

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 5. The School Code is amended by changing Section
5 14-8.03 as follows:

6 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

7 Sec. 14-8.03. Transition services.

8 (a) For purposes of this Section:7

9 "Independent living skills" may include, without
10 limitation, personal hygiene, health care, fitness, food
11 preparation and nutrition, home management and safety,
12 dressing and clothing care, financial management and wellness,
13 self-esteem, self-advocacy, self-determination, community
14 living, housing options, public safety, leisure and
15 recreation, and transportation.

16 "Transition ~~transition~~ services" means a coordinated set
17 of activities for a child with a disability that (i) is
18 designed to be within a results-oriented process that is
19 focused on improving the academic and functional achievement
20 of the child with a disability to facilitate the child's
21 movement from school to post-school activities, including
22 post-secondary education, which may include for-credit
23 courses, career and technical education, and non-credit

1 courses and instruction, vocational education, integrated
2 employment (including supported employment), continuing and
3 adult education, adult services, independent living, or
4 community participation; (ii) is based on the individual
5 child's needs, taking into account the child's strengths,
6 preferences, and interests; and (iii) includes instruction,
7 related services, community experiences, the development of
8 employment and other post-school adult living objectives, and,
9 if appropriate, acquisition of daily living skills, benefits
10 counseling and planning, work incentives education, and the
11 provision of a functional vocational evaluation. Transition
12 services for a child with a disability may be special
13 education, if provided as specially designed instruction, or a
14 related service if required to assist a child with a
15 disability to benefit from special education.

16 (a-5) Beginning no later than the first individualized
17 education plan (IEP) in effect when the student turns age 14
18 1/2 (or younger if determined appropriate by the IEP Team) and
19 updated annually thereafter, the IEP must include (i)
20 measurable post-secondary goals based upon age-appropriate
21 transition assessments and other information available
22 regarding the student that are related to training, education,
23 employment, and independent living skills and (ii) the
24 transition services needed to assist the student in reaching
25 those goals, including courses of study.

26 As a component of transition planning, the school district

1 shall provide the student with information about the school
2 district's career and technical education (CTE) opportunities
3 and postsecondary CTE opportunities. The CTE information shall
4 include a list of programming options, the scope and sequence
5 of study for pursuing those options, and the locations of
6 those options. A student in high school with an IEP may enroll
7 in the school district's CTE program at any time if
8 participation in a CTE program is consistent with the
9 student's transition goals.

10 (b) Transition planning must be conducted as part of the
11 IEP process and must be governed by the procedures applicable
12 to the development, review, and revision of the IEP, including
13 notices to the parents and student, parent and student
14 participation, and annual review. To appropriately assess and
15 develop IEP transition goals and transition services for a
16 child with a disability, additional participants may be
17 necessary and may be invited by the school district, parent,
18 or student to participate in the transition planning process.
19 Additional participants may include without limitation a
20 representative from the Department of Human Services or
21 another State agency, a case coordinator, or persons
22 representing other public or community agencies or services,
23 such as adult service providers, disability services
24 coordinators of ~~or~~ public community colleges, and a CTE
25 coordinator. The IEP shall identify each person responsible
26 for coordinating and delivering transition services. If the

1 IEP team determines that the student requires transition
2 services from a public or private entity outside of the school
3 district, the IEP team shall identify potential outside
4 resources, assign one or more IEP team members to contact the
5 appropriate outside entities, make the necessary referrals,
6 provide any information and documents necessary to complete
7 the referral, follow up with the entity to ensure that the
8 student has been successfully linked to the entity, and
9 monitor the student's progress to determine if the student's
10 IEP transition goals and benchmarks are being met. The
11 student's IEP shall indicate one or more specific time periods
12 during the school year when the IEP team shall review the
13 services provided by the outside entity and the student's
14 progress in such activities. The public school's
15 responsibility for delivering educational services does not
16 extend beyond the time the student leaves school or when the
17 student's eligibility ends due to age under this Article.

18 (c) A school district shall submit annually a summary of
19 each eligible student's IEP transition goals and transition
20 services resulting from the IEP Team meeting to the
21 appropriate local Transition Planning Committee. If students
22 with disabilities who are ineligible for special education
23 services request transition services, local public school
24 districts shall assist those students by identifying
25 post-secondary school goals, delivering appropriate education
26 services, and coordinating with other agencies and services

1 for assistance.

2 (Source: P.A. 98-517, eff. 8-22-13.)

3 Section 10. The Dual Credit Quality Act is amended by
4 changing Section 16 and by adding Section 40 as follows:

5 (110 ILCS 27/16)

6 Sec. 16. High school and community college partnership
7 agreements; dual credit. A community college district shall,
8 upon the request of a school district within the jurisdiction
9 of the community college district, enter into a partnership
10 agreement with the school district to offer dual credit
11 coursework.

12 A school district may offer any course identified in the
13 Illinois Articulation Initiative General Education Core
14 Curriculum package under the Illinois Articulation Initiative
15 Act as a dual credit course on the campus of a high school of
16 the school district and may use a high school instructor who
17 has met the academic credential requirements under this Act to
18 teach the dual credit course.

19 The partnership agreement shall include all of the
20 following:

21 (1) The establishment of the school district's and the
22 community college district's respective roles and
23 responsibilities in providing the program and ensuring the
24 quality and instructional rigor of the program. This must

1 include an assurance that the community college district
2 has appropriate academic control of the curriculum,
3 consistent with any State or federal law and as required
4 or negotiated with the Higher Learning Commission or other
5 applicable accrediting agency.

6 (2) The dual credit courses that the school district
7 will offer its students and whether those courses will be
8 offered on the high school or community college campus or
9 through an online platform established by the Illinois
10 Community College Board.

11 (3) The establishment of academic criteria for
12 granting eligibility for high school students to enroll in
13 dual credit coursework. The academic criteria shall be
14 evidence-based and shall include multiple appropriate
15 measures to determine whether a student is prepared for
16 any dual credit coursework in which the student enrolls.

17 (4) The establishment of any limitations that the
18 school district or community college district may put on
19 course offerings due to availability of instructors, the
20 availability of students for specific course offerings, or
21 local board policy.

22 (5) The requirement that the dual credit instructor
23 meet the academic credential requirements to teach a dual
24 credit course, consistent with paragraphs (1), (2), and
25 (3) of Section 20 of this Act, but shall not be required to
26 exceed those credentials.

1 (6) The collaborative process and criteria by which
2 the school district shall identify and recommend and the
3 community college district shall review and approve high
4 school instructors of dual credit courses taught on the
5 campus of a high school. This provision shall require that
6 the school district be responsible for hiring and
7 compensating the instructor.

8 (7) The requirement that a community college district
9 take the appropriate steps to ensure that dual credit
10 courses are equivalent to those courses offered at the
11 community college in quality and rigor to qualify for
12 college credit. The dual credit programs shall encompass
13 the following characteristics:

14 (A) Student learning outcomes expected for dual
15 credit courses in General Education Core Curriculum
16 courses and the professional and career and technical
17 disciplines shall be the same as the student learning
18 outcomes expected for the same courses taught on the
19 postsecondary campus.

20 (B) Course content, course delivery, and course
21 rigor shall be evaluated by the community college
22 chief academic officer or his or her designee, in
23 consultation with the school district's superintendent
24 or his or her designee. The evaluation shall be
25 conducted in a manner that is consistent with the
26 community college district's review and evaluation

1 policy and procedures for on-campus adjunct faculty,
2 including visits to the secondary class. This
3 evaluation shall be limited to the course and the
4 ability of the instructor to deliver quality, rigorous
5 college credit coursework. This evaluation shall not
6 impact the instructor's performance evaluation under
7 Article 24A of the School Code.

8 (C) The academic supports and, if applicable,
9 guidance that will be provided to students
10 participating in the program by the high school and
11 the community college district.

12 (8) Identify all fees and costs to be assessed by the
13 community college district for dual credit courses. This
14 provision shall require that any fees and costs assessed
15 for dual credit courses shall be reasonable and promote
16 student access to those courses, and may take into account
17 regional considerations and differences.

18 (8.5) The collaborative process and criteria by which
19 a school district and a community college district shall
20 work to ensure that individual students with disabilities
21 have access to dual credit courses, provided that those
22 students are able to meet the criteria for entry into a
23 dual credit course. Through this process and criteria, the
24 student shall have access to the supplementary aids and
25 accommodations included in the student's individualized
26 education program under Article 14 of the School Code or

1 Section 504 plan under the federal Rehabilitation Act of
2 1973 while the student is accessing a dual credit course
3 on a high school campus, in accordance with established
4 practices at the high school for providing these services.
5 A student who accesses a dual credit course on a community
6 college campus shall have access to supplementary aids and
7 accommodations provided in the partnership agreement,
8 including access to the community college's disability
9 services. A school district and community college district
10 shall work together to provide seamless communication
11 about the student's progress.

12 (9) The community college district shall establish a
13 mechanism for evaluating and documenting on a regular
14 basis the performance of students who complete dual credit
15 courses, consistent with paragraph (9) of Section 20 and
16 Section 30 of this Act, and for sharing that data in a
17 meaningful and timely manner with the school district.
18 This evaluation shall be limited to the course and the
19 coursework. This evaluation shall not impact the
20 instructor's performance evaluation under Article 24A of
21 the School Code.

22 If, within 180 calendar days of the school district's
23 initial request to enter into a partnership agreement with the
24 community college district, the school district and the
25 community college district do not reach agreement on the
26 partnership agreement, then the school district and community

1 college district shall jointly implement the provisions of the
2 Model Partnership Agreement established under Section 19 of
3 this Act for which local agreement could not be reached. A
4 community college district may combine its negotiations with
5 multiple school districts to establish one multi-district
6 partnership agreement or may negotiate individual partnership
7 agreements at its discretion.

8 (Source: P.A. 100-1049, eff. 1-1-19.)

9 (110 ILCS 27/40 new)

10 Sec. 40. Students with disabilities. Within one year after
11 the effective date of this amendatory Act of the 102nd General
12 Assembly, each community college district in this State, in
13 partnership with the appropriate high schools, shall modify
14 its dual credit plan to ensure access to dual credit courses by
15 students with disabilities consistent with Section 16 of this
16 Act. The partnership agreement shall address how a high school
17 and community college district will ensure the incorporation
18 of an individualized education program or supplementary aids
19 and accommodations pursuant to a Section 504 plan under the
20 federal Rehabilitation Act of 1973 for students with
21 disabilities who enroll in dual credit courses.

22 Section 15. The Public Community College Act is amended by
23 adding Section 3-29.14 as follows:

1 (110 ILCS 805/3-29.14 new)

2 Sec. 3-29.14. Students with disabilities.

3 (a) Each community college district shall provide access
4 to higher education for students with disabilities, including,
5 but not limited to, students with intellectual or
6 developmental disabilities. Each community college is
7 encouraged to offer for-credit and non-credit courses as
8 deemed appropriate for the individual student based on the
9 student's abilities, interests, and postsecondary transition
10 goals, with the appropriate individualized supplementary aids
11 and accommodations, including general education courses,
12 career and technical education, vocational training,
13 continuing education certificates, individualized learning
14 paths, and life skills courses for students with disabilities.

15 (b) Each community college is strongly encouraged to have
16 its disability services coordinator or the coordinator's
17 representative participate either in person or remotely in
18 meetings held by high schools within the community college
19 district to provide information to the student's
20 individualized education program team, including the student
21 and the student's parent or guardian, about the community
22 college and the availability of courses and programs at the
23 community college.

24 Section 99. Effective date. This Act takes effect upon
25 becoming law.