

HB 2170, SA 3 (Sen. Lightford – D & Rep. Ammons – D)

Position: SUPPORT

Illinois Legislative Black Caucus Education & Workforce Development Pillar

The IEA participated in seven legislative hearings and numerous workgroup meetings over the last five months while pieces of this legislation were being discussed and developed. The IEA took the lead on writing the legislative language for the Whole Child Task Force and had input in the P-20 Council and various other components. In the final package of this omnibus bill, the Illinois Legislative Black Caucus attempts to expand resources for marginalized students and reform education policies that disproportionately harm students of color. The legislation is broad and far-reaching and will take time to absorb as well as implement.

IEA was successful in removing two issues that were originally included in the bill: an additional 15 school days and the expansion of the Invest in Kids voucher program.

Below is an outline of the major issues in HB 2170, SA 3.

SOCIAL AND EMOTIONAL HEALTH

Whole Child Task Force: IEA led the efforts to create a task force to establish an equitable, inclusive, safe and supportive environment in all schools for every student. (page 27) [Click here to view Fact Sheet](#)

EARLY CHILDHOOD ISSUES

KIDS Assessment: Requires an annual, valid, reliable and developmentally appropriate assessment to formatively assess a child's development and readiness for kindergarten. Requires ISBE to establish a KIDS Advisory Committee. (page 1)

Early Intervention (EI): Beginning July 1, 2022, this proposal allows those children receiving EI services prior to their third birthday and are found eligible for an Individualized Education Plan (IEP) in preschool to remain in the EI program until the beginning of the school year following their birthday. (page 15)

Behavioral services: Requires providers for children under 5 to use a developmentally appropriate diagnostic assessment and billing system. (page 40)

K-12 ISSUES

Academic Acceleration: Beginning in the 2023-2024 school year, requires districts to automatically enroll students who meet or exceed standards into the next level course. Parents can opt students out. Requires districts to include strategies to reach groups of students and families who have been historically underrepresented in accelerated placement courses. By November 2022, requires districts to develop a plan to expand access and ensure teaching capacity to meet the increased demand. (page 65)

Equitable Coursework for College Access: Requires ISBE to post a college admissions report compiled by the Illinois Board of Higher Education (IBHE) on its website. Requires school districts to make the report available to students in grades 8-12. Students must have access to these recommended courses. If the high school is unable to offer the courses, it can partner with a neighboring district, community college or other course provider. (page 44)

High School Graduation Requirements: Beginning in the 2022-2023 school year, an intensive instruction in computer literacy must be embedded as a graduation requirement. (page 61) Beginning with the 2024-2025 school year, students must successfully complete two years of laboratory science (currently science). Beginning in the 2028-2029 school year, students must complete two years of foreign language courses. (page 47)

Computer Science and Literacy: Requires ISBE to adopt rigorous learning standards in computer science standards and courses. (page 51) Requires school districts to ensure that students receive developmentally appropriate opportunities to gain computer literacy skills beginning in elementary school. (page 60)

Inclusive History Curriculum: Creates the Inclusive History Commission to review resources in school districts that reflect the racial and ethnic diversity of this State, provide guidance for each learning standard, and develop tools, guidance, and support for professional learning. Also adds topics of study to Black history instruction in Illinois schools. (page 199)

Freedom Schools: Requires ISBE to establish Freedom Schools to supplement learning taking place in public schools by expanding the teaching of Black history, developing leadership skills and providing an understanding of the tenants of the civil rights movement. Subject to appropriation, requires ISBE to establish and implement a grant program to provide grants to public schools, community colleges, and not-for-profit, community-based organizations to facilitate improved educational outcomes for Black students in grades preK-12. (page 79)

DIVERSE EDUCATOR PIPELINE

Several components address the shortage of teachers in general as well as the lack of diversity.

- **Removes the 3.0 GPA requirement** to get into alternative licensure programs. (page 170)
- Expands the **Minority Teacher Initiative** scholarship program to \$7,500 from \$5,000. Creates a set aside for bilingual teachers, with a priority given to teaching candidates. Also, increases the male candidate set aside from 30% to 35% and gives Black male candidates a priority to receive aid. (page 176)
- **Illinois Teaching Excellence Program:** The National Board Certified Teacher program would prioritize in awarding stipends to NBCT Candidate Cohort Trainers who work with rural and diverse candidates. (page 212)

EVIDENCE-BASED FUNDING (EBF)

Professional Review Panel: Requires the PRP to review EBF essential elements and must consider the following in its review: financial ability of districts to provide instruction in a foreign language, adult-to-student ratios for each element, changes to the elements that may be required to better promote racial equity and eliminate structural racism, impact of investing \$350 million in additional funds each year, a review of alternative funding structures that would enable the State to become fully funded at an earlier date, the potential to increase efficiency and to find cost savings to expedite the journey to a fully funded system, re-enrolling drop out strategies and anti-racism strategies. This report must be submitted on or before December 31, 2021. (page 151)

P-20 COUNCIL

Learning Recovery: Charges the P-20 Council with considering long-term and short-term learning recovery strategies, including a plan to address the digital divide; evaluate the impact of school closures and remote learning on student outcomes. Also, to ensure more time for students' academic, social emotional, and mental health needs by considering extending the school day and school year and transitioning to year-round school. (page 75)

HIGHER EDUCATION

Developmental Education: Requires a public community college to use specified criteria to determine placement of a student in introductory English or math coursework. Also requires each public institution and community college to submit plans of reforms to maximize the probability of students successfully completing this introductory math coursework. (page 158)



Equity in Higher Education Act: Encourages IBHE to prepare proposed legislative changes that would be required to implement their strategic plan, along with an implementation process and timeline by May 1, 2021, as well as to evaluate the implementation and report whether goals are being met. (page 95)

AIM HIGH: The AIM HIGH Grant Pilot Program provides funding to public universities to support merit-based, means-tested aid for Illinois students. To qualify for an allocation, a university must match each dollar of state funding with a dollar of institutional aid. The bill would reduce matching requirements, inserting a tiered system whereby the size of each university's required match would shrink as its population of low-income students grows. (page 189)

WORKFORCE INVESTMENT

Workforce Programs: Creates a task force to study the workforce consolidation between various state agencies, including responsibilities and funding connected to the Workforce Investment Act. (page 210)