**Amends the School Code.**

a) Beginning no later than the 2021-2022 school year, requires the State Board of Education to

annually assess all public-school students entering kindergarten using a common assessment

tool to formatively assess their development and readiness for kindergarten. The common assessment tool must assess multiple developmental domains, including literacy, language, mathematics, and social and emotional development

b) Results from the assessment may be used by the school to understand the child's development and readiness for kindergarten, tailor instruction, and measure the child's progress over time. Also, assessment results may also be used to identify a need for the professional development of teachers and early childhood educators and to inform State-level and district-level policies and resource allocation.

d) Requires the State Superintendent of Education to appoint a 21-person committee to review, on an ongoing basis, the assessment and to make recommendations to the State Superintendent and

the General Assembly.

2) **Amends the Early Intervention Services System Act**

a) Provides that children who receive early intervention services prior to their third birthday and

are found eligible for an individualized education program under the Individuals with Disabilities

Education Act and the School Code may continue to receive early intervention services until the

beginning of the school year following their third birthday in order to minimize gaps in services,

ensure better continuity of care, and align practices for the enrollment of preschool children

with special needs to the enrollment practices of typically developing preschool children.

3) **Amends the Illinois Act on the Aging, the Children and Family Services Act, and other Acts**

a) Requires the Department on Aging, the State Board of Education, and the Departments of Central Management Services, Children and Family Services, Human Services, Labor, Healthcare

and Family Services, Public Health, Transportation, Corrections, and Juvenile Justice to collect and publicly report statistical data on the racial and ethnic demographics of program participants for each program administered by the State agency and to use specified racial and ethnic classifications for each program.

b) Requires each State agency to make all demographic information collected available to the public by posting the information for each program on the agency’s official website.

c) Requires each State agency to submit to the General Assembly on or before December 1 of each

year preceding a new General Assembly a report that contains:

i) (1) the racial and ethnic demographics of program participants for each program administered by the State agency during the prior 2 fiscal years;

ii) (2) the most recent demographic information on Illinois residents who are in need of or

eligible for each of the programs detailed under item (1); and

iii) (3) recommendations to eliminate any existing racial and ethnic disparities within each

program administered by the State agency.

d) Provides that the Governor may require all of the State agencies, with the exception of the State Board of Education, to consolidate into a single report each agency’s recommendations to eliminate existing racial and ethnic disparities within any program administered by the agency, including a detailed account of measures each agency plans to implement to eliminate such racial and ethnic disparities.

4) **Amends the School Code to create the Whole Child Task Force.**

a) Provides that the purpose of the task force is to establish an equitable, inclusive, safe, and

supportive environment in all schools for every student in this State. The goal of the Task Force is to create a common definition of a trauma-responsive school, a trauma-responsive district, and a trauma-responsive community; outline the training and resources required to create and sustain a system of support for trauma-responsive schools, districts, and communities; identify the State's role in that work; identify or develop a process to conduct an analysis of the organizations that provide training in restorative practices, implicit bias, anti-racism, and trauma-responsive systems, mental health services, and social and emotional services to schools; provide recommendations concerning the key data to be collected and reported to ensure that this State has a full and accurate understanding of the progress toward ensuring that all schools, including programs and providers of care to pre-kindergarten children, employ restorative, anti-racist, and trauma-responsive strategies and practices. The data collected must include information relating to the availability of trauma responsive support structures in schools as well as disciplinary practices employed on students in person or through other means, including during remote or blended learning. It should also include information on the use of, and funding for, school resource officers and other similar police personnel in school programs; recommend an implementation timeline, including the key roles, responsibilities, and resources to advance this State toward a system in which every school, district, and community is progressing toward becoming trauma-responsive; and seek input and feedback from stakeholders, including parents, students, and educators, who reflect the diversity of this State.

5) **Amends the Medical Assistance Article of the Illinois Public Aid Code.**

a) Provides that beginning on July 1, 2022, if it is necessary to provide a diagnostic code for

behavioral health services for children ages 5 and under, providers shall utilize a developmentally appropriate and age-appropriate diagnostic assessment system, such as the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood-Revised (DC:0-5), for diagnosis and treatment planning.

b) Provides that if necessary for billing purposes, the provider, managed care organization, or

Department of Healthcare and Family Services shall utilize the existing crosswalk tool to convert

the developmentally appropriate and age-appropriate diagnosis code to the relevant code

available in the State system.

6) **Amends the School Code and the Board of Higher Education Act.**

a) Provides that on or before February 1, 2021 and each February 1 thereafter, the State Board of

Education and the Board of Higher Education shall jointly compile a review that identifies, for

each public university in this State, the courses the university requires or recommends a high

school student take to be admitted to the university as an undergraduate student.

b) Requires every public high school to provide access to each course identified in the review to

any of its students who request to enroll in the course.

c) Requires a school district to make available to students in grades 8 through 12 and their parents

or guardians the review before the student’s course schedule is finalized for the student’s

particular grade level.

d) Provides that, beginning with the 2024-2025 school year, as a prerequisite to receiving a high

school diploma, each pupil entering the 9th grade must, in addition to other course

requirements, successfully complete 2 years of laboratory science (rather than science) and 2

years of foreign language.

f) Requires the State Board of Education to develop or adopt rigorous learning standards in the

area of computer science and to analyze and revise, if appropriate, existing course titles

dedicated to computer science or develop a short list of existing course titles that are

recommended for computer science courses.

g) As a prerequisite to receiving a high school diploma, requires pupils entering the 9th grade in

the 2021-2022 school year and each school year thereafter to successfully complete one year of

a course that includes intensive instruction in computer literacy, which may be English, social

studies, or any other subject and which may be counted toward the fulfillment of other

graduation requirements.

h) Beginning with the 2022-2023 school year, requires the school board of a school district that

maintains any of grades 9 through 12 to provide an opportunity for every high school student to

take at least one computer science course aligned to rigorous learning standards.

7) **Amends the Gifted and Talented Children Article of the School Code.**

a) Provides that, by no later than the beginning of the 2022-2023 school year, each school district’s

accelerated placement policy shall allow for the automatic enrollment, in the following school

term, of a high school student into the next level of advanced coursework offered by the high

school if the student meets or exceeds State standards in English language arts, mathematics, or

science on a State assessment.

b) Sets forth provisions concerning the automatic enrollment.

c) Provides that a school district’s accelerated placement policy may include procedures to provide

support and promote success for students who are newly enrolled in an accelerated placement

program and a process for the school district to review and utilize disaggregated data on

participation in an accelerated placement program to address gaps among demographic groups

in accelerated placement opportunities.

d) Provides that, on or before November 1, 2021, following a review of disaggregated data on the

participation and successful completion rates of students enrolled in an accelerated placement

program, each school district shall develop a plan to expand access to its accelerated placement

program and to ensure the teaching capacity necessary to meet the increased demand. Further

amends the School Code.

e) Requires the Illinois P-20 Council to make recommendations for short-term and long-term

learning recovery actions for public school students in this State in the wake of the COVID-19

pandemic and to submit a report with its recommendations for a multi-year recovery plan by

December 31, 2021 to the Governor, the State Board of Education, the Board of Higher

Education, the Illinois Community College Board, and the General Assembly. Sets forth what the

report must address. Allows the chairperson of the Illinois P-20 Council to authorize the creation

of a working group focusing on learning recovery in the wake of the COVID-19 pandemic.

f) Requires the State Board of Education to establish Freedom Schools to supplement the learning

taking place in public schools by expanding the teaching of Black history, developing leadership

skills, and providing an understanding of the tenets of the civil rights movement.

g) Subject to appropriation, requires the State Board of Education to establish and implement a

grant program to provide grants to public schools, public community colleges, and not-for-

profit, community-based organizations to facilitate improved educational outcomes for Black

students in grades pre-kindergarten through.

8) **Amends the evidence-based funding provisions of the School Code.**

a) To ensure that: i) the adequacy target calculation accurately reflects the needs of students living in poverty or attending schools located in areas of high poverty; ii) racial equity within the evidence-based funding formula is explicitly explored and advanced; and iii) the funding goals of the formula distribution system are sufficient to provide adequate funding for every student and to fully fund every school in this State.

d) Requires the Professional Review Panel (who will study and review topics related to the implementation and effect of Evidence-Based Funding) to report to the State Board of Education, the General Assembly, and the Governor on the findings of its review on or before December 31, 2021.

9) **Creates the Developmental Education Reform Act.**

a) On or before May 1, 2022, requires a public community college to use specified measures and

scores to determine the placement of a student in introductory college-level English language or

mathematics coursework.

b) Sets forth other provisions concerning the placement of a student in introductory college-level

English language or mathematics coursework. Requires each public institution of higher

education to publicly post its placement policy in a manner that is easily accessible to both

students and prospective students.

c) On or before January 1, 2022, requires each public university to submit to the Board of Higher

Education and each public community college to submit to the Illinois Community College Board its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution; sets forth what the plan must include.

d) Provides for reporting by the Illinois Community College Board and the Board of Higher

Education.

10) **Amends the Educator Licensure Article of the School Code.**

a) In provisions relating to the requirements that an individual must satisfy to be issued an

alternative provisional educator endorsement under the Alternative Educator Licensure

Program for Teachers, removes the requirement that the individual must have a cumulative

grade point average of 3.0 or greater on a 4.0 scale or its equivalent on another scale.

11) **Amends the Higher Education Student Assistance Act with respect to the Minority Teachers of Illinois scholarship program.**

a) Increases the maximum amount of scholarship assistance if at least $2,850,000 is appropriated

in a given fiscal year for the program.

b) Makes changes concerning to whom funds are allocated if an appropriation to the Illinois

Student Assistance Commission for a given fiscal year is insufficient to provide scholarships to all qualified students.

c) fiscal year shall be reserved for qualified male minority applicants, with priority being given to qualified Black male applicants beginning with fiscal year 2023.

d) Requires a certain percentage of funds to be reserved for qualified bilingual minority applicants under certain circumstances, and makes other changes concerning qualified bilingual minority applicants.

e) If the Minority Teachers of Illinois scholarship program does not expend at least 90% of the amount appropriated for the program in a given fiscal year for 3 consecutive fiscal years and the Commission does not receive enough applications from Black male applicants on or before January 1 in each of those fiscal years to meet the percentage reserved for this group, then up to 3% of amount appropriated for the program for each of next 3 fiscal years shall be allocated to increasing awareness of the program and for the recruitment of Black male applicants.

12) **Amends the Higher Education Student Assistance Act with respect to the AIM HIGH Grant Pilot Program.**

a) Provides that if at least 49% of the student body of a public university received financial aid

under the federal Pell Grant program for the previous academic year, the public university shall

match 20% of the amount of funds received from the Commission for financial aid for eligible

students.

b) Provides that if less than 49% of the student body of a public university received financial aid

under the federal Pell Grant program for the previous academic year, the public university shall

match 60% of the amount of funds received from the Commission for financial aid for eligible

students.