 disabilities and all kindergarten through grade 5
26 students, plus one FTE guidance counselor for each 250

1 grades 6 through 8 ASE middle school students, plus one
2 FTE guidance counselor for each 250 grades 9 through 12
3 ASE high school students.

4 (G) Nurse investments. Each Organizational Unit
5 shall receive the funding needed to cover one FTE nurse
6 for each 750 combined ASE of pre-kindergarten children
7 with disabilities and all kindergarten through grade
8 12 students across all grade levels it serves.

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

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

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

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

3 (K) Assistant principal investments. Each
4 Organizational Unit shall receive the funding needed
5 to cover one FTE assistant principal position for each
6 prototypical elementary school, plus one FTE assistant
7 principal position for each prototypical middle
8 school, plus one FTE assistant principal position for
9 each prototypical high school.

10 (L) School site staff investments. Each
11 Organizational Unit shall receive the funding needed
12 for one FTE position for each 225 ASE of
13 pre-kindergarten children with disabilities and all
14 kindergarten through grade 5 students, plus one FTE
15 position for each 225 ASE middle school students, plus
16 one FTE position for each 200 ASE high school students.

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

20 (N) Professional development investments. Each
21 Organizational Unit shall receive \$125 per student of
22 the combined ASE of pre-kindergarten children with
23 disabilities and all kindergarten through grade 12
24 students for trainers and other professional
25 development-related expenses for supplies and
26 materials.

1 (O) Instructional material investments. Each
2 Organizational Unit shall receive \$190 per student of
3 the combined ASE of pre-kindergarten children with
4 disabilities and all kindergarten through grade 12
5 students to cover instructional material costs.

6 (P) Assessment investments. Each Organizational
7 Unit shall receive \$25 per student of the combined ASE
8 of pre-kindergarten children with disabilities and all
9 kindergarten through grade 12 students to cover
10 assessment costs.

11 (Q) Computer technology and equipment investments.
12 Each Organizational Unit shall receive \$285.50 per
13 student of the combined ASE of pre-kindergarten
14 children with disabilities and all kindergarten
15 through grade 12 students to cover computer technology
16 and equipment costs. For the 2018-2019 school year and
17 subsequent school years, Organizational Units assigned
18 to Tier 1 and Tier 2 in the prior school year shall
19 receive an additional \$285.50 per student of the
20 combined ASE of pre-kindergarten children with
21 disabilities and all kindergarten through grade 12
22 students to cover computer technology and equipment
23 costs in the Organizational Unit's Adequacy Target.
24 The State Board may establish additional requirements
25 for Organizational Unit expenditures of funds received
26 pursuant to this subparagraph (Q), including a

1 requirement that funds received pursuant to this
2 subparagraph (Q) may be used only for serving the
3 technology needs of the district. It is the intent of
4 Public Act 100-465 that all Tier 1 and Tier 2 districts
5 receive the addition to their Adequacy Target in the
6 following year, subject to compliance with the
7 requirements of the State Board.

8 (R) Student activities investments. Each
9 Organizational Unit shall receive the following
10 funding amounts to cover student activities: \$100 per
11 kindergarten through grade 5 ASE student in elementary
12 school, plus \$200 per ASE student in middle school,
13 plus \$675 per ASE student in high school.

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

24 (T) Central office investments. Each
25 Organizational Unit shall receive \$742 per student of
26 the combined ASE of pre-kindergarten children with

1 disabilities and all kindergarten through grade 12
2 students to cover central office operations, including
3 administrators and classified personnel charged with
4 managing the instructional programs, business and
5 operations of the school district, and security
6 personnel. The proportion of salary for the
7 application of a Regionalization Factor and the
8 calculation of benefits is equal to \$368.48.

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

1 retiree health insurance as certified by the Public
2 School Teachers' Pension and Retirement Fund of
3 Chicago to be paid by the school district for the
4 preceding school year that is statutorily required to
5 cover employer normal costs and the amount for retiree
6 health insurance shall be added to the 30% specified in
7 this subparagraph (U). The Teachers' Retirement System
8 of the State of Illinois and the Public School
9 Teachers' Pension and Retirement Fund of Chicago shall
10 submit such information as the State Superintendent
11 may require for the calculations set forth in this
12 subparagraph (U).

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

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

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

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

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

26 (W) Additional investments in English learner

1 students. In addition to and not in lieu of all other
2 funding under this paragraph (2), each Organizational
3 Unit shall receive funding based on the average teacher
4 salary for grades K through 12 to cover the costs of:

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

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

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

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

13 (v) one FTE core teacher position for every 100
14 English learner students.

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

19 (i) one FTE teacher position for every 141
20 combined ASE of pre-kindergarten children with
21 disabilities and all kindergarten through grade 12
22 students;

23 (ii) one FTE instructional assistant for every
24 141 combined ASE of pre-kindergarten children with
25 disabilities and all kindergarten through grade 12
26 students; and

1 (iii) one FTE psychologist position for every
2 1,000 combined ASE of pre-kindergarten children
3 with disabilities and all kindergarten through
4 grade 12 students.

5 (3) For calculating the salaries included within the
6 Essential Elements, the State Superintendent shall
7 annually calculate average salaries to the nearest dollar
8 using the employment information system data maintained by
9 the State Board, limited to public schools only and
10 excluding special education and vocational cooperatives,
11 schools operated by the Department of Juvenile Justice, and
12 charter schools, for the following positions:

- 13 (A) Teacher for grades K through 8.
14 (B) Teacher for grades 9 through 12.
15 (C) Teacher for grades K through 12.
16 (D) Guidance counselor for grades K through 8.
17 (E) Guidance counselor for grades 9 through 12.
18 (F) Guidance counselor for grades K through 12.
19 (G) Social worker.
20 (H) Psychologist.
21 (I) Librarian.
22 (J) Nurse.
23 (K) Principal.
24 (L) Assistant principal.

25 For the purposes of this paragraph (3), "teacher"
26 includes core teachers, specialist and elective teachers,

1 instructional facilitators, tutors, special education
2 teachers, pupil support staff teachers, English learner
3 teachers, extended day teachers, and summer school
4 teachers. Where specific grade data is not required for the
5 Essential Elements, the average salary for corresponding
6 positions shall apply. For substitute teachers, the
7 average teacher salary for grades K through 12 shall apply.

8 For calculating the salaries included within the
9 Essential Elements for positions not included within EIS
10 Data, the following salaries shall be used in the first
11 year of implementation of Evidence-Based Funding:

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

13 (ii) non-instructional assistant, instructional
14 assistant, library aide, library media tech, or
15 supervisory aide: \$25,000.

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

19 The salary amounts for the Essential Elements
20 determined pursuant to subparagraphs (A) through (L), (S)
21 and (T), and (V) through (X) of paragraph (2) of subsection
22 (b) of this Section shall be multiplied by a
23 Regionalization Factor.

24 (c) Local Capacity calculation.

25 (1) Each Organizational Unit's Local Capacity
26 represents an amount of funding it is assumed to contribute

1 toward its Adequacy Target for purposes of the
2 Evidence-Based Funding formula calculation. "Local
3 Capacity" means either (i) the Organizational Unit's Local
4 Capacity Target as calculated in accordance with paragraph
5 (2) of this subsection (c) if its Real Receipts are equal
6 to or less than its Local Capacity Target or (ii) the
7 Organizational Unit's Adjusted Local Capacity, as
8 calculated in accordance with paragraph (3) of this
9 subsection (c) if Real Receipts are more than its Local
10 Capacity Target.

11 (2) "Local Capacity Target" means, for an
12 Organizational Unit, that dollar amount that is obtained by
13 multiplying its Adequacy Target by its Local Capacity
14 Ratio.

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

25 (B) An Organizational Unit's Local Capacity Ratio
26 in a given year is the percentage obtained by dividing

1 its Adjusted EAV or PTELL EAV, whichever is less, by
2 its Adequacy Target, with the resulting ratio further
3 adjusted as follows:

4 (i) for Organizational Units serving grades
5 kindergarten through 12 and Hybrid Districts, no
6 further adjustments shall be made;

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

10 (iii) for Organizational Units serving grades
11 9 through 12, the Local Capacity Ratio shall be
12 multiplied by 4/13; and

13 (iv) for an Organizational Unit with a
14 different grade configuration than those specified
15 in items (i) through (iii) of this subparagraph
16 (B), the State Superintendent shall determine a
17 comparable adjustment based on the grades served.

18 (C) The Local Capacity Percentage is equal to the
19 percentile ranking of the district. Local Capacity
20 Percentage converts each Organizational Unit's Local
21 Capacity Ratio to a cumulative distribution resulting
22 in a percentile ranking to determine each
23 Organizational Unit's relative position to all other
24 Organizational Units in this State. The Local Capacity
25 Percentage cumulative distribution resulting in a
26 percentile ranking for each Organizational Unit shall

1 be calculated using the standard normal distribution
2 of the score in relation to the weighted mean and
3 weighted standard deviation and Local Capacity Ratios
4 of all Organizational Units. If the value assigned to
5 any Organizational Unit is in excess of 90%, the value
6 shall be adjusted to 90%. For Laboratory Schools, the
7 Local Capacity Percentage shall be set at 10% in
8 recognition of the absence of EAV and resources from
9 the public university that are allocated to the
10 Laboratory School. For programs operated by a regional
11 office of education or an intermediate service center,
12 the Local Capacity Percentage must be set at 10% in
13 recognition of the absence of EAV and resources from
14 school districts that are allocated to the regional
15 office of education or intermediate service center.
16 The weighted mean for the Local Capacity Percentage
17 shall be determined by multiplying each Organizational
18 Unit's Local Capacity Ratio times the ASE for the unit
19 creating a weighted value, summing the weighted values
20 of all Organizational Units, and dividing by the total
21 ASE of all Organizational Units. The weighted standard
22 deviation shall be determined by taking the square root
23 of the weighted variance of all Organizational Units'
24 Local Capacity Ratio, where the variance is calculated
25 by squaring the difference between each unit's Local
26 Capacity Ratio and the weighted mean, then multiplying

1 the variance for each unit times the ASE for the unit
2 to create a weighted variance for each unit, then
3 summing all units' weighted variance and dividing by
4 the total ASE of all units.

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

23 (3) If an Organizational Unit's Real Receipts are more
24 than its Local Capacity Target, then its Local Capacity
25 shall equal an Adjusted Local Capacity Target as calculated
26 in accordance with this paragraph (3). The Adjusted Local

1 Capacity Target is calculated as the sum of the
2 Organizational Unit's Local Capacity Target and its Real
3 Receipts Adjustment. The Real Receipts Adjustment equals
4 the Organizational Unit's Real Receipts less its Local
5 Capacity Target, with the resulting figure multiplied by
6 the Local Capacity Percentage.

7 As used in this paragraph (3), "Real Percent of
8 Adequacy" means the sum of an Organizational Unit's Real
9 Receipts, CPPRT, and Base Funding Minimum, with the
10 resulting figure divided by the Organizational Unit's
11 Adequacy Target.

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

14 (1) An Organizational Unit's Real Receipts are the
15 product of its Applicable Tax Rate and its Adjusted EAV. An
16 Organizational Unit's Applicable Tax Rate is its Adjusted
17 Operating Tax Rate for property within the Organizational
18 Unit.

19 (2) The State Superintendent shall calculate the
20 equalized assessed valuation, or EAV, of all taxable
21 property of each Organizational Unit as of September 30 of
22 the previous year in accordance with paragraph (3) of this
23 subsection (d). The State Superintendent shall then
24 determine the Adjusted EAV of each Organizational Unit in
25 accordance with paragraph (4) of this subsection (d), which
26 Adjusted EAV figure shall be used for the purposes of

1 calculating Local Capacity.

2 (3) To calculate Real Receipts and EAV, the Department
3 of Revenue shall supply to the State Superintendent the
4 value as equalized or assessed by the Department of Revenue
5 of all taxable property of every Organizational Unit,
6 together with (i) the applicable tax rate used in extending
7 taxes for the funds of the Organizational Unit as of
8 September 30 of the previous year and (ii) the limiting
9 rate for all Organizational Units subject to property tax
10 extension limitations as imposed under PTELL.

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

1 Section 15-175 of the Property Tax Code for owners with
2 a household income of \$30,000 or less. The county clerk
3 of any county that is or was subject to the provisions
4 of Section 15-176 or 15-177 of the Property Tax Code
5 shall annually calculate and certify to the Department
6 of Revenue for each Organizational Unit all homestead
7 exemption amounts under Section 15-176 or 15-177 of the
8 Property Tax Code and all amounts of additional
9 exemptions under Section 15-175 of the Property Tax
10 Code for owners with a household income of \$30,000 or
11 less. It is the intent of this subparagraph (A) that if
12 the general homestead exemption for a parcel of
13 property is determined under Section 15-176 or 15-177
14 of the Property Tax Code rather than Section 15-175,
15 then the calculation of EAV shall not be affected by
16 the difference, if any, between the amount of the
17 general homestead exemption allowed for that parcel of
18 property under Section 15-176 or 15-177 of the Property
19 Tax Code and the amount that would have been allowed
20 had the general homestead exemption for that parcel of
21 property been determined under Section 15-175 of the
22 Property Tax Code. It is further the intent of this
23 subparagraph (A) that if additional exemptions are
24 allowed under Section 15-175 of the Property Tax Code
25 for owners with a household income of less than
26 \$30,000, then the calculation of EAV shall not be

1 affected by the difference, if any, because of those
2 additional exemptions.

3 (B) With respect to any part of an Organizational
4 Unit within a redevelopment project area in respect to
5 which a municipality has adopted tax increment
6 allocation financing pursuant to the Tax Increment
7 Allocation Redevelopment Act, Division 74.4 of Article
8 11 of the Illinois Municipal Code, or the Industrial
9 Jobs Recovery Law, Division 74.6 of Article 11 of the
10 Illinois Municipal Code, no part of the current EAV of
11 real property located in any such project area that is
12 attributable to an increase above the total initial EAV
13 of such property shall be used as part of the EAV of
14 the Organizational Unit, until such time as all
15 redevelopment project costs have been paid, as
16 provided in Section 11-74.4-8 of the Tax Increment
17 Allocation Redevelopment Act or in Section 11-74.6-35
18 of the Industrial Jobs Recovery Law. For the purpose of
19 the EAV of the Organizational Unit, the total initial
20 EAV or the current EAV, whichever is lower, shall be
21 used until such time as all redevelopment project costs
22 have been paid.

23 (B-5) The real property equalized assessed
24 valuation for a school district shall be adjusted by
25 subtracting from the real property value, as equalized
26 or assessed by the Department of Revenue, for the

1 district an amount computed by dividing the amount of
2 any abatement of taxes under Section 18-170 of the
3 Property Tax Code by 3.00% for a district maintaining
4 grades kindergarten through 12, by 2.30% for a district
5 maintaining grades kindergarten through 8, or by 1.05%
6 for a district maintaining grades 9 through 12 and
7 adjusted by an amount computed by dividing the amount
8 of any abatement of taxes under subsection (a) of
9 Section 18-165 of the Property Tax Code by the same
10 percentage rates for district type as specified in this
11 subparagraph (B-5).

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

21 (4) An Organizational Unit's Adjusted EAV shall be the
22 average of its EAV over the immediately preceding 3 years
23 or its EAV in the immediately preceding year if the EAV in
24 the immediately preceding year has declined by 10% or more
25 compared to the 3-year average. In the event of
26 Organizational Unit reorganization, consolidation, or

1 annexation, the Organizational Unit's Adjusted EAV for the
2 first 3 years after such change shall be as follows: the
3 most current EAV shall be used in the first year, the
4 average of a 2-year EAV or its EAV in the immediately
5 preceding year if the EAV declines by 10% or more compared
6 to the 2-year average for the second year, and a 3-year
7 average EAV or its EAV in the immediately preceding year if
8 the Adjusted EAV declines by 10% or more compared to the
9 3-year average for the third year. For any school district
10 whose EAV in the immediately preceding year is used in
11 calculations, in the following year, the Adjusted EAV shall
12 be the average of its EAV over the immediately preceding 2
13 years or the immediately preceding year if that year
14 represents a decline of 10% or more compared to the 2-year
15 average.

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

1 does approve an increase in its limiting rate, pursuant to
2 Section 18-190 of the Property Tax Code, affecting the Base
3 Tax Year, the PTELL EAV shall be equal to the product of
4 the equalized assessed valuation last used in the
5 calculation of general State aid under Section 18-8.05 of
6 this Code (now repealed) or Evidence-Based Funding under
7 this Section multiplied by an amount equal to one plus the
8 percentage increase, if any, in the Consumer Price Index
9 for All Urban Consumers for all items published by the
10 United States Department of Labor for the 12-month calendar
11 year preceding the Base Tax Year, plus the equalized
12 assessed valuation of new property, annexed property, and
13 recovered tax increment value and minus the equalized
14 assessed valuation of disconnected property.

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

18 (e) Base Funding Minimum calculation.

19 (1) For the 2017-2018 school year, the Base Funding
20 Minimum of an Organizational Unit or a Specially Funded
21 Unit shall be the amount of State funds distributed to the
22 Organizational Unit or Specially Funded Unit during the
23 2016-2017 school year prior to any adjustments and
24 specified appropriation amounts described in this
25 paragraph (1) from the following Sections, as calculated by
26 the State Superintendent: Section 18-8.05 of this Code (now

1 repealed); Section 5 of Article 224 of Public Act 99-524
2 (equity grants); Section 14-7.02b of this Code (funding for
3 children requiring special education services); Section
4 14-13.01 of this Code (special education facilities and
5 staffing), except for reimbursement of the cost of
6 transportation pursuant to Section 14-13.01; Section
7 14C-12 of this Code (English learners); and Section 18-4.3
8 of this Code (summer school), based on an appropriation
9 level of \$13,121,600. For a school district organized under
10 Article 34 of this Code, the Base Funding Minimum also
11 includes (i) the funds allocated to the school district
12 pursuant to Section 1D-1 of this Code attributable to
13 funding programs authorized by the Sections of this Code
14 listed in the preceding sentence and (ii) the difference
15 between (I) the funds allocated to the school district
16 pursuant to Section 1D-1 of this Code attributable to the
17 funding programs authorized by Section 14-7.02 (non-public
18 special education reimbursement), subsection (b) of
19 Section 14-13.01 (special education transportation),
20 Section 29-5 (transportation), Section 2-3.80
21 (agricultural education), Section 2-3.66 (truants'
22 alternative education), Section 2-3.62 (educational
23 service centers), and Section 14-7.03 (special education -
24 orphanage) of this Code and Section 15 of the Childhood
25 Hunger Relief Act (free breakfast program) and (II) the
26 school district's actual expenditures for its non-public

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

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

8 (3) Subject to approval by the General Assembly as
9 provided in this paragraph (3), an Organizational Unit that
10 meets all of the following criteria, as determined by the
11 State Board, shall have District Intervention Money added
12 to its Base Funding Minimum at the time the Base Funding
13 Minimum is calculated by the State Board:

14 (A) The Organizational Unit is operating under an
15 Independent Authority under Section 2-3.25f-5 of this
16 Code for a minimum of 4 school years or is subject to
17 the control of the State Board pursuant to a court
18 order for a minimum of 4 school years.

19 (B) The Organizational Unit was designated as a
20 Tier 1 or Tier 2 Organizational Unit in the previous
21 school year under paragraph (3) of subsection (g) of
22 this Section.

23 (C) The Organizational Unit demonstrates
24 sustainability through a 5-year financial and
25 strategic plan.

26 (D) The Organizational Unit has made sufficient

1 progress and achieved sufficient stability in the
2 areas of governance, academic growth, and finances.

3 As part of its determination under this paragraph (3),
4 the State Board may consider the Organizational Unit's
5 summative designation, any accreditations of the
6 Organizational Unit, or the Organizational Unit's
7 financial profile, as calculated by the State Board.

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

25 For the first 4 years following the initial year that
26 the State Board determines that an Organizational Unit has

1 met the criteria set forth in this paragraph (3) and has
2 received funding under this Section, the Organizational
3 Unit must annually submit to the State Board, on or before
4 November 30, a progress report regarding its financial and
5 strategic plan under subparagraph (C) of this paragraph
6 (3). The plan shall include the financial data from the
7 past 4 annual financial reports or financial audits that
8 must be presented to the State Board by November 15 of each
9 year and the approved budget financial data for the current
10 year. The plan shall be developed according to the
11 guidelines presented to the Organizational Unit by the
12 State Board. The plan shall further include financial
13 projections for the next 3 fiscal years and include a
14 discussion and financial summary of the Organizational
15 Unit's facility needs. If the Organizational Unit does not
16 demonstrate sufficient progress toward its 5-year plan or
17 if it has failed to file an annual financial report, an
18 annual budget, a financial plan, a deficit reduction plan,
19 or other financial information as required by law, the
20 State Board may establish a Financial Oversight Panel under
21 Article 1H of this Code. However, if the Organizational
22 Unit already has a Financial Oversight Panel, the State
23 Board may extend the duration of the Panel.

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

25 (1) The Evidence-Based Funding formula establishes a
26 Percent of Adequacy for each Organizational Unit in order

1 to place such units into tiers for the purposes of the
2 funding distribution system described in subsection (g) of
3 this Section. Initially, an Organizational Unit's
4 Preliminary Resources and Preliminary Percent of Adequacy
5 are calculated pursuant to paragraph (2) of this subsection
6 (f). Then, an Organizational Unit's Final Resources and
7 Final Percent of Adequacy are calculated to account for the
8 Organizational Unit's poverty concentration levels
9 pursuant to paragraphs (3) and (4) of this subsection (f).

10 (2) An Organizational Unit's Preliminary Resources are
11 equal to the sum of its Local Capacity Target, CPPRT, and
12 Base Funding Minimum. An Organizational Unit's Preliminary
13 Percent of Adequacy is the lesser of (i) its Preliminary
14 Resources divided by its Adequacy Target or (ii) 100%.

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

24 (4) An Organizational Unit's Final Percent of Adequacy
25 is its Final Resources divided by its Adequacy Target. An
26 Organizational Unit's Adjusted Base Funding Minimum is

1 equal to its Base Funding Minimum less its Supplemental
2 Grant Funding, with the resulting figure added to the
3 product of its Supplemental Grant Funding and Preliminary
4 Percent of Adequacy.

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

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

1 (5) of this subsection (g), multiplied by the
2 Organizational Unit's Adequacy Target, with the resulting
3 amount reduced by the Organizational Unit's Final
4 Resources. For Tier 2, an Organizational Unit's Funding Gap
5 equals the tier's Target Ratio, as described in paragraph
6 (5) of this subsection (g), multiplied by the
7 Organizational Unit's Adequacy Target, with the resulting
8 amount reduced by the Organizational Unit's Final
9 Resources and its Tier 1 funding allocation. To determine
10 the Organizational Unit's Funding Gap, the resulting
11 amount is then multiplied by a factor equal to one minus
12 the Organizational Unit's Local Capacity Target
13 percentage. Each Organizational Unit within Tier 3 or Tier
14 4 receives an allocation of New State Funds equal to the
15 product of its Adequacy Target and the tier's Allocation
16 Rate, as specified in paragraph (4) of this subsection (g).

17 (2) To ensure equitable distribution of dollars for all
18 Tier 2 Organizational Units, no Tier 2 Organizational Unit
19 shall receive fewer dollars per ASE than any Tier 3
20 Organizational Unit. Each Tier 2 and Tier 3 Organizational
21 Unit shall have its funding allocation divided by its ASE.
22 Any Tier 2 Organizational Unit with a funding allocation
23 per ASE below the greatest Tier 3 allocation per ASE shall
24 get a funding allocation equal to the greatest Tier 3
25 funding allocation per ASE multiplied by the
26 Organizational Unit's ASE. Each Tier 2 Organizational

1 Unit's Tier 2 funding allocation shall be multiplied by the
2 percentage calculated by dividing the original Tier 2
3 Aggregate Funding by the sum of all Tier 2 Organizational
4 Units' Tier 2 funding allocation after adjusting
5 districts' funding below Tier 3 levels.

6 (3) Organizational Units are placed into one of 4 tiers
7 as follows:

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

15 (B) Tier 2 consists of all Tier 1 Units and all
16 other Organizational Units, except for Specially
17 Funded Units, with a Percent of Adequacy of less than
18 0.90.

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

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

24 (4) The Allocation Rates for Tiers 1 through 4 are
25 determined as follows:

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

1 (B) The Tier 2 Allocation Rate is the result of the
2 following equation: Tier 2 Aggregate Funding, divided
3 by the sum of the Funding Gaps for all Tier 2
4 Organizational Units, unless the result of such
5 equation is higher than 1.0. If the result of such
6 equation is higher than 1.0, then the Tier 2 Allocation
7 Rate is 1.0.

8 (C) The Tier 3 Allocation Rate is the result of the
9 following equation: Tier 3 Aggregate Funding, divided
10 by the sum of the Adequacy Targets of all Tier 3
11 Organizational Units.

12 (D) The Tier 4 Allocation Rate is the result of the
13 following equation: Tier 4 Aggregate Funding, divided
14 by the sum of the Adequacy Targets of all Tier 4
15 Organizational Units.

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

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

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

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

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

26 (7) In the event that all Tier 2 Organizational Units

1 receive funding at the Tier 2 Target Ratio level, any
2 remaining New State Funds shall be allocated to Tier 3 and
3 Tier 4 Organizational Units.

4 (8) If any Specially Funded Units, excluding Glenwood
5 Academy, recognized by the State Board do not qualify for
6 direct funding following the implementation of Public Act
7 100-465 from any of the funding sources included within the
8 definition of Base Funding Minimum, the unqualified
9 portion of the Base Funding Minimum shall be transferred to
10 one or more appropriate Organizational Units as determined
11 by the State Superintendent based on the prior year ASE of
12 the Organizational Units.

13 (8.5) If a school district withdraws from a special
14 education cooperative, the portion of the Base Funding
15 Minimum that is attributable to the school district may be
16 redistributed to the school district upon withdrawal. The
17 school district and the cooperative must include the amount
18 of the Base Funding Minimum that is to be reapportioned in
19 their withdrawal agreement and notify the State Board of
20 the change with a copy of the agreement upon withdrawal.

21 (9) The Minimum Funding Level is intended to establish
22 a target for State funding that will keep pace with
23 inflation and continue to advance equity through the
24 Evidence-Based Funding formula. The target for State
25 funding of New Property Tax Relief Pool Funds is
26 \$50,000,000 for State fiscal year 2019 and subsequent State

1 fiscal years. The Minimum Funding Level is equal to
2 \$350,000,000. In addition to any New State Funds, no more
3 than \$50,000,000 New Property Tax Relief Pool Funds may be
4 counted toward the Minimum Funding Level. If the sum of New
5 State Funds and applicable New Property Tax Relief Pool
6 Funds are less than the Minimum Funding Level, than funding
7 for tiers shall be reduced in the following manner:

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

12 (B) Next, Tier 3 funding shall be reduced by an
13 amount equal to the difference between the Minimum
14 Funding Level and New State Funds and the reduction in
15 Tier 4 funding until such time as Tier 3 funding is
16 exhausted.

17 (C) Next, Tier 2 funding shall be reduced by an
18 amount equal to the difference between the Minimum
19 Funding Level and New State Funds and the reduction in
20 Tier 4 and Tier 3.

21 (D) Finally, Tier 1 funding shall be reduced by an
22 amount equal to the difference between the Minimum
23 Funding level and New State Funds and the reduction in
24 Tier 2, 3, and 4 funding. In addition, the Allocation
25 Rate for Tier 1 shall be reduced to a percentage equal
26 to the Tier 1 Allocation Rate set by paragraph (4) of

1 this subsection (g), multiplied by the result of New
2 State Funds divided by the Minimum Funding Level.

3 (9.5) For State fiscal year 2019 and subsequent State
4 fiscal years, if New State Funds exceed \$300,000,000, then
5 any amount in excess of \$300,000,000 shall be dedicated for
6 purposes of Section 2-3.170 of this Code up to a maximum of
7 \$50,000,000.

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

1 established in the first year of implementation of this
2 Section. If additional reductions are required, all school
3 districts shall receive a reduction by a per pupil amount
4 equal to the aggregate additional appropriation reduction
5 divided by the total ASE of all Organizational Units.

6 (11) The State Superintendent shall make minor
7 adjustments to the distribution formula set forth in this
8 subsection (g) to account for the rounding of percentages
9 to the nearest tenth of a percentage and dollar amounts to
10 the nearest whole dollar.

11 (h) State Superintendent administration of funding and
12 district submission requirements.

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

16 (2) The State Superintendent shall calculate the
17 Adequacy Target for each Organizational Unit and Net State
18 Contribution Target for each Organizational Unit under
19 this Section. No Evidence-Based Funding shall be
20 distributed within an Organizational Unit without the
21 approval of the unit's school board.

22 (3) Annually, the State Superintendent shall calculate
23 and report to each Organizational Unit the unit's aggregate
24 financial adequacy amount, which shall be the sum of the
25 Adequacy Target for each Organizational Unit. The State
26 Superintendent shall calculate and report separately for

1 each Organizational Unit the unit's total State funds
2 allocated for its students with disabilities. The State
3 Superintendent shall calculate and report separately for
4 each Organizational Unit the amount of funding and
5 applicable FTE calculated for each Essential Element of the
6 unit's Adequacy Target.

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

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

26 (6) Any school district that fails, for any given

1 school year, to maintain school as required by law or to
2 maintain a recognized school is not eligible to receive
3 Evidence-Based Funding. In case of non-recognition of one
4 or more attendance centers in a school district otherwise
5 operating recognized schools, the claim of the district
6 shall be reduced in the proportion that the enrollment in
7 the attendance center or centers bears to the enrollment of
8 the school district. "Recognized school" means any public
9 school that meets the standards for recognition by the
10 State Board. A school district or attendance center not
11 having recognition status at the end of a school term is
12 entitled to receive State aid payments due upon a legal
13 claim that was filed while it was recognized.

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

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

1 services, as defined in Section 14-1.08 of this Code, and
2 must comply with any expenditure verification procedures
3 adopted by the State Board.

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

25 (10) No later than January 1, 2018, the State
26 Superintendent shall develop a 5-year strategic plan for

1 all Organizational Units to help in planning for adequacy
2 funding under this Section. The State Superintendent shall
3 submit the plan to the Governor and the General Assembly,
4 as provided in Section 3.1 of the General Assembly
5 Organization Act. The plan shall include recommendations
6 for:

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

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

12 (C) application and enhancement of the current
13 financial accountability measures, the approved State
14 plan to comply with the federal Every Student Succeeds
15 Act, and the Illinois Balanced Accountability Measures
16 in relation to student growth and elements of the
17 Evidence-Based Funding model; and

18 (D) implementation of an effective school adequacy
19 funding system based on projected and recommended
20 funding levels from the General Assembly.

21 (11) On an annual basis, the State Superintendent must
22 recalibrate all of the following per pupil elements of the
23 Adequacy Target and applied to the formulas, based on the
24 study of average expenses and as reported in the most
25 recent annual financial report:

26 (A) Gifted under subparagraph (M) of paragraph (2)

1 of subsection (b).

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

4 (C) Assessment under subparagraph (P) of paragraph
5 (2) of subsection (b).

6 (D) Student activities under subparagraph (R) of
7 paragraph (2) of subsection (b).

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

10 (F) Central office under subparagraph (T) of
11 paragraph (2) of subsection (b).

12 (i) Professional Review Panel.

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

1 by the State Superintendent, except as otherwise provided
2 in paragraph (2) of this subsection (i) and include the
3 following members:

4 (A) Two appointees that represent district
5 superintendents, recommended by a statewide
6 organization that represents district superintendents.

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

10 (C) Two appointees from districts that represent
11 school business officials, recommended by a statewide
12 organization that represents school business
13 officials.

14 (D) Two appointees that represent school
15 principals, recommended by a statewide organization
16 that represents school principals.

17 (E) Two appointees that represent teachers,
18 recommended by a statewide organization that
19 represents teachers.

20 (F) Two appointees that represent teachers,
21 recommended by another statewide organization that
22 represents teachers.

23 (G) Two appointees that represent regional
24 superintendents of schools, recommended by
25 organizations that represent regional superintendents.

26 (H) Two independent experts selected solely by the

1 State Superintendent.

2 (I) Two independent experts recommended by public
3 universities in this State.

4 (J) One member recommended by a statewide
5 organization that represents parents.

6 (K) Two representatives recommended by collective
7 impact organizations that represent major metropolitan
8 areas or geographic areas in Illinois.

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

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

15 The State Superintendent shall ensure that the
16 membership of the Panel includes representatives from
17 school districts and communities reflecting the
18 geographic, socio-economic, racial, and ethnic diversity
19 of this State. The State Superintendent shall additionally
20 ensure that the membership of the Panel includes
21 representatives with expertise in bilingual education and
22 special education. Staff from the State Board shall staff
23 the Panel.

24 (2) In addition to those Panel members appointed by the
25 State Superintendent, 4 members of the General Assembly
26 shall be appointed as follows: one member of the House of

1 Representatives appointed by the Speaker of the House of
2 Representatives, one member of the Senate appointed by the
3 President of the Senate, one member of the House of
4 Representatives appointed by the Minority Leader of the
5 House of Representatives, and one member of the Senate
6 appointed by the Minority Leader of the Senate. There shall
7 be one additional member appointed by the Governor. All
8 members appointed by legislative leaders or the Governor
9 shall be non-voting, ex officio members.

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

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

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

18 (C) Maintenance and operations, including capital
19 maintenance and construction costs.

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

21 (E) Benefits.

22 (F) Technology.

23 (G) Local Capacity Target.

24 (H) Funding for Alternative Schools, Laboratory
25 Schools, safe schools, and alternative learning
26 opportunities programs.

1 (I) Funding for college and career acceleration
2 strategies.

3 (J) Special education investments.

4 (K) Early childhood investments, in collaboration
5 with the Illinois Early Learning Council.

6 (4) (Blank).

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

14 (6) (Blank).

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

1 (A) The financial ability of school districts to
2 provide instruction in a foreign language to every
3 student and whether an additional Essential Element
4 should be added to the formula to ensure that every
5 student has access to instruction in a foreign
6 language.

7 (B) The adult-to-student ratio for each Essential
8 Element in which a ratio is identified. The Panel shall
9 consider whether the ratio accurately reflects the
10 staffing needed to support students living in poverty
11 or who have traumatic backgrounds.

12 (C) Changes to the Essential Elements that may be
13 required to better promote racial equity and eliminate
14 structural racism within schools.

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

19 (E) Provide an overview of alternative funding
20 structures that would enable the State to become fully
21 funded at an earlier date.

22 (F) The potential to increase efficiency and to
23 find cost savings within the school system to expedite
24 the journey to a fully funded system.

25 (G) The appropriate levels for reenrolling and
26 graduating high-risk high school students who have

1 been previously out of school. These outcomes shall
2 include enrollment, attendance, skill gains, credit
3 gains, graduation or promotion to the next grade level,
4 and the transition to college, training, or
5 employment, with an emphasis on progressively
6 increasing the overall attendance.

7 (H) The evidence-based or research-based practices
8 that are shown to reduce the gaps and disparities
9 experienced by African American students in academic
10 achievement and educational performance, including
11 practices that have been shown to reduce parities in
12 disciplinary rates, drop-out rates, graduation rates,
13 college matriculation rates, and college completion
14 rates.

15 On or before December 31, 2021, the Panel shall report
16 to the State Board, the General Assembly, and the Governor
17 on the findings of its review. This paragraph (7) is
18 inoperative on and after July 1, 2022.

19 (j) References. Beginning July 1, 2017, references in other
20 laws to general State aid funds or calculations under Section
21 18-8.05 of this Code (now repealed) shall be deemed to be
22 references to evidence-based model formula funds or
23 calculations under this Section.

24 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18;
25 100-582, eff. 3-23-18; 101-10, eff. 6-5-19; 101-17, eff.
26 6-14-19; 101-643, eff. 6-18-20; revised 8-21-20.)

1 Article 95.

2 Section 95-1. Short title. This Article may be cited as the
3 Equity in Higher Education Act. References in this Article to
4 "this Act" mean this Article.

5 Section 95-5. Findings; policies.

6 (a) The General Assembly finds the following:

7 (1) Historic and continuous systemic racism has
8 created significant disparities in college access,
9 affordability, and completion for Black, Latinx,
10 low-income, and other underrepresented and historically
11 underserved students.

12 (2) Higher education is examining its role as a
13 contributor to systemic racism, while recognizing its
14 place in providing opportunity and upward mobility, and its
15 role as a powerful actor in dismantling systemic racism.

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

1 college students in Illinois.

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

5 (5) Illinois must address wide disparities in degree
6 completion at Illinois community colleges, which currently
7 graduate Black and Latinx students at a rate of 14% and 26%
8 respectively compared to the rate of 38% for White
9 students, as well as at public universities, which
10 currently graduate Black and Latinx students at a rate of
11 34% and 49% respectively compared to 66% of White students,
12 within 6 years.

13 (6) The State of Illinois benefits from a diverse
14 public higher education system that includes universities
15 and community colleges with different missions and scopes
16 that maximize college enrollment, persistence, and
17 completion of underrepresented and historically
18 underserved students, including Black and Latinx students
19 and students from low-income families.

20 (7) Illinois has a moral obligation and an economic
21 interest in dismantling and reforming structures that
22 create or exacerbate racial and socioeconomic inequities
23 in K-12 and higher education.

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

1 (9) The Board of Higher Education has included among
2 its core principles designed to guide the strategic plan
3 the assumption that excellence coupled with equity should
4 drive the higher education system and that the higher
5 education system will make equity-driven decisions,
6 elevating the voices of those who have been underserved,
7 and actively identify and remove systemic barriers that
8 have prevented students of color, first generation college
9 students, low-income students, adult learners, and rural
10 students from accessing and succeeding in higher
11 education; access and affordability as well as high quality
12 are embedded in the definition of equity.

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

15 (1) Its work on the strategic plan for higher education
16 and the vision it has set forth that over the next 10 years
17 Illinois will have an equitable, accessible, innovative,
18 nimble, and aligned higher education ecosystem that
19 ensures individuals, families, and communities across the
20 state thrive.

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

24 (3) Its goal to increase postsecondary
25 credential/degree attainment and develop talent to drive
26 the economy of Illinois and that the strategic plan will

1 identify strategies to achieve this goal, including
2 embedding equity in the State's attainment goal.

3 (4) Its goal to improve higher education
4 affordability, increase access, and manage costs and the
5 expectation that the strategic plan will identify
6 strategies for stakeholders to achieve these goals,
7 including opportunities to improve efficiency and
8 principles for equitable and adequate ways to fund higher
9 education.

10 (c) The General Assembly encourages the Board of Higher
11 Education to prepare an array of policy, practice, and proposed
12 legislative changes required to implement the strategic plan,
13 along with an implementation process and timeline by May 1,
14 2021 and to regularly evaluate the impact of the implementation
15 of the strategic plan and publicly report the evaluation to
16 ensure that the goals are achieved as intended and lead to a
17 high-quality, equitable, and diverse higher education system
18 in Illinois.

19 Article 100.

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

23 Section 100-5. Findings. The General Assembly makes all of

1 the following findings:

2 (1) Nearly 50% of this State's high school graduates
3 who enroll full-time in a community college are placed in
4 developmental education coursework in at least one
5 subject. Community colleges place nearly 71% of Black
6 students in developmental education courses compared to
7 42% of white students.

8 (2) Traditional developmental education courses cost
9 students time and money and expend their financial aid
10 because a student does not receive college credit for the
11 successful completion of a traditional developmental
12 education course. This can be a barrier to enrollment,
13 persistence, and certificate or degree completion.

14 (3) Developmental education courses can exacerbate
15 inequities in higher education. Community colleges
16 graduate Black students who are placed in developmental
17 education courses at a rate of approximately 8% compared to
18 a graduation rate of 26% for white students who are placed
19 in developmental education courses.

20 (4) A history of inconsistent and inadequate
21 approaches to student placement in community college
22 coursework, such as the reliance on standardized test
23 scores, has resulted in too many students being placed in
24 developmental education coursework who could otherwise
25 succeed in introductory college-level coursework or
26 introductory college-level coursework with concurrent

1 support.

2 (5) Developmental education reform is in progress, and
3 public institutions of higher education and State agencies
4 have undertaken voluntary efforts and committed resources
5 to improve placement and to address disparities in the
6 successful completion of introductory college-level
7 coursework.

8 (6) The Illinois Council of Community College
9 Presidents, the Illinois Community College Chief Academic
10 Officers Commission, the Illinois Community College Chief
11 Student Services Officers Commission, and the Illinois
12 Mathematics Association of Community Colleges have already
13 developed and approved a more equitable, multiple measures
14 framework for placement in coursework that is currently
15 implemented at many but not all community colleges.

16 (7) In 2019, members of the General Assembly, faculty
17 and administrators from public institutions of higher
18 education, board trustees from community college
19 districts, representatives from the Board of Higher
20 Education, the Illinois Community College Board, and other
21 appointed stakeholders convened a task force to inventory
22 and study developmental education models employed by
23 public community colleges and universities in this State
24 and to submit a detailed plan for scaling developmental
25 education reforms in which all students who are placed in
26 developmental education coursework are enrolled in an

1 evidence-based developmental education model that
2 maximizes a student's likelihood of completing an
3 introductory college-level course within his or her first 2
4 semesters at an institution of higher education. The data
5 released by the task force indicates all of the following:

6 (A) Despite more effective developmental education
7 models, community colleges and universities use the
8 traditional developmental education model for 77% of
9 students who place in a developmental education
10 mathematics course and for 67% of students who place in
11 a developmental English language course.

12 (B) Improved policies, programs, and practices are
13 essential to address the systemic inequities that
14 exist in postsecondary education in this State, such as
15 the disproportionate enrollment of Black students in
16 developmental education courses.

17 (8) To support further reform to developmental
18 education in mathematics, additional work needs to be done
19 in order to more adequately define the math pathways and
20 the various ways that students satisfy mathematics credit
21 requirements depending upon their academic and career
22 pathways.

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

24 "College-level English language or mathematics course" or
25 "college-level English language or mathematics coursework"

1 means a course that bears credit and fulfills English language
2 or mathematics credit requirements for a baccalaureate degree,
3 a certificate, or an associate degree from a postsecondary
4 educational institution.

5 "Community college" means a public community college in
6 this State.

7 "Developmental education" means instruction through which
8 a high school graduate who applies to a college credit program
9 may attain the communication and computation skills necessary
10 to successfully complete college-level coursework.

11 "Developmental education course" or "developmental
12 education coursework" means a course or a category of courses
13 in which students are placed based on an institution's finding
14 that a student does not have the proficiency necessary to
15 succeed in an introductory college-level English language or
16 mathematics course.

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

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

20 Section 100-15. Placement measures.

21 (a) On or before May 1, 2022, a community college shall use
22 each of the following measures, as appropriate, to determine
23 the placement of a student in introductory college-level
24 English language or mathematics coursework and shall use the
25 scores set forth in recommendations approved by the Illinois

1 Council of Community College Presidents on June 1, 2018:

2 (1) A student's cumulative high school grade point
3 average.

4 (2) A student's successful completion of an
5 appropriate high school transition course in mathematics
6 or English.

7 (3) A student's successful completion of an
8 appropriate developmental education or introductory
9 college-level English language or mathematics course at
10 another regionally accredited postsecondary educational
11 institution.

12 (b) In determining the placement of a student in
13 introductory college-level English language or mathematics
14 coursework, a community college shall consider the
15 standardized test scores provided by the student for placement
16 in an introductory college-level English language or
17 mathematics course.

18 In addition, a community college is encouraged to use the
19 scores set forth in recommendations approved by the Illinois
20 Council of Community College Presidents on June 1, 2018 and
21 should also consider other individual measures for placement in
22 an introductory college-level English language or mathematics
23 course, as set forth in recommendations approved by the
24 Illinois Council of Community College Presidents on June 1,
25 2018, and the scores set forth in those recommendations.

26 In its discretion, a community college may accept a lower

1 score on individual placement measures or accept lower scores
2 in combination with other placement measures than those set
3 forth in the recommendations.

4 (c) If a student qualifies for placement in an introductory
5 college-level English language or mathematics course using a
6 single measure under subsection (a) or (b), no additional
7 measures need to be considered for placement of the student in
8 the introductory college-level English language or mathematics
9 course.

10 Section 100-20. Recommendations of Illinois Council of
11 Community College Presidents recommendation revisions; math
12 pathways.

13 (a) If the Illinois Council of Community College Presidents
14 approves any revised recommendations for determining the
15 placement of students in introductory college-level English
16 language or mathematics courses in response to changes in
17 scoring systems, the introduction and use of additional
18 measures, or evidence that demonstrates the inaccuracy in the
19 use of scores in previous recommendations, then, within one
20 year after the date of the adoption of those revised
21 recommendations, references in this Act to recommendations
22 approved by the Illinois Council of Community College
23 Presidents on June 1, 2018 shall mean the revised
24 recommendations. The General Assembly may request that the
25 Illinois Council of Community College Presidents provide to the

1 General Assembly the rationale and supporting evidence for any
2 revision to the Council's recommendations.

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

8 Section 100-25. Placement policy; report.

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

12 (b) On or before July 1, 2023, the Illinois Community
13 College Board shall issue a report, which shall be made
14 available to the public on its Internet website, concerning
15 each community college's developmental education and
16 college-level coursework placement policy and the policy's
17 outcomes. The data disclosed in the report must be consistent
18 with the Illinois Community College Board's requirements for
19 data collection and should be disaggregated by developmental
20 education course model, as defined by the Illinois Community
21 College Board, and by gender, race and ethnicity, and federal
22 Pell Grant status.

23 Section 100-30. Institutional plans; report.

24 (a) On or before May 1, 2022, each university shall submit

1 to the Board of Higher Education and each community college
2 shall submit to the Illinois Community College Board its
3 institutional plan for scaling evidence-based developmental
4 education reforms to maximize the probability that a student
5 will be placed in and successfully complete introductory
6 college-level English language or mathematics coursework
7 within 2 semesters at the institution. At a minimum, a plan
8 submitted by an institution shall include all of the following:

9 (1) A description of the current developmental
10 education models offered by the institution. If the
11 institution does not currently offer developmental
12 education coursework, it must provide details regarding
13 its decision not to offer developmental education
14 coursework and the pathways that are available to students
15 deemed to be insufficiently prepared for introductory
16 college-level English language or mathematics coursework.

17 (2) A description of the developmental education
18 models that will be implemented and scaled and the basis of
19 the evidence and associated data that the institution
20 considered in making the decision to scale each model.

21 (3) Baseline data and benchmarks for progress,
22 including, but not limited to, (i) enrollment in
23 credit-bearing English language or mathematics courses,
24 (ii) rates of successful completion of introductory
25 college-level English language or mathematics courses, and
26 (iii) college-credit accumulation.

1 (4) Detailed plans for scaling reforms and improving
2 outcomes for all students placed in traditional
3 developmental education models or models with comparable
4 introductory college-level course completion rates. The
5 plan shall provide details about the expected improvements
6 in educational outcomes for Black students as result of the
7 proposed reforms.

8 (b) On or before January 1, 2023 and every 2 years
9 thereafter, the Board of Higher Education and Illinois
10 Community College Board shall collect data and report to the
11 General Assembly and the public the status of developmental
12 education reforms at institutions. The report must include data
13 on the progress of the developmental education reforms,
14 including, but not limited to, (i) enrollment in credit-bearing
15 English language or mathematics courses, (ii) rates of
16 successful completion of introductory college-level English
17 language or mathematics courses, and (iii) college-credit
18 accumulation. The data should be disaggregated by gender, race
19 and ethnicity, federal Pell Grant status, and other variables
20 of interest to the Board of Higher Education and the Illinois
21 Community College Board.

22 (c) On or before January 1, 2024 and every 2 years
23 thereafter, the Board of Higher Education and Illinois
24 Community College Board, in consultation with institutions of
25 higher education and other stakeholders, shall consider
26 additional data reporting requirements to facilitate the

1 rigorous and continuous evaluation of each institution's
2 implementation plan and its impact on improving outcomes for
3 students in developmental education, particularly for Black
4 students.

5 Section 100-90. Family Educational Rights and Privacy Act
6 of 1974. Nothing in this Act supersedes the federal Family
7 Educational Rights and Privacy Act of 1974 or rules adopted
8 pursuant to the federal Family Educational Rights and Privacy
9 Act of 1974.

10 Article 115.

11 Section 115-5. The School Code is amended by changing
12 Section 21B-50 as follows:

13 (105 ILCS 5/21B-50)

14 Sec. 21B-50. Alternative Educator Licensure Program.

15 (a) There is established an alternative educator licensure
16 program, to be known as the Alternative Educator Licensure
17 Program for Teachers.

18 (b) The Alternative Educator Licensure Program for
19 Teachers may be offered by a recognized institution approved to
20 offer educator preparation programs by the State Board of
21 Education, in consultation with the State Educator Preparation
22 and Licensure Board.

1 The program shall be comprised of 4 phases:

2 (1) A course of study that at a minimum includes
3 instructional planning; instructional strategies,
4 including special education, reading, and English language
5 learning; classroom management; and the assessment of
6 students and use of data to drive instruction.

7 (2) A year of residency, which is a candidate's
8 assignment to a full-time teaching position or as a
9 co-teacher for one full school year. An individual must
10 hold an Educator License with Stipulations with an
11 alternative provisional educator endorsement in order to
12 enter the residency and must complete additional program
13 requirements that address required State and national
14 standards, pass the State Board's teacher performance
15 assessment no later than the end of the first semester of
16 the second year of residency, as required under phase (3)
17 of this subsection (b), and be recommended by the principal
18 or qualified equivalent of a principal, as required under
19 subsection (d) of this Section, and the program coordinator
20 to continue with the second year of the residency.

21 (3) A second year of residency, which shall include the
22 candidate's assignment to a full-time teaching position
23 for one school year. The candidate must be assigned an
24 experienced teacher to act as a mentor and coach the
25 candidate through the second year of residency.

26 (4) A comprehensive assessment of the candidate's

1 teaching effectiveness, as evaluated by the principal or
2 qualified equivalent of a principal, as required under
3 subsection (d) of this Section, and the program
4 coordinator, at the end of the second year of residency. If
5 there is disagreement between the 2 evaluators about the
6 candidate's teaching effectiveness, the candidate may
7 complete one additional year of residency teaching under a
8 professional development plan developed by the principal
9 or qualified equivalent and the preparation program. At the
10 completion of the third year, a candidate must have
11 positive evaluations and a recommendation for full
12 licensure from both the principal or qualified equivalent
13 and the program coordinator or no Professional Educator
14 License shall be issued.

15 Successful completion of the program shall be deemed to
16 satisfy any other practice or student teaching and content
17 matter requirements established by law.

18 (c) An alternative provisional educator endorsement on an
19 Educator License with Stipulations is valid for 2 years of
20 teaching in the public schools, including without limitation a
21 preschool educational program under Section 2-3.71 of this Code
22 or charter school, or in a State-recognized nonpublic school in
23 which the chief administrator is required to have the licensure
24 necessary to be a principal in a public school in this State
25 and in which a majority of the teachers are required to have
26 the licensure necessary to be instructors in a public school in

1 this State, but may be renewed for a third year if needed to
2 complete the Alternative Educator Licensure Program for
3 Teachers. The endorsement shall be issued only once to an
4 individual who meets all of the following requirements:

5 (1) Has graduated from a regionally accredited college
6 or university with a bachelor's degree or higher.

7 (2) (Blank). ~~Has a cumulative grade point average of~~
8 ~~3.0 or greater on a 4.0 scale or its equivalent on another~~
9 ~~scale.~~

10 (3) Has completed a major in the content area if
11 seeking a middle or secondary level endorsement or, if
12 seeking an early childhood, elementary, or special
13 education endorsement, has completed a major in the content
14 area of reading, English/language arts, mathematics, or
15 one of the sciences. If the individual does not have a
16 major in a content area for any level of teaching, he or
17 she must submit transcripts to the State Board of Education
18 to be reviewed for equivalency.

19 (4) Has successfully completed phase (1) of subsection
20 (b) of this Section.

21 (5) Has passed a content area test required for the
22 specific endorsement for admission into the program, as
23 required under Section 21B-30 of this Code.

24 A candidate possessing the alternative provisional
25 educator endorsement may receive a salary, benefits, and any
26 other terms of employment offered to teachers in the school who

1 are members of an exclusive bargaining representative, if any,
2 but a school is not required to provide these benefits during
3 the years of residency if the candidate is serving only as a
4 co-teacher. If the candidate is serving as the teacher of
5 record, the candidate must receive a salary, benefits, and any
6 other terms of employment. Residency experiences must not be
7 counted towards tenure.

8 (d) The recognized institution offering the Alternative
9 Educator Licensure Program for Teachers must partner with a
10 school district, including without limitation a preschool
11 educational program under Section 2-3.71 of this Code or
12 charter school, or a State-recognized, nonpublic school in this
13 State in which the chief administrator is required to have the
14 licensure necessary to be a principal in a public school in
15 this State and in which a majority of the teachers are required
16 to have the licensure necessary to be instructors in a public
17 school in this State. A recognized institution that partners
18 with a public school district administering a preschool
19 educational program under Section 2-3.71 of this Code must
20 require a principal to recommend or evaluate candidates in the
21 program. A recognized institution that partners with an
22 eligible entity administering a preschool educational program
23 under Section 2-3.71 of this Code and that is not a public
24 school district must require a principal or qualified
25 equivalent of a principal to recommend or evaluate candidates
26 in the program. The program presented for approval by the State

1 Board of Education must demonstrate the supports that are to be
2 provided to assist the provisional teacher during the 2-year
3 residency period. These supports must provide additional
4 contact hours with mentors during the first year of residency.

5 (e) Upon completion of the 4 phases outlined in subsection
6 (b) of this Section and all assessments required under Section
7 21B-30 of this Code, an individual shall receive a Professional
8 Educator License.

9 (f) The State Board of Education, in consultation with the
10 State Educator Preparation and Licensure Board, may adopt such
11 rules as may be necessary to establish and implement the
12 Alternative Educator Licensure Program for Teachers.

13 (Source: P.A. 100-596, eff. 7-1-18; 100-822, eff. 1-1-19;
14 101-220, eff. 8-7-19; 101-570, eff. 8-23-19; 101-643, eff.
15 6-18-20.)

16 Article 120.

17 Section 120-5. The Higher Education Student Assistance Act
18 is amended by changing Section 50 as follows:

19 (110 ILCS 947/50)

20 Sec. 50. Minority Teachers of Illinois scholarship
21 program.

22 (a) As used in this Section:

23 "Eligible applicant" means a minority student who has

1 graduated from high school or has received a high school
2 equivalency certificate and has maintained a cumulative
3 grade point average of no less than 2.5 on a 4.0 scale, and
4 who by reason thereof is entitled to apply for scholarships
5 to be awarded under this Section.

6 "Minority student" means a student who is any of the
7 following:

8 (1) American Indian or Alaska Native (a person
9 having origins in any of the original peoples of North
10 and South America, including Central America, and who
11 maintains tribal affiliation or community attachment).

12 (2) Asian (a person having origins in any of the
13 original peoples of the Far East, Southeast Asia, or
14 the Indian subcontinent, including, but not limited
15 to, Cambodia, China, India, Japan, Korea, Malaysia,
16 Pakistan, the Philippine Islands, Thailand, and
17 Vietnam).

18 (3) Black or African American (a person having
19 origins in any of the black racial groups of Africa).
20 Terms such as "Haitian" or "Negro" can be used in
21 addition to "Black or African American".

22 (4) Hispanic or Latino (a person of Cuban, Mexican,
23 Puerto Rican, South or Central American, or other
24 Spanish culture or origin, regardless of race).

25 (5) Native Hawaiian or Other Pacific Islander (a
26 person having origins in any of the original peoples of

1 Hawaii, Guam, Samoa, or other Pacific Islands).

2 "Qualified bilingual minority applicant" means a
3 qualified student who demonstrates proficiency in a
4 language other than English by (i) receiving a State Seal
5 of Biliteracy from the State Board of Education or (ii)
6 receiving a passing score on an educator licensure target
7 language proficiency test.

8 "Qualified student" means a person (i) who is a
9 resident of this State and a citizen or permanent resident
10 of the United States; (ii) who is a minority student, as
11 defined in this Section; (iii) who, as an eligible
12 applicant, has made a timely application for a minority
13 teaching scholarship under this Section; (iv) who is
14 enrolled on at least a half-time basis at a qualified
15 Illinois institution of higher learning; (v) who is
16 enrolled in a course of study leading to teacher licensure,
17 including alternative teacher licensure, or, if the
18 student is already licensed to teach, in a course of study
19 leading to an additional teaching endorsement or a master's
20 degree in an academic field in which he or she is teaching
21 or plans to teach or who has received one or more College
22 and Career Pathway Endorsements pursuant to Section 80 of
23 the Postsecondary and Workforce Readiness Act and commits
24 to enrolling in a course of study leading to teacher
25 licensure, including alternative teacher licensure; (vi)
26 who maintains a grade point average of no less than 2.5 on

1 a 4.0 scale; and (vii) who continues to advance
2 satisfactorily toward the attainment of a degree.

3 (b) In order to encourage academically talented Illinois
4 minority students to pursue teaching careers at the preschool
5 or elementary or secondary school level and to address and
6 alleviate the teacher shortage crisis in this State described
7 under the provisions of the Transitions in Education Act, each
8 qualified student shall be awarded a minority teacher
9 scholarship to any qualified Illinois institution of higher
10 learning. However, preference may be given to qualified
11 applicants enrolled at or above the junior level.

12 (c) Each minority teacher scholarship awarded under this
13 Section shall be in an amount sufficient to pay the tuition and
14 fees and room and board costs of the qualified Illinois
15 institution of higher learning at which the recipient is
16 enrolled, up to an annual maximum of \$5,000; except that in the
17 case of a recipient who does not reside on-campus at the
18 institution at which he or she is enrolled, the amount of the
19 scholarship shall be sufficient to pay tuition and fee expenses
20 and a commuter allowance, up to an annual maximum of \$5,000.
21 However, if at least \$2,850,000 is appropriated in a given
22 fiscal year for the Minority Teachers of Illinois scholarship
23 program, then, in each fiscal year thereafter, each scholarship
24 awarded under this Section shall be in an amount sufficient to
25 pay the tuition and fees and room and board costs of the
26 qualified Illinois institution of higher learning at which the

1 recipient is enrolled, up to an annual maximum of \$7,500;
2 except that in the case of a recipient who does not reside
3 on-campus at the institution at which he or she is enrolled,
4 the amount of the scholarship shall be sufficient to pay
5 tuition and fee expenses and a commuter allowance, up to an
6 annual maximum of \$7,500.

7 (d) The total amount of minority teacher scholarship
8 assistance awarded by the Commission under this Section to an
9 individual in any given fiscal year, when added to other
10 financial assistance awarded to that individual for that year,
11 shall not exceed the cost of attendance at the institution at
12 which the student is enrolled. If the amount of minority
13 teacher scholarship to be awarded to a qualified student as
14 provided in subsection (c) of this Section exceeds the cost of
15 attendance at the institution at which the student is enrolled,
16 the minority teacher scholarship shall be reduced by an amount
17 equal to the amount by which the combined financial assistance
18 available to the student exceeds the cost of attendance.

19 (e) The maximum number of academic terms for which a
20 qualified student can receive minority teacher scholarship
21 assistance shall be 8 semesters or 12 quarters.

22 (f) In any academic year for which an eligible applicant
23 under this Section accepts financial assistance through the
24 Paul Douglas Teacher Scholarship Program, as authorized by
25 Section 551 et seq. of the Higher Education Act of 1965, the
26 applicant shall not be eligible for scholarship assistance

1 awarded under this Section.

2 (g) All applications for minority teacher scholarships to
3 be awarded under this Section shall be made to the Commission
4 on forms which the Commission shall provide for eligible
5 applicants. The form of applications and the information
6 required to be set forth therein shall be determined by the
7 Commission, and the Commission shall require eligible
8 applicants to submit with their applications such supporting
9 documents or recommendations as the Commission deems
10 necessary.

11 (h) Subject to a separate appropriation for such purposes,
12 payment of any minority teacher scholarship awarded under this
13 Section shall be determined by the Commission. All scholarship
14 funds distributed in accordance with this subsection shall be
15 paid to the institution and used only for payment of the
16 tuition and fee and room and board expenses incurred by the
17 student in connection with his or her attendance at a qualified
18 Illinois institution of higher learning. Any minority teacher
19 scholarship awarded under this Section shall be applicable to 2
20 semesters or 3 quarters of enrollment. If a qualified student
21 withdraws from enrollment prior to completion of the first
22 semester or quarter for which the minority teacher scholarship
23 is applicable, the school shall refund to the Commission the
24 full amount of the minority teacher scholarship.

25 (i) The Commission shall administer the minority teacher
26 scholarship aid program established by this Section and shall

1 make all necessary and proper rules not inconsistent with this
2 Section for its effective implementation.

3 (j) When an appropriation to the Commission for a given
4 fiscal year is insufficient to provide scholarships to all
5 qualified students, the Commission shall allocate the
6 appropriation in accordance with this subsection. If funds are
7 insufficient to provide all qualified students with a
8 scholarship as authorized by this Section, the Commission shall
9 allocate the available scholarship funds for that fiscal year
10 to qualified students who submit a complete application form on
11 or before a date specified by the Commission based on the
12 following order of priority:

13 (1) To students who received a scholarship under this
14 Section in the prior academic year and who remain eligible
15 for a minority teacher scholarship under this Section.

16 (2) Except as otherwise provided in subsection (k), to
17 students who demonstrate financial need, as determined by
18 the Commission. ~~on the basis of the date the Commission~~
19 ~~receives a complete application form.~~

20 (k) Notwithstanding paragraph (2) of the provisions of
21 subsection (j) ~~or any other provision of this Section,~~ at least
22 35% ~~30%~~ of the funds appropriated for scholarships awarded
23 under this Section in each fiscal year shall be reserved for
24 qualified male minority applicants, with priority being given
25 to qualified Black male applicants beginning with fiscal year
26 2023. If the Commission does not receive enough applications

1 from qualified male minorities on or before January 1 of each
2 fiscal year to award 35% ~~30%~~ of the funds appropriated for
3 these scholarships to qualified male minority applicants, then
4 the Commission may award a portion of the reserved funds to
5 qualified female minority applicants in accordance with
6 subsection (j).

7 Beginning with fiscal year 2023, if at least \$2,850,000 but
8 less than \$4,200,000 is appropriated in a given fiscal year for
9 scholarships awarded under this Section, then at least 10% of
10 the funds appropriated shall be reserved for qualified
11 bilingual minority applicants, with priority being given to
12 qualified bilingual minority applicants who are enrolled in an
13 educator preparation program with a concentration in
14 bilingual, bicultural education. Beginning with fiscal year
15 2023, if at least \$4,200,000 is appropriated in a given fiscal
16 year for the Minority Teachers of Illinois scholarship program,
17 then at least 30% of the funds appropriated shall be reserved
18 for qualified bilingual minority applicants, with priority
19 being given to qualified bilingual minority applicants who are
20 enrolled in an educator preparation program with a
21 concentration in bilingual, bicultural education. Beginning
22 with fiscal year 2023, if at least \$2,850,000 is appropriated
23 in a given fiscal year for scholarships awarded under this
24 Section but the Commission does not receive enough applications
25 from qualified bilingual minority applicants on or before
26 January 1 of that fiscal year to award at least 10% of the

1 funds appropriated to qualified bilingual minority applicants,
2 then the Commission may, in its discretion, award a portion of
3 the reserved funds to other qualified students in accordance
4 with subsection (j).

5 (1) Prior to receiving scholarship assistance for any
6 academic year, each recipient of a minority teacher scholarship
7 awarded under this Section shall be required by the Commission
8 to sign an agreement under which the recipient pledges that,
9 within the one-year period following the termination of the
10 program for which the recipient was awarded a minority teacher
11 scholarship, the recipient (i) shall begin teaching for a
12 period of not less than one year for each year of scholarship
13 assistance he or she was awarded under this Section; ~~and~~ (ii)
14 shall fulfill this teaching obligation at a nonprofit Illinois
15 public, private, or parochial preschool, elementary school, or
16 secondary school at which no less than 30% of the enrolled
17 students are minority students in the year during which the
18 recipient begins teaching at the school or may instead, if the
19 recipient received a scholarship as a qualified bilingual
20 minority applicant, fulfill this teaching obligation in a
21 program in transitional bilingual education pursuant to
22 Article 14C of the School Code or in a school in which 20 or
23 more English learner students in the same language
24 classification are enrolled; and (iii) shall, upon request by
25 the Commission, provide the Commission with evidence that he or
26 she is fulfilling or has fulfilled the terms of the teaching

1 agreement provided for in this subsection.

2 (m) If a recipient of a minority teacher scholarship
3 awarded under this Section fails to fulfill the teaching
4 obligation set forth in subsection (l) of this Section, the
5 Commission shall require the recipient to repay the amount of
6 the scholarships received, prorated according to the fraction
7 of the teaching obligation not completed, at a rate of interest
8 equal to 5%, and, if applicable, reasonable collection fees.
9 The Commission is authorized to establish rules relating to its
10 collection activities for repayment of scholarships under this
11 Section. All repayments collected under this Section shall be
12 forwarded to the State Comptroller for deposit into the State's
13 General Revenue Fund.

14 (n) A recipient of minority teacher scholarship shall not
15 be considered in violation of the agreement entered into
16 pursuant to subsection (l) if the recipient (i) enrolls on a
17 full time basis as a graduate student in a course of study
18 related to the field of teaching at a qualified Illinois
19 institution of higher learning; (ii) is serving, not in excess
20 of 3 years, as a member of the armed services of the United
21 States; (iii) is a person with a temporary total disability for
22 a period of time not to exceed 3 years as established by sworn
23 affidavit of a qualified physician; (iv) is seeking and unable
24 to find full time employment as a teacher at an Illinois
25 public, private, or parochial preschool or elementary or
26 secondary school that satisfies the criteria set forth in

1 subsection (l) of this Section and is able to provide evidence
2 of that fact; (v) becomes a person with a permanent total
3 disability as established by sworn affidavit of a qualified
4 physician; (vi) is taking additional courses, on at least a
5 half-time basis, needed to obtain licensure as a teacher in
6 Illinois; or (vii) is fulfilling teaching requirements
7 associated with other programs administered by the Commission
8 and cannot concurrently fulfill them under this Section in a
9 period of time equal to the length of the teaching obligation.

10 (o) Scholarship recipients under this Section who withdraw
11 from a program of teacher education but remain enrolled in
12 school to continue their postsecondary studies in another
13 academic discipline shall not be required to commence repayment
14 of their Minority Teachers of Illinois scholarship so long as
15 they remain enrolled in school on a full-time basis or if they
16 can document for the Commission special circumstances that
17 warrant extension of repayment.

18 (p) If the Minority Teachers of Illinois scholarship
19 program does not expend at least 90% of the amount appropriated
20 for the program in a given fiscal year for 3 consecutive fiscal
21 years and the Commission does not receive enough applications
22 from the groups identified in subsection (k) on or before
23 January 1 in each of those fiscal years to meet the percentage
24 reserved for those groups under subsection (k), then up to 3%
25 of amount appropriated for the program for each of next 3
26 fiscal years shall be allocated to increasing awareness of the

1 program and for the recruitment of Black male applicants. The
2 Commission shall make a recommendation to the General Assembly
3 by January 1 of the year immediately following the end of that
4 third fiscal year regarding whether the amount allocated to
5 increasing awareness and recruitment should continue.

6 (q) Each qualified Illinois institution of higher learning
7 that receives funds from the Minority Teachers of Illinois
8 scholarship program shall host an annual information session at
9 the institution about the program for teacher candidates of
10 color in accordance with rules adopted by the Commission.
11 Additionally, the institution shall ensure that each
12 scholarship recipient enrolled at the institution meets with an
13 academic advisor at least once per academic year to facilitate
14 on-time completion of the recipient's educator preparation
15 program.

16 (r) The changes made to this Section by this amendatory Act
17 of the 101st General Assembly will first take effect with
18 awards made for the 2022-2023 academic year.

19 (Source: P.A. 99-143, eff. 7-27-15; 100-235, eff. 6-1-18.)

20 Article 125.

21 Section 125-5. The Higher Education Student Assistance Act
22 is amended by changing Section 65.100 as follows:

23 (110 ILCS 947/65.100)

1 (Section scheduled to be repealed on October 1, 2024)

2 Sec. 65.100. AIM HIGH Grant Pilot Program.

3 (a) The General Assembly makes all of the following
4 findings:

5 (1) Both access and affordability are important
6 aspects of the Illinois Public Agenda for College and
7 Career Success report.

8 (2) This State is in the top quartile with respect to
9 the percentage of family income needed to pay for college.

10 (3) Research suggests that as loan amounts increase,
11 rather than an increase in grant amounts, the probability
12 of college attendance decreases.

13 (4) There is further research indicating that
14 socioeconomic status may affect the willingness of
15 students to use loans to attend college.

16 (5) Strategic use of tuition discounting can decrease
17 the amount of loans that students must use to pay for
18 tuition.

19 (6) A modest, individually tailored tuition discount
20 can make the difference in a student choosing to attend
21 college and enhance college access for low-income and
22 middle-income families.

23 (7) Even if the federally calculated financial need for
24 college attendance is met, the federally determined
25 Expected Family Contribution can still be a daunting
26 amount.

1 (8) This State is the second largest exporter of
2 students in the country.

3 (9) When talented Illinois students attend
4 universities in this State, the State and those
5 universities benefit.

6 (10) State universities in other states have adopted
7 pricing and incentives that allow many Illinois residents
8 to pay less to attend an out-of-state university than to
9 remain in this State for college.

10 (11) Supporting Illinois student attendance at
11 Illinois public universities can assist in State efforts to
12 maintain and educate a highly trained workforce.

13 (12) Modest tuition discounts that are individually
14 targeted and tailored can result in enhanced revenue for
15 public universities.

16 (13) By increasing a public university's capacity to
17 strategically use tuition discounting, the public
18 university will be capable of creating enhanced tuition
19 revenue by increasing enrollment yields.

20 (b) In this Section:

21 "Eligible applicant" means a student from any high school
22 in this State, whether or not recognized by the State Board of
23 Education, who is engaged in a program of study that in due
24 course will be completed by the end of the school year and who
25 meets all of the qualifications and requirements under this
26 Section.

1 "Tuition and other necessary fees" includes the customary
2 charge for instruction and use of facilities in general and the
3 additional fixed fees charged for specified purposes that are
4 required generally of non-grant recipients for each academic
5 period for which the grant applicant actually enrolls, but does
6 not include fees payable only once or breakage fees and other
7 contingent deposits that are refundable in whole or in part.
8 The Commission may adopt, by rule not inconsistent with this
9 Section, detailed provisions concerning the computation of
10 tuition and other necessary fees.

11 (c) Beginning with the 2019-2020 academic year, each public
12 university may establish a merit-based scholarship pilot
13 program known as the AIM HIGH Grant Pilot Program. Each year,
14 the Commission shall receive and consider applications from
15 public universities under this Section. Subject to
16 appropriation and any tuition waiver limitation established by
17 the Board of Higher Education, a public university campus may
18 award a grant to a student under this Section if it finds that
19 the applicant meets all of the following criteria:

20 (1) He or she is a resident of this State and a citizen
21 or eligible noncitizen of the United States.

22 (2) He or she files a Free Application for Federal
23 Student Aid and demonstrates financial need with a
24 household income no greater than 6 times the poverty
25 guidelines updated periodically in the Federal Register by
26 the U.S. Department of Health and Human Services under the

1 authority of 42 U.S.C. 9902(2). The household income of the
2 applicant at the time of initial application shall be
3 deemed to be the household income of the applicant for the
4 duration of the pilot program.

5 (3) He or she meets the minimum cumulative grade point
6 average or ACT or SAT college admissions test score, as
7 determined by the public university campus.

8 (4) He or she is enrolled in a public university as an
9 undergraduate student on a full-time basis.

10 (5) He or she has not yet received a baccalaureate
11 degree or the equivalent of 135 semester credit hours.

12 (6) He or she is not incarcerated.

13 (7) He or she is not in default on any student loan or
14 does not owe a refund or repayment on any State or federal
15 grant or scholarship.

16 (8) Any other reasonable criteria, as determined by the
17 public university campus.

18 (d) Each public university campus shall determine grant
19 renewal criteria consistent with the requirements under this
20 Section.

21 (e) Each participating public university campus shall post
22 on its Internet website criteria and eligibility requirements
23 for receiving awards that use funds under this Section that
24 include a range in the sizes of these individual awards. The
25 criteria and amounts must also be reported to the Commission
26 and the Board of Higher Education, who shall post the

1 information on their respective Internet websites.

2 (f) After enactment of an appropriation for this Program,
3 the Commission shall determine an allocation of funds to each
4 public university in an amount proportionate to the number of
5 undergraduate students who are residents of this State and
6 citizens or eligible noncitizens of the United States and who
7 were enrolled at each public university campus in the previous
8 academic year. All applications must be made to the Commission
9 on or before a date determined by the Commission and on forms
10 that the Commission shall provide to each public university
11 campus. The form of the application and the information
12 required shall be determined by the Commission and shall
13 include, without limitation, the total public university
14 campus funds used to match funds received from the Commission
15 in the previous academic year under this Section, if any, the
16 total enrollment of undergraduate students who are residents of
17 this State from the previous academic year, and any supporting
18 documents as the Commission deems necessary. Each public
19 university campus shall match the amount of funds received by
20 the Commission with financial aid for eligible students.

21 A public university in which an average of at least 49% of
22 the students seeking a bachelor's degree or certificate
23 received a Pell Grant over the prior 3 academic years, as
24 reported to the Commission, shall match 20% of the amount of
25 funds awarded in a given academic year with non-loan financial
26 aid for eligible students. A public university in which an

1 average of less than 49% of the students seeking a bachelor's
2 degree or certificate received a Pell Grant over the prior 3
3 academic years, as reported to the Commission, shall match 60%
4 of the amount of funds awarded in a given academic year with
5 non-loan financial aid for eligible students.

6 A public university campus is not required to claim its
7 entire allocation. The Commission shall make available to all
8 public universities, on a date determined by the Commission,
9 any unclaimed funds and the funds must be made available to
10 those public university campuses in the proportion determined
11 under this subsection (f), excluding from the calculation those
12 public university campuses not claiming their full
13 allocations.

14 Each public university campus may determine the award
15 amounts for eligible students on an individual or broad basis,
16 but, subject to renewal eligibility, each renewed award may not
17 be less than the amount awarded to the eligible student in his
18 or her first year attending the public university campus.
19 Notwithstanding this limitation, a renewal grant may be reduced
20 due to changes in the student's cost of attendance, including,
21 but not limited to, if a student reduces the number of credit
22 hours in which he or she is enrolled, but remains a full-time
23 student, or switches to a course of study with a lower tuition
24 rate.

25 An eligible applicant awarded grant assistance under this
26 Section is eligible to receive other financial aid. Total grant

1 aid to the student from all sources may not exceed the total
2 cost of attendance at the public university campus.

3 (g) All money allocated to a public university campus under
4 this Section may be used only for financial aid purposes for
5 students attending the public university campus during the
6 academic year, not including summer terms. Notwithstanding any
7 other provision of law to the contrary, any funds received by a
8 public university campus under this Section that are not
9 granted to students in the academic year for which the funds
10 are received may be retained by the public university campus
11 for expenditure on students participating in the Program or
12 students eligible to participate in the Program.

13 (h) Each public university campus that establishes a
14 Program under this Section must annually report to the
15 Commission, on or before a date determined by the Commission,
16 the number of undergraduate students enrolled at that campus
17 who are residents of this State.

18 (i) Each public university campus must report to the
19 Commission the total non-loan financial aid amount given by the
20 public university campus to undergraduate students in the
21 2017-2018 academic year, not including the summer term. To be
22 eligible to receive funds under the Program, a public
23 university campus may not decrease the total amount of non-loan
24 financial aid it gives to undergraduate students, not including
25 any funds received from the Commission under this Section or
26 any funds used to match grant awards under this Section, to an

1 amount lower than the reported amount for the 2017-2018
2 academic year, not including the summer term.

3 (j) On or before a date determined by the Commission, each
4 public university campus that participates in the Program under
5 this Section shall annually submit a report to the Commission
6 with all of the following information:

7 (1) The Program's impact on tuition revenue and
8 enrollment goals and increase in access and affordability
9 at the public university campus.

10 (2) Total funds received by the public university
11 campus under the Program.

12 (3) Total non-loan financial aid awarded to
13 undergraduate students attending the public university
14 campus.

15 (4) Total amount of funds matched by the public
16 university campus.

17 (5) Total amount of claimed and unexpended funds
18 retained by the public university campus.

19 (6) The percentage of total financial aid distributed
20 under the Program by the public university campus.

21 (7) The total number of students receiving grants from
22 the public university campus under the Program and those
23 students' grade level, race, gender, income level, family
24 size, Monetary Award Program eligibility, Pell Grant
25 eligibility, and zip code of residence and the amount of
26 each grant award. This information shall include unit

1 record data on those students regarding variables
2 associated with the parameters of the public university's
3 Program, including, but not limited to, a student's ACT or
4 SAT college admissions test score, high school or
5 university cumulative grade point average, or program of
6 study.

7 On or before October 1, 2020 and annually on or before
8 October 1 thereafter, the Commission shall submit a report with
9 the findings under this subsection (j) and any other
10 information regarding the AIM HIGH Grant Pilot Program to (i)
11 the Governor, (ii) the Speaker of the House of Representatives,
12 (iii) the Minority Leader of the House of Representatives, (iv)
13 the President of the Senate, and (v) the Minority Leader of the
14 Senate. The reports to the General Assembly shall be filed with
15 the Clerk of the House of Representatives and the Secretary of
16 the Senate in electronic form only, in the manner that the
17 Clerk and the Secretary shall direct. The Commission's report
18 may not disaggregate data to a level that may disclose
19 personally identifying information of individual students.

20 The sharing and reporting of student data under this
21 subsection (j) must be in accordance with the requirements
22 under the federal Family Educational Rights and Privacy Act of
23 1974 and the Illinois School Student Records Act. All parties
24 must preserve the confidentiality of the information as
25 required by law. The names of the grant recipients under this
26 Section are not subject to disclosure under the Freedom of

1 Information Act.

2 Public university campuses that fail to submit a report
3 under this subsection (j) or that fail to adhere to any other
4 requirements under this Section may not be eligible for
5 distribution of funds under the Program for the next academic
6 year, but may be eligible for distribution of funds for each
7 academic year thereafter.

8 (k) The Commission shall adopt rules to implement this
9 Section.

10 (l) This Section is repealed on October 1, 2024.

11 (Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18;
12 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19; 101-613, eff.
13 6-1-20; 101-643, eff. 6-18-20.)

14 Article 130.

15 Section 130-1. Short title. This Article may be cited as
16 the Transitions in Education Act. References in this Article to
17 "this Act" mean this Article.

18 Section 130-5. Findings; policies.

19 (a) The General Assembly finds the following:

20 (1) Teachers are the single most important in-school
21 factor in supporting student outcomes and success; yet,
22 Illinois is suffering from a profound teacher shortage
23 across the State.

1 (2) To reverse this shortage, Illinois needs to develop
2 and invest in a robust and diverse educator pipeline,
3 addressing any barriers or gaps that limit high quality
4 candidates, particularly candidates of color, from
5 becoming teachers.

6 (3) Illinois loses many high quality, diverse educator
7 candidates in postsecondary programs due to confusion or
8 lack of course transfer credits and course articulation
9 from Illinois's 2-year to 4-year institutions.

10 (4) Lack of alignment and transferability of course
11 credits may often force candidates to spend additional time
12 and money to earn a degree or lead to an inability to
13 complete a degree.

14 (5) In 1993, the Board of Higher Education, the
15 Illinois Community College Board, and the Transfer
16 Coordinators of Illinois Colleges and Universities brought
17 together faculty from public and independent, associate,
18 and baccalaureate degree-granting institutions across the
19 State to develop the Illinois Articulation Initiative
20 (IAI).

21 (6) The goal of IAI is to facilitate the transfer of
22 courses from one participating college or university to
23 another in order to complete a baccalaureate degree.

24 (7) The Student Transfer Achievement Reform (STAR)
25 Act, as mandated by subsection (b) of Section 25 of the
26 Act, is designed to facilitate transfer among Illinois

1 public institutions, particularly for students with a
2 completed Associate of Arts or an Associate of Science
3 degree.

4 (8) While Illinois is a leading state for college
5 completion rates for adult learners and transfer students
6 from community colleges, it needs to increase the number of
7 high-quality postsecondary teaching credentials to meet
8 the demands of our schools and education workforce.

9 (9) With the rising costs of higher education for
10 Illinois students and families, the State needs to ensure
11 to the maximize extent possible that community college
12 courses will transfer with full credit for the student and
13 be accepted at an Illinois public or private institution as
14 they pursue a baccalaureate degree in education.

15 (10) Illinois can do this by improving transitions all
16 along the education pipeline; for postsecondary education,
17 this means strengthening articulation through stable
18 funding and the expansion of transfer tools, such as
19 Transferology and the IAI through development of an
20 objective measure of transfer and acceptance of credits in
21 education degrees.

22 (11) The IAI Education Pathway can be modeled off of
23 existing IAI major pathways like Early Childhood Education
24 and Criminal Justice.

25 (b) The General Assembly encourages the Board of Higher
26 Education, the State Board of Education, and the Illinois

1 Community College Board, as part of the IAI, to do the
2 following:

3 (1) The Board of Higher Education, the State Board of
4 Education, and the Illinois Community College Board are
5 encouraged to jointly establish a task force for a Major
6 Panel in Education and identify respective recommended
7 major courses that would be accepted as credit toward the
8 education major at the receiving institutions.

9 (2) As part of the report on the status of the Illinois
10 Articulation Initiative pursuant to Section 25 of the
11 Illinois Articulation Initiative Act, the Board of Higher
12 Education and the Illinois Community College Board are
13 encouraged to include in the annual report to the General
14 Assembly, the Governor, and the Illinois P-20 Council the
15 progress made on the task force on the Education Major
16 Panel.

17 (3) The Board of Higher Education, the State Board of
18 Education, and the Illinois Community College Board are
19 encouraged to further promote and encourage the enrollment
20 of minority students into educator preparation programs,
21 such as the annual information session about the Minority
22 Teachers of Illinois scholarship program pursuant to
23 subsection (q) of Section 50 of the Higher Education
24 Student Assistance Act.

1 Section 135-5. The School Code is amended by changing
2 Sections 2-3.25 and 27-20.4 and by adding Section 2-3.187 as
3 follows:

4 (105 ILCS 5/2-3.25) (from Ch. 122, par. 2-3.25)

5 Sec. 2-3.25. Standards for schools.

6 (a) To determine for all types of schools conducted under
7 this Act efficient and adequate standards for the physical
8 plant, heating, lighting, ventilation, sanitation, safety,
9 equipment and supplies, instruction and teaching, curriculum,
10 library, operation, maintenance, administration and
11 supervision, and to issue, refuse to issue or revoke
12 certificates of recognition for schools or school districts
13 pursuant to standards established hereunder; to determine and
14 establish efficient and adequate standards for approval of
15 credit for courses given and conducted by schools outside of
16 the regular school term.

17 (a-5) On or before July 1, 2021, the State Board of
18 Education must adopt revised social science learning standards
19 that are inclusive and reflective of all individuals in this
20 country.

21 (b) Whenever it appears that a secondary or unit school
22 district may be unable to offer courses enabling students in
23 grades 9 through 12 to meet the minimum preparation and
24 admission requirements for public colleges and universities

1 adopted by the Board of Higher Education, the State Board of
2 Education shall assist the district in reviewing and analyzing
3 its existing curriculum with particular reference to the
4 educational needs of all pupils of the district and the
5 sufficiency of existing and future revenues and payments
6 available to the district for development of a curriculum which
7 will provide maximum educational opportunity to pupils of the
8 district. The review and analysis may consider achievement of
9 this goal not only through implementation of traditional
10 classroom methods but also through development of and
11 participation in joint educational programs with other school
12 districts or institutions of higher education, or alternative
13 programs employing modern technological methods including but
14 not limited to the use of television, telephones, computers,
15 radio and other electronic devices.

16 (Source: P.A. 87-559.)

17 (105 ILCS 5/2-3.187 new)

18 Sec. 2-3.187. Inclusive American History Commission.

19 (a) The Inclusive American History Commission is created to
20 provide assistance to the State Board of Education in revising
21 its social science learning standards under subsection (a-5) of
22 Section 2-3.25.

23 (b) The State Board of Education shall convene the
24 Inclusive American History Commission to do all of the
25 following:

1 (1) Review available resources for use in school
2 districts that reflect the racial and ethnic diversity of
3 this State and country. The resources identified by the
4 Commission may be posted on the State Board of Education's
5 Internet website.

6 (2) Provide guidance for each learning standard
7 developed for educators on how to ensure that instruction
8 and content are not biased to value specific cultures, time
9 periods, and experiences over other cultures, time
10 periods, and experiences.

11 (3) Develop guidance, tools, and support for
12 professional learning on how to locate and utilize
13 resources for non-dominant cultural narratives and sources
14 of historical information.

15 (c) The Commission shall consist of all of the following
16 members:

17 (1) One Representative appointed by the Speaker of the
18 House of Representatives.

19 (2) One Representative appointed by the Minority
20 Leader of the House of Representatives.

21 (3) One Senator appointed by the President of the
22 Senate.

23 (4) One Senator appointed by the Minority Leader of the
24 Senate.

25 (5) Two members who are history scholars appointed by
26 the State Superintendent of Education.

1 (6) Eight members who are teachers at schools in this
2 State recommended by professional teachers' organizations
3 and appointed by the State Superintendent of Education.

4 (7) One representative of the State Board of Education
5 appointed by the State Superintendent of Education who
6 shall serve as chairperson.

7 (8) One member who represents a statewide organization
8 that represents south suburban school districts appointed
9 by the State Superintendent of Education.

10 (9) One member who represents a west suburban school
11 district appointed by the State Superintendent of
12 Education.

13 (10) One member who represents a school district
14 organized under Article 34 appointed by the State
15 Superintendent of Education.

16 (11) One member who represents a statewide
17 organization that represents school librarians appointed
18 by the State Superintendent of Education.

19 (12) One member who represents a statewide
20 organization that represents principals appointed by the
21 State Superintendent of Education.

22 (13) One member who represents a statewide
23 organization that represents superintendents appointed by
24 the State Superintendent of Education.

25 (14) One member who represents a statewide
26 organization that represents school boards appointed by

1 the State Superintendent of Education.

2 Members appointed to the Commission must reflect the
3 racial, ethnic, and geographic diversity of this State.

4 (d) Members of the Commission shall serve without
5 compensation but may be reimbursed for reasonable expenses from
6 funds appropriated to the State Board of Education for that
7 purpose, including travel, subject to the rules of the
8 appropriate travel control board.

9 (e) The State Board of Education shall provide
10 administrative and other support to the Commission.

11 (f) The Commission must submit a report about its work to
12 the State Board of Education, the Governor, and the General
13 Assembly on or before December 31, 2021. The Commission is
14 dissolved upon the submission of its report.

15 (g) This Section is repealed on January 1, 2023.

16 (105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4)

17 Sec. 27-20.4. Black History study. Every public elementary
18 school and high school shall include in its curriculum a unit
19 of instruction studying the events of Black History, including
20 the history of the pre-enslavement of Black people from 3,000
21 BCE to AD 1619, the African slave trade, slavery in America,
22 the study of the reasons why Black people came to be enslaved,
23 ~~and~~ the vestiges of slavery in this country, and the study of
24 the American civil rights renaissance. These events shall
25 include not only the contributions made by individual

1 African-Americans in government and in the arts, humanities and
2 sciences to the economic, cultural and political development of
3 the United States and Africa, but also the socio-economic
4 struggle which African-Americans experienced collectively in
5 striving to achieve fair and equal treatment under the laws of
6 this nation. The studying of this material shall constitute an
7 affirmation by students of their commitment to respect the
8 dignity of all races and peoples and to forever eschew every
9 form of discrimination in their lives and careers.

10 The State Superintendent of Education may prepare and make
11 available to all school boards instructional materials,
12 including those established by the Amistad Commission, which
13 may be used as guidelines for development of a unit of
14 instruction under this Section; provided, however, that each
15 school board shall itself determine the minimum amount of
16 instruction time which shall qualify as a unit of instruction
17 satisfying the requirements of this Section.

18 A school may meet the requirements of this Section through
19 an online program or course.

20 (Source: P.A. 100-634, eff. 1-1-19.)

21 Article 145.

22 Section 145-1. Short title. This Article may be cited as
23 the Early Education Act. References in this Article to "this
24 Act" means this Article.

1 Section 145-5. Findings; policies.

2 (a) The General Assembly finds the following:

3 (1) Part C of the federal Individuals with Disabilities
4 Education Act and the Early Intervention Services System
5 Act provide that all eligible infants and toddlers and
6 their families are entitled to receive a broad range of
7 developmental, social, and emotional services designed to
8 maximize their development, including speech and language,
9 developmental, occupational, and physical therapies and
10 social work services.

11 (2) The General Assembly finds that early intervention
12 services as outlined in Part C of the federal Individuals
13 with Disabilities Education Act (IDEA) are cost-effective
14 and effectively serve the developmental needs of eligible
15 infants and toddlers and their families.

16 (3) Early intervention services to young children who
17 have or are at risk for developmental delays have been
18 shown to positively impact outcomes across developmental
19 domains, including language and communication, cognitive
20 development, and social and emotional development.

21 (4) Families benefit by being able to better meet their
22 child's developmental needs from an early age and
23 throughout their lives.

24 (5) Benefits to society include reducing the economic
25 burden through a decreased need for special education.

1 (6) Data shows that early intervention services in
2 Illinois are at least two and a half times less costly
3 annually than special education services in preschool and
4 elementary years.

5 (7) Nationwide, nearly 70% of children in early
6 intervention programs exhibit growth greater than
7 expected; this includes acquiring skills at a faster rate
8 even after they leave the program.

9 (8) Nationwide, nearly half of children leave early
10 intervention programs functioning at age level and do not
11 need special education at kindergarten age.

12 (9) Early intervention services are underutilized in
13 Illinois and nationally with only 4% of Illinois infants
14 and toddlers currently receiving services, while the
15 research shows that about 13% of Illinois children are
16 eligible.

17 (10) In Illinois and nationally, only approximately 1%
18 of infants are enrolled in early intervention, which is far
19 below the percentage of children who should be receiving
20 these services; this is of concern because intervention at
21 the earliest possible point improves children's outcomes,
22 and children born with low or very low birth weights or
23 otherwise leaving the NICU too often do not receive the
24 needed connection to early intervention services,
25 particularly those children on Medicaid.

26 (11) Data indicates that early intervention services

1 in Illinois are underutilized in the medical diagnosis and
2 environmental factors with substantial risk of delay
3 categories; these are the 2 eligibility areas in which
4 infants and toddlers are automatically eligible.

5 (12) Experts conclude that early intervention
6 eligibility needs to be clearly understood and documented
7 so that children and families who meet eligibility
8 requirements can be appropriately referred, served, and
9 supported.

10 (13) The Early Intervention Services System Act
11 requires the State to provide a comprehensive,
12 coordinated, interagency, and interdisciplinary early
13 intervention services system for eligible infants and
14 toddlers and their families by enhancing the capacity to
15 provide quality early intervention services, expanding and
16 improving existing services, and facilitating coordination
17 of payments for early intervention services from various
18 public and private sources.

19 (14) Black and Latinx children in Illinois are more
20 likely to be on a waiting list for services. This is due to
21 a number of reasons, including the reluctance to provide
22 services in certain neighborhoods due to the perception of
23 safety issues and in cases in which families experience
24 multiple challenges, such as child welfare involvement or
25 families experiencing homelessness, which are all
26 predictive factors of children that could benefit from

1 early intervention services.

2 (15) Inequitable access to appropriate early
3 intervention services is disproportionately more likely to
4 be experienced by Black and Latinx families.

5 (b) The General Assembly encourages the Department of Human
6 Services, in consultation with advocates and experts in the
7 field, including the Interagency Council on Early
8 Intervention, to take all of the following actions:

9 (1) to re-examine the definition of "at-risk" and also
10 the diagnosed medical conditions that typically result in
11 delay to ensure that they effectively increase eligibility
12 and access to early intervention services;

13 (2) to charge the Early Intervention Training Program,
14 in collaboration with experts and beneficiaries, to create
15 and execute a plan for designing and disseminating
16 affirmative outreach through multiple modalities to
17 primary referral services as defined by statute,
18 providers, and families;

19 (3) to include explanations and provide examples in the
20 affirmative outreach plan about how the medical conditions
21 resulting in high probability of developmental delay and
22 at-risk of developmental delay categories do not require
23 the child to have any present delay;

24 (4) to present to the General Assembly a report that
25 includes the affirmative outreach plan and plans for
26 disseminating that information, including data on the

1 all-children-served eligibility category, services
2 provided, and information on race and geographic area to
3 the General Assembly no later than June 30, 2022;

4 (5) to develop a plan for the State to launch early
5 intervention specialized teams that can address the
6 complex needs that families face; the General Assembly
7 urges recommendations for the plan to be developed by a
8 public-private early intervention specialized teams work
9 group and to include the participation of at least 2 Child
10 Family Connection Providers in an early intervention
11 specialized team pilot; this plan should build on work by
12 the Illinois Interagency Council on Early Intervention and
13 should specifically address modifications to billing and
14 other policies to support new teaming structure, budget
15 implications for pilot execution, corresponding
16 professional development opportunities for early
17 intervention providers, a prearranged mechanism to collect
18 feedback from both families and providers, a mechanism for
19 tracking outcomes, and ways to refine the approach for
20 scale; the General Assembly urges this plan to be developed
21 and launched by January 1, 2022; and

22 (6) to work in a public-private partnership to
23 establish demonstration projects with at least 2 hospital
24 neo-natal intensive care departments, in-patient and
25 out-patient, with the goal of better coordination and
26 timely connections to early intervention services; the

1 General Assembly encourages this implementation to be
2 underway no later than January 1, 2022.

3 Article 150.

4 Section 150-20. The Illinois Workforce Investment Board
5 Act is amended by changing Section 4.5 as follows:

6 (20 ILCS 3975/4.5)

7 Sec. 4.5. Duties.

8 (a) The Board must perform all the functions of a state
9 workforce innovation board under the federal Workforce
10 Innovation and Opportunity Act, any amendments to that Act, and
11 any other applicable federal statutes. The Board must also
12 perform all other functions that are not inconsistent with the
13 federal Workforce Innovation and Opportunity Act or this Act
14 and that are assumed by the Board under its bylaws or assigned
15 to it by the Governor.

16 (b) The Board must cooperate with the General Assembly and
17 make recommendations to the Governor and the General Assembly
18 concerning legislation necessary to improve upon statewide and
19 local workforce development systems in order to increase
20 occupational skill attainment, employment, retention, or
21 earnings of participants and thereby improve the quality of the
22 workforce, reduce welfare dependency, and enhance the
23 productivity and competitiveness of the State. The Board must

1 annually submit a report to the General Assembly on the
2 progress of the State in achieving state performance measures
3 under the federal Workforce Innovation and Opportunity Act,
4 including information on the levels of performance achieved by
5 the State with respect to the core indicators of performance
6 and the customer satisfaction indicator under that Act. The
7 report must include any other items that the Governor may be
8 required to report to the Secretary of the United States
9 Department of Labor.

10 (b-5) The Board shall implement a method for measuring the
11 progress of the State's workforce development system by using
12 benchmarks specified in the federal Workforce Innovation and
13 Opportunity Act.

14 The Board shall identify the most significant early
15 indicators for each benchmark, establish a mechanism to collect
16 data and track the benchmarks on an annual basis, and then use
17 the results to set goals for each benchmark, to inform
18 planning, and to ensure the effective use of State resources.

19 (c) Nothing in this Act shall be construed to require or
20 allow the Board to assume or supersede the statutory authority
21 granted to, or impose any duties or requirements on, the State
22 Board of Education, the Board of Higher Education, the Illinois
23 Community College Board, any State agencies created under the
24 Civil Administrative Code of Illinois, or any local education
25 agencies.

26 (d) No actions taken by the Illinois Human Resource

1 Investment Council before the effective date of this amendatory
2 Act of the 92nd General Assembly and no rights, powers, duties,
3 or obligations from those actions are impaired solely by this
4 amendatory Act of the 92nd General Assembly. All actions taken
5 by the Illinois Human Resource Investment Council before the
6 effective date of this amendatory Act of the 92nd General
7 Assembly are ratified and validated.

8 (e) Upon the effective date of this amendatory Act of the
9 101st General Assembly, the Board shall conduct a feasibility
10 study regarding the consolidation of all workforce development
11 programs funded by the federal Workforce Innovation and
12 Opportunity Act and conducted by the State of Illinois into one
13 solitary agency to create greater access to job training for
14 underserved populations. The Board shall utilize resources
15 currently made available to them, including, but not limited
16 to, partnering with institutions of higher education and those
17 agencies currently charged with overseeing or administering
18 workforce programs. The feasibility study shall:

19 (1) assess the impact of consolidation on access for
20 participants, including minority persons as defined in
21 Section 2 of the Business Enterprise for Minorities, Women,
22 and Persons with Disabilities Act, persons with limited
23 English proficiency, persons with disabilities, and youth,
24 and how consolidation would increase equitable access to
25 workforce resources;

26 (2) assess the cost of consolidation and estimate any

1 long-term savings anticipated from the action;

2 (3) assess the impact of consolidation on agencies in
3 which the programs currently reside, including, but not
4 limited to, the Department of Commerce and Economic
5 Opportunity, the Department of Employment Security, the
6 Department of Human Services, the Community College Board,
7 the Board of Higher Education, the Department of
8 Corrections, the Department on Aging, the Department of
9 Veterans' Affairs, and the Department of Children and
10 Family Services;

11 (4) assess the impact of consolidation on State
12 government employees and union contracts;

13 (5) consider if the consolidation will provide avenues
14 to maximize federal funding;

15 (6) provide recommendations for the future structure
16 of workforce development programs, including a proposed
17 timeline for implementation;

18 (7) provide direction for implementation by July 1,
19 2022 with regard to recommendations that do not require
20 legislative change;

21 (8) if legislative change is necessary, include
22 legislative language for consideration by the 102nd
23 General Assembly.

24 The Board shall submit its recommendations the Governor and
25 the General Assembly by May 1, 2021.

26 (Source: P.A. 100-477, eff. 9-8-17.)

1 Article 155.

2 Section 155-5. The School Code is amended by changing
3 Section 21B-70 as follows:

4 (105 ILCS 5/21B-70)

5 Sec. 21B-70. Illinois Teaching Excellence Program.

6 (a) As used in this Section:

7 "Diverse candidate" means a candidate who identifies with
8 any of the ethnicities reported on the Illinois Report Card
9 other than White.

10 "National Board certified teacher candidate cohort
11 facilitator" means a National Board certified teacher who
12 collaborates to advance the goal of supporting all other
13 candidate cohorts other than diverse candidate cohorts through
14 the Illinois National Board for Professional Teaching
15 Standards Comprehensive Support System.

16 "National Board certified teacher diverse candidate cohort
17 facilitator" means a National Board certified teacher who
18 collaborates to advance the goal of supporting racially and
19 ethnically diverse candidates through the Illinois National
20 Board for Professional Teaching Standards Comprehensive
21 Support System.

22 "National Board certified teacher diverse liaison" means
23 an individual or entity that supports the National Board

1 certified teacher leading a diverse candidate cohort.

2 "National Board certified teacher liaison" means an
3 individual or entity that supports the National Board certified
4 teacher leading candidate cohorts other than diverse candidate
5 cohorts.

6 "National Board certified teacher rural or remote or
7 distant candidate cohort facilitator" means a National Board
8 certified teacher who collaborates to advance the goal of
9 supporting rural or remote candidates through the Illinois
10 National Board for Professional Teaching Standards
11 Comprehensive Support System.

12 "National Board certified teacher rural or remote or
13 distant liaison" means an individual or entity that ~~who~~
14 supports the National Board certified teacher leading a rural
15 or remote candidate cohort.

16 "Qualified educator" means a teacher or school counselor
17 currently employed in a school district who is in the process
18 of obtaining certification through the National Board for
19 Professional Teaching Standards or who has completed
20 certification and holds a current Professional Educator
21 License with a National Board for Professional Teaching
22 Standards designation or a retired teacher or school counselor
23 who holds a Professional Educator License with a National Board
24 for Professional Teaching Standards designation.

25 "Rural or remote" or "rural or remote or distant" means
26 local codes 32, 33, 41, 42, and 43 of the New Urban-Centric

1 Locale Codes, as defined by the National Center for Education
2 Statistics.

3 "Tier 1" has the meaning given to that term under Section
4 18-8.15.

5 "Tier 2" has the meaning given to that term under Section
6 18-8.15.

7 (b) Any funds appropriated for the Illinois Teaching
8 Excellence Program must be used to provide monetary assistance
9 and incentives for qualified educators who are employed by or
10 retired from school districts and who have or are in the
11 process of obtaining licensure through the National Board for
12 Professional Teaching Standards. The goal of the program is to
13 improve instruction and student performance.

14 The State Board of Education shall allocate an amount as
15 annually appropriated by the General Assembly for the Illinois
16 Teaching Excellence Program for (i) application or re-take fees
17 for each qualified educator seeking to complete certification
18 through the National Board for Professional Teaching
19 Standards, to be paid directly to the National Board for
20 Professional Teaching Standards, and (ii) incentives under
21 paragraphs (1), (2), and (3) of subsection (c) for each
22 qualified educator, to be distributed to the respective school
23 district, and incentives under paragraph (5) of subsection (c),
24 to be distributed to the respective school district or directly
25 to the qualified educator. The school district shall distribute
26 this payment to each eligible teacher or school counselor as a

1 single payment.

2 The State Board of Education's annual budget must set out
3 by separate line item the appropriation for the program. Unless
4 otherwise provided by appropriation, qualified educators are
5 eligible for monetary assistance and incentives outlined in
6 subsections (c) and (d) of this Section.

7 (c) When there are adequate funds available, monetary
8 assistance and incentives shall include the following:

9 (1) A maximum of \$2,000 towards the application or
10 re-take fee for teachers or school counselors in a Tier 1
11 school district who apply on a first-come, first-serve
12 basis for National Board certification.

13 (2) A maximum of \$2,000 towards the application or
14 re-take fee for teachers or school counselors in a school
15 district other than a Tier 1 school district who apply on a
16 first-come, first-serve basis for National Board
17 certification.

18 (3) A maximum of \$1,000 towards the National Board for
19 Professional Teaching Standards' renewal application fee.

20 (4) (Blank).

21 (5) An annual incentive of no more than ~~equal to~~ \$1,500
22 prorated at \$50 per hour, which shall be paid to each
23 qualified educator currently employed in a school district
24 who holds both a National Board for Professional Teaching
25 Standards designation and a current corresponding
26 certificate issued by the National Board for Professional

1 Teaching Standards and who agrees, in writing, to provide
2 up to ~~at least~~ 30 hours of mentoring or National Board for
3 Professional Teaching Standards professional development
4 or both during the school year to classroom teachers or
5 school counselors, as applicable. Funds must be disbursed
6 on a first-come, first-serve basis, with priority given to
7 Tier 1 school districts. Mentoring shall include, either
8 singly or in combination, the following:

9 (A) National Board for Professional Teaching
10 Standards certification candidates.

11 (B) National Board for Professional Teaching
12 Standards re-take candidates.

13 (C) National Board for Professional Teaching
14 Standards renewal candidates.

15 (D) (Blank).

16 Funds may also be used for instructional leadership
17 training for qualified educators interested in supporting
18 implementation of the Illinois Learning Standards or teaching
19 and learning priorities of the State Board of Education or
20 both.

21 (d) In addition to the monetary assistance and incentives
22 provided under subsection (c), if adequate funds are available,
23 incentives shall include the following incentives for the
24 program in rural or remote schools or school districts or for
25 programs working with diverse candidates, to be distributed to
26 the respective school district or directly to the qualified

1 educator or entity:

2 (1) A one-time incentive of \$3,000 payable to National
3 Board certified teachers teaching in Tier 1 or Tier 2 rural
4 or remote school districts or rural or remote schools in
5 Tier 1 or Tier 2 school districts, with priority given to
6 teachers teaching in Tier 1 rural or remote school
7 districts or rural or remote schools in Tier 1 school
8 districts.

9 (2) An annual incentive of \$3,200 for National Board
10 certified teacher rural or remote or distant candidate
11 cohort facilitators, diverse candidate cohort
12 facilitators, and candidate cohort facilitators. Priority
13 shall be given to rural or remote candidate cohort
14 facilitators and diverse candidate cohort facilitators.

15 (3) An annual incentive of \$2,500 for National Board
16 certified teacher rural or remote or distant liaisons,
17 diverse liaisons, and liaisons. Priority shall be given to
18 rural or remote liaisons and diverse liaisons.

19 (Source: P.A. 100-201, eff. 8-18-17; 101-333, eff. 1-1-20.)

20 Article 999.

21 Section 999-999. Effective date. This Act takes effect upon
22 becoming law."