Illinois State Board of Education
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Illinois State Board of Education
Competency-Based Education Graduation Pilot

Phase II. Competency-Based Education Implementation Plan

Introduction

As outlined in the Illinois State Board of Education (ISBE) *Request for Application (RFA): Competency-Based High School Graduation Requirements Pilot Program* (November 2017), competency-based education (CBE) sites must submit a "full implementation plan" to ISBE (RFA, p. 4) before direct CBE programs and services are offered to students. This implementation plan must address the design, strategy, and timeline for your district's CBE pilot site. As referenced in the RFA (p. 5), the Phase II. CBE Implementation Plan must address how your site will monitor and evaluate your pilot and outline how you will establish a system and timeline for collecting data to gauge student progress and benefits for students. Pilot sites must also submit an annual evaluation and data collection report to ISBE.

Implementation Plan Overview

Each CBE pilot site must submit a Phase II. CBE Implementation Plan, which includes four sections:

1. List of Schools Participating in the CBE Pilot (Tables 1a and 1b)

2. CBE Pilot Implementation Strategy and Timeline (Table 2)

3. Evaluation and Data Collection Plan (Table 3)

4. Annual Evaluation and Data Collection Report (Table 4)

To guide you during your CBE planning phase and implementation, we are providing an Implementation Plan Worksheet. To satisfy the requirement in statute for Phase II CBE Implementation Plan, your site should complete this worksheet and submit it to ISBE by **August 31st** for pilot sites implementing at the start of the academic year and **January 1st** for pilot sites implementing in the 2nd half of the academic year.

Your Annual Evaluation and Data Collection Report should be submitted to ISBE by **August 31st** of the year you begin implementation. For additional background information on ISBE requirements, sample site plans, and lists of Potential Data Sources, Metrics, and Indicators, please refer to the Appendix.

Draft Developed by ISBE in partnership with the Midwest Comprehensive Center

Phase II. CBE Implementation Plan Worksheet

Name of District: _____

Instructions for Table 1: List of Schools Participating in the CBE Pilot

Please complete Table 1 for all schools that will be participating in your CBE Phase II. Pilot Implementation.[1] For each participating school, indicate the grades served by the school and total school enrollment for the previous school year [date]. In column 5, include the approximate number of students from each school to be served by the CBE pilot. In column 6, indicate whether the CBE pilot will serve a subset of students in the school (e.g., only students representing specific subjects, grade levels, or courses). If the school will serve all students in the school, insert "N/A" in column 6.

Table 1a. List of Schools Participating in the CBE Pilot

1 School Name	2 School Address	3 School Level: Grades Served	4 Total School Enrollment	5 Approximate Number of Students to Be Served in the CBE Program	6 Brief Description of Target Students to Be Served, Subject Areas, Grade Levels

In Table 1b., please include any additional, key features of the CBE pilot to be implemented at each school (e.g., work-based learning or personalized learning plans).

Table 1b. Key Program Features

School Name	Key Program Features

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[1] You may include schools in your district that are actively engaged in CBE planning. Please insert "N/A" for columns 5, 6, and 7 in Table 1 for district schools in the planning phase.

Instructions for Table 2: Our CBE Pilot Implementation Strategy and Timeline

What will you do? When will you do it?

1. Begin by reviewing each of the ISBE-required CBE Design Elements listed in the far-left column (column 1) for each site.

2. Next, refer to the Questions to Consider. These questions can help prompt your planning of activities and strategies.

3. After you identify your planned activities, complete columns 2, 3, and 4 in the table to describe your planned strategy and timeline by listing your implementation activities by year. Insert "N/A" for any design elements or years for which you do not plan any activities.

4. After you complete each section, refer to list of required progress-monitoring indicators. You will need to determine how you will collect the information or artifacts to report on your progress each year.

Table 2. CBE Pilot Implementation Strategy and Timeline

1 CBE Design Elements	2 Year 1 [insert dates]	3 Year 2 [insert dates]	4 Years 3–5 [insert dates]
2.1. Planning and Implementation Committee	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**

ISBE Requirements
▪ Convene a diverse committee (including administrators and teachers).
 	
Questions to Consider
▪ *Who will serve on your implementation committee?*
  • *Teachers, specialists*
  • *Teacher union representatives*
  • *Existing professional development providers*
  • *Higher education organization*
  • *Industry representatives*
  • *Families*
  • *Students*
	Main Activities
	▪
	▪
	▪
	
	Participants *[for example]*
	▪ Schools
	▪ Staff
	▪ Targeted grades and subjects
	▪ Students
	▪ Other stakeholders
	▪
		Main Activities
		▪
		▪
		▪
		
		Participants *[for example]*
		▪ Schools
		▪ Staff
		▪ Targeted grades and subjects
		▪ Students
		▪ Other stakeholders
		▪
			Main Activities
			▪
			▪
			▪
			
			Participants *[for example]*
			▪ Schools
			▪ Staff
			▪ Targeted grades and subjects
			▪ Students
			▪ Other stakeholders
			▪

2.1. Required Indicators of Progress[2] ▪ List of committee members with titles and/or roles with the CBE pilot indicated ▪ List of organizational partners with affiliation and type indicated	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[2] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A. 1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.2. CBE Vision and Long-Term, Overarching Goals and Strategy	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirements ▪ Establish CBE as a core strategy for college and career readiness. ▪ Enable all students in participating schools to have access to the CBE pilot. ▪ Establish a plan for engaging feeder elementary schools. ▪ Partner with community colleges and 4-year institutions of higher education. ▪ Partner with community organizations and industry. ▪ Engage and communicate with the community and families. ***Questions to Consider*** ▪ *How will you address the required elements for your overarching plan?* ▪ *How will you ensure broad, districtwide buy-in?* ▪ *Which higher education organizations and industry will you partner with, and how will you partner with them?* ▪ *How will you partner with families? With students?*	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪
2.2. Required Indicators of Progress[3] • Submission of your CBE Pilot Implementation Plan (i.e., a completed copy of this document).	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[3] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A. 1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.3. Pilot Site Professional Learning	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirement ▪ Have a plan for administrator and educator professional development regarding the CBE learning system. ***Questions to Consider*** ▪ *What level of CBE awareness and skill do staff currently have?* ▪ *What are the most important topics and skill areas to cover initially?* ▪ *Which staff will you target?* ▪ *What methods will you use to build educator capacity (e.g., coaching, communities of practice)?* ▪ *Which CBE experts will you bring in to guide pilot efforts?* ▪ *How will you build local leadership and coaching capacity across time?* ▪ *How will you ensure that all schools and staff adopt a common language for referring to CBE practices?* ▪ *How will you shift your professional culture to embrace the core principles of a CBE approach?*	**Main Activities** ▪ Professional development topic and focal area(s) ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Other stakeholders ▪	**Main Activities** ▪ Professional development topic and focal area(s) ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Other stakeholders ▪	**Main Activities** ▪ Professional development topic and focal area(s) ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Other stakeholders ▪

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.3. Required Indicators of Progress[4] ▪ Brief description of your approach to providing professional learning supports to staff (e.g., coaching, communities of practice, microcredentials, in person training). ▪ List of the CBE topics addressed through professional learning. ▪ Numbers of staff participating in CBE related professional learning by school, staff role, and subject area.	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[4] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A.1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.4. Learner Competencies	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirements ■ Students must demonstrate mastery of adaptive competencies[5] defined by the district in addition to academic competencies. ■ Outline a plan for how your district will establish competencies in the core academic areas of mathematics, English language arts, and science. ***Questions to Consider*** ■ *How will you define academic competencies? How will these competencies be related to learning standards?* ■ *Will you adopt model competencies from ISBE or other states or districts?* ■ *Which adaptive competencies will you establish and focus on?* ■ *How will you ensure that competencies align with learning standards and with expectations of higher education and industry?* ■ *How will you modify your graduation requirements to reflect a focus on competency?* ■ *How will you increase teacher and student awareness of learning targets and expectations for competency?*	**Main Activities** ■ ■ ■ **Participants** *[for example]* ■ Targeted grades and subjects ■ Staff ■ Students ■ Other stakeholders ■ **Waivers and Modifications to State and Local Policies** ■ ■ ■	**Main Activities** ■ ■ ■ **Participants** *[for example]* ■ Targeted grades and subjects ■ Staff ■ Students ■ Other stakeholders ■ **Waivers and Modifications to State and Local Policies** ■ ■ ■	**Main Activities** ■ ■ ■ **Participants** *[for example]* ■ Targeted grades and subjects ■ Staff ■ Students ■ Other stakeholders ■ **Waivers and Modifications to State and Local Policies** ■ ■ ■

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[5] As defined by ISBE, adaptive competencies are "foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problemsolving." Adaptive competencies are referred to using a wide variety of terms, including cross-disciplinary employability skills, social-emotional skills, habits of success, personal success skills, or twenty-first century skills.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.4. Required Indicators of Progress[6] *Copies of, or a brief summary of progress toward:* ▪ Set of academic competencies for selected subject area (e.g., mathematics and English language arts) ▪ List of adaptive competency areas and definitions ▪ Set of adaptive competencies	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[6] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A.1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.5. Learning Opportunities and Supports	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirements ▪ Students should receive more time and personalized instruction, if needed, to demonstrate mastery. ▪ Students must be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting. ***Questions to Consider*** ▪ *How will you provide flexible pacing for students?* ▪ *How will you address individual student needs for support and challenge?* ▪ *How will you increase learning opportunities within and outside the classroom?* ▪ *Which higher education, community, and industry partners will help design these opportunities?* ▪ *How will you shift your use of formative assessment to support learning?* ▪ *How will you shift greater responsibility for learning to students?*	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.5. Required Indicators of Progress[7] ▪ Description of alternative learning options (i.e., outside of traditional academic courses) for students (e.g., workshops, online, dual credit) *Copy of, or a brief summary of progress toward:* ▪ Policy or guidance related to flexible pacing options for students ▪ District or school structures to ensure personalized support for students (e.g., advisories, learning plans)	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[7] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A.1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.6. Assessment of Learning	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirements ▪ Establish a plan and system for collecting and assessing student progress on competency completion and attainment, including learning opportunities outside the traditional classroom setting. ▪ Students must be assessed by using multiple measures to determine mastery, usually requiring application of knowledge. ***Questions to Consider*** ▪ *How will you track and monitor student progress toward meeting identified competencies?* ▪ *How will you define mastery? Will you establish other performance levels?* ▪ *What types of measures will you use to assess student mastery?* ▪ *How will you capture and assess student application of knowledge?* ▪ *What changes, if any, will you make in required summative assessments?*	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Other stakeholders ▪ **Waivers and Modifications to State and Local Policies** ▪ ▪ ▪
2.6. Required Indicators of Progress[8] ▪ Description of (or list of desired features for) a tracking system for monitoring student progress toward and mastery of required competencies. *Copies of, or a brief summary of, progress toward:* ▪ Proficiency or performance levels associated with competency ▪ Policies, guidelines, or protocols for assessing competency (e.g., how you will use multiple measures, occasions, or applied settings)	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[8] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A.1.

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.7. Recognition of Learning (Grading, Credit), Pathways, and Progression	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**	**Implementation Strategy and Timeline**
ISBE Requirements ▪ Assign course grades based on mastery of required competencies. ▪ Partner with higher education to devise a plan for how high school graduates will be able to provide information accepted by postsecondary institutions for admission and financial aid. ▪ Students must demonstrate mastery of all required competencies to earn credit. ▪ Students shall advance once they have demonstrated competency. ▪ Students can attain advanced postsecondary education and career-related competencies beyond those needed for graduation. ***Questions to Consider*** ▪ *How will you modify your seat time, course credit, and grading policies to reflect mastery of competencies?* ▪ *How will you modify grade-level designations (e.g., 9th, 10th) to reflect attainment of competency rather than age or time in school?* ▪ *How will you assess competency and award credit for work and volunteer or educational experiences outside school?* ▪ *What graduation pathways and endorsements will you offer?*	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Higher education partners ▪ Industry partners ▪ Other stakeholders ▪ Organizational partners ▪ **Waivers and Modifications to Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Higher education partners ▪ Industry partners ▪ Other stakeholders ▪ Organizational partners ▪ **Waivers and Modifications to Local Policies** ▪ ▪ ▪	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Targeted grades and subjects ▪ Staff ▪ Students ▪ Higher education partners ▪ Industry partners ▪ Other stakeholders ▪ Organizational partners ▪ **Waivers and Modifications to Local Policies** ▪ ▪ ▪

CBE Design Elements	Year 1 [insert dates]	Year 2 [insert dates]	Years 3–5 [insert dates]
2.7. Required Indicators of Progress[9] *Copies of, or a brief summary of, your sites' progress toward:* ▪ Flexible seat time and attendance policies ▪ Alternative credit policy and options for earning credit (e.g., work based, dual enrollment, community service) ▪ Description of CBE grading system, report cards, and relationship to traditional grades ▪ School profile including description of CBE model and approach ▪ Description of available diplomas, credentials, and endorsements	**Year 1: Indicators of Progress**	**Year 2: Indicators of Progress**	**Year 3: Indicators of Progress**

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[9] Pilot sites may want to use additional indicators of progress to monitor implementation. A list of optional indicators is provided in the Appendix Table A.1.

Instructions for Table 3: Evaluation and Data Collection Plan

1. For each aspect of your evaluation plan, begin by reviewing the set of ISBE requirements listed in the far-left column 1.

2. After you have identified your planned evaluation activities, timeline for data collection, indicators, and data sources, complete columns 2, 3, and 4 in the table.

Summary of Required Data Sources and Measures

Area	Requirement	Measures and Indicators
CBE pilot implementation	Provide required indicators of implementation progress for all CBE Design elements.	See required progress indicators listed in Table 2. Additional indicators you may add are provided in the Appendix.
Student participation in CBE	Identify all students participating in the CBE program/pilot.	Instructions for "tagging" students as CBE within your Student Information System (SIS) are forthcoming.
Student Outcomes/Benefit		
Student outcomes/benefit	*Instructions, requirements and data sources for reporting on student benefit are forthcoming.*	

Table 3. Evaluation and Data Collection Plan

1	2 Year 1 [insert dates]	3 Year 2 [insert dates]	4 Years 3–5 [insert dates]
3.1. Evaluation and Reporting Plan	**Evaluation Activities and Benchmarks**	**Evaluation Activities and Benchmarks**	**Evaluation Activities and Benchmarks**
ISBE Requirements ▪ Establish a system for data collection and reporting, and provide the ISBE with such reports and information as may be required for administration and evaluation of the program. ▪ Solicit input from the Planning and Implementation Committee members regarding the CBE learning system and recommendations for modifying or improving the system. ***Questions to Consider*** ▪ *What are your key evaluation questions?* ▪ *What data will you need to answer these questions?* ▪ *What data systems will you use to track data?* ▪ *How (and who) will analyze your data?* ▪ *Who will summarize findings and report to your district and ISBE?* ▪ *How will you solicit input from CBE Committee members?* ▪ *How will you use your data and evaluation findings to continually improve, refine, and expand your CBE pilot to new schools, students, and subject areas?*	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪ **Required Evaluation Plan Components** ▪ Evaluation questions to be addressed ▪ List of data sources and data collection schedule ▪ Annual progress monitoring and evaluation report (template will be provided) ▪ CBE pilot improvement plan (based on your assessment results)	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪ **Required Evaluation Plan Components** ▪ Evaluation questions to be addressed ▪ List of data sources and data collection schedule ▪ Annual progress monitoring and evaluation report (template will be provided) ▪ CBE pilot improvement plan (based on your assessment results)	**Main Activities** ▪ ▪ ▪ **Participants** *[for example]* ▪ Schools ▪ Staff ▪ Targeted grades and subjects ▪ Students ▪ Other stakeholders ▪ **Required Evaluation Plan Components** ▪ Evaluation questions to be addressed ▪ List of data sources and data collection schedule ▪ Annual progress monitoring and evaluation report (template will be provided) ▪ CBE pilot improvement plan (based on your assessment results)

	Year 1 [insert dates]	Year 2 [insert dates]	Year 3 [insert dates]
3.2. Evidence of Student Participation	**Evaluation Activities and Benchmarks**	**Evaluation Activities and Benchmarks**	**Evaluation Activities and Benchmarks**
ISBE Requirements for Participation and Interim Indicators ▪ Identify all students who are participating in the CBE pilot within SIS (instructions forthcoming). ▪ Provide list of all CBE courses[10] offered that meet ISBE CBE-course criteria.	**Data Collection** ▪ Fall ▪ Winter ▪ Spring ▪ Other (Please explain.)	**Data Collection** ▪ Fall ▪ Winter ▪ Spring ▪ Other (Please explain.)	**Data Collection** ▪ Fall ▪ Winter ▪ Spring ▪ Other (Please explain.)

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[10] The term *courses* is used to refer to any learning opportunities assigned a course code. These may include internships, independent study, virtual courses, college courses, or other opportunities.

Appendix

Table A.1. Additional Indicators and Sources to Gauge Implementation Progress

This table provides a list of additional indicators that sites can choose to use, beyond the required indicators, to gauge progress.

Implementation Area	Additional Indicators for Gauging CBE Implementation Progress
1. Infrastructure	
a. Pilot Planning and Implementation Committee	• Meeting agendas/minutes • Statements of interest from committee members
b. CBE Pilot District Vision and Long-Term, Overarching Goals and Strategy	• Annual progress report vision/mission statement (Note: This might be for the district, or for individual schools.) • Theory of action graphic illustrating implementation phases as well as key levers, milestones, and benchmarks
c. Professional Learning	• Pre- and postimplementation educator professional learning needs and competencies survey results • Description of all professional learning offerings
Required CBE Design Element	**Additional Indicators for Gauging CBE Implementation Progress**
2. Learning Goals and Competencies	▪ Set of associated learner progressions and competency performance indicators ▪ Alignment document that links standards, competencies, and higher education requirements
3. Learning Opportunities and Supports	▪ Description of advising or advisory structure ▪ Individual learning plans, profiles, and learning contracts templates ▪ Description of new technology hardware and software, and intended uses ▪ Copy of alternative school schedule (e.g., extended blocks, student support blocks)
4. Assessment of Learning	▪ Description of selected software for career and interest exploration (e.g., career cruising) ▪ Revised assessment and retake policies and schedule ▪ Assessment scoring rubrics ▪ Description and sample of performance tasks ▪ Description and sample of assessment tools for measuring adaptive competencies
5. Recognition of Learning (Grading, Credit), Pathways, and Progression	▪ Description of articulation agreement with higher education institutions