

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: December 11, 2024

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 Dana Stoerger, executive director of Legislative Affairs, at (217) 782-6510 or dstoerge@isbe.net.

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



2024

State Education Equity Committee
Annual Progress Report

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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](#).

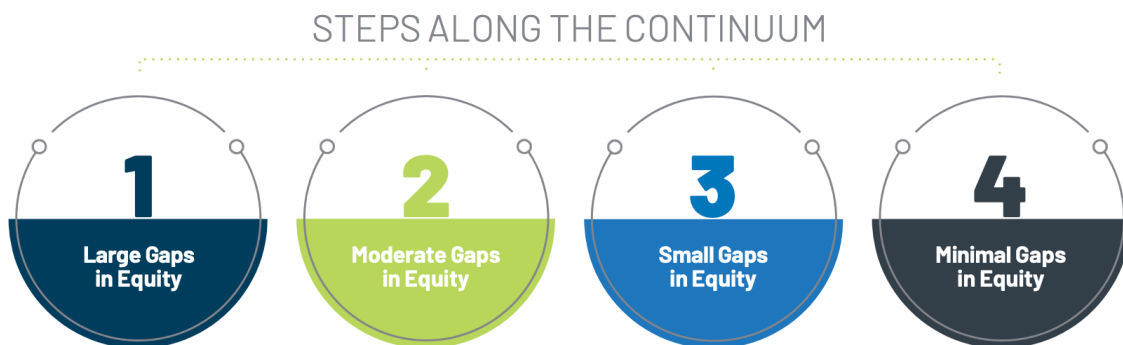
ISBE EQUITY PRIORITIES

The [2024-2027 ISBE Strategic Plan](#) identifies two goals centering around equity initiatives that are external-facing: the [Equity Impact Analysis Toolkit \(EIAT\)](#)¹ 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 EJC² 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. **(Future Implementation)**

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. **(In Progress)**

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. **(In Progress)**

STUDENT LEARNING SUBCOMMITTEE

Members: Jenna Jiang, Leonor Torres, Dr. Dorene Wiese, and Nichole Anderson

The Student Learning Subcommittee focused its efforts during 2024 on implementing the 2023 recommendations. 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., Completed, 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.

(Completed)

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.

(Future Implementation)

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	2024 Updates
<p>Recommendation No. 1: 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>Summary: While a line item was not included in the state budget for these purposes in the FY 2024 and FY 2025 State of Illinois Budget, ISBE prioritized available Title II funding to support the implementation of this recommendation. Specifically, funds are supporting:</p> <ul style="list-style-type: none"> • District-level implementation of the Culturally Responsive Teaching and Leading (CRTL) Standards. • Professional learning for educators supporting student-centered classrooms through the integration of the inquiry-based learning standards, and • Professional learning related to inclusive instruction responsive to inclusive instructional state mandates.
	<p>Update 1.1: 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 at 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 will be completed by June 30, 2025.</p>
	<p>Update 1.2: 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, 2025.</p>
<p>Recommendation No. 2: ROEs/ISCs will monitor inclusive instruction pertaining to the revised Social Science Standards.</p>	<p>Summary: 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>Update 2.1: ISBE continues to ensure comprehensive monitoring of all instructional mandates.</p>
	<p>Update 2.2: The ISBE Standards and Instruction team partnered with the UIUC Social Studies Education faculty to host an in-person convening of ROE/ISC staff to unpack the revised Illinois Learning Standards for Social Studies and supporting inclusive instructional mandates in July of 2024.</p>

LEARNING CONDITIONS SUBCOMMITTEE

Members: Dr. Michael Karner, Dr. Nacole Milbrook, Jeremy Duffy, Dr. Nashwa Mekky, Lisa Bouillion Diaz, Kenneth Varner, and Alyssa Phillips

The Learning Conditions Subcommittee focused its efforts during 2024 on implementing the 2023 recommendations. 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.
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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. **(Completed)**

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. **(In Progress)**

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. **(Future Implementation)**

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. **(In Progress)**

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	2024 Updates
<p>Recommendation No. 1: 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>Update: ISBE releases an Exclusionary Discipline Top 20% list to bring awareness to districts of its practices, and how it may improve policies and strategies to create a more inclusive school environment. Schools that remain on this list for three years in a row must submit remediation plans to ISBE on how they plan to improve their disciplinary practices.</p>
<p>Recommendation No. 2: 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>This recommendation would need to be reviewed by the Professional Review Panel and, if acted upon, would require statutory modifications.</p>

SEEC 2023 Recommendations	2024 Updates
<p>Recommendation No. 3: Create a task force/committee to look deeper into the issue of student discipline from the state level to the district level to identify lingering and districtwide issues that require support to achieve improvement in exclusionary discipline. Identify best practices and evidence-based strategies.</p>	<p>Summary: ISBE school discipline staff provide support to districts pertaining to best practices, improvement planning and coding, and data relating to school discipline.</p>
	<p>Update 3.1: ISBE created resources to share evidence-based best practices regarding student discipline, equal opportunity, and social-emotional learning. ISBE partnered with the University of Illinois Springfield and Loyola University Chicago to create the Illinois Partnership for Discipline Equity. The aim of this work is the provision of resources and materials for school districts to support enduring changes to discipline practices to create more equitable, restorative, and empathetic schools. Guidance and resources can be found on the ISBE School Discipline webpage.</p>
	<p>Update 3.2: District survey results were used to determine the content of a four-part webinar series titled, "Discipline Dialogues."³ This series addressed best practices, resources, and the implementation of school discipline plans and included presentations from ISBE partners and staff as well as district administrators. Districts were provided insight into the journey other districts underwent to be removed from ISBE's Exclusionary Discipline Top 20% list and policies and practices put in place to improve the discipline and culture in their schools.</p>

³The webinars were hosted in November 2023, December 2023, March 2024, and May 2024.

ELEVATING EDUCATORS SUBCOMMITTEE

Members: Dr. Rebecca Vonderlack-Navarro, Ronnie Turner Winston, Silvia Rogel, Evangelina Covarrubias, Megan Mutti, and Mario Garcia

The Elevating Educators Subcommittee focused its efforts during 2024 on implementing the 2023 recommendations. 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:

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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. **(In Progress)**

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)**



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. **(In Progress)**

3.2.2

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

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. **(Completed)**

3.3.2

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

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	2024 Updates
<p>Recommendation No. 1: 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>Update 1.A: Diverse educator pipeline-related activities occurring during 2024 included ISBE partnerships with external entities to accomplish this work. A Diverse Educator Recruitment and Success Project Kickoff meeting was held with educator preparation program (EPP) leadership, faculty, and other team members who will play a key role in the effort. American Institutes for Research (AIR) hosted the Data Analysis Workshop, a webinar specific to education deans, program chairs, and individuals in other leadership positions who will guide program faculty and staff through the planning process and how to analyze institutional data to identify institutional goals to diversify teacher preparation candidates.</p> <p>Coaching Session I: “Problem Statements, Root Causes, and Strategies” was a coaching session specific to education deans, program chairs, and individuals in other leadership positions.</p> <p>Coaching Session II: “Progress Monitoring and Continuous Improvement Strategies” was a coaching session specific to education deans, program chairs, and individuals in other leadership positions that was convened to consult with peer institutions and coaches about development of action plans. EPPs also explored an introduction to continuous improvement and progress monitoring.</p>

SEEC 2023 Recommendations	2024 Updates
<p>Recommendation No. 1: 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>Update 1.B: The Teacher Vacancy Grant completed its first year of implementation in June 2024. ISBE, in collaboration with the Illinois Workforce and Education Research Collaborative (IWERC), analyzed preliminary data, and two reports were published:</p> <ul style="list-style-type: none"> • How Illinois Districts are Addressing Teacher Shortages: An Evaluation of the Teacher Vacancy Grant Pilot Program • Early Teacher Staffing Trends: An Evaluation of the Teacher Vacancy Grant Pilot Program <p>Grantees were invited in November 2024 to participate in the Teacher Vacancy Grant Summit to learn about support available to them to address local teacher shortages.</p> <p>Attendees engaged in collaborative sessions to discuss strategies for filling teacher vacancies, reviewed data from the Year 1 evaluation report, and learned about the grant’s role within broader teacher shortage initiatives from ISBE. Participants showcased the successes of their strategies and began developing communications to show the impact of Teacher Vacancy Grant funding. Additionally, they explored sustainable, long-term approaches for their districts’ teacher vacancy initiatives by considering how to blend and braid funding streams to support future programming.</p> <p>TVG districts reported a net increase of 519 new teaching staff for SY24, according to mid-year performance reports. Across TVG districts, the number of new teachers hired was higher than the number of teachers who were not retained in SY24.</p> <p>Nearly 10,700 employees, including teaching and non-teaching staff, were reported to have participated in grant-funded programs that targeted decreased attrition. Roughly 11,000 teachers, who took part in grant-funded programs, were also reported to be retained. In addition, expenditures on coursework and licensure were said to have supported approximately 1,500 non-certified staff pursuing licensure and 450 certified staff pursuing further endorsements.</p> <p>A larger proportion of TVGPP districts (51.8%), compared to non-TVGPP districts (17.3%), experienced a decrease in unfilled teaching positions from SY23 to SY24.</p>

SEEC 2023 Recommendations	2024 Updates
<p>Recommendation No. 1: 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>Update 1.C: The CRTL Standards program redesign and alignment initiative has seen significant progress in 2024. Institutes of higher education (IHEs) submitted program redesign drafts to ISBE in August. The IHEs then attended individualized coaching meetings with WestEd. Following the meetings, IHEs could start or continue implementation based on feedback. Summative feedback was prepared by WestEd and ISBE and delivered to IHEs in November.</p> <p>Update 1.D: A community of practice for educator preparation programs to support the alignment of programs to the Illinois Comprehensive Literacy Plan (ICLP) was launched in late 2024. During 2025, ISBE staff will work with the steering committee to develop a rubric for evaluation responsive to the corresponding strategic plan goal.</p>
<p>Recommendation No. 2: 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>Update 2: ISBE, in partnership with ROEs and IWERC, co-produces a research document on unfilled positions. That information, the mandated triennial Educator Supply and Demand Report, evaluation of the Teacher Vacancy Grant conducted by IWERC, and data from the Illinois Educator Preparation Profile provide the needed constellation of data to understand issues pertaining to teacher diversity recruitment and retention and should inform extant and subsequent scalable recommendations of the SEEC.</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 2025.

APPENDIX A: STATE EDUCATION EQUITY COMMITTEE MEMBERSHIP LISTING

Nichole Anderson

Vice President
District 214 Education Association
Illinois Federation of Teachers

Lisa Bouillion Diaz

Director and Assistant Dean
University of Illinois Extension
4-H Youth Development Program

Evangelina Covarrubias

Executive Director
Office of Equity Chicago Public Schools

Jeremy Duffy

Deputy Executive Director & General Counsel
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Mario F. Garcia

Executive Director
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Susan Hudson

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Jenna Jiang

Student Adviser
ISBE Student Advisory Council

Dr. Michael Karner

Regional Superintendent
Lake County ROE

Dr. Nashwa Mekky

Chief People, Equity, and Culture Officer
Illinois Math and Science Academy

Dr. Nacole Milbrook

Chief Program Officer
Youth Guidance

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

Silvia Rogel

Director of Strategic Partnerships
and External Affairs
Illinois Resource Center

Dr. Brad Skertich

Superintendent
Collinsville CUSD 10

Leonor Torres

Spanish Teacher
Chicago Public Schools

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

R. Turner Winston

Urbana High School PTSA President
Urbana SD 116