



## 103RD GENERAL ASSEMBLY

### State of Illinois

2023 and 2024

**HB4643**

Introduced 2/6/2024, by Rep. Terra Costa Howard

#### SYNOPSIS AS INTRODUCED:

20 ILCS 1705/4.4  
105 ILCS 5/2-3.195  
110 ILCS 805/2-27

Amends the Mental Health and Developmental Disabilities Administrative Act. In a provision requiring the Department of Human Service' Division of Mental Health to implement a direct support professional credential pilot program, delays the pilot program's start date to Fiscal Year 2025 (rather than Fiscal Year 2024). Amends the School Code. Provides that beginning with the 2026-2027 school year (rather than the 2025-2026 school year) and continuing for not less than 2 years, the State Board of Education shall make available a model program of study that incorporates the training and experience necessary to serve as a direct support professional. Provides that by July 1, 2025 (rather than by July 1, 2023) the Department of Human Service must submit recommendations to the State Board of Education for the training that would be required in order to complete the model program of study. Amends the Public Community College Act. Provides that by July 1, 2026 (rather than by July 1, 2025), the Illinois Community College Board shall submit recommendations for a model program of study, for credit, that incorporates the training and experience necessary to serve as a direct support professional to the Department of Human Services. Effective immediately.

LRB103 38216 KTG 68350 b

1 AN ACT concerning State government.

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

4 Section 5. The Mental Health and Developmental  
5 Disabilities Administrative Act is amended by changing Section  
6 4.4 as follows:

7 (20 ILCS 1705/4.4)

8 Sec. 4.4. Direct support professional credential pilot  
9 program.

10 (a) In this Section, "direct support person credential"  
11 means a document issued to an individual by a recognized  
12 accrediting body attesting that the individual has met the  
13 professional requirements of the credentialing program by the  
14 Division of Developmental Disabilities of the Department of  
15 Human Services.

16 (b) The Division or a Division partner shall initiate a  
17 program to continue to gain the expertise and knowledge of the  
18 developmental disabilities workforce and of the developmental  
19 disabilities workforce recruitment and retention needs  
20 throughout the developmental disabilities field. The Division  
21 shall implement a direct support professional credential pilot  
22 program to assist and attract persons into the field of direct  
23 support, advance direct support as a career, and

1 professionalize the field to promote workforce recruitment and  
2 retention efforts, advanced skills and competencies, and  
3 further ensure the health, safety, and well-being of persons  
4 being served.

5 (c) The direct support professional credential pilot  
6 program is created within the Division to assist persons in  
7 the field of developmental disabilities in obtaining a  
8 credential in their fields of expertise.

9 (d) The pilot program shall be administered by the  
10 Division for 3 years, beginning in Fiscal Year 2025 ~~2024~~. The  
11 pilot program shall include providers licensed and certified  
12 by the Division or by the Department of Public Health. The  
13 purpose of the pilot program is to assess how the  
14 establishment of a State-administered direct support  
15 professional credential:

16 (1) promotes recruitment and retention efforts in the  
17 developmental disabilities field, notably the direct  
18 support professional position;

19 (2) enhances competence in the developmental  
20 disabilities field;

21 (3) yields quality supports and services to persons  
22 with developmental disabilities; and

23 (4) advances the health and safety requirements set  
24 forth by the State.

25 (e) The Division or a Division partner, in administering  
26 the pilot program, shall consider, but not be limited to, the

1 following:

2 (1) best practices learning initiatives, including the  
3 University of Minnesota's college of direct support and  
4 all Illinois Department of Human Services-approved direct  
5 support professional competencies;

6 (2) national direct support professional competencies  
7 or credentialing-based standards and trainings;

8 (3) facilitating direct support professional's  
9 portfolio development;

10 (4) the role and value of skill mentors; and

11 (5) creating a career ladder.

12 (f) The Division shall produce a report detailing the  
13 progress of the pilot program, including, but not limited to:

14 (1) the rate of recruitment and retention for direct  
15 support professionals of providers participating in the  
16 pilot program compared to the rate for non-participating  
17 providers;

18 (2) the number of direct support professional  
19 credentialed; and

20 (3) the enhancement of quality supports and services  
21 to persons with developmental disabilities.

22 (Source: P.A. 101-81, eff. 7-12-19; 102-830, eff. 1-1-23.)

23 Section 10. The School Code is amended by changing Section  
24 2-3.195 as follows:

1 (105 ILCS 5/2-3.195)

2 Sec. 2-3.195. Direct support professional training  
3 program. Beginning with the 2026-2027 ~~2025-2026~~ school year  
4 and continuing for not less than 2 years, the State Board of  
5 Education shall make available a model program of study that  
6 incorporates the training and experience necessary to serve as  
7 a direct support professional. By July 1, 2025 ~~2023~~, the  
8 Department of Human Services shall submit recommendations  
9 developed in consultation with stakeholders, including, but  
10 not limited to, organizations representing community-based  
11 providers serving children and adults with intellectual or  
12 developmental disabilities, and education practitioners,  
13 including, but not limited to, teachers, administrators,  
14 special education directors, and regional superintendents of  
15 schools, to the State Board for the training that would be  
16 required in order to complete the model program of study.

17 (Source: P.A. 102-874, eff. 1-1-23; 103-154, eff. 6-30-23;  
18 103-175, eff. 6-30-23.)

19 Section 15. The Public Community College Act is amended by  
20 changing Section 2-27 as follows:

21 (110 ILCS 805/2-27)

22 Sec. 2-27. Direct support professional training program.  
23 By July 1, 2026 ~~2025~~, the State Board shall submit  
24 recommendations for a model program of study, for credit, that

1 incorporates the training and experience necessary to serve as  
2 a direct support professional to the Department of Human  
3 Services. The model program of study shall be developed in  
4 consultation with stakeholders, including, but not limited to,  
5 organizations representing community-based providers serving  
6 children and adults with intellectual or developmental  
7 disabilities, and elementary and secondary education  
8 practitioners, including, but not limited to, teachers,  
9 administrators, special education directors, and regional  
10 superintendents of schools. Beginning with the 2026-2027  
11 academic year and continuing for not less than 2 academic  
12 years, the State Board shall make available to community  
13 colleges the model program of study developed under this  
14 Section.

15 (Source: P.A. 103-92, eff. 1-1-24.)

16 Section 99. Effective date. This Act takes effect upon  
17 becoming law.