

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The Postsecondary and Workforce Readiness Act is  
5 amended by changing Sections 20, 25, 45, 50, 55, and 60 as  
6 follows:

7 (110 ILCS 148/20)

8 Sec. 20. Competency-based, high school graduation  
9 requirements pilot program. In consultation with ICCB and IBHE,  
10 ISBE shall establish and administer a competency-based, high  
11 school graduation requirements pilot program with school  
12 districts selected pursuant to Section 25 of this Act. A school  
13 district participating in the pilot program may select which of  
14 the year and course graduation requirements set forth in  
15 Section 27-22 of the School Code the school district wishes to  
16 replace with a competency-based learning system. A school  
17 district may participate in the pilot program for some or all  
18 of its schools ~~serving grades 9 through 12~~. The pilot program  
19 shall include the following components and requirements:

20 (1) The competency-based learning systems authorized  
21 through the pilot program shall include all of the  
22 following elements:

23 (A) Students shall demonstrate mastery of all

1 required competencies to earn credit.

2 (B) Students must demonstrate mastery of Adaptive  
3 Competencies defined by the school district, in  
4 addition to academic competencies.

5 (C) Students shall advance once they have  
6 demonstrated mastery, and students shall receive more  
7 time and personalized instruction to demonstrate  
8 mastery, if needed.

9 (D) Students shall have the ability to attain  
10 advanced postsecondary education and career-related  
11 competencies beyond those needed for graduation.

12 (E) Students must be assessed using multiple  
13 measures to determine mastery, usually requiring  
14 application of knowledge.

15 (F) Students must be able to earn credit toward  
16 graduation requirements in ways other than traditional  
17 coursework, including learning opportunities outside  
18 the traditional classroom setting, such as Supervised  
19 Career Development Experiences.

20 (2) A school district participating in the pilot  
21 program shall demonstrate that the proposed  
22 competency-based learning system is a core strategy  
23 supporting the community's efforts to better prepare high  
24 school students for college, career, and life. The  
25 application must identify the community partners that will  
26 support the system's implementation.

1           (3) A school district participating in the pilot  
2 program must have a plan for educator administrator and  
3 educator professional development on the competency-based  
4 learning system and must demonstrate prior successful  
5 implementation of professional development systems for  
6 major district instructional initiatives.

7           (4) A school district participating in the pilot  
8 program that is replacing graduation requirements in the  
9 core academic areas of mathematics, English language arts,  
10 and science with a competency-based learning system shall  
11 demonstrate how the competencies can be mastered through  
12 Integrated Courses or career and technical education  
13 courses.

14           (5) A school district participating in the pilot  
15 program shall develop a plan for community engagement and  
16 communications.

17           (6) A school district participating in the pilot  
18 program shall develop a plan for assigning course grades  
19 based on mastery of competencies within the  
20 competency-based learning system.

21           (7) A school district participating in the pilot  
22 program shall establish a plan and system for collecting  
23 and assessing student progress on competency completion  
24 and attainment, including for learning opportunities  
25 outside of the traditional classroom setting.

26           (8) A school district participating in the pilot

1 program shall establish a system for data collection and  
2 reporting and must provide ISBE with such reports and  
3 information as may be required for administration and  
4 evaluation of the program.

5 (9) A school district participating in the pilot  
6 program shall partner with a community college and a higher  
7 education institution other than a community college for  
8 consultation on the development and administration of its  
9 competency-based learning system. The plan shall address  
10 how high school graduates of a competency-based learning  
11 system will be able to provide information normally  
12 expected of postsecondary institutions for admission and  
13 financial aid.

14 (10) A school district participating in the pilot  
15 program shall have a plan for engaging feeder elementary  
16 schools with the participating high school or schools on  
17 the establishment and administration of the  
18 competency-based learning system.

19 (Source: P.A. 99-674, eff. 7-29-16.)

20 (110 ILCS 148/25)

21 Sec. 25. Competency-based, high school graduation  
22 requirements pilot program eligibility and application  
23 process.

24 (a) The pilot program established under Section 20 of this  
25 Act shall be administered by the State Superintendent of

1 Education in 2 phases: (i) an initial application and selection  
2 process phase, and (ii) a subsequent phase for full development  
3 and implementation of a detailed plan for a competency-based  
4 learning system for high school graduation requirements.

5 (b) For the initial phase under clause (i) of subsection  
6 (a) of this Section, the State Superintendent of Education  
7 shall develop and issue a pilot program application that  
8 requires:

9 (1) demonstration of commitment from the school  
10 district superintendent; the president of the school board  
11 of the district; teachers within the school district who  
12 will be involved with the pilot program implementation; a  
13 community college partner; and a higher education  
14 institution other than a community college;

15 (2) an indication of which of the year and course  
16 graduation requirements set forth in Section 27-22 of the  
17 School Code the school district wishes to replace with a  
18 competency-based learning system;

19 (3) a general description of the school district's plan  
20 for implementing a competency-based learning system for  
21 high school graduation requirements, including how the  
22 plan addresses the requirements of Section 20 of this Act  
23 and this Section;

24 (4) the school district's prior professional  
25 development and stakeholder engagement efforts that will  
26 support its successful development and implementation of a

1 competency-based learning system, including, without  
2 limitation, prior implementation of professional  
3 development systems for major district instructional  
4 initiatives; and

5 (5) identification of any waivers or modifications of  
6 State law or rules for implementation of the proposed plan.

7 The demonstration of commitment from teachers as required  
8 by paragraph (1) of this subsection (b) must include a  
9 description of how teachers have been engaged throughout the  
10 application development process. If the school district has an  
11 exclusive bargaining representative of its teachers and the  
12 president of the exclusive bargaining representative does not  
13 submit a statement of commitment for the application, the  
14 school district must submit either a statement by the president  
15 of the position of the exclusive bargaining representative on  
16 the application or a description of the school district's good  
17 faith efforts to obtain such a statement.

18 (c) Subject to subsection (g) of this Section, the State  
19 Superintendent of Education shall select school districts  
20 meeting the requirements set forth in this Section to  
21 participate in the pilot program based on the quality of the  
22 proposed plan, the strength of the local commitments,  
23 including, without limitation, teachers within the school  
24 district who will be involved in the program's implementation  
25 and postsecondary institution partnerships, and demonstration  
26 of prior professional development and stakeholder engagement

1 efforts that will support the proposed system's successful  
2 implementation. The State Superintendent of Education, in  
3 selecting the participating school districts, shall also  
4 consider the diversity of school district types and sizes, the  
5 diversity of geographic representation from across the State,  
6 and the diversity of plan approaches (such as approaches that  
7 involve one subject only, multiple subjects, and the types of  
8 subjects).

9 (d) School districts selected to participate in the pilot  
10 program shall receive technical assistance coordinated by the  
11 State Superintendent of Education to develop a full pilot  
12 program implementation plan. The State Superintendent of  
13 Education shall have discretion to remove a school district  
14 from the pilot program during this period if the school  
15 district does not submit a full pilot program implementation  
16 plan that meets the State Superintendent of Education's  
17 specifications.

18 (e) School districts shall, as part of the development of  
19 their application and participation in the competency-based  
20 learning system pilot program, establish and maintain a  
21 standing planning and implementation committee that includes  
22 representation from administrators and teachers, including  
23 teachers who will be involved in the competency-based learning  
24 system's implementation. The teacher representatives shall be  
25 selected by teachers or, where applicable, the exclusive  
26 bargaining representative of its teachers, and the number of

1 teacher representatives shall be at least equal to  
2 administrator representatives, unless otherwise agreed to by  
3 the teachers or, where applicable, the exclusive bargaining  
4 representative of its teachers. The standing planning and  
5 implementation committee shall develop reports that shall be  
6 included within the initial application, the full pilot program  
7 plan, and any subsequent annual submissions to the State  
8 Superintendent of Education as part of the assessment and  
9 evaluation of the program. The reports shall describe the  
10 members' assessment of the school district's plan or  
11 implementation, as applicable, of the school district's  
12 competency-based learning system and any recommendations for  
13 modifications or improvements to the system. If the committee  
14 does not reach consensus on the report, the administrator  
15 members shall submit the report and the teacher members may  
16 provide a position statement that must be included with the  
17 report submitted to the State Superintendent of Education.

18 (f) Notwithstanding any other provisions of the School Code  
19 or any other law of this State to the contrary, school  
20 districts participating in the pilot program may petition the  
21 State Superintendent of Education for a waiver or modification  
22 of the mandates of the School Code or of the administrative  
23 rules adopted by ISBE in order to support the implementation of  
24 the school district's proposed competency-based learning  
25 system. However, no waiver shall be granted under this  
26 subsection (f) relating to State assessments, accountability



1 requirements, teacher tenure or seniority, teacher or  
2 principal evaluations, or learning standards or that removes  
3 legal protections or supports intended for the protection of  
4 children or a particular category of students, such as students  
5 with disabilities or English learners. Any waiver or  
6 modification of teacher educator licensure requirements to  
7 permit instruction by non-educators or educators without an  
8 appropriate license must ensure that an appropriately licensed  
9 teacher and the provider of instruction partner in order to  
10 verify the method for assessing competency of mastery and  
11 verify whether a student has demonstrated mastery. All requests  
12 must be jointly signed by the school district superintendent  
13 and the president of the school board and must describe the  
14 position of teachers within the school district that will be  
15 involved in the competency-based learning system's  
16 implementation on the application. If the school district has  
17 an exclusive bargaining representative of its teachers and the  
18 president of the exclusive bargaining representative does not  
19 submit a statement of support for the application, the school  
20 district must submit either a statement by the president that  
21 describes the position of the exclusive bargaining  
22 representative on the application or a description of the  
23 school district's good faith efforts to obtain such a  
24 statement. The State Superintendent of Education shall approve  
25 a waiver or modification request meeting the requirements of  
26 this subsection (f) if the State Superintendent of Education

1 determines the request is reasonably necessary to support the  
2 implementation of the school district's proposed  
3 competency-based learning system, and the request shall not  
4 diminish the overall support of teachers within the school  
5 district involved with the system's implementation as  
6 demonstrated in the school district's initial application to  
7 participate in the pilot program. An approved request shall  
8 take effect in accordance with the timeline set forth in the  
9 school district's application, and an approved waiver or  
10 modification shall remain in effect for so long as the school  
11 district participates in the pilot program established by this  
12 Act. The State Superintendent of Education's approval of a  
13 school district plan for implementation of competency-based,  
14 high school graduation requirements shall serve as a waiver or  
15 modification of any conflicting requirements of Section 27-22  
16 of the School Code. School districts participating in the pilot  
17 program may additionally pursue waivers and modifications  
18 pursuant to Section 2-3.25g of the School Code.

19 (g) For purposes of this subsection (g), "annual cohort"  
20 means the group of school districts selected by the State  
21 Superintendent of Education to participate in the pilot program  
22 during an annual application and selection process. The State  
23 Superintendent of Education shall limit each annual cohort of  
24 the pilot program as follows: the first 2 annual cohorts shall  
25 be limited to no more than 12 school districts, and any  
26 subsequent annual cohort shall be limited to no more than 15

1 school districts. A school district may submit only one  
2 application for each annual cohort of the pilot program. The  
3 application of a school district having a population exceeding  
4 500,000 inhabitants may not include more than 6 schools. The  
5 expansion of a school district's competency-based learning  
6 system to a new school or new subject area identified in  
7 Section 27-22 of the School Code shall require a new  
8 application by the school district.

9 School districts may collaboratively apply to participate  
10 in the pilot program. Notwithstanding any other provision of  
11 this subsection (g), the application of a collaborative of  
12 districts shall be counted as one district application in the  
13 annual cohort selection process. In the application of a  
14 collaborative of districts, each district participating in the  
15 collaborative shall comply with the requirements outlined in  
16 subsection (b) of this Section as if applying as an individual  
17 district. The districts participating in the collaborative may  
18 establish and maintain a standing planning and implementation  
19 committee individually or collaboratively. If a collaborative  
20 of districts decides at a later date to participate as  
21 individual districts in the pilot program, the districts shall  
22 submit to the State Superintendent of Education a revised  
23 implementation plan that outlines the changes to their original  
24 plan, the individual district applications from these  
25 districts shall be considered as separate district  
26 applications, and none of these districts may be counted as one

1 of the districts that are already part of the cohort  
2 limitation.

3 (Source: P.A. 99-674, eff. 7-29-16.)

4 (110 ILCS 148/45)

5 Sec. 45. Statewide panel to define transitional  
6 mathematics instruction recommendations.

7 (a) Subject to the availability of public or private  
8 resources for its administration, ISBE, ICCB, and IBHE shall  
9 jointly establish a statewide panel to recommend competencies  
10 and other requirements for transitional mathematics  
11 instruction that lead to various postsecondary institution  
12 mathematics pathways. ISBE, ICCB, and IBHE shall consult with  
13 the IMACC on the establishment and administration of the  
14 statewide panel. The statewide panel shall include high school  
15 educators and administrators and community college and  
16 university faculty and administrators, including broad  
17 representation from general education and career and technical  
18 education. The statewide panel shall also consult with  
19 representations of private sector employers on the definition  
20 of competencies for postsecondary institution mathematics  
21 pathways and consider mathematics utilized in pre-employment  
22 screenings for entry-level careers. Following the delivery of  
23 the statewide panel's recommendations, ISBE, ICCB, and IBHE  
24 shall, in consultation with IMACC and the statewide panel,  
25 jointly adopt competencies and requirements for transitional

1 mathematics instruction and related postsecondary institution  
2 mathematics pathways.

3 (b) The statewide panel shall define transitional  
4 mathematics competencies aligned to ISBE-adopted learning  
5 standards and requirements associated with, at minimum, the  
6 following postsecondary institution mathematics pathways:

7 (1) STEM Pathway. The STEM Pathway is for students with  
8 career goals involving occupations that require the  
9 application of calculus or advanced algebraic skills. In  
10 accordance with and subject to this Act, successful  
11 attainment of transitional mathematics competencies in the  
12 STEM Pathway guarantees student placement into a community  
13 college mathematics course in a calculus-based mathematics  
14 course sequence.

15 (2) Technical Pathway. The Technical Pathway is for  
16 students with career goals involving occupations in  
17 technical fields that do not require the application of  
18 calculus, advanced algebraic, or advanced statistical  
19 skills. Mathematics in the Technical Pathway emphasizes  
20 the application of mathematics within career settings. In  
21 accordance with and subject to this Act, successful  
22 attainment of transitional mathematics competencies in the  
23 Technical Pathway guarantees student placement into a  
24 credit-bearing postsecondary mathematics course required  
25 for a community college career and technical education  
26 program.

1           (3) Quantitative Literacy and Statistics Pathway. The  
2           Quantitative Literacy and Statistics Pathway is for  
3           students focused on attaining competency in general  
4           statistics, data analysis, quantitative literacy, and  
5           problem solving. The Quantitative Literacy and Statistics  
6           Pathway is intended for students whose career goals do not  
7           involve occupations relating to either the STEM or  
8           Technical Pathway or those who have not yet selected a  
9           career goal. In accordance with and subject to this Act,  
10          successful attainment of transitional mathematics  
11          competencies in the Quantitative Literacy and Statistics  
12          Pathway guarantees student placement into a community  
13          college GECC mathematics course not in a calculus-based  
14          course sequence.

15          (c) ~~The statewide panel shall make recommendations on~~  
16 ~~whether separate transitional mathematics competencies should~~  
17 ~~be defined for students with career goals involving occupations~~  
18 ~~that require the application of advanced statistics, such as~~  
19 ~~occupations in certain social science fields.~~ The statewide  
20 panel shall ~~also~~ provide recommendations for methods to  
21 incorporate transitional mathematics competencies into  
22 integrated courses.

23          (d) The statewide panel shall recommend statewide criteria  
24          for determining the projected readiness of 11th grade students  
25          for college-level mathematics courses in each of the  
26          postsecondary education mathematics pathways for purposes of

1 placement into transitional mathematics instruction in 12th  
2 grade. The statewide criteria shall include standardized  
3 assessment results, grade point average, and course  
4 completions. The statewide criteria shall also define a minimal  
5 level of mathematical competency necessary for student  
6 placement into transitional mathematics instruction. Following  
7 the delivery of such recommendations, ISBE and ICCB shall  
8 jointly adopt statewide criteria for determining projected  
9 readiness for college-level mathematics courses in each of the  
10 postsecondary institution mathematics pathways for purposes of  
11 placement into transitional mathematics instruction in 12th  
12 grade.

13 (e) (Blank). ~~Notwithstanding anything to the contrary~~  
14 ~~contained in this Act, in the event the statewide panel is not~~  
15 ~~established due to the unavailability of public and private~~  
16 ~~resources and ISBE, ICCB, and IBHE are therefore unable to~~  
17 ~~jointly adopt competencies and requirements for transitional~~  
18 ~~mathematics instruction and related postsecondary institution~~  
19 ~~mathematics pathways, then no transitional mathematics~~  
20 ~~instruction is required to be delivered by school districts or~~  
21 ~~accepted for placement by community colleges in accordance with~~  
22 ~~this Act.~~

23 (f) Subject to the availability of public or private  
24 resources for its administration, ISBE, ICCB, and IBHE shall,  
25 in consultation with the members of the statewide panel,  
26 establish and administer procedures for approving transitional

1 mathematics instruction for statewide portability.

2 (g) In accordance with timelines and publication  
3 requirements established by IBHE, each public university must  
4 adopt and publicize transparent criteria adopted by the  
5 university for student placement into college-level  
6 mathematics courses. IBHE must publicly report on the adoption  
7 of such criteria and the extent to which public universities  
8 are utilizing strategies to minimize placements into  
9 non-credit-bearing remedial mathematics course sequences.

10 (Source: P.A. 99-674, eff. 7-29-16.)

11 (110 ILCS 148/50)

12 Sec. 50. Transitional mathematics instruction placement  
13 and delivery.

14 (a) A school district electing or required to deliver  
15 transitional mathematics instruction in accordance with  
16 Section 65 of this Act shall use the statewide criteria  
17 established pursuant to subsection (d) of Section 45 of this  
18 Act to determine each student's projected readiness for  
19 college-level mathematics courses upon high school graduation  
20 in that student's selected postsecondary institution  
21 mathematics pathway. The school district shall make a  
22 pre-determination of student readiness at the end of the first  
23 semester of 11th grade and may adjust readiness determinations  
24 at the end of 11th grade. The readiness of a student who has  
25 not selected a postsecondary institution mathematics pathway



1 shall be determined in accordance with the criteria for the  
2 Quantitative Literacy and Statistics Pathways. Notwithstanding  
3 the readiness determinations, instructional requirements for  
4 students with disabilities shall be subject to the  
5 individualized goals set forth within the student's  
6 individualized education program required by State and federal  
7 law.

8 (b) Public high school graduates of school districts  
9 implementing transitional mathematics instruction in  
10 accordance with this Act may demonstrate readiness for  
11 college-level mathematics courses at applicable postsecondary  
12 institutions through any of the following methods:

13 (1) At the end of 11th grade, the student does not meet  
14 the statewide criteria for demonstrating projected  
15 readiness for college-level mathematics courses upon high  
16 school graduation in the student's postsecondary education  
17 mathematics pathway, but the student subsequently achieves  
18 successful completion of transitional mathematics  
19 instruction for the postsecondary education mathematics  
20 pathway. Students who achieve successful completion shall  
21 receive transcribed credit for the transitional  
22 mathematics instruction from the school district ~~community~~  
23 ~~college partner~~ and, subject to subsections (c) and (d) of  
24 this Section, shall be placed by applicable postsecondary  
25 institutions recognizing the transcribed credit in  
26 accordance with this Act into an appropriate college-level

1 mathematics course in the student's postsecondary  
2 institution mathematics pathway. Students who do not  
3 achieve successful completion shall be subject to  
4 generally applicable postsecondary institution mathematics  
5 placement processes. For the purposes of this paragraph  
6 (1), successful completion means the student successfully  
7 demonstrates attainment of transitional mathematics  
8 competencies either through an overall grade for the  
9 mathematics-related portion of a course or demonstrated  
10 mastery of all transitional mathematics competencies  
11 delivered through a competency-based learning system.

12 (2) At the end of 11th grade, the student meets the  
13 statewide criteria for demonstrating projected readiness  
14 for college-level mathematics courses upon high school  
15 graduation in the student's postsecondary education  
16 mathematics pathway, and the student subsequently  
17 successfully completes rigorous mathematics instruction in  
18 accordance with criteria jointly adopted by ISBE and ICCB.

19 (3) The student meets applicable postsecondary  
20 institution criteria for demonstrating readiness for  
21 college-level mathematics courses in the student's  
22 postsecondary education mathematics pathway.

23 (c) All postsecondary institutions that have entered into a  
24 partnership agreement pursuant to Section 55 of this Act shall  
25 recognize ~~community college~~ transcribed credit from  
26 transitional mathematics instruction delivered by school

1 districts participating in the partnership agreement for  
2 student placement into appropriate college-level mathematics  
3 courses. If statewide portability approval procedures have  
4 been established pursuant to subsection (f) of Section 45 of  
5 this Act, then all community colleges shall recognize ~~community~~  
6 ~~college~~ transcribed credit from transitional mathematics  
7 instruction that has been approved in accordance with the  
8 statewide portability procedures. A public university is not  
9 required to recognize transcribed credit from transitional  
10 mathematics instruction for placement purpose unless the  
11 public university voluntarily agrees to do so through entering  
12 into a partnership agreement in accordance with Section 55 of  
13 this Act. The placement determinations described in this  
14 Section are valid for 18 months after high school graduation,  
15 provided a postsecondary institution may require a short-term,  
16 skill-based review or a corequisite remediation course for a  
17 student who does not enroll in a college-level mathematics  
18 course in the fall semester after high school graduation.

19 (Source: P.A. 99-674, eff. 7-29-16.)

20 (110 ILCS 148/55)

21 Sec. 55. High school and community college partnership  
22 agreements for transitional mathematics instruction.

23 (a) Transitional mathematics instruction shall be  
24 delivered by high school faculty with community college  
25 collaboration as defined through a partnership agreement

1 meeting the requirements of this Section. While transitional  
2 mathematics instruction may be delivered through stand-alone  
3 mathematics courses, school districts and community colleges  
4 may use integrated courses or competency-based learning  
5 systems for the delivery of transitional mathematics  
6 instruction.

7 (b) School districts serving grades 9 through 12 electing  
8 or required to deliver transitional mathematics instruction in  
9 accordance with Section 65 of this Act shall enter into a  
10 partnership agreement for transitional mathematics courses  
11 with at least one community college. All partnership agreements  
12 shall address the following:

13 (1) The co-development by the school district and  
14 community college of transitional mathematics courses or a  
15 defined mathematics competency set or the adaptation of the  
16 State model transitional instructional units that align to  
17 the statewide competencies for particular postsecondary  
18 institution mathematics pathways, which shall also include  
19 the design of local performance indicators and evidence  
20 associated with those indicators.

21 (2) The community college courses for which the  
22 successful completion of transitional mathematics  
23 instruction will guarantee placement, subject to  
24 subsection (b) of Section 50 of this Act.

25 (3) The availability of dual enrollment and dual credit  
26 courses for high school students demonstrating current

1           readiness for college-level mathematics courses.

2           (4) Training and professional development to be  
3 provided to the high school instructors of transitional  
4 mathematics instruction.

5           (5) The utilization of integrated courses or  
6 competency-based learning systems for transitional  
7 mathematics instruction.

8           (c) A community college must enter into a partnership  
9 agreement when requested to do so by a local school district  
10 that has elected or is required to deliver transitional  
11 mathematics instruction in accordance with Section 65 of this  
12 Act, provided the community college receives an implementation  
13 grant in an amount determined by ICCB to compensate for its  
14 related instructional development and implementation  
15 activities. A community college may require standardized terms  
16 for all of its partner school districts. ISBE and ICCB shall  
17 jointly resolve any disputes between a school district and  
18 community college regarding the proposed terms of a partnership  
19 agreement.

20           (d) When developing partnership agreements, community  
21 colleges and school districts shall consult with a public  
22 university that has requested consultation through submission  
23 of a written request to a community college in accordance with  
24 requirements established by ICCB and IBHE. A public university  
25 may, in its sole discretion, elect to become a party to a  
26 partnership agreement.

1 (e) Regional offices of education may, with the consent of  
2 participating school districts, establish multi-district  
3 partnership agreements with one or more postsecondary  
4 institutions.

5 (Source: P.A. 99-674, eff. 7-29-16.)

6 (110 ILCS 148/60)

7 Sec. 60. Transitional mathematics instruction statewide  
8 supports.

9 (a) Beginning with the 2019-2020 academic year, ICCB shall  
10 permit transitional mathematics instruction that has been  
11 approved for statewide portability ~~transcribed by a community~~  
12 ~~college~~ in accordance with the requirements of this Act to be  
13 funded, subject to appropriation, in a manner consistent with  
14 claimed for reimbursement rates for developmental education  
15 courses offered at a community college funding purposes. Such  
16 funding must be used by a community college for costs  
17 associated with transitional mathematics or English  
18 partnerships with school districts.

19 (b) Subject to the availability of public or private  
20 resources, ISBE, ICCB, and IBHE, in collaboration with IMACC,  
21 shall support ~~at least 2~~ collaborative efforts among school  
22 districts and postsecondary institutions to develop model  
23 transitional mathematics instructional units. All  
24 State-supported models shall include real-world application  
25 projects that can be delivered to particular students based on

1 career interests and shall enable transitional mathematics  
2 instructional resources to be included within integrated  
3 courses or competency-based learning systems. ~~At least one of~~  
4 ~~the State-supported transitional mathematics models must be~~  
5 ~~highly modularized for blended learning delivery, with:~~

6 ~~(1) a pre assessment system to ensure that completion~~  
7 ~~of modules are required only when the competencies have not~~  
8 ~~been sufficiently mastered;~~

9 ~~(2) the ability for students to complete coursework in~~  
10 ~~areas of need at their own pace;~~

11 ~~(3) the ability for transitional mathematics modules~~  
12 ~~to be included within integrated courses or~~  
13 ~~competency-based learning systems; and~~

14 ~~(4) the ability for students to complete dual credit~~  
15 ~~modules upon completion of the transitional mathematics~~  
16 ~~modules.~~

17 (c) Provided that statewide portability procedures have  
18 been established pursuant to subsection (f) of Section 45 of  
19 this Act, ISBE and ICCB shall identify and publicize courses  
20 for transitional mathematics instruction that meet the  
21 statewide portability requirements and that can be delivered  
22 fully online or through blended-learning models without the  
23 requirement for in-person mathematics instruction at the high  
24 school.

25 (d) ISBE and ICCB shall jointly develop and provide a model  
26 partnership agreement for school districts and community

1 colleges.

2 (e) ISBE and ICCB shall provide standardized reports to  
3 school districts and community colleges, including, but not  
4 limited to:

5 (1) reports that school districts and community  
6 colleges can use for determining students 11th grade  
7 projected readiness for college-level mathematics courses  
8 upon high school graduation; and

9 (2) reports that compare participating students'  
10 postsecondary outcomes with other students, particularly  
11 those in traditional developmental education course  
12 sequences.

13 (Source: P.A. 99-674, eff. 7-29-16.)

14 Section 99. Effective date. This Act takes effect upon  
15 becoming law.