



## 99TH GENERAL ASSEMBLY

### State of Illinois

2015 and 2016

HB5729

by Rep. Kelly Burke

#### SYNOPSIS AS INTRODUCED:

New Act  
105 ILCS 5/27-22

from Ch. 122, par. 27-22

Creates the Postsecondary and Workforce Readiness Act. Sets forth provisions concerning postsecondary career expectations; a competency-based, high school graduation requirements pilot program; transitional mathematics courses; reading and communication transitional competencies; College and Career Pathway Endorsements and State Distinction programs; and administrative rules. Effective immediately.

LRB099 19376 NHT 43768 b

FISCAL NOTE ACT  
MAY APPLY

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

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 facilities  
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 courses" means courses that bear credit  
5 leading to a baccalaureate degree, a certificate, or an  
6 associate degree from a postsecondary institution.

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

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

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

17 "Eligible School District" means a school district that has  
18 satisfied the requirements set forth in Sections 80 and 85 of  
19 this Act, as applicable, and is eligible to award one or more  
20 College and Career Pathway Endorsements or State distinctions.

21 "Endorsement Area" means the industry sector aligned to the  
22 Illinois Career Cluster framework determined jointly by the  
23 IPIC Agencies in collaboration with stakeholders.

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

26 "IAI" means the Illinois Articulation Initiative.

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

2 "ICCB" means the Illinois Community College Board.

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

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

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

1 local workforce development area established pursuant to the  
2 federal Workforce Innovation and Opportunity Act (Public Law  
3 113-128).

4 "Postsecondary institution" means a community college or  
5 public university.

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

15 "Public university" means a public university listed in the  
16 definition of "public institutions of higher education" under  
17 the Board of Higher Education Act.

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

20 "School year" means a period of time from July 1 through  
21 June 30 of the following year.

22 "Supervised Career Development Experience" means an  
23 experience in which students obtain authentic and relevant work  
24 experience relating to an Endorsement Area, such as an  
25 internship, school-based enterprise, supervised agricultural  
26 experience, or research apprenticeship, where the student

1 either receives compensation from an employer or credit by the  
2 school district and that involves a Professional Skills  
3 Assessment.

4 "Team-based Challenge" means a group problem-based  
5 learning project relating to a student's Endorsement Area that  
6 involves a problem relevant to employers within that  
7 Endorsement Area, including mentoring from adults with  
8 expertise in that Endorsement Area, and requires student  
9 presentation of the outcomes of the project.

10 Section 15. Postsecondary career expectations.

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

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

25 (b) By no later than the start of the 2018-2019 school

1 year, school districts serving students in grades 9 through 12  
2 shall do both of the following:

3 (1) Adopt grade-level postsecondary and career  
4 expectations for all students entering grade 9 and for each  
5 of grades 9 through 12. School districts may utilize the  
6 model postsecondary and career expectations established  
7 pursuant to subsection (a) of this Section or other locally  
8 defined expectations that address the categories of  
9 expectations set forth in subsection (a) of this Section.

10 (2) Publish the locally adopted postsecondary and  
11 career expectations at a prominent location on the website  
12 maintained by the school district.

13 (c) By no later than July 1, 2018, subject to the  
14 availability of public or private resources, the State agencies  
15 specified in subsection (a) of this Section shall provide or  
16 support the provision of the following supports to support  
17 school district implementation and student attainment of  
18 postsecondary and career expectations:

19 (1) a statewide awareness and communications campaign  
20 on the model postsecondary and career expectations  
21 targeted to students, parents, high school counselors,  
22 high school administrators, and nonprofit college-access  
23 organizations;

24 (2) professional development for high school  
25 counselors and high school administrators on  
26 implementation of the model postsecondary and career

1 expectations;

2 (3) one or more web-based interactive tools that  
3 support monitoring of student progress against the model  
4 postsecondary and career expectations; and

5 (4) instructional modules addressing the model  
6 postsecondary and career expectation appropriate for  
7 incorporating into high school consumer education courses.

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

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

22 (A) Students shall demonstrate mastery of all  
23 required competencies to earn credit.

24 (B) Students must demonstrate mastery of Adaptive  
25 Competencies defined by the school district, in

1 addition to academic competencies.

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

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

9 (E) Students must be assessed using multiple  
10 measures to determine mastery, usually requiring  
11 application of knowledge.

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

17 (2) A school district participating in the pilot  
18 program shall demonstrate that the proposed  
19 competency-based learning system is a core strategy  
20 supporting the community's efforts to better prepare high  
21 school students for college, career, and life and is  
22 aligned with its postsecondary and career expectations  
23 adopted pursuant to subsection (b) of Section 15 of this  
24 Act.

25 (3) A school district participating in the pilot  
26 program must have a plan for educator administrator and

1 educator professional development on the competency-based  
2 learning system.

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

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

13 (6) A school district participating in the pilot  
14 program shall develop a plan for assigning course grades  
15 based on mastery of competencies within the  
16 competency-based learning system.

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

22 (8) A school district participating in the pilot  
23 program shall establish a system for data collection and  
24 reporting and must provide ISBE with such reports and  
25 information as may be required for administration and  
26 evaluation of the program.

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

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

15           Section 25. Competency-based, high school graduation  
16 requirements pilot program eligibility and application  
17 process.

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

24           (b) For the initial phase under clause (i) of subsection  
25 (a) of this Section, the State Superintendent of Education

1 shall develop and issue a pilot program application that  
2 requires:

3 (1) demonstration of commitment from the school  
4 district superintendent; the president of the school board  
5 of the district; where applicable, the president of the  
6 exclusive bargaining representative of the district's  
7 teachers; a community college partner; and a higher  
8 education institution other than a community college;

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

13 (3) a general description of the school district's plan  
14 for implementing a competency-based learning system for  
15 high school graduation requirements, including how the  
16 plan addresses the requirements of Section 20 of this Act;

17 (4) the school district's prior activities and  
18 stakeholder engagement efforts that will support its  
19 successful development and implementation of a  
20 competency-based learning system; and

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

23 (c) The State Superintendent of Education shall select  
24 school districts meeting the requirements set forth in  
25 subsection (b) of this Section to participate in the pilot  
26 program based on the quality of the proposed plan and the

1 strength of the local commitments and postsecondary  
2 institution partnerships. The State Superintendent of  
3 Education, in selecting the participating school districts,  
4 shall also consider the diversity of school district types and  
5 sizes, the diversity of geographic representation from across  
6 the State, and the diversity of plan approaches (such as  
7 approaches that involve one subject only, multiple subjects,  
8 and the types of subjects).

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

18 (e) Notwithstanding any other provisions of the School Code  
19 or any other law of this State to the contrary, school  
20 districts participating in the pilot program may petition the  
21 State Superintendent of Education for a waiver or modification  
22 of the mandates of the School Code or of the administrative  
23 rules adopted by ISBE in order to support the implementation of  
24 the school district's proposed competency-based learning  
25 system. All requests must be jointly signed by the school  
26 district superintendent, the president of the school board,

1 and, where applicable, the president of the exclusive  
2 bargaining representative of the district's teachers. The  
3 State Superintendent of Education shall approve a waiver or  
4 modification request if the State Superintendent of Education  
5 determines the request is reasonably necessary to support the  
6 implementation of the school district's proposed  
7 competency-based learning system and does not remove legal  
8 protections and supports intended for the protection of  
9 children or a particular category of students, such as students  
10 with disabilities or English learners. An approved request  
11 shall take effect in accordance with the timeline set forth in  
12 the school district's application, and an approved waiver or  
13 modification shall remain in effect for so long as the school  
14 district participates in the pilot program established by this  
15 Act. The State Superintendent of Education's approval of a  
16 school district plan for implementation of competency-based,  
17 high school graduation requirements shall serve as a waiver or  
18 modification of any conflicting requirements of Section 27-22  
19 of the School Code. School districts participating in the pilot  
20 program may additionally pursue waivers and modifications  
21 pursuant to Section 2-3.25g of the School Code.

22 Section 30. Competency-based, high school graduation  
23 requirements pilot program statewide supports. Subject to the  
24 availability of public or private resources, to support school  
25 district participation in the pilot program established under

1 Section 20 of this Act and development of competency-based  
2 graduation requirements, ISBE shall provide or support the  
3 provision of:

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

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

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

15 (4) networking opportunities for participating school  
16 districts, including opportunities for both administrators  
17 and teachers;

18 (5) a web-based library of pilot program  
19 implementation plans and models supporting future  
20 replication activities; and

21 (6) communication materials and supports for  
22 stakeholder engagement in the development and  
23 implementation of competency-based learning systems.

24 Section 35. Competency-based, high school graduation  
25 requirements pilot program implementation. The pilot program

1 established under Section 20 of this Act shall be implemented  
2 as follows:

3 (1) By the later of November 1, 2016 or 60 days after  
4 the effective date of this Act, the State Superintendent of  
5 Education shall publish the application for school  
6 districts to participate in the initial cohort of the pilot  
7 program.

8 (2) By no later than May 1, 2017, following a review  
9 and selection process established by the State  
10 Superintendent of Education pursuant to Section 25 of this  
11 Act, school districts shall be selected for the initial  
12 cohort of the pilot program.

13 (3) By no later than October 1, 2017, school districts  
14 participating in the initial cohort of the pilot program  
15 shall develop and submit the full pilot program  
16 implementation plans described in Section 25 of this Act.

17 (4) During the 2017-2018 school year, school districts  
18 participating in the initial cohort shall commence initial  
19 implementation activities in accordance with their full  
20 pilot program implementation plan.

21 (5) During the 2020-2021 school year, the State  
22 Superintendent of Education or his or her designee shall  
23 evaluate the school districts participating in the pilot  
24 program and make recommendations to ISBE and the General  
25 Assembly for elimination, modification, or expansion of  
26 the pilot program.

1           (6) The State Superintendent of Education may  
2           establish one or more additional cohorts of the pilot  
3           program for implementation commencing in the 2018-2019 and  
4           subsequent school years.

5           Section 40. Guiding principles for and purposes of  
6           transitional mathematics courses.

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

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

19           (2) Postsecondary institution placement into  
20           college-level courses should be based on more than a  
21           standardized assessment score, and postsecondary  
22           institutions should utilize multiple measures for  
23           placement in most instances.

24           (3) All high school students who can demonstrate  
25           readiness for college-level courses should have access to

1 such courses.

2 (4) Students should be provided mathematics coursework  
3 aligned to their individualized postsecondary education  
4 and career objectives.

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

10 (b) The purposes of transitional mathematics courses are  
11 to:

12 (1) provide the mathematical foundation for  
13 postsecondary education and careers that high school  
14 students are lacking from their previous education;

15 (2) provide high school students with the mathematical  
16 knowledge and skills to meet their individualized  
17 postsecondary education and career objectives; and

18 (3) empower high school students with the knowledge and  
19 skills to be successful in mathematics college-level  
20 courses.

21 Section 45. Statewide panel to define transitional  
22 mathematics course recommendations.

23 (a) Subject to the availability of public or private  
24 resources for its administration, ISBE, ICCB, and IBHE shall  
25 jointly establish a statewide panel to recommend competencies

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

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

22 (1) STEM Pathway. The STEM Pathway is for students with  
23 career goals involving occupations that require the  
24 application of calculus or advanced algebraic skills. In  
25 accordance with and subject to this Act, successful  
26 attainment of transitional mathematics competencies in the

1           STEM Pathway guarantees student placement into a GECC  
2           mathematics course in a calculus-based mathematics course  
3           sequence.

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

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

1 Pathway guarantees student placement into a GECC  
2 mathematics course not in a calculus-based course  
3 sequence.

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

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

22 (e) Subject to the availability of public or private  
23 resources for its administration, ISBE, ICCB, and IBHE shall,  
24 in consultation with the members of the statewide panel,  
25 establish procedures for approving transitional math courses  
26 for portability of the guaranteed student placement

1 determination into appropriate credit-bearing mathematics  
2 courses at all postsecondary institutions.

3 Section 50. Transitional mathematics course placement and  
4 delivery.

5 (a) This Section applies only to school districts electing  
6 or required to deliver transitional mathematics courses in  
7 accordance with Section 65 of this Act. School districts  
8 delivering transitional mathematics courses shall make  
9 placement determinations based on statewide multiple measures  
10 criteria jointly established by ISBE, ICCB, and IBHE, in  
11 consultation with the statewide panel established under  
12 Section 45 of this Act. The criteria shall include:

- 13 (1) standardized assessment results;  
14 (2) grade point average; and  
15 (3) course completions.

16 (b) For scheduling and planning purposes, school districts  
17 shall make a pre-determination for placement into transitional  
18 mathematics courses at the end of the first semester of 11th  
19 grade. School districts may adjust placement determinations at  
20 the end of 11th grade.

21 (c) The school district shall use the statewide placement  
22 criteria established pursuant to subsection (a) of this Section  
23 to determine whether each student has demonstrated an adequate  
24 level of readiness for that student's selected postsecondary  
25 institution mathematics pathway. A student who has not selected

1 a postsecondary institution mathematics pathway shall be  
2 placed in accordance with the criteria for the Quantitative  
3 Literacy and Statistics Pathway.

4 (1) Subject to paragraph (2) of this subsection (c), a  
5 student not demonstrating an adequate level of mathematics  
6 readiness based on the applicable placement criteria shall  
7 enroll in a 12th grade transitional mathematics course that  
8 relates to the student's postsecondary institution  
9 mathematics pathway if such course is offered by the school  
10 district. Such students who successfully complete the  
11 transitional mathematics course as determined based on an  
12 overall course grade of "C" or higher for the  
13 mathematics-related portion of the course shall receive  
14 transcribed credit for the course from the community  
15 college partner and, subject to subsection (d) of this  
16 Section, shall be placed by a postsecondary institution  
17 into an appropriate mathematics college-level course in  
18 the student's postsecondary institution mathematics  
19 pathway. Students who do not earn a grade of "C" or better  
20 for the mathematics-related portion of a transitional  
21 mathematics course are subject to the general  
22 postsecondary institution mathematics placement process  
23 without regard to the requirements of this Act.

24 (2) The statewide placement criteria shall define a  
25 minimum level of mathematical competency necessary for  
26 student placement into a transitional mathematics course.

1 Students below such level of competency are not required to  
2 be placed by the school district into a transitional  
3 mathematics course. Further, course requirements for a  
4 student with disabilities are subject to the  
5 individualized goals set forth within the student's  
6 individualized education program required by State and  
7 federal law.

8 (3) Students demonstrating an adequate level of  
9 mathematics readiness for their postsecondary institution  
10 mathematics pathways based on the applicable placement  
11 criteria who take a rigorous mathematics course in 12th  
12 grade and earn an overall grade of "C" or better shall,  
13 subject to subsection (d) of this Section, be placed by a  
14 postsecondary institution into an appropriate mathematics  
15 college-level course in the student's postsecondary  
16 institution mathematics pathway. Students who do not take a  
17 rigorous mathematics course in 12th grade or who do not  
18 earn a grade of "C" or better in a rigorous mathematics  
19 course are subject to the general postsecondary  
20 institution mathematics placement process without regard  
21 to the requirements of this Act.

22 (d) All postsecondary institutions that have entered into a  
23 partnership agreement pursuant to Section 55 of this Act shall  
24 accept community college transcribed credit from transitional  
25 mathematics courses delivered by school districts  
26 participating in the partnership agreement for student

1 placement into appropriate college-level mathematics courses.  
2 If statewide portability approval procedures have been  
3 established pursuant to subsection (e) of Section 45 of this  
4 Act, then all postsecondary institutions shall accept  
5 community college transcribed credit from transitional  
6 mathematics courses that have been approved in accordance with  
7 the statewide portability procedures. The guaranteed placement  
8 determinations described in this Section are valid for 18  
9 months after high school graduation, provided a postsecondary  
10 institution may require a short-term, skill-based review or a  
11 corequisite remediation course for a student that does not  
12 enroll as a full-time freshman in the fall semester after high  
13 school graduation.

14 Section 55. High school and community college partnership  
15 agreements for transitional mathematics courses.

16 (a) Transitional mathematics courses shall be delivered by  
17 high school faculty with community college collaboration as  
18 defined through a local partnership agreement meeting the  
19 requirements of this Section. While transitional mathematics  
20 courses may be stand-alone mathematics courses, school  
21 districts and community colleges may use integrated courses as  
22 transitional mathematics courses.

23 (b) School districts serving grades 9 through 12 electing  
24 or required to deliver transitional mathematics courses in  
25 accordance with Section 65 of this Act shall enter into a local

1 partnership agreement for transitional mathematics courses  
2 with at least one Local Community College. All local  
3 partnership agreements shall address the following:

4 (1) The co-development of transitional mathematics  
5 courses or the adaptation of the State model mathematics  
6 transitional courses that align to the statewide  
7 competencies for particular postsecondary institution  
8 mathematics pathways, which shall also include the design  
9 of local performance indicators and evidence associated  
10 with those indicators.

11 (2) The community college courses for which the  
12 transitional mathematics courses will guarantee placement,  
13 provided a student meets the requirements set forth in  
14 subsection (c) of Section 50 of this Act.

15 (3) The availability of dual enrollment and dual credit  
16 courses for high school students demonstrating an adequate  
17 level of mathematics readiness.

18 (4) Training and professional development to be  
19 provided to the high school instructors of transitional  
20 mathematics courses.

21 (5) The utilization of integrated courses as  
22 transitional mathematics courses.

23 (c) Community colleges must enter into a local partnership  
24 agreement when requested to do so by a school district electing  
25 or required to deliver transitional mathematics courses in  
26 accordance with Section 65 of this Act, provided the community

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

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

14 (e) Regional offices of education may, with the consent of  
15 participating school districts, establish multi-district  
16 partnership agreements with a Local Community College.

17 Section 60. Transitional mathematics course statewide  
18 supports.

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

23 (b) Subject to the availability of public or private  
24 resources, ISBE, ICCB, and IBHE, in collaboration with IMACC,  
25 shall support at least 2 collaborative efforts among school

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

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

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

13 (3) the ability for transitional mathematics modules  
14 to be included within integrated courses; and

15 (4) the ability for students to complete dual credit  
16 modules upon completion of the developmental education  
17 modules.

18 (c) Subject to the availability of public or private  
19 resources, ISBE, ICCB, and IBHE shall implement a plan for  
20 communicating the purpose, requirements, and availability of  
21 transitional mathematics courses to students, parents,  
22 educators, school districts, postsecondary institutions, and  
23 other appropriate stakeholders.

24 (d) ISBE, ICCB, and IBHE shall use an open technology  
25 platform to enable sharing of real-world application projects  
26 and other course materials. ISBE, ICCB, and IBHE shall also

1 utilize webinars, the open technology platform, and  
2 appropriate State meetings to highlight best practice models  
3 for delivery of transitional mathematics competencies through  
4 integrated courses.

5 (e) ISBE and ICCB shall jointly develop and provide a model  
6 partnership agreement for school districts and community  
7 colleges.

8 (f) ISBE, ICCB, and IBHE shall provide standardized reports  
9 to school districts, community colleges, and public  
10 universities, including, but not limited to:

11 (1) reports that school districts and community  
12 colleges can use for 11th grade placement determinations;  
13 and

14 (2) reports that compare participating students'  
15 postsecondary outcomes with other students, particularly  
16 those in traditional developmental education courses.

17 Section 65. Transitional mathematics course  
18 implementation.

19 (a) Subject to the availability of public or private  
20 resources, by no later than June 30, 2017, the statewide panel  
21 established pursuant to Section 45 of this Act shall define the  
22 transitional mathematics competencies, and the school district  
23 and postsecondary institution collaborative efforts  
24 established pursuant to Section 60 of this Act shall develop  
25 the model transitional mathematics courses.

1 (b) ISBE, ICCB, and IBHE shall jointly establish an  
2 implementation plan and benchmarks that, subject to the  
3 availability of public or private resources necessary for the  
4 implementation of transitional mathematics courses in  
5 accordance with this Act, lead to full statewide implementation  
6 by no later than the 2022-2023 school year. The implementation  
7 plan shall include an evaluation and report to be issued by no  
8 later than June 30, 2020 that analyzes the results, best  
9 practices, and challenges of school districts and community  
10 colleges that have implemented transitional mathematics  
11 courses.

12 (c) Commencing in the 2017-2018 school year, the school  
13 board of any school district serving grades 9 through 12 may  
14 elect to implement one or more transitional mathematics  
15 courses. If a school board makes such an election and a Local  
16 Community College receives an implementation grant in  
17 accordance with subsection (c) of Section 55 of this Act, the  
18 Local Community College must enter into a local partnership  
19 agreement and provide the necessary support for implementation  
20 within timelines established by ICCB.

21 Section 70. Reading and communication transitional  
22 competencies. Subject to the availability of public or private  
23 resources for its administration, ISBE, ICCB, and IBHE shall  
24 jointly establish a statewide panel to recommend competencies  
25 for reading and communication aligned to applicable learning

1 standards adopted by ISBE that, if attained by a student, lead  
2 to student placement into appropriate GECC communications  
3 courses. School districts with high schools that have reading  
4 or communications remedial rates in the bottom quartile  
5 statewide or that are significantly higher than comparison high  
6 schools with similar student performance levels, as determined  
7 by ISBE and ICCB based on available data, may be required by  
8 ISBE to include in the local partnership agreement required by  
9 Section 55 of this Act, strategies to embed the reading and  
10 communications developmental competencies in appropriate high  
11 school coursework.

12 Section 75. College and Career Pathway Endorsements and  
13 State Distinction System.

14 (a) Public high school graduates may attain College and  
15 Career Pathway Endorsements and State Distinction on high  
16 school diplomas in accordance with the requirements of Sections  
17 80 and 85 of this Act. The IPIC Agencies shall establish and  
18 administer a system for awarding and supporting College and  
19 Career Pathway Endorsements in accordance with the  
20 requirements of Sections 80 through 90 of this Act and oversee  
21 their implementation in accordance with the timelines set forth  
22 in Section 95 of this Act.

23 (b) The College and Career Pathway Endorsements and State  
24 Distinction System is established for the purposes of:

25 (1) providing an employer-validated differentiator for

1 postsecondary and career opportunities;

2 (2) recognizing and incentivizing career exploration  
3 and development, particularly in high-demand fields;

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

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

9 (5) institutionalizing college and career pathways as  
10 a key strategy for preparing more Illinois students for  
11 rewarding career 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 2018-2019 school year, Eligible School  
20 Districts may award College and Career Pathway Endorsements on  
21 high school diplomas in career areas established by ISBE in  
22 consultation with the other IPIC Agencies and appropriate  
23 stakeholders. Such career areas must be substantially aligned  
24 to the Illinois career cluster framework and provide for a  
25 multidisciplinary endorsement for students that change career

1 pathways during high school, while meeting the requirements set  
2 forth in items (1), (3), and (4) of subsection (d) of this  
3 Section.

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

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

14 (2) Complete a career-oriented course sequence,  
15 including at least 2 years of coursework or equivalent  
16 competencies within an Endorsement Area or, for students  
17 attaining a multidisciplinary endorsement, multiple  
18 Endorsement Areas. An Eligible School District must  
19 consult with its regional education for employment  
20 director on the establishment of the course sequence. For  
21 all areas other than for multidisciplinary endorsements,  
22 the Eligible School District and a Local Community College  
23 shall certify to ISBE and ICCB that the course or  
24 competency sequence is articulated to a certificate or  
25 degree program with labor market value, with opportunities  
26 for ongoing student advancement. This certification must

1 be re-certified at least once every 5 years thereafter.  
2 Commencing in the 2021-2022 school year, students must earn  
3 at least 6 hours of credit through early college credit  
4 courses within the career-oriented course sequence.

5 (3) Complete a minimum of 3 Career Exploration  
6 Activities or one Intensive Career Exploration Experience,  
7 a minimum of 2 Team-based Challenges, and at least 60  
8 cumulative hours of participation in one or more Supervised  
9 Career Development Experiences.

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

19 (e) To become an Eligible School District and award College  
20 and Careers Pathway Endorsements, a school district shall  
21 submit evidence and supporting documentation as ISBE and ICCB  
22 may require to demonstrate that the school district's program  
23 meets the requirements set forth in subsection (d) of this  
24 Section.

25 Section 85. State Distinction Program.

1           (a) The State Distinction Program is established to  
2 recognize public high school graduates who complete the  
3 requirements set forth in subsection (e) of this Section.

4           (b) School district participation in this program is  
5 voluntary.

6           (c) As of the 2018-2019 school year, Eligible School  
7 Districts may award State Distinction on high school diplomas  
8 in designated industry sectors based on projected State  
9 economic development and workforce needs, as determined by the  
10 IPIC Agencies and further described in Section 90 of this Act.

11           (d) Within each designated industry sector, a  
12 public-private steering committee selected by the IPIC  
13 Agencies and involving one or more business-led, sector-based  
14 partnerships shall recommend to the IPIC Agencies a sequence of  
15 career competencies for particular occupational pathways  
16 within that sector that students shall attain by high school  
17 graduation in order to receive the State Distinction. The IPIC  
18 Agencies shall jointly adopt competencies for each  
19 occupational pathway with consideration given to the  
20 recommendations of the steering committee. Regional  
21 modifications to these competencies may be granted by designees  
22 of the IPIC Agencies, provided any such modifications must  
23 first be reviewed by the applicable public-private steering  
24 committee.

25           (e) To earn State Distinction within a designated industry  
26 sector, a student shall:

1           (1) meet the requirements for the applicable College  
2           and Career Pathway Endorsement, provided that the student  
3           shall complete at least 120 cumulative hours of  
4           participation in one or more Supervised Career Development  
5           Experiences.

6           (2) demonstrate mastery of the identified career  
7           competencies for that area of State Distinction; and

8           (3) earn at least 6 hours of credit through early  
9           college credit courses within the Endorsement Area course  
10          sequence.

11          (f) To become an Eligible School District and award State  
12          Distinction within a designated industry sector, a school  
13          district shall submit evidence and supporting documentation as  
14          ISBE, ICCB, or DCEO may require to demonstrate that the State  
15          Distinction Program:

16               (1) either addresses a priority industry sector for  
17               regional economic development or is certified to relate to  
18               one or more occupational areas with a sufficient number of  
19               regional employment opportunities to support the program's  
20               establishment;

21               (2) involves at least 3 employer partners in its  
22               ongoing administration;

23               (3) was co-developed with at least one Local Community  
24               College and the Local Workforce Board and culminates in a  
25               certificate or degree with labor market value that has  
26               opportunities for ongoing student advancement; and

1 (4) meets all requirements set forth in this Section.

2 The evidence described in this subsection (f) must be  
3 re-submitted or re-certified at least once every 5 years.

4 Section 90. Statewide planning and supports for College and  
5 Career Pathway Endorsement and State Distinction programs.

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

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

15 (2) articulate a strategy for supporting College and  
16 Career Pathway Endorsement and State Distinction programs  
17 that includes State and federal funding, business and  
18 philanthropic investments, and local investments; and

19 (3) address how College and Career Pathway Endorsement  
20 and State Distinction programs articulate to postsecondary  
21 institution degree programs.

22 (b) In accordance with the interagency plan developed  
23 pursuant to subsection (a) of this Section and within the  
24 limits of available public and private resources, the IPIC  
25 Agencies shall provide all of the following supports for

1 College and Career Pathway Endorsement and State Distinction  
2 programs:

3 (1) Provide guidance documents for implementation of  
4 each of the various elements of College and Career Pathway  
5 Endorsement and State Distinction programs.

6 (2) Publish annual reports on the supply and demand  
7 forecasts of priority industry sectors.

8 (3) Implement a statewide communications strategy  
9 intended to raise student and family awareness of Career  
10 Pathway Endorsement and State Distinction programs.

11 (4) Provide or designate one or more web-based tools to  
12 support College and Career Pathway Endorsement and State  
13 Distinction programs, including a professional learning  
14 portfolio, Professional Skills Assessment, and mentoring  
15 platform.

16 (5) Make available a statewide insurance policy for  
17 appropriate types of Supervised Career Development  
18 Experiences.

19 (6) Provide or designate one or more model  
20 instructional units that provide an orientation to all  
21 career cluster areas.

22 (7) Utilize webinars, open technology platforms, and  
23 appropriate State and regional meetings to highlight and  
24 share information on best practice models for  
25 implementation of College and Career Pathway Endorsement  
26 and State Distinction programs.

1           (8)   Coordinate   with   business-led   sector-based  
2   partnerships to:

3           (A)   periodically   solicit   and   integrate   employer  
4   input into the career competencies within the sectors  
5   identified for State Distinction;

6           (B)   designate   available   curricular   and  
7   instructional resources that school districts can  
8   voluntarily select to address requirements for College  
9   and Career Pathway Endorsement and State Distinction  
10   programs;

11          (C)   designate   stackable   industry-based  
12   certifications, the completion of which demonstrates  
13   mastery of specific career competencies for State  
14   Distinction and that are widely valued by employers  
15   within a particular sector;

16          (D)   deliver   or   support   sector-oriented  
17   professional   development,   Career   Exploration  
18   Activities, Intensive Career Exploration Experiences,  
19   Team-based Challenges, and Supervised Career  
20   Development Experiences; and

21          (E)   develop   recognition   and   incentives   for  
22   students   attaining   College   and   Career   Pathway  
23   Endorsements and State Distinction, which may include,  
24   but shall not be limited to, scholarships, priority for  
25   internship placements with designated business  
26   partners, recognition at statewide meetings, and

1 targeted outreach and counseling supports for  
2 postsecondary institution and career placement.

3 (c) To support articulation of College and Career Pathway  
4 Endorsement and State Distinction programs into higher  
5 education, by no later than June 30, 2018, ICCB and IBHE shall  
6 jointly adopt, in consultation with postsecondary  
7 institutions, requirements for postsecondary institutions to  
8 define first-year course schedules and degree programs with  
9 Endorsement and State Distinction areas to support the  
10 successful transition of Endorsement and State Distinction  
11 recipients into related degree programs. These requirements  
12 shall take effect in the 2019-2020 school year.

13 Section 95. Implementation of the College and Career  
14 Pathway Endorsements and State Distinction programs.

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

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

19 (2) the IPIC Agencies shall adopt the career  
20 competencies for State Distinction programs considering  
21 the recommendations of the public-private steering  
22 committees;

23 (3) the IPIC Agencies shall adopt the comprehensive  
24 plan required by subsection (a) of Section 90 of this Act;  
25 and

1 (4) the IPIC Agencies shall commence the development of  
2 the statewide supports described in Section 90 of this Act.

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

4 (1) Eligible School Districts shall submit the  
5 evidence and supporting documentation required by ISBE,  
6 ICCB, or DCEO to offer Career Pathway Endorsement and State  
7 Distinction programs for 2019 high school graduates;

8 (2) ICCB and IBHE shall adopt the requirements for  
9 postsecondary institutions described in subsection (c) of  
10 Section 90 of this Act; and

11 (3) the IPIC Agencies shall initially offer the  
12 statewide supports described in Section 90 of this Act.

13 (c) By no later than the 2019-2020 school year,  
14 postsecondary institutions shall implement the requirements  
15 adopted by ICCB and IBHE pursuant to subsection (c) of Section  
16 90 of this Act.

17 Section 900. Administrative rules. ISBE, in consultation  
18 with the other State agencies described in this Act, as  
19 applicable, may adopt such administrative rules as may be  
20 necessary for the implementation of this Act. ICCB and IBHE may  
21 adopt such administrative rules as may be necessary to  
22 implement Sections 45 through 70 and subsection (c) of Section  
23 90 of this Act.

24 Section 905. The School Code is amended by changing Section

1 27-22 as follows:

2 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

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

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

11 (1) three years of language arts;

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

14 (3) one year of science;

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

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

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

1 (1) Three years of language arts.

2 (2) Three years of mathematics.

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 (5) 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 (c) As a prerequisite to receiving a high school diploma,  
11 each pupil entering the 9th grade in the 2006-2007 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) One year 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 (d) As a prerequisite to receiving a high school diploma,  
4 each pupil entering the 9th grade in the 2007-2008 school year  
5 must, in addition to other course requirements, successfully  
6 complete all of the following courses:

7 (1) Three years of language arts.

8 (2) Two years of writing intensive courses, one of  
9 which must be English and the other of which may be English  
10 or any other subject. When applicable, writing-intensive  
11 courses may be counted towards the fulfillment of other  
12 graduation requirements.

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

15 (4) Two years of science.

16 (5) 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 (6) One year chosen from (A) music, (B) art, (C)  
20 foreign language, which shall be deemed to include American  
21 Sign Language, or (D) vocational education.

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

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

12          (4) Two years of science.

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

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

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

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

1 qualifies as a mathematics-based, quantitative course for  
2 students in accordance with subdivision (3) of subsection (e)  
3 of this Section.

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

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

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

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

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

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

24 (1) three years of language arts;

25 (2) two years of mathematics, one of which may be

1 related to computer technology;

2 (3) one year of science;

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

7 (5) 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 (b) As a prerequisite to receiving a high school diploma,  
11 each pupil entering the 9th grade in the 2005-2006 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) Three years of mathematics.

16 (3) One year of science.

17 (4) 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 (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 (c) As a prerequisite to receiving a high school diploma,  
24 each pupil entering the 9th grade in the 2006-2007 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) One year 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          (d) As a prerequisite to receiving a high school diploma,  
17          each pupil entering the 9th grade in the 2007-2008 school year  
18          must, in addition to other course requirements, successfully  
19          complete all of the following courses:

20               (1) Three years of language arts.

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

26               (3) Three years of mathematics, one of which must be

1 Algebra I and one of which must include geometry content.

2 (4) Two years of science.

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

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

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

14 (1) Four 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, one of which must include geometry content, and  
22 one of which may be an Advanced Placement computer science  
23 course if the pupil successfully completes Algebra II or an  
24 integrated mathematics course with Algebra II content.

25 (4) Two years of science.

26 (5) Two years of social studies, of which at least one

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

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

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

1 of this Section.

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

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

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

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

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

24 Section 999. Effective date. This Act takes effect upon  
25 becoming law.