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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

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

5 (5) In response, Illinois should deploy a number of  
6 strategies to prepare more students for meaningful career

7 opportunities by supporting postsecondary and career  
8 planning, promoting and incentivizing competency-based  
9 learning programs, reducing remedial education rates,  
10 increasing alignment between K-12 and postsecondary  
11 education systems, and implementing college and career  
12 pathway systems.

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

19 Section 10. Definitions. In this Act:

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

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

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

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

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

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

12 "Early college credit course" means a course through which  
13 a high school student can receive postsecondary institution  
14 course credit and includes dual credit courses, dual enrollment  
15 courses, International Baccalaureate courses, Advanced  
16 Placement courses, and courses with articulated credit with a  
17 postsecondary institution.  
18

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

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

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

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1 "IAI" means the Illinois Articulation Initiative.

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

3 "ICCB" means the Illinois Community College Board.

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

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

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

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

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

20 "ISAC" means the Illinois Student Assistance Commission.

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

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

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

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

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

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

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

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

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

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

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

6 "Supervised Career Development Experience" means an  
7 experience in which students obtain authentic and relevant work  
8 experience relating to an Endorsement Area, such as an  
9 internship, a school-based enterprise, a supervised

10 agricultural experience, cooperative education, or a research  
11 apprenticeship, where the student either receives compensation  
12 from an employer or credit by the school district and that  
13 involves a Professional Skills Assessment.

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

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

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

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

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

19 Section 20. Competency-based, high school graduation

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

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

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

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

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

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

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

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

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

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1 coursework, including learning opportunities outside  
2 the traditional classroom setting, such as Supervised

3 Career Development Experiences.

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

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

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

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

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

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

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

14 evaluation of the program.

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

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

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

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

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

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

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

22 (2) an indication of which of the year and course  
23 graduation requirements set forth in Section 27-22 of the  
24



25 School Code the school district wishes to replace with a  
competency-based learning system;

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

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

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

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

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

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1 Superintendent of Education shall select school districts  
2 meeting the requirements set forth in this Section to  
3 participate in the pilot program based on the quality of the  
4 proposed plan, the strength of the local commitments,  
5 including, without limitation, teachers within the school

6 district who will be involved in the program's implementation  
7 and postsecondary institution partnerships, and demonstration  
8 of prior professional development and stakeholder engagement  
9 efforts that will support the proposed system's successful  
10 implementation. The State Superintendent of Education, in  
11 selecting the participating school districts, shall also  
12 consider the diversity of school district types and sizes, the  
13 diversity of geographic representation from across the State,  
14 and the diversity of plan approaches (such as approaches that  
15 involve one subject only, multiple subjects, and the types of  
16 subjects).

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

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

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1 their application and participation in the competency-based  
2 learning system pilot program, establish and maintain a  
3 standing planning and implementation committee that includes  
4 representation from administrators and teachers, including  
5 teachers who will be involved in the competency-based learning  
6 system's implementation. The teacher representatives shall be  
7 selected by teachers or, where applicable, the exclusive  
8 bargaining representative of its teachers, and the number of  
9 teacher representatives shall be at least equal to  
10 administrator representatives, unless otherwise agreed to by  
11 the teachers or, where applicable, the exclusive bargaining  
12 representative of its teachers. The standing planning and  
13 implementation committee shall develop reports that shall be  
14 included within the initial application, the full pilot program  
15 plan, and any subsequent annual submissions to the State  
16 Superintendent of Education as part of the assessment and

17 evaluation of the program. The reports shall describe the  
18 members' assessment of the school district's plan or  
19 implementation, as applicable, of the school district's  
20 competency-based learning system and any recommendations for  
21 modifications or improvements to the system. If the committee  
22 does not reach consensus on the report, the administrator  
23 members shall submit the report and the teacher members may  
24 provide a position statement that must be included with the  
25 report submitted to the State Superintendent of Education.

26 (f) Notwithstanding any other provisions of the School Code

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

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

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1 (g) For purposes of this subsection (g), "annual cohort"  
2 means the group of school districts selected by the State  
3 Superintendent of Education to participate in the pilot program  
4 during an annual application and selection process. The State  
5 Superintendent of Education shall limit each annual cohort of  
6 the pilot program as follows: the first 2 annual cohorts shall  
7 be limited to no more than 12 school districts, and any  
8 subsequent annual cohort shall be limited to no more than 15

9 school districts. A school district may submit only one  
10 application for each annual cohort of the pilot program. The  
11 application of a school district having a population exceeding  
12 500,000 inhabitants may not include more than 6 schools. The  
13 expansion of a school district's competency-based learning  
14 system to a new school or new subject area identified in  
15 Section 27-22 of the School Code shall require a new  
16 application by the school district.

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

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

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1 initial implementation;  
2 (2) technical assistance and professional development  
3 for pilot program plan implementation, including, but not  
4 limited to, peer-to-peer coaching models;  
5 (3) an evaluation of the pilot program, with a report  
6 of successes and challenges, objective outcome measures,  
7 qualitative measures of implementation, and  
8 recommendations for further program modification and  
9 improvement;  
10 (4) networking opportunities for participating school  
11 districts, including opportunities for both administrators  
12 and teachers;  
13 (5) a web-based library of pilot program  
14 implementation plans and models supporting future  
15 replication activities; and  
16 (6) communication materials and supports for  
17 stakeholder engagement in the development and  
18 implementation of competency-based learning systems.

19 Section 35. Competency-based, high school graduation

20 requirements pilot program implementation. The pilot program  
21 established under Section 20 of this Act shall be implemented  
22 as follows:

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

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1 program.

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

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

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

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

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

25 Section 40. Guiding principles for and purposes of

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1 transitional mathematics instruction.

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

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

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

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

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

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

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

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

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

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

12 (3) provide high school students with the knowledge and

13 skills to be successful in mathematics college-level  
14 courses.

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

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

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

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

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



course sequence.

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

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

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

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

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1           be defined for students with career goals involving occupations  
2 that require the application of advanced statistics, such as  
3 occupations in certain social science fields. The statewide  
4 panel shall also provide recommendations for methods to

5 incorporate transitional mathematics competencies into  
6 integrated courses.

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

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

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

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

11 (g) In accordance with timelines and publication  
12 requirements established by IBHE, each public university must  
13 adopt and publicize transparent criteria adopted by the  
14 university for student placement into college-level  
15 mathematics courses. IBHE must publicly report on the adoption

16 of such criteria and the extent to which public universities  
17 are utilizing strategies to minimize placements into  
18 non-credit-bearing remedial mathematics course sequences.

19 Section 50. Transitional mathematics instruction placement  
20 and delivery.

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

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

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

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

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

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

26 (3) The student meets applicable postsecondary

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

4 (c) All postsecondary institutions that have entered into a  
5 partnership agreement pursuant to Section 55 of this Act shall  
6 recognize community college transcribed credit from  
7 transitional mathematics instruction delivered by school  
8 districts participating in the partnership agreement for

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

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

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

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

18 (1) The co-development by the school district and  
19 community college of transitional mathematics courses or a  
20

21 defined mathematics competency set or the adaptation of the  
22 State model transitional instructional units that align to  
23 the statewide competencies for particular postsecondary  
24 institution mathematics pathways, which shall also include  
25 the design of local performance indicators and evidence  
26 associated with those indicators.

(2) The community college courses for which the

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

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

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

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

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

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

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

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

9 Section 60. Transitional mathematics instruction statewide  
10 supports.

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

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

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

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

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

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

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

11 (c) Provided that statewide portability procedures have  
12

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

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

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

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

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

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

7 Section 65. Transitional mathematics instruction  
8 implementation.

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

18 (b) By no later than June 30, 2019, ISBE and ICCB shall  
19 jointly establish a phased implementation plan and benchmarks  
20 that lead to full statewide implementation of transitional  
21 mathematics instruction in all school districts with  
22



timeframes that account for State and local resources and  
23 capacity. The phased implementation plan shall be contingent  
24 upon all of the following:

25 (1) The availability of public or private resources

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

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

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

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

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

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

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1 evaluation and report to be issued by no later than June 30,  
2 2022 that analyzes results, best practices, and challenges of  
3 school districts and community colleges that have implemented

4 transitional mathematics instruction.

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

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

22 Section 70. Reading and communication transitional  
23 competencies. 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

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

8 Section 75. College and Career Pathway Endorsements  
9 System.

10 (a) Public high school graduates may attain College and  
11 Career Pathway Endorsements on high school diplomas in  
12 accordance with the requirements of Section 80 of this Act. The  
13 IPIC Agencies shall establish and administer a system for  
14 awarding and supporting College and Career Pathway

15 Endorsements in accordance with the requirements of Sections 80  
16 and 85 of this Act and oversee its implementation in accordance  
17 with the timelines set forth in Section 90 of this Act.

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

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

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

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

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

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

10 Section 80. College and Career Pathway Endorsements.

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

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

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

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

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

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

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

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1 instructional sequence. For all areas other than for  
2 multidisciplinary endorsements, the Eligible School  
3 District and a Local Community College shall certify to  
4 ISBE and ICCB that the career-focused instructional  
5 sequence is articulated to a certificate or degree program  
6 with labor market value, with opportunities for ongoing  
7 student advancement. ISBE and ICCB may adopt requirements  
8 for certifying that the instructional sequence meets the

9 requirements of this paragraph (2). This certification  
10 must be re-certified at least once every 5 years  
11 thereafter. Commencing in the 2022-2023 school year,  
12 students must earn at least 6 hours of credit through early  
13 college credit courses within the career-focused  
14 instructional sequence.

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

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

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

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

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

17 (a) By no later than June 30, 2017, the IPIC Agencies shall  
18 develop and adopt a comprehensive interagency plan for  
19

supporting the development of College and Career Pathway  
20 Endorsement programs throughout the State. Thereafter, the  
21 plan shall be re-assessed and updated at least once every 5  
22 years. The plan shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1 partnerships to:

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

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

10 (C) deliver or support sector-oriented  
11 professional development, Career Exploration

12 Activities, Intensive Career Exploration Experiences,  
13 Team-based Challenges, and Supervised Career  
14 Development Experiences; and

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

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

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

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

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

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

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

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

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

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

22



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

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

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

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

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

16 Section 905. The School Code is amended by changing Section  
17 27-22 as follows:

18 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)  
19 (Text of Section before amendment by P.A. 99-434 and  
20 99-485)

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

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

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

4 (1) three years of language arts;

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

7 (3) one year of science;

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

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

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

19 (1) Three years of language arts.

20 (2) Three years of mathematics.

21 (3) One year of science.

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

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

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1 Sign Language, or (D) vocational education.

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

6 (1) Three years of language arts.

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

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

14 (4) One year of science.

15 (5) 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 (6) One year chosen from (A) music, (B) art, (C)  
19 foreign language, which shall be deemed to include American  
20 Sign Language, or (D) vocational education.

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

25 (1) Three years of language arts.

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

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

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

7 (4) Two years of science.

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

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

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

19 (1) Four years of language arts.

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

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

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

4 (4) Two years of science.

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

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

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

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

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

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

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

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

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

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

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

16 (1) three years of language arts;

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

19 (3) one year of science;

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

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

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1 Sign Language or (D) vocational education.

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

6 (1) Three years of language arts.

7 (2) Three years of mathematics.

8 (3) One year of science.

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

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

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

19 (1) Three years of language arts.

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

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

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1 (4) One year of science.

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

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

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

12 (1) Three years of language arts.

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

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

20 (4) Two years of science.

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

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

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

6 (1) Four years of language arts.

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

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

17 (4) Two years of science.

18 (5) Two years of social studies, of which at least one  
19 year must be history of the United States or a combination  
20 of history of the United States and American government  
21 and, beginning with pupils entering the 9th grade in the  
22 2016-2017 school year and each school year thereafter, at  
23 least one semester must be civics, which shall help young  
24 people acquire and learn to use the skills, knowledge, and  
25 attitudes that will prepare them to be competent and  
26 responsible citizens throughout their lives. Civics course

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

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

11 coursework.

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

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

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

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

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

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

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

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