A Smarter Approach to Licensing:

PRE-REGULATORY IMPACT & OCCUPATIONAL REVIEW ACT HB3651 | SB2402

The list of occupational licenses in Illinois is extensive. Many licenses create unnecessary red tape for small businesses and workers. HB3651 and SB2402 will provide a temporary pause on new occupational licenses to ensure legislators can properly assess their impact.

This legislation requires that a Pre-Regulatory Impact Assessment be completed and presented to the General Assembly before new occupational licenses are created. As part of this review, evidence demonstrating the need for a license and its broader impact must be presented, along with a cost analysis of new licensing proposals to ensure feasibility.

By implementing a pre-regulatory review and requiring fiscal analysis, this legislation promotes transparency and accountability in the licensing process. This is an important way to unleash Illinois entrepreneurs and supplement our workforce!

APPRENTICESHIP ACT HB3460

Illinois requires individuals seeking barbering and cosmetology licenses to complete expensive and time-consuming academic programs. Many aspiring professionals cannot afford traditional schooling and need more flexible training options. The lack of apprenticeship programs restricts hands-on learning opportunities, limiting career entry points for workers.

The Small Business Advocacy Council and the IJ Clinic on Entrepreneurship are working to pass legislation that will provide aspiring professionals with an alternative pathway toward licensure. Under this legislation, apprentices will work for licensed professionals, gaining practical experience in the field and earning a license through hands-on training. They will complete structured training hours for a cost-effective and practical alternative to traditional schooling.

This legislation will create new job opportunities for aspiring professionals, and it will allow small businesses to train and mentor the next generation of professionals while maintaining licensing integrity.