WHEREAS, The State has a vested interest in maximizing the number of students who complete credit-bearing certificate programs and two-year or four-year degree programs and enter into high-skill, high-wage occupations; and

WHEREAS, 46% of Illinois high school graduates who enroll in community college are placed into developmental coursework in at least one subject; and

WHEREAS, Inconsistent and inadequate approaches to placement have resulted in too many students being placed into developmental education who could succeed in college-level coursework; and

WHEREAS, The traditional developmental education model costs students time, money, and financial aid; and

WHEREAS, Developmental education does not count as college credit and can be a barrier to retention, persistence, transfer, and certificate or degree completion, particularly for Black, Latino, first generation, and low-income students; and

WHEREAS, There are instructional models of developmental
education that have demonstrated improvement in college-level
course completion compared to traditional models, including
but not limited to corequisite remediation, accelerated
coursework, emporium models, and Preparatory Mathematics for
General Education (PMGE); and

WHEREAS, Colleges and universities have invested
significant time, resources, and money into these different
developmental education models; and

WHEREAS, The legislature has made significant investments
to improve college preparedness; and

WHEREAS, The Illinois Council of Community College
Presidents, the Illinois Chief Academic Officers, the Illinois
Chief Student Services Officers, and the Illinois Math
Association of Community Colleges have already agreed upon a
common, multiple measures framework for placement that is
currently being implemented; and

WHEREAS, To ensure all models of developmental education
are maximizing students' likelihood of success, the State must
inventory and evaluate all developmental education
instructional models offered in the State; and

WHEREAS, The Illinois Community College Board and Illinois
Board of Higher Education are well positioned to improve placement practices and fully scale developmental education reforms across all State public institutions; therefore, be it

RESOLVED, BY THE SENATE OF THE ONE HUNDRED FIRST GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES CONCURRING HEREIN, that the Illinois Community College Board and the Illinois Board of Higher Education shall establish a joint advisory council to provide a benchmarking report to the General Assembly on or before April 1, 2020, that shall include:

(1) An inventory of all instructional models and developmental course sequences employed by Illinois' public colleges and universities for students placed into developmental education or otherwise determined to need additional skills development in math or English;

(2) An analysis of all instructional models employed by Illinois' public colleges and universities for students placed into developmental education or otherwise determined to need additional skills development in math or English, including, at a minimum, the number and percentage of students completing gateway courses within their first two semesters under each model; and

(3) An inventory and analysis of developmental education placement practices and policies (including cut off scores) employed at all public colleges and
RESOLVED, That on or before July 1, 2020, the advisory council must deliver to the Illinois Community College Board, the Illinois Board of Higher Education, and the General Assembly, a detailed plan for scaling developmental education reforms, such that institutions improve developmental education placement measures and such that, within a timeframe to be set by the advisory council, all students who are placed in developmental education are enrolled in a developmental education model that is proven to maximize their likelihood of completing a college-level course within their first two academic semesters; and be it further

RESOLVED, That for the purposes of this resolution, "improved placement measures" is defined as measures that give greater opportunities to enroll directly into college-level classes, reducing the overall percent of students placed into developmental education, preferably through decreased reliance on high-stakes tests and increased use of high school GPA as a determining measure; and be it further

RESOLVED, The implementation plan should include specific benchmarks and an estimate of funding required to meet established benchmarks that institutions must meet to stay on track to full-scale implementation on the timeframe set by the
RESOLVED, That the advisory council should include similar representation from two-year and four-year institutions and, at a minimum, include the following:

1. The Executive Director of the Illinois Community College Board or his or her designee, who shall act as co-chair;
2. The Executive Director of the Illinois Board of Higher Education or his or her designee, who shall act as co-chair;
3. One member appointed by the Governor, who shall act as co-chair;
4. One member from the Illinois Senate appointed by the President of the Senate, who shall act as co-chair;
5. One member from the Illinois House of Representatives appointed by the Speaker of the House, who shall act as co-chair;
6. One member from the Illinois Senate appointed by the Senate Minority Leader;
7. One member from the Illinois House of Representatives appointed by the House Minority Leader;
8. Two public university employees appointed by the Illinois Board of Higher Education Academic Leadership group;
9. One member who represents an organization that
advocates on behalf of public university employees
appointed by the Executive Director of the Illinois Board
of Higher Education;

(10) One member who represents an organization that
advocates on behalf of community college employees at City
Colleges of Chicago appointed by the Executive Director of
the Illinois Community College Board;

(11) One member who represents an organization that
advocates on behalf of community college employees at a
suburban Chicago community college appointed by the
Illinois Community College Board;

(12) One member who represents an organization that
advocates on behalf of community college employees in
downstate community colleges appointed by the Illinois
Community College Board;

(13) One member representing a higher education
advocacy organization focused on closing equity gaps in
college completion from low-income and first generation
college students and students of color appointed by the
President of the Senate;

(14) One member representing a statewide advocacy
organization focused on improving educational and
employment opportunities for women and adults appointed by
the Speaker of the House;

(15) One member who represents a statewide
organization that advocates on behalf of Community College
Presidents appointed by the Illinois Community College Board;

(16) One member who represents public university presidents appointed by the Illinois Board of Higher Education;

(17) One member who represents a statewide organization that advocates on behalf of Community College Chief Academic Officers appointed by the Illinois Community College Board;

(18) One member who represents a statewide organization that advocates on behalf of Illinois Community College Student Services Officers appointed by the Illinois Community College Board;

(19) One member who represents public university student services administrators appointed by the Illinois Board of Higher Education;

(20) One member who represents Illinois public university provosts appointed by the Illinois Board of Higher Education;

(21) One member who represents a statewide organization that advocates on behalf of Community College Trustees appointed by the Illinois Community College Board; and

(22) One member who represents public university trustees appointed by the Illinois Board of Higher Education; and be it further
RESOLVED, That, of the appointed community college and university employees, at least one must be an English faculty member participating in the Illinois Articulation Initiative and one must be a member of the Illinois Mathematics Association of Community Colleges (IMACC); and be it further

RESOLVED, That the chairs of the advisory council shall be responsible for scheduling meetings, setting meeting agendas, ensuring the development and delivery of the final report and implementation plan, and other administrative tasks, in consultation with advisory council members; and be it further

RESOLVED, The Council shall produce a final report by January 1, 2021 and upon the filing of this report is dissolved; the report should include, at a minimum, an update on the implementation of corequisite remediation and alternative evidence-based developmental education models at every college and university, and include data on enrollment and throughput, defined as the percent of students initially enrolled who have progressed through gateway-level courses, by institution and disaggregated by race, ethnicity, gender, and Pell status; and be it further

RESOLVED, That suitable copies of this resolution be delivered to the Illinois Community College Board and the
Illinois Board of Higher Education.