


**MEMORANDUM**

**TO:** The Honorable Tony McCombie, House Minority Leader  
The Honorable Don Harmon, Senate President  
The Honorable John Curran, Senate Republican Leader  
The Honorable Emanuel “Chris” Welch, Speaker of the House  
Dr. Steven Isoye, Chair, State Board of Education

**FROM:** Dr. Tony Sanders   
State Superintendent of Education

**DATE:** January 30, 2026

**SUBJECT:** State Education Committee Annual Progress Report

The Illinois State Board of Education respectfully submits this report on behalf of the State Education Equity Committee to the General Assembly and State Board of Education to fulfill the requirements set forth in Public Act 102-0458.

This progress report is transmitted on behalf of the state superintendent of education. For additional copies of this report or for more specific information, please contact the Legislative Affairs Department at (217) 782-6510.

**cc:** Secretary of the Senate  
Clerk of the House  
Legislative Research Unit  
State Government Report Center



# 2025

State Education Equity Committee  
Annual Progress Report

## TABLE OF CONTENTS

Public Act 103-0422.....	4
ISBE Equity Priorities.....	6
Student Learning Subcommittee.....	7
Learning Conditions Subcommittee.....	11
Elevating Educators Subcommittee.....	16
Conclusion.....	23
Appendix A: State Education Equity Committee Membership Listing.....	24

## PUBLIC ACT 103-0422

On August 4, 2023, Governor JB Pritzker signed House Bill 1633 ([PA 103-0422](#)) into law, thereby making changes to the existing State Education Equity Committee (SEEC), which was originally created by HB 3114 ([PA 102-0458](#)). This new act changed the composition of SEEC by adding two members to include representation for Native American individuals and individuals with disabilities. (See Appendix A).

The SEEC membership consists of the state superintendent of education or the state superintendent's designee, who shall serve as chairperson, and one member from each of the following organizations appointed by the state superintendent:

- 1.** At least two educators who each represent a who represent a different statewide professional teachers' organization.
- 2.** A professional teachers' organization located in a city having a population exceeding 500,000.
- 3.** A statewide association representing school administrators.
- 4.** A statewide association representing regional superintendents of schools.
- 5.** A statewide association representing school board members.
- 6.** A statewide association representing school principals.
- 7.** A school district serving a community with a population of 500,000 or more.
- 8.** A parent-led organization.
- 9.** A student-led organization.
- 10.** One community organization that works to foster safe and healthy environments through advocacy for immigrant families and to ensure equitable opportunities for educational advancement and economic development.
- 11.** An organization that works for economic, educational, and social progress for African Americans and promotes strong sustainable communities through advocacy, collaboration, and innovation.
- 12.** One statewide organization whose focus is to narrow or close the achievement gap between students of color and their peers.
- 13.** An organization that advocates for healthier school environments in this state.
- 14.** One statewide organization that advocates for partnerships among schools, families, and the community; provides access to support; and removes barriers to learning and development, using schools as hubs.

- 15.** One organization that advocates for the health and safety of Illinois youth and families by providing capacity-building services.
- 16.** An organization dedicated to advocating for public policies to prevent homelessness.
- 17.** Other appropriate state agencies as determined by the state superintendent.
- 18.** An organization that works for economic, educational, and social progress for Native Americans and promotes strong sustainable communities through advocacy, collaboration, and innovation.
- 19.** A Individual with a disability or a statewide organization representing or advocating on behalf of individuals with disabilities. As used in this paragraph, “disability” has the meaning given to that term in Section 10 of the [Disabilities Services Act of 2003](#).

SEEC members, in addition to their ongoing work, provided ideas at their December 5, 2024, meeting that can assist the State Board of Education in identifying diverse subject matter experts to inform policy development. Previous meeting agendas and reports as well as the [Rules of Procedure](#), adopted on October 6, 2021, govern the work of the committee and can be found on the [ISBE State Education Equity Committee webpage](#).

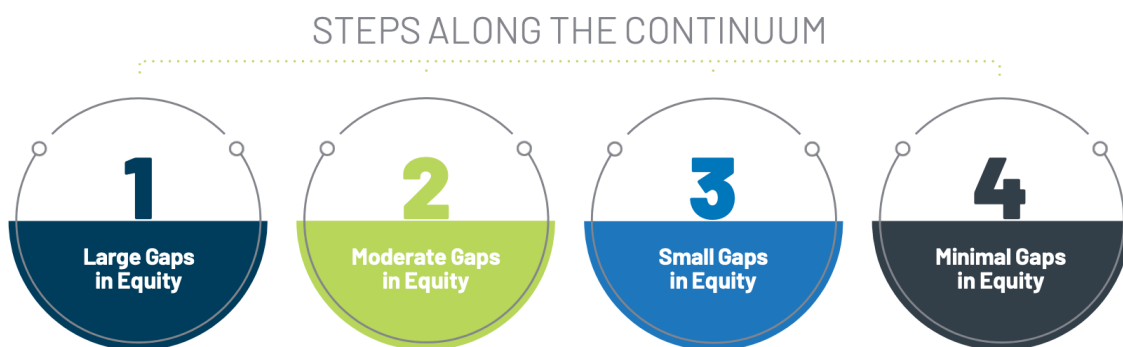
## ISBE EQUITY PRIORITIES

The [2024-2027 ISBE Strategic Plan](#) identifies two goals centering around equity initiatives that are external-facing: the [Equity Impact Analysis Toolkit \(EIAT\)](#)<sup>1</sup> and the [Equity Journey Continuum \(EJC\)](#). These initiatives underpin all aspects of the work of SEEC.

The Equity Impact Analysis Toolkit (EIAT) is a short list of questions that is used to guide every decision the agency makes. The questions align with ISBE’s Strategic Plan and will embed equity in all aspects of work in which agency staff engage. The application of the EIAT to agency work requires that all ISBE policies, programs, and practices affirm the strengths of each child, within their diverse backgrounds and life experiences, by delivering the supports and opportunities they need.

The goal of the Equity Journey Continuum (EJC) is to empower school communities to make informed decisions about their district’s equity strengths, speak effectively about where to invest equity efforts and resources, and develop creative strategies for moving forward in their unique equity journey. The EJC publicly displayed via the [Illinois Report Card](#) at district level is an informational tool for districts to track progress toward closing gaps in student achievement, opportunities, and supports.

The EJC<sup>2</sup> analyzes district-level data points collected and reported to ISBE, making this data useful for improving outcomes for all students. Data points illustrate a district’s current progress in its equity journey – from Step 1 (large gaps) to Step 4 (minimal gaps) – in the three areas of ISBE’s Strategic Plan: Student Learning, Learning Conditions, and Elevating Educators. In the EJC, districts also can include a narrative of their equity journey, detailing the policies and practices that have worked for their classrooms.



---

**Goal E.1 Equity Impact Analysis Toolkit** - An Equity Impact Analysis Tool will guide all programmatic decisions and communications provided to stakeholders with special attention given to confronting and resolving historical inequities.

**E.1.4** - By the end of FY 2026, ISBE will share its Equity Impact Analysis Tool and training modules as a model for schools and districts to use in their own decision-making. **(In-Progress)**

**Goal E.2 Equity Journey Continuum** - An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.

**E.2.3** - By the end of FY 2025, the Equity Journey Continuum will be added to the School Improvement Needs Assessment. **Complete)**

**E.2.4** - By the end of FY 2025, ISBE will develop a suite of resources to assist schools and districts in integrating their Equity Journey Continuum results into their continuous improvement planning. **(Complete)**

---

## STUDENT LEARNING SUBCOMMITTEE

---

**Members:** Erica Thieman, Tim Craddock, Deja Robinson, Dr. Brad Skertich, Leonor Torres, Dr. Anthony Edison, Dr. Dorene Wiese, Nichole Anderson

---

The Student Learning Subcommittee met on Oct. 29, 2025 and Dec. 3, 2025 to review and provide updates. Members were introduced to the [2024-2027 Strategic Plan](#) to ensure alignment of the subcommittee's efforts and recommendations with the new ISBE priorities.

Please note:

- The Strategic Plan utilizes the state fiscal year (July 1 through June 30) while this report is implemented on a calendar year-basis with a due date of December 15 annually.
- Strategic Plan Goals and relevant strategies are provided referencing status of work (e.g., Complete, In Progress, Future Implementation).
- A table that includes the SEEC's 2023 recommendations and updates on the work is provided at the end of this section.

Goal 1 of the 2024-2027 ISBE Strategic Plan is focused on student learning. Goals aligning with the charge of the Student Learning Subcommittee also are key to the Illinois Comprehensive Literacy Plan, which was adopted in January 2024.

## Goal 1 **Student Learning**

All students will receive a high-quality education with access to appropriate resources and supports to increase their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.



### Goal **1.1**

#### **Illinois Comprehensive Literacy Plan**

ISBE will work with stakeholders to curate resources and develop instructional guides using evidence-based strategies to support the teaching of literacy in two or more languages.

#### **1.1.2**

By the end of FY 2024, ISBE, in partnership with stakeholders, will develop and post the following:

- a** A rubric to evaluate and select evidence-based, culturally inclusive core reading curriculum.
- b** A comprehensive, district wide literacy plan template.
- c** A guidance document on evidence-based practices for training and deploying equity-oriented literacy coaches.

**(Complete)**

Goal  
**1.4**

## Higher Education

ISBE will partner with other state agencies and stakeholders to maintain and develop high-quality educator preparation programs.



### 1.4.1

By the end of FY 2026, ISBE will identify high-performing programs via data submitted by institutions of higher education to the Illinois Educator Preparation Profiles system. ISBE will complete an evaluation of the effective recruitment and retention practices utilized by high-performing programs in high-need subject areas and share this information with all programs and other relevant state agencies.

**(In Progress)**

### 1.4.2

By the end of FY 2027, ISBE, in consultation with stakeholders, will develop scoring criteria for all educator preparation programs.

**(Future Implementation)**

SEEC 2023 Recommendations	2025 Updates
<p><b>Recommendation No. 1:</b> Funding for a line item that includes implicit bias training, cultural knowledge and understanding, historical events, teacher-student relationships, student-centered classrooms, and embedded professional development.</p>	<p><b>Summary:</b> For the first time, \$2 million was appropriated to ISBE to support inclusive instruction. The project aims to engage and empower educators by developing additional resources to support the implementation of the Illinois Learning Standards for Social Sciences.</p> <ul style="list-style-type: none"> <li>• A survey will be developed and administered statewide to ascertain educator readiness, comfort, and implementation of inclusive mandates. This data will inform the development of instructional tools and supports, as well as professional learning.</li> <li>• An Inclusive Social Studies Framework, accompanied by related instructional resources, will be developed and publicly released to support educators in meeting inclusive curriculum mandates.</li> <li>• Asynchronous professional learning modules will be delivered to provide flexible, accessible opportunities for educator capacity building.</li> </ul> <p>Additionally, ISBE continued to prioritize available Title II funding to support the implementation of this recommendation. Specifically, funds are supporting:</p> <ul style="list-style-type: none"> <li>• District-level implementation of the Culturally Responsive Teaching and Leading (CRTL) Standards.</li> <li>• Professional learning for educators supporting student-centered classrooms through the integration of the inquiry-based learning standards.</li> <li>• Professional learning related to inclusive instruction responsive to inclusive instructional state mandates.</li> </ul> <p><b>Update 1.1:</b> ISBE appropriated \$600,000 from the state administration set-aside for federal Title II funds for this purpose. With these funds, ISBE is partnering with the University of Illinois Urbana-Champaign College of Education faculty and staff to develop and pilot district-level professional learning community (PLC) work to support the implementation of the CRTL Standards. This work was extended from the previous deadline of June 30, 2025, and will be completed by December 31, 2025.</p>

SEEC 2023 Recommendations	2025 Updates
	<p><b>Update 1.2:</b> ISBE appropriated \$250,000 from state administration set-aside of federal Title II funds for professional learning for educators supporting student-centered classrooms through the integration of the inquiry-based learning standards for social studies teachers. This work will be completed by June 30, 2026. This will be the fifth year in a row this professional learning is provided for Illinois teachers with over 1,200 teachers participating across all years.</p>
	<p><b>Update 1.3:</b> An intergovernmental agreement with the University of Illinois Urbana-Champaign was executed for the inclusive curriculum \$2 million appropriation. A survey will be developed and administered statewide to ascertain educator readiness, comfort, and implementation of inclusive mandates. This data will inform the development of instructional tools and supports, as well as professional learning. An Inclusive Social Studies Framework, accompanied by related instructional resources, will be developed and publicly released to support educators in meeting inclusive curriculum mandates. Asynchronous professional learning modules will be delivered to provide flexible, accessible opportunities for educator capacity building.</p>
<p><b>Recommendation No. 2:</b> ROEs/ISCs will monitor inclusive instruction pertaining to the revised Social Science Standards.</p>	<p><b>Summary:</b> Monitoring of instructional mandates is completed externally and submitted to ISBE by ROE and ISC superintendents, but ISBE does offer supports and guidance for ROE/ISC staff to clarify nuances of statutory requirements and guidance on evidence-based implementation of inclusive instructional mandates.</p> <p><b>Update 2.1:</b> ISBE continues to ensure comprehensive monitoring of all instructional mandates.</p> <p><b>Update 2.2:</b> The ISBE Standards and Instruction team continues to collaborate with the ROE/ISC Department to prepare annual updates to the <a href="#">Instructional Mandates guidance document</a>.</p>

## LEARNING CONDITIONS SUBCOMMITTEE

---

**Members:** Nikki Combs, Nakia Douglas, Jeffrey Judge, Twylia Bennett, Dr. Michael Karner, Jeremy Duffy, Dr. Nashwa Mekky, Kenneth Varner, Roxana Cejeda, Alyssa Phillips

---

The Learning Conditions Subcommittee met on Oct. 29, 2025 and Dec. 3, 2025 to review and provide updates. Members were introduced to the [2024-2027 ISBE Strategic Plan](#) to ensure alignment of the subcommittee's efforts and recommendations with the new ISBE priorities.

Please note:

- The Strategic Plan utilizes the state fiscal year (July 1 through June 30) while this report is implemented on a calendar year-basis with a due date of December 15 annually.
- Strategic Plan Goals and relevant strategies are provided referencing status of work (e.g., Complete, In Progress, Future Implementation).
- A table that includes the SEEC 2023's recommendations and updates on the work is provided at the end of this section.

Goal 2 of the 2024-2027 ISBE Strategic Plan is focused on student learning conditions and aligned with the charge of the Learning Conditions Subcommittee. The goals most closely supporting the work of this subcommittee are identified on page 12.

## Goal 2 **Learning Conditions**



In partnership with its stakeholders, ISBE will advocate for the necessary resources to create safe, healthy, and welcoming learning environments that meet the unique academic, social, and emotional needs of every student.

### Goal **2.1**

#### **Student Safety and Wellness**

ISBE will work with external stakeholders to create a developmentally appropriate Resiliency Toolkit.

##### **2.1.1**

By the end of fiscal year 2024, ISBE, with assistance from external stakeholders and in partnership with Regional Offices of Education (ROEs)/Intermediate Service Centers (ISCs), will pilot the Resilient Schools Certification program. **(Complete)**

##### **2.1.2**

By the end of FY 2025, ISBE will work with external stakeholders to create a developmentally appropriate Resiliency Toolkit for students and educators. **(Complete)**

##### **2.1.3**

By the end of FY 2026, ISBE, in consultation with external stakeholders, will develop resources to support the implementation of mental health screenings in schools. **(In Progress)**

##### **2.1.4**

By the end of FY 2026, ISBE, in partnership with external stakeholders, will update the Illinois Learning Standards for Social-Emotional Learning. **(In Progress)**

Goal  
**2.2**

## Statewide System of Support

ISBE will work with ROEs/ISCs to develop and deliver professional learning opportunities promoting the implementation of the Resiliency Toolkit.



**2.2.1**

By the end of FY 2025, ISBE, in collaboration with ROEs/ISCs, will hold an annual wellness conference. **(Complete)**

**2.2.2**

By the end of FY 2026, ISBE, in collaboration with ROEs/ISCs, will increase the number of school personnel who receive professional learning about resilience-related topics. **(In Progress)**

SEEC 2023 Recommendations	2025 Updates
<p><b>Recommendation No. 1:</b> Change the “top 20 percent metric” to districts that are 20 percent above the statewide benchmark and districts that may not be in the identified 20 percent but are experiencing challenges with a particular identified group. Remove the exemption that requires a minimum of 50 students in a category. Allow for ISBE to promulgate Administrative Rules to establish an exclusionary discipline benchmark and accountability for data submission noncompliance.</p>	<p><b>Update:</b> For SY 2025, the Top 20% Discipline and Disproportionality List rules maintain the minimum requirement of 50 students in a category. The rules for SY 2026-27 will be reviewed, and this recommended change will be considered.</p>
<p><b>Recommendation No. 2:</b> Allocate and reallocate Evidence-Based Funding (EBF) to the top 20 percent, or districts that are 20 percent above the statewide benchmark, as well as higher-poverty districts to help districts be pro-active, co-active, and reactive to discipline issues. Target EBF for training to address discipline and implicit bias issues.</p>	<p><b>Update:</b> ISBE continues to take meaningful steps to ensure that every Illinois school has the resources necessary to provide a safe, rigorous, and well-rounded learning environment for all students.</p> <p>Evidence-Based Funding (EBF) reflects a forward-thinking approach to understanding how equity and adequacy directly influence student outcomes. Through EBF, districts receive funding aligned to their unique needs, helping to close gaps and support continuous improvement for all learners. Additional changes would require statutory changes and legislative efforts.</p> <p>Additional information, guidance, and tools to support districts in navigating EBF can be found on the <a href="#">ISBE Evidence-Based Funding webpage</a>.</p>

SEEC 2023 Recommendations	2025 Updates
<p><b>Recommendation No. 3:</b> Change the “top 20 percent metric” to districts that are 20 percent above the statewide benchmark and districts that may not be in the identified 20 percent but are experiencing challenges with a particular identified group. Remove the exemption that requires a minimum of 50 students in a category. Allow for ISBE to promulgate Administrative Rules to establish an exclusionary discipline benchmark and accountability for data submission noncompliance.</p>	<p><b>Update:</b> ISBE School Discipline staff provide support to districts pertaining to best practices, improvement planning and coding, and data relating to school discipline.</p>
	<p><b>Update 3.1:</b> ISBE continues its commitment to supporting districts with evidence-based best practices that promote equitable student discipline, equal opportunity, and social-emotional learning. By the end of FY 2026, ISBE, in collaboration with key external partners, will complete updates to the Illinois Learning Standards for Social-Emotional Learning. This work is currently in progress.</p> <p>The updated draft SEL standards are being prepared to move through the Board approval process. Once approved, the draft will be released for public comment and proceed through the formal rules process. More information on the current SEL standards is available on the <a href="#">ISBE Social and Emotional Learning webpage</a>.</p> <p>In addition, ISBE continues to support schools in implementing enduring and equitable changes to discipline practices, emphasizing restorative and empathetic approaches. Guidance, tools, and resources are available on the <a href="#">ISBE School Discipline webpage</a>.</p>
	<p><b>Update 3.2:</b> ISBE has established additional support for districts in the top 20% of the Top 20% Discipline and Disproportionality List. Districts are offered one-hour sessions of 1:1 time with an ISBE professional consultant to review the data and discuss improvement opportunities.</p> <p>Additionally, ISBE has developed improved data review to provide specific feedback during this process.</p>

## ELEVATING EDUCATORS SUBCOMMITTEE

---

**Members:** Emma Bandy, David Turovetz, Dr. Rebecca Vonderlack-Navarro, Peggy Staehlin, Silvia Rogel, Erin Roche, Evangelina Covarrubias, Megan Mutti, Mario Garcia

---

The Elevating Educators Subcommittee met on Oct. 29, 2025 and Dec. 3, 2025 to review and provide updates. Members were introduced to the [2024-2027 ISBE Strategic Plan](#) to ensure alignment of the subcommittee's efforts and recommendations with the new ISBE priorities.

Please note:

- The Strategic Plan utilizes the state fiscal year (July 1 through June 30) while this report is implemented on a calendar year-basis with a due date of December 1 annually.
- Strategic Plan Goals and relevant strategies are provided referencing status of work (e.g., Complete, In Progress, Future Implementation).
- A table that includes the SEEC's 2023 recommendations and updates on the work is provided at the end of this section.

## Goal 3 **Elevating Educators**



Illinois' diverse student population will have educators who are prepared through multiple pathways and supported in and celebrated for their effectiveness in providing every child a high-quality education that meets their needs.

### Goal **3.1**

#### **Higher Education**

ISBE will work with institutions of higher education to develop professional learning communities of practice to promote the use of resources for literacy instruction.

##### **3.1.1**

By the end of FY 2025, in collaboration with institutions of higher education, ISBE will develop Communities of Practice promoting effective literacy instruction in educator preparation programs. **(Complete)**

##### **3.1.2**

By the end of FY 2027, ISBE will conduct a program evaluation to determine the extent to which instruction in educator preparation programs aligns to literacy preparation standards and the Illinois Comprehensive Literacy Plan. **(In Progress)**

Goal  
**3.2**

## Professional Learning

ISBE will work in collaboration with stakeholders to research, identify, and pilot innovative models of education preparation.



### 3.2.1

By the end of FY 2024, based on continuing research of educator preparation programs in other states, ISBE and stakeholders will recommend additional innovative educator preparation models. **(Complete)**

### 3.2.2

By the end of FY 2025, ISBE will support apprenticeship pilots for institutions of higher education. **(Complete)**

Goal  
**3.3**

## Teacher Vacancy Grant

ISBE will partner with districts in need to highlight equitable practices in recruitment and retention of educators.



### 3.3.1

By the end of FY 2024, ISBE will continue to support districts participating in the Teacher Vacancy Grant with the implementation of equitable, evidence-based strategies through Communities of Practice. **(Complete)**

### 3.3.2

By the end of FY 2025, ISBE will research effective practices among districts participating in the Teacher Vacancy Grant. **(Complete)**

### 3.3.3

By the end of FY 2026, ISBE will share information on effective practices with districts throughout the state. **(In Progress)**

### 3.3.4

By the end of FY 2027, ISBE will provide evidence of a stronger teacher pipeline, as evidenced by the 2026 Educator Supply and Demand report. **(In Progress)**

Additionally, Goal 1.4 under Student Learning focuses on high-quality educator preparation programs.

SEEC 2023 Recommendations	2025 Updates
<p><b>Recommendation No. 1:</b> ISBE should lead a comprehensive, data-informed, stakeholder-engaged process to organize, coordinate, and align strategies and resources across public and private organizations aiming to diversify, grow, and strengthen the educator workforce in Illinois.</p>	<p><b>Update:</b> In January 2025, Educator Preparation Providers (EPPs) submitted their final three-year action plans to ISBE, marking a significant step in the effort to diversify the educator workforce. These plans, developed in collaboration with American Institutes for Research (AIR), include specific targets for the recruitment and success of candidates of color. Each plan outlines Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goals designed to increase diversity through tailored recruitment and retention strategies. EPPs were given the opportunity to revise their plans after peer review to ensure their strategies were both achievable and impactful.</p> <p>Moving forward, EPPs will implement their enrollment and retention strategies and continue to monitor progress toward meeting their goals. They are required to adjust their strategies as needed based on ongoing evaluations to ensure the success of these efforts. The action plans reflect a long-term commitment to diversifying teacher preparation programs, with ISBE and AIR providing continued support and guidance to ensure these goals are met.</p>
	<p><b>Update 1.1:</b> ISBE has continued to implement the Teacher Vacancy Grant (TVG) across 170 districts throughout Illinois. These districts have gathered to share successful strategies funded by the grant and receive support in preparing their FY 2026 budgets. While districts are actively addressing teacher shortage areas, the SEEC encourages prioritizing pathways in bilingual education, special education, and bilingual special education if the grant continues beyond the pilot period. This will ensure that strategies are specifically targeted to address the most critical shortage areas when calculating formula funding.</p> <p>Additionally, Senate Bill 1947 was signed into law and became Public Act 104-0128 in August 2025, further advancing ISBE’s efforts to address the teacher shortage and strengthen the educator workforce. The new law closes gaps in existing legislation and establishes pathways for paraprofessionals to become licensed teachers. Key provisions include the creation of the Paraprofessional to Teacher Pathway Program, which offers a direct route to a Professional Educator License for paraprofessionals.</p>

SEEC 2023 Recommendations	2025 Updates
	<p><b>Update 1.3:</b> Following individualized coaching sessions and feedback from WestEd and ISBE, institutions of higher education (IHEs) revised their program redesign drafts and submitted the final versions to ISBE in June 2025. These final submissions reflect adjustments based on the feedback received. Full implementation of the redesigned programs took place in October 2025, marking the final key milestone in the CRTL Standards program redesign and alignment initiative. The redesigned programs are now fully operational, advancing the goal of enhancing culturally responsive teaching practices across educator preparation programs.</p>
	<p><b>Update 1.4:</b> Building on the successful launch of the Community of Practice (CoP) in late 2024, efforts in 2025 have focused on collaborating with the steering committee to develop an evaluation rubric aligned with the Illinois Comprehensive Literacy Plan’s strategic goals with the aim of strengthening EPP community engagement. The rubric is currently being piloted and is set to launch to all Educator Preparation Programs (EPPs) in January 2026.</p> <p>Central to this work is the Literacy Asset Mapping Template, a tool designed to help EPPs and local districts build stronger, more sustainable partnerships by identifying and leveraging community resources. EPPs are encouraged to tap into local assets – such as libraries, nonprofits, youth service organizations, tutoring centers, and community colleges – which can enhance literacy programming, foster family engagement, and create meaningful community-based field experiences. By incorporating these resources, EPPs can enrich their curricula, providing teacher candidates with diverse, real-world learning opportunities that promote culturally responsive teaching. This approach not only strengthens the teacher preparation process but also helps cultivate stronger ties between schools and the communities they serve, ultimately contributing to improved literacy outcomes.</p>

SEEC 2023 Recommendations	2025 Updates
<p><b>Recommendation No. 2:</b> ISBE should embark on a multiyear plan to dedicate time and staff to improve data definitions, collection, coordination, and quality with regard to all educator pipeline data systems (e.g., the Educator Licensure Information System, Annual Program Reporting, Employment Information System). This plan is necessary to better understand the issues pertaining to teacher diversity recruitment and retention. This work should inform the above recommendation by understanding what initiatives work and can be scaled.</p>	<p><b>Update 2:</b> Building on existing collaborations under the Teacher Vacancy Grant and partnerships with ROEs and the Illinois Workforce and Education Research Collaborative (IWERC), ISBE continues to expand educator recruitment efforts that reflect the diversity of the student population. A key component of this initiative is expanding program definitions to better include strategic educational pathways for teachers, specifically aimed at recruiting and retaining educators from diverse populations. These programs are designed to decrease barriers for these educators, ensuring that more individuals from underrepresented backgrounds can pursue and thrive in teaching careers.</p> <p>In addition to these recruitment strategies, ISBE is focused on improving data systems by developing streamlined, automated processes for data collection. These improvements aim to minimize errors, reduce the reporting burden on districts, and ensure the timely and accurate submission of data from Educator Preparation Programs and districts. By enhancing data collection and coordination, ISBE will be better equipped to track progress, evaluate the effectiveness of recruitment initiatives, and make data-driven decisions to strengthen the educator workforce pipeline.</p>

## CONCLUSION

This report provides the required annual update pertaining to the work of the State Education Equity Committee and is aligned with the ISBE 2024-2027 Strategic Plan areas of foci (i.e., equity, Student Learning, Learning Conditions, and Elevating Educators). SEEC, through the committee of the whole and subcommittees, will build upon its collective commitment to and expertise in educational equity programming and practices to provide recommendations to ISBE. The work of the State Education Equity Committee is essential on account of the urgent and collective responsibility to achieve educational equity by ensuring experiences that affirm and build upon the assets and interests of each and every child through the development and delivery of programming, resources, and educational opportunities.

The next progress report will be submitted to the governor and Illinois General Assembly in December 2026.

## APPENDIX A: STATE EDUCATION EQUITY COMMITTEE MEMBERSHIP LISTING

### **Nichole Anderson**

Vice President  
District 214 Education Association  
Illinois Federation of Teachers

### **Emma Bandy**

Principal Consultant for Educator Effectiveness  
Illinois State Board of Education

### **Twylia Bennett**

Assistant Director  
Special Education Department  
Illinois State Board of Education

### **Roxana Cejeda**

Youth Readiness Associate  
Illinois 4-H Extension

### **Dr. Nikki Combs**

Director of School and District Improvement  
Illinois State Board of Education

### **Evangelina Covarrubias**

Executive Director  
Office of Equity Chicago Public Schools

### **Dr. Tim Craddock**

Principal consultant for Charter Schools  
Illinois State Board of Education

### **Dr. Nakia Douglas**

Director of Special Education  
Illinois State Board of Education

### **Jeremy Duffy**

Deputy Executive Director & General Counsel  
Illinois Association of School Boards

### **Dr. Anthony Edison**

Superintendent  
Posen-Robins ESD 143-5

### **Mario Garcia**

Executive Director  
Onward Neighborhood House

### **Jeffrey Judge**

Director of Wellness and Student Care  
Illinois State Board of Education

### **Dr. Michael Karner**

Regional Superintendent

### **Megan Mutti**

Director  
Family Matters Parent Training  
& Information Center

### **Dr. Kimako Patterson**

Chief of Staff  
Illinois State Board of Education

### **Alyssa Phillips**

Education Attorney  
Chicago Coalition for the Homeless

### **Erin Roche**

Special Education Teacher  
Hawthorn CCSD 73

### **Deja Robinson**

Student Advisory Council Member

### **Silvia Rogel**

Director of Strategic Partnerships and  
External Affairs  
Illinois Resource Center

### **Dr. Brad Skertich**

CUSD 10

### **Peggy Staehlin**

Secretary  
Illinois PTA

## APPENDIX A: STATE EDUCATION EQUITY COMMITTEE MEMBERSHIP LISTING

### **Dr. Erica Thieman**

Director of Career & Technical Education  
Illinois State Board of Education

### **Leonor Torres**

Spanish Teacher  
Chicago Public Schools

### **David Turovetz**

Director of Charter Schools  
Illinois State Board of Education

### **Kenneth Varner**

Community Engagement Manager  
Healthy Schools Campaign

### **Dr. Rebecca Vonderlack-Navarro**

Director of Education Policy and Research  
Latino Policy Forum

### **Dr. Dorene Wiese**

Founding President  
American Indian Association of Illinois