

AN ACT concerning education.

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

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

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

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

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

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

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

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

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

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

Section 10. Definitions. In this Act:

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

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

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

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

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

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

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

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

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

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

"IAI" means the Illinois Articulation Initiative.

"IBHE" means the Illinois Board of Higher Education.

"ICCB" means the Illinois Community College Board.

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

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

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

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

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

"ISAC" means the Illinois Student Assistance Commission.

"ISBE" means the Illinois State Board of Education.

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

"Local school district" means, with respect to a

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Subject to subsection (g) of this Section, the State

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

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

(e) School districts shall, as part of the development of

their application and participation in the competency-based learning system pilot program, establish and maintain a standing planning and implementation committee that includes representation from administrators and teachers, including teachers who will be involved in the competency-based learning system's implementation. The teacher representatives shall be selected by teachers or, where applicable, the exclusive bargaining representative of its teachers, and the number of teacher representatives shall be at least equal to administrator representatives, unless otherwise agreed to by the teachers or, where applicable, the exclusive bargaining representative of its teachers. The standing planning and implementation committee shall develop reports that shall be included within the initial application, the full pilot program plan, and any subsequent annual submissions to the State Superintendent of Education as part of the assessment and evaluation of the program. The reports shall describe the members' assessment of the school district's plan or implementation, as applicable, of the school district's competency-based learning system and any recommendations for modifications or improvements to the system. If the committee does not reach consensus on the report, the administrator members shall submit the report and the teacher members may provide a position statement that must be included with the report submitted to the State Superintendent of Education.

(f) Notwithstanding any other provisions of the School Code

or any other law of this State to the contrary, school districts participating in the pilot program may petition the State Superintendent of Education for a waiver or modification of the mandates of the School Code or of the administrative rules adopted by ISBE in order to support the implementation of the school district's proposed competency-based learning system. However, no waiver shall be granted under this subsection (f) relating to State assessments, accountability requirements, teacher tenure or seniority, teacher or principal evaluations, or learning standards or that removes legal protections or supports intended for the protection of children or a particular category of students, such as students with disabilities or English learners. Any waiver or modification of teacher educator licensure requirements to permit instruction by non-educators or educators without an appropriate license must ensure that an appropriately licensed teacher and the provider of instruction partner in order to verify the method for assessing competency of mastery and verify whether a student has demonstrated mastery. All requests must be jointly signed by the school district superintendent and the president of the school board and must describe the position of teachers within the school district that will be involved in the competency-based learning system's implementation on the application. If the school district has an exclusive bargaining representative of its teachers and the president of the exclusive bargaining representative does not

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



(g) For purposes of this subsection (g), "annual cohort" means the group of school districts selected by the State Superintendent of Education to participate in the pilot program during an annual application and selection process. The State Superintendent of Education shall limit each annual cohort of the pilot program as follows: the first 2 annual cohorts shall be limited to no more than 12 school districts, and any subsequent annual cohort shall be limited to no more than 15 school districts. A school district may submit only one application for each annual cohort of the pilot program. The application of a school district having a population exceeding 500,000 inhabitants may not include more than 6 schools. The expansion of a school district's competency-based learning system to a new school or new subject area identified in Section 27-22 of the School Code shall require a new application by the school district.

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

- (1) grants to school districts participating in the pilot program to offset the costs of educator training and

initial implementation;

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

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

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

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

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

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

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

program.

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

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

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

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

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

Section 40. Guiding principles for and purposes of

transitional mathematics instruction.

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

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

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

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

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

(5) Mathematics instruction should be contextualized and emphasize real-world application whenever possible,

and instructional strategies integrating mathematics competencies with other academic and career competencies are encouraged for all students.

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

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

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

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

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

(a) Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall jointly establish a statewide panel to recommend competencies and other requirements for transitional mathematics instruction that lead to various postsecondary institution mathematics pathways. ISBE, ICCB, and IBHE shall consult with the IMACC on the establishment and administration of the statewide panel. The statewide panel shall include high school educators and administrators and community college and

university faculty and administrators, including broad representation from general education and career and technical education. The statewide panel shall also consult with representations of private sector employers on the definition of competencies for postsecondary institution mathematics pathways and consider mathematics utilized in pre-employment screenings for entry-level careers. Following the delivery of the statewide panel's recommendations, ISBE, ICCB, and IBHE shall, in consultation with IMACC and the statewide panel, jointly adopt competencies and requirements for transitional mathematics instruction and related postsecondary institution mathematics pathways.

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

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

(2) Technical Pathway. The Technical Pathway is for students with career goals involving occupations in

technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. Mathematics in the Technical Pathway emphasizes the application of mathematics within career settings. In accordance with and subject to this Act, successful attainment of transitional mathematics competencies in the Technical Pathway guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program.

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

(c) The statewide panel shall make recommendations on whether separate transitional mathematics competencies should

be defined for students with career goals involving occupations that require the application of advanced statistics, such as occupations in certain social science fields. The statewide panel shall also provide recommendations for methods to incorporate transitional mathematics competencies into integrated courses.

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

(e) Notwithstanding anything to the contrary contained in this Act, in the event the statewide panel is not established due to the unavailability of public and private resources and ISBE, ICCB, and IBHE are therefore unable to jointly adopt



competencies and requirements for transitional mathematics instruction and related postsecondary institution mathematics pathways, then no transitional mathematics instruction is required to be delivered by school districts or accepted for placement by community colleges in accordance with this Act.

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

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

Section 50. Transitional mathematics instruction placement and delivery.

(a) A school district electing or required to deliver transitional mathematics instruction in accordance with Section 65 of this Act shall use the statewide criteria established pursuant to subsection (d) of Section 45 of this Act to determine each student's projected readiness for

college-level mathematics courses upon high school graduation in that student's selected postsecondary institution mathematics pathway. The school district shall make a pre-determination of student readiness at the end of the first semester of 11th grade and may adjust readiness determinations at the end of 11th grade. The readiness of a student who has not selected a postsecondary institution mathematics pathway shall be determined in accordance with the criteria for the Quantitative Literacy and Statistics Pathways. Notwithstanding the readiness determinations, instructional requirements for students with disabilities shall be subject to the individualized goals set forth within the student's individualized education program required by State and federal law.

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

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

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

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

(3) The student meets applicable postsecondary

institution criteria for demonstrating readiness for college-level mathematics courses in the student's postsecondary education mathematics pathway.

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

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

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

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

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

(2) The community college courses for which the

successful completion of transitional mathematics instruction will guarantee placement, subject to subsection (b) of Section 50 of this Act.

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

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

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

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

(d) When developing partnership agreements, community colleges and school districts shall consult with a public

university that has requested consultation in accordance with requirements established by ICCB and IBHE. A public university may, in its sole discretion, elect to become a party to a partnership agreement.

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

Section 60. Transitional mathematics instruction statewide supports.

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

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

(1) a pre-assessment system to ensure that completion

of modules are required only when the competencies have not been sufficiently mastered;

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

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

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

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

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

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

(1) reports that school districts and community colleges can use for determining students 11th grade



projected readiness for college-level mathematics courses upon high school graduation; and

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

Section 65. Transitional mathematics instruction implementation.

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

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

(1) The availability of public or private resources

necessary for the implementation of the statewide panel and the administration of the statewide portability procedures described in Section 45 of this Act.

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

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

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

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

(d) The implementation plan adopted by ISBE and ICCB pursuant to subsection (b) of this Section shall include an

evaluation and report to be issued by no later than June 30, 2022 that analyzes results, best practices, and challenges of school districts and community colleges that have implemented transitional mathematics instruction.

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

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

Section 70. Reading and communication transitional competencies. Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall jointly establish a statewide panel to recommend competencies

for reading and communication aligned to applicable learning standards adopted by ISBE that, if attained by a student, lead to student placement into appropriate community college GECC communications courses. The statewide panel shall recommend strategies to embed the reading and communications developmental competencies in appropriate high school coursework.

Section 75. College and Career Pathway Endorsements System.

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

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

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

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

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

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

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

Section 80. College and Career Pathway Endorsements.

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

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

(c) As of the 2019-2020 school year, Eligible School Districts may award one or more College and Career Pathway Endorsements on high school diplomas in Endorsement Areas established by ISBE in consultation with the other IPIC Agencies and appropriate stakeholders, including postsecondary institutions and employers. When establishing the Endorsement Areas, the agencies shall consider the Illinois career cluster framework, prevalent models for comprehensive pathway systems in Illinois high schools that articulate to postsecondary

institutions and career training programs, prevalent models for guided pathway systems at postsecondary institutions, and the postsecondary institution mathematics pathways established pursuant to this Act. The Endorsement Areas shall also provide for a multidisciplinary endorsement for students that change career pathways during high school while meeting the individualized plan, professional learning, and academic readiness requirements set forth in subsection (d) of this Section.

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

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

(2) Complete a career-focused instructional sequence, including at least 2 years of coursework or equivalent competencies within an Endorsement Area or, for students attaining a multidisciplinary endorsement, multiple Endorsement Areas. An Eligible School District must consult with its regional education for employment director on the establishment of the career-focused

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

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

(4) Demonstrate readiness for non-remedial coursework in reading and mathematics by high school graduation through criteria certified by the Eligible School District and a Local Community College to ISBE and ICCB. The criteria shall align to any local partnership agreement established pursuant to Section 55 of this Act and may allow the demonstration of readiness through various

methods, including assessment scores, grade point average, course completions, or other locally adopted criteria.

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

(5) Coordinate with business-led, sector-based

partnerships to:

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

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

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

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

(d) To support articulation of College and Career Pathway Endorsement programs into higher education, by no later than June 30, 2018 ICCB and IBHE shall jointly adopt, in consultation with postsecondary institutions, requirements for postsecondary institutions to define first-year course schedules and degree programs with Endorsement areas to support the successful transition of Endorsement recipients into

related degree programs. These requirements shall take effect in the 2020-2021 school year.

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

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

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

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

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

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

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

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

(c) By no later than June 30, 2019, (i) Eligible School Districts shall submit the information and certifications

required by ISBE and ICCB to offer Career Pathway Endorsement programs for 2020 high school graduates; and (ii) the IPIC Agencies shall initially offer the statewide supports described in Section 85 of this Act.

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

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

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

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

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

Sec. 27-22. Required high school courses.

(a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year

through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:

(1) three years of language arts;

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

(3) one year of science;

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

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

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

(1) Three years of language arts.

(2) Three years of mathematics.

(3) One year of science.

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

(5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American

Sign Language, or (D) vocational education.

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

(1) Three years of language arts.

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

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

(4) One year of science.

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

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

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

(1) Three years of language arts.

(2) Two years of writing intensive courses, one of

which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

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

(4) Two years of science.

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

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

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

(1) Four years of language arts.

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

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



one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content.

(4) Two years of science.

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

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

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

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

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

This amendatory Act of the 94th General Assembly does not

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

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

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

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

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

- (1) three years of language arts;
- (2) two years of mathematics, one of which may be related to computer technology;
- (3) one year of science;
- (4) two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
- (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American

Sign Language or (D) vocational education.

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

(1) Three years of language arts.

(2) Three years of mathematics.

(3) One year of science.

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

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

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

(1) Three years of language arts.

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

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

(4) One year of science.

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

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

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

(1) Three years of language arts.

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

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

(4) Two years of science.

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

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

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

(1) Four years of language arts.

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

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

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course

content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. School districts may utilize private funding available for the purposes of offering civics education.

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

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

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

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

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities

whose course of study is determined by an individualized education program.

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

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

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

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