

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 1. Short title. This Act may be cited as the
5 Postsecondary and Workforce Readiness Act.

6 Section 5. Findings; declarations. The General Assembly
7 finds and declares the following:

8 (1) Approximately half of Illinois high school
9 graduates enrolling as full-time freshmen in Illinois
10 public community colleges require remedial education.

11 (2) Illinois employers report that recent high school
12 and postsecondary institutional graduates often lack the
13 critical skills necessary to succeed in high-demand and
14 growing occupational areas and that they are unable to find
15 qualified workers to meet their industry needs.

16 (3) Student readiness for postsecondary education and
17 careers cannot be reduced to a single metric, but must
18 instead be understood as a multi-faceted set of knowledge,
19 skills, and abilities that allow students to successfully
20 meet the challenges of postsecondary education and career
21 and live healthy, productive lives.

22 (4) Enabling high school students to engage in career
23 and postsecondary education development activities and

1 incentivizing achievement in career-oriented education,
2 particularly in high-demand industry sectors, promotes
3 postsecondary and career readiness and facilitates
4 better-informed postsecondary education decisions.

5 (5) In response, Illinois should deploy a number of
6 strategies to prepare more students for meaningful career
7 opportunities by supporting postsecondary and career
8 planning, promoting and incentivizing competency-based
9 learning programs, reducing remedial education rates,
10 increasing alignment between K-12 and postsecondary
11 education systems, and implementing college and career
12 pathway systems.

13 (6) Aligning supports from State agencies, school
14 districts, postsecondary education providers, employers,
15 and other public and private organizations will lead to the
16 development and implementation of a robust and coordinated
17 postsecondary education and career readiness system in
18 Illinois.

19 Section 10. Definitions. In this Act:

20 "Adaptive Competencies" means foundational skills needed
21 for success in college, careers, and life, such as, but not
22 limited to, work ethic, professionalism, communication,
23 collaboration and interpersonal skills, and problem-solving.

24 "Career Exploration Activity" means an activity such as a
25 job shadow, attendance at a career exposition, or employer site

1 visit providing a student with the ability to engage directly
2 with employers for the purpose of gaining knowledge of one or
3 more industry sectors or occupations.

4 "College-level mathematics course" means a mathematics
5 course that bears credit leading to a baccalaureate degree, a
6 certificate, or an associate degree from a postsecondary
7 institution.

8 "Community college" means a public community college
9 organized under the Public Community College Act.

10 "DCEO" means the Department of Commerce and Economic
11 Opportunity.

12 "Early college credit course" means a course through which
13 a high school student can receive postsecondary institution
14 course credit and includes dual credit courses, dual enrollment
15 courses, International Baccalaureate courses, Advanced
16 Placement courses, and courses with articulated credit with a
17 postsecondary institution.

18 "Eligible School District" means a school district that has
19 satisfied the requirements set forth in Section 80 of this Act
20 and is eligible to award one or more College and Career Pathway
21 Endorsements.

22 "Endorsement Area" means an industry sector or grouping of
23 sectors as organized and established pursuant to Section 80 of
24 this Act.

25 "GECC" means the General Education Core Curriculum
26 developed by the IAI and adopted by IBHE and ICCB.

1 "IAI" means the Illinois Articulation Initiative.

2 "IBHE" means the Illinois Board of Higher Education.

3 "ICCB" means the Illinois Community College Board.

4 "IMACC" means the Illinois Mathematics Association of
5 Community Colleges.

6 "Integrated courses" means courses that include
7 substantial instruction focused on both academic and
8 career-oriented competencies.

9 "Intensive Career Exploration Experience" means a
10 structured, multi-day student experience, such as a career
11 exploration camp, that provides students with the opportunity
12 to explore various occupations relating to an Endorsement Area
13 with hands-on training and orientation activities.

14 "IPIC" means the Illinois Pathways Interagency Committee
15 formed by intergovernmental agreement among at least the
16 following agencies: ISBE, ICCB, IBHE, ISAC, DCEO, and the
17 Department of Employment Security.

18 "IPIC Agency" means a State agency participating in the
19 IPIC.

20 "ISAC" means the Illinois Student Assistance Commission.

21 "ISBE" means the Illinois State Board of Education.

22 "Local Community College" means, with respect to an
23 Eligible School District, a community college whose district
24 territory includes all or any portion of the district territory
25 of the Eligible School District.

26 "Local school district" means, with respect to a

1 partnership agreement with a community college for
2 transitional mathematics instruction, a school district whose
3 district territory includes all or any portion of the district
4 territory of the community college.

5 "Local Workforce Board" means the governing board of a
6 local workforce development area established pursuant to the
7 federal Workforce Innovation and Opportunity Act (Public Law
8 113-128).

9 "Postsecondary institution" means a community college or
10 public university.

11 "Professional Skills Assessment" means an observational
12 assessment of a student's performance in a Supervised Career
13 Development Experience given by an adult supervisor that
14 addresses, at minimum, the Adaptive Competencies of work ethic,
15 professionalism, communication, collaboration and
16 interpersonal skills, and problem-solving. The Professional
17 Skills Assessment is to be used as a feedback tool and student
18 development strategy and not for a grade or credit
19 determination.

20 "Public university" means a public university listed in the
21 definition of "public institutions of higher education" under
22 the Board of Higher Education Act.

23 "School district" means a public school district organized
24 and operating pursuant to the provisions of the School Code.

25 "Statewide portability" means, with respect to
26 transitional mathematics instruction, all community colleges

1 other than the community college transcripting credit for
2 successful completion of the instruction provide the same
3 completion recognition for college-level mathematics course
4 placement purposes as the transcripting community college
5 provides.

6 "Supervised Career Development Experience" means an
7 experience in which students obtain authentic and relevant work
8 experience relating to an Endorsement Area, such as an
9 internship, a school-based enterprise, a supervised
10 agricultural experience, cooperative education, or a research
11 apprenticeship, where the student either receives compensation
12 from an employer or credit by the school district and that
13 involves a Professional Skills Assessment.

14 "Team-based Challenge" means a group problem-based
15 learning project relating to a student's Endorsement Area that
16 involves a problem relevant to employers within that
17 Endorsement Area, including mentoring from adults with
18 expertise in that Endorsement Area, and requires student
19 presentation of the outcomes of the project.

20 "Transitional mathematics instruction" means instruction
21 delivered to a student during 12th grade for the purpose of
22 enabling the student to attain the transitional mathematics
23 competencies associated with the student's postsecondary
24 institution mathematics pathway and demonstrate readiness for
25 a college-level mathematics course. Transitional mathematics
26 instruction may be delivered through a mathematics course or an

1 integrated course or through a competency-based learning
2 system that includes a set of transitional mathematics
3 competencies.

4 Section 15. Postsecondary and career expectations. By no
5 later than July 1, 2017, ISBE, ICCB, IBHE, and ISAC, in
6 consultation with appropriate stakeholders, shall jointly
7 adopt and publicize model postsecondary and career
8 expectations for public school students in grades 8 through 12.
9 The model postsecondary and career expectations shall define
10 activities that school districts, parents, and community-based
11 organizations should support students in completing and
12 related knowledge students should possess by no later than the
13 end of each grade level. The model postsecondary and career
14 expectations must address the following categories:

- 15 (1) career exploration and development;
16 (2) postsecondary institution exploration,
17 preparation, and selection; and
18 (3) financial aid and financial literacy.

19 Section 20. Competency-based, high school graduation
20 requirements pilot program. In consultation with ICCB and IBHE,
21 ISBE shall establish and administer a competency-based, high
22 school graduation requirements pilot program with school
23 districts selected pursuant to Section 25 of this Act. A school
24 district participating in the pilot program may select which of

1 the year and course graduation requirements set forth in
2 Section 27-22 of the School Code the school district wishes to
3 replace with a competency-based learning system. A school
4 district may participate in the pilot program for some or all
5 of its schools serving grades 9 through 12. The pilot program
6 shall include the following components and requirements:

7 (1) The competency-based learning systems authorized
8 through the pilot program shall include all of the
9 following elements:

10 (A) Students shall demonstrate mastery of all
11 required competencies to earn credit.

12 (B) Students must demonstrate mastery of Adaptive
13 Competencies defined by the school district, in
14 addition to academic competencies.

15 (C) Students shall advance once they have
16 demonstrated mastery, and students shall receive more
17 time and personalized instruction to demonstrate
18 mastery, if needed.

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

22 (E) Students must be assessed using multiple
23 measures to determine mastery, usually requiring
24 application of knowledge.

25 (F) Students must be able to earn credit toward
26 graduation requirements in ways other than traditional

1 coursework, including learning opportunities outside
2 the traditional classroom setting, such as Supervised
3 Career Development Experiences.

4 (2) A school district participating in the pilot
5 program shall demonstrate that the proposed
6 competency-based learning system is a core strategy
7 supporting the community's efforts to better prepare high
8 school students for college, career, and life. The
9 application must identify the community partners that will
10 support the system's implementation.

11 (3) A school district participating in the pilot
12 program must have a plan for educator administrator and
13 educator professional development on the competency-based
14 learning system and must demonstrate prior successful
15 implementation of professional development systems for
16 major district instructional initiatives.

17 (4) A school district participating in the pilot
18 program that is replacing graduation requirements in the
19 core academic areas of mathematics, English language arts,
20 and science with a competency-based learning system shall
21 demonstrate how the competencies can be mastered through
22 Integrated Courses or career and technical education
23 courses.

24 (5) A school district participating in the pilot
25 program shall develop a plan for community engagement and
26 communications.

1 (6) A school district participating in the pilot
2 program shall develop a plan for assigning course grades
3 based on mastery of competencies within the
4 competency-based learning system.

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

10 (8) A school district participating in the pilot
11 program shall establish a system for data collection and
12 reporting and must provide ISBE with such reports and
13 information as may be required for administration and
14 evaluation of the program.

15 (9) A school district participating in the pilot
16 program shall partner with a community college and a higher
17 education institution other than a community college for
18 consultation on the development and administration of its
19 competency-based learning system. The plan shall address
20 how high school graduates of a competency-based learning
21 system will be able to provide information normally
22 expected of postsecondary institutions for admission and
23 financial aid.

24 (10) A school district participating in the pilot
25 program shall have a plan for engaging feeder elementary
26 schools with the participating high school or schools on

1 the establishment and administration of the
2 competency-based learning system.

3 Section 25. Competency-based, high school graduation
4 requirements pilot program eligibility and application
5 process.

6 (a) The pilot program established under Section 20 of this
7 Act shall be administered by the State Superintendent of
8 Education in 2 phases: (i) an initial application and selection
9 process phase, and (ii) a subsequent phase for full development
10 and implementation of a detailed plan for a competency-based
11 learning system for high school graduation requirements.

12 (b) For the initial phase under clause (i) of subsection
13 (a) of this Section, the State Superintendent of Education
14 shall develop and issue a pilot program application that
15 requires:

16 (1) demonstration of commitment from the school
17 district superintendent; the president of the school board
18 of the district; teachers within the school district who
19 will be involved with the pilot program implementation; a
20 community college partner; and a higher education
21 institution other than a community college;

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

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

6 (4) the school district's prior professional
7 development and stakeholder engagement efforts that will
8 support its successful development and implementation of a
9 competency-based learning system, including, without
10 limitation, prior implementation of professional
11 development systems for major district instructional
12 initiatives; and

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

15 The demonstration of commitment from teachers as required
16 by paragraph (1) of this subsection (b) must include a
17 description of how teachers have been engaged throughout the
18 application development process. If the school district has an
19 exclusive bargaining representative of its teachers and the
20 president of the exclusive bargaining representative does not
21 submit a statement of commitment for the application, the
22 school district must submit either a statement by the president
23 of the position of the exclusive bargaining representative on
24 the application or a description of the school district's good
25 faith efforts to obtain such a statement.

26 (c) The State Superintendent of Education shall select

1 school districts meeting the requirements set forth in this
2 Section to participate in the pilot program based on the
3 quality of the proposed plan, the strength of the local
4 commitments, including, without limitation, teachers within
5 the school district who will be involved in the program's
6 implementation and postsecondary institution partnerships, and
7 demonstration of prior professional development and
8 stakeholder engagement efforts that will support the proposed
9 system's successful implementation. The State Superintendent
10 of Education, in selecting the participating school districts,
11 shall also consider the diversity of school district types and
12 sizes, the diversity of geographic representation from across
13 the State, and the diversity of plan approaches (such as
14 approaches that involve one subject only, multiple subjects,
15 and the types of subjects).

16 (d) School districts selected to participate in the pilot
17 program shall receive technical assistance coordinated by the
18 State Superintendent of Education to develop a full pilot
19 program implementation plan. The State Superintendent of
20 Education shall have discretion to remove a school district
21 from the pilot program during this period if the school
22 district does not submit a full pilot program implementation
23 plan that meets the State Superintendent of Education's
24 specifications.

25 (e) School districts shall, as part of the development of
26 their application and participation in the competency-based

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

25 (f) Notwithstanding any other provisions of the School Code
26 or any other law of this State to the contrary, school

1 districts participating in the pilot program may petition the
2 State Superintendent of Education for a waiver or modification
3 of the mandates of the School Code or of the administrative
4 rules adopted by ISBE in order to support the implementation of
5 the school district's proposed competency-based learning
6 system. However, no waiver shall be granted under this
7 subsection (f) relating to State assessments, accountability
8 requirements, or learning standards or that removes legal
9 protections or supports intended for the protection of children
10 or a particular category of students, such as students with
11 disabilities or English learners. All requests must be jointly
12 signed by the school district superintendent and the president
13 of the school board and must describe the position of teachers
14 within the school district that will be involved in the
15 competency-based learning system's implementation on the
16 application. If the school district has an exclusive bargaining
17 representative of its teachers and the president of the
18 exclusive bargaining representative does not submit a
19 statement of support for the application, the school district
20 must submit either a statement by the president that describes
21 the position of the exclusive bargaining representative on the
22 application or a description of the school district's good
23 faith efforts to obtain such a statement. The State
24 Superintendent of Education shall approve a waiver or
25 modification request meeting the requirements of this
26 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 Section 30. Competency-based, high school graduation
20 requirements pilot program statewide supports. Subject to the
21 availability of public or private resources, to support school
22 district participation in the pilot program established under
23 Section 20 of this Act and development of competency-based
24 graduation requirements, ISBE shall provide or support the
25 provision of:

1 (1) grants to school districts participating in the
2 pilot program to offset the costs of educator training and
3 initial implementation;

4 (2) technical assistance and professional development
5 for pilot program plan implementation, including, but not
6 limited to, peer-to-peer coaching models;

7 (3) an evaluation of the pilot program, with a report
8 of successes and challenges, objective outcome measures,
9 qualitative measures of implementation, and
10 recommendations for further program modification and
11 improvement;

12 (4) networking opportunities for participating school
13 districts, including opportunities for both administrators
14 and teachers;

15 (5) a web-based library of pilot program
16 implementation plans and models supporting future
17 replication activities; and

18 (6) communication materials and supports for
19 stakeholder engagement in the development and
20 implementation of competency-based learning systems.

21 Section 35. Competency-based, high school graduation
22 requirements pilot program implementation. The pilot program
23 established under Section 20 of this Act shall be implemented
24 as follows:

25 (1) By June 30, 2017, the State Superintendent of

1 Education shall publish the application for school
2 districts to participate in the initial cohort of the pilot
3 program.

4 (2) By no later than April 1, 2018, following a review
5 and selection process established by the State
6 Superintendent of Education pursuant to Section 25 of this
7 Act, school districts shall be selected for the initial
8 cohort of the pilot program.

9 (3) By no later than October 1, 2018, school districts
10 participating in the initial cohort of the pilot program
11 shall develop and submit the full pilot program
12 implementation plans described in Section 25 of this Act.

13 (4) During the 2018-2019 school year, school districts
14 participating in the initial cohort shall commence initial
15 implementation activities in accordance with their full
16 pilot program implementation plan.

17 (5) During the 2021-2022 school year, the State
18 Superintendent of Education or his or her designee shall
19 evaluate the school districts participating in the pilot
20 program and make recommendations to ISBE and the General
21 Assembly for elimination, modification, or expansion of
22 the pilot program.

23 (6) The State Superintendent of Education may
24 establish one or more additional cohorts of the pilot
25 program for implementation commencing in the 2019-2020 and
26 subsequent school years.

1 Section 40. Guiding principles for and purposes of
2 transitional mathematics instruction.

3 (a) ISBE, ICCB, and IBHE shall jointly establish and
4 administer requirements and supports for transitional
5 mathematics instruction pursuant to the requirements of
6 Sections 45 through 65 of this Act. In doing so, these agencies
7 shall be guided by all of the following principles:

8 (1) Transitional mathematics instruction should be one
9 of multiple strategies to reduce statewide remedial
10 education rates, including better alignment of school
11 district and postsecondary institution systems, targeted
12 mathematics interventions throughout high school, and the
13 use of corequisite remedial education models by
14 postsecondary institutions.

15 (2) Postsecondary institution placement into
16 college-level mathematics courses should be based on more
17 than a standardized assessment score, and postsecondary
18 institutions should utilize multiple measures for
19 placement in most instances.

20 (3) All high school students who can demonstrate
21 readiness for college-level mathematics courses should
22 have access to such courses.

23 (4) Students should be provided mathematics
24 instruction aligned to their individualized postsecondary
25 education and career objectives.

1 (5) Mathematics instruction should be contextualized
2 and emphasize real-world application whenever possible,
3 and instructional strategies integrating mathematics
4 competencies with other academic and career competencies
5 are encouraged for all students.

6 (b) The purposes of transitional mathematics instruction
7 are to:

8 (1) provide the mathematical foundation for
9 postsecondary education and careers that high school
10 students are lacking from their previous education;

11 (2) provide high school students with the mathematical
12 knowledge and skills to meet their individualized
13 postsecondary education and career objectives; and

14 (3) provide high school students with the knowledge and
15 skills to be successful in mathematics college-level
16 courses.

17 Section 45. Statewide panel to define transitional
18 mathematics instruction recommendations.

19 (a) Subject to the availability of public or private
20 resources for its administration, ISBE, ICCB, and IBHE shall
21 jointly establish a statewide panel to recommend competencies
22 and other requirements for transitional mathematics
23 instruction that lead to various postsecondary institution
24 mathematics pathways. ISBE, ICCB, and IBHE shall consult with
25 the IMACC on the establishment and administration of the

1 statewide panel. The statewide panel shall include high school
2 educators and administrators and community college and
3 university faculty and administrators, including broad
4 representation from general education and career and technical
5 education. The statewide panel shall also consult with
6 representations of private sector employers on the definition
7 of competencies for postsecondary institution mathematics
8 pathways and consider mathematics utilized in pre-employment
9 screenings for entry-level careers. Following the delivery of
10 the statewide panel's recommendations, ISBE, ICCB, and IBHE
11 shall, in consultation with IMACC and the statewide panel,
12 jointly adopt competencies and requirements for transitional
13 mathematics instruction and related postsecondary institution
14 mathematics pathways.

15 (b) The statewide panel shall define transitional
16 mathematics competencies aligned to ISBE-adopted learning
17 standards and requirements associated with, at minimum, the
18 following postsecondary institution mathematics pathways:

19 (1) STEM Pathway. The STEM Pathway is for students with
20 career goals involving occupations that require the
21 application of calculus or advanced algebraic skills. In
22 accordance with and subject to this Act, successful
23 attainment of transitional mathematics competencies in the
24 STEM Pathway guarantees student placement into a community
25 college mathematics course in a calculus-based mathematics
26 course sequence.

1 (2) Technical Pathway. The Technical Pathway is for
2 students with career goals involving occupations in
3 technical fields that do not require the application of
4 calculus, advanced algebraic, or advanced statistical
5 skills. Mathematics in the Technical Pathway emphasizes
6 the application of mathematics within career settings. In
7 accordance with and subject to this Act, successful
8 attainment of transitional mathematics competencies in the
9 Technical Pathway guarantees student placement into a
10 credit-bearing postsecondary mathematics course required
11 for a community college career and technical education
12 program.

13 (3) Quantitative Literacy and Statistics Pathway. The
14 Quantitative Literacy and Statistics Pathway is for
15 students focused on attaining competency in general
16 statistics, data analysis, quantitative literacy, and
17 problem solving. The Quantitative Literacy and Statistics
18 Pathway is intended for students whose career goals do not
19 involve occupations relating to either the STEM or
20 Technical Pathway or those who have not yet selected a
21 career goal. In accordance with and subject to this Act,
22 successful attainment of transitional mathematics
23 competencies in the Quantitative Literacy and Statistics
24 Pathway guarantees student placement into a community
25 college GECC mathematics course not in a calculus-based
26 course sequence.

1 (c) The statewide panel shall make recommendations on
2 whether separate transitional mathematics competencies should
3 be defined for students with career goals involving occupations
4 that require the application of advanced statistics, such as
5 occupations in certain social science fields. The statewide
6 panel shall also provide recommendations for methods to
7 incorporate transitional mathematics competencies into
8 integrated courses.

9 (d) The statewide panel shall recommend statewide criteria
10 for determining the projected readiness of 11th grade students
11 for college-level mathematics courses in each of the
12 postsecondary education mathematics pathways for purposes of
13 placement into transitional mathematics instruction in 12th
14 grade. The statewide criteria shall include standardized
15 assessment results, grade point average, and course
16 completions. The statewide criteria shall also define a minimal
17 level of mathematical competency necessary for student
18 placement into transitional mathematics instruction. Following
19 the delivery of such recommendations, ISBE and ICCB shall
20 jointly adopt statewide criteria for determining projected
21 readiness for college-level mathematics courses in each of the
22 postsecondary institution mathematics pathways for purposes of
23 placement into transitional mathematics instruction in 12th
24 grade.

25 (e) Notwithstanding anything to the contrary contained in
26 this Act, in the event the statewide panel is not established

1 due to the unavailability of public and private resources and
2 ISBE, ICCB, and IBHE are therefore unable to jointly adopt
3 competencies and requirements for transitional mathematics
4 instruction and related postsecondary institution mathematics
5 pathways, then no transitional mathematics instruction is
6 required to be delivered by school districts or accepted for
7 placement by community colleges in accordance with this Act.

8 (f) Subject to the availability of public or private
9 resources for its administration, ISBE, ICCB, and IBHE shall,
10 in consultation with the members of the statewide panel,
11 establish and administer procedures for approving transitional
12 mathematics instruction for statewide portability.

13 (g) In accordance with timelines and publication
14 requirements established by IBHE, each public university must
15 adopt and publicize transparent criteria adopted by the
16 university for student placement into college-level
17 mathematics courses. IBHE must publicly report on the adoption
18 of such criteria and the extent to which public universities
19 are utilizing strategies to minimize placements into
20 non-credit-bearing remedial mathematics course sequences.

21 Section 50. Transitional mathematics instruction placement
22 and delivery.

23 (a) A school district electing or required to deliver
24 transitional mathematics instruction in accordance with
25 Section 65 of this Act shall use the statewide criteria

1 established pursuant to subsection (d) of Section 45 of this
2 Act to determine each student's projected readiness for
3 college-level mathematics courses upon high school graduation
4 in that student's selected postsecondary institution
5 mathematics pathway. The school district shall make a
6 pre-determination of student readiness at the end of the first
7 semester of 11th grade and may adjust readiness determinations
8 at the end of 11th grade. The readiness of a student who has
9 not selected a postsecondary institution mathematics pathway
10 shall be determined in accordance with the criteria for the
11 Quantitative Literacy and Statistics Pathways. Notwithstanding
12 the readiness determinations, instructional requirements for
13 students with disabilities shall be subject to the
14 individualized goals set forth within the student's
15 individualized education program required by State and federal
16 law.

17 (b) Public high school graduates of school districts
18 implementing transitional mathematics instruction in
19 accordance with this Act may demonstrate readiness for
20 college-level mathematics courses at applicable postsecondary
21 institutions through any of the following methods:

22 (1) At the end of 11th grade, the student does not meet
23 the statewide criteria for demonstrating projected
24 readiness for college-level mathematics courses upon high
25 school graduation in the student's postsecondary education
26 mathematics pathway, but the student subsequently achieves

1 successful completion of transitional mathematics
2 instruction for the postsecondary education mathematics
3 pathway. Students who achieve successful completion shall
4 receive transcribed credit for the transitional
5 mathematics instruction from the community college partner
6 and, subject to subsections (c) and (d) of this Section,
7 shall be placed by applicable postsecondary institutions
8 recognizing the transcribed credit in accordance with
9 this Act into an appropriate college-level mathematics
10 course in the student's postsecondary institution
11 mathematics pathway. Students who do not achieve
12 successful completion shall be subject to generally
13 applicable postsecondary institution mathematics placement
14 processes. For the purposes of this paragraph (1),
15 successful completion means the student successfully
16 demonstrates attainment of transitional mathematics
17 competencies either through an overall grade for the
18 mathematics-related portion of a course or demonstrated
19 mastery of all transitional mathematics competencies
20 delivered through a competency-based learning system.

21 (2) At the end of 11th grade, the student meets the
22 statewide criteria for demonstrating projected readiness
23 for college-level mathematics courses upon high school
24 graduation in the student's postsecondary education
25 mathematics pathway, and the student subsequently
26 successfully completes rigorous mathematics instruction in

1 accordance with criteria jointly adopted by ISBE and ICCB.

2 (3) The student meets applicable postsecondary
3 institution criteria for demonstrating readiness for
4 college-level mathematics courses in the student's
5 postsecondary education mathematics pathway.

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

1 course in the fall semester after high school graduation.

2 Section 55. High school and community college partnership
3 agreements for transitional mathematics instruction.

4 (a) Transitional mathematics instruction shall be
5 delivered by high school faculty with community college
6 collaboration as defined through a partnership agreement
7 meeting the requirements of this Section. While transitional
8 mathematics instruction may be delivered through stand-alone
9 mathematics courses, school districts and community colleges
10 may use integrated courses or competency-based learning
11 systems for the delivery of transitional mathematics
12 instruction.

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

19 (1) The co-development by the school district and
20 community college of transitional mathematics courses or a
21 defined mathematics competency set or the adaptation of the
22 State model transitional instructional units that align to
23 the statewide competencies for particular postsecondary
24 institution mathematics pathways, which shall also include
25 the design of local performance indicators and evidence

1 associated with those indicators.

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

6 (3) The availability of dual enrollment and dual credit
7 courses for high school students demonstrating current
8 readiness for college-level mathematics courses.

9 (4) Training and professional development to be
10 provided to the high school instructors of transitional
11 mathematics instruction.

12 (5) The utilization of integrated courses or
13 competency-based learning systems for transitional
14 mathematics instruction.

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

1 (d) When developing partnership agreements, community
2 colleges and school districts shall consult with a public
3 university that has requested consultation in accordance with
4 requirements established by ICCB and IBHE. A public university
5 may, in its sole discretion, elect to become a party to a
6 partnership agreement.

7 (e) Regional offices of education may, with the consent of
8 participating school districts, establish multi-district
9 partnership agreements with one or more postsecondary
10 institutions.

11 Section 60. Transitional mathematics instruction statewide
12 supports.

13 (a) ICCB shall permit transitional mathematics instruction
14 that has been transcribed by a community college in accordance
15 with the requirements of this Act to be claimed for
16 reimbursement for community college funding purposes.

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

1 blended-learning delivery, with:

2 (1) a pre-assessment system to ensure that completion
3 of modules are required only when the competencies have not
4 been sufficiently mastered;

5 (2) the ability for students to complete coursework in
6 areas of need at their own pace;

7 (3) the ability for transitional mathematics modules
8 to be included within integrated courses or
9 competency-based learning systems; and

10 (4) the ability for students to complete dual credit
11 modules upon completion of the transitional mathematics
12 modules.

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

21 (d) ISBE and ICCB shall jointly develop and provide a model
22 partnership agreement for school districts and community
23 colleges.

24 (e) ISBE and ICCB shall provide standardized reports to
25 school districts and community colleges, including, but not
26 limited to:

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

5 (2) reports that compare participating students'
6 postsecondary outcomes with other students, particularly
7 those in traditional developmental education course
8 sequences.

9 Section 65. Transitional mathematics instruction
10 implementation.

11 (a) Subject to the availability of public or private
12 resources, by no later than June 30, 2018, the statewide panel
13 established pursuant to Section 45 of this Act shall define the
14 transitional mathematics competencies and statewide criteria
15 for determining projected readiness for college-level
16 mathematics courses, and the school district and postsecondary
17 institution collaborative efforts established pursuant to
18 Section 60 of this Act shall develop the model transitional
19 mathematics instructional units.

20 (b) By no later than June 30, 2019, ISBE and ICCB shall
21 jointly establish a phased implementation plan and benchmarks
22 that lead to full statewide implementation of transitional
23 mathematics instruction in all school districts with
24 timeframes that account for State and local resources and
25 capacity. The phased implementation plan shall be contingent

1 upon all of the following:

2 (1) The availability of public or private resources
3 necessary for the implementation of the statewide panel and
4 the administration of the statewide portability procedures
5 described in Section 45 of this Act.

6 (2) The availability of public or private resources for
7 the grants to community colleges described in subsection
8 (c) of Section 55 of this Act.

9 (3) The availability of at least one fully online or
10 blended-learning course as described in subsection (c) of
11 Section 60 of this Act that has been approved through the
12 statewide portability procedures established pursuant to
13 subsection (f) of Section 45 of this Act.

14 (4) The right of school boards to opt out of
15 implementation in accordance with subsection (c) of this
16 Section.

17 (c) Notwithstanding the foregoing implementation
18 requirements, the school board of any school district required
19 to implement transitional mathematics instruction pursuant to
20 the implementation plan adopted by ISBE and ICCB may, by action
21 of its board, opt out of implementation through a finding by
22 its board that the school district's cost of implementation
23 outweighs the potential benefits to students and families
24 through improved postsecondary education mathematics outcomes.
25 The school district must report any decision to opt out of
26 implementation to ISBE.

1 (d) The implementation plan adopted by ISBE and ICCB
2 pursuant to subsection (b) of this Section shall include an
3 evaluation and report to be issued by no later than June 30,
4 2022 that analyzes results, best practices, and challenges of
5 school districts and community colleges that have implemented
6 transitional mathematics instruction.

7 (e) By June 30, 2018, IBHE shall adopt the requirements for
8 public universities described in subsection (g) of Section 45
9 of this Act and public universities shall adopt and publicize
10 the criteria described in subsection (g) of Section 45 of this
11 Act. By June 30, 2020, and then at least once every 2 years
12 thereafter, IBHE shall publicly report in accordance with
13 subsection (g) of Section 45 of this Act.

14 (f) Commencing in the 2019-2020 school year, the school
15 board of any school district serving grades 9 through 12 may
16 elect to implement transitional mathematics instruction
17 preparing students for one or more of the postsecondary
18 institution mathematics pathways. If a school board makes an
19 election and a community college for that local school district
20 receives an implementation grant in accordance with subsection
21 (c) of Section 55 of this Act, the community college must enter
22 into a partnership agreement and provide the necessary support
23 for implementation within timelines established by ICCB.

24 Section 70. Reading and communication transitional
25 competencies. Subject to the availability of public or private

1 resources for its administration, ISBE, ICCB, and IBHE shall
2 jointly establish a statewide panel to recommend competencies
3 for reading and communication aligned to applicable learning
4 standards adopted by ISBE that, if attained by a student, lead
5 to student placement into appropriate community college GECC
6 communications courses. The statewide panel shall recommend
7 strategies to embed the reading and communications
8 developmental competencies in appropriate high school
9 coursework.

10 Section 75. College and Career Pathway Endorsements
11 System.

12 (a) Public high school graduates may attain College and
13 Career Pathway Endorsements on high school diplomas in
14 accordance with the requirements of Section 80 of this Act. The
15 IPIC Agencies shall establish and administer a system for
16 awarding and supporting College and Career Pathway
17 Endorsements in accordance with the requirements of Sections 80
18 and 85 of this Act and oversee its implementation in accordance
19 with the timelines set forth in Section 90 of this Act.

20 (b) The College and Career Pathway Endorsements System is
21 established for the purposes of:

22 (1) recognizing and incentivizing student attainment
23 of knowledge and demonstration of skills important for
24 success in both postsecondary education and employment;

25 (2) encouraging career exploration and development to

1 improve students' decision-making for subsequent education
2 and career advancement;

3 (3) promoting greater consistency of college and
4 career pathway program structures within particular
5 sectors;

6 (4) aligning supports from the State, employers, and
7 regional intermediary support organizations; and

8 (5) institutionalizing college and career pathways as
9 a key strategy for preparing more Illinois students for
10 postsecondary education success and rewarding career
11 opportunities.

12 Section 80. College and Career Pathway Endorsements.

13 (a) College and Career Pathway Endorsements are
14 established to recognize public high school graduates who
15 complete the requirements set forth in subsection (d) of this
16 Section.

17 (b) School district participation in this program is
18 voluntary.

19 (c) As of the 2019-2020 school year, Eligible School
20 Districts may award one or more College and Career Pathway
21 Endorsements on high school diplomas in Endorsement Areas
22 established by ISBE in consultation with the other IPIC
23 Agencies and appropriate stakeholders, including postsecondary
24 institutions and employers. When establishing the Endorsement
25 Areas, the agencies shall consider the Illinois career cluster

1 framework, prevalent models for comprehensive pathway systems
2 in Illinois high schools that articulate to postsecondary
3 institutions and career training programs, prevalent models
4 for guided pathway systems at postsecondary institutions, and
5 the postsecondary institution mathematics pathways established
6 pursuant to this Act. The Endorsement Areas shall also provide
7 for a multidisciplinary endorsement for students that change
8 career pathways during high school while meeting the
9 individualized plan, professional learning, and academic
10 readiness requirements set forth in subsection (d) of this
11 Section.

12 (d) To earn a College and Career Pathway Endorsement, a
13 student shall satisfy all of the following requirements:

14 (1) Develop and periodically update an individualized
15 plan for postsecondary education or training, careers, and
16 financial aid. This individualized plan shall also include
17 student development of a resume and personal statement with
18 student reflection on attainment of Adaptive Competencies.
19 The Eligible School District shall certify to ISBE that its
20 individualized planning process spans grades 9 through 12
21 and includes an annual process for updating the plan.

22 (2) Complete a career-focused instructional sequence,
23 including at least 2 years of coursework or equivalent
24 competencies within an Endorsement Area or, for students
25 attaining a multidisciplinary endorsement, multiple
26 Endorsement Areas. An Eligible School District must

1 consult with its regional education for employment
2 director on the establishment of the career-focused
3 instructional sequence. For all areas other than for
4 multidisciplinary endorsements, the Eligible School
5 District and a Local Community College shall certify to
6 ISBE and ICCB that the career-focused instructional
7 sequence is articulated to a certificate or degree program
8 with labor market value, with opportunities for ongoing
9 student advancement. ISBE and ICCB may adopt requirements
10 for certifying that the instructional sequence meets the
11 requirements of this paragraph (2). This certification
12 must be re-certified at least once every 5 years
13 thereafter. Commencing in the 2022-2023 school year,
14 students must earn at least 6 hours of credit through early
15 college credit courses within the career-focused
16 instructional sequence.

17 (3) Complete a minimum of 2 Career Exploration
18 Activities or one Intensive Career Exploration Experience,
19 a minimum of 2 Team-based Challenges, and at least 60
20 cumulative hours of participation in one or more Supervised
21 Career Development Experiences.

22 (4) Demonstrate readiness for non-remedial coursework
23 in reading and mathematics by high school graduation
24 through criteria certified by the Eligible School District
25 and a Local Community College to ISBE and ICCB. The
26 criteria shall align to any local partnership agreement

1 established pursuant to Section 55 of this Act and may
2 allow the demonstration of readiness through various
3 methods, including assessment scores, grade point average,
4 course completions, or other locally adopted criteria.

5 (e) To become an Eligible School District and award College
6 and Careers Pathway Endorsements, a school district shall
7 submit information in a form determined by ISBE and ICCB that
8 indicates the school district's intent to award College and
9 Career Pathway Endorsements in one or more Endorsement Areas
10 and includes the certifications described in subsection (d) of
11 this Section. Either ISBE or ICCB may require supporting
12 evidence for any certification made by the school district in
13 the submission. An Eligible School District must participate in
14 any quality review process adopted by ISBE for College and
15 Career Pathway Endorsement systems, provided that the quality
16 review process is at no cost to the Eligible School District.

17 Section 85. Statewide planning and supports for College and
18 Career Pathway Endorsement programs.

19 (a) By no later than June 30, 2017, the IPIC Agencies shall
20 develop and adopt a comprehensive interagency plan for
21 supporting the development of College and Career Pathway
22 Endorsement programs throughout the State. Thereafter, the
23 plan shall be re-assessed and updated at least once every 5
24 years. The plan shall:

25 (1) designate priority, State-level industry sectors

1 consistent with those identified through federal and State
2 workforce and economic development planning processes;

3 (2) articulate a strategy for supporting College and
4 Career Pathway Endorsement programs that includes State
5 and federal funding, business and philanthropic
6 investments, and local investments;

7 (3) consider the need for school districts and
8 postsecondary institutions to phase in endorsement
9 programs and the elements specified in subsection (d) of
10 Section 80 of this Act over multiple years; and

11 (4) address how College and Career Pathway Endorsement
12 programs articulate to postsecondary institution degree
13 programs.

14 (b) In accordance with the interagency plan developed
15 pursuant to subsection (a) of this Section and within the
16 limits of available public and private resources, the IPIC
17 Agencies shall establish a public-private steering committee
18 for each priority State-level industry sector that includes
19 representatives from one or more business-led, sector-based
20 partnerships. By no later than June 30, 2018, each steering
21 committee shall recommend to the IPIC Agencies a sequence of
22 minimum career competencies for particular occupational
23 pathways within that sector that students should attain by high
24 school graduation as part of a College and Career Pathway
25 Endorsement program. The IPIC Agencies shall establish methods
26 to recognize and incentivize College and Career Pathway

1 Endorsement programs that:

2 (1) address a priority State-level industry sector;

3 (2) are developed jointly by school districts,
4 community colleges, Local Workforce Development Boards,
5 and employers; and

6 (3) align to sequences of minimum career competencies
7 defined pursuant to this subsection (b), with any regional
8 modifications appropriate for local economic development
9 objectives.

10 (c) In accordance with the interagency plan developed
11 pursuant to subsection (a) of this Section and within the
12 limits of available public and private resources, the IPIC
13 Agencies shall provide all of the following supports for
14 College and Career Pathway Endorsement program:

15 (1) Provide guidance documents for implementation of
16 each of the various elements of College and Career Pathway
17 Endorsement programs.

18 (2) Provide or designate one or more web-based tools to
19 support College and Career Pathway Endorsement programs,
20 including a professional learning portfolio, Professional
21 Skills Assessment, and mentoring platform.

22 (3) Make available a statewide insurance policy for
23 appropriate types of Supervised Career Development
24 Experiences.

25 (4) Provide or designate one or more model
26 instructional units that provide an orientation to all

1 career cluster areas.

2 (5) Coordinate with business-led, sector-based
3 partnerships to:

4 (A) designate available curricular and
5 instructional resources that school districts can
6 voluntarily select to address requirements for College
7 and Career Pathway Endorsement programs;

8 (B) designate stackable industry-based
9 certifications, the completion of which demonstrates
10 mastery of specific career competencies and that are
11 widely valued by employers within a particular sector;

12 (C) deliver or support sector-oriented
13 professional development, Career Exploration
14 Activities, Intensive Career Exploration Experiences,
15 Team-based Challenges, and Supervised Career
16 Development Experiences; and

17 (D) develop recognition and incentives for school
18 districts implementing and students attaining College
19 and Career Pathway Endorsements that align to the
20 sequence of minimum career competencies defined
21 pursuant to subsection (b) of this Section.

22 (d) To support articulation of College and Career Pathway
23 Endorsement programs into higher education, by no later than
24 June 30, 2018 ICCB and IBHE shall jointly adopt, in
25 consultation with postsecondary institutions, requirements for
26 postsecondary institutions to define first-year course

1 schedules and degree programs with Endorsement areas to support
2 the successful transition of Endorsement recipients into
3 related degree programs. These requirements shall take effect
4 in the 2020-2021 school year.

5 Section 90. Implementation of the College and Career
6 Pathway Endorsement programs.

7 (a) By no later than June 30, 2017:

8 (1) the IPIC Agencies shall define the framework for
9 Endorsement Areas and ISBE shall define the high school
10 course codes that relate to each area; and

11 (2) the IPIC Agencies shall adopt the comprehensive
12 plan required by subsection (a) of Section 85 of this Act.

13 (b) By no later than June 30, 2018:

14 (1) the public-private steering committees described
15 in subsection (b) of Section 85 of this Act shall recommend
16 to the IPIC Agencies a sequence of minimum career
17 competencies for particular occupational pathways within
18 that sector that students should attain by high school
19 graduation as part of a College and Career Pathway
20 Endorsement program;

21 (2) ICCB and IBHE shall adopt the requirements for
22 postsecondary institutions described in subsection (d) of
23 Section 85 of this Act; and

24 (3) the IPIC Agencies shall commence the development of
25 the statewide supports described in Section 85 of this Act.

1 (c) By no later than June 30, 2019, (i) Eligible School
2 Districts shall submit the information and certifications
3 required by ISBE and ICCB to offer Career Pathway Endorsement
4 programs for 2020 high school graduates; and (ii) the IPIC
5 Agencies shall initially offer the statewide supports
6 described in Section 85 of this Act.

7 (d) By no later than the 2020-2021 school year,
8 postsecondary institutions shall implement the requirements
9 adopted by ICCB and IBHE pursuant to subsection (d) of Section
10 85 of this Act.

11 Section 900. Administrative rules. ISBE, in consultation
12 with the other State agencies described in this Act, as
13 applicable, may adopt such administrative rules as may be
14 necessary for the implementation of this Act. ICCB and IBHE may
15 adopt such administrative rules as may be necessary to
16 implement Sections 45 through 70 and subsection (d) of Section
17 85 of this Act.

18 Section 905. The School Code is amended by changing Section
19 27-22 as follows:

20 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

21 (Text of Section before amendment by P.A. 99-434 and
22 99-485)

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

1 (a) As a prerequisite to receiving a high school diploma,
2 each pupil entering the 9th grade in the 1984-1985 school year
3 through the 2004-2005 school year must, in addition to other
4 course requirements, successfully complete the following
5 courses:

6 (1) three years of language arts;

7 (2) two years of mathematics, one of which may be
8 related to computer technology;

9 (3) one year of science;

10 (4) two years of social studies, of which at least one
11 year must be history of the United States or a combination
12 of history of the United States and American government;
13 and

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

17 (b) As a prerequisite to receiving a high school diploma,
18 each pupil entering the 9th grade in the 2005-2006 school year
19 must, in addition to other course requirements, successfully
20 complete all of the following courses:

21 (1) Three years of language arts.

22 (2) Three years of mathematics.

23 (3) One year of science.

24 (4) Two years of social studies, of which at least one
25 year must be history of the United States or a combination
26 of history of the United States and American government.

1 (5) One year chosen from (A) music, (B) art, (C)
2 foreign language, which shall be deemed to include American
3 Sign Language, or (D) vocational education.

4 (c) As a prerequisite to receiving a high school diploma,
5 each pupil entering the 9th grade in the 2006-2007 school year
6 must, in addition to other course requirements, successfully
7 complete all of the following courses:

8 (1) Three 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. When applicable, writing-intensive
12 courses may be counted towards the fulfillment of other
13 graduation requirements.

14 (3) Three years of mathematics, one of which must be
15 Algebra I and one of which must include geometry content.

16 (4) One year of science.

17 (5) Two years of social studies, of which at least one
18 year must be history of the United States or a combination
19 of history of the United States and American government.

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

23 (d) As a prerequisite to receiving a high school diploma,
24 each pupil entering the 9th grade in the 2007-2008 school year
25 must, in addition to other course requirements, successfully
26 complete all of the following courses:

1 (1) Three years of language arts.

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

7 (3) Three years of mathematics, one of which must be
8 Algebra I and one of which must include geometry content.

9 (4) Two years of science.

10 (5) Two years of social studies, of which at least one
11 year must be history of the United States or a combination
12 of history of the United States and American government.

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 (e) As a prerequisite to receiving a high school diploma,
17 each pupil entering the 9th grade in the 2008-2009 school year
18 or a subsequent school year must, in addition to other course
19 requirements, successfully complete all of the following
20 courses:

21 (1) Four years of language arts.

22 (2) Two years of writing intensive courses, one of
23 which must be English and the other of which may be English
24 or any other subject. When applicable, writing-intensive
25 courses may be counted towards the fulfillment of other
26 graduation requirements.

1 (3) Three years of mathematics, one of which must be
2 Algebra I, one of which must include geometry content, and
3 one of which may be an Advanced Placement computer science
4 course if the pupil successfully completes Algebra II or an
5 integrated mathematics course with Algebra II content.

6 (4) Two years of science.

7 (5) Two years of social studies, of which at least one
8 year must be history of the United States or a combination
9 of history of the United States and American government.

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

13 (f) The State Board of Education shall develop and inform
14 school districts of standards for writing-intensive
15 coursework.

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

24 (g) This amendatory Act of 1983 does not apply to pupils
25 entering the 9th grade in 1983-1984 school year and prior
26 school years or to students with disabilities whose course of

1 study is determined by an individualized education program.

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

7 (h) The provisions of this Section are subject to the
8 provisions of Section 27-22.05 of this Code and the
9 Postsecondary and Workforce Readiness Act.

10 (Source: P.A. 98-885, eff. 8-15-14.)

11 (Text of Section after amendment by P.A. 99-434 and 99-485)
12 Sec. 27-22. Required high school courses.

13 (a) As a prerequisite to receiving a high school diploma,
14 each pupil entering the 9th grade in the 1984-1985 school year
15 through the 2004-2005 school year must, in addition to other
16 course requirements, successfully complete the following
17 courses:

18 (1) three years of language arts;

19 (2) two years of mathematics, one of which may be
20 related to computer technology;

21 (3) one year of science;

22 (4) 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;
25 and

1 (5) One year chosen from (A) music, (B) art, (C)
2 foreign language, which shall be deemed to include American
3 Sign Language or (D) vocational education.

4 (b) As a prerequisite to receiving a high school diploma,
5 each pupil entering the 9th grade in the 2005-2006 school year
6 must, in addition to other course requirements, successfully
7 complete all of the following courses:

8 (1) Three years of language arts.

9 (2) Three years of mathematics.

10 (3) One year of science.

11 (4) Two years of social studies, of which at least one
12 year must be history of the United States or a combination
13 of history of the United States and American government.

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

17 (c) As a prerequisite to receiving a high school diploma,
18 each pupil entering the 9th grade in the 2006-2007 school year
19 must, in addition to other course requirements, successfully
20 complete all of the following courses:

21 (1) Three years of language arts.

22 (2) Two years of writing intensive courses, one of
23 which must be English and the other of which may be English
24 or any other subject. When applicable, writing-intensive
25 courses may be counted towards the fulfillment of other
26 graduation requirements.

1 (3) Three years of mathematics, one of which must be
2 Algebra I and one of which must include geometry content.

3 (4) One year of science.

4 (5) Two years of social studies, of which at least one
5 year must be history of the United States or a combination
6 of history of the United States and American government.

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

10 (d) As a prerequisite to receiving a high school diploma,
11 each pupil entering the 9th grade in the 2007-2008 school year
12 must, in addition to other course requirements, successfully
13 complete all of the following courses:

14 (1) Three years of language arts.

15 (2) Two years of writing intensive courses, one of
16 which must be English and the other of which may be English
17 or any other subject. When applicable, writing-intensive
18 courses may be counted towards the fulfillment of other
19 graduation requirements.

20 (3) Three years of mathematics, one of which must be
21 Algebra I and one of which must include geometry content.

22 (4) Two years of science.

23 (5) Two years of social studies, of which at least one
24 year must be history of the United States or a combination
25 of history of the United States and American government.

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) As a prerequisite to receiving a high school diploma,
4 each pupil entering the 9th grade in the 2008-2009 school year
5 or a subsequent school year 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. When applicable, writing-intensive
12 courses may be counted towards 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 if the pupil successfully completes Algebra II or an
18 integrated mathematics course with Algebra II content.

19 (4) Two years of science.

20 (5) Two years of social studies, of which at least one
21 year must be history of the United States or a combination
22 of history of the United States and American government
23 and, beginning with pupils entering the 9th grade in the
24 2016-2017 school year and each school year thereafter, at
25 least one semester must be civics, which shall help young
26 people acquire and learn to use the skills, knowledge, and

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

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

11 (f) The State Board of Education shall develop and inform
12 school districts of standards for writing-intensive
13 coursework.

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

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

26 This amendatory Act of the 94th General Assembly does not

1 apply to pupils entering the 9th grade in the 2004-2005 school
2 year or a prior school year or to students with disabilities
3 whose course of study is determined by an individualized
4 education program.

5 (h) The provisions of this Section are subject to the
6 provisions of Section 27-22.05 of this Code and the
7 Postsecondary and Workforce Readiness Act.

8 (Source: P.A. 98-885, eff. 8-15-14; 99-434, eff. 7-1-16 (see
9 P.A. 99-485 for the effective date of changes made by P.A.
10 99-434); 99-485, eff. 11-20-15.)

11 Section 995. No acceleration or delay. Where this Act makes
12 changes in a statute that is represented in this Act by text
13 that is not yet or no longer in effect (for example, a Section
14 represented by multiple versions), the use of that text does
15 not accelerate or delay the taking effect of (i) the changes
16 made by this Act or (ii) provisions derived from any other
17 Public Act.

18 Section 999. Effective date. This Act takes effect upon
19 becoming law.