



Sen. Kimberly A. Lightford

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1 AMENDMENT TO HOUSE BILL 2170

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 2170 by replacing  
3 everything after the enacting clause with the following:

4 "Article 5.

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

7 (105 ILCS 5/2-3.64a-10 new)

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

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

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

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

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

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

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

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

25 (e) The State Superintendent of Education shall appoint a  
26 committee of no more than 21 members, consisting of parents,

1 teachers, school administrators, assessment experts, and  
2 regional superintendents of schools, to review, on an ongoing  
3 basis, the content and design of the assessment, the collective  
4 results of the assessment as measured against  
5 kindergarten-readiness standards, and other issues involving  
6 the assessment as identified by the committee.

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

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

12 (105 ILCS 5/27A-5)

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

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

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

1 Section by Public Act 93-3 do not apply to charter schools  
2 existing or approved on or before April 16, 2003 (the effective  
3 date of Public Act 93-3).

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

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

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

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

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

25 (d) For purposes of this subsection (d), "non-curricular  
26 health and safety requirement" means any health and safety

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

11 A charter school shall comply with all non-curricular  
12 health and safety requirements applicable to public schools  
13 under the laws of the State of Illinois. On or before September  
14 1, 2015, the State Board shall promulgate and post on its  
15 Internet website a list of non-curricular health and safety  
16 requirements that a charter school must meet. The list shall be  
17 updated annually no later than September 1. Any charter  
18 contract between a charter school and its authorizer must  
19 contain a provision that requires the charter school to follow  
20 the list of all non-curricular health and safety requirements  
21 promulgated by the State Board and any non-curricular health  
22 and safety requirements added by the State Board to such list  
23 during the term of the charter. Nothing in this subsection (d)  
24 precludes an authorizer from including non-curricular health  
25 and safety requirements in a charter school contract that are  
26 not contained in the list promulgated by the State Board,

1 including non-curricular health and safety requirements of the  
2 authorizing local school board.

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

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

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

1 governing public schools and local school board policies;  
2 however, a charter school is not exempt from the following:

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

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

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

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

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

16 (5.5) subsection (b) of Section 10-23.12 and  
17 subsection (b) of Section 34-18.6 of this Code;

18 (6) the Illinois School Student Records Act;

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

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

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

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

26 (11) Sections 22-80 and 27-8.1 of this Code;



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

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

10 (h) A charter school may negotiate and contract with a  
11 school district, the governing body of a State college or  
12 university or public community college, or any other public or  
13 for-profit or nonprofit private entity for: (i) the use of a  
14 school building and grounds or any other real property or  
15 facilities that the charter school desires to use or convert  
16 for use as a charter school site, (ii) the operation and  
17 maintenance thereof, and (iii) the provision of any service,  
18 activity, or undertaking that the charter school is required to  
19 perform in order to carry out the terms of its charter.  
20 However, a charter school that is established on or after April  
21 16, 2003 (the effective date of Public Act 93-3) and that  
22 operates in a city having a population exceeding 500,000 may  
23 not contract with a for-profit entity to manage or operate the  
24 school during the period that commences on April 16, 2003 (the  
25 effective date of Public Act 93-3) and concludes at the end of  
26 the 2004-2005 school year. Except as provided in subsection (i)

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

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

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

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

23 (Source: P.A. 100-29, eff. 1-1-18; 100-156, eff. 1-1-18;  
24 100-163, eff. 1-1-18; 100-413, eff. 1-1-18; 100-468, eff.  
25 6-1-18; 100-726, eff. 1-1-19; 100-863, eff. 8-14-18; 101-50,  
26 eff. 7-1-20; 101-81, eff. 7-12-19; 101-291, eff. 1-1-20;

1 101-531, eff. 8-23-19; 101-543, eff. 8-23-19; revised 8-4-20.)

2 Article 10.

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

5 (325 ILCS 20/11) (from Ch. 23, par. 4161)

6 Sec. 11. Individualized Family Service Plans.

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

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

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

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

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

23 (c) The initial evaluation and initial assessment and  
24 initial Plan meeting must be held within 45 days after the  
25 initial contact with the early intervention services system.  
26 The 45-day timeline does not apply for any period when the

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

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

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

26 (1) That the early intervention program will pay for

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

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

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

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

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

26 (f) The individualized family service plan must state

1 whether the family has private insurance coverage and, if the  
2 family has such coverage, must have attached to it a copy of  
3 the family's insurance identification card or otherwise  
4 include all of the following information:

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

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

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

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

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

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

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

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

7 Article 15.

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

11 Section 15-5. Findings; policies.

12 (a) The General Assembly finds the following:

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

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

22 (3) Illinois has a vigorous early childhood education  
23 and care industry composed of programs that serve children



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

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

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

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

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

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

1 quality services.

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

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

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

24 (12) Illinois must advance a just system for early  
25 childhood education and care that ensures racially and  
26 economically equitable opportunities and outcomes for all

1 children.

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

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

10 (1) To create a more equitable, efficient, and  
11 effective system and thereby increase access to  
12 high-quality services, particularly to serve more Black  
13 and Latinx children and populations of children where  
14 children of color may be disproportionately represented,  
15 such as: children from low-income households, with  
16 disabilities, experiencing homelessness, and participating  
17 in the child welfare system; English learners; and children  
18 from households in which English is not the primary  
19 language spoken.

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

1 addressed.

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

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

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

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

1 communities as intended and lead to a more equitable early  
2 childhood education and care system for Illinois.

3 Article 20.

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

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

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

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

21 (3) Historical equity gaps exist in the administration  
22 of programs across the State and understanding where these  
23 exist is necessary for adjusting program scopes and

1 ensuring that gaps can be found and rectified quickly.

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

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

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

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

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

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

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

1           (11) The P-20 Longitudinal Education Data System Act,  
2           enacted by Public Act 96-107, was created in 2009 to  
3           develop the capacity to match data across agencies and  
4           provide for improved data analytics across education  
5           agencies.

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

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

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

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

19                (A) Cataloging data.

20                (B) Managing data requests.

21                (C) Sharing data.

22                (D) Collecting data.

23                (E) Matching data across agencies.

24                (F) Developing research and analytic agendas.

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

1           (H) Evaluating equitable outcomes for underserved  
2           populations in Illinois.

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

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

6           "Board" means the State Board of Education.

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

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

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



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

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

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

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

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

1 (4) Share data.

2 (5) Collect data.

3 (6) Improve and clean data.

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

5 (8) Develop research and analytic agendas.

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

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

10 (11) Define common roles for data management.

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

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

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

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

1 2023, and each year thereafter, the Board and Departments shall  
2 provide an updated report to the General Assembly.

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

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

14 Section 20-20. Construction of Act. Nothing in this Act  
15 shall be construed to limit the rights granted to individuals  
16 or data sharing protections established under existing State  
17 and federal data privacy and security laws.

18 Article 25.

19 Section 25-5. The School Code is amended by adding Section  
20 22-90 as follows:

21 (105 ILCS 5/22-90 new)

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

1       (a) The General Assembly makes all of the following  
2 findings:

3           (1) The COVID-19 pandemic has exposed systemic  
4 inequities in American society. Students, educators, and  
5 families throughout this State have been deeply affected by  
6 the pandemic, and the impact of the pandemic will be felt  
7 for years to come. The negative consequences of the  
8 pandemic have impacted students and communities  
9 differently along the lines of race, income, language, and  
10 special needs. However, students in this State faced  
11 significant unmet physical health, mental health, and  
12 social and emotional needs even prior to the pandemic.

13           (2) The path to recovery requires a commitment from  
14 adults in this State to address our students cultural,  
15 physical, emotional, and mental health needs and to provide  
16 them with stronger and increased systemic support and  
17 intervention.

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

25           (4) It is estimated that, overall, approximately 40% of  
26 children in this State have experienced at least one

1 adverse childhood experience and approximately 10% have  
2 experienced 3 or more adverse childhood experiences.  
3 However, the number of adverse childhood experiences is  
4 higher for Black and Hispanic children who are growing up  
5 in poverty. The COVID-19 pandemic has amplified the number  
6 of students who have experienced childhood trauma. Also,  
7 the COVID-19 pandemic has highlighted preexisting  
8 inequities in school disciplinary practices that  
9 disproportionately impact Black and Brown students.  
10 Research shows, for example, that girls of color are  
11 disproportionately impacted by trauma, adversity, and  
12 abuse, and instead of receiving the care and  
13 trauma-informed support they may need, many Black girls in  
14 particular face disproportionately harsh disciplinary  
15 measures.

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

1 experienced trauma.

2 (6) Although this State enacted measures through  
3 Public Act 100-105 to address the high rate of early care  
4 and preschool expulsions of infants, toddlers, and  
5 preschoolers and the disproportionately higher rate of  
6 expulsion for Black and Hispanic children, a recent study  
7 found a wide variation in the awareness, understanding, and  
8 compliance with the law by providers of early childhood  
9 care. Further work is needed to implement the law, which  
10 includes providing training to early childhood care  
11 providers to increase their understanding of the law,  
12 increasing the availability and access to infant and early  
13 childhood mental health services, and building aligned  
14 data collection systems to better understand expulsion  
15 rates and to allow for accurate reporting as required by  
16 the law.

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

1 once-in-a-century pandemic.

2 (b) The Whole Child Task Force is created for the purpose  
3 of establishing an equitable, inclusive, safe, and supportive  
4 environment in all schools for every student in this State. The  
5 task force shall have all of the following goals, which means  
6 key steps have to be taken to ensure that every child in every  
7 school in this State has access to teachers, social workers,  
8 school leaders, support personnel, and others who have been  
9 trained in evidenced-based interventions and restorative  
10 practices:

11 (1) To create a common definition of a  
12 trauma-responsive school, a trauma-responsive district,  
13 and a trauma-responsive community.

14 (2) To outline the training and resources required to  
15 create and sustain a system of support for  
16 trauma-responsive schools, districts, and communities and  
17 to identify this State's role in that work, including  
18 recommendations concerning options for redirecting  
19 resources from school resource officers to classroom-based  
20 support.

21 (3) To identify or develop a process to conduct an  
22 analysis of the organizations that provide training in  
23 restorative practices, implicit bias, anti-racism, and  
24 trauma-responsive systems, mental health services, and  
25 social and emotional services to schools.

26 (4) To provide recommendations concerning the key data

1       to be collected and reported to ensure that this State has  
2       a full and accurate understanding of the progress toward  
3       ensuring that all schools, including programs and  
4       providers of care to pre-kindergarten children, employ  
5       restorative, anti-racist, and trauma-responsive strategies  
6       and practices. The data collected must include information  
7       relating to the availability of trauma responsive support  
8       structures in schools as well as disciplinary practices  
9       employed on students in person or through other means,  
10       including during remote or blended learning. It should also  
11       include information on the use of, and funding for, school  
12       resource officers and other similar police personnel in  
13       school programs.

14       (5) To recommend an implementation timeline, including  
15       the key roles, responsibilities, and resources to advance  
16       this State toward a system in which every school, district,  
17       and community is progressing toward becoming  
18       trauma-responsive.

19       (6) To seek input and feedback from stakeholders,  
20       including parents, students, and educators, who reflect  
21       the diversity of this State.

22       (c) Members of the Whole Child Task Force shall be  
23       appointed by the State Superintendent of Education. Members of  
24       this task force must represent the diversity of this State and  
25       possess the expertise needed to perform the work required to  
26       meet the goals of the task force set forth under subsection



1 (a). Members of the task force shall include all of the  
2 following:

3 (1) One member of a statewide professional teachers'  
4 organization.

5 (2) One member of another statewide professional  
6 teachers' organization.

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

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

11 (5) One member of an organization that has specific  
12 expertise in trauma-responsive school practices and  
13 experience in supporting schools in developing  
14 trauma-responsive and restorative practices.

15 (6) One member of another organization that has  
16 specific expertise in trauma-responsive school practices  
17 and experience in supporting schools in developing  
18 trauma-responsive and restorative practices.

19 (7) One member of a statewide organization that  
20 represents school administrators.

21 (8) One member of a statewide policy organization that  
22 works to build a healthy public education system that  
23 prepares all students for a successful college, career, and  
24 civic life.

25 (9) One member of a statewide organization that brings  
26 teachers together to identify and address issues critical

1 to student success.

2 (10) One member of the General Assembly recommended by  
3 the President of the Senate.

4 (11) One member of the General Assembly recommended by  
5 the Speaker of the House of Representatives.

6 (12) One member of the General Assembly recommended by  
7 the Minority Leader of the Senate.

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

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

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

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

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

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

21 (19) One member of a coalition of mental health and  
22 school practitioners who assist schools in developing and  
23 implementing trauma-informed and restorative strategies  
24 and systems.

25 (20) One member of an organization whose mission is to  
26 promote the safety, health, and economic success of

1 children, youth, and families in this State.

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

4 (22) One member who works or has worked as a social  
5 worker.

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

7 (24) One member who represents a statewide principals'  
8 organization.

9 (25) One member who represents a statewide  
10 organization of school boards.

11 (26) One member who has expertise in pre-kindergarten  
12 education.

13 (27) One member who represents a school social worker  
14 association.

15 (28) One member who represents an organization that  
16 represents school districts in both the south suburbs and  
17 collar counties.

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



1           (2) Fostering social and emotional development in  
2 early childhood means both providing the supportive  
3 settings and interactions to maximize healthy social and  
4 emotional development for all children, as well as  
5 providing communities, programs, and providers with  
6 systems of tiered supports with training to respond to more  
7 significant social and emotional challenges or where  
8 experiences of trauma may be more prevalent.

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

1           (4) Studies have shown that the expulsion of infants,  
2 toddlers, and young children in early care and education  
3 settings is occurring at alarmingly high rates, more than 3  
4 times that of students in K-12; further, expulsion occurs  
5 more frequently for Black children and Latinx children and  
6 more frequently for boys than for girls, with Black boys  
7 being most frequently expelled; there is evidence to show  
8 that the expulsion of Black girls is occurring with  
9 increasing frequency.

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

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

26           (b) The General Assembly encourages that all of the

1 following actions be taken by:

2 (1) the State to increase the availability of  
3 Infant/Early Childhood Mental Health Consultations  
4 (I/ECMHC) through increased funding in early childhood  
5 programs and sustainable funding for coordination of  
6 I/ECMHC and other social and emotional support at the State  
7 level;

8 (2) the Department of Human Services (IDHS), the  
9 Illinois State Board of Education (ISBE), the Governor's  
10 Office of Early Childhood Development (GOECD), and other  
11 relevant agencies to develop and promote  
12 provider-accessible and parent-accessible materials,  
13 including native language, on the role and value of  
14 I/ECMHC, including targeted promotion in underserved  
15 communities, and promote the use of existing I/ECMHCs, the  
16 I/ECMHC consultant database, or other existing services;

17 (3) the State to increase funding to promote and  
18 provide training and implementation support for systems of  
19 tiered support, such as the Pyramid Model, across early  
20 childhood settings and urge DHS, ISBE, GOECD, and other  
21 relevant State agencies to coordinate efforts and develop  
22 strategies to provide outreach to and support providers in  
23 underserved communities and communities with fewer  
24 programmatic resources; and

25 (4) ISBE and DCFS to provide the data required by  
26 Public Act 100-105, even if the data is incomplete at the

1 time due to data system challenges.

2 Article 40.

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

5 (305 ILCS 5/5-39 new)

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

19 By no later than January 1, 2022, the Department shall make  
20 recommendations to the General Assembly on the resources needed  
21 to integrate developmentally appropriate and age-appropriate  
22 diagnostic codes into the State system.



1 Article 45.

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

5 Section 45-5. Findings; policies.

6 (a) The General Assembly finds the following:

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

10 (2) The work of early childhood educators is  
11 sophisticated and central to the healthy learning and  
12 development of young children and takes place in a range of  
13 settings, including schools, community-based centers, and  
14 homes.

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

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

22 (5) The early childhood workforce, particularly those  
23 working in community-based settings and those working with  
24 infants and toddlers, often are not paid wages aligned to

1 the sophistication of their work and level of education.

2 (6) All regions and settings have difficulty finding  
3 qualified teachers.

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

8 (8) The early childhood workforce faces multiple  
9 barriers to additional credential and degree attainment  
10 that lead to career advancement and higher levels of  
11 compensation.

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

13 (1) The Department of Human Services to undertake an  
14 analysis of teacher data in the Gateways Registry to  
15 determine those individuals who are close to their next  
16 credential or degree, including information where  
17 available in the Registry such as their geographic  
18 location, demographics, work setting, and age groups of  
19 children for whom they are responsible.

20 (2) The Department of Human Services to conduct  
21 outreach and provide targeted coaching and access to  
22 financial supports, including, but not limited to,  
23 scholarships and debt relief, in a way that prioritizes  
24 increasing the diversity of the teacher pipeline,  
25 including bilingual providers and educators, regions of  
26 the State with the highest need, and children in age groups

1 with the greatest teacher shortages.

2 (3) The State Board of Education to provide additional  
3 financial support to candidates and provide this support to  
4 all candidates regardless of the setting in which they work  
5 and the credentials they are currently seeking,  
6 prioritizing those by greatest need in the early childhood  
7 field.

8 (4) The Department of Human Services to provide annual  
9 reports on who receives these and other scholarships or  
10 other financial support administered by the Department or  
11 the State Board of Education by geographic location,  
12 demographics, work setting, age groups of children served,  
13 and credential/degree attainment as available.

14 (5) The Board of Higher Education, in the course of  
15 their strategic planning process, to review the barriers  
16 experienced by the early childhood workforce and by  
17 teachers of color, in particular in accessing and  
18 completing the needed coursework to attain additional  
19 credentials and degrees, and to recommend policy or  
20 practice changes to better meet the needs of this  
21 workforce, which is largely comprised of non-traditional  
22 students and women of color.

23 (6) The State Board of Education and the Department of  
24 Human Services to prioritize reducing compensation  
25 disparities between the early childhood workforce and  
26 their K-12 counterparts and disparities within the early

1 childhood workforce between setting and age groups in which  
2 they work, as funding becomes available.

3 Article 50.

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

6 (105 ILCS 5/2-3.183 new)

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

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

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

18 (c) To ensure that a public high school student is not  
19 excluded from enrolling in a public university in this State  
20 because of a lack of access to required or recommended  
21 coursework, beginning with the 2022-2023 school year and each  
22 school year thereafter, every public high school must provide  
23 access to each course identified in the review compiled under

1 Section 9.40 of the Board of Higher Education Act to any of its  
2 students who request to enroll in the course. If the public  
3 high school is unable to offer the course through the school  
4 district, the public high school must find an alternative way  
5 to offer the course to the student, which may include  
6 partnering with another school district, a community college  
7 district, an institution of higher education, or some other  
8 course provider. No student shall be excluded from  
9 participation in a course identified in the review due to  
10 financial reasons. Any course offered pursuant to this Section  
11 as a dual credit course shall be developed and offered in  
12 accordance with the Dual Credit Quality Act.

13 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

15 (a) (Blank).

16 (b) (Blank).

17 (c) (Blank).

18 (d) (Blank).

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

23 (1) Four years of language arts.

24 (2) Two years of writing intensive courses, one of  
25 which must be English and the other of which may be English

1 or any other subject. When applicable, writing-intensive  
2 courses may be counted towards the fulfillment of other  
3 graduation requirements.

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

11 (4) Two years of science.

12 (5) Two years of social studies, of which at least one  
13 year must be history of the United States or a combination  
14 of history of the United States and American government  
15 and, beginning with pupils entering the 9th grade in the  
16 2016-2017 school year and each school year thereafter, at  
17 least one semester must be civics, which shall help young  
18 people acquire and learn to use the skills, knowledge, and  
19 attitudes that will prepare them to be competent and  
20 responsible citizens throughout their lives. Civics course  
21 content shall focus on government institutions, the  
22 discussion of current and controversial issues, service  
23 learning, and simulations of the democratic process.  
24 School districts may utilize private funding available for  
25 the purposes of offering civics 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-5) Beginning with the 2024-2025 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 all of the following  
7 courses:

8 (1) Four years of language arts.

9 (2) Two years of writing intensive courses, one of  
10 which must be English and the other of which may be English  
11 or any other subject. If applicable, writing-intensive  
12 courses may be counted toward the fulfillment of other  
13 graduation requirements.

14 (3) Three years of mathematics, one of which must be  
15 Algebra I, one of which must include geometry content, and  
16 one of which may be an Advanced Placement computer science  
17 course. A mathematics course that includes geometry  
18 content may be offered as an integrated, applied,  
19 interdisciplinary, or career and technical education  
20 course that prepares a student for a career readiness path.

21 (4) Two years of laboratory science.

22 (5) Two years of social studies, of which at least one  
23 year must be history of the United States or a combination  
24 of history of the United States and American government and  
25 at least one semester must be civics, which shall help  
26 young people acquire and learn to use the skills,

1 knowledge, and attitudes that will prepare them to be  
2 competent and responsible citizens throughout their lives.  
3 Civics course content shall focus on government  
4 institutions, the discussion of current and controversial  
5 issues, service learning, and simulations of the  
6 democratic process. School districts may utilize private  
7 funding available for the purposes of offering civics  
8 education.

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

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

19 (f) The State Board of Education shall develop and inform  
20 school districts of standards for writing-intensive  
21 coursework.

22 (f-5) If a school district offers an Advanced Placement  
23 computer science course to high school students, then the  
24 school board must designate that course as equivalent to a high  
25 school mathematics course and must denote on the student's  
26 transcript that the Advanced Placement computer science course



1 qualifies as a mathematics-based, quantitative course for  
2 students in accordance with subdivision (3) of subsection (e)  
3 of this Section.

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

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

13 Subsection (e-5) does not apply to pupils entering the 9th  
14 grade in the 2023-2024 school year or a prior school year or to  
15 students with disabilities whose course of study is determined  
16 by an individualized education program. Subsection (e-10) does  
17 not apply to pupils entering the 9th grade in the 2027-2028  
18 school year or a prior school year or to students with  
19 disabilities whose course of study is determined by an  
20 individualized education program.

21 (h) The provisions of this Section are subject to the  
22 provisions of Section 27-22.05 of this Code and the  
23 Postsecondary and Workforce Readiness Act.

24 (i) The State Board of Education may adopt rules to modify  
25 the requirements of this Section for any students enrolled in  
26 grades 9 through 12 if the Governor has declared a disaster due

1 to a public health emergency pursuant to Section 7 of the  
2 Illinois Emergency Management Agency Act.

3 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;  
4 101-643, eff. 6-18-20.)

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

7 (110 ILCS 205/9.40 new)

8 Sec. 9.40. Review of university admission coursework.

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

1 review.

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

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

7 Article 60.

8 Section 60-5. The School Code is amended by adding Sections  
9 2-3.185, 10-20.73, 10-20.74, and 27-23.15 and by changing  
10 Sections 10-17a and 27-22 as follows:

11 (105 ILCS 5/2-3.185 new)

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

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

16 (2) analyze and revise, if appropriate, existing  
17 course titles dedicated to computer science or develop a  
18 short list of existing course titles that are recommended  
19 for computer science courses.

20 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

21 Sec. 10-17a. State, school district, and school report  
22 cards.

1           (1) By October 31, 2013 and October 31 of each subsequent  
2 school year, the State Board of Education, through the State  
3 Superintendent of Education, shall prepare a State report card,  
4 school district report cards, and school report cards, and  
5 shall by the most economic means provide to each school  
6 district in this State, including special charter districts and  
7 districts subject to the provisions of Article 34, the report  
8 cards for the school district and each of its schools.

9           (2) In addition to any information required by federal law,  
10 the State Superintendent shall determine the indicators and  
11 presentation of the school report card, which must include, at  
12 a minimum, the most current data collected and maintained by  
13 the State Board of Education related to the following:

14           (A) school characteristics and student demographics,  
15 including average class size, average teaching experience,  
16 student racial/ethnic breakdown, and the percentage of  
17 students classified as low-income; the percentage of  
18 students classified as English learners; the percentage of  
19 students who have individualized education plans or 504  
20 plans that provide for special education services; the  
21 number and percentage of all students who have been  
22 assessed for placement in a gifted education or advanced  
23 academic program and, of those students: (i) the racial and  
24 ethnic breakdown, (ii) the percentage who are classified as  
25 low-income, and (iii) the number and percentage of students  
26 who received direct instruction from a teacher who holds a

1       gifted education endorsement and, of those students, the  
2       percentage who are classified as low-income; the  
3       percentage of students scoring at the "exceeds  
4       expectations" level on the assessments required under  
5       Section 2-3.64a-5 of this Code; the percentage of students  
6       who annually transferred in or out of the school district;  
7       average daily attendance; the per-pupil operating  
8       expenditure of the school district; and the per-pupil State  
9       average operating expenditure for the district type  
10      (elementary, high school, or unit);

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

25       (C) student outcomes, including, where applicable, the  
26      percentage of students deemed proficient on assessments of

1 State standards, the percentage of students in the eighth  
2 grade who pass Algebra, the percentage of students who  
3 participated in workplace learning experiences, the  
4 percentage of students enrolled in post-secondary  
5 institutions (including colleges, universities, community  
6 colleges, trade/vocational schools, and training programs  
7 leading to career certification within 2 semesters of high  
8 school graduation), the percentage of students graduating  
9 from high school who are college and career ready, and the  
10 percentage of graduates enrolled in community colleges,  
11 colleges, and universities who are in one or more courses  
12 that the community college, college, or university  
13 identifies as a developmental course;

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

20 (E) the school environment, including, where  
21 applicable, the percentage of students with less than 10  
22 absences in a school year, the percentage of teachers with  
23 less than 10 absences in a school year for reasons other  
24 than professional development, leaves taken pursuant to  
25 the federal Family Medical Leave Act of 1993, long-term  
26 disability, or parental leaves, the 3-year average of the

1 percentage of teachers returning to the school from the  
2 previous year, the number of different principals at the  
3 school in the last 6 years, the number of teachers who hold  
4 a gifted education endorsement, the process and criteria  
5 used by the district to determine whether a student is  
6 eligible for participation in a gifted education program or  
7 advanced academic program and the manner in which parents  
8 and guardians are made aware of the process and criteria, 2  
9 or more indicators from any school climate survey selected  
10 or approved by the State and administered pursuant to  
11 Section 2-3.153 of this Code, with the same or similar  
12 indicators included on school report cards for all surveys  
13 selected or approved by the State pursuant to Section  
14 2-3.153 of this Code, and the combined percentage of  
15 teachers rated as proficient or excellent in their most  
16 recent evaluation;

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

20 (G) the total and per pupil normal cost amount the  
21 State contributed to the Teachers' Retirement System of the  
22 State of Illinois in the prior fiscal year for the school's  
23 employees, which shall be reported to the State Board of  
24 Education by the Teachers' Retirement System of the State  
25 of Illinois;

26 (H) for a school district organized under Article 34 of

1 this Code only, State contributions to the Public School  
2 Teachers' Pension and Retirement Fund of Chicago and State  
3 contributions for health care for employees of that school  
4 district;

5 (I) a school district's Final Percent of Adequacy, as  
6 defined in paragraph (4) of subsection (f) of Section  
7 18-8.15 of this Code;

8 (J) a school district's Local Capacity Target, as  
9 defined in paragraph (2) of subsection (c) of Section  
10 18-8.15 of this Code, displayed as a percentage amount;

11 (K) a school district's Real Receipts, as defined in  
12 paragraph (1) of subsection (d) of Section 18-8.15 of this  
13 Code, divided by a school district's Adequacy Target, as  
14 defined in paragraph (1) of subsection (b) of Section  
15 18-8.15 of this Code, displayed as a percentage amount;

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

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

24 (N) whether the school offered its students career and  
25 technical education opportunities.

26 The school report card shall also provide information that



1 allows for comparing the current outcome, progress, and  
2 environment data to the State average, to the school data from  
3 the past 5 years, and to the outcomes, progress, and  
4 environment of similar schools based on the type of school and  
5 enrollment of low-income students, special education students,  
6 and English learners.

7 As used in this subsection (2):

8 "Administrative costs" means costs associated with  
9 executive, administrative, or managerial functions within the  
10 school district that involve planning, organizing, managing,  
11 or directing the school district.

12 "Advanced academic program" means a course of study to  
13 which students are assigned based on advanced cognitive ability  
14 or advanced academic achievement compared to local age peers  
15 and in which the curriculum is substantially differentiated  
16 from the general curriculum to provide appropriate challenge  
17 and pace.

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

24 "Gifted education" means educational services, including  
25 differentiated curricula and instructional methods, designed  
26 to meet the needs of gifted children as defined in Article 14A

1 of this Code.

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

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

20 (4) Notwithstanding anything to the contrary in this  
21 Section, in consultation with key education stakeholders, the  
22 State Superintendent shall at any time have the discretion to  
23 amend or update any and all metrics on the school, district, or  
24 State report card.

25 (5) Annually, no more than 30 calendar days after receipt  
26 of the school district and school report cards from the State

1 Superintendent of Education, each school district, including  
2 special charter districts and districts subject to the  
3 provisions of Article 34, shall present such report cards at a  
4 regular school board meeting subject to applicable notice  
5 requirements, post the report cards on the school district's  
6 Internet web site, if the district maintains an Internet web  
7 site, make the report cards available to a newspaper of general  
8 circulation serving the district, and, upon request, send the  
9 report cards home to a parent (unless the district does not  
10 maintain an Internet web site, in which case the report card  
11 shall be sent home to parents without request). If the district  
12 posts the report card on its Internet web site, the district  
13 shall send a written notice home to parents stating (i) that  
14 the report card is available on the web site, (ii) the address  
15 of the web site, (iii) that a printed copy of the report card  
16 will be sent to parents upon request, and (iv) the telephone  
17 number that parents may call to request a printed copy of the  
18 report card.

19 (6) Nothing contained in Public Act 98-648 repeals,  
20 supersedes, invalidates, or nullifies final decisions in  
21 lawsuits pending on July 1, 2014 (the effective date of Public  
22 Act 98-648) in Illinois courts involving the interpretation of  
23 Public Act 97-8.

24 (Source: P.A. 100-227, eff. 8-18-17; 100-364, eff. 1-1-18;  
25 100-448, eff. 7-1-19; 100-465, eff. 8-31-17; 100-807, eff.  
26 8-10-18; 100-863, eff. 8-14-18; 100-1121, eff. 1-1-19; 101-68,

1 eff. 1-1-20; 101-81, eff. 7-12-19; revised 9-9-19.)

2 (105 ILCS 5/10-20.73 new)

3 Sec. 10-20.73. Computer literacy skills. All school  
4 districts shall ensure that students receive developmentally  
5 appropriate opportunities to gain computer literacy skills  
6 beginning in elementary school.

7 (105 ILCS 5/10-20.74 new)

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

18 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

20 (a) (Blank).

21 (b) (Blank).

22 (c) (Blank).

23 (d) (Blank).

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

5 (1) Four years of language arts.

6 (2) Two years of writing intensive courses, one of  
7 which must be English and the other of which may be English  
8 or any other subject. When applicable, writing-intensive  
9 courses may be counted towards the fulfillment of other  
10 graduation requirements.

11 (3) Three years of mathematics, one of which must be  
12 Algebra I, one of which must include geometry content, and  
13 one of which may be an Advanced Placement computer science  
14 course. A mathematics course that includes geometry  
15 content may be offered as an integrated, applied,  
16 interdisciplinary, or career and technical education  
17 course that prepares a student for a career readiness path.

18 (3.5) For pupils entering the 9th grade in the  
19 2022-2023 school year and each school year thereafter, one  
20 year of a course that includes intensive instruction in  
21 computer literacy, which may be English, social studies, or  
22 any other subject and which may be counted toward the  
23 fulfillment of other graduation requirements.

24 (4) Two years of science.

25 (5) Two years of social studies, of which at least one  
26 year must be history of the United States or a combination

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

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

16 (f) The State Board of Education shall develop and inform  
17 school districts of standards for writing-intensive  
18 coursework.

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

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

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

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

15 (h) The provisions of this Section are subject to the  
16 provisions of Section 27-22.05 of this Code and the  
17 Postsecondary and Workforce Readiness Act.

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

23 (Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20;  
24 101-643, eff. 6-18-20.)





1 government, health care, the arts, and other critical  
2 sectors of our economic and cultural environment;

3 (2) that gifted and talented children require services  
4 and activities that are not ordinarily provided by schools;  
5 ~~and~~

6 (3) that outstanding talents are present in children  
7 and youth from all cultural groups, across all economic  
8 strata, and in all areas of human endeavor; ~~and~~

9 (4) that inequitable access to advanced coursework and  
10 enrollment in accelerated placement programs exists  
11 between children enrolled in different school districts  
12 and even within the same school district and more must be  
13 done to eliminate the barriers to access to advanced  
14 coursework and enrollment in accelerated placement  
15 programs for all children.

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

17 (105 ILCS 5/14A-32)

18 Sec. 14A-32. Accelerated placement; school district  
19 responsibilities.

20 (a) Each school district shall have a policy that allows  
21 for accelerated placement that includes or incorporates by  
22 reference the following components:

23 (1) a provision that provides that participation in  
24 accelerated placement is not limited to those children who  
25 have been identified as gifted and talented, but rather is

1 open to all children who demonstrate high ability and who  
2 may benefit from accelerated placement;

3 (2) a fair and equitable decision-making process that  
4 involves multiple persons and includes a student's parents  
5 or guardians;

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

9 (4) an assessment process that includes multiple  
10 valid, reliable indicators.

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

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

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

26 (3) A student who meets or exceeds State standards in

1       science shall be automatically enrolled into the next most  
2       rigorous level of advanced coursework in science.

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

10       A school district may use the student's most recent State  
11       assessment results to determine whether a student meets or  
12       exceeds State standards. For a student entering grade 9,  
13       results from the State assessment taken in grades 6 through 8  
14       may be used. For other high school grades, the results from a  
15       locally selected, nationally normed assessment may be used  
16       instead of the State assessment if those results are the most  
17       recent.

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

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

26       (b) Further, a school district's accelerated placement

1 policy may include or incorporate by reference, but need not be  
2 limited to, the following components:

3 (1) procedures for annually informing the community  
4 at-large, including parents or guardians, community-based  
5 organizations, and providers of out-of-school programs,  
6 about the accelerated placement program and the methods  
7 used for the identification of children eligible for  
8 accelerated placement, including strategies to reach  
9 groups of students and families who have been historically  
10 underrepresented in accelerated placement programs and  
11 advanced coursework;

12 (2) a process for referral that allows for multiple  
13 referrers, including a child's parents or guardians; other  
14 referrers may include licensed education professionals,  
15 the child, with the written consent of a parent or  
16 guardian, a peer, through a licensed education  
17 professional who has knowledge of the referred child's  
18 abilities, or, in case of possible early entrance, a  
19 preschool educator, pediatrician, or psychologist who  
20 knows the child; ~~and~~

21 (3) a provision that provides that children  
22 participating in an accelerated placement program and  
23 their parents or guardians will be provided a written plan  
24 detailing the type of acceleration the child will receive  
25 and strategies to support the child; ~~and~~

26 (4) procedures to provide support and promote success



1 (105 ILCS 5/22-45)

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

3 (a) The General Assembly finds that preparing Illinoisans  
4 for success in school and the workplace requires a continuum of  
5 quality education from preschool through graduate school. This  
6 State needs a framework to guide education policy and integrate  
7 education at every level. A statewide coordinating council to  
8 study and make recommendations concerning education at all  
9 levels can avoid fragmentation of policies, promote improved  
10 teaching and learning, and continue to cultivate and  
11 demonstrate strong accountability and efficiency. Establishing  
12 an Illinois P-20 Council will develop a statewide agenda that  
13 will move the State towards the common goals of improving  
14 academic achievement, increasing college access and success,  
15 improving use of existing data and measurements, developing  
16 improved accountability, fostering innovative approaches to  
17 education, promoting lifelong learning, easing the transition  
18 to college, and reducing remediation. A pre-kindergarten  
19 through grade 20 agenda will strengthen this State's economic  
20 competitiveness by producing a highly-skilled workforce. In  
21 addition, lifelong learning plans will enhance this State's  
22 ability to leverage funding.

23 (b) There is created the Illinois P-20 Council. The  
24 Illinois P-20 Council shall include all of the following  
25 members:

26 (1) The Governor or his or her designee, to serve as

1 chairperson.

2 (2) Four members of the General Assembly, one appointed  
3 by the Speaker of the House of Representatives, one  
4 appointed by the Minority Leader of the House of  
5 Representatives, one appointed by the President of the  
6 Senate, and one appointed by the Minority Leader of the  
7 Senate.

8 (3) Six at-large members appointed by the Governor as  
9 follows, with 2 members being from the City of Chicago, 2  
10 members being from Lake County, McHenry County, Kane  
11 County, DuPage County, Will County, or that part of Cook  
12 County outside of the City of Chicago, and 2 members being  
13 from the remainder of the State:

14 (A) one representative of civic leaders;

15 (B) one representative of local government;

16 (C) one representative of trade unions;

17 (D) one representative of nonprofit organizations  
18 or foundations;

19 (E) one representative of parents' organizations;

20 and

21 (F) one education research expert.

22 (4) Five members appointed by statewide business  
23 organizations and business trade associations.

24 (5) Six members appointed by statewide professional  
25 organizations and associations representing  
26 pre-kindergarten through grade 20 teachers, community

1 college faculty, and public university faculty.

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

5 (7) One member representing community colleges,  
6 appointed by the Illinois Council of Community College  
7 Presidents.

8 (8) One member representing 4-year independent  
9 colleges and universities, appointed by a statewide  
10 organization representing private institutions of higher  
11 learning.

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

15 (10) Ex-officio members as follows:

16 (A) The State Superintendent of Education or his or  
17 her designee.

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

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

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

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

26 (F) The Director of Commerce and Economic



1 Opportunity or his or her designee.

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

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

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

8 Ex-officio members shall have no vote on the Illinois P-20  
9 Council.

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

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

19 (c) The Illinois P-20 Council shall be funded through State  
20 appropriations to support staff activities, research,  
21 data-collection, and dissemination. The Illinois P-20 Council  
22 shall be staffed by the Office of the Governor, in coordination  
23 with relevant State agencies, boards, and commissions. The  
24 Illinois Education Research Council shall provide research and  
25 coordinate research collection activities for the Illinois  
26 P-20 Council.

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

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

4 (A) Coordinate pre-kindergarten through grade 20  
5 (graduate school) education in this State through  
6 working at the intersections of educational systems to  
7 promote collaborative infrastructure.

8 (B) Coordinate and leverage strategies, actions,  
9 legislation, policies, and resources of all  
10 stakeholders to support fundamental and lasting  
11 improvement in this State's public schools, community  
12 colleges, and universities.

13 (C) Better align the high school curriculum with  
14 postsecondary expectations.

15 (D) Better align assessments across all levels of  
16 education.

17 (E) Reduce the need for students entering  
18 institutions of higher education to take remedial  
19 courses.

20 (F) Smooth the transition from high school to  
21 college.

22 (G) Improve high school and college graduation  
23 rates.

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

26 (I) Better align college and university teaching

1 programs with the needs of Illinois schools.

2 (2) To advise the Governor, the General Assembly, the  
3 State's education and higher education agencies, and the  
4 State's workforce and economic development boards and  
5 agencies on policies related to lifelong learning for  
6 Illinois students and families.

7 (3) To articulate a framework for systemic educational  
8 improvement and innovation that will enable every student  
9 to meet or exceed Illinois learning standards and be  
10 well-prepared to succeed in the workforce and community.

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

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

22 (A) Closing the digital divide for all students,  
23 including access to devices, Internet connectivity,  
24 and ensuring that educators have the necessary support  
25 and training to provide high quality remote and blended  
26 learning to students.

1           (B) Evaluating the academic growth and proficiency  
2 of students in order to understand the impact of school  
3 closures and remote and blended remote learning  
4 conditions on student academic outcomes, including  
5 disaggregating data by race, income, diverse learners,  
6 and English learners, in ways that balance the need to  
7 understand that impact with the need to support student  
8 well-being and also take into consideration the  
9 logistical constraints facing schools and districts.

10           (C) Establishing a system for the collection and  
11 review of student data at the State level, including  
12 data about prekindergarten through higher education  
13 student attendance, engagement and participation,  
14 discipline, and social-emotional and mental health  
15 inputs and outcomes, in order to better understand the  
16 full impact of disrupted learning.

17           (D) Providing students with resources and programs  
18 for academic support, such as enrichment  
19 opportunities, tutoring corps, summer bridge programs,  
20 youth leadership and development programs, youth and  
21 community-led restorative and transformative justice  
22 programs, and youth internship and apprenticeship  
23 programs.

24           (E) Providing students with resources and support  
25 to ensure access to social-emotional learning, mental  
26 health services, and trauma responsive, restorative

1           justice and anti-racist practices in order to support  
2           the growth of the whole child, such as investing in  
3           community schools and providing comprehensive  
4           year-round services and support for both students and  
5           their families.

6           (F) Ensuring more time for students' academic,  
7           social-emotional, and mental health needs by  
8           considering such strategies as: (i) extending planning  
9           time for teachers, (ii) extending the school day and  
10           school year, and (iii) transitioning to year-round  
11           schooling.

12           (G) Strengthening the transition from secondary  
13           education to postsecondary education in the wake of  
14           threats to alignment and affordability created by the  
15           pandemic and related conditions.

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

20           (1) Preparation, recruitment, and certification of  
21 highly qualified teachers.

22           (2) Mentoring and induction of highly qualified  
23 teachers.

24           (3) The diversity of highly qualified teachers.

25           (4) Funding for highly qualified teachers, including  
26 developing a strategic and collaborative plan to seek

1 federal and private grants to support initiatives  
2 targeting teacher preparation and its impact on student  
3 achievement.

4 (5) Highly effective administrators.

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

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

9 (8) Alternative routes to college access.

10 (9) Research data and accountability.

11 (10) Community schools, community participation, and  
12 other innovative approaches to education that foster  
13 community partnerships.

14 (11) Tuition, financial aid, and other issues related  
15 to keeping postsecondary education affordable for Illinois  
16 residents.

17 (12) Learning recovery in the wake of the COVID-19  
18 pandemic.

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

24 (Source: P.A. 98-463, eff. 8-16-13; 98-719, eff. 1-1-15;  
25 99-643, eff. 1-1-17.)

1 Article 75.

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

4 (30 ILCS 105/5.935 new)

5 Sec. 5.935. The Freedom Schools Fund.

6 Section 75-10. The School Code is amended by adding Section  
7 2-3.186 as follows:

8 (105 ILCS 5/2-3.186 new)

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

10 (a) The General Assembly recognizes and values the  
11 contributions that Freedom Schools make to enhance the lives of  
12 Black students. The General Assembly makes all of the following  
13 findings:

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

22 (2) Freedom Schools continue to demonstrate the proven

1 benefits of critical civic engagement and  
2 intergenerational effects by providing historically  
3 disadvantaged students, including African American  
4 students and other students of color, with quality  
5 instruction that fosters student confidence, critical  
6 thinking, and social and emotional development.

7 (3) Freedom Schools offer culturally relevant learning  
8 opportunities with the academic and social supports that  
9 Black children need by utilizing quality teaching,  
10 challenging and engaging curricula, wrap-around supports,  
11 a positive school climate, and strong ties to family and  
12 community. Freedom Schools have a clear focus on results.

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

15 (b) The State Board of Education shall establish a Freedom  
16 School network to supplement the learning taking place in  
17 public schools by creating a 6-week summer program with an  
18 organization with a mission to improve the odds for children in  
19 poverty that operates Freedom Schools in multiple states using  
20 a research-based and multicultural curriculum for  
21 disenfranchised communities most affected by the opportunity  
22 gap and learning loss caused by the pandemic, and by expanding  
23 the teaching of African American history, developing  
24 leadership skills, and providing an understanding of the tenets  
25 of the civil rights movement. The teachers in Freedom Schools  
26 must be from the local community, with an emphasis on



1 historically disadvantaged youth, including African American  
2 students and other students of color, so that (i) these  
3 individuals have access to summer jobs and teaching experiences  
4 that serve as a long-term pipeline to educational careers and  
5 the hiring of minority educators in public schools, (ii) these  
6 individuals are elevated as content experts and community  
7 leaders, and (iii) Freedom School students have access to both  
8 mentorship and equitable educational resources.

9 (c) A Freedom School shall intentionally and imaginatively  
10 implement strategies that focus on all of the following:

11 (1) Racial justice and equity.

12 (2) Transparency and building trusting relationships.

13 (3) Self-determination and governance.

14 (4) Building on community strengths and community  
15 wisdom.

16 (5) Utilizing current data, best practices, and  
17 evidence.

18 (6) Shared leadership and collaboration.

19 (7) A reflective learning culture.

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

21 (9) Literacy.

22 (d) The State Board of Education, in the establishment of  
23 Freedom Schools, shall strive for authentic parent and  
24 community engagement during the development of Freedom Schools  
25 and their curriculum. Authentic parent and community  
26 engagement includes all of the following:

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

3           (2) Ensuring that students and families who are  
4           directly impacted by Freedom School policies and practices  
5           are the decision-makers in the creation, design,  
6           implementation, and assessment of those policies and  
7           practices.

8           (3) Genuine respect for the culture and diversity of  
9           families.

10          (4) Relationships that center around the goal of  
11          supporting family well-being and children's development  
12          and learning.

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

1 following:

2 (1) Engaging, culturally relevant, and challenging  
3 curricula.

4 (2) High-quality teaching.

5 (3) Wrap-around supports and opportunities.

6 (4) Positive discipline practices, such as restorative  
7 justice.

8 (5) Inclusive leadership.

9 (f) The Freedom Schools Fund is created as a special fund  
10 in the State treasury. the Fund shall consist of appropriations  
11 from the General Revenue Fund, grant funds from the federal  
12 government, and donations from educational and private  
13 foundations. All money in the Fund shall be used, subject to  
14 appropriation, by the State Board of Education for the purposes  
15 of this Section and to support related activities.

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

18 Article 85.

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

21 (105 ILCS 5/18-8.15)

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

1 (a) General provisions.

2 (1) The purpose of this Section is to ensure that, by  
3 June 30, 2027 and beyond, this State has a kindergarten  
4 through grade 12 public education system with the capacity  
5 to ensure the educational development of all persons to the  
6 limits of their capacities in accordance with Section 1 of  
7 Article X of the Constitution of the State of Illinois. To  
8 accomplish that objective, this Section creates a method of  
9 funding public education that is evidence-based; is  
10 sufficient to ensure every student receives a meaningful  
11 opportunity to learn irrespective of race, ethnicity,  
12 sexual orientation, gender, or community-income level; and  
13 is sustainable and predictable. When fully funded under  
14 this Section, every school shall have the resources, based  
15 on what the evidence indicates is needed, to:

16 (A) provide all students with a high quality  
17 education that offers the academic, enrichment, social  
18 and emotional support, technical, and career-focused  
19 programs that will allow them to become competitive  
20 workers, responsible parents, productive citizens of  
21 this State, and active members of our national  
22 democracy;

23 (B) ensure all students receive the education they  
24 need to graduate from high school with the skills  
25 required to pursue post-secondary education and  
26 training for a rewarding career;

1 (C) reduce, with a goal of eliminating, the  
2 achievement gap between at-risk and non-at-risk  
3 students by raising the performance of at-risk  
4 students and not by reducing standards; and

5 (D) ensure this State satisfies its obligation to  
6 assume the primary responsibility to fund public  
7 education and simultaneously relieve the  
8 disproportionate burden placed on local property taxes  
9 to fund schools.

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

18 (A) First, the model calculates a unique Adequacy  
19 Target for each Organizational Unit in this State that  
20 considers the costs to implement research-based  
21 activities, the unit's student demographics, and  
22 regional wage differences.

23 (B) Second, the model calculates each  
24 Organizational Unit's Local Capacity, or the amount  
25 each Organizational Unit is assumed to contribute  
26 toward its Adequacy Target from local resources.

1           (C) Third, the model calculates how much funding  
2           the State currently contributes to the Organizational  
3           Unit and adds that to the unit's Local Capacity to  
4           determine the unit's overall current adequacy of  
5           funding.

6           (D) Finally, the model's distribution method  
7           allocates new State funding to those Organizational  
8           Units that are least well-funded, considering both  
9           Local Capacity and State funding, in relation to their  
10          Adequacy Target.

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

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

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

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

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

23          "Adjusted Operating Tax Rate" means a tax rate for all  
24          Organizational Units, for which the State Superintendent  
25          shall calculate and subtract for the Operating Tax Rate a  
26          transportation rate based on total expenses for

1 transportation services under this Code, as reported on the  
2 most recent Annual Financial Report in Pupil  
3 Transportation Services, function 2550 in both the  
4 Education and Transportation funds and functions 4110 and  
5 4120 in the Transportation fund, less any corresponding  
6 fiscal year State of Illinois scheduled payments excluding  
7 net adjustments for prior years for regular, vocational, or  
8 special education transportation reimbursement pursuant to  
9 Section 29-5 or subsection (b) of Section 14-13.01 of this  
10 Code divided by the Adjusted EAV. If an Organizational  
11 Unit's corresponding fiscal year State of Illinois  
12 scheduled payments excluding net adjustments for prior  
13 years for regular, vocational, or special education  
14 transportation reimbursement pursuant to Section 29-5 or  
15 subsection (b) of Section 14-13.01 of this Code exceed the  
16 total transportation expenses, as defined in this  
17 paragraph, no transportation rate shall be subtracted from  
18 the Operating Tax Rate.

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

21 "Alternative School" means a public school that is  
22 created and operated by a regional superintendent of  
23 schools and approved by the State Board.

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

26 "Assessment" means any of those benchmark, progress

1 monitoring, formative, diagnostic, and other assessments,  
2 in addition to the State accountability assessment, that  
3 assist teachers' needs in understanding the skills and  
4 meeting the needs of the students they serve.

5 "Assistant principal" means a school administrator  
6 duly endorsed to be employed as an assistant principal in  
7 this State.

8 "At-risk student" means a student who is at risk of not  
9 meeting the Illinois Learning Standards or not graduating  
10 from elementary or high school and who demonstrates a need  
11 for vocational support or social services beyond that  
12 provided by the regular school program. All students  
13 included in an Organizational Unit's Low-Income Count, as  
14 well as all English learner and disabled students attending  
15 the Organizational Unit, shall be considered at-risk  
16 students under this Section.

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



1 Organizational Unit on October 1, plus the  
2 pre-kindergarten students who receive special education  
3 services of 2 or more hours a day as reported to the State  
4 Board on December 1, for each of the immediately preceding  
5 3 school years. For fiscal year 2019 and each subsequent  
6 fiscal year, "Average Student Enrollment" or "ASE" means,  
7 for an Organizational Unit, the greater of the average  
8 number of students (grades K through 12) reported to the  
9 State Board as enrolled in the Organizational Unit on  
10 October 1 and March 1 in the immediately preceding school  
11 year, plus the pre-kindergarten students who receive  
12 special education services as reported to the State Board  
13 on October 1 and March 1 in the immediately preceding  
14 school year, or the average number of students (grades K  
15 through 12) reported to the State Board as enrolled in the  
16 Organizational Unit on October 1 and March 1, plus the  
17 pre-kindergarten students who receive special education  
18 services as reported to the State Board on October 1 and  
19 March 1, for each of the immediately preceding 3 school  
20 years. For the purposes of this definition, "enrolled in  
21 the Organizational Unit" means the number of students  
22 reported to the State Board who are enrolled in schools  
23 within the Organizational Unit that the student attends or  
24 would attend if not placed or transferred to another school  
25 or program to receive needed services. For the purposes of  
26 calculating "ASE", all students, grades K through 12,

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

1 education or an intermediate service center must be  
2 determined by the March 1 enrollment for the program. For  
3 the 2019-2020 school year, the ASE used in the calculation  
4 must be the first-year ASE and, in that year only, the  
5 assignment of students served by a regional office of  
6 education or intermediate service center shall not result  
7 in a reduction of the March enrollment for any school  
8 district. For the 2020-2021 school year, the ASE must be  
9 the greater of the current-year ASE or the 2-year average  
10 ASE. Beginning with the 2021-2022 school year, the ASE must  
11 be the greater of the current-year ASE or the 3-year  
12 average ASE. School districts shall submit the data for the  
13 ASE calculation to the State Board within 45 days of the  
14 dates required in this Section for submission of enrollment  
15 data in order for it to be included in the ASE calculation.  
16 For fiscal year 2018 only, the ASE calculation shall  
17 include only enrollment taken on October 1.

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

20 "Base Funding Minimum" is defined in subsection (e) of  
21 this Section.

22 "Base Tax Year" means the property tax levy year used  
23 to calculate the Budget Year allocation of primary State  
24 aid.

25 "Base Tax Year's Extension" means the product of the  
26 equalized assessed valuation utilized by the county clerk

1 in the Base Tax Year multiplied by the limiting rate as  
2 calculated by the county clerk and defined in PTELL.

3 "Bilingual Education Allocation" means the amount of  
4 an Organizational Unit's final Adequacy Target  
5 attributable to bilingual education divided by the  
6 Organizational Unit's final Adequacy Target, the product  
7 of which shall be multiplied by the amount of new funding  
8 received pursuant to this Section. An Organizational  
9 Unit's final Adequacy Target attributable to bilingual  
10 education shall include all additional investments in  
11 English learner students' adequacy elements.

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

14 "Central office" means individual administrators and  
15 support service personnel charged with managing the  
16 instructional programs, business and operations, and  
17 security of the Organizational Unit.

18 "Comparable Wage Index" or "CWI" means a regional cost  
19 differentiation metric that measures systemic, regional  
20 variations in the salaries of college graduates who are not  
21 educators. The CWI utilized for this Section shall, for the  
22 first 3 years of Evidence-Based Funding implementation, be  
23 the CWI initially developed by the National Center for  
24 Education Statistics, as most recently updated by Texas A &  
25 M University. In the fourth and subsequent years of  
26 Evidence-Based Funding implementation, the State

1 Superintendent shall re-determine the CWI using a similar  
2 methodology to that identified in the Texas A & M  
3 University study, with adjustments made no less frequently  
4 than once every 5 years.

5 "Computer technology and equipment" means computers  
6 servers, notebooks, network equipment, copiers, printers,  
7 instructional software, security software, curriculum  
8 management courseware, and other similar materials and  
9 equipment.

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

23 "Core subject" means mathematics; science; reading,  
24 English, writing, and language arts; history and social  
25 studies; world languages; and subjects taught as Advanced  
26 Placement in high schools.

1           "Core teacher" means a regular classroom teacher in  
2 elementary schools and teachers of a core subject in middle  
3 and high schools.

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

7           "CPPRT" means corporate personal property replacement  
8 tax funds paid to an Organizational Unit during the  
9 calendar year one year before the calendar year in which a  
10 school year begins, pursuant to "An Act in relation to the  
11 abolition of ad valorem personal property tax and the  
12 replacement of revenues lost thereby, and amending and  
13 repealing certain Acts and parts of Acts in connection  
14 therewith", certified August 14, 1979, as amended (Public  
15 Act 81-1st S.S.-1).

16           "EAV" means equalized assessed valuation as defined in  
17 paragraph (2) of subsection (d) of this Section and  
18 calculated in accordance with paragraph (3) of subsection  
19 (d) of this Section.

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

25           "EIS Data" means the employment information system  
26 data maintained by the State Board on educators within

1 Organizational Units.

2 "Employee benefits" means health, dental, and vision  
3 insurance offered to employees of an Organizational Unit,  
4 the costs associated with the statutorily required payment  
5 of the normal cost of the Organizational Unit's teacher  
6 pensions, Social Security employer contributions, and  
7 Illinois Municipal Retirement Fund employer contributions.

8 "English learner" or "EL" means a child included in the  
9 definition of "English learners" under Section 14C-2 of  
10 this Code participating in a program of transitional  
11 bilingual education or a transitional program of  
12 instruction meeting the requirements and program  
13 application procedures of Article 14C of this Code. For the  
14 purposes of collecting the number of EL students enrolled,  
15 the same collection and calculation methodology as defined  
16 above for "ASE" shall apply to English learners, with the  
17 exception that EL student enrollment shall include  
18 students in grades pre-kindergarten through 12.

19 "Essential Elements" means those elements, resources,  
20 and educational programs that have been identified through  
21 academic research as necessary to improve student success,  
22 improve academic performance, close achievement gaps, and  
23 provide for other per student costs related to the delivery  
24 and leadership of the Organizational Unit, as well as the  
25 maintenance and operations of the unit, and which are  
26 specified in paragraph (2) of subsection (b) of this

1 Section.

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

4 "Extended day" means academic and enrichment programs  
5 provided to students outside the regular school day before  
6 and after school or during non-instructional times during  
7 the school day.

8 "Extension Limitation Ratio" means a numerical ratio  
9 in which the numerator is the Base Tax Year's Extension and  
10 the denominator is the Preceding Tax Year's Extension.

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

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

15 "Full-time equivalent" or "FTE" means the full-time  
16 equivalency compensation for staffing the relevant  
17 position at an Organizational Unit.

18 "Funding Gap" is defined in paragraph (1) of subsection  
19 (g).

20 "Guidance counselor" means a licensed guidance  
21 counselor who provides guidance and counseling support for  
22 students within an Organizational Unit.

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

25 "Instructional assistant" means a core or special  
26 education, non-licensed employee who assists a teacher in



1 the classroom and provides academic support to students.

2 "Instructional facilitator" means a qualified teacher  
3 or licensed teacher leader who facilitates and coaches  
4 continuous improvement in classroom instruction; provides  
5 instructional support to teachers in the elements of  
6 research-based instruction or demonstrates the alignment  
7 of instruction with curriculum standards and assessment  
8 tools; develops or coordinates instructional programs or  
9 strategies; develops and implements training; chooses  
10 standards-based instructional materials; provides teachers  
11 with an understanding of current research; serves as a  
12 mentor, site coach, curriculum specialist, or lead  
13 teacher; or otherwise works with fellow teachers, in  
14 collaboration, to use data to improve instructional  
15 practice or develop model lessons.

16 "Instructional materials" means relevant instructional  
17 materials for student instruction, including, but not  
18 limited to, textbooks, consumable workbooks, laboratory  
19 equipment, library books, and other similar materials.

20 "Laboratory School" means a public school that is  
21 created and operated by a public university and approved by  
22 the State Board.

23 "Librarian" means a teacher with an endorsement as a  
24 library information specialist or another individual whose  
25 primary responsibility is overseeing library resources  
26 within an Organizational Unit.

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

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

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

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

9 "Local Capacity Target" is defined in paragraph (2) of  
10 subsection (c) of this Section.

11 "Low-Income Count" means, for an Organizational Unit  
12 in a fiscal year, the higher of the average number of  
13 students for the prior school year or the immediately  
14 preceding 3 school years who, as of July 1 of the  
15 immediately preceding fiscal year (as determined by the  
16 Department of Human Services), are eligible for at least  
17 one of the following low-income programs: Medicaid, the  
18 Children's Health Insurance Program, Temporary Assistance  
19 for Needy Families (TANF), or the Supplemental Nutrition  
20 Assistance Program, excluding pupils who are eligible for  
21 services provided by the Department of Children and Family  
22 Services. Until such time that grade level low-income  
23 populations become available, grade level low-income  
24 populations shall be determined by applying the low-income  
25 percentage to total student enrollments by grade level. The  
26 low-income percentage is determined by dividing the

1 Low-Income Count by the Average Student Enrollment. The  
2 low-income percentage for programs operated by a regional  
3 office of education or an intermediate service center must  
4 be set to the weighted average of the low-income  
5 percentages of all of the school districts in the service  
6 region. The weighted low-income percentage is the result of  
7 multiplying the low-income percentage of each school  
8 district served by the regional office of education or  
9 intermediate service center by each school district's  
10 Average Student Enrollment, summarizing those products and  
11 dividing the total by the total Average Student Enrollment  
12 for the service region.

13 "Maintenance and operations" means custodial services,  
14 facility and ground maintenance, facility operations,  
15 facility security, routine facility repairs, and other  
16 similar services and functions.

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

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

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

26 "Net State Contribution Target" means, for a given

1 school year, the amount of State funds that would be  
2 necessary to fully meet the Adequacy Target of an  
3 Operational Unit minus the Preliminary Resources available  
4 to each unit.

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

10 "Operating Tax Rate" means the rate utilized in the  
11 previous year to extend property taxes for all purposes,  
12 except Bond and Interest, Summer School, Rent, Capital  
13 Improvement, and Vocational Education Building purposes.  
14 For Hybrid Districts, the Operating Tax Rate shall be the  
15 combined elementary and high school rates utilized in the  
16 previous year to extend property taxes for all purposes,  
17 except Bond and Interest, Summer School, Rent, Capital  
18 Improvement, and Vocational Education Building purposes.

19 "Organizational Unit" means a Laboratory School or any  
20 public school district that is recognized as such by the  
21 State Board and that contains elementary schools typically  
22 serving kindergarten through 5th grades, middle schools  
23 typically serving 6th through 8th grades, high schools  
24 typically serving 9th through 12th grades, a program  
25 established under Section 2-3.66 or 2-3.41, or a program  
26 operated by a regional office of education or an

1 intermediate service center under Article 13A or 13B. The  
2 General Assembly acknowledges that the actual grade levels  
3 served by a particular Organizational Unit may vary  
4 slightly from what is typical.

5 "Organizational Unit CWI" is determined by calculating  
6 the CWI in the region and original county in which an  
7 Organizational Unit's primary administrative office is  
8 located as set forth in this paragraph, provided that if  
9 the Organizational Unit CWI as calculated in accordance  
10 with this paragraph is less than 0.9, the Organizational  
11 Unit CWI shall be increased to 0.9. Each county's current  
12 CWI value shall be adjusted based on the CWI value of that  
13 county's neighboring Illinois counties, to create a  
14 "weighted adjusted index value". This shall be calculated  
15 by summing the CWI values of all of a county's adjacent  
16 Illinois counties and dividing by the number of adjacent  
17 Illinois counties, then taking the weighted value of the  
18 original county's CWI value and the adjacent Illinois  
19 county average. To calculate this weighted value, if the  
20 number of adjacent Illinois counties is greater than 2, the  
21 original county's CWI value will be weighted at 0.25 and  
22 the adjacent Illinois county average will be weighted at  
23 0.75. If the number of adjacent Illinois counties is 2, the  
24 original county's CWI value will be weighted at 0.33 and  
25 the adjacent Illinois county average will be weighted at  
26 0.66. The greater of the county's current CWI value and its

1 weighted adjusted index value shall be used as the  
2 Organizational Unit CWI.

3 "Preceding Tax Year" means the property tax levy year  
4 immediately preceding the Base Tax Year.

5 "Preceding Tax Year's Extension" means the product of  
6 the equalized assessed valuation utilized by the county  
7 clerk in the Preceding Tax Year multiplied by the Operating  
8 Tax Rate.

9 "Preliminary Percent of Adequacy" is defined in  
10 paragraph (2) of subsection (f) of this Section.

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

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

15 "Professional development" means training programs for  
16 licensed staff in schools, including, but not limited to,  
17 programs that assist in implementing new curriculum  
18 programs, provide data focused or academic assessment data  
19 training to help staff identify a student's weaknesses and  
20 strengths, target interventions, improve instruction,  
21 encompass instructional strategies for English learner,  
22 gifted, or at-risk students, address inclusivity, cultural  
23 sensitivity, or implicit bias, or otherwise provide  
24 professional support for licensed staff.

25 "Prototypical" means 450 special education  
26 pre-kindergarten and kindergarten through grade 5 students

1 for an elementary school, 450 grade 6 through 8 students  
2 for a middle school, and 600 grade 9 through 12 students  
3 for a high school.

4 "PTELL" means the Property Tax Extension Limitation  
5 Law.

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

8 "Pupil support staff" means a nurse, psychologist,  
9 social worker, family liaison personnel, or other staff  
10 member who provides support to at-risk or struggling  
11 students.

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

14 "Regionalization Factor" means, for a particular  
15 Organizational Unit, the figure derived by dividing the  
16 Organizational Unit CWI by the Statewide Weighted CWI.

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

19 "Special education" means special educational  
20 facilities and services, as defined in Section 14-1.08 of  
21 this Code.

22 "Special Education Allocation" means the amount of an  
23 Organizational Unit's final Adequacy Target attributable  
24 to special education divided by the Organizational Unit's  
25 final Adequacy Target, the product of which shall be  
26 multiplied by the amount of new funding received pursuant

1 to this Section. An Organizational Unit's final Adequacy  
2 Target attributable to special education shall include all  
3 special education investment adequacy elements.

4 "Specialist teacher" means a teacher who provides  
5 instruction in subject areas not included in core subjects,  
6 including, but not limited to, art, music, physical  
7 education, health, driver education, career-technical  
8 education, and such other subject areas as may be mandated  
9 by State law or provided by an Organizational Unit.

10 "Specially Funded Unit" means an Alternative School,  
11 safe school, Department of Juvenile Justice school,  
12 special education cooperative or entity recognized by the  
13 State Board as a special education cooperative,  
14 State-approved charter school, or alternative learning  
15 opportunities program that received direct funding from  
16 the State Board during the 2016-2017 school year through  
17 any of the funding sources included within the calculation  
18 of the Base Funding Minimum or Glenwood Academy.

19 "Supplemental Grant Funding" means supplemental  
20 general State aid funding received by an Organizational  
21 Unit during the 2016-2017 school year pursuant to  
22 subsection (H) of Section 18-8.05 of this Code (now  
23 repealed).

24 "State Adequacy Level" is the sum of the Adequacy  
25 Targets of all Organizational Units.

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



1           "State Superintendent" means the State Superintendent  
2 of Education.

3           "Statewide Weighted CWI" means a figure determined by  
4 multiplying each Organizational Unit CWI times the ASE for  
5 that Organizational Unit creating a weighted value,  
6 summing all Organizational Units' weighted values, and  
7 dividing by the total ASE of all Organizational Units,  
8 thereby creating an average weighted index.

9           "Student activities" means non-credit producing  
10 after-school programs, including, but not limited to,  
11 clubs, bands, sports, and other activities authorized by  
12 the school board of the Organizational Unit.

13           "Substitute teacher" means an individual teacher or  
14 teaching assistant who is employed by an Organizational  
15 Unit and is temporarily serving the Organizational Unit on  
16 a per diem or per period-assignment basis to replace  
17 another staff member.

18           "Summer school" means academic and enrichment programs  
19 provided to students during the summer months outside of  
20 the regular school year.

21           "Supervisory aide" means a non-licensed staff member  
22 who helps in supervising students of an Organizational  
23 Unit, but does so outside of the classroom, in situations  
24 such as, but not limited to, monitoring hallways and  
25 playgrounds, supervising lunchrooms, or supervising  
26 students when being transported in buses serving the

1 Organizational Unit.

2 "Target Ratio" is defined in paragraph (4) of  
3 subsection (g).

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

6 "Tier 1 Aggregate Funding", "Tier 2 Aggregate  
7 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate  
8 Funding" are defined in paragraph (1) of subsection (g).

9 (b) Adequacy Target calculation.

10 (1) Each Organizational Unit's Adequacy Target is the  
11 sum of the Organizational Unit's cost of providing  
12 Essential Elements, as calculated in accordance with this  
13 subsection (b), with the salary amounts in the Essential  
14 Elements multiplied by a Regionalization Factor calculated  
15 pursuant to paragraph (3) of this subsection (b).

16 (2) The Essential Elements are attributable on a pro  
17 rata basis related to defined subgroups of the ASE of each  
18 Organizational Unit as specified in this paragraph (2),  
19 with investments and FTE positions pro rata funded based on  
20 ASE counts in excess of or less than the thresholds set  
21 forth in this paragraph (2). The method for calculating  
22 attributable pro rata costs and the defined subgroups  
23 thereto are as follows:

24 (A) Core class size investments. Each  
25 Organizational Unit shall receive the funding required  
26 to support that number of FTE core teacher positions as

1 is needed to keep the respective class sizes of the  
2 Organizational Unit to the following maximum numbers:

3 (i) For grades kindergarten through 3, the  
4 Organizational Unit shall receive funding required  
5 to support one FTE core teacher position for every  
6 15 Low-Income Count students in those grades and  
7 one FTE core teacher position for every 20  
8 non-Low-Income Count students in those grades.

9 (ii) For grades 4 through 12, the  
10 Organizational Unit shall receive funding required  
11 to support one FTE core teacher position for every  
12 20 Low-Income Count students in those grades and  
13 one FTE core teacher position for every 25  
14 non-Low-Income Count students in those grades.

15 The number of non-Low-Income Count students in a  
16 grade shall be determined by subtracting the  
17 Low-Income students in that grade from the ASE of the  
18 Organizational Unit for that grade.

19 (B) Specialist teacher investments. Each  
20 Organizational Unit shall receive the funding needed  
21 to cover that number of FTE specialist teacher  
22 positions that correspond to the following  
23 percentages:

24 (i) if the Organizational Unit operates an  
25 elementary or middle school, then 20.00% of the  
26 number of the Organizational Unit's core teachers,

1 as determined under subparagraph (A) of this  
2 paragraph (2); and

3 (ii) if such Organizational Unit operates a  
4 high school, then 33.33% of the number of the  
5 Organizational Unit's core teachers.

6 (C) Instructional facilitator investments. Each  
7 Organizational Unit shall receive the funding needed  
8 to cover one FTE instructional facilitator position  
9 for every 200 combined ASE of pre-kindergarten  
10 children with disabilities and all kindergarten  
11 through grade 12 students of the Organizational Unit.

12 (D) Core intervention teacher (tutor) investments.  
13 Each Organizational Unit shall receive the funding  
14 needed to cover one FTE teacher position for each  
15 prototypical elementary, middle, and high school.

16 (E) Substitute teacher investments. Each  
17 Organizational Unit shall receive the funding needed  
18 to cover substitute teacher costs that is equal to  
19 5.70% of the minimum pupil attendance days required  
20 under Section 10-19 of this Code for all full-time  
21 equivalent core, specialist, and intervention  
22 teachers, school nurses, special education teachers  
23 and instructional assistants, instructional  
24 facilitators, and summer school and extended day  
25 teacher positions, as determined under this paragraph  
26 (2), at a salary rate of 33.33% of the average salary

1 for grade K through 12 teachers and 33.33% of the  
2 average salary of each instructional assistant  
3 position.

4 (F) Core guidance counselor investments. Each  
5 Organizational Unit shall receive the funding needed  
6 to cover one FTE guidance counselor for each 450  
7 combined ASE of pre-kindergarten children with  
8 disabilities and all kindergarten through grade 5  
9 students, plus one FTE guidance counselor for each 250  
10 grades 6 through 8 ASE middle school students, plus one  
11 FTE guidance counselor for each 250 grades 9 through 12  
12 ASE high school students.

13 (G) Nurse investments. Each Organizational Unit  
14 shall receive the funding needed to cover one FTE nurse  
15 for each 750 combined ASE of pre-kindergarten children  
16 with disabilities and all kindergarten through grade  
17 12 students across all grade levels it serves.

18 (H) Supervisory aide investments. Each  
19 Organizational Unit shall receive the funding needed  
20 to cover one FTE for each 225 combined ASE of  
21 pre-kindergarten children with disabilities and all  
22 kindergarten through grade 5 students, plus one FTE for  
23 each 225 ASE middle school students, plus one FTE for  
24 each 200 ASE high school students.

25 (I) Librarian investments. Each Organizational  
26 Unit shall receive the funding needed to cover one FTE

1           librarian for each prototypical elementary school,  
2           middle school, and high school and one FTE aide or  
3           media technician for every 300 combined ASE of  
4           pre-kindergarten children with disabilities and all  
5           kindergarten through grade 12 students.

6           (J) Principal investments. Each Organizational  
7           Unit shall receive the funding needed to cover one FTE  
8           principal position for each prototypical elementary  
9           school, plus one FTE principal position for each  
10          prototypical middle school, plus one FTE principal  
11          position for each prototypical high school.

12          (K) Assistant principal investments. Each  
13          Organizational Unit shall receive the funding needed  
14          to cover one FTE assistant principal position for each  
15          prototypical elementary school, plus one FTE assistant  
16          principal position for each prototypical middle  
17          school, plus one FTE assistant principal position for  
18          each prototypical high school.

19          (L) School site staff investments. Each  
20          Organizational Unit shall receive the funding needed  
21          for one FTE position for each 225 ASE of  
22          pre-kindergarten children with disabilities and all  
23          kindergarten through grade 5 students, plus one FTE  
24          position for each 225 ASE middle school students, plus  
25          one FTE position for each 200 ASE high school students.

26          (M) Gifted investments. Each Organizational Unit

1 shall receive \$40 per kindergarten through grade 12  
2 ASE.

3 (N) Professional development investments. Each  
4 Organizational Unit shall receive \$125 per student of  
5 the combined ASE of pre-kindergarten children with  
6 disabilities and all kindergarten through grade 12  
7 students for trainers and other professional  
8 development-related expenses for supplies and  
9 materials.

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

15 (P) Assessment investments. Each Organizational  
16 Unit shall receive \$25 per student of the combined ASE  
17 of pre-kindergarten children with disabilities and all  
18 kindergarten through grade 12 students to cover  
19 assessment costs.

20 (Q) Computer technology and equipment investments.  
21 Each Organizational Unit shall receive \$285.50 per  
22 student of the combined ASE of pre-kindergarten  
23 children with disabilities and all kindergarten  
24 through grade 12 students to cover computer technology  
25 and equipment costs. For the 2018-2019 school year and  
26 subsequent school years, Organizational Units assigned

1 to Tier 1 and Tier 2 in the prior school year shall  
2 receive an additional \$285.50 per student of the  
3 combined ASE of pre-kindergarten children with  
4 disabilities and all kindergarten through grade 12  
5 students to cover computer technology and equipment  
6 costs in the Organizational Unit's Adequacy Target.  
7 The State Board may establish additional requirements  
8 for Organizational Unit expenditures of funds received  
9 pursuant to this subparagraph (Q), including a  
10 requirement that funds received pursuant to this  
11 subparagraph (Q) may be used only for serving the  
12 technology needs of the district. It is the intent of  
13 Public Act 100-465 that all Tier 1 and Tier 2 districts  
14 receive the addition to their Adequacy Target in the  
15 following year, subject to compliance with the  
16 requirements of the State Board.

17 (R) Student activities investments. Each  
18 Organizational Unit shall receive the following  
19 funding amounts to cover student activities: \$100 per  
20 kindergarten through grade 5 ASE student in elementary  
21 school, plus \$200 per ASE student in middle school,  
22 plus \$675 per ASE student in high school.

23 (S) Maintenance and operations investments. Each  
24 Organizational Unit shall receive \$1,038 per student  
25 of the combined ASE of pre-kindergarten children with  
26 disabilities and all kindergarten through grade 12



1 students for day-to-day maintenance and operations  
2 expenditures, including salary, supplies, and  
3 materials, as well as purchased services, but  
4 excluding employee benefits. The proportion of salary  
5 for the application of a Regionalization Factor and the  
6 calculation of benefits is equal to \$352.92.

7 (T) Central office investments. Each  
8 Organizational Unit shall receive \$742 per student of  
9 the combined ASE of pre-kindergarten children with  
10 disabilities and all kindergarten through grade 12  
11 students to cover central office operations, including  
12 administrators and classified personnel charged with  
13 managing the instructional programs, business and  
14 operations of the school district, and security  
15 personnel. The proportion of salary for the  
16 application of a Regionalization Factor and the  
17 calculation of benefits is equal to \$368.48.

18 (U) Employee benefit investments. Each  
19 Organizational Unit shall receive 30% of the total of  
20 all salary-calculated elements of the Adequacy Target,  
21 excluding substitute teachers and student activities  
22 investments, to cover benefit costs. For central  
23 office and maintenance and operations investments, the  
24 benefit calculation shall be based upon the salary  
25 proportion of each investment. If at any time the  
26 responsibility for funding the employer normal cost of

1 teacher pensions is assigned to school districts, then  
2 that amount certified by the Teachers' Retirement  
3 System of the State of Illinois to be paid by the  
4 Organizational Unit for the preceding school year  
5 shall be added to the benefit investment. For any  
6 fiscal year in which a school district organized under  
7 Article 34 of this Code is responsible for paying the  
8 employer normal cost of teacher pensions, then that  
9 amount of its employer normal cost plus the amount for  
10 retiree health insurance as certified by the Public  
11 School Teachers' Pension and Retirement Fund of  
12 Chicago to be paid by the school district for the  
13 preceding school year that is statutorily required to  
14 cover employer normal costs and the amount for retiree  
15 health insurance shall be added to the 30% specified in  
16 this subparagraph (U). The Teachers' Retirement System  
17 of the State of Illinois and the Public School  
18 Teachers' Pension and Retirement Fund of Chicago shall  
19 submit such information as the State Superintendent  
20 may require for the calculations set forth in this  
21 subparagraph (U).

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

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

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

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

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

9 (W) Additional investments in English learner  
10 students. In addition to and not in lieu of all other  
11 funding under this paragraph (2), each Organizational  
12 Unit shall receive funding based on the average teacher  
13 salary for grades K through 12 to cover the costs of:

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

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

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

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

22 (v) one FTE core teacher position for every 100  
23 English learner students.

24 (X) Special education investments. Each  
25 Organizational Unit shall receive funding based on the  
26 average teacher salary for grades K through 12 to cover

1 special education as follows:

2 (i) one FTE teacher position for every 141  
3 combined ASE of pre-kindergarten children with  
4 disabilities and all kindergarten through grade 12  
5 students;

6 (ii) one FTE instructional assistant for every  
7 141 combined ASE of pre-kindergarten children with  
8 disabilities and all kindergarten through grade 12  
9 students; and

10 (iii) one FTE psychologist position for every  
11 1,000 combined ASE of pre-kindergarten children  
12 with disabilities and all kindergarten through  
13 grade 12 students.

14 (3) For calculating the salaries included within the  
15 Essential Elements, the State Superintendent shall  
16 annually calculate average salaries to the nearest dollar  
17 using the employment information system data maintained by  
18 the State Board, limited to public schools only and  
19 excluding special education and vocational cooperatives,  
20 schools operated by the Department of Juvenile Justice, and  
21 charter schools, for the following positions:

22 (A) Teacher for grades K through 8.

23 (B) Teacher for grades 9 through 12.

24 (C) Teacher for grades K through 12.

25 (D) Guidance counselor for grades K through 8.

26 (E) Guidance counselor for grades 9 through 12.

1 (F) Guidance counselor for grades K through 12.

2 (G) Social worker.

3 (H) Psychologist.

4 (I) Librarian.

5 (J) Nurse.

6 (K) Principal.

7 (L) Assistant principal.

8 For the purposes of this paragraph (3), "teacher"  
9 includes core teachers, specialist and elective teachers,  
10 instructional facilitators, tutors, special education  
11 teachers, pupil support staff teachers, English learner  
12 teachers, extended day teachers, and summer school  
13 teachers. Where specific grade data is not required for the  
14 Essential Elements, the average salary for corresponding  
15 positions shall apply. For substitute teachers, the  
16 average teacher salary for grades K through 12 shall apply.

17 For calculating the salaries included within the  
18 Essential Elements for positions not included within EIS  
19 Data, the following salaries shall be used in the first  
20 year of implementation of Evidence-Based Funding:

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

22 (ii) non-instructional assistant, instructional  
23 assistant, library aide, library media tech, or  
24 supervisory aide: \$25,000.

25 In the second and subsequent years of implementation of  
26 Evidence-Based Funding, the amounts in items (i) and (ii)

1 of this paragraph (3) shall annually increase by the ECI.

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

7 (c) Local Capacity calculation.

8 (1) Each Organizational Unit's Local Capacity  
9 represents an amount of funding it is assumed to contribute  
10 toward its Adequacy Target for purposes of the  
11 Evidence-Based Funding formula calculation. "Local  
12 Capacity" means either (i) the Organizational Unit's Local  
13 Capacity Target as calculated in accordance with paragraph  
14 (2) of this subsection (c) if its Real Receipts are equal  
15 to or less than its Local Capacity Target or (ii) the  
16 Organizational Unit's Adjusted Local Capacity, as  
17 calculated in accordance with paragraph (3) of this  
18 subsection (c) if Real Receipts are more than its Local  
19 Capacity Target.

20 (2) "Local Capacity Target" means, for an  
21 Organizational Unit, that dollar amount that is obtained by  
22 multiplying its Adequacy Target by its Local Capacity  
23 Ratio.

24 (A) An Organizational Unit's Local Capacity  
25 Percentage is the conversion of the Organizational  
26 Unit's Local Capacity Ratio, as such ratio is

1 determined in accordance with subparagraph (B) of this  
2 paragraph (2), into a cumulative distribution  
3 resulting in a percentile ranking to determine each  
4 Organizational Unit's relative position to all other  
5 Organizational Units in this State. The calculation of  
6 Local Capacity Percentage is described in subparagraph  
7 (C) of this paragraph (2).

8 (B) An Organizational Unit's Local Capacity Ratio  
9 in a given year is the percentage obtained by dividing  
10 its Adjusted EAV or PTELL EAV, whichever is less, by  
11 its Adequacy Target, with the resulting ratio further  
12 adjusted as follows:

13 (i) for Organizational Units serving grades  
14 kindergarten through 12 and Hybrid Districts, no  
15 further adjustments shall be made;

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

19 (iii) for Organizational Units serving grades  
20 9 through 12, the Local Capacity Ratio shall be  
21 multiplied by 4/13; and

22 (iv) for an Organizational Unit with a  
23 different grade configuration than those specified  
24 in items (i) through (iii) of this subparagraph  
25 (B), the State Superintendent shall determine a  
26 comparable adjustment based on the grades served.

1 (C) The Local Capacity Percentage is equal to the  
2 percentile ranking of the district. Local Capacity  
3 Percentage converts each Organizational Unit's Local  
4 Capacity Ratio to a cumulative distribution resulting  
5 in a percentile ranking to determine each  
6 Organizational Unit's relative position to all other  
7 Organizational Units in this State. The Local Capacity  
8 Percentage cumulative distribution resulting in a  
9 percentile ranking for each Organizational Unit shall  
10 be calculated using the standard normal distribution  
11 of the score in relation to the weighted mean and  
12 weighted standard deviation and Local Capacity Ratios  
13 of all Organizational Units. If the value assigned to  
14 any Organizational Unit is in excess of 90%, the value  
15 shall be adjusted to 90%. For Laboratory Schools, the  
16 Local Capacity Percentage shall be set at 10% in  
17 recognition of the absence of EAV and resources from  
18 the public university that are allocated to the  
19 Laboratory School. For programs operated by a regional  
20 office of education or an intermediate service center,  
21 the Local Capacity Percentage must be set at 10% in  
22 recognition of the absence of EAV and resources from  
23 school districts that are allocated to the regional  
24 office of education or intermediate service center.  
25 The weighted mean for the Local Capacity Percentage  
26 shall be determined by multiplying each Organizational



1 Unit's Local Capacity Ratio times the ASE for the unit  
2 creating a weighted value, summing the weighted values  
3 of all Organizational Units, and dividing by the total  
4 ASE of all Organizational Units. The weighted standard  
5 deviation shall be determined by taking the square root  
6 of the weighted variance of all Organizational Units'  
7 Local Capacity Ratio, where the variance is calculated  
8 by squaring the difference between each unit's Local  
9 Capacity Ratio and the weighted mean, then multiplying  
10 the variance for each unit times the ASE for the unit  
11 to create a weighted variance for each unit, then  
12 summing all units' weighted variance and dividing by  
13 the total ASE of all units.

14 (D) For any Organizational Unit, the  
15 Organizational Unit's Adjusted Local Capacity Target  
16 shall be reduced by either (i) the school board's  
17 remaining contribution pursuant to paragraph (ii) of  
18 subsection (b-4) of Section 16-158 of the Illinois  
19 Pension Code in a given year or (ii) the board of  
20 education's remaining contribution pursuant to  
21 paragraph (iv) of subsection (b) of Section 17-129 of  
22 the Illinois Pension Code absent the employer normal  
23 cost portion of the required contribution and amount  
24 allowed pursuant to subdivision (3) of Section  
25 17-142.1 of the Illinois Pension Code in a given year.  
26 In the preceding sentence, item (i) shall be certified

1 to the State Board of Education by the Teachers'  
2 Retirement System of the State of Illinois and item  
3 (ii) shall be certified to the State Board of Education  
4 by the Public School Teachers' Pension and Retirement  
5 Fund of the City of Chicago.

6 (3) If an Organizational Unit's Real Receipts are more  
7 than its Local Capacity Target, then its Local Capacity  
8 shall equal an Adjusted Local Capacity Target as calculated  
9 in accordance with this paragraph (3). The Adjusted Local  
10 Capacity Target is calculated as the sum of the  
11 Organizational Unit's Local Capacity Target and its Real  
12 Receipts Adjustment. The Real Receipts Adjustment equals  
13 the Organizational Unit's Real Receipts less its Local  
14 Capacity Target, with the resulting figure multiplied by  
15 the Local Capacity Percentage.

16 As used in this paragraph (3), "Real Percent of  
17 Adequacy" means the sum of an Organizational Unit's Real  
18 Receipts, CPPRT, and Base Funding Minimum, with the  
19 resulting figure divided by the Organizational Unit's  
20 Adequacy Target.

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

23 (1) An Organizational Unit's Real Receipts are the  
24 product of its Applicable Tax Rate and its Adjusted EAV. An  
25 Organizational Unit's Applicable Tax Rate is its Adjusted  
26 Operating Tax Rate for property within the Organizational

1 Unit.

2 (2) The State Superintendent shall calculate the  
3 equalized assessed valuation, or EAV, of all taxable  
4 property of each Organizational Unit as of September 30 of  
5 the previous year in accordance with paragraph (3) of this  
6 subsection (d). The State Superintendent shall then  
7 determine the Adjusted EAV of each Organizational Unit in  
8 accordance with paragraph (4) of this subsection (d), which  
9 Adjusted EAV figure shall be used for the purposes of  
10 calculating Local Capacity.

11 (3) To calculate Real Receipts and EAV, the Department  
12 of Revenue shall supply to the State Superintendent the  
13 value as equalized or assessed by the Department of Revenue  
14 of all taxable property of every Organizational Unit,  
15 together with (i) the applicable tax rate used in extending  
16 taxes for the funds of the Organizational Unit as of  
17 September 30 of the previous year and (ii) the limiting  
18 rate for all Organizational Units subject to property tax  
19 extension limitations as imposed under PTELL.

20 (A) The Department of Revenue shall add to the  
21 equalized assessed value of all taxable property of  
22 each Organizational Unit situated entirely or  
23 partially within a county that is or was subject to the  
24 provisions of Section 15-176 or 15-177 of the Property  
25 Tax Code (i) an amount equal to the total amount by  
26 which the homestead exemption allowed under Section

1 15-176 or 15-177 of the Property Tax Code for real  
2 property situated in that Organizational Unit exceeds  
3 the total amount that would have been allowed in that  
4 Organizational Unit if the maximum reduction under  
5 Section 15-176 was (I) \$4,500 in Cook County or \$3,500  
6 in all other counties in tax year 2003 or (II) \$5,000  
7 in all counties in tax year 2004 and thereafter and  
8 (ii) an amount equal to the aggregate amount for the  
9 taxable year of all additional exemptions under  
10 Section 15-175 of the Property Tax Code for owners with  
11 a household income of \$30,000 or less. The county clerk  
12 of any county that is or was subject to the provisions  
13 of Section 15-176 or 15-177 of the Property Tax Code  
14 shall annually calculate and certify to the Department  
15 of Revenue for each Organizational Unit all homestead  
16 exemption amounts under Section 15-176 or 15-177 of the  
17 Property Tax Code and all amounts of additional  
18 exemptions under Section 15-175 of the Property Tax  
19 Code for owners with a household income of \$30,000 or  
20 less. It is the intent of this subparagraph (A) that if  
21 the general homestead exemption for a parcel of  
22 property is determined under Section 15-176 or 15-177  
23 of the Property Tax Code rather than Section 15-175,  
24 then the calculation of EAV shall not be affected by  
25 the difference, if any, between the amount of the  
26 general homestead exemption allowed for that parcel of

1 property under Section 15-176 or 15-177 of the Property  
2 Tax Code and the amount that would have been allowed  
3 had the general homestead exemption for that parcel of  
4 property been determined under Section 15-175 of the  
5 Property Tax Code. It is further the intent of this  
6 subparagraph (A) that if additional exemptions are  
7 allowed under Section 15-175 of the Property Tax Code  
8 for owners with a household income of less than  
9 \$30,000, then the calculation of EAV shall not be  
10 affected by the difference, if any, because of those  
11 additional exemptions.

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

1 of the Industrial Jobs Recovery Law. For the purpose of  
2 the EAV of the Organizational Unit, the total initial  
3 EAV or the current EAV, whichever is lower, shall be  
4 used until such time as all redevelopment project costs  
5 have been paid.

6 (B-5) The real property equalized assessed  
7 valuation for a school district shall be adjusted by  
8 subtracting from the real property value, as equalized  
9 or assessed by the Department of Revenue, for the  
10 district an amount computed by dividing the amount of  
11 any abatement of taxes under Section 18-170 of the  
12 Property Tax Code by 3.00% for a district maintaining  
13 grades kindergarten through 12, by 2.30% for a district  
14 maintaining grades kindergarten through 8, or by 1.05%  
15 for a district maintaining grades 9 through 12 and  
16 adjusted by an amount computed by dividing the amount  
17 of any abatement of taxes under subsection (a) of  
18 Section 18-165 of the Property Tax Code by the same  
19 percentage rates for district type as specified in this  
20 subparagraph (B-5).

21 (C) For Organizational Units that are Hybrid  
22 Districts, the State Superintendent shall use the  
23 lesser of the adjusted equalized assessed valuation  
24 for property within the partial elementary unit  
25 district for elementary purposes, as defined in  
26 Article 11E of this Code, or the adjusted equalized

1           assessed valuation for property within the partial  
2           elementary unit district for high school purposes, as  
3           defined in Article 11E of this Code.

4           (4) An Organizational Unit's Adjusted EAV shall be the  
5           average of its EAV over the immediately preceding 3 years  
6           or its EAV in the immediately preceding year if the EAV in  
7           the immediately preceding year has declined by 10% or more  
8           compared to the 3-year average. In the event of  
9           Organizational Unit reorganization, consolidation, or  
10          annexation, the Organizational Unit's Adjusted EAV for the  
11          first 3 years after such change shall be as follows: the  
12          most current EAV shall be used in the first year, the  
13          average of a 2-year EAV or its EAV in the immediately  
14          preceding year if the EAV declines by 10% or more compared  
15          to the 2-year average for the second year, and a 3-year  
16          average EAV or its EAV in the immediately preceding year if  
17          the Adjusted EAV declines by 10% or more compared to the  
18          3-year average for the third year. For any school district  
19          whose EAV in the immediately preceding year is used in  
20          calculations, in the following year, the Adjusted EAV shall  
21          be the average of its EAV over the immediately preceding 2  
22          years or the immediately preceding year if that year  
23          represents a decline of 10% or more compared to the 2-year  
24          average.

25          "PTELL EAV" means a figure calculated by the State  
26          Board for Organizational Units subject to PTELL as

1 described in this paragraph (4) for the purposes of  
2 calculating an Organizational Unit's Local Capacity Ratio.  
3 Except as otherwise provided in this paragraph (4), the  
4 PTELL EAV of an Organizational Unit shall be equal to the  
5 product of the equalized assessed valuation last used in  
6 the calculation of general State aid under Section 18-8.05  
7 of this Code (now repealed) or Evidence-Based Funding under  
8 this Section and the Organizational Unit's Extension  
9 Limitation Ratio. If an Organizational Unit has approved or  
10 does approve an increase in its limiting rate, pursuant to  
11 Section 18-190 of the Property Tax Code, affecting the Base  
12 Tax Year, the PTELL EAV shall be equal to the product of  
13 the equalized assessed valuation last used in the  
14 calculation of general State aid under Section 18-8.05 of  
15 this Code (now repealed) or Evidence-Based Funding under  
16 this Section multiplied by an amount equal to one plus the  
17 percentage increase, if any, in the Consumer Price Index  
18 for All Urban Consumers for all items published by the  
19 United States Department of Labor for the 12-month calendar  
20 year preceding the Base Tax Year, plus the equalized  
21 assessed valuation of new property, annexed property, and  
22 recovered tax increment value and minus the equalized  
23 assessed valuation of disconnected property.

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



1 (e) Base Funding Minimum calculation.

2 (1) For the 2017-2018 school year, the Base Funding  
3 Minimum of an Organizational Unit or a Specially Funded  
4 Unit shall be the amount of State funds distributed to the  
5 Organizational Unit or Specially Funded Unit during the  
6 2016-2017 school year prior to any adjustments and  
7 specified appropriation amounts described in this  
8 paragraph (1) from the following Sections, as calculated by  
9 the State Superintendent: Section 18-8.05 of this Code (now  
10 repealed); Section 5 of Article 224 of Public Act 99-524  
11 (equity grants); Section 14-7.02b of this Code (funding for  
12 children requiring special education services); Section  
13 14-13.01 of this Code (special education facilities and  
14 staffing), except for reimbursement of the cost of  
15 transportation pursuant to Section 14-13.01; Section  
16 14C-12 of this Code (English learners); and Section 18-4.3  
17 of this Code (summer school), based on an appropriation  
18 level of \$13,121,600. For a school district organized under  
19 Article 34 of this Code, the Base Funding Minimum also  
20 includes (i) the funds allocated to the school district  
21 pursuant to Section 1D-1 of this Code attributable to  
22 funding programs authorized by the Sections of this Code  
23 listed in the preceding sentence and (ii) the difference  
24 between (I) the funds allocated to the school district  
25 pursuant to Section 1D-1 of this Code attributable to the  
26 funding programs authorized by Section 14-7.02 (non-public

1 special education reimbursement), subsection (b) of  
2 Section 14-13.01 (special education transportation),  
3 Section 29-5 (transportation), Section 2-3.80  
4 (agricultural education), Section 2-3.66 (truants'  
5 alternative education), Section 2-3.62 (educational  
6 service centers), and Section 14-7.03 (special education -  
7 orphanage) of this Code and Section 15 of the Childhood  
8 Hunger Relief Act (free breakfast program) and (II) the  
9 school district's actual expenditures for its non-public  
10 special education, special education transportation,  
11 transportation programs, agricultural education, truants'  
12 alternative education, services that would otherwise be  
13 performed by a regional office of education, special  
14 education orphanage expenditures, and free breakfast, as  
15 most recently calculated and reported pursuant to  
16 subsection (f) of Section 1D-1 of this Code. The Base  
17 Funding Minimum for Glenwood Academy shall be \$625,500. For  
18 programs operated by a regional office of education or an  
19 intermediate service center, the Base Funding Minimum must  
20 be the total amount of State funds allocated to those  
21 programs in the 2018-2019 school year and amounts provided  
22 pursuant to Article 34 of Public Act 100-586 and Section  
23 3-16 of this Code. All programs established after June 5,  
24 2019 (the effective date of Public Act 101-10) and  
25 administered by a regional office of education or an  
26 intermediate service center must have an initial Base

1 Funding Minimum set to an amount equal to the first-year  
2 ASE multiplied by the amount of per pupil funding received  
3 in the previous school year by the lowest funded similar  
4 existing program type. If the enrollment for a program  
5 operated by a regional office of education or an  
6 intermediate service center is zero, then it may not  
7 receive Base Funding Minimum funds for that program in the  
8 next fiscal year, and those funds must be distributed to  
9 Organizational Units under subsection (g).

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

17 (3) Subject to approval by the General Assembly as  
18 provided in this paragraph (3), an Organizational Unit that  
19 meets all of the following criteria, as determined by the  
20 State Board, shall have District Intervention Money added  
21 to its Base Funding Minimum at the time the Base Funding  
22 Minimum is calculated by the State Board:

23 (A) The Organizational Unit is operating under an  
24 Independent Authority under Section 2-3.25f-5 of this  
25 Code for a minimum of 4 school years or is subject to  
26 the control of the State Board pursuant to a court

1 order for a minimum of 4 school years.

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

6 (C) The Organizational Unit demonstrates  
7 sustainability through a 5-year financial and  
8 strategic plan.

9 (D) The Organizational Unit has made sufficient  
10 progress and achieved sufficient stability in the  
11 areas of governance, academic growth, and finances.

12 As part of its determination under this paragraph (3),  
13 the State Board may consider the Organizational Unit's  
14 summative designation, any accreditations of the  
15 Organizational Unit, or the Organizational Unit's  
16 financial profile, as calculated by the State Board.

17 If the State Board determines that an Organizational  
18 Unit has met the criteria set forth in this paragraph (3),  
19 it must submit a report to the General Assembly, no later  
20 than January 2 of the fiscal year in which the State Board  
21 makes its determination, on the amount of District  
22 Intervention Money to add to the Organizational Unit's Base  
23 Funding Minimum. The General Assembly must review the State  
24 Board's report and may approve or disapprove, by joint  
25 resolution, the addition of District Intervention Money.  
26 If the General Assembly fails to act on the report within

1 40 calendar days from the receipt of the report, the  
2 addition of District Intervention Money is deemed  
3 approved. If the General Assembly approves the amount of  
4 District Intervention Money to be added to the  
5 Organizational Unit's Base Funding Minimum, the District  
6 Intervention Money must be added to the Base Funding  
7 Minimum annually thereafter.

8 For the first 4 years following the initial year that  
9 the State Board determines that an Organizational Unit has  
10 met the criteria set forth in this paragraph (3) and has  
11 received funding under this Section, the Organizational  
12 Unit must annually submit to the State Board, on or before  
13 November 30, a progress report regarding its financial and  
14 strategic plan under subparagraph (C) of this paragraph  
15 (3). The plan shall include the financial data from the  
16 past 4 annual financial reports or financial audits that  
17 must be presented to the State Board by November 15 of each  
18 year and the approved budget financial data for the current  
19 year. The plan shall be developed according to the  
20 guidelines presented to the Organizational Unit by the  
21 State Board. The plan shall further include financial  
22 projections for the next 3 fiscal years and include a  
23 discussion and financial summary of the Organizational  
24 Unit's facility needs. If the Organizational Unit does not  
25 demonstrate sufficient progress toward its 5-year plan or  
26 if it has failed to file an annual financial report, an

1 annual budget, a financial plan, a deficit reduction plan,  
2 or other financial information as required by law, the  
3 State Board may establish a Financial Oversight Panel under  
4 Article 1H of this Code. However, if the Organizational  
5 Unit already has a Financial Oversight Panel, the State  
6 Board may extend the duration of the Panel.

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

8 (1) The Evidence-Based Funding formula establishes a  
9 Percent of Adequacy for each Organizational Unit in order  
10 to place such units into tiers for the purposes of the  
11 funding distribution system described in subsection (g) of  
12 this Section. Initially, an Organizational Unit's  
13 Preliminary Resources and Preliminary Percent of Adequacy  
14 are calculated pursuant to paragraph (2) of this subsection  
15 (f). Then, an Organizational Unit's Final Resources and  
16 Final Percent of Adequacy are calculated to account for the  
17 Organizational Unit's poverty concentration levels  
18 pursuant to paragraphs (3) and (4) of this subsection (f).

19 (2) An Organizational Unit's Preliminary Resources are  
20 equal to the sum of its Local Capacity Target, CPPRT, and  
21 Base Funding Minimum. An Organizational Unit's Preliminary  
22 Percent of Adequacy is the lesser of (i) its Preliminary  
23 Resources divided by its Adequacy Target or (ii) 100%.

24 (3) Except for Specially Funded Units, an  
25 Organizational Unit's Final Resources are equal to the sum  
26 of its Local Capacity, CPPRT, and Adjusted Base Funding

1 Minimum. The Base Funding Minimum of each Specially Funded  
2 Unit shall serve as its Final Resources, except that the  
3 Base Funding Minimum for State-approved charter schools  
4 shall not include any portion of general State aid  
5 allocated in the prior year based on the per capita tuition  
6 charge times the charter school enrollment.

7 (4) An Organizational Unit's Final Percent of Adequacy  
8 is its Final Resources divided by its Adequacy Target. An  
9 Organizational Unit's Adjusted Base Funding Minimum is  
10 equal to its Base Funding Minimum less its Supplemental  
11 Grant Funding, with the resulting figure added to the  
12 product of its Supplemental Grant Funding and Preliminary  
13 Percent of Adequacy.

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

15 (1) In each school year under the Evidence-Based  
16 Funding formula, each Organizational Unit receives funding  
17 equal to the sum of its Base Funding Minimum and the unit's  
18 allocation of New State Funds determined pursuant to this  
19 subsection (g). To allocate New State Funds, the  
20 Evidence-Based Funding formula distribution system first  
21 places all Organizational Units into one of 4 tiers in  
22 accordance with paragraph (3) of this subsection (g), based  
23 on the Organizational Unit's Final Percent of Adequacy. New  
24 State Funds are allocated to each of the 4 tiers as  
25 follows: Tier 1 Aggregate Funding equals 50% of all New  
26 State Funds, Tier 2 Aggregate Funding equals 49% of all New

1 State Funds, Tier 3 Aggregate Funding equals 0.9% of all  
2 New State Funds, and Tier 4 Aggregate Funding equals 0.1%  
3 of all New State Funds. Each Organizational Unit within  
4 Tier 1 or Tier 2 receives an allocation of New State Funds  
5 equal to its tier Funding Gap, as defined in the following  
6 sentence, multiplied by the tier's Allocation Rate  
7 determined pursuant to paragraph (4) of this subsection  
8 (g). For Tier 1, an Organizational Unit's Funding Gap  
9 equals the tier's Target Ratio, as specified in paragraph  
10 (5) of this subsection (g), multiplied by the  
11 Organizational Unit's Adequacy Target, with the resulting  
12 amount reduced by the Organizational Unit's Final  
13 Resources. For Tier 2, an Organizational Unit's Funding Gap  
14 equals the tier's Target Ratio, as described in paragraph  
15 (5) of this subsection (g), multiplied by the  
16 Organizational Unit's Adequacy Target, with the resulting  
17 amount reduced by the Organizational Unit's Final  
18 Resources and its Tier 1 funding allocation. To determine  
19 the Organizational Unit's Funding Gap, the resulting  
20 amount is then multiplied by a factor equal to one minus  
21 the Organizational Unit's Local Capacity Target  
22 percentage. Each Organizational Unit within Tier 3 or Tier  
23 4 receives an allocation of New State Funds equal to the  
24 product of its Adequacy Target and the tier's Allocation  
25 Rate, as specified in paragraph (4) of this subsection (g).

26 (2) To ensure equitable distribution of dollars for all



1 Tier 2 Organizational Units, no Tier 2 Organizational Unit  
2 shall receive fewer dollars per ASE than any Tier 3  
3 Organizational Unit. Each Tier 2 and Tier 3 Organizational  
4 Unit shall have its funding allocation divided by its ASE.  
5 Any Tier 2 Organizational Unit with a funding allocation  
6 per ASE below the greatest Tier 3 allocation per ASE shall  
7 get a funding allocation equal to the greatest Tier 3  
8 funding allocation per ASE multiplied by the  
9 Organizational Unit's ASE. Each Tier 2 Organizational  
10 Unit's Tier 2 funding allocation shall be multiplied by the  
11 percentage calculated by dividing the original Tier 2  
12 Aggregate Funding by the sum of all Tier 2 Organizational  
13 Units' Tier 2 funding allocation after adjusting  
14 districts' funding below Tier 3 levels.

15 (3) Organizational Units are placed into one of 4 tiers  
16 as follows:

17 (A) Tier 1 consists of all Organizational Units,  
18 except for Specially Funded Units, with a Percent of  
19 Adequacy less than the Tier 1 Target Ratio. The Tier 1  
20 Target Ratio is the ratio level that allows for Tier 1  
21 Aggregate Funding to be distributed, with the Tier 1  
22 Allocation Rate determined pursuant to paragraph (4)  
23 of this subsection (g).

24 (B) Tier 2 consists of all Tier 1 Units and all  
25 other Organizational Units, except for Specially  
26 Funded Units, with a Percent of Adequacy of less than

1           0.90.

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

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

7           (4) The Allocation Rates for Tiers 1 through 4 are  
8 determined as follows:

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

10           (B) The Tier 2 Allocation Rate is the result of the  
11 following equation: Tier 2 Aggregate Funding, divided  
12 by the sum of the Funding Gaps for all Tier 2  
13 Organizational Units, unless the result of such  
14 equation is higher than 1.0. If the result of such  
15 equation is higher than 1.0, then the Tier 2 Allocation  
16 Rate is 1.0.

17           (C) The Tier 3 Allocation Rate is the result of the  
18 following equation: Tier 3 Aggregate Funding, divided  
19 by the sum of the Adequacy Targets of all Tier 3  
20 Organizational Units.

21           (D) The Tier 4 Allocation Rate is the result of the  
22 following equation: Tier 4 Aggregate Funding, divided  
23 by the sum of the Adequacy Targets of all Tier 4  
24 Organizational Units.

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

26           (A) The Tier 1 Target Ratio is the ratio level that

1 allows for Tier 1 Aggregate Funding to be distributed  
2 with the Tier 1 Allocation Rate.

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

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

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

9 (7) In the event that all Tier 2 Organizational Units  
10 receive funding at the Tier 2 Target Ratio level, any  
11 remaining New State Funds shall be allocated to Tier 3 and  
12 Tier 4 Organizational Units.

13 (8) If any Specially Funded Units, excluding Glenwood  
14 Academy, recognized by the State Board do not qualify for  
15 direct funding following the implementation of Public Act  
16 100-465 from any of the funding sources included within the  
17 definition of Base Funding Minimum, the unqualified  
18 portion of the Base Funding Minimum shall be transferred to  
19 one or more appropriate Organizational Units as determined  
20 by the State Superintendent based on the prior year ASE of  
21 the Organizational Units.

22 (8.5) If a school district withdraws from a special  
23 education cooperative, the portion of the Base Funding  
24 Minimum that is attributable to the school district may be  
25 redistributed to the school district upon withdrawal. The  
26 school district and the cooperative must include the amount

1 of the Base Funding Minimum that is to be reapportioned in  
2 their withdrawal agreement and notify the State Board of  
3 the change with a copy of the agreement upon withdrawal.

4 (9) The Minimum Funding Level is intended to establish  
5 a target for State funding that will keep pace with  
6 inflation and continue to advance equity through the  
7 Evidence-Based Funding formula. The target for State  
8 funding of New Property Tax Relief Pool Funds is  
9 \$50,000,000 for State fiscal year 2019 and subsequent State  
10 fiscal years. The Minimum Funding Level is equal to  
11 \$350,000,000. In addition to any New State Funds, no more  
12 than \$50,000,000 New Property Tax Relief Pool Funds may be  
13 counted toward the Minimum Funding Level. If the sum of New  
14 State Funds and applicable New Property Tax Relief Pool  
15 Funds are less than the Minimum Funding Level, than funding  
16 for tiers shall be reduced in the following manner:

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

21 (B) Next, Tier 3 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 4 funding until such time as Tier 3 funding is  
25 exhausted.

26 (C) Next, Tier 2 funding shall be reduced by an

1 amount equal to the difference between the Minimum  
2 Funding Level and New State Funds and the reduction in  
3 Tier 4 and Tier 3.

4 (D) Finally, Tier 1 funding shall be reduced by an  
5 amount equal to the difference between the Minimum  
6 Funding level and New State Funds and the reduction in  
7 Tier 2, 3, and 4 funding. In addition, the Allocation  
8 Rate for Tier 1 shall be reduced to a percentage equal  
9 to the Tier 1 Allocation Rate set by paragraph (4) of  
10 this subsection (g), multiplied by the result of New  
11 State Funds divided by the Minimum Funding Level.

12 (9.5) For State fiscal year 2019 and subsequent State  
13 fiscal years, if New State Funds exceed \$300,000,000, then  
14 any amount in excess of \$300,000,000 shall be dedicated for  
15 purposes of Section 2-3.170 of this Code up to a maximum of  
16 \$50,000,000.

17 (10) In the event of a decrease in the amount of the  
18 appropriation for this Section in any fiscal year after  
19 implementation of this Section, the Organizational Units  
20 receiving Tier 1 and Tier 2 funding, as determined under  
21 paragraph (3) of this subsection (g), shall be held  
22 harmless by establishing a Base Funding Guarantee equal to  
23 the per pupil kindergarten through grade 12 funding  
24 received in accordance with this Section in the prior  
25 fiscal year. Reductions shall be made to the Base Funding  
26 Minimum of Organizational Units in Tier 3 and Tier 4 on a

1 per pupil basis equivalent to the total number of the ASE  
2 in Tier 3-funded and Tier 4-funded Organizational Units  
3 divided by the total reduction in State funding. The Base  
4 Funding Minimum as reduced shall continue to be applied to  
5 Tier 3 and Tier 4 Organizational Units and adjusted by the  
6 relative formula when increases in appropriations for this  
7 Section resume. In no event may State funding reductions to  
8 Organizational Units in Tier 3 or Tier 4 exceed an amount  
9 that would be less than the Base Funding Minimum  
10 established in the first year of implementation of this  
11 Section. If additional reductions are required, all school  
12 districts shall receive a reduction by a per pupil amount  
13 equal to the aggregate additional appropriation reduction  
14 divided by the total ASE of all Organizational Units.

15 (11) The State Superintendent shall make minor  
16 adjustments to the distribution formula set forth in this  
17 subsection (g) to account for the rounding of percentages  
18 to the nearest tenth of a percentage and dollar amounts to  
19 the nearest whole dollar.

20 (h) State Superintendent administration of funding and  
21 district submission requirements.

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

25 (2) The State Superintendent shall calculate the  
26 Adequacy Target for each Organizational Unit and Net State

1 Contribution Target for each Organizational Unit under  
2 this Section. No Evidence-Based Funding shall be  
3 distributed within an Organizational Unit without the  
4 approval of the unit's school board.

5 (3) Annually, the State Superintendent shall calculate  
6 and report to each Organizational Unit the unit's aggregate  
7 financial adequacy amount, which shall be the sum of the  
8 Adequacy Target for each Organizational Unit. The State  
9 Superintendent shall calculate and report separately for  
10 each Organizational Unit the unit's total State funds  
11 allocated for its students with disabilities. The State  
12 Superintendent shall calculate and report separately for  
13 each Organizational Unit the amount of funding and  
14 applicable FTE calculated for each Essential Element of the  
15 unit's Adequacy Target.

16 (4) Annually, the State Superintendent shall calculate  
17 and report to each Organizational Unit the amount the unit  
18 must expend on special education and bilingual education  
19 and computer technology and equipment for Organizational  
20 Units assigned to Tier 1 or Tier 2 that received an  
21 additional \$285.50 per student computer technology and  
22 equipment investment grant to their Adequacy Target  
23 pursuant to the unit's Base Funding Minimum, Special  
24 Education Allocation, Bilingual Education Allocation, and  
25 computer technology and equipment investment allocation.

26 (5) Moneys distributed under this Section shall be

1       calculated on a school year basis, but paid on a fiscal  
2       year basis, with payments beginning in August and extending  
3       through June. Unless otherwise provided, the moneys  
4       appropriated for each fiscal year shall be distributed in  
5       22 equal payments at least 2 times monthly to each  
6       Organizational Unit. If moneys appropriated for any fiscal  
7       year are distributed other than monthly, the distribution  
8       shall be on the same basis for each Organizational Unit.

9       (6) Any school district that fails, for any given  
10      school year, to maintain school as required by law or to  
11      maintain a recognized school is not eligible to receive  
12      Evidence-Based Funding. In case of non-recognition of one  
13      or more attendance centers in a school district otherwise  
14      operating recognized schools, the claim of the district  
15      shall be reduced in the proportion that the enrollment in  
16      the attendance center or centers bears to the enrollment of  
17      the school district. "Recognized school" means any public  
18      school that meets the standards for recognition by the  
19      State Board. A school district or attendance center not  
20      having recognition status at the end of a school term is  
21      entitled to receive State aid payments due upon a legal  
22      claim that was filed while it was recognized.

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

26      (8) Each fiscal year, the State Superintendent shall



1 calculate for each Organizational Unit an amount of its  
2 Base Funding Minimum and Evidence-Based Funding that shall  
3 be deemed attributable to the provision of special  
4 educational facilities and services, as defined in Section  
5 14-1.08 of this Code, in a manner that ensures compliance  
6 with maintenance of State financial support requirements  
7 under the federal Individuals with Disabilities Education  
8 Act. An Organizational Unit must use such funds only for  
9 the provision of special educational facilities and  
10 services, as defined in Section 14-1.08 of this Code, and  
11 must comply with any expenditure verification procedures  
12 adopted by the State Board.

13 (9) All Organizational Units in this State must submit  
14 annual spending plans by the end of September of each year  
15 to the State Board as part of the annual budget process,  
16 which shall describe how each Organizational Unit will  
17 utilize the Base Funding Minimum and Evidence-Based  
18 Funding it receives from this State under this Section with  
19 specific identification of the intended utilization of  
20 Low-Income, English learner, and special education  
21 resources. Additionally, the annual spending plans of each  
22 Organizational Unit shall describe how the Organizational  
23 Unit expects to achieve student growth and how the  
24 Organizational Unit will achieve State education goals, as  
25 defined by the State Board. The State Superintendent may,  
26 from time to time, identify additional requisites for

1 Organizational Units to satisfy when compiling the annual  
2 spending plans required under this subsection (h). The  
3 format and scope of annual spending plans shall be  
4 developed by the State Superintendent and the State Board  
5 of Education. School districts that serve students under  
6 Article 14C of this Code shall continue to submit  
7 information as required under Section 14C-12 of this Code.

8 (10) No later than January 1, 2018, the State  
9 Superintendent shall develop a 5-year strategic plan for  
10 all Organizational Units to help in planning for adequacy  
11 funding under this Section. The State Superintendent shall  
12 submit the plan to the Governor and the General Assembly,  
13 as provided in Section 3.1 of the General Assembly  
14 Organization Act. The plan shall include recommendations  
15 for:

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

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

21 (C) application and enhancement of the current  
22 financial accountability measures, the approved State  
23 plan to comply with the federal Every Student Succeeds  
24 Act, and the Illinois Balanced Accountability Measures  
25 in relation to student growth and elements of the  
26 Evidence-Based Funding model; and

1 (D) implementation of an effective school adequacy  
2 funding system based on projected and recommended  
3 funding levels from the General Assembly.

4 (11) On an annual basis, the State Superintendent must  
5 recalibrate all of the following per pupil elements of the  
6 Adequacy Target and applied to the formulas, based on the  
7 study of average expenses and as reported in the most  
8 recent annual financial report:

9 (A) Gifted under subparagraph (M) of paragraph (2)  
10 of subsection (b).

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

13 (C) Assessment under subparagraph (P) of paragraph  
14 (2) of subsection (b).

15 (D) Student activities under subparagraph (R) of  
16 paragraph (2) of subsection (b).

17 (E) Maintenance and operations under subparagraph  
18 (S) of paragraph (2) of subsection (b).

19 (F) Central office under subparagraph (T) of  
20 paragraph (2) of subsection (b).

21 (i) Professional Review Panel.

22 (1) A Professional Review Panel is created to study and  
23 review topics related to the implementation and effect of  
24 Evidence-Based Funding, as assigned by a joint resolution  
25 or Public Act of the General Assembly or a motion passed by  
26 the State Board of Education. The Panel must provide

1 recommendations to and serve the Governor, the General  
2 Assembly, and the State Board. The State Superintendent or  
3 his or her designee must serve as a voting member and  
4 chairperson of the Panel. The State Superintendent must  
5 appoint a vice chairperson from the membership of the  
6 Panel. The Panel must advance recommendations based on a  
7 three-fifths majority vote of Panel members present and  
8 voting. A minority opinion may also accompany any  
9 recommendation of the Panel. The Panel shall be appointed  
10 by the State Superintendent, except as otherwise provided  
11 in paragraph (2) of this subsection (i) and include the  
12 following members:

13 (A) Two appointees that represent district  
14 superintendents, recommended by a statewide  
15 organization that represents district superintendents.

16 (B) Two appointees that represent school boards,  
17 recommended by a statewide organization that  
18 represents school boards.

19 (C) Two appointees from districts that represent  
20 school business officials, recommended by a statewide  
21 organization that represents school business  
22 officials.

23 (D) Two appointees that represent school  
24 principals, recommended by a statewide organization  
25 that represents school principals.

26 (E) Two appointees that represent teachers,

1 recommended by a statewide organization that  
2 represents teachers.

3 (F) Two appointees that represent teachers,  
4 recommended by another statewide organization that  
5 represents teachers.

6 (G) Two appointees that represent regional  
7 superintendents of schools, recommended by  
8 organizations that represent regional superintendents.

9 (H) Two independent experts selected solely by the  
10 State Superintendent.

11 (I) Two independent experts recommended by public  
12 universities in this State.

13 (J) One member recommended by a statewide  
14 organization that represents parents.

15 (K) Two representatives recommended by collective  
16 impact organizations that represent major metropolitan  
17 areas or geographic areas in Illinois.

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

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

24 The State Superintendent shall ensure that the  
25 membership of the Panel includes representatives from  
26 school districts and communities reflecting the

1 geographic, socio-economic, racial, and ethnic diversity  
2 of this State. The State Superintendent shall additionally  
3 ensure that the membership of the Panel includes  
4 representatives with expertise in bilingual education and  
5 special education. Staff from the State Board shall staff  
6 the Panel.

7 (2) In addition to those Panel members appointed by the  
8 State Superintendent, 4 members of the General Assembly  
9 shall be appointed as follows: one member of the House of  
10 Representatives appointed by the Speaker of the House of  
11 Representatives, one member of the Senate appointed by the  
12 President of the Senate, one member of the House of  
13 Representatives appointed by the Minority Leader of the  
14 House of Representatives, and one member of the Senate  
15 appointed by the Minority Leader of the Senate. There shall  
16 be one additional member appointed by the Governor. All  
17 members appointed by legislative leaders or the Governor  
18 shall be non-voting, ex officio members.

19 (3) The Panel must study topics at the direction of the  
20 General Assembly or State Board of Education, as provided  
21 under paragraph (1). The Panel may also study the following  
22 topics at the direction of the chairperson:

23 (A) The format and scope of annual spending plans  
24 referenced in paragraph (9) of subsection (h) of this  
25 Section.

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

1 (C) Maintenance and operations, including capital  
2 maintenance and construction costs.

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

4 (E) Benefits.

5 (F) Technology.

6 (G) Local Capacity Target.

7 (H) Funding for Alternative Schools, Laboratory  
8 Schools, safe schools, and alternative learning  
9 opportunities programs.

10 (I) Funding for college and career acceleration  
11 strategies.

12 (J) Special education investments.

13 (K) Early childhood investments, in collaboration  
14 with the Illinois Early Learning Council.

15 (4) (Blank).

16 (5) Within 5 years after the implementation of this  
17 Section, and every 5 years thereafter, the Panel shall  
18 complete an evaluative study of the entire Evidence-Based  
19 Funding model, including an assessment of whether or not  
20 the formula is achieving State goals. The Panel shall  
21 report to the State Board, the General Assembly, and the  
22 Governor on the findings of the study.

23 (6) (Blank).

24 (7) To ensure that (i) the Adequacy Target calculation  
25 under subsection (b) accurately reflects the needs of  
26 students living in poverty or attending schools located in

1 areas of high poverty, (ii) racial equity within the  
2 Evidence-Based Funding formula is explicitly explored and  
3 advanced, and (iii) the funding goals of the formula  
4 distribution system established under this Section are  
5 sufficient to provide adequate funding for every student  
6 and to fully fund every school in this State, the Panel  
7 shall review the Essential Elements under paragraph (2) of  
8 subsection (b). The Panel shall consider all of the  
9 following in its review:

10 (A) The financial ability of school districts to  
11 provide instruction in a foreign language to every  
12 student and whether an additional Essential Element  
13 should be added to the formula to ensure that every  
14 student has access to instruction in a foreign  
15 language.

16 (B) The adult-to-student ratio for each Essential  
17 Element in which a ratio is identified. The Panel shall  
18 consider whether the ratio accurately reflects the  
19 staffing needed to support students living in poverty  
20 or who have traumatic backgrounds.

21 (C) Changes to the Essential Elements that may be  
22 required to better promote racial equity and eliminate  
23 structural racism within schools.

24 (D) The impact of investing \$350,000,000 in  
25 additional funds each year under this Section and an  
26 estimate of when the school system will become fully



1           funded under this level of appropriation.

2           (E) Provide an overview of alternative funding  
3           structures that would enable the State to become fully  
4           funded at an earlier date.

5           (F) The potential to increase efficiency and to  
6           find cost savings within the school system to expedite  
7           the journey to a fully funded system.

8           (G) The appropriate levels for reenrolling and  
9           graduating high-risk high school students who have  
10           been previously out of school. These outcomes shall  
11           include enrollment, attendance, skill gains, credit  
12           gains, graduation or promotion to the next grade level,  
13           and the transition to college, training, or  
14           employment, with an emphasis on progressively  
15           increasing the overall attendance.

16           (H) The evidence-based or research-based practices  
17           that are shown to reduce the gaps and disparities  
18           experienced by African American students in academic  
19           achievement and educational performance, including  
20           practices that have been shown to reduce parities in  
21           disciplinary rates, drop-out rates, graduation rates,  
22           college matriculation rates, and college completion  
23           rates.

24           On or before December 31, 2021, the Panel shall report  
25           to the State Board, the General Assembly, and the Governor  
26           on the findings of its review. This paragraph (7) is



1           role as a powerful actor in dismantling systemic racism.

2           (3) Chicago State University has created the Equity  
3 Working Group, which includes statewide representation of  
4 private, community, and public sector stakeholders, to  
5 create an action plan for employers, the secondary and  
6 postsecondary education systems, philanthropic  
7 organizations, community-based organizations, and our  
8 executive and legislative bodies to improve college  
9 access, completion, and post-graduation outcomes for Black  
10 college students in Illinois.

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

14           (5) Illinois must address wide disparities in degree  
15 completion at Illinois community colleges, which currently  
16 graduate Black and Latinx students at a rate of 14% and 26%  
17 respectively compared to the rate of 38% for White  
18 students, as well as at public universities, which  
19 currently graduate Black and Latinx students at a rate of  
20 34% and 49% respectively compared to 66% of White students,  
21 within 6 years.

22           (6) The State of Illinois benefits from a diverse  
23 public higher education system that includes universities  
24 and community colleges with different missions and scopes  
25 that maximize college enrollment, persistence, and  
26 completion of underrepresented and historically

1 underserved students, including Black and Latinx students  
2 and students from low-income families.

3 (7) Illinois has a moral obligation and an economic  
4 interest in dismantling and reforming structures that  
5 create or exacerbate racial and socioeconomic inequities  
6 in K-12 and higher education.

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

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

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

24 (1) Its work on the strategic plan for higher education  
25 and the vision it has set forth that over the next 10 years  
26 Illinois will have an equitable, accessible, innovative,

1 nimble, and aligned higher education ecosystem that  
2 ensures individuals, families, and communities across the  
3 state thrive.

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

7 (3) Its goal to increase postsecondary  
8 credential/degree attainment and develop talent to drive  
9 the economy of Illinois and that the strategic plan will  
10 identify strategies to achieve this goal, including  
11 embedding equity in the State's attainment goal.

12 (4) Its goal to improve higher education  
13 affordability, increase access, and manage costs and the  
14 expectation that the strategic plan will identify  
15 strategies for stakeholders to achieve these goals,  
16 including opportunities to improve efficiency and  
17 principles for equitable and adequate ways to fund higher  
18 education.

19 (c) The General Assembly encourages the Board of Higher  
20 Education to prepare an array of policy, practice, and proposed  
21 legislative changes required to implement the strategic plan,  
22 along with an implementation process and timeline by May 1,  
23 2021 and to regularly evaluate the impact of the implementation  
24 of the strategic plan and publicly report the evaluation to  
25 ensure that the goals are achieved as intended and lead to a  
26 high-quality, equitable, and diverse higher education system

1 in Illinois.

2 Article 100.

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

6 Section 100-5. Findings. The General Assembly makes all of  
7 the following findings:

8 (1) Nearly 50% of this State's high school graduates  
9 who enroll full-time in a community college are placed in  
10 developmental education coursework in at least one  
11 subject. Community colleges place nearly 71% of Black  
12 students in developmental education courses compared to  
13 42% of white students.

14 (2) Traditional developmental education courses cost  
15 students time and money and expend their financial aid  
16 because a student does not receive college credit for the  
17 successful completion of a traditional developmental  
18 education course. This can be a barrier to enrollment,  
19 persistence, and certificate or degree completion.

20 (3) Developmental education courses can exacerbate  
21 inequities in higher education. Community colleges  
22 graduate Black students who are placed in developmental  
23 education courses at a rate of approximately 8% compared to

1 a graduation rate of 26% for white students who are placed  
2 in developmental education courses.

3 (4) A history of inconsistent and inadequate  
4 approaches to student placement in community college  
5 coursework, such as the reliance on standardized test  
6 scores, has resulted in too many students being placed in  
7 developmental education coursework who could otherwise  
8 succeed in introductory college-level coursework or  
9 introductory college-level coursework with concurrent  
10 support.

11 (5) Developmental education reform is in progress, and  
12 public institutions of higher education and State agencies  
13 have undertaken voluntary efforts and committed resources  
14 to improve placement and to address disparities in the  
15 successful completion of introductory college-level  
16 coursework.

17 (6) The Illinois Council of Community College  
18 Presidents, the Illinois Community College Chief Academic  
19 Officers Commission, the Illinois Community College Chief  
20 Student Services Officers Commission, and the Illinois  
21 Mathematics Association of Community Colleges have already  
22 developed and approved a more equitable, multiple measures  
23 framework for placement in coursework that is currently  
24 implemented at many but not all community colleges.

25 (7) In 2019, members of the General Assembly, faculty  
26 and administrators from public institutions of higher

1 education, board trustees from community college  
2 districts, representatives from the Board of Higher  
3 Education, the Illinois Community College Board, and other  
4 appointed stakeholders convened a task force to inventory  
5 and study developmental education models employed by  
6 public community colleges and universities in this State  
7 and to submit a detailed plan for scaling developmental  
8 education reforms in which all students who are placed in  
9 developmental education coursework are enrolled in an  
10 evidence-based developmental education model that  
11 maximizes a student's likelihood of completing an  
12 introductory college-level course within his or her first 2  
13 semesters at an institution of higher education. The data  
14 released by the task force indicates all of the following:

15 (A) Despite more effective developmental education  
16 models, community colleges and universities use the  
17 traditional developmental education model for 77% of  
18 students who place in a developmental education  
19 mathematics course and for 67% of students who place in  
20 a developmental English language course.

21 (B) Improved policies, programs, and practices are  
22 essential to address the systemic inequities that  
23 exist in postsecondary education in this State, such as  
24 the disproportionate enrollment of Black students in  
25 developmental education courses.

26 (8) To support further reform to developmental



1 education in mathematics, additional work needs to be done  
2 in order to more adequately define the math pathways and  
3 the various ways that students satisfy mathematics credit  
4 requirements depending upon their academic and career  
5 pathways.

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

7 "College-level English language or mathematics course" or  
8 "college-level English language or mathematics coursework"  
9 means a course that bears credit and fulfills English language  
10 or mathematics credit requirements for a baccalaureate degree,  
11 a certificate, or an associate degree from a postsecondary  
12 educational institution.

13 "Community college" means a public community college in  
14 this State.

15 "Developmental education" means instruction through which  
16 a high school graduate who applies to a college credit program  
17 may attain the communication and computation skills necessary  
18 to successfully complete college-level coursework.

19 "Developmental education course" or "developmental  
20 education coursework" means a course or a category of courses  
21 in which students are placed based on an institution's finding  
22 that a student does not have the proficiency necessary to  
23 succeed in an introductory college-level English language or  
24 mathematics course.

25 "Institution of higher education" or "institution" means a

1 public community college or university in this State.

2 "University" means a public university in this State.

3 Section 100-15. Placement measures.

4 (a) On or before May 1, 2022, a community college shall use  
5 each of the following measures, as appropriate, to determine  
6 the placement of a student in introductory college-level  
7 English language or mathematics coursework and shall use the  
8 scores set forth in recommendations approved by the Illinois  
9 Council of Community College Presidents on June 1, 2018:

10 (1) A student's cumulative high school grade point  
11 average.

12 (2) A student's successful completion of an  
13 appropriate high school transition course in mathematics  
14 or English.

15 (3) A student's successful completion of an  
16 appropriate developmental education or introductory  
17 college-level English language or mathematics course at  
18 another regionally accredited postsecondary educational  
19 institution.

20 (b) In determining the placement of a student in  
21 introductory college-level English language or mathematics  
22 coursework, a community college shall consider the  
23 standardized test scores provided by the student for placement  
24 in an introductory college-level English language or  
25 mathematics course.

1           In addition, a community college is encouraged to use the  
2 scores set forth in recommendations approved by the Illinois  
3 Council of Community College Presidents on June 1, 2018 and  
4 should also consider other individual measures for placement in  
5 an introductory college-level English language or mathematics  
6 course, as set forth in recommendations approved by the  
7 Illinois Council of Community College Presidents on June 1,  
8 2018, and the scores set forth in those recommendations.

9           In its discretion, a community college may accept a lower  
10 score on individual placement measures or accept lower scores  
11 in combination with other placement measures than those set  
12 forth in the recommendations.

13           (c) If a student qualifies for placement in an introductory  
14 college-level English language or mathematics course using a  
15 single measure under subsection (a) or (b), no additional  
16 measures need to be considered for placement of the student in  
17 the introductory college-level English language or mathematics  
18 course.

19           Section 100-20. Recommendations of Illinois Council of  
20 Community College Presidents recommendation revisions; math  
21 pathways.

22           (a) If the Illinois Council of Community College Presidents  
23 approves any revised recommendations for determining the  
24 placement of students in introductory college-level English  
25 language or mathematics courses in response to changes in

1 scoring systems, the introduction and use of additional  
2 measures, or evidence that demonstrates the inaccuracy in the  
3 use of scores in previous recommendations, then, within one  
4 year after the date of the adoption of those revised  
5 recommendations, references in this Act to recommendations  
6 approved by the Illinois Council of Community College  
7 Presidents on June 1, 2018 shall mean the revised  
8 recommendations. The General Assembly may request that the  
9 Illinois Council of Community College Presidents provide to the  
10 General Assembly the rationale and supporting evidence for any  
11 revision to the Council's recommendations.

12 (b) Beginning no later than December 1, 2021, the Illinois  
13 Board of Higher Education shall convene stakeholders to  
14 consider a multiple measures framework for placement into  
15 college-level coursework for Illinois public universities with  
16 considerations for math pathways and major requirements.

17 Section 100-25. Placement policy; report.

18 (a) Each institution of higher education shall publicly  
19 post its placement policy in a manner that is easily accessible  
20 to both students and prospective students.

21 (b) On or before July 1, 2023, the Illinois Community  
22 College Board shall issue a report, which shall be made  
23 available to the public on its Internet website, concerning  
24 each community college's developmental education and  
25 college-level coursework placement policy and the policy's

1 outcomes. The data disclosed in the report must be consistent  
2 with the Illinois Community College Board's requirements for  
3 data collection and should be disaggregated by developmental  
4 education course model, as defined by the Illinois Community  
5 College Board, and by gender, race and ethnicity, and federal  
6 Pell Grant status.

7 Section 100-30. Institutional plans; report.

8 (a) On or before May 1, 2022, each university shall submit  
9 to the Board of Higher Education and each community college  
10 shall submit to the Illinois Community College Board its  
11 institutional plan for scaling evidence-based developmental  
12 education reforms to maximize the probability that a student  
13 will be placed in and successfully complete introductory  
14 college-level English language or mathematics coursework  
15 within 2 semesters at the institution. At a minimum, a plan  
16 submitted by an institution shall include all of the following:

17 (1) A description of the current developmental  
18 education models offered by the institution. If the  
19 institution does not currently offer developmental  
20 education coursework, it must provide details regarding  
21 its decision not to offer developmental education  
22 coursework and the pathways that are available to students  
23 deemed to be insufficiently prepared for introductory  
24 college-level English language or mathematics coursework.

25 (2) A description of the developmental education

1 models that will be implemented and scaled and the basis of  
2 the evidence and associated data that the institution  
3 considered in making the decision to scale each model.

4 (3) Baseline data and benchmarks for progress,  
5 including, but not limited to, (i) enrollment in  
6 credit-bearing English language or mathematics courses,  
7 (ii) rates of successful completion of introductory  
8 college-level English language or mathematics courses, and  
9 (iii) college-credit accumulation.

10 (4) Detailed plans for scaling reforms and improving  
11 outcomes for all students placed in traditional  
12 developmental education models or models with comparable  
13 introductory college-level course completion rates. The  
14 plan shall provide details about the expected improvements  
15 in educational outcomes for Black students as result of the  
16 proposed reforms.

17 (b) On or before January 1, 2023 and every 2 years  
18 thereafter, the Board of Higher Education and Illinois  
19 Community College Board shall collect data and report to the  
20 General Assembly and the public the status of developmental  
21 education reforms at institutions. The report must include data  
22 on the progress of the developmental education reforms,  
23 including, but not limited to, (i) enrollment in credit-bearing  
24 English language or mathematics courses, (ii) rates of  
25 successful completion of introductory college-level English  
26 language or mathematics courses, and (iii) college-credit

1 accumulation. The data should be disaggregated by gender, race  
2 and ethnicity, federal Pell Grant status, and other variables  
3 of interest to the Board of Higher Education and the Illinois  
4 Community College Board.

5 (c) On or before January 1, 2024 and every 2 years  
6 thereafter, the Board of Higher Education and Illinois  
7 Community College Board, in consultation with institutions of  
8 higher education and other stakeholders, shall consider  
9 additional data reporting requirements to facilitate the  
10 rigorous and continuous evaluation of each institution's  
11 implementation plan and its impact on improving outcomes for  
12 students in developmental education, particularly for Black  
13 students.

14 Section 100-90. Family Educational Rights and Privacy Act  
15 of 1974. Nothing in this Act supersedes the federal Family  
16 Educational Rights and Privacy Act of 1974 or rules adopted  
17 pursuant to the federal Family Educational Rights and Privacy  
18 Act of 1974.

19 Article 115.

20 Section 115-5. The School Code is amended by changing  
21 Section 21B-50 as follows:

22 (105 ILCS 5/21B-50)

1           Sec. 21B-50. Alternative Educator Licensure Program.

2           (a) There is established an alternative educator licensure  
3 program, to be known as the Alternative Educator Licensure  
4 Program for Teachers.

5           (b) The Alternative Educator Licensure Program for  
6 Teachers may be offered by a recognized institution approved to  
7 offer educator preparation programs by the State Board of  
8 Education, in consultation with the State Educator Preparation  
9 and Licensure Board.

10          The program shall be comprised of 4 phases:

11           (1) A course of study that at a minimum includes  
12 instructional planning; instructional strategies,  
13 including special education, reading, and English language  
14 learning; classroom management; and the assessment of  
15 students and use of data to drive instruction.

16           (2) A year of residency, which is a candidate's  
17 assignment to a full-time teaching position or as a  
18 co-teacher for one full school year. An individual must  
19 hold an Educator License with Stipulations with an  
20 alternative provisional educator endorsement in order to  
21 enter the residency and must complete additional program  
22 requirements that address required State and national  
23 standards, pass the State Board's teacher performance  
24 assessment no later than the end of the first semester of  
25 the second year of residency, as required under phase (3)  
26 of this subsection (b), and be recommended by the principal



1 or qualified equivalent of a principal, as required under  
2 subsection (d) of this Section, and the program coordinator  
3 to continue with the second year of the residency.

4 (3) A second year of residency, which shall include the  
5 candidate's assignment to a full-time teaching position  
6 for one school year. The candidate must be assigned an  
7 experienced teacher to act as a mentor and coach the  
8 candidate through the second year of residency.

9 (4) A comprehensive assessment of the candidate's  
10 teaching effectiveness, as evaluated by the principal or  
11 qualified equivalent of a principal, as required under  
12 subsection (d) of this Section, and the program  
13 coordinator, at the end of the second year of residency. If  
14 there is disagreement between the 2 evaluators about the  
15 candidate's teaching effectiveness, the candidate may  
16 complete one additional year of residency teaching under a  
17 professional development plan developed by the principal  
18 or qualified equivalent and the preparation program. At the  
19 completion of the third year, a candidate must have  
20 positive evaluations and a recommendation for full  
21 licensure from both the principal or qualified equivalent  
22 and the program coordinator or no Professional Educator  
23 License shall be issued.

24 Successful completion of the program shall be deemed to  
25 satisfy any other practice or student teaching and content  
26 matter requirements established by law.

1 (c) An alternative provisional educator endorsement on an  
2 Educator License with Stipulations is valid for 2 years of  
3 teaching in the public schools, including without limitation a  
4 preschool educational program under Section 2-3.71 of this Code  
5 or charter school, or in a State-recognized nonpublic school in  
6 which the chief administrator is required to have the licensure  
7 necessary to be a principal in a public school in this State  
8 and in which a majority of the teachers are required to have  
9 the licensure necessary to be instructors in a public school in  
10 this State, but may be renewed for a third year if needed to  
11 complete the Alternative Educator Licensure Program for  
12 Teachers. The endorsement shall be issued only once to an  
13 individual who meets all of the following requirements:

14 (1) Has graduated from a regionally accredited college  
15 or university with a bachelor's degree or higher.

16 (2) (Blank). ~~Has a cumulative grade point average of~~  
17 ~~3.0 or greater on a 4.0 scale or its equivalent on another~~  
18 ~~scale.~~

19 (3) Has completed a major in the content area if  
20 seeking a middle or secondary level endorsement or, if  
21 seeking an early childhood, elementary, or special  
22 education endorsement, has completed a major in the content  
23 area of reading, English/language arts, mathematics, or  
24 one of the sciences. If the individual does not have a  
25 major in a content area for any level of teaching, he or  
26 she must submit transcripts to the State Board of Education

1 to be reviewed for equivalency.

2 (4) Has successfully completed phase (1) of subsection  
3 (b) of this Section.

4 (5) Has passed a content area test required for the  
5 specific endorsement for admission into the program, as  
6 required under Section 21B-30 of this Code.

7 A candidate possessing the alternative provisional  
8 educator endorsement may receive a salary, benefits, and any  
9 other terms of employment offered to teachers in the school who  
10 are members of an exclusive bargaining representative, if any,  
11 but a school is not required to provide these benefits during  
12 the years of residency if the candidate is serving only as a  
13 co-teacher. If the candidate is serving as the teacher of  
14 record, the candidate must receive a salary, benefits, and any  
15 other terms of employment. Residency experiences must not be  
16 counted towards tenure.

17 (d) The recognized institution offering the Alternative  
18 Educator Licensure Program for Teachers must partner with a  
19 school district, including without limitation a preschool  
20 educational program under Section 2-3.71 of this Code or  
21 charter school, or a State-recognized, nonpublic school in this  
22 State in which the chief administrator is required to have the  
23 licensure necessary to be a principal in a public school in  
24 this State and in which a majority of the teachers are required  
25 to have the licensure necessary to be instructors in a public  
26 school in this State. A recognized institution that partners

1 with a public school district administering a preschool  
2 educational program under Section 2-3.71 of this Code must  
3 require a principal to recommend or evaluate candidates in the  
4 program. A recognized institution that partners with an  
5 eligible entity administering a preschool educational program  
6 under Section 2-3.71 of this Code and that is not a public  
7 school district must require a principal or qualified  
8 equivalent of a principal to recommend or evaluate candidates  
9 in the program. The program presented for approval by the State  
10 Board of Education must demonstrate the supports that are to be  
11 provided to assist the provisional teacher during the 2-year  
12 residency period. These supports must provide additional  
13 contact hours with mentors during the first year of residency.

14 (e) Upon completion of the 4 phases outlined in subsection  
15 (b) of this Section and all assessments required under Section  
16 21B-30 of this Code, an individual shall receive a Professional  
17 Educator License.

18 (f) The State Board of Education, in consultation with the  
19 State Educator Preparation and Licensure Board, may adopt such  
20 rules as may be necessary to establish and implement the  
21 Alternative Educator Licensure Program for Teachers.

22 (Source: P.A. 100-596, eff. 7-1-18; 100-822, eff. 1-1-19;  
23 101-220, eff. 8-7-19; 101-570, eff. 8-23-19; 101-643, eff.  
24 6-18-20.)

1 Section 120-5. The Higher Education Student Assistance Act  
2 is amended by changing Section 50 as follows:

3 (110 ILCS 947/50)

4 Sec. 50. Minority Teachers of Illinois scholarship  
5 program.

6 (a) As used in this Section:

7 "Eligible applicant" means a minority student who has  
8 graduated from high school or has received a high school  
9 equivalency certificate and has maintained a cumulative  
10 grade point average of no less than 2.5 on a 4.0 scale, and  
11 who by reason thereof is entitled to apply for scholarships  
12 to be awarded under this Section.

13 "Minority student" means a student who is any of the  
14 following:

15 (1) American Indian or Alaska Native (a person  
16 having origins in any of the original peoples of North  
17 and South America, including Central America, and who  
18 maintains tribal affiliation or community attachment).

19 (2) Asian (a person having origins in any of the  
20 original peoples of the Far East, Southeast Asia, or  
21 the Indian subcontinent, including, but not limited  
22 to, Cambodia, China, India, Japan, Korea, Malaysia,  
23 Pakistan, the Philippine Islands, Thailand, and  
24 Vietnam).

1           (3) Black or African American (a person having  
2 origins in any of the black racial groups of Africa).  
3 Terms such as "Haitian" or "Negro" can be used in  
4 addition to "Black or African American".

5           (4) Hispanic or Latino (a person of Cuban, Mexican,  
6 Puerto Rican, South or Central American, or other  
7 Spanish culture or origin, regardless of race).

8           (5) Native Hawaiian or Other Pacific Islander (a  
9 person having origins in any of the original peoples of  
10 Hawaii, Guam, Samoa, or other Pacific Islands).

11           "Qualified bilingual minority applicant" means a  
12 qualified student who demonstrates proficiency in a  
13 language other than English by (i) receiving a State Seal  
14 of Biliteracy from the State Board of Education or (ii)  
15 receiving a passing score on an educator licensure target  
16 language proficiency test.

17           "Qualified student" means a person (i) who is a  
18 resident of this State and a citizen or permanent resident  
19 of the United States; (ii) who is a minority student, as  
20 defined in this Section; (iii) who, as an eligible  
21 applicant, has made a timely application for a minority  
22 teaching scholarship under this Section; (iv) who is  
23 enrolled on at least a half-time basis at a qualified  
24 Illinois institution of higher learning; (v) who is  
25 enrolled in a course of study leading to teacher licensure,  
26 including alternative teacher licensure, or, if the

1 student is already licensed to teach, in a course of study  
2 leading to an additional teaching endorsement or a master's  
3 degree in an academic field in which he or she is teaching  
4 or plans to teach or who has received one or more College  
5 and Career Pathway Endorsements pursuant to Section 80 of  
6 the Postsecondary and Workforce Readiness Act and commits  
7 to enrolling in a course of study leading to teacher  
8 licensure, including alternative teacher licensure; (vi)  
9 who maintains a grade point average of no less than 2.5 on  
10 a 4.0 scale; and (vii) who continues to advance  
11 satisfactorily toward the attainment of a degree.

12 (b) In order to encourage academically talented Illinois  
13 minority students to pursue teaching careers at the preschool  
14 or elementary or secondary school level and to address and  
15 alleviate the teacher shortage crisis in this State described  
16 under the provisions of the Transitions in Education Act, each  
17 qualified student shall be awarded a minority teacher  
18 scholarship to any qualified Illinois institution of higher  
19 learning. However, preference may be given to qualified  
20 applicants enrolled at or above the junior level.

21 (c) Each minority teacher scholarship awarded under this  
22 Section shall be in an amount sufficient to pay the tuition and  
23 fees and room and board costs of the qualified Illinois  
24 institution of higher learning at which the recipient is  
25 enrolled, up to an annual maximum of \$5,000; except that in the  
26 case of a recipient who does not reside on-campus at the

1 institution at which he or she is enrolled, the amount of the  
2 scholarship shall be sufficient to pay tuition and fee expenses  
3 and a commuter allowance, up to an annual maximum of \$5,000.  
4 However, if at least \$2,850,000 is appropriated in a given  
5 fiscal year for the Minority Teachers of Illinois scholarship  
6 program, then, in each fiscal year thereafter, each scholarship  
7 awarded under this Section shall be in an amount sufficient to  
8 pay the tuition and fees and room and board costs of the  
9 qualified Illinois institution of higher learning at which the  
10 recipient is enrolled, up to an annual maximum of \$7,500;  
11 except that in the case of a recipient who does not reside  
12 on-campus at the institution at which he or she is enrolled,  
13 the amount of the scholarship shall be sufficient to pay  
14 tuition and fee expenses and a commuter allowance, up to an  
15 annual maximum of \$7,500.

16 (d) The total amount of minority teacher scholarship  
17 assistance awarded by the Commission under this Section to an  
18 individual in any given fiscal year, when added to other  
19 financial assistance awarded to that individual for that year,  
20 shall not exceed the cost of attendance at the institution at  
21 which the student is enrolled. If the amount of minority  
22 teacher scholarship to be awarded to a qualified student as  
23 provided in subsection (c) of this Section exceeds the cost of  
24 attendance at the institution at which the student is enrolled,  
25 the minority teacher scholarship shall be reduced by an amount  
26 equal to the amount by which the combined financial assistance



1 available to the student exceeds the cost of attendance.

2 (e) The maximum number of academic terms for which a  
3 qualified student can receive minority teacher scholarship  
4 assistance shall be 8 semesters or 12 quarters.

5 (f) In any academic year for which an eligible applicant  
6 under this Section accepts financial assistance through the  
7 Paul Douglas Teacher Scholarship Program, as authorized by  
8 Section 551 et seq. of the Higher Education Act of 1965, the  
9 applicant shall not be eligible for scholarship assistance  
10 awarded under this Section.

11 (g) All applications for minority teacher scholarships to  
12 be awarded under this Section shall be made to the Commission  
13 on forms which the Commission shall provide for eligible  
14 applicants. The form of applications and the information  
15 required to be set forth therein shall be determined by the  
16 Commission, and the Commission shall require eligible  
17 applicants to submit with their applications such supporting  
18 documents or recommendations as the Commission deems  
19 necessary.

20 (h) Subject to a separate appropriation for such purposes,  
21 payment of any minority teacher scholarship awarded under this  
22 Section shall be determined by the Commission. All scholarship  
23 funds distributed in accordance with this subsection shall be  
24 paid to the institution and used only for payment of the  
25 tuition and fee and room and board expenses incurred by the  
26 student in connection with his or her attendance at a qualified

1 Illinois institution of higher learning. Any minority teacher  
2 scholarship awarded under this Section shall be applicable to 2  
3 semesters or 3 quarters of enrollment. If a qualified student  
4 withdraws from enrollment prior to completion of the first  
5 semester or quarter for which the minority teacher scholarship  
6 is applicable, the school shall refund to the Commission the  
7 full amount of the minority teacher scholarship.

8 (i) The Commission shall administer the minority teacher  
9 scholarship aid program established by this Section and shall  
10 make all necessary and proper rules not inconsistent with this  
11 Section for its effective implementation.

12 (j) When an appropriation to the Commission for a given  
13 fiscal year is insufficient to provide scholarships to all  
14 qualified students, the Commission shall allocate the  
15 appropriation in accordance with this subsection. If funds are  
16 insufficient to provide all qualified students with a  
17 scholarship as authorized by this Section, the Commission shall  
18 allocate the available scholarship funds for that fiscal year  
19 to qualified students who submit a complete application form on  
20 or before a date specified by the Commission based on the  
21 following order of priority:

22 (1) To students who received a scholarship under this  
23 Section in the prior academic year and who remain eligible  
24 for a minority teacher scholarship under this Section.

25 (2) Except as otherwise provided in subsection (k), to  
26 students who demonstrate financial need, as determined by

1 the Commission. ~~on the basis of the date the Commission~~  
2 ~~receives a complete application form.~~

3 (k) Notwithstanding paragraph (2) of the provisions of  
4 subsection (j) ~~or any other provision of this Section~~, at least  
5 35% 30% of the funds appropriated for scholarships awarded  
6 under this Section in each fiscal year shall be reserved for  
7 qualified male minority applicants, with priority being given  
8 to qualified Black male applicants beginning with fiscal year  
9 2023. If the Commission does not receive enough applications  
10 from qualified male minorities on or before January 1 of each  
11 fiscal year to award 35% 30% of the funds appropriated for  
12 these scholarships to qualified male minority applicants, then  
13 the Commission may award a portion of the reserved funds to  
14 qualified female minority applicants in accordance with  
15 subsection (j).

16 Beginning with fiscal year 2023, if at least \$2,850,000 but  
17 less than \$4,200,000 is appropriated in a given fiscal year for  
18 scholarships awarded under this Section, then at least 10% of  
19 the funds appropriated shall be reserved for qualified  
20 bilingual minority applicants, with priority being given to  
21 qualified bilingual minority applicants who are enrolled in an  
22 educator preparation program with a concentration in  
23 bilingual, bicultural education. Beginning with fiscal year  
24 2023, if at least \$4,200,000 is appropriated in a given fiscal  
25 year for the Minority Teachers of Illinois scholarship program,  
26 then at least 30% of the funds appropriated shall be reserved

1 for qualified bilingual minority applicants, with priority  
2 being given to qualified bilingual minority applicants who are  
3 enrolled in an educator preparation program with a  
4 concentration in bilingual, bicultural education. Beginning  
5 with fiscal year 2023, if at least \$2,850,000 is appropriated  
6 in a given fiscal year for scholarships awarded under this  
7 Section but the Commission does not receive enough applications  
8 from qualified bilingual minority applicants on or before  
9 January 1 of that fiscal year to award at least 10% of the  
10 funds appropriated to qualified bilingual minority applicants,  
11 then the Commission may, in its discretion, award a portion of  
12 the reserved funds to other qualified students in accordance  
13 with subsection (j).

14 (1) Prior to receiving scholarship assistance for any  
15 academic year, each recipient of a minority teacher scholarship  
16 awarded under this Section shall be required by the Commission  
17 to sign an agreement under which the recipient pledges that,  
18 within the one-year period following the termination of the  
19 program for which the recipient was awarded a minority teacher  
20 scholarship, the recipient (i) shall begin teaching for a  
21 period of not less than one year for each year of scholarship  
22 assistance he or she was awarded under this Section; ~~and~~ (ii)  
23 shall fulfill this teaching obligation at a nonprofit Illinois  
24 public, private, or parochial preschool, elementary school, or  
25 secondary school at which no less than 30% of the enrolled  
26 students are minority students in the year during which the

1 recipient begins teaching at the school or may instead, if the  
2 recipient received a scholarship as a qualified bilingual  
3 minority applicant, fulfill this teaching obligation in a  
4 program in transitional bilingual education pursuant to  
5 Article 14C of the School Code or in a school in which 20 or  
6 more English learner students in the same language  
7 classification are enrolled; and (iii) shall, upon request by  
8 the Commission, provide the Commission with evidence that he or  
9 she is fulfilling or has fulfilled the terms of the teaching  
10 agreement provided for in this subsection.

11 (m) If a recipient of a minority teacher scholarship  
12 awarded under this Section fails to fulfill the teaching  
13 obligation set forth in subsection (l) of this Section, the  
14 Commission shall require the recipient to repay the amount of  
15 the scholarships received, prorated according to the fraction  
16 of the teaching obligation not completed, at a rate of interest  
17 equal to 5%, and, if applicable, reasonable collection fees.  
18 The Commission is authorized to establish rules relating to its  
19 collection activities for repayment of scholarships under this  
20 Section. All repayments collected under this Section shall be  
21 forwarded to the State Comptroller for deposit into the State's  
22 General Revenue Fund.

23 (n) A recipient of minority teacher scholarship shall not  
24 be considered in violation of the agreement entered into  
25 pursuant to subsection (l) if the recipient (i) enrolls on a  
26 full time basis as a graduate student in a course of study

1 related to the field of teaching at a qualified Illinois  
2 institution of higher learning; (ii) is serving, not in excess  
3 of 3 years, as a member of the armed services of the United  
4 States; (iii) is a person with a temporary total disability for  
5 a period of time not to exceed 3 years as established by sworn  
6 affidavit of a qualified physician; (iv) is seeking and unable  
7 to find full time employment as a teacher at an Illinois  
8 public, private, or parochial preschool or elementary or  
9 secondary school that satisfies the criteria set forth in  
10 subsection (l) of this Section and is able to provide evidence  
11 of that fact; (v) becomes a person with a permanent total  
12 disability as established by sworn affidavit of a qualified  
13 physician; (vi) is taking additional courses, on at least a  
14 half-time basis, needed to obtain licensure as a teacher in  
15 Illinois; or (vii) is fulfilling teaching requirements  
16 associated with other programs administered by the Commission  
17 and cannot concurrently fulfill them under this Section in a  
18 period of time equal to the length of the teaching obligation.

19 (o) Scholarship recipients under this Section who withdraw  
20 from a program of teacher education but remain enrolled in  
21 school to continue their postsecondary studies in another  
22 academic discipline shall not be required to commence repayment  
23 of their Minority Teachers of Illinois scholarship so long as  
24 they remain enrolled in school on a full-time basis or if they  
25 can document for the Commission special circumstances that  
26 warrant extension of repayment.

1       (p) If the Minority Teachers of Illinois scholarship  
2 program does not expend at least 90% of the amount appropriated  
3 for the program in a given fiscal year for 3 consecutive fiscal  
4 years and the Commission does not receive enough applications  
5 from the groups identified in subsection (k) on or before  
6 January 1 in each of those fiscal years to meet the percentage  
7 reserved for those groups under subsection (k), then up to 3%  
8 of amount appropriated for the program for each of next 3  
9 fiscal years shall be allocated to increasing awareness of the  
10 program and for the recruitment of Black male applicants. The  
11 Commission shall make a recommendation to the General Assembly  
12 by January 1 of the year immediately following the end of that  
13 third fiscal year regarding whether the amount allocated to  
14 increasing awareness and recruitment should continue.

15       (q) Each qualified Illinois institution of higher learning  
16 that receives funds from the Minority Teachers of Illinois  
17 scholarship program shall host an annual information session at  
18 the institution about the program for teacher candidates of  
19 color in accordance with rules adopted by the Commission.  
20 Additionally, the institution shall ensure that each  
21 scholarship recipient enrolled at the institution meets with an  
22 academic advisor at least once per academic year to facilitate  
23 on-time completion of the recipient's educator preparation  
24 program.

25       (r) The changes made to this Section by this amendatory Act  
26 of the 101st General Assembly will first take effect with

1 awards made for the 2022-2023 academic year.

2 (Source: P.A. 99-143, eff. 7-27-15; 100-235, eff. 6-1-18.)

3 Article 125.

4 Section 125-5. The Higher Education Student Assistance Act  
5 is amended by changing Section 65.100 as follows:

6 (110 ILCS 947/65.100)

7 (Section scheduled to be repealed on October 1, 2024)

8 Sec. 65.100. AIM HIGH Grant Pilot Program.

9 (a) The General Assembly makes all of the following  
10 findings:

11 (1) Both access and affordability are important  
12 aspects of the Illinois Public Agenda for College and  
13 Career Success report.

14 (2) This State is in the top quartile with respect to  
15 the percentage of family income needed to pay for college.

16 (3) Research suggests that as loan amounts increase,  
17 rather than an increase in grant amounts, the probability  
18 of college attendance decreases.

19 (4) There is further research indicating that  
20 socioeconomic status may affect the willingness of  
21 students to use loans to attend college.

22 (5) Strategic use of tuition discounting can decrease  
23 the amount of loans that students must use to pay for



1 tuition.

2 (6) A modest, individually tailored tuition discount  
3 can make the difference in a student choosing to attend  
4 college and enhance college access for low-income and  
5 middle-income families.

6 (7) Even if the federally calculated financial need for  
7 college attendance is met, the federally determined  
8 Expected Family Contribution can still be a daunting  
9 amount.

10 (8) This State is the second largest exporter of  
11 students in the country.

12 (9) When talented Illinois students attend  
13 universities in this State, the State and those  
14 universities benefit.

15 (10) State universities in other states have adopted  
16 pricing and incentives that allow many Illinois residents  
17 to pay less to attend an out-of-state university than to  
18 remain in this State for college.

19 (11) Supporting Illinois student attendance at  
20 Illinois public universities can assist in State efforts to  
21 maintain and educate a highly trained workforce.

22 (12) Modest tuition discounts that are individually  
23 targeted and tailored can result in enhanced revenue for  
24 public universities.

25 (13) By increasing a public university's capacity to  
26 strategically use tuition discounting, the public

1 university will be capable of creating enhanced tuition  
2 revenue by increasing enrollment yields.

3 (b) In this Section:

4 "Eligible applicant" means a student from any high school  
5 in this State, whether or not recognized by the State Board of  
6 Education, who is engaged in a program of study that in due  
7 course will be completed by the end of the school year and who  
8 meets all of the qualifications and requirements under this  
9 Section.

10 "Tuition and other necessary fees" includes the customary  
11 charge for instruction and use of facilities in general and the  
12 additional fixed fees charged for specified purposes that are  
13 required generally of non-grant recipients for each academic  
14 period for which the grant applicant actually enrolls, but does  
15 not include fees payable only once or breakage fees and other  
16 contingent deposits that are refundable in whole or in part.  
17 The Commission may adopt, by rule not inconsistent with this  
18 Section, detailed provisions concerning the computation of  
19 tuition and other necessary fees.

20 (c) Beginning with the 2019-2020 academic year, each public  
21 university may establish a merit-based scholarship pilot  
22 program known as the AIM HIGH Grant Pilot Program. Each year,  
23 the Commission shall receive and consider applications from  
24 public universities under this Section. Subject to  
25 appropriation and any tuition waiver limitation established by  
26 the Board of Higher Education, a public university campus may

1 award a grant to a student under this Section if it finds that  
2 the applicant meets all of the following criteria:

3 (1) He or she is a resident of this State and a citizen  
4 or eligible noncitizen of the United States.

5 (2) He or she files a Free Application for Federal  
6 Student Aid and demonstrates financial need with a  
7 household income no greater than 6 times the poverty  
8 guidelines updated periodically in the Federal Register by  
9 the U.S. Department of Health and Human Services under the  
10 authority of 42 U.S.C. 9902(2). The household income of the  
11 applicant at the time of initial application shall be  
12 deemed to be the household income of the applicant for the  
13 duration of the pilot program.

14 (3) He or she meets the minimum cumulative grade point  
15 average or ACT or SAT college admissions test score, as  
16 determined by the public university campus.

17 (4) He or she is enrolled in a public university as an  
18 undergraduate student on a full-time basis.

19 (5) He or she has not yet received a baccalaureate  
20 degree or the equivalent of 135 semester credit hours.

21 (6) He or she is not incarcerated.

22 (7) He or she is not in default on any student loan or  
23 does not owe a refund or repayment on any State or federal  
24 grant or scholarship.

25 (8) Any other reasonable criteria, as determined by the  
26 public university campus.

1           (d) Each public university campus shall determine grant  
2 renewal criteria consistent with the requirements under this  
3 Section.

4           (e) Each participating public university campus shall post  
5 on its Internet website criteria and eligibility requirements  
6 for receiving awards that use funds under this Section that  
7 include a range in the sizes of these individual awards. The  
8 criteria and amounts must also be reported to the Commission  
9 and the Board of Higher Education, who shall post the  
10 information on their respective Internet websites.

11           (f) After enactment of an appropriation for this Program,  
12 the Commission shall determine an allocation of funds to each  
13 public university in an amount proportionate to the number of  
14 undergraduate students who are residents of this State and  
15 citizens or eligible noncitizens of the United States and who  
16 were enrolled at each public university campus in the previous  
17 academic year. All applications must be made to the Commission  
18 on or before a date determined by the Commission and on forms  
19 that the Commission shall provide to each public university  
20 campus. The form of the application and the information  
21 required shall be determined by the Commission and shall  
22 include, without limitation, the total public university  
23 campus funds used to match funds received from the Commission  
24 in the previous academic year under this Section, if any, the  
25 total enrollment of undergraduate students who are residents of  
26 this State from the previous academic year, and any supporting

1 documents as the Commission deems necessary. Each public  
2 university campus shall match the amount of funds received by  
3 the Commission with financial aid for eligible students.

4 A public university in which an average of at least 49% of  
5 the students seeking a bachelor's degree or certificate  
6 received a Pell Grant over the prior 3 academic years, as  
7 reported to the Commission, shall match 20% of the amount of  
8 funds awarded in a given academic year with non-loan financial  
9 aid for eligible students. A public university in which an  
10 average of less than 49% of the students seeking a bachelor's  
11 degree or certificate received a Pell Grant over the prior 3  
12 academic years, as reported to the Commission, shall match 60%  
13 of the amount of funds awarded in a given academic year with  
14 non-loan financial aid for eligible students.

15 A public university campus is not required to claim its  
16 entire allocation. The Commission shall make available to all  
17 public universities, on a date determined by the Commission,  
18 any unclaimed funds and the funds must be made available to  
19 those public university campuses in the proportion determined  
20 under this subsection (f), excluding from the calculation those  
21 public university campuses not claiming their full  
22 allocations.

23 Each public university campus may determine the award  
24 amounts for eligible students on an individual or broad basis,  
25 but, subject to renewal eligibility, each renewed award may not  
26 be less than the amount awarded to the eligible student in his

1 or her first year attending the public university campus.  
2 Notwithstanding this limitation, a renewal grant may be reduced  
3 due to changes in the student's cost of attendance, including,  
4 but not limited to, if a student reduces the number of credit  
5 hours in which he or she is enrolled, but remains a full-time  
6 student, or switches to a course of study with a lower tuition  
7 rate.

8 An eligible applicant awarded grant assistance under this  
9 Section is eligible to receive other financial aid. Total grant  
10 aid to the student from all sources may not exceed the total  
11 cost of attendance at the public university campus.

12 (g) All money allocated to a public university campus under  
13 this Section may be used only for financial aid purposes for  
14 students attending the public university campus during the  
15 academic year, not including summer terms. Notwithstanding any  
16 other provision of law to the contrary, any funds received by a  
17 public university campus under this Section that are not  
18 granted to students in the academic year for which the funds  
19 are received may be retained by the public university campus  
20 for expenditure on students participating in the Program or  
21 students eligible to participate in the Program.

22 (h) Each public university campus that establishes a  
23 Program under this Section must annually report to the  
24 Commission, on or before a date determined by the Commission,  
25 the number of undergraduate students enrolled at that campus  
26 who are residents of this State.

1           (i) Each public university campus must report to the  
2 Commission the total non-loan financial aid amount given by the  
3 public university campus to undergraduate students in the  
4 2017-2018 academic year, not including the summer term. To be  
5 eligible to receive funds under the Program, a public  
6 university campus may not decrease the total amount of non-loan  
7 financial aid it gives to undergraduate students, not including  
8 any funds received from the Commission under this Section or  
9 any funds used to match grant awards under this Section, to an  
10 amount lower than the reported amount for the 2017-2018  
11 academic year, not including the summer term.

12           (j) On or before a date determined by the Commission, each  
13 public university campus that participates in the Program under  
14 this Section shall annually submit a report to the Commission  
15 with all of the following information:

16           (1) The Program's impact on tuition revenue and  
17 enrollment goals and increase in access and affordability  
18 at the public university campus.

19           (2) Total funds received by the public university  
20 campus under the Program.

21           (3) Total non-loan financial aid awarded to  
22 undergraduate students attending the public university  
23 campus.

24           (4) Total amount of funds matched by the public  
25 university campus.

26           (5) Total amount of claimed and unexpended funds

1 retained by the public university campus.

2 (6) The percentage of total financial aid distributed  
3 under the Program by the public university campus.

4 (7) The total number of students receiving grants from  
5 the public university campus under the Program and those  
6 students' grade level, race, gender, income level, family  
7 size, Monetary Award Program eligibility, Pell Grant  
8 eligibility, and zip code of residence and the amount of  
9 each grant award. This information shall include unit  
10 record data on those students regarding variables  
11 associated with the parameters of the public university's  
12 Program, including, but not limited to, a student's ACT or  
13 SAT college admissions test score, high school or  
14 university cumulative grade point average, or program of  
15 study.

16 On or before October 1, 2020 and annually on or before  
17 October 1 thereafter, the Commission shall submit a report with  
18 the findings under this subsection (j) and any other  
19 information regarding the AIM HIGH Grant Pilot Program to (i)  
20 the Governor, (ii) the Speaker of the House of Representatives,  
21 (iii) the Minority Leader of the House of Representatives, (iv)  
22 the President of the Senate, and (v) the Minority Leader of the  
23 Senate. The reports to the General Assembly shall be filed with  
24 the Clerk of the House of Representatives and the Secretary of  
25 the Senate in electronic form only, in the manner that the  
26 Clerk and the Secretary shall direct. The Commission's report



1 may not disaggregate data to a level that may disclose  
2 personally identifying information of individual students.

3 The sharing and reporting of student data under this  
4 subsection (j) must be in accordance with the requirements  
5 under the federal Family Educational Rights and Privacy Act of  
6 1974 and the Illinois School Student Records Act. All parties  
7 must preserve the confidentiality of the information as  
8 required by law. The names of the grant recipients under this  
9 Section are not subject to disclosure under the Freedom of  
10 Information Act.

11 Public university campuses that fail to submit a report  
12 under this subsection (j) or that fail to adhere to any other  
13 requirements under this Section may not be eligible for  
14 distribution of funds under the Program for the next academic  
15 year, but may be eligible for distribution of funds for each  
16 academic year thereafter.

17 (k) The Commission shall adopt rules to implement this  
18 Section.

19 (l) This Section is repealed on October 1, 2024.

20 (Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18;  
21 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19; 101-613, eff.  
22 6-1-20; 101-643, eff. 6-18-20.)

23 Article 130.

24 Section 130-1. Short title. This Article may be cited as

1 the Transitions in Education Act. References in this Article to  
2 "this Act" mean this Article.

3 Section 130-5. Findings; policies.

4 (a) The General Assembly finds the following:

5 (1) Teachers are the single most important in-school  
6 factor in supporting student outcomes and success; yet,  
7 Illinois is suffering from a profound teacher shortage  
8 across the State.

9 (2) To reverse this shortage, Illinois needs to develop  
10 and invest in a robust and diverse educator pipeline,  
11 addressing any barriers or gaps that limit high quality  
12 candidates, particularly candidates of color, from  
13 becoming teachers.

14 (3) Illinois loses many high quality, diverse educator  
15 candidates in postsecondary programs due to confusion or  
16 lack of course transfer credits and course articulation  
17 from Illinois's 2-year to 4-year institutions.

18 (4) Lack of alignment and transferability of course  
19 credits may often force candidates to spend additional time  
20 and money to earn a degree or lead to an inability to  
21 complete a degree.

22 (5) In 1993, the Board of Higher Education, the  
23 Illinois Community College Board, and the Transfer  
24 Coordinators of Illinois Colleges and Universities brought  
25 together faculty from public and independent, associate,

1 and baccalaureate degree-granting institutions across the  
2 State to develop the Illinois Articulation Initiative  
3 (IAI).

4 (6) The goal of IAI is to facilitate the transfer of  
5 courses from one participating college or university to  
6 another in order to complete a baccalaureate degree.

7 (7) The Student Transfer Achievement Reform (STAR)  
8 Act, as mandated by subsection (b) of Section 25 of the  
9 Act, is designed to facilitate transfer among Illinois  
10 public institutions, particularly for students with a  
11 completed Associate of Arts or an Associate of Science  
12 degree.

13 (8) While Illinois is a leading state for college  
14 completion rates for adult learners and transfer students  
15 from community colleges, it needs to increase the number of  
16 high-quality postsecondary teaching credentials to meet  
17 the demands of our schools and education workforce.

18 (9) With the rising costs of higher education for  
19 Illinois students and families, the State needs to ensure  
20 to the maximize extent possible that community college  
21 courses will transfer with full credit for the student and  
22 be accepted at an Illinois public or private institution as  
23 they pursue a baccalaureate degree in education.

24 (10) Illinois can do this by improving transitions all  
25 along the education pipeline; for postsecondary education,  
26 this means strengthening articulation through stable

1 funding and the expansion of transfer tools, such as  
2 Transferology and the IAI through development of an  
3 objective measure of transfer and acceptance of credits in  
4 education degrees.

5 (11) The IAI Education Pathway can be modeled off of  
6 existing IAI major pathways like Early Childhood Education  
7 and Criminal Justice.

8 (b) The General Assembly encourages the Board of Higher  
9 Education, the State Board of Education, and the Illinois  
10 Community College Board, as part of the IAI, to do the  
11 following:

12 (1) The Board of Higher Education, the State Board of  
13 Education, and the Illinois Community College Board are  
14 encouraged to jointly establish a task force for a Major  
15 Panel in Education and identify respective recommended  
16 major courses that would be accepted as credit toward the  
17 education major at the receiving institutions.

18 (2) As part of the report on the status of the Illinois  
19 Articulation Initiative pursuant to Section 25 of the  
20 Illinois Articulation Initiative Act, the Board of Higher  
21 Education and the Illinois Community College Board are  
22 encouraged to include in the annual report to the General  
23 Assembly, the Governor, and the Illinois P-20 Council the  
24 progress made on the task force on the Education Major  
25 Panel.

26 (3) The Board of Higher Education, the State Board of

1 Education, and the Illinois Community College Board are  
2 encouraged to further promote and encourage the enrollment  
3 of minority students into educator preparation programs,  
4 such as the annual information session about the Minority  
5 Teachers of Illinois scholarship program pursuant to  
6 subsection (q) of Section 50 of the Higher Education  
7 Student Assistance Act.

8 Article 135.

9 Section 135-5. The School Code is amended by changing  
10 Sections 2-3.25 and 27-20.4 and by adding Section 2-3.187 as  
11 follows:

12 (105 ILCS 5/2-3.25) (from Ch. 122, par. 2-3.25)

13 Sec. 2-3.25. Standards for schools.

14 (a) To determine for all types of schools conducted under  
15 this Act efficient and adequate standards for the physical  
16 plant, heating, lighting, ventilation, sanitation, safety,  
17 equipment and supplies, instruction and teaching, curriculum,  
18 library, operation, maintenance, administration and  
19 supervision, and to issue, refuse to issue or revoke  
20 certificates of recognition for schools or school districts  
21 pursuant to standards established hereunder; to determine and  
22 establish efficient and adequate standards for approval of  
23 credit for courses given and conducted by schools outside of

1 the regular school term.

2 (a-5) On or before July 1, 2021, the State Board of  
3 Education must adopt revised social science learning standards  
4 that are inclusive and reflective of all individuals in this  
5 country.

6 (b) Whenever it appears that a secondary or unit school  
7 district may be unable to offer courses enabling students in  
8 grades 9 through 12 to meet the minimum preparation and  
9 admission requirements for public colleges and universities  
10 adopted by the Board of Higher Education, the State Board of  
11 Education shall assist the district in reviewing and analyzing  
12 its existing curriculum with particular reference to the  
13 educational needs of all pupils of the district and the  
14 sufficiency of existing and future revenues and payments  
15 available to the district for development of a curriculum which  
16 will provide maximum educational opportunity to pupils of the  
17 district. The review and analysis may consider achievement of  
18 this goal not only through implementation of traditional  
19 classroom methods but also through development of and  
20 participation in joint educational programs with other school  
21 districts or institutions of higher education, or alternative  
22 programs employing modern technological methods including but  
23 not limited to the use of television, telephones, computers,  
24 radio and other electronic devices.

25 (Source: P.A. 87-559.)

1 (105 ILCS 5/2-3.187 new)

2 Sec. 2-3.187. Inclusive American History Commission.

3 (a) The Inclusive American History Commission is created to  
4 provide assistance to the State Board of Education in revising  
5 its social science learning standards under subsection (a-5) of  
6 Section 2-3.25.

7 (b) The State Board of Education shall convene the  
8 Inclusive American History Commission to do all of the  
9 following:

10 (1) Review available resources for use in school  
11 districts that reflect the racial and ethnic diversity of  
12 this State and country. The resources identified by the  
13 Commission may be posted on the State Board of Education's  
14 Internet website.

15 (2) Provide guidance for each learning standard  
16 developed for educators on how to ensure that instruction  
17 and content are not biased to value specific cultures, time  
18 periods, and experiences over other cultures, time  
19 periods, and experiences.

20 (3) Develop guidance, tools, and support for  
21 professional learning on how to locate and utilize  
22 resources for non-dominant cultural narratives and sources  
23 of historical information.

24 (c) The Commission shall consist of all of the following  
25 members:

26 (1) One Representative appointed by the Speaker of the

1 House of Representatives.

2 (2) One Representative appointed by the Minority  
3 Leader of the House of Representatives.

4 (3) One Senator appointed by the President of the  
5 Senate.

6 (4) One Senator appointed by the Minority Leader of the  
7 Senate.

8 (5) Two members who are history scholars appointed by  
9 the State Superintendent of Education.

10 (6) Eight members who are teachers at schools in this  
11 State recommended by professional teachers' organizations  
12 and appointed by the State Superintendent of Education.

13 (7) One representative of the State Board of Education  
14 appointed by the State Superintendent of Education who  
15 shall serve as chairperson.

16 (8) One member who represents a statewide organization  
17 that represents south suburban school districts appointed  
18 by the State Superintendent of Education.

19 (9) One member who represents a west suburban school  
20 district appointed by the State Superintendent of  
21 Education.

22 (10) One member who represents a school district  
23 organized under Article 34 appointed by the State  
24 Superintendent of Education.

25 (11) One member who represents a statewide  
26 organization that represents school librarians appointed



1 by the State Superintendent of Education.

2 (12) One member who represents a statewide  
3 organization that represents principals appointed by the  
4 State Superintendent of Education.

5 (13) One member who represents a statewide  
6 organization that represents superintendents appointed by  
7 the State Superintendent of Education.

8 (14) One member who represents a statewide  
9 organization that represents school boards appointed by  
10 the State Superintendent of Education.

11 Members appointed to the Commission must reflect the  
12 racial, ethnic, and geographic diversity of this State.

13 (d) Members of the Commission shall serve without  
14 compensation but may be reimbursed for reasonable expenses from  
15 funds appropriated to the State Board of Education for that  
16 purpose, including travel, subject to the rules of the  
17 appropriate travel control board.

18 (e) The State Board of Education shall provide  
19 administrative and other support to the Commission.

20 (f) The Commission must submit a report about its work to  
21 the State Board of Education, the Governor, and the General  
22 Assembly on or before December 31, 2021. The Commission is  
23 dissolved upon the submission of its report.

24 (g) This Section is repealed on January 1, 2023.

25 (105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4)

1           Sec. 27-20.4. Black History study. Every public elementary  
2 school and high school shall include in its curriculum a unit  
3 of instruction studying the events of Black History, including  
4 the history of the pre-enslavement of Black people from 3,000  
5 BCE to AD 1619, the African slave trade, slavery in America,  
6 the study of the reasons why Black people came to be enslaved,  
7 ~~and~~ the vestiges of slavery in this country, and the study of  
8 the American civil rights renaissance. These events shall  
9 include not only the contributions made by individual  
10 African-Americans in government and in the arts, humanities and  
11 sciences to the economic, cultural and political development of  
12 the United States and Africa, but also the socio-economic  
13 struggle which African-Americans experienced collectively in  
14 striving to achieve fair and equal treatment under the laws of  
15 this nation. The studying of this material shall constitute an  
16 affirmation by students of their commitment to respect the  
17 dignity of all races and peoples and to forever eschew every  
18 form of discrimination in their lives and careers.

19           The State Superintendent of Education may prepare and make  
20 available to all school boards instructional materials,  
21 including those established by the Amistad Commission, which  
22 may be used as guidelines for development of a unit of  
23 instruction under this Section; provided, however, that each  
24 school board shall itself determine the minimum amount of  
25 instruction time which shall qualify as a unit of instruction  
26 satisfying the requirements of this Section.



1 have or are at risk for developmental delays have been  
2 shown to positively impact outcomes across developmental  
3 domains, including language and communication, cognitive  
4 development, and social and emotional development.

5 (4) Families benefit by being able to better meet their  
6 child's developmental needs from an early age and  
7 throughout their lives.

8 (5) Benefits to society include reducing the economic  
9 burden through a decreased need for special education.

10 (6) Data shows that early intervention services in  
11 Illinois are at least two and a half times less costly  
12 annually than special education services in preschool and  
13 elementary years.

14 (7) Nationwide, nearly 70% of children in early  
15 intervention programs exhibit growth greater than  
16 expected; this includes acquiring skills at a faster rate  
17 even after they leave the program.

18 (8) Nationwide, nearly half of children leave early  
19 intervention programs functioning at age level and do not  
20 need special education at kindergarten age.

21 (9) Early intervention services are underutilized in  
22 Illinois and nationally with only 4% of Illinois infants  
23 and toddlers currently receiving services, while the  
24 research shows that about 13% of Illinois children are  
25 eligible.

26 (10) In Illinois and nationally, only approximately 1%

1 of infants are enrolled in early intervention, which is far  
2 below the percentage of children who should be receiving  
3 these services; this is of concern because intervention at  
4 the earliest possible point improves children's outcomes,  
5 and children born with low or very low birth weights or  
6 otherwise leaving the NICU too often do not receive the  
7 needed connection to early intervention services,  
8 particularly those children on Medicaid.

9 (11) Data indicates that early intervention services  
10 in Illinois are underutilized in the medical diagnosis and  
11 environmental factors with substantial risk of delay  
12 categories; these are the 2 eligibility areas in which  
13 infants and toddlers are automatically eligible.

14 (12) Experts conclude that early intervention  
15 eligibility needs to be clearly understood and documented  
16 so that children and families who meet eligibility  
17 requirements can be appropriately referred, served, and  
18 supported.

19 (13) The Early Intervention Services System Act  
20 requires the State to provide a comprehensive,  
21 coordinated, interagency, and interdisciplinary early  
22 intervention services system for eligible infants and  
23 toddlers and their families by enhancing the capacity to  
24 provide quality early intervention services, expanding and  
25 improving existing services, and facilitating coordination  
26 of payments for early intervention services from various

1 public and private sources.

2 (14) Black and Latinx children in Illinois are more  
3 likely to be on a waiting list for services. This is due to  
4 a number of reasons, including the reluctance to provide  
5 services in certain neighborhoods due to the perception of  
6 safety issues and in cases in which families experience  
7 multiple challenges, such as child welfare involvement or  
8 families experiencing homelessness, which are all  
9 predictive factors of children that could benefit from  
10 early intervention services.

11 (15) Inequitable access to appropriate early  
12 intervention services is disproportionately more likely to  
13 be experienced by Black and Latinx families.

14 (b) The General Assembly encourages the Department of Human  
15 Services, in consultation with advocates and experts in the  
16 field, including the Interagency Council on Early  
17 Intervention, to take all of the following actions:

18 (1) to re-examine the definition of "at-risk" and also  
19 the diagnosed medical conditions that typically result in  
20 delay to ensure that they effectively increase eligibility  
21 and access to early intervention services;

22 (2) to charge the Early Intervention Training Program,  
23 in collaboration with experts and beneficiaries, to create  
24 and execute a plan for designing and disseminating  
25 affirmative outreach through multiple modalities to  
26 primary referral services as defined by statute,

1 providers, and families;

2 (3) to include explanations and provide examples in the  
3 affirmative outreach plan about how the medical conditions  
4 resulting in high probability of developmental delay and  
5 at-risk of developmental delay categories do not require  
6 the child to have any present delay;

7 (4) to present to the General Assembly a report that  
8 includes the affirmative outreach plan and plans for  
9 disseminating that information, including data on the  
10 all-children-served eligibility category, services  
11 provided, and information on race and geographic area to  
12 the General Assembly no later than June 30, 2022;

13 (5) to develop a plan for the State to launch early  
14 intervention specialized teams that can address the  
15 complex needs that families face; the General Assembly  
16 urges recommendations for the plan to be developed by a  
17 public-private early intervention specialized teams work  
18 group and to include the participation of at least 2 Child  
19 Family Connection Providers in an early intervention  
20 specialized team pilot; this plan should build on work by  
21 the Illinois Interagency Council on Early Intervention and  
22 should specifically address modifications to billing and  
23 other policies to support new teaming structure, budget  
24 implications for pilot execution, corresponding  
25 professional development opportunities for early  
26 intervention providers, a prearranged mechanism to collect

1 feedback from both families and providers, a mechanism for  
2 tracking outcomes, and ways to refine the approach for  
3 scale; the General Assembly urges this plan to be developed  
4 and launched by January 1, 2022; and

5 (6) to work in a public-private partnership to  
6 establish demonstration projects with at least 2 hospital  
7 neo-natal intensive care departments, in-patient and  
8 out-patient, with the goal of better coordination and  
9 timely connections to early intervention services; the  
10 General Assembly encourages this implementation to be  
11 underway no later than January 1, 2022.

12 Article 150.

13 Section 150-20. The Illinois Workforce Investment Board  
14 Act is amended by changing Section 4.5 as follows:

15 (20 ILCS 3975/4.5)

16 Sec. 4.5. Duties.

17 (a) The Board must perform all the functions of a state  
18 workforce innovation board under the federal Workforce  
19 Innovation and Opportunity Act, any amendments to that Act, and  
20 any other applicable federal statutes. The Board must also  
21 perform all other functions that are not inconsistent with the  
22 federal Workforce Innovation and Opportunity Act or this Act  
23 and that are assumed by the Board under its bylaws or assigned



1 to it by the Governor.

2 (b) The Board must cooperate with the General Assembly and  
3 make recommendations to the Governor and the General Assembly  
4 concerning legislation necessary to improve upon statewide and  
5 local workforce development systems in order to increase  
6 occupational skill attainment, employment, retention, or  
7 earnings of participants and thereby improve the quality of the  
8 workforce, reduce welfare dependency, and enhance the  
9 productivity and competitiveness of the State. The Board must  
10 annually submit a report to the General Assembly on the  
11 progress of the State in achieving state performance measures  
12 under the federal Workforce Innovation and Opportunity Act,  
13 including information on the levels of performance achieved by  
14 the State with respect to the core indicators of performance  
15 and the customer satisfaction indicator under that Act. The  
16 report must include any other items that the Governor may be  
17 required to report to the Secretary of the United States  
18 Department of Labor.

19 (b-5) The Board shall implement a method for measuring the  
20 progress of the State's workforce development system by using  
21 benchmarks specified in the federal Workforce Innovation and  
22 Opportunity Act.

23 The Board shall identify the most significant early  
24 indicators for each benchmark, establish a mechanism to collect  
25 data and track the benchmarks on an annual basis, and then use  
26 the results to set goals for each benchmark, to inform

1 planning, and to ensure the effective use of State resources.

2 (c) Nothing in this Act shall be construed to require or  
3 allow the Board to assume or supersede the statutory authority  
4 granted to, or impose any duties or requirements on, the State  
5 Board of Education, the Board of Higher Education, the Illinois  
6 Community College Board, any State agencies created under the  
7 Civil Administrative Code of Illinois, or any local education  
8 agencies.

9 (d) No actions taken by the Illinois Human Resource  
10 Investment Council before the effective date of this amendatory  
11 Act of the 92nd General Assembly and no rights, powers, duties,  
12 or obligations from those actions are impaired solely by this  
13 amendatory Act of the 92nd General Assembly. All actions taken  
14 by the Illinois Human Resource Investment Council before the  
15 effective date of this amendatory Act of the 92nd General  
16 Assembly are ratified and validated.

17 (e) Upon the effective date of this amendatory Act of the  
18 101st General Assembly, the Board shall conduct a feasibility  
19 study regarding the consolidation of all workforce development  
20 programs funded by the federal Workforce Innovation and  
21 Opportunity Act and conducted by the State of Illinois into one  
22 solitary agency to create greater access to job training for  
23 underserved populations. The Board shall utilize resources  
24 currently made available to them, including, but not limited  
25 to, partnering with institutions of higher education and those  
26 agencies currently charged with overseeing or administering

1 workforce programs. The feasibility study shall:

2 (1) assess the impact of consolidation on access for  
3 participants, including minority persons as defined in  
4 Section 2 of the Business Enterprise for Minorities, Women,  
5 and Persons with Disabilities Act, persons with limited  
6 English proficiency, persons with disabilities, and youth,  
7 and how consolidation would increase equitable access to  
8 workforce resources;

9 (2) assess the cost of consolidation and estimate any  
10 long-term savings anticipated from the action;

11 (3) assess the impact of consolidation on agencies in  
12 which the programs currently reside, including, but not  
13 limited to, the Department of Commerce and Economic  
14 Opportunity, the Department of Employment Security, the  
15 Department of Human Services, the Community College Board,  
16 the Board of Higher Education, the Department of  
17 Corrections, the Department on Aging, the Department of  
18 Veterans' Affairs, and the Department of Children and  
19 Family Services;

20 (4) assess the impact of consolidation on State  
21 government employees and union contracts;

22 (5) consider if the consolidation will provide avenues  
23 to maximize federal funding;

24 (6) provide recommendations for the future structure  
25 of workforce development programs, including a proposed  
26 timeline for implementation;



1 Standards Comprehensive Support System.

2 "National Board certified teacher diverse candidate cohort  
3 facilitator" means a National Board certified teacher who  
4 collaborates to advance the goal of supporting racially and  
5 ethnically diverse candidates through the Illinois National  
6 Board for Professional Teaching Standards Comprehensive  
7 Support System.

8 "National Board certified teacher diverse liaison" means  
9 an individual or entity that supports the National Board  
10 certified teacher leading a diverse candidate cohort.

11 "National Board certified teacher liaison" means an  
12 individual or entity that supports the National Board certified  
13 teacher leading candidate cohorts other than diverse candidate  
14 cohorts.

15 "National Board certified teacher rural or remote or  
16 distant candidate cohort facilitator" means a National Board  
17 certified teacher who collaborates to advance the goal of  
18 supporting rural or remote candidates through the Illinois  
19 National Board for Professional Teaching Standards  
20 Comprehensive Support System.

21 "National Board certified teacher rural or remote or  
22 distant liaison" means an individual or entity that ~~who~~  
23 supports the National Board certified teacher leading a rural  
24 or remote candidate cohort.

25 "Qualified educator" means a teacher or school counselor  
26 currently employed in a school district who is in the process

1 of obtaining certification through the National Board for  
2 Professional Teaching Standards or who has completed  
3 certification and holds a current Professional Educator  
4 License with a National Board for Professional Teaching  
5 Standards designation or a retired teacher or school counselor  
6 who holds a Professional Educator License with a National Board  
7 for Professional Teaching Standards designation.

8 "Rural or remote" or "rural or remote or distant" means  
9 local codes 32, 33, 41, 42, and 43 of the New Urban-Centric  
10 Locale Codes, as defined by the National Center for Education  
11 Statistics.

12 "Tier 1" has the meaning given to that term under Section  
13 18-8.15.

14 "Tier 2" has the meaning given to that term under Section  
15 18-8.15.

16 (b) Any funds appropriated for the Illinois Teaching  
17 Excellence Program must be used to provide monetary assistance  
18 and incentives for qualified educators who are employed by or  
19 retired from school districts and who have or are in the  
20 process of obtaining licensure through the National Board for  
21 Professional Teaching Standards. The goal of the program is to  
22 improve instruction and student performance.

23 The State Board of Education shall allocate an amount as  
24 annually appropriated by the General Assembly for the Illinois  
25 Teaching Excellence Program for (i) application or re-take fees  
26 for each qualified educator seeking to complete certification

1 through the National Board for Professional Teaching  
2 Standards, to be paid directly to the National Board for  
3 Professional Teaching Standards, and (ii) incentives under  
4 paragraphs (1), (2), and (3) of subsection (c) for each  
5 qualified educator, to be distributed to the respective school  
6 district, and incentives under paragraph (5) of subsection (c),  
7 to be distributed to the respective school district or directly  
8 to the qualified educator. The school district shall distribute  
9 this payment to each eligible teacher or school counselor as a  
10 single payment.

11 The State Board of Education's annual budget must set out  
12 by separate line item the appropriation for the program. Unless  
13 otherwise provided by appropriation, qualified educators are  
14 eligible for monetary assistance and incentives outlined in  
15 subsections (c) and (d) of this Section.

16 (c) When there are adequate funds available, monetary  
17 assistance and incentives shall include the following:

18 (1) A maximum of \$2,000 towards the application or  
19 re-take fee for teachers or school counselors in a Tier 1  
20 school district who apply on a first-come, first-serve  
21 basis for National Board certification.

22 (2) A maximum of \$2,000 towards the application or  
23 re-take fee for teachers or school counselors in a school  
24 district other than a Tier 1 school district who apply on a  
25 first-come, first-serve basis for National Board  
26 certification.

1           (3) A maximum of \$1,000 towards the National Board for  
2 Professional Teaching Standards' renewal application fee.

3           (4) (Blank).

4           (5) An annual incentive of no more than ~~equal to~~ \$1,500  
5 prorated at \$50 per hour, which shall be paid to each  
6 qualified educator currently employed in a school district  
7 who holds both a National Board for Professional Teaching  
8 Standards designation and a current corresponding  
9 certificate issued by the National Board for Professional  
10 Teaching Standards and who agrees, in writing, to provide  
11 up to ~~at least~~ 30 hours of mentoring or National Board for  
12 Professional Teaching Standards professional development  
13 or both during the school year to classroom teachers or  
14 school counselors, as applicable. Funds must be disbursed  
15 on a first-come, first-serve basis, with priority given to  
16 Tier 1 school districts. Mentoring shall include, either  
17 singly or in combination, the following:

18           (A) National Board for Professional Teaching  
19 Standards certification candidates.

20           (B) National Board for Professional Teaching  
21 Standards re-take candidates.

22           (C) National Board for Professional Teaching  
23 Standards renewal candidates.

24           (D) (Blank).

25           Funds may also be used for instructional leadership  
26 training for qualified educators interested in supporting



1 implementation of the Illinois Learning Standards or teaching  
2 and learning priorities of the State Board of Education or  
3 both.

4 (d) In addition to the monetary assistance and incentives  
5 provided under subsection (c), if adequate funds are available,  
6 incentives shall include the following incentives for the  
7 program in rural or remote schools or school districts or for  
8 programs working with diverse candidates, to be distributed to  
9 the respective school district or directly to the qualified  
10 educator or entity:

11 (1) A one-time incentive of \$3,000 payable to National  
12 Board certified teachers teaching in Tier 1 or Tier 2 rural  
13 or remote school districts or rural or remote schools in  
14 Tier 1 or Tier 2 school districts, with priority given to  
15 teachers teaching in Tier 1 rural or remote school  
16 districts or rural or remote schools in Tier 1 school  
17 districts.

18 (2) An annual incentive of \$3,200 for National Board  
19 certified teacher rural or remote or distant candidate  
20 cohort facilitators, diverse candidate cohort  
21 facilitators, and candidate cohort facilitators. Priority  
22 shall be given to rural or remote candidate cohort  
23 facilitators and diverse candidate cohort facilitators.

24 (3) An annual incentive of \$2,500 for National Board  
25 certified teacher rural or remote or distant liaisons,  
26 diverse liaisons, and liaisons. Priority shall be given to

