



Rep. Kelly M. Burke

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1 AMENDMENT TO HOUSE BILL 5729

2 AMENDMENT NO. _____. Amend House Bill 5729 by replacing
3 everything after the enacting clause with the following:

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

1 careers cannot be reduced to a single metric, but must
2 instead be understood as a multi-faceted set of knowledge,
3 skills, and abilities that allow students to successfully
4 meet the challenges of postsecondary education and career
5 and live healthy, productive lives.

6 (4) Enabling high school students to engage in career
7 and postsecondary education development activities and
8 incentivizing achievement in career-oriented education,
9 particularly in high-demand industry sectors, promotes
10 postsecondary and career readiness and facilitates
11 better-informed postsecondary education decisions.

12 (5) In response, Illinois should deploy a number of
13 strategies to prepare more students for meaningful career
14 opportunities by supporting postsecondary and career
15 planning, promoting and incentivizing competency-based
16 learning programs, reducing remedial education rates,
17 increasing alignment between K-12 and postsecondary
18 education systems, and implementing college and career
19 pathway systems.

20 (6) Aligning supports from State agencies, school
21 districts, postsecondary education providers, employers,
22 and other public and private organizations will lead to the
23 development and implementation of a robust and coordinated
24 postsecondary education and career readiness system in
25 Illinois.

1 Section 10. Definitions. In this Act:

2 "Adaptive Competencies" means foundational skills needed
3 for success in college, careers, and life, such as, but not
4 limited to, work ethic, professionalism, communication,
5 collaboration and interpersonal skills, and problem-solving.

6 "Career Exploration Activity" means an activity such as a
7 job shadow, attendance at a career exposition, or employer site
8 visit providing a student with the ability to engage directly
9 with employers for the purpose of gaining knowledge of one or
10 more industry sectors or occupations.

11 "College-level mathematics course" means a mathematics
12 course that bears credit leading to a baccalaureate degree, a
13 certificate, or an associate degree from a postsecondary
14 institution.

15 "Community college" means a public community college
16 organized under the Public Community College Act.

17 "DCEO" means the Department of Commerce and Economic
18 Opportunity.

19 "Early college credit course" means a course through which
20 a high school student can receive postsecondary institution
21 course credit and includes dual credit courses, dual enrollment
22 courses, International Baccalaureate courses, Advanced
23 Placement courses, and courses with articulated credit with a
24 postsecondary institution.

25 "Eligible School District" means a school district that has
26 satisfied the requirements set forth in Section 80 of this Act

1 and is eligible to award one or more College and Career Pathway
2 Endorsements.

3 "Endorsement Area" means an industry sector or grouping of
4 sectors as organized and established pursuant to Section 80 of
5 this Act.

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

8 "IAI" means the Illinois Articulation Initiative.

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

10 "ICCB" means the Illinois Community College Board.

11 "IMACC" means the Illinois Mathematics Association of
12 Community Colleges.

13 "Integrated courses" means courses that include
14 substantial instruction focused on both academic and
15 career-oriented competencies.

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

21 "IPIC" means the Illinois Pathways Interagency Committee
22 formed by intergovernmental agreement among at least the
23 following agencies: ISBE, ICCB, IBHE, ISAC, DCEO, and the
24 Department of Employment Security.

25 "IPIC Agency" means a State agency participating in the
26 IPIC.

1 "ISAC" means the Illinois Student Assistance Commission.

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

3 "Local Community College" means, with respect to an
4 Eligible School District, a community college whose district
5 territory includes all or any portion of the district territory
6 of the Eligible School District.

7 "Local school district" means, with respect to a
8 partnership agreement with a community college for
9 transitional mathematics instruction, a school district whose
10 district territory includes all or any portion of the district
11 territory of the community college.

12 "Local Workforce Board" means the governing board of a
13 local workforce development area established pursuant to the
14 federal Workforce Innovation and Opportunity Act (Public Law
15 113-128).

16 "Postsecondary institution" means a community college or
17 public university.

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

1 "Public university" means a public university listed in the
2 definition of "public institutions of higher education" under
3 the Board of Higher Education Act.

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

6 "Statewide portability" means, with respect to
7 transitional mathematics instruction, all community colleges
8 other than the community college transcribing credit for
9 successful completion of the instruction provide the same
10 completion recognition for college-level mathematics course
11 placement purposes as the transcribing community college
12 provides.

13 "Supervised Career Development Experience" means an
14 experience in which students obtain authentic and relevant work
15 experience relating to an Endorsement Area, such as an
16 internship, a school-based enterprise, a supervised
17 agricultural experience, cooperative education, or a research
18 apprenticeship, where the student either receives compensation
19 from an employer or credit by the school district and that
20 involves a Professional Skills Assessment.

21 "Team-based Challenge" means a group problem-based
22 learning project relating to a student's Endorsement Area that
23 involves a problem relevant to employers within that
24 Endorsement Area, including mentoring from adults with
25 expertise in that Endorsement Area, and requires student
26 presentation of the outcomes of the project.

1 "Transitional mathematics instruction" means instruction
2 delivered to a student during 12th grade for the purpose of
3 enabling the student to attain the transitional mathematics
4 competencies associated with the student's postsecondary
5 institution mathematics pathway and demonstrate readiness for
6 a college-level mathematics course. Transitional mathematics
7 instruction may be delivered through a mathematics course or an
8 integrated course or through a competency-based learning
9 system that includes a set of transitional mathematics
10 competencies.

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

- 22 (1) career exploration and development;
- 23 (2) postsecondary institution exploration,
24 preparation, and selection; and
- 25 (3) financial aid and financial literacy.

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

13 (1) The competency-based learning systems authorized
14 through the pilot program shall include all of the
15 following elements:

16 (A) Students shall demonstrate mastery of all
17 required competencies to earn credit.

18 (B) Students must demonstrate mastery of Adaptive
19 Competencies defined by the school district, in
20 addition to academic competencies.

21 (C) Students shall advance once they have
22 demonstrated mastery, and students shall receive more
23 time and personalized instruction to demonstrate
24 mastery, if needed.

25 (D) Students shall have the ability to attain

1 advanced postsecondary education and career-related
2 competencies beyond those needed for graduation.

3 (E) Students must be assessed using multiple
4 measures to determine mastery, usually requiring
5 application of knowledge.

6 (F) Students must be able to earn credit toward
7 graduation requirements in ways other than traditional
8 coursework, including learning opportunities outside
9 the traditional classroom setting, such as Supervised
10 Career Development Experiences.

11 (2) A school district participating in the pilot
12 program shall demonstrate that the proposed
13 competency-based learning system is a core strategy
14 supporting the community's efforts to better prepare high
15 school students for college, career, and life. The
16 application must identify the community partners that will
17 support the system's implementation.

18 (3) A school district participating in the pilot
19 program must have a plan for educator administrator and
20 educator professional development on the competency-based
21 learning system and must demonstrate prior successful
22 implementation of professional development systems for
23 major district instructional initiatives.

24 (4) A school district participating in the pilot
25 program that is replacing graduation requirements in the
26 core academic areas of mathematics, English language arts,

1 and science with a competency-based learning system shall
2 demonstrate how the competencies can be mastered through
3 Integrated Courses or career and technical education
4 courses.

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

8 (6) A school district participating in the pilot
9 program shall develop a plan for assigning course grades
10 based on mastery of competencies within the
11 competency-based learning system.

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

17 (8) A school district participating in the pilot
18 program shall establish a system for data collection and
19 reporting and must provide ISBE with such reports and
20 information as may be required for administration and
21 evaluation of the program.

22 (9) A school district participating in the pilot
23 program shall partner with a community college and a higher
24 education institution other than a community college for
25 consultation on the development and administration of its
26 competency-based learning system. The plan shall address

1 how high school graduates of a competency-based learning
2 system will be able to provide information normally
3 expected of postsecondary institutions for admission and
4 financial aid.

5 (10) A school district participating in the pilot
6 program shall have a plan for engaging feeder elementary
7 schools with the participating high school or schools on
8 the establishment and administration of the
9 competency-based learning system.

10 Section 25. Competency-based, high school graduation
11 requirements pilot program eligibility and application
12 process.

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

19 (b) For the initial phase under clause (i) of subsection
20 (a) of this Section, the State Superintendent of Education
21 shall develop and issue a pilot program application that
22 requires:

23 (1) demonstration of commitment from the school
24 district superintendent; the president of the school board
25 of the district; teachers within the school district who

1 will be involved with the pilot program implementation; a
2 community college partner; and a higher education
3 institution other than a community college;

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

8 (3) a general description of the school district's plan
9 for implementing a competency-based learning system for
10 high school graduation requirements, including how the
11 plan addresses the requirements of Section 20 of this Act
12 and this Section;

13 (4) the school district's prior professional
14 development and stakeholder engagement efforts that will
15 support its successful development and implementation of a
16 competency-based learning system, including, without
17 limitation, prior implementation of professional
18 development systems for major district instructional
19 initiatives; and

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

22 The demonstration of commitment from teachers as required
23 by paragraph (1) of this subsection (b) must include a
24 description of how teachers have been engaged throughout the
25 application development process. If the school district has an
26 exclusive bargaining representative of its teachers and the

1 president of the exclusive bargaining representative does not
2 submit a statement of commitment for the application, the
3 school district must submit either a statement by the president
4 of the position of the exclusive bargaining representative on
5 the application or a description of the school district's good
6 faith efforts to obtain such a statement.

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

23 (d) School districts selected to participate in the pilot
24 program shall receive technical assistance coordinated by the
25 State Superintendent of Education to develop a full pilot
26 program implementation plan. The State Superintendent of

1 Education shall have discretion to remove a school district
2 from the pilot program during this period if the school
3 district does not submit a full pilot program implementation
4 plan that meets the State Superintendent of Education's
5 specifications.

6 (e) School districts shall, as part of the development of
7 their application and participation in the competency-based
8 learning system pilot program, establish and maintain a
9 standing planning and implementation committee that includes
10 representation from administrators and teachers, including
11 teachers who will be involved in the competency-based learning
12 system's implementation. The teacher representatives shall be
13 selected by teachers or, where applicable, the exclusive
14 bargaining representative of its teachers, and the number of
15 teacher representatives shall be at least equal to
16 administrator representatives, unless otherwise agreed to by
17 the teachers or, where applicable, the exclusive bargaining
18 representative of its teachers. The standing planning and
19 implementation committee shall develop reports that shall be
20 included within the initial application, the full pilot program
21 plan, and any subsequent annual submissions to the State
22 Superintendent of Education as part of the assessment and
23 evaluation of the program. The reports shall describe the
24 members' assessment of the school district's plan or
25 implementation, as applicable, of the school district's
26 competency-based learning system and any recommendations for

1 modifications or improvements to the system. If the committee
2 does not reach consensus on the report, the administrator
3 members shall submit the report and the teacher members may
4 provide a position statement that must be included with the
5 report submitted to the State Superintendent of Education.

6 (f) Notwithstanding any other provisions of the School Code
7 or any other law of this State to the contrary, school
8 districts participating in the pilot program may petition the
9 State Superintendent of Education for a waiver or modification
10 of the mandates of the School Code or of the administrative
11 rules adopted by ISBE in order to support the implementation of
12 the school district's proposed competency-based learning
13 system. However, no waiver shall be granted under this
14 subsection (f) relating to State assessments, accountability
15 requirements, or learning standards or that removes legal
16 protections or supports intended for the protection of children
17 or a particular category of students, such as students with
18 disabilities or English learners. All requests must be jointly
19 signed by the school district superintendent and the president
20 of the school board and must describe the position of teachers
21 within the school district that will be involved in the
22 competency-based learning system's implementation on the
23 application. If the school district has an exclusive bargaining
24 representative of its teachers and the president of the
25 exclusive bargaining representative does not submit a
26 statement of support for the application, the school district

1 must submit either a statement by the president that describes
2 the position of the exclusive bargaining representative on the
3 application or a description of the school district's good
4 faith efforts to obtain such a statement. The State
5 Superintendent of Education shall approve a waiver or
6 modification request meeting the requirements of this
7 subsection (f) if the State Superintendent of Education
8 determines the request is reasonably necessary to support the
9 implementation of the school district's proposed
10 competency-based learning system, and the request shall not
11 diminish the overall support of teachers within the school
12 district involved with the system's implementation as
13 demonstrated in the school district's initial application to
14 participate in the pilot program. An approved request shall
15 take effect in accordance with the timeline set forth in the
16 school district's application, and an approved waiver or
17 modification shall remain in effect for so long as the school
18 district participates in the pilot program established by this
19 Act. The State Superintendent of Education's approval of a
20 school district plan for implementation of competency-based,
21 high school graduation requirements shall serve as a waiver or
22 modification of any conflicting requirements of Section 27-22
23 of the School Code. School districts participating in the pilot
24 program may additionally pursue waivers and modifications
25 pursuant to Section 2-3.25g of the School Code.

1 Section 30. Competency-based, high school graduation
2 requirements pilot program statewide supports. Subject to the
3 availability of public or private resources, to support school
4 district participation in the pilot program established under
5 Section 20 of this Act and development of competency-based
6 graduation requirements, ISBE shall provide or support the
7 provision of:

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

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

14 (3) an evaluation of the pilot program, with a report
15 of successes and challenges, objective outcome measures,
16 qualitative measures of implementation, and
17 recommendations for further program modification and
18 improvement;

19 (4) networking opportunities for participating school
20 districts, including opportunities for both administrators
21 and teachers;

22 (5) a web-based library of pilot program
23 implementation plans and models supporting future
24 replication activities; and

25 (6) communication materials and supports for
26 stakeholder engagement in the development and

1 implementation of competency-based learning systems.

2 Section 35. Competency-based, high school graduation
3 requirements pilot program implementation. The pilot program
4 established under Section 20 of this Act shall be implemented
5 as follows:

6 (1) By June 30, 2017, the State Superintendent of
7 Education shall publish the application for school
8 districts to participate in the initial cohort of the pilot
9 program.

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

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

19 (4) During the 2018-2019 school year, school districts
20 participating in the initial cohort shall commence initial
21 implementation activities in accordance with their full
22 pilot program implementation plan.

23 (5) During the 2021-2022 school year, the State
24 Superintendent of Education or his or her designee shall
25 evaluate the school districts participating in the pilot

1 program and make recommendations to ISBE and the General
2 Assembly for elimination, modification, or expansion of
3 the pilot program.

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

8 Section 40. Guiding principles for and purposes of
9 transitional mathematics instruction.

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

15 (1) Transitional mathematics instruction should be one
16 of multiple strategies to reduce statewide remedial
17 education rates, including better alignment of school
18 district and postsecondary institution systems, targeted
19 mathematics interventions throughout high school, and the
20 use of corequisite remedial education models by
21 postsecondary institutions.

22 (2) Postsecondary institution placement into
23 college-level mathematics courses should be based on more
24 than a standardized assessment score, and postsecondary
25 institutions should utilize multiple measures for

1 placement in most instances.

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

5 (4) Students should be provided mathematics
6 instruction aligned to their individualized postsecondary
7 education and career objectives.

8 (5) Mathematics instruction should be contextualized
9 and emphasize real-world application whenever possible,
10 and instructional strategies integrating mathematics
11 competencies with other academic and career competencies
12 are encouraged for all students.

13 (b) The purposes of transitional mathematics instruction
14 are to:

15 (1) provide the mathematical foundation for
16 postsecondary education and careers that high school
17 students are lacking from their previous education;

18 (2) provide high school students with the mathematical
19 knowledge and skills to meet their individualized
20 postsecondary education and career objectives; and

21 (3) provide high school students with the knowledge and
22 skills to be successful in mathematics college-level
23 courses.

24 Section 45. Statewide panel to define transitional
25 mathematics instruction recommendations.

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

22 (b) The statewide panel shall define transitional
23 mathematics competencies aligned to ISBE-adopted learning
24 standards and requirements associated with, at minimum, the
25 following postsecondary institution mathematics pathways:

26 (1) STEM Pathway. The STEM Pathway is for students with

1 career goals involving occupations that require the
2 application of calculus or advanced algebraic skills. In
3 accordance with and subject to this Act, successful
4 attainment of transitional mathematics competencies in the
5 STEM Pathway guarantees student placement into a community
6 college mathematics course in a calculus-based mathematics
7 course sequence.

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

20 (3) Quantitative Literacy and Statistics Pathway. The
21 Quantitative Literacy and Statistics Pathway is for
22 students focused on attaining competency in general
23 statistics, data analysis, quantitative literacy, and
24 problem solving. The Quantitative Literacy and Statistics
25 Pathway is intended for students whose career goals do not
26 involve occupations relating to either the STEM or

1 Technical Pathway or those who have not yet selected a
2 career goal. In accordance with and subject to this Act,
3 successful attainment of transitional mathematics
4 competencies in the Quantitative Literacy and Statistics
5 Pathway guarantees student placement into a community
6 college GECC mathematics course not in a calculus-based
7 course sequence.

8 (c) The statewide panel shall make recommendations on
9 whether separate transitional mathematics competencies should
10 be defined for students with career goals involving occupations
11 that require the application of advanced statistics, such as
12 occupations in certain social science fields. The statewide
13 panel shall also provide recommendations for methods to
14 incorporate transitional mathematics competencies into
15 integrated courses.

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

1 jointly adopt statewide criteria for determining projected
2 readiness for college-level mathematics courses in each of the
3 postsecondary institution mathematics pathways for purposes of
4 placement into transitional mathematics instruction in 12th
5 grade.

6 (e) Notwithstanding anything to the contrary contained in
7 this Act, in the event the statewide panel is not established
8 due to the unavailability of public and private resources and
9 ISBE, ICCB, and IBHE are therefore unable to jointly adopt
10 competencies and requirements for transitional mathematics
11 instruction and related postsecondary institution mathematics
12 pathways, then no transitional mathematics instruction is
13 required to be delivered by school districts or accepted for
14 placement by community colleges in accordance with this Act.

15 (f) Subject to the availability of public or private
16 resources for its administration, ISBE, ICCB, and IBHE shall,
17 in consultation with the members of the statewide panel,
18 establish and administer procedures for approving transitional
19 mathematics instruction for statewide portability.

20 (g) In accordance with timelines and publication
21 requirements established by IBHE, each public university must
22 adopt and publicize transparent criteria adopted by the
23 university for student placement into college-level
24 mathematics courses. IBHE must publicly report on the adoption
25 of such criteria and the extent to which public universities
26 are utilizing strategies to minimize placements into

1 non-credit-bearing remedial mathematics course sequences.

2 Section 50. Transitional mathematics instruction placement
3 and delivery.

4 (a) A school district electing or required to deliver
5 transitional mathematics instruction in accordance with
6 Section 65 of this Act shall use the statewide criteria
7 established pursuant to subsection (d) of Section 45 of this
8 Act to determine each student's projected readiness for
9 college-level mathematics courses upon high school graduation
10 in that student's selected postsecondary institution
11 mathematics pathway. The school district shall make a
12 pre-determination of student readiness at the end of the first
13 semester of 11th grade and may adjust readiness determinations
14 at the end of 11th grade. The readiness of a student who has
15 not selected a postsecondary institution mathematics pathway
16 shall be determined in accordance with the criteria for the
17 Quantitative Literacy and Statistics Pathways. Notwithstanding
18 the readiness determinations, instructional requirements for
19 students with disabilities shall be subject to the
20 individualized goals set forth within the student's
21 individualized education program required by State and federal
22 law.

23 (b) Public high school graduates of school districts
24 implementing transitional mathematics instruction in
25 accordance with this Act may demonstrate readiness for

1 college-level mathematics courses at applicable postsecondary
2 institutions through any of the following methods:

3 (1) At the end of 11th grade, the student does not meet
4 the statewide criteria for demonstrating projected
5 readiness for college-level mathematics courses upon high
6 school graduation in the student's postsecondary education
7 mathematics pathway, but the student subsequently achieves
8 successful completion of transitional mathematics
9 instruction for the postsecondary education mathematics
10 pathway. Students who achieve successful completion shall
11 receive transcribed credit for the transitional
12 mathematics instruction from the community college partner
13 and, subject to subsections (c) and (d) of this Section,
14 shall be placed by applicable postsecondary institutions
15 recognizing the transcribed credit in accordance with
16 this Act into an appropriate college-level mathematics
17 course in the student's postsecondary institution
18 mathematics pathway. Students who do not achieve
19 successful completion shall be subject to generally
20 applicable postsecondary institution mathematics placement
21 processes. For the purposes of this paragraph (1),
22 successful completion means the student successfully
23 demonstrates attainment of transitional mathematics
24 competencies either through an overall grade for the
25 mathematics-related portion of a course or demonstrated
26 mastery of all transitional mathematics competencies

1 delivered through a competency-based learning system.

2 (2) At the end of 11th grade, the student meets the
3 statewide criteria for demonstrating projected readiness
4 for college-level mathematics courses upon high school
5 graduation in the student's postsecondary education
6 mathematics pathway, and the student subsequently
7 successfully completes rigorous mathematics instruction in
8 accordance with criteria jointly adopted by ISBE and ICCB.

9 (3) The student meets applicable postsecondary
10 institution criteria for demonstrating readiness for
11 college-level mathematics courses in the student's
12 postsecondary education mathematics pathway.

13 (c) All postsecondary institutions that have entered into a
14 partnership agreement pursuant to Section 55 of this Act shall
15 recognize community college transcribed credit from
16 transitional mathematics instruction delivered by school
17 districts participating in the partnership agreement for
18 student placement into appropriate college-level mathematics
19 courses. If statewide portability approval procedures have
20 been established pursuant to subsection (f) of Section 45 of
21 this Act, then all community colleges shall recognize community
22 college transcribed credit from transitional mathematics
23 instruction that has been approved in accordance with the
24 statewide portability procedures. A public university is not
25 required to recognize transcribed credit from transitional
26 mathematics instruction for placement purpose unless the

1 public university voluntarily agrees to do so through entering
2 into a partnership agreement in accordance with Section 55 of
3 this Act. The placement determinations described in this
4 Section are valid for 18 months after high school graduation,
5 provided a postsecondary institution may require a short-term,
6 skill-based review or a corequisite remediation course for a
7 student who does not enroll in a college-level mathematics
8 course in the fall semester after high school graduation.

9 Section 55. High school and community college partnership
10 agreements for transitional mathematics instruction.

11 (a) Transitional mathematics instruction shall be
12 delivered by high school faculty with community college
13 collaboration as defined through a partnership agreement
14 meeting the requirements of this Section. While transitional
15 mathematics instruction may be delivered through stand-alone
16 mathematics courses, school districts and community colleges
17 may use integrated courses or competency-based learning
18 systems for the delivery of transitional mathematics
19 instruction.

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

1 (1) The co-development by the school district and
2 community college of transitional mathematics courses or a
3 defined mathematics competency set or the adaptation of the
4 State model transitional instructional units that align to
5 the statewide competencies for particular postsecondary
6 institution mathematics pathways, which shall also include
7 the design of local performance indicators and evidence
8 associated with those indicators.

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

13 (3) The availability of dual enrollment and dual credit
14 courses for high school students demonstrating current
15 readiness for college-level mathematics courses.

16 (4) Training and professional development to be
17 provided to the high school instructors of transitional
18 mathematics instruction.

19 (5) The utilization of integrated courses or
20 competency-based learning systems for transitional
21 mathematics instruction.

22 (c) A community college must enter into a partnership
23 agreement when requested to do so by a local school district
24 that has elected or is required to deliver transitional
25 mathematics instruction in accordance with Section 65 of this
26 Act, provided the community college receives an implementation

1 grant in an amount determined by ICCB to compensate for its
2 related instructional development and implementation
3 activities. A community college may require standardized terms
4 for all of its partner school districts. ISBE and ICCB shall
5 jointly resolve any disputes between a school district and
6 community college regarding the proposed terms of a partnership
7 agreement.

8 (d) When developing partnership agreements, community
9 colleges and school districts shall consult with a public
10 university that has requested consultation in accordance with
11 requirements established by ICCB and IBHE. A public university
12 may, in its sole discretion, elect to become a party to a
13 partnership agreement.

14 (e) Regional offices of education may, with the consent of
15 participating school districts, establish multi-district
16 partnership agreements with one or more postsecondary
17 institutions.

18 Section 60. Transitional mathematics instruction statewide
19 supports.

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

24 (b) Subject to the availability of public or private
25 resources, ISBE, ICCB, and IBHE, in collaboration with IMACC,

1 shall support at least 2 collaborative efforts among school
2 districts and postsecondary institutions to develop model
3 transitional mathematics instructional units. All
4 State-supported models shall include real-world application
5 projects that can be delivered to particular students based on
6 career interests. At least one of the State-supported
7 transitional mathematics models must be highly modularized for
8 blended-learning delivery, with:

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

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

14 (3) the ability for transitional mathematics modules
15 to be included within integrated courses or
16 competency-based learning systems; and

17 (4) the ability for students to complete dual credit
18 modules upon completion of the transitional mathematics
19 modules.

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

1 school.

2 (d) ISBE and ICCB shall jointly develop and provide a model
3 partnership agreement for school districts and community
4 colleges.

5 (e) ISBE and ICCB shall provide standardized reports to
6 school districts and community colleges, including, but not
7 limited to:

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

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

16 Section 65. Transitional mathematics instruction
17 implementation.

18 (a) Subject to the availability of public or private
19 resources, by no later than June 30, 2018, the statewide panel
20 established pursuant to Section 45 of this Act shall define the
21 transitional mathematics competencies and statewide criteria
22 for determining projected readiness for college-level
23 mathematics courses, and the school district and postsecondary
24 institution collaborative efforts established pursuant to
25 Section 60 of this Act shall develop the model transitional

1 mathematics instructional units.

2 (b) By no later than June 30, 2019, ISBE and ICCB shall
3 jointly establish a phased implementation plan and benchmarks
4 that lead to full statewide implementation of transitional
5 mathematics instruction in all school districts with
6 timeframes that account for State and local resources and
7 capacity. The phased implementation plan shall be contingent
8 upon all of the following:

9 (1) The availability of public or private resources
10 necessary for the implementation of the statewide panel and
11 the administration of the statewide portability procedures
12 described in Section 45 of this Act.

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

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

21 (4) The right of school boards to opt out of
22 implementation in accordance with subsection (c) of this
23 Section.

24 (c) Notwithstanding the foregoing implementation
25 requirements, the school board of any school district required
26 to implement transitional mathematics instruction pursuant to

1 the implementation plan adopted by ISBE and ICCB may, by action
2 of its board, opt out of implementation through a finding by
3 its board that the school district's cost of implementation
4 outweighs the potential benefits to students and families
5 through improved postsecondary education mathematics outcomes.
6 The school district must report any decision to opt out of
7 implementation to ISBE.

8 (d) The implementation plan adopted by ISBE and ICCB
9 pursuant to subsection (b) of this Section shall include an
10 evaluation and report to be issued by no later than June 30,
11 2022 that analyzes results, best practices, and challenges of
12 school districts and community colleges that have implemented
13 transitional mathematics instruction.

14 (e) By June 30, 2018, IBHE shall adopt the requirements for
15 public universities described in subsection (g) of Section 45
16 of this Act and public universities shall adopt and publicize
17 the criteria described in subsection (g) of Section 45 of this
18 Act. By June 30, 2020, and then at least once every 2 years
19 thereafter, IBHE shall publicly report in accordance with
20 subsection (g) of Section 45 of this Act.

21 (f) Commencing in the 2019-2020 school year, the school
22 board of any school district serving grades 9 through 12 may
23 elect to implement transitional mathematics instruction
24 preparing students for one or more of the postsecondary
25 institution mathematics pathways. If a school board makes an
26 election and a community college for that local school district

1 receives an implementation grant in accordance with subsection
2 (c) of Section 55 of this Act, the community college must enter
3 into a partnership agreement and provide the necessary support
4 for implementation within timelines established by ICCB.

5 Section 70. Reading and communication transitional
6 competencies. Subject to the availability of public or private
7 resources for its administration, ISBE, ICCB, and IBHE shall
8 jointly establish a statewide panel to recommend competencies
9 for reading and communication aligned to applicable learning
10 standards adopted by ISBE that, if attained by a student, lead
11 to student placement into appropriate community college GECC
12 communications courses. The statewide panel shall recommend
13 strategies to embed the reading and communications
14 developmental competencies in appropriate high school
15 coursework.

16 Section 75. College and Career Pathway Endorsements
17 System.

18 (a) Public high school graduates may attain College and
19 Career Pathway Endorsements on high school diplomas in
20 accordance with the requirements of Section 80 of this Act. The
21 IPIC Agencies shall establish and administer a system for
22 awarding and supporting College and Career Pathway
23 Endorsements in accordance with the requirements of Sections 80
24 and 85 of this Act and oversee its implementation in accordance

1 with the timelines set forth in Section 90 of this Act.

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

4 (1) recognizing and incentivizing student attainment
5 of knowledge and demonstration of skills important for
6 success in both postsecondary education and employment;

7 (2) encouraging career exploration and development to
8 improve students' decision-making for subsequent education
9 and career advancement;

10 (3) promoting greater consistency of college and
11 career pathway program structures within particular
12 sectors;

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

15 (5) institutionalizing college and career pathways as
16 a key strategy for preparing more Illinois students for
17 postsecondary education success and rewarding career
18 opportunities.

19 Section 80. College and Career Pathway Endorsements.

20 (a) College and Career Pathway Endorsements are
21 established to recognize public high school graduates who
22 complete the requirements set forth in subsection (d) of this
23 Section.

24 (b) School district participation in this program is
25 voluntary.

1 (c) As of the 2019-2020 school year, Eligible School
2 Districts may award one or more College and Career Pathway
3 Endorsements on high school diplomas in Endorsement Areas
4 established by ISBE in consultation with the other IPIC
5 Agencies and appropriate stakeholders, including postsecondary
6 institutions and employers. When establishing the Endorsement
7 Areas, the agencies shall consider the Illinois career cluster
8 framework, prevalent models for comprehensive pathway systems
9 in Illinois high schools that articulate to postsecondary
10 institutions and career training programs, prevalent models
11 for guided pathway systems at postsecondary institutions, and
12 the postsecondary institution mathematics pathways established
13 pursuant to this Act. The Endorsements Areas shall also provide
14 for a multidisciplinary endorsement for students that change
15 career pathways during high school while meeting the
16 individualized plan, professional learning, and academic
17 readiness requirements set forth in subsection (d) of this
18 Section.

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

- 21 (1) Develop and periodically update an individualized
22 plan for postsecondary education or training, careers, and
23 financial aid. This individualized plan shall also include
24 student development of a resume and personal statement with
25 student reflection on attainment of Adaptive Competencies.
26 The Eligible School District shall certify to ISBE that its

1 individualized planning process spans grades 9 through 12
2 and includes an annual process for updating the plan.

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

24 (3) Complete a minimum of 2 Career Exploration
25 Activities or one Intensive Career Exploration Experience,
26 a minimum of 2 Team-based Challenges, and at least 60

1 cumulative hours of participation in one or more Supervised
2 Career Development Experiences.

3 (4) Demonstrate readiness for non-remedial coursework
4 in reading and mathematics by high school graduation
5 through criteria certified by the Eligible School District
6 and a Local Community College to ISBE and ICCB. The
7 criteria shall align to any local partnership agreement
8 established pursuant to Section 55 of this Act and may
9 allow the demonstration of readiness through various
10 methods, including assessment scores, grade point average,
11 course completions, or other locally adopted criteria.

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

24 Section 85. Statewide planning and supports for College and
25 Career Pathway Endorsement programs.

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

7 (1) designate priority, State-level industry sectors
8 consistent with those identified through federal and State
9 workforce and economic development planning processes;

10 (2) articulate a strategy for supporting College and
11 Career Pathway Endorsement programs that includes State
12 and federal funding, business and philanthropic
13 investments, and local investments;

14 (3) consider the need for school districts and
15 postsecondary institutions to phase in endorsement
16 programs and the elements specified in subsection (d) of
17 Section 80 of this Act over multiple years; and

18 (4) address how College and Career Pathway Endorsement
19 programs articulate to postsecondary institution degree
20 programs.

21 (b) In accordance with the interagency plan developed
22 pursuant to subsection (a) of this Section and within the
23 limits of available public and private resources, the IPIC
24 Agencies shall establish a public-private steering committee
25 for each priority State-level industry sector that includes
26 representatives from one or more business-led, sector-based

1 partnerships. By no later than June 30, 2018, each steering
2 committee shall recommend to the IPIC Agencies a sequence of
3 minimum career competencies for particular occupational
4 pathways within that sector that students should attain by high
5 school graduation as part of a College and Career Pathway
6 Endorsement program. The IPIC Agencies shall establish methods
7 to recognize and incentivize College and Career Pathway
8 Endorsement programs that:

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

10 (2) are developed jointly by school districts,
11 community colleges, Local Workforce Development Boards,
12 and employers; and

13 (3) align to sequences of minimum career competencies
14 defined pursuant to this subsection (b), with any regional
15 modifications appropriate for local economic development
16 objectives.

17 (c) In accordance with the interagency plan developed
18 pursuant to subsection (a) of this Section and within the
19 limits of available public and private resources, the IPIC
20 Agencies shall provide all of the following supports for
21 College and Career Pathway Endorsement program:

22 (1) Provide guidance documents for implementation of
23 each of the various elements of College and Career Pathway
24 Endorsement programs.

25 (2) Provide or designate one or more web-based tools to
26 support College and Career Pathway Endorsement programs,

1 including a professional learning portfolio, Professional
2 Skills Assessment, and mentoring platform.

3 (3) Make available a statewide insurance policy for
4 appropriate types of Supervised Career Development
5 Experiences.

6 (4) Provide or designate one or more model
7 instructional units that provide an orientation to all
8 career cluster areas.

9 (5) Coordinate with business-led, sector-based
10 partnerships to:

11 (A) designate available curricular and
12 instructional resources that school districts can
13 voluntarily select to address requirements for College
14 and Career Pathway Endorsement programs;

15 (B) designate stackable industry-based
16 certifications, the completion of which demonstrates
17 mastery of specific career competencies and that are
18 widely valued by employers within a particular sector;

19 (C) deliver or support sector-oriented
20 professional development, Career Exploration
21 Activities, Intensive Career Exploration Experiences,
22 Team-based Challenges, and Supervised Career
23 Development Experiences; and

24 (D) develop recognition and incentives for school
25 districts implementing and students attaining College
26 and Career Pathway Endorsements that align to the

1 sequence of minimum career competencies defined
2 pursuant to subsection (b) of this Section.

3 (d) To support articulation of College and Career Pathway
4 Endorsement programs into higher education, by no later than
5 June 30, 2018 ICCB and IBHE shall jointly adopt, in
6 consultation with postsecondary institutions, requirements for
7 postsecondary institutions to define first-year course
8 schedules and degree programs with Endorsement areas to support
9 the successful transition of Endorsement recipients into
10 related degree programs. These requirements shall take effect
11 in the 2020-2021 school year.

12 Section 90. Implementation of the College and Career
13 Pathway Endorsement programs.

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

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

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

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

21 (1) the public-private steering committees described
22 in subsection (b) of Section 85 of this Act shall recommend
23 to the IPIC Agencies a sequence of minimum career
24 competencies for particular occupational pathways within
25 that sector that students should attain by high school

1 graduation as part of a College and Career Pathway
2 Endorsement program;

3 (2) ICCB and IBHE shall adopt the requirements for
4 postsecondary institutions described in subsection (d) of
5 Section 85 of this Act; and

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

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

14 (d) By no later than the 2020-2021 school year,
15 postsecondary institutions shall implement the requirements
16 adopted by ICCB and IBHE pursuant to subsection (d) of Section
17 85 of this Act.

18 Section 900. Administrative rules. ISBE, in consultation
19 with the other State agencies described in this Act, as
20 applicable, may adopt such administrative rules as may be
21 necessary for the implementation of this Act. ICCB and IBHE may
22 adopt such administrative rules as may be necessary to
23 implement Sections 45 through 70 and subsection (c) of Section
24 85 of this Act.

1 Section 905. The School Code is amended by changing Section
2 27-22 as follows:

3 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

4 (Text of Section before amendment by P.A. 99-434 and
5 99-485)

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

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

12 (1) three years of language arts;

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

15 (3) one year of science;

16 (4) two years of social studies, of which at least one
17 year must be history of the United States or a combination
18 of history of the United States and American government;
19 and

20 (5) 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 (b) As a prerequisite to receiving a high school diploma,
24 each pupil entering the 9th grade in the 2005-2006 school year
25 must, in addition to other course requirements, successfully

1 complete all of the following courses:

2 (1) Three years of language arts.

3 (2) Three years of mathematics.

4 (3) One year of science.

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

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

15 (1) Three years of language arts.

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

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

23 (4) One year of science.

24 (5) 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 (6) 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 (d) As a prerequisite to receiving a high school diploma,
5 each pupil entering the 9th grade in the 2007-2008 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) Two years 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 (e) As a prerequisite to receiving a high school diploma,
24 each pupil entering the 9th grade in the 2008-2009 school year
25 or a subsequent school year must, in addition to other course
26 requirements, successfully complete all of the following

1 courses:

2 (1) Four years of language arts.

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

8 (3) Three years of mathematics, one of which must be
9 Algebra I, one of which must include geometry content, and
10 one of which may be an Advanced Placement computer science
11 course if the pupil successfully completes Algebra II or an
12 integrated mathematics course with Algebra II content.

13 (4) Two years of science.

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

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

20 (f) The State Board of Education shall develop and inform
21 school districts of standards for writing-intensive
22 coursework.

23 (f-5) If a school district offers an Advanced Placement
24 computer science course to high school students, then the
25 school board must designate that course as equivalent to a high
26 school mathematics course and must denote on the student's

1 transcript that the Advanced Placement computer science course
2 qualifies as a mathematics-based, quantitative course for
3 students in accordance with subdivision (3) of subsection (e)
4 of this Section.

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

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

14 (h) The provisions of this Section are subject to the
15 provisions of Section 27-22.05 of this Code and the
16 Postsecondary and Workforce Readiness Act.

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

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

20 (a) As a prerequisite to receiving a high school diploma,
21 each pupil entering the 9th grade in the 1984-1985 school year
22 through the 2004-2005 school year must, in addition to other
23 course requirements, successfully complete the following
24 courses:

25 (1) three years of language arts;

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

3 (3) one year of science;

4 (4) 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 and

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

15 (1) Three years of language arts.

16 (2) Three years of mathematics.

17 (3) One year of science.

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

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

24 (c) As a prerequisite to receiving a high school diploma,
25 each pupil entering the 9th grade in the 2006-2007 school year
26 must, in addition to other course requirements, successfully

1 complete all of the following courses:

2 (1) Three years of language arts.

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

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

10 (4) One year of science.

11 (5) 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 (6) 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 (d) As a prerequisite to receiving a high school diploma,
18 each pupil entering the 9th grade in the 2007-2008 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) Two years 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 (e) As a prerequisite to receiving a high school diploma,
11 each pupil entering the 9th grade in the 2008-2009 school year
12 or a subsequent school year must, in addition to other course
13 requirements, successfully complete all of the following
14 courses:

15 (1) Four years of language arts.

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

21 (3) Three years of mathematics, one of which must be
22 Algebra I, one of which must include geometry content, and
23 one of which may be an Advanced Placement computer science
24 course if the pupil successfully completes Algebra II or an
25 integrated mathematics course with Algebra II content.

26 (4) Two years of science.

1 (5) Two years of social studies, of which at least one
2 year must be history of the United States or a combination
3 of history of the United States and American government
4 and, beginning with pupils entering the 9th grade in the
5 2016-2017 school year and each school year thereafter, at
6 least one semester must be civics, which shall help young
7 people acquire and learn to use the skills, knowledge, and
8 attitudes that will prepare them to be competent and
9 responsible citizens throughout their lives. Civics course
10 content shall focus on government institutions, the
11 discussion of current and controversial issues, service
12 learning, and simulations of the democratic process.
13 School districts may utilize private funding available for
14 the purposes of offering civics education.

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

18 (f) The State Board of Education shall develop and inform
19 school districts of standards for writing-intensive
20 coursework.

21 (f-5) If a school district offers an Advanced Placement
22 computer science course to high school students, then the
23 school board must designate that course as equivalent to a high
24 school mathematics course and must denote on the student's
25 transcript that the Advanced Placement computer science course
26 qualifies as a mathematics-based, quantitative course for

1 students in accordance with subdivision (3) of subsection (e)
2 of this Section.

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

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

12 (h) The provisions of this Section are subject to the
13 provisions of Section 27-22.05 of this Code and the
14 Postsecondary and Workforce Readiness Act.

15 (Source: P.A. 98-885, eff. 8-15-14; 99-434, eff. 7-1-16 (see
16 P.A. 99-485 for the effective date of changes made by P.A.
17 99-434); 99-485, eff. 11-20-15.)

18 Section 995. No acceleration or delay. Where this Act makes
19 changes in a statute that is represented in this Act by text
20 that is not yet or no longer in effect (for example, a Section
21 represented by multiple versions), the use of that text does
22 not accelerate or delay the taking effect of (i) the changes
23 made by this Act or (ii) provisions derived from any other
24 Public Act.

1 Section 999. Effective date. This Act takes effect upon
2 becoming law.".