

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.