

APPROVED
January 22, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #F-1
January 22, 2025

**FISCAL YEAR 2026 HIGHER EDUCATION BUDGET RECOMMENDATIONS
FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS**

Submitted for: Action.

Summary: This item recommends approval of the Fiscal Year 2026 Budget Recommendations for higher education operations, grants, and capital improvements.

Action Requested: That the Illinois Board of Higher Education approve the Fiscal Year 2026 Budget Recommendations for Higher Education operations, grants, and capital improvements.

FISCAL YEAR 2026 HIGHER EDUCATION BUDGET RECOMMENDATIONS FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS

OVERVIEW

The Illinois Board of Higher Education's Fiscal Year 2026 Budget Recommendations reflect the vision, goals, and strategies of the higher education strategic plan adopted by the Illinois Board of Higher Education (IBHE) in June 2021 and endorsed by the Illinois Community College Board in August 2021 and by the Illinois Student Assistance Commission in September 2021.

This budget proposal is a modest one, presented in the context of a projected \$3.2 billion state budget deficit for Fiscal Year 2026, as reported in the Governor's Office of Management and Budget annual [Economic and Fiscal Policy report](#) released November 1, 2024. The Board took this into consideration in making its recommendations, balancing the state's fiscal condition with the real needs of the higher education system to have adequate, equitable, and stable resources to support students to success and to provide the talent and innovation for the state to grow its economy.

In recent years, the Governor and General Assembly have made substantial investments in higher education since Fiscal Year 2019, increasing General Fund¹ appropriations by \$827.2 million, from \$1,894.0 million to \$2,721.3 million in Fiscal Year 2025. This was a welcome reversal after decades of disinvestment that saw higher education appropriations decline from \$2.4 billion in Fiscal Year 2002 to a low of \$1,836.0 million in Fiscal Year 2018 (excluding the budget impasse).

The IBHE Fiscal Year 2026 operating budget recommendations recognize a new fiscal reality while also emphasizing that the state's economic growth depends on a strong, equitable higher education system – the educated workforce it produces and the innovation it fosters.

IBHE is recommending an overall 4.0 percent increase (\$108.8 million) in higher education funding (excluding SURS), for a total operating appropriation of \$2,830.1 million. This reflects a 2 percent increase in operating funding for public universities and community colleges, a \$50 million increase in MAP, increases in grant-funded programs to support early childhood education, expansion of Common App, student basic needs, pathways to health care, among others.

The Board also recommends fully funding the certified amounts for the State Universities Retirement System and the Community College (Health) Insurance Program, as shown in Figure 2, below, an increase of \$108 million to \$2,330.4 million.

The Board's capital priority is to have the projects appropriated through the state's *Rebuild Illinois* capital program launched and those underway expeditiously completed. IBHE is recommending that all previously funded projects be reappropriated in Fiscal Year 2026. Additionally, IBHE is recommending that priority for the new capital renewal funding of \$450 million first appropriated

¹ Since a portion of ICCB's budget is funded through the Personal Property Replacement Tax (PPRT) fund, we include that in these numbers, although that funds is not included in General Funds.

in the Fiscal Year 2025 budget be allocated equitably to assist institutions that had to downsize projects or use their own funds to cover projects or other capital emergencies and to meet increasing capital renewal needs to address deferred maintenance.

Figure 1: IBHE Fiscal Year 2026 General Funds Budget Recommendations

Higher Education* \$ in Thousands	FY25 Enacted Appropriation	FY26 Recommendation	\$ Change	Percentage Change from FY25
Public Universities	1,329,486	1,354,220	24,734	1.9%
ICCB and Community Colleges	431,904	445,028	13,124	3.0%
Adult Education/Technical Education	54,555	55,646	1,091	2.0%
Illinois Student Assistance Commission	833,748	899,726	65,979	7.9%
Illinois Mathematics and Science Academy	25,483	26,502	1,019	4.0%
State Universities Civil Service System	1,445	1,559	114	7.9%
IBHE Grants & Operations	44,642	47,592	2,950	6.6%
Total General Revenue & PPTR	\$2,721,262	\$2,830,094	\$108,833	4.0%

*Excludes the State Universities Retirement System and includes appropriations for community colleges through the Personal Property Replacement Tax (PPRT) fund

Figure 2: IBHE Fiscal Year 2026 SURS Recommendations

State Universities Retirement System* (\$ in thousands)	FY25 Enacted Appropriation	FY26 Certification	Percentage Change from FY25
State Contribution	2,212,810	2,319,446	4.8%
Community College Health Insurance (CIP)	9,191	10,967	19.3%
Total General Revenue	\$2,222,001	\$2,330,413	4.9%
Actual Change from FY25 Appropriation		\$108,412	

*SURS is not included in Figure 1 above

These Fiscal Year 2026 budget recommendations ensure the state continues to invest in its strong higher education ecosystem that enables Illinois to thrive. The section below highlights the ways the budget invests in the specific strategies of *A Thriving Illinois*.

Investing in *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*



The state's higher education strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, is grounded in the idea that we can't as a state thrive without a strong, equitable higher education system.

A Thriving Illinois laid out 25 strategies designed to achieve the three overarching goals:

- Equity: Close the equity gaps for students who have been left behind;
- Sustainability: Build a stronger financial future for individuals and institutions; and
- Growth: Increase talent and innovation to drive economic growth.

The Fiscal Year 2026 budget recommendations highlighted below² support the implementation of *A Thriving Illinois* to build broad, sustainable, and equitable paths to a prosperous future for every individual, family, and community across Illinois.



Close Equity Gaps for Students Who Have Been Left Behind

- **Strategy 1: Support the ongoing learning renewal of students and the systemic implementation of evidence-informed student support practices.** Meeting student basic needs is an essential part of student success. Beginning In Fiscal Year 2023, IBHE began offering grants to four-year colleges and universities to address the underlying causes of housing and basic needs insecurity among students. ICCB has had a small allocation of funds but the need is much greater than can be met at the current level and has requested a \$3.5 million expansion for grants to community colleges. **IBHE recommends that the IBHE Ending Student Housing Insecurity (ESHI) grants be funded at the Fiscal Year 2025 level and a new \$3.5 million be added to ICCB's budget for a new Center for Basic Needs.**

Mental Health is another area of need among students. Funds were provided in the Fiscal Year 2025 budget to support implementation of mental health services and requirements under the [Mental Health Early Action on Campus Act](#). The budget included \$7.0 million to IBHE for grants to public universities and for IBHE's Technical Assistance Center and \$6.0 million in the ICCB **IBHE recommends maintaining these appropriations at the Fiscal Year 2025 levels of \$7.0 million (IBHE) and \$6.0 million (ICCB).**

Benefits navigators have continued to play an important role in helping students access services and supports through programs such as SNAP food assistance, child care assistance, and other public benefits. IBHE and ICCB have collaboratively offered intensive training, support, and communities of practice to bring together benefits navigators, HOUSE liaisons, and other specialty liaisons and build their expertise and capacity to support students, all currently covered within agency funding levels.

Community College Center for Basic Needs. This new Center for Basic Needs at the ICCB would support local colleges as they work to centralize resources for students facing non-academic challenges, ensuring that students can remain focused on their education without unmet essential needs. These efforts play a vital role in promoting equity by helping students access critical services that address food, housing, financial, and emotional security. In those areas with specialized liaisons, the statewide center would provide resources for colleges to assist specialized liaisons, including benefits navigators, HOUSE liaisons, veterans coordinators and other liaisons. **The IBHE is recommending new funding of \$3.5 million**

² Funding is appropriated to each agency in Figure 1 as noted in parentheses.

(ICCB).

- **Strategy 2: Implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps.** The first equity plans were submitted to IBHE and ICCB on May 31, 2024. With the support of the Governor's Office, a national expert consulting team was convened to help develop the rubric for review and feedback on these first and baseline equity plans. In addition, the consulting team led the review process, along with staff from IBHE, ICCB, and the Governor's Office. Individualized feedback was provided to each institution in November, 2024, and the consulting team did several [presentations](#) outlining the review process and summarizing key findings. **The IBHE Fiscal Year 2026 budget recommends \$0.6 million in new funds to support the equity plan implementation efforts (\$0.3 million each at ICCB and IBHE).**

As set out by the Task Force on Sexual Misconduct on Campus Climate Surveys and adopted by IBHE, each institution of higher education is required to complete an annual [base survey](#) to assess the prevalence and impact of sexual misconduct on campuses. The Task Force recommended that state funding be provided for a statewide administration of the survey. Additionally, the Task Force will be reconvened in the fall of 2025 to review the results of the first fielding and to make recommendations for any updates to the survey. **The IBHE Fiscal Year budget recommends that Task Force support, survey administration, data collection, and analysis of these surveys be maintained at the Fiscal Year 2025 level of \$0.2 million (IBHE).**

- **Strategy 4: Attract working adults through outreach and supports specifically for them.** While the community colleges have long served working adults, the Workforce Equity Initiative expands one-year or less credit and/or non-credit workforce training opportunities in high-need communities with identified workforce gaps. Funds support community colleges that focus on improving workforce equity for African Americans. The Innovative Bridge and Transitions (IBT) provides funding opportunities to support the seamless transition of students between education systems and employment. There are over 120 WEI programs offered by 20 participating colleges throughout the state. Since the program began, over 12,700 students have enrolled, with nearly 8,500 completers. Over 9,200 of those enrolled (72 percent) were African American students. The average wage of those employed is nearly \$22.00 per hour. **The IBHE Fiscal Year 2026 budget recommends continuing this funding at its current level of \$28.8 million (ICCB).**

Additionally, since Fiscal Year, 2023, ICCB has operated the successful Pipeline for Advancement of the Healthcare Workforce (PATH) program to help those in nursing and other healthcare pathways enter or advance their careers in the health care industry. The program began with \$25 million, but was later reduced to \$15 million in Fiscal Year 2025. With the success of the program, ICCB requested and **IBHE recommends increasing funding for the PATH program by \$4 million from \$15 million in Fiscal Year 2025 to \$19 million in Fiscal Year 2026.**

- **Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework.** Access to high-quality early college opportunities gives students the chance to earn college credit while in high school, which data and research show increases the path to degree completion. Fiscal Year 2025 will be the second year of this dedicated Dual Credit program with a focus on low-income students and students of color.

ICCB offers grants to expand equitable access to dual credit through, for example, free dual credit for students taking courses at their local high school, expansion of virtual instruction, books and course materials, or support for educators to upskill to qualify to teach dual credit. The **IBHE Fiscal Year 2026 budget recommends maintaining funding at the Fiscal Year 2025 level of \$3.2 million (ICCB).**

- **Strategy 8: Expand the role of college access and support models to positively impact college-going and completion rates.** A *Thriving Illinois* highlighted near-peer mentoring and other support models, like the ISACorps, in helping improve enrollment, retention, and completion particularly for low-income students, first-in-their-families to go to college, and students of color. **The IBHE Fiscal Year 2026 budget recommends an additional \$1.2 million in state funds for the ISACorps and other Illinois Student Assistance Commission (ISAC) operations, increasing funding from \$15.7 million in Fiscal Year 2025 to \$16.9 million in Fiscal Year 2026.**



Build a stronger financial future for individuals and institutions

- **Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.** A *Thriving Illinois* calls for increased investment in our state's public higher education institutions through a system that is equitable, stable, and sufficient. This strategy outlines a set of principles that should be included in any new funding system. The [Commission on Equitable Public University Funding](#) is charged with developing a funding formula that is equitable, adequate, and stable and that fulfills the principles outlined in this strategy in *A Thriving Illinois*. The Commission completed its [report](#) and submitted its recommendations to the General Assembly in March 2024. A bill containing the recommendations was introduced in Fall, 2024 and is anticipated to be resubmitted in Spring, 2025. As the Board has done for the prior 4 years, the IBHE Fiscal Year 2026 budget recommendations take a first step to more equitable public university funding. **The IBHE is recommending a \$25.1 million (two percent) increase for public universities to focus on serving low-income students and that it be distributed based on the percent and number of Pell students served (Public Universities).** This would increase public university funding from \$1,256.1 million in Fiscal Year 2025 to \$1,281.2 million in Fiscal Year 2026. In addition, IBHE is recommending a \$7.2 million (2 percent) increase for community colleges, adult education, and career and technical education, bringing appropriations to \$365.6 million in Fiscal Year 2026, up from \$358.5 million in Fiscal Year 2025 (ICCB).
- **Strategy 2: Invest an additional \$50 million each year to reach \$1 billion in MAP funding over ten years.** MAP is one of the most powerful tools to help low-income, students of color, working adults, and rural students enroll in and complete college. Historic investments in MAP over the past years have led to a Fiscal Year 2025 appropriation of \$711.6 million, up from \$451 million in Fiscal Year 2021. The current appropriation is much closer to the \$1 billion goal than could have been imagined. A MAP grant now covers 48.4% of average tuition and fees at public universities, short of the strategic plan goal of 50% and 58.9 percent at community colleges. **The IBHE Fiscal Year 2026 budget**

recommendations call for a \$50 million increase in MAP funds, bringing the total MAP appropriation to \$761.6 million (ISAC).



Increase talent and innovation to drive economic growth

- **Strategy 3: Align the state's economic development and higher education strategies, ensuring both address historic inequities.** The higher education system has a crucial role in meeting the state's talent and workforce needs.
 - Beginning in Fiscal Year 2024, a new **community college non-credit workforce training grant** program was established to enable the community college system to increase its investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential. This grant supported community colleges to engage directly with employers, develop curriculum, and deliver non-credit customized training to prepare individuals with specific technical skills to attain industry recognized credentials and employment in high demand/high wage areas. **The IBHE Fiscal Year 2026 budget recommends maintaining funding at the Fiscal Year 2025 level of \$5.2 million (ICCB).**
 - IBHE will continue to partner with the Department of Human Services to meet the states behavioral health workforce needs through the [Behavioral Health Workforce Center](#). The Center was established to increase Illinois' capacity to recruit, educate and retain behavioral health professionals, from peer support specialists to psychiatrists. A primary goal of the Center is to be a statewide resource for workforce development opportunities, as well as data and information for those working to expand access to careers in behavioral health programs and services. Partner organizations will work with a network of state universities, colleges, K-12 organizations, mental health providers, and behavioral health provider associations and organizations to build the behavioral health workforce for the future. **The IBHE Fiscal Year 2026 budget recommends that DHS continue to provide up to \$5.0 million for the BHWC, the same level as Fiscal Year 2025 (IBHE).**
- **Strategy 4: Encourage high school graduates to enroll in the Illinois higher education system to keep talent here.**
 - **AIM HIGH** is a hybrid need/merit-based scholarship program that began as a pilot and was made permanent in statute in 2023. It gives public universities flexible scholarship funds to attract and retain students, including student groups facing equity gaps. **The IBHE Fiscal Year 2026 budget recommendation is to maintain AIM HIGH scholarship funding at the Fiscal Year 2025 level of \$50 million (ISAC).**
 - The **Common App** is an online portal that allows prospective students to apply to multiple colleges with the same basic application. In 2021, all public universities began using the Common App. Total application volume has increased from 147,000 in 2021, to 199,000 in 2023, 90% (179,000) of which now come through Common App. We have also seen increases in the number of applicants from Illinois

residents, as well as an increase in applicants of color.

With the success of the Common App for first-time students, IBHE is working with ICCB and public universities to expand Common App to Community College transfer students with the additional funding provided in Fiscal Year 2025. Currently 4 public universities are piloting the transfer student application portal. As part of this effort and the broader direct admissions effort described below, Community Colleges will be encouraged to join Common App. Funding is recommended to reimburse community colleges for costs associated with the Common App, as is provided for public universities.

For these three Common App programs, IBHE is recommending an increase of \$0.7 million in Fiscal Year 2026 to cover costs of additional applications, increasing the appropriation from \$1.45 million to \$1.65 million for public universities (IBHE), and establishing new funding of \$0.5 million for Community Colleges (ICCB).

In Fiscal Year 2025, IBHE and ICCB sought and were successful in receiving a grant from the Lumina Foundation as part of its Great Admissions Redesign to create a statewide direct admissions program for first-time students and community college transfer students. When fully implemented, every graduating high school student will receive an automatic offer to enroll at every public college and university to which they meet the GPA requirements. Eligible community colleges students will similarly receive admission offers for transfer to public universities. This will be done through matching data the state agencies have or will be able to collect. Offers of admission will be proactively made to students, eliminating uncertainty about where they will be admitted. **The IBHE Fiscal Year 2026 budget recommends an additional increase of \$1.0 million to cover the costs of direct admissions for IBHE, increasing the IBHE Common App appropriation to \$2.65 million, including the increase for application volume listed above.**

- **Strategy 5: Establish a consortium of community colleges and universities to better serve the incumbent early childhood workforce.** The IBHE and ICCB established the [Early Childhood Access Consortium for Equity](#) to streamline, coordinate, and improve access to credentials and degree completion for the incumbent early childhood workforce, as outlined in the [Early Childhood Access Consortium for Equity Act](#). All public universities and community colleges, plus private universities who wish to join the Consortium will ensure that students can fully transfer their Associate of Applied Science in early childhood degree to a baccalaureate program; courses and support services will be offered at times and in ways that are convenient for working adults.

Through federal COVID relief child care funds nearly \$200 million was dedicated by Governor JB Pritzker and the Illinois Department of Human Services for eligible students to access scholarships that covered total cost of attendance; institutions received funds for curriculum development and mentors; and community-based navigators worked with employers to identify potential students and help them return to school. The federal funds ended in June, 2024. Through the program nearly 4,700 students received \$76 million in scholarships.

The Fiscal Year 2025 budget included \$5 million to continue ECACE scholarships, which supported over 660 students. Given the success of the program, the Governor's new Smart Start initiative to eliminate child care deserts, the launch of the new Department of Early Childhood, and the continuing need to upskill the early childhood workforce, IBHE, ICCB, and ISAC are recommending increasing the scholarship funding. **The IBHE Fiscal Year 2026 budget recommends \$20 million for Consortium scholarships (ISAC), an increase of \$15 million from the Fiscal Year 2025 appropriation of \$5 million.**

- **Provide an additional \$3.9 million to support IMSA, strategic plan implementation, and operational support.** The IBHE Fiscal Year 2026 budget recommendations include a \$1.0 million (4 percent) increase for the Illinois Mathematics and Science Academy to meet operating needs, bringing state appropriations for IMSA to \$26.5 million. The IBHE Fiscal Year 2026 budget also recommends a \$2.9 million increase across agencies to invest in strategic plan implementation (\$1.6 million), and operational expenses (\$1.3 million) (ICCB, IBHE, SUCSS).
- **Continue support for the Accountability Dashboard.** One of the overarching implementation efforts of *A Thriving Illinois* is to create an Accountability system to ensure the higher education ecosystem is making progress toward the overall goals as well as implementing each strategy. The Board sees a public data dashboard-- building on the data provided as part of the Equity Plans and Practices effort--as central to transparency and accountability. **IBHE Fiscal Year 2026 budget recommends maintaining the Fiscal Year 2025 level of \$0.45 million to support design, development, and updating of this new data dashboard (IBHE).**

FISCAL YEAR 2026 RECOMMENDATIONS FOR OPERATIONS AND GRANTS

PUBLIC UNIVERSITIES

In May 2024 each public institution of higher education submitted its first equity plan, outlining the specific equity challenges identified in its data, climate surveys, and other analysis and the policies, practices, and programs that it is implementing to close equity gaps and improve outcomes for all students. Institutions included an array of academic, social-emotional, and other supports and resources to meet the specific needs of their students.

The plans included new efforts and efforts underway that are integrated into a comprehensive, integrated approach. While the full breadth of the plans cannot be captured here, highlights can. Below is a sample of the work institutions have underway that shows the commitment and efforts to ensure that every student can succeed.

Chicago State University

At CSU, we are not just an institution of higher learning; we are an institution of higher purpose. As the only U.S. Department of Education-designated four-year Predominantly Black Institution (PBI) in Illinois, we proudly embrace our role as a catalyst for change. We understand that achieving equity in education requires tangible actions and unwavering dedication to the holistic well-being of our students throughout their higher education journey. Together, we are a driving force behind “Equity in Motion,” propelling positive change and nurturing a more equitable world.



Pre-College: CSU begins its engagement with its local neighborhood high schools through dual enrollment with no tuition cost and dual credit programming. We focus our dual credit resources on local neighborhood high schools with limited advanced placement programming. Additionally, CSU offers various summer camps for participants as young as 5 to expose students to a college campus and to explore future careers in coding, quantum sensing, education, and health professions.

Access to College: CSU is a broad access institution that focuses on removing barriers that have historically disadvantaged students of color enrolling and persisting in college. CSU has launched an ambitious program of student success initiatives called Cougar Commitment which brings together a comprehensive tapestry of academic, financial, and holistic support for entering freshmen and transfer students. CSU created the *Rise Academy*, which supports first-year access and retention by providing free tuition, books, and computers for all incoming freshmen, through an early start program and year-long holistic support.

Transfer students and students who have stopped out have also received attention, with dedicated pathways, transfer guides, and a master articulation agreement with City Colleges of Chicago, which helps streamline the path for transfer students. The ReUp Initiative provides mentors and student coaches to help students who have stopped out return to school and complete their studies.

Retention & Graduation: Academic supports have been expanded with the addition of Sophomore Academy as well as incorporating Learning Assistants into more courses. Learning Assistants are students who have previously taken a course and provide support for other students after having taken a course in pedagogy and working with a faculty mentor. They receive a stipend to pay for

the course and hours. A system of early alerts has been implemented, where alerts are reviewed at the four-week, eight-week, and 12-week timeframes, to see, for example, where class attendance may have dropped off. Students have monthly check-ins with academic advisors; additionally, in-person and online tutoring is available seven days a week.

Non-academic supports are also provided, including an on-campus child development center that will soon include a range of child care options for ages 6 months to pre-K; a counseling center; wellness center; as well as affinity centers for students to have a sense of belonging. CSU has also focused on meeting students' basic social-emotional needs, adding the Cougar Pantry, Cougar Closet, and providing year-round workshops and events.

Academic Excellence: CSU offers a broad suite of academic programming in alignment with Illinois' workforce needs and economic growth. CSU scholars are conducting cutting-edge research with over \$10 million in federal grants across STEM and health science disciplines. We are educating students in quantum sciences; are in the top 4% for graduating Black students with Bachelor's degrees in physics; serve as an official licensee of the Call Me MISTER Program, dedicated to African American male teacher preparation; and have students participating the inaugural cohort of Paramount Pictures and Showtime's Storytellers Lab.

Careers: To address documented racial inequities in access to careers, fair wages, and advancement, CSU has worked with corporate partners to create targeted internship opportunities for students, mentorship, and scholarship resources with partners, including the National Urban League's Business Executive Exchange Program, Braven, and Astellas. Our partnerships are innovative to meet the particular needs of our unique student population.

Eastern Illinois University

EIU has continued many of our recent approaches to closing equity gaps and we continue to assess new strategies to assist all our student in their success. EIU funded approximately three dozen programs and found several to be impactful and worthy of continued investment.



EIU found that students were working more and needed tutoring at different times and so made an online managed peer tutoring platform available nearly 24/7. Students tutor others, creating both employment and professional growth opportunities for peer tutors while supporting academic growth for students using the program.

The Tutoring Center's operations were expanded to include workshops, group studying and group work, as well as supplemental instruction. Additionally, major-based tutoring in the academic departments was added, as was academic coaching and a web-based chatbot. The chatbot intakes comments, questions, and concerns from students and connects them to targeted resources to address basic issues that can be resolved by the student themselves, while simultaneously providing valuable insights to identify students who are at risk so that staff can circle back and provide outreach as needed.

The Honors program was diversified by shifting to test optional (much like EIU's general admissions) and creating more inclusive pathways. Diverse students were intentionally recruited, creating opportunities for students who may not have known about the program or their eligibility otherwise.

Mentoring has played an increasingly critical role in student support services efforts at EIU. Among the various mentoring initiatives, the most expansive and robust is the Freshmen and Transfer Connection Mentorship Program. This program has four goals: 1) to provide a unique experience for incoming freshmen through peer mentorship; 2) to create an inclusive and supportive program and environment that contributes to the success of students and mentors; 3) to help mentors grow to be leaders on campus and post-graduation; and 4) cultivate altruism at EIU. Freshmen student participants must attend one small group meeting (with a free meal) each week and participate in a course designed to help students identify and learn campus resources, learn tips and skills to succeed, and to further develop their community and sense of belonging with fellow freshmen. Transfer student participants are not required to take the foundations course but similarly attend one small group meeting (with a free meal) per week and are primarily assigned to mentors who were also incoming transfer students themselves, where possible.

Freshman and transfer mentors are volunteers who are interviewed, selected and trained at the beginning of the Fall semester, followed by monthly supervisory meetings where they are taught the skills to be effective mentors, build community, and support their mentees. Graduate Supervisors, who are students in EIU's counseling program, provide regular support and leadership for their own assigned mentor groups. Supervisors encourage and demonstrate how to maintain healthy boundaries, have tough conversations, and be effective leaders and mentors. Mentors regularly consult with supervisors before making hard decisions. Mentors each have between four to six mentees. Mentors can become peer leaders as part of the University Foundation course in their second year of participation and receive compensation.

Fall 2025 will mark a significant expansion to the program as well first-time students will have the ability to participate with their preferred level of service. Once first-time students deposit they select within the University CRM what level of participation they would like in the program with the lowest level being assigned a mentor that they can reach out to and on the highest level attending a meal with their group and being enrolled in the University Foundations course.

EIU continues to invest in initiatives to engage non-traditional student populations including adding a full-time degree-completion coordinator position. The coordinator works primarily with returning and non-traditional students to help them engage/re-engage in higher education and continue on their path to degree. Our degree-completion coordinator is bilingual and works with many different student populations including working directly with the employees of our corporate partners.

In addition to our Freshman Connection program, the Student Success area has targeted some more specific groups that offer mentoring programs to increase retention.

- The iSTEM Mentoring program aims to engage and support underrepresented students in the STEM fields by pairing students with both a peer and a faculty mentor. Programming throughout the semester gives the students an opportunity to interact with faculty and get exposed to STEM speakers, movies as well as social activities.
- The Strong M.A.N. Program seeks out underrepresented male students and fosters a climate that will enhance their abilities to overcome challenges that may hinder them from graduating. Every year we find ways to get these students involved and integrated to the

institution. Programming includes but not limited to both academic and social programming – including study nights and Alumni chats.

Further embedding tutoring and mentoring efforts into the individual academic colleges, EIU also established Academic Hubs as spaces of belonging and academic support. Examples of these include the Latino and Spanish-Speaking Academic Hub, Asian & Pacific Islander Hub, and the African American and African Diaspora Hub in the College of Liberal Arts and Sciences as well as the Hub for Leadership, Engagement, and Professionalism in the College of Business and Technology and the newest Family Hub in the Booth library devoted to support students with families and new mothers.

EIU devoted new funding to support graduate assistantships in the Faculty Development and Innovation Center. These assistants are dedicated to assisting our campus comply with new rules regarding Title II and ADA compliance for web-based learning materials. Additionally, funds have been allocated to the Office of Accessibility and Accommodations for new materials for our ADA students who use our testing center services.

EIU is also partnering with Lake Land College, the nearby community college, to help students who stopped out of EIU with over 60 credits and a GPA of over 2.0 to get a credential through Lake Land.

EIU continues to actively engage in and support the Diversifying Faculty in Illinois Fellowship. During the 2024-2025 academic year, we were pleased to receive funding for four fellowships to student graduate students of color. These fellowships can have a direct impact on our students and their experience. We continue to promote and support this program moving into the forthcoming academic year.

Governors State University

Governors State University (GovState) demonstrates an unwavering commitment to providing an exceptional and accessible education that empowers students with the knowledge, skills, and confidence essential for success in a global society. In direct alignment with "A Thriving Illinois" and the "Illinois Equity and Attainment Initiative," GovState has prioritized the elimination of disparities in degree completion rates among underrepresented groups. These groups include students of color, low-income students, working adult students, rural students, and individuals with disabilities – populations whose academic success is crucial to the prosperity of individuals, families, and communities throughout Illinois.



The development of GovState's Equity Plan exemplifies our collaborative and comprehensive approach to institutional advancement. The Illinois Equity in Attainment Initiative (ILEA) Core Team, well-versed in relevant literature and research, leads this effort in partnership with the Partnership for College Completion. This diverse team brings together:

- Representatives from various departments and roles
- Various years of professional experience
- Diverse ethnicities and backgrounds
- Wide-ranging perspectives and expertise

The Equity Plan Team's composition reflects our commitment to inclusive decision-making, incorporating both student and employee voices. Furthermore, our planning process actively solicits feedback from the broader campus community, ensuring comprehensive perspective gathering for the IBHE Equity Plan Team.

In Academic Year 2024, GovState implemented three distinct campus climate surveys to gather crucial insights:

1. The Diversity and Equity Campus Climate Survey
2. The Campus Sexual Misconduct Climate Survey
3. The College Student Inventory

These assessment tools serve multiple strategic purposes:

- Evaluating our current campus environment;
- Identifying opportunities to enhance student success;
- Measuring progress in diversity and inclusion initiatives;
- Highlighting areas requiring additional attention; and
- Informing leadership decisions and cultural development.

The survey results provide a detailed roadmap for continuous improvement, reflecting our commitment not to perfection, but to conscious and sustained progress in creating an inclusive academic environment.

GovState's Retention to Graduation Plan (R2G) has been drafted to increase retention rates. A few of the strategies/actions are:

- Formalizing a comprehensive First-Year Experience Program;
- Establishing and implementing a cross functional Student Success Committee, "Boots on the Ground" action team; and
- Creating a sense of belonging environment and marketing of support services.

Some progress has been made and we will continue to strive to meet our goals.

GovState maintains a distinguished history of serving underrepresented student populations, with diversity percentages exceeding those of most Illinois public universities. To maintain and enhance our high-quality educational services, we require predictable, equitable, and stable funding to:

- Enhance technology infrastructure for distance and online learning
- Improve career-ready learning delivery methods
- Support college readiness programs
- Implement accelerated student re-enrollment recovery initiatives
- Expand dual degree and dual credit programs
- Maintain academic support and stand-by services
- Attract and retain top talent
- Advance equity and inclusion initiatives

Through additional funding, GovState will continue to close equity gaps and fulfill its mission of providing transformative educational opportunities for all students.

Illinois State University

Illinois State University (ISU) achieved a record-breaking first-year admission in fall 2024, marked by exceptional diversity. This success reflects our commitment to ensuring the student population mirrors the demographics of Illinois. ISU remains dedicated to fostering student success and belonging through initiatives centered on inclusivity and equity. Additionally, ISU promotes equity, diversity, access, and belonging (EDAB) among faculty and staff, with a focused effort to close the equity gap through initiatives aimed at increasing access, persistence, retention, and completion rates. These efforts are highlighted in the 2024 Illinois State Equity Plan and implemented throughout campus.



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university.

Key Areas for Promoting Access, Persistence, Retention, and Completion:

Academic Affairs:

Under the Office of the Provost, several initiatives aim to close the equity gap for students and faculty in the classroom, including:

- The Center for Integrated Professional Development (CIPD), which offers programs supporting equity in teaching and professional development.
- Foundations of Diversity and Inclusion series (offered since 2016): Over 500 faculty, staff, and graduate students have participated in workshops addressing implicit bias, microaggressions, power, and privilege.
- Foundations of Equitable and Inclusive Teaching series: In its third year, this series has engaged over 60 instructors in making course materials and classroom culture more inclusive.

Student Affairs:

Since 2014, Student Affairs has run the Inclusion Change Team to integrate inclusion across all departments. Efforts include:

- Supporting Diversity Advocacy student organizations such as the Black Student Union, Association of Latin American Students, Asian Pacific American Coalition, and PRIDE, which foster solidarity and belonging.
- Developing initiatives and programs through Illinois State's Multicultural Center to support the university's diverse student body.

Athletics:

Athletics hired a dedicated staff member to support equity, diversity, access, belonging, and student success. Highlights include:

- Following NCAA diversity and inclusion standards.
- Organizing Pride Night at ISU Women's Basketball, raising over \$1,500 for the LGBTQIA+ Student Support Fund.
- Supporting the Redbirds4Change group, which promotes EDAB efforts in athletics.

University Advancement (UA):

During the 2023–2024 academic year, UA supported EDI efforts through advancement, alumni engagement, development, and university marketing. Key initiatives include:

- Hosting internal EDI workshops and participating in the EDI Leaders Circle Symposium.
- Hosting mental health workshops.
- Collaborating with donors to establish scholarships promoting diversity and financial access to ISU.
- Raising funds to enhance campus programs, strengthening affordability and access for students.

Northeastern Illinois University

Northeastern Illinois University (NEIU) is advancing institutional equity through targeted initiatives. College-level Equity Teams analyze program data to address achievement gaps, focusing on courses with high D, F, and withdrawal rates. These teams investigate root causes of student challenges and implement solutions around course modality, policies and teaching methods, the latter with professional development offered through the Center for Teaching and Learning. The teams plan to track progress through benchmarking and impact assessment. An Equity Dashboard will also support retention efforts.



NEIU is also re-imagining its First-Year Experience (FYE) Program to address the needs of its low-income students, since relative to our 4-year Illinois State public peers, NEIU welcomes the largest percentage (86.7%) of first-time freshmen from the least-funded public schools. To support the students' experience, the FYE Advisory and Curriculum Committee will require open educational resources (OER). The redesigned courses will also embed an NEIU-focused Financial Literacy module to help students understand ways to finance their education (e.g., seek out scholarships, set up payment plans, access student work opportunities). The redesigned courses will lay the foundation for equitable and inclusive learning environments by focusing on strengthening students' sense of belonging and adjustment. For instance, the courses will be restructured to include relationship-enhancing activities, use collaborative learning formats and leverage more intentionally NEIU peer mentors. The program will pilot these and other improvements in 5 FYE courses during Fall 2025.

In addition, NEIU partnered with the American Association of State Colleges and Universities (AASCU)'s Student Success Equity Intensive (SSEI) in FY25. The focus of which was on identifying two goals for student success and begin the process of collecting information and planning. The goals identified were (1) to create an integrated and comprehensive advising model and (2) to develop an intentional "Intent-to-Enroll" onboarding process to ensure incoming students are set up for success. In FY26, each of these goals will begin their initial stage of implementation.

To address student needs, NEIU has focused on mental health and student sense of belonging. Faculty and staff are given more tools, including training on cultivating inclusivity and understanding mental health and putting students in touch with academic support services and technology-based resources. The number of full-time counselors has been increased and a peer-to-peer support program using social work majors has been established. To meet students' other basic needs, NEIU is establishing a social services consortium to connect students to affordable child care, healthy food, housing, and mental health services.

Financial challenges are addressed through scholarships to address stop-out and special circumstances (emergencies). The "NEIU For You" scholarship is a last-dollar program that provides

four years of tuition for lower-income students enrolling as first-time, full-time freshmen. “NEIU for You” also provides tuition gap funding up to two years for new full-time transfers. For Fall 2024 approximately 850 students benefited from “NEIU for You”.

NEIU has also established housing scholarships that allow students to live on-campus in an apartment setting. Students can join one of six Living-Learning Communities, including Social Justice, STEM, and Future Teachers, among others. These are shown to improve student engagement, sense of belonging, and success.

Furthermore, it has been four years since NEIU last administered a Campus Climate Survey, necessitating a need for a new survey to assess and understand the current state of the campus climate. In Fall 2024, NEIU administered the Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey. Once the results are received, the data will be analyzed in Spring 2025 to inform and revamp current equity strategies.

Northern Illinois University

Northern Illinois University (NIU) is proud to fulfill its public mission by being a community-engaged, high research activity institution that champions access, equity and inclusive excellence. As a national leader in fostering equitable educational opportunities for all students, including those who are first-generation, from low-income backgrounds or from marginalized communities, the university’s budget priorities for FY26 remain focused on advancing student success through innovative and data-informed strategies.



**Northern Illinois
University**

NIU’s budget priorities align with the objectives outlined in the 2024 Illinois Board of Higher Education (IBHE) Equity Plan and the institutional planning documents that serve as the foundation for the budget, including NIU’s Illinois Equity in Attainment (ILEA) Plan, Strategic Enrollment Management (SEM) plans, Higher Learning Commission Quality Initiative (HLC QI) and annual university goals. The university’s comprehensive student success model for supporting retention and completion goals leverages all available resources and incorporates academics, inclusive excellence, care and support, engagement and belonging, financial literacy, and career development. Informing the university’s work are data on enrollment, retention, advancement and graduation rates used to identify equity gaps in achievement and potential barriers to student success. This ongoing approach has inspired innovative and impactful changes in admissions, advising, academic support, financial aid, billing and mentoring programs.

Central to NIU’s efforts are a continued focus on improving student outcomes in gateway courses — introductory classes essential for academic progression. The university’s HLC QI prioritized intervention in courses with low success rates and high equity gaps. Interventions deployed to improve student success have included student-centered pedagogical practices and academic and co-curricular supports including supplemental instruction, academic coaching and tutoring. Student success rates and equity gaps were reassessed post-intervention and strategies were adjusted as indicated. In the initial phase of the project, the collective efforts of the QI improved success rates in 50% of the courses and reduced equity gaps in 24% of the courses. A data-informed iterative process continues to promote and improve student success. Additionally, the university has created and shared new toolkits and initiatives based on demonstrated effective practices.

Additional key strategies driving positive student outcomes that warrant enhancement in FY26 prioritize creating innovative partnerships and programs to drive recruitment and retention. These efforts include achieving the full Hispanic-Serving Institution designation; growing its research portfolio and opportunities for student involvement; expanding transfer pathways and opportunities to offer NIU programs at community college locations; building on the significant success of the Rockford Promise program, which will yield its first group of spring graduates in May 2025; and making the benefits of on-campus housing even more affordable with a new AIM High Campus Housing Grant. Collectively, these initiatives have the ability to positively impact thousands of students and their respective communities.

Indeed, sustainable student success outcomes become possible when there are financial resources to support data-informed change and critical academic priorities. If NIU's institutional commitment to equity were underpinned by adequate, equitable and stable funding from the State of Illinois, the university would be able to expand services and programs to support current and future students, including programs that are currently unaffordable such as summer bridge for first-generation students, expanded supplemental instruction in upper-division STEM courses, enhanced transfer student services, and expanded bilingual programs. Current and historical higher education funding models are not conducive to this work. While the IBHE has proposed more equitable funding distribution models, these have yet to be adopted, and legislative efforts to address underfunding remain ongoing and uncertain.

Northern Illinois University's FY26 priorities reflect its dedication to academic excellence, student success and institutional impact. By advancing initiatives outlined in the 2024 IBHE Equity Plan, NIU continues to transform lives and strengthen its impact on the communities it serves. With a focus on strategic planning, resource optimization and commitment to meeting the needs of its community, NIU creates opportunities for all students while contributing to the educational and economic development of Illinois.

Southern Illinois University System

In 2024, the Southern Illinois University System was awarded a \$300,000 grant from the Lumina Foundation to advance its mission of fostering equitable campus communities. This funding is dedicated to improving DFW (drop, fail, withdraw) rates, eliminating barriers to academic success, and enhancing student wellness. Through this grant, the SIU System is driving improvements in retention and graduation rates, particularly for underrepresented Black, Hispanic/Latino, and Native American students, by offering professional development to faculty and staff members, enhancing early alert systems, and cultivating a stronger sense of belonging.



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

As part of these efforts, a portion of the grant was used to partner with Near Peer, a student success platform designed to foster connection and belonging among students. Through this partnership, SIU students have formed 1,691 connections and maintain an average of four peer connections. Notably, 21% of the students using the platform are transfer students, highlighting how Near Peer supports their acclimation and helps them establish early connections with peers. Research indicates that peer connections enhance students' sense of belonging and persistence in their academic

programs. This collaboration illustrates the SIU System's commitment to addressing challenges in student retention with data-driven strategies.

The inaugural SIU System Retention Day further highlighted the system's dedication to equity and student success. The event brought together 72 faculty, staff, and student success leaders from both SIUE and SIUC campuses. This gathering provided a platform for collaboration, where participants analyzed key metrics for Black, Hispanic, Latino, first-generation, and Pell-eligible students. Discussions focused on identifying systemic barriers, sharing best practices, and developing actionable solutions. Breakout sessions addressed critical topics such as culturally responsive teaching, innovative uses of technology, and tailored interventions for at-risk students. The event underscored the importance of fostering a sense of belonging, enhancing academic support services, and improving access to financial and mentorship resources.

Building on the momentum from Retention Day, the SIU System established the Presidential Student Success Task Force. This task force, which includes the President, Chancellors, Provosts, and student success leaders, is focused on strengthening collaboration across the system, promoting transparency, and improving communication. The task force's work aims to close equity gaps, improve student outcomes, and ensure that the SIU System remains a regional leader in opportunity and excellence.



Our collective efforts and innovative strategies have not gone unnoticed. The SIU System's commitment to advancing student success and fostering inclusion has been recognized and celebrated by the National Diversity and Leadership Conference, where Dr. Sheila Caldwell and Dr. Paul Frazier were honored with the prestigious 2024 Top Diversity Officer Award. This recognition underscores the SIU System's leadership in ensuring that all students, regardless of background, have the opportunity to thrive in their educational pursuits, building a more vibrant and equitable future for the students and communities the SIU System serves.

Southern Illinois University Carbondale

SIUC has implemented a number of innovative approaches to equity and student success. For students starting out, SIUC has implemented a Future Scholars Summer Bridge program to ease the transition from high school to college for students who are admitted conditionally (below 2.75 GPA). Students are registered for seven hours in the summer session and have assigned advisors, counselors, tutors, and mentors throughout the summer. In addition, SIUC offers a Student Success Initiative program for undeclared freshman students who are alternatively admitted. This program's academic home is in the College of Liberal Arts. The Vice Chancellor for Anti-Racism, Diversity, Equity and Inclusion's office offers wrap around support services during their first year. Launched in the fall of 2022, the first-year experience, or "University 101" student success project is a mandatory program that includes intrusive advising and established pathways to degree completion. SIUC applies a "Student Athlete Academic Support Model" using the analogy to student athletes who are recruited early to college, and once they arrive have mandatory coaches/advisors who track attendance, obtain weekly grade checks, and refer at-risk students for early intervention.

SIUC is reinvesting in providing effective student support services that were eliminated during the budget impasse. The Associate Provost for Student Success was hired to coordinate these efforts across campus. This university-wide collaboration has already led to additional tutoring

opportunities and study sessions with faculty for students needing additional support in their foundational courses.

SIUC is focused on using data and predictive analytics to address enrollment, retention, and completion gaps, and has made data transparent and accessible throughout the campus. Business intelligence tools (ex. PowerBI, Slate, EAB, Degree Works) help analyze progress. Each unit has an annual assessment plan with strategic action steps to maintain continuous improvement. The University has acknowledged the importance of focusing on retaining incoming freshman and returning sophomores. Data also suggest a need to ensure the successful progression and completion of rising juniors and seniors. Institutional evidence revealed that a major contributor to "stop out" during this stage of the academic career is related to financial reasons. Data like this are being used university-wide to directly inform new strategies and tactics to improve retention, progression, and graduation at all levels.

SIUC staff are more diverse than they have been in the history of the university. Hires over the last two years among administrators and staff have yielded more women and minorities from underrepresented populations. SIUC has allocated financial resources to support the hiring of diverse faculty members from underrepresented populations and utilize the Vice Chancellor for Anti-Racism, Diversity, Equity and Inclusion's office to set goals across the colleges and schools to ensure they meet targets within the Imagine SIU 2030 strategic plan. At the end of each fiscal year, colleges and schools report and analyze the results of achievements and outcomes.

Southern Illinois University Edwardsville

Anti-racism, diversity, equity, and inclusion are deeply embedded in the mission, vision, and values of Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Edwardsville (SIUE). These principles guide our actions and inform strategies throughout the university. Access and success are intertwined in both the University's strategic plan and IBHE Equity Plan, setting a path forward for our continued rise as a national leader and model for student success and inclusive excellence. SIUE remains committed to making social mobility possible for individuals and entire families, as we close equity gaps and build a diverse community of professionals and a global workforce ready for the future. We are proud to report that the University was recognized for the 11th consecutive year by INSIGHT Into Diversity magazine with the Higher Education Excellence in Diversity Award, the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.

With the firm belief in the value and potential of every student, SIUE created a program to dramatically improve the odds that students from historically underserved populations experience success in the first-year of college, a critical milestone for degree completion. The SIUE Summer Success Program is a 5-week, residential college transition program for first-year students who identify as first-generation or arrive from low-income households. Program participants are enrolled in two courses, they build community, receive intense support services and gain the academic confidence required to thrive. Students are also provided mentorship, leadership development, and civic engagement opportunities. The Summer Success Program offers a purposeful and holistic transition to university life and establishes a solid foundation for ongoing social, academic, and career development. As of fall 2024, the program has served nearly 200

students, with plans to enhance and expand the program in the future. In addition, SIUE developed partnerships with local school districts to provide equitable and accessible pathways for high school students through dual credit and dual enrollment to experience college level coursework and help them have a successful transition into college.

The University continues to work proactively to close equity gaps in student outcomes. High-impact practices (HIPS) are recognized for their positive impact on retention and learning outcomes for students across many backgrounds, and SIUE's undergraduate education leverages HIPS to enhance learning and student success. To increase access and participation in high-impact practices, particularly for historically underserved students, in fall 2022, the university launched the Community-Oriented Digital Engagement Scholars (CODES) program, which introduces underserved students to digital community engagement. The Mellon Foundation recently awarded SIUE a grant of \$1 million to increase the enrollment from each incoming class from 25 to 100 students each year. Additionally, effective Fall 2024 all incoming first-time, full-time students will have access to an academic major. The shift to direct entry for all students will create a stronger sense of connection and belonging, increase intentional engagement points, build clearer and more flexible pathways, and support progression, and improve retention.

One of the strongest predictors of attrition is earning a non-passing grade in the first year of college. Addressing high DFW rates, particularly in gateway courses, is an urgent priority for the campus and reflects a necessary step toward eliminating equity gaps. The university continues to increase professional development opportunities for faculty and staff as they work to foster a greater sense of belonging for students. Additionally, SIUE continues to invest in course redesign projects that utilize inclusive, student-centered pedagogies and leverage dashboards to provide access to reliable, disaggregated data to improve the achievement of student learning outcomes, and enhance retention.

Faculty diversity is also an area of focus for SIUE. We are committed to recruiting, retaining, and supporting the advancement of the most diverse faculty among Illinois public higher education institutions. A diverse faculty enhances the breadth, depth and quality of our academic programs and supports the retention and graduation of SIUE's diverse student population, thus strengthening and expanding the global workforce. SIUE has established a baseline and set an ambitious goal for enhancing faculty diversity and is developing programmatic action steps to achieve this important goal. To broaden SIUE's visibility, networks, and recruitment base for tenure-track faculty positions, the University recently launched a postdoctoral fellowship program. The first cohort of six postdocs began their appointments in fall 2024.

University of Illinois System

The University of Illinois System has launched Access 2030, an umbrella framework with institution-specific goals and strategies to increase enrollment, retention, and completion of underrepresented minorities, as well as rural students by 2030. The specific goals and strategies are discussed in more detail below with an overview of each campus.



In addition to its Access 2030 initiative, at a system-wide and statewide level, the System conducts activities aimed at increasing access and affordability. It organizes a recruiting event including all public universities and aimed at keeping Illinois high school students in the state for college. In addition, in its 41st year, the Salute to Academic Achievement is a System-sponsored recruiting event for high-achieving African American, Latino/a, and Native American high school seniors and seniors from underrepresented counties in Illinois. The System also facilitates the transfer process for students starting at partnering community colleges with a guaranteed transfer program. The University of Illinois System Transfer Guarantee (UISTG) gives students access to additional advising and transfer support along with guaranteed admission to any of the three U of I System universities if the student meets the admission criteria. This program does not guarantee admission to a specific college or major. In Fall 2025, the UISTG will expand to offer guaranteed admission to any Illinois high school graduates who meet the criteria and are transferring from any college or university. Furthermore, the System offers Transfer Exploration Nights with high school districts and their partner community colleges to highlight the transfer process. Moreover, the System has focused on affordability, freezing tuition in seven of the past ten years and increasing institutional undergraduate student aid by over \$104 million (+54%) over the same time period.

Through the Discovery Partners Institute (DPI)'s Pritzker Tech Talent Labs, the System is cultivating a more inclusive tech workforce equipped with in-demand skills through a suite of connected technology-focused programs that reaches middle, high school, community college, and 4-year students; K-12 teachers; and adult learners with non-traditional backgrounds. The primary objective is to increase the numbers of Black, Latino, first generation, women and other under-represented populations pursuing and completing degrees and certificates in computer science, data science, and related fields of study, as well as to support more workers from diverse backgrounds who will thrive in in-demand jobs in Chicago's tech ecosystem to drive economic mobility.

The Illinois Innovation Network is creating an inclusive innovation infrastructure in partnership with the state and all Illinois public universities.

The System is also committed to addressing health inequities in the state through research, partnerships with state agencies, and patient care services.

University of Illinois Chicago

UIC, through Access 2030 and its 2024 IBHE Equity Plan, has goals to 1) increase the percentage of incoming Black and Indigenous undergraduates by 45% and 36% respectively by 2030, reflective of population trends in Illinois; 2) increase the campus 6-year graduation rate by ten percentage points in ten years while eliminating equity gaps for underrepresented populations; and 3) continue to increase the number of Black, Latinx, Indigenous, and other underrepresented faculty.



In advancing towards its goals with student success as its top strategic priority, UIC enrolled its second-largest class in Fall 2024, including a second year of Black or African American first-year enrollment at 10% of the cohort overall. First-to-second year retention has held strong in recent years, near or above 80%, and the 6-year graduation rate has increased 5 percentage points over the last 7 cohorts; success is shared across all populations. Further, the 6-year graduation rate for transfer students hit a record 80.8% in 2024 (Fall 2018 cohort). The proportion of URM tenure and non-tenure track faculty has grown by 33.5% compared to 5 years ago, representing 15% of

total faculty, with the proportion of Black or African American faculty growing 36% compared to 5 years ago, and comprising nearly 7% of all faculty.

UIC's summer initiatives have been particularly impactful in supporting the success of new and continuing students. UIC's Summer College program (distinct from the summer academic term), for instance, provides an innovative, tuition-free program to support the academic and socioemotional transition to college, while providing opportunities to advance from developmental placements into credit-bearing courses. In 2023, 62% of students who participated in Summer College were first-generation, and 61% were underrepresented minority students. Eighty-four percent of students who completed Summer College writing workshops received a revised placement into a credit-bearing course, as did 91% of mathematics workshop students. Students in these enrichment workshops have averaged an 8-percentage point increase in both retention and 6-year graduation rates (vs. comparison group of eligible students). Additionally, the Accelerate Your Success program helps continuing, low-income students remain on track for graduation by providing financial aid and wraparound services. Of the 900 total participants, more than half were underrepresented minority students and two-thirds were first-generation. These students earned 7 credit hours on average, and 99% graduated or were retained to the next year.

Through their first year of college and beyond, UIC relies on its high-impact programming and a network of student support units and coaching programs that work to connect with students, particularly underrepresented students. UIC developed the Flames Leadership Network, a program that provides coaching and a monetary stipend to selected first-year students to foster their success using a predictive analytics model based on an analysis of retention and prematriculation data. The 3,400 participants since 2017 have primarily been first-generation students (88%) and underrepresented minority students (93%), with 88% having received Pell Grants. Participants experience higher first-to-third-year retention rates (e.g., 7 percentage points higher for underrepresented minority students vs. comparison group of eligible students), fewer academic dismissals, and fewer financial aid cancellations.

Additionally, UIC leverages grant and scholarship programs to expand access, address need, and support degree completion. Beginning in Fall 2025, the new UIC Aspire Grant will cover tuition and mandatory fees for incoming students with a family income of \$75,000 or less (up to 4 years for first-year / 2 years for transfer students). Once scaled, roughly 58% of all undergraduates will have their costs fully met (vs. 32% currently). UIC is also working to expand housing grants for students from underrepresented populations, completion grants, and emergency grants for those experiencing housing, food, or financial insecurity. Other key initiatives include investment in enhanced student mental health and well-being services, coordination of research and experiential learning opportunities, and a focus on career preparedness.

University of Illinois Springfield

Access 2030 goals for the University of Illinois Springfield are to increase underrepresented minority and rural enrollment by 20 percent within three years, to increase the retention of the same students by six percent within three years, and to increase faculty diversity to improve support of underrepresented minority students.

UNIVERSITY OF
ILLINOIS
SPRINGFIELD

Serving underrepresented minority and rural students is part of UIS's Strategic Enrollment Management plan. Key performance indicators include:

- 1) Improving admission and acceptance rates of underrepresented minority and rural students across central and southern Illinois through the addition of admissions counselors with expertise in addressing the needs of underrepresented and minority students. UIS has staffed its southern Illinois territory and has also diversified staff who serve in the Chicago region. The counselors work specifically to address the concerns of their populations and understand the barriers they face.
- 2) Partner with Hope Chicago (HC) and increase recruitment through building stronger high school and community college partnerships. UIS is in year three of its partnership with Hope Chicago. UIS has participated in many events at HC schools. UIS is also a partner with OneGoal and Chicago Scholars.
- 3) Building a "Smart Start" program in partnership with the local school district #186 to offer a dual-enrollment course for college credit at no charge to the students. This program allows underrepresented minority students to learn more about college readiness and UIS. UIS has completed three years of offering Smart Start. In the first year, UIS was able to offer one course (Statistics). In years two and three, UIS was able to provide a second class (non-math). In year 4, UIS will offer courses in Statistics and Introduction to Psychology. For this partnership, School District 186 provides transportation and calculators, while UIS provides the course, books, food, and programming after the class. Several students applied for FTY admission to UIS from each cohort.
- 4) The Summer Scholars Program is provided each summer as a two-week bridge program. Students take courses in math and composition, receive enhanced academic support services, peer mentors, and seminars on successful transition strategies. Students are provided campus resources like the library, financial aid, and student life activities. Additionally, students have access to Peer Mentors throughout the summer and subsequent academic year. Participating students receive free tuition for up to two courses in the program and engage in a newly added field trip opportunity.

UIS is implementing revised curricular practices, such as redesigning courses with high "DFW" equity gaps, providing targeted advising support for high-risk first-year students who are not participating in a living/learning community in the residence hall, and adopting an early alert system at week four for English and math courses to identify struggling students. The Center for Academic Success and Advising (CASA) launches faculty surveys in weeks 4 and 10 in high DFW courses. Advisors then conduct targeted outreach to students and communicate with faculty to ensure student intervention. Additionally, the English department will be piloting a one credit hour writing lab in conjunction with English 101 to support at-risk students who place into this co-curricular support lab via placement testing. This new model is designed to offer enhanced support in writing and to lower DFW rates in English 101.

Community resources have been identified to help support students' basic needs, such as housing, food insecurity, and mental health. A food pantry is available to assist students who experience food insecurity on campus. A technology lending program has been established, including laptops and WIFI hotspots.

UIS is committed to increasing diverse faculty hiring. To this end, Academic Affairs has added search committee training for diverse hiring and retention of faculty; intentional marketing in diverse venues to attract applicants; as well as using cluster hiring. Since 2018, a diverse doctoral fellows program has been implemented to recruit and support diverse faculty hiring.

University of Illinois Urbana-Champaign

For Urbana-Champaign, Access 2030 calls for closing the undergraduate gap of underrepresented minorities by 2030, while also increasing the number of underrepresented minorities graduating by 50 percent.



UIUC has an emphasis on access and affordability, consistent with its land-grant mission. As noted above, spending on financial aid has increased substantially. Along with institutional aid, UIUC offers Illinois Commitment, where students from families with incomes below \$75,000 pay no tuition and fees. Illinois Promise covers tuition, fees, room/board, and books/supplies for Illinois residents whose family income is at or below the poverty level. Approximately 25% of Illinois residents attending the university receive funding either through the Illinois Commitment or Illinois Promise programs.

Bridge programs are also central to closing gaps for students who come from under-resourced high schools and backgrounds. UIUC offers the Illinois Scholars Program (ISP), a four-week summer residential program for students who are first in their families to attend college, from low-income families, underrepresented minorities, or from counties with low college-going rates. The program prepares students to transition academically and socially to college and provides co-curricular support throughout all four years of college. ISP expanded in 2023 from 25 to 69 students, and the plan is to grow the program to 150 students by 2026.

In an effort to work to address “DFW” equity gaps between students who come from historically underrepresented populations and students who do not, UIUC initiated the Inclusive Course Redesign Initiative (ICRI) in 2023. Instructors participating in ICRI are offered support from the Center for Innovation in Teaching and Learning to redesign their courses by applying practices shown to be effective in building more inclusive classes. Additionally, the Provost’s Office offers each participating instructor a \$3,000 grant, renewable for two additional semesters, and either a negotiated one-section teaching buyout or funding for a 50% Graduate Assistant for the first semester of participation. Three courses were part of the initial ICRI cohort, with two added to the second cohort and four more for the third.

In addition to efforts made at the central campus level, the decentralized nature of the institution fosters innovation and investments at the individual college level. For example, multiple colleges house student centers designed to nurture student success; most academic units host an embedded counselor to offer mental health services in close proximity to the student in need; several colleges offer independent bridge programs for incoming first-year students; and many colleges have implemented early alert systems to identify students in academic crisis and provide tutoring options to help students manage through their crises.

Faculty diversity has been communicated clearly by the university as a top priority – and this priority is reflected in fiscal and operational practices. All departments are required to create clearly defined diversity goals in annual hiring plans that address the university’s mission to be the pre-eminent public research university with a land-grant mission and global impact. These plans are the basis for university approval of new searches/hires each year. The Targets of Opportunity Program (TOP) offers central campus salary support to departments/colleges to augment their ability to hire candidates from underrepresented backgrounds who are discovered during the units’ regular annual search/hiring cycles. Funding in this program is also available to allow units to make a

second hire on a search in cases where units identify two highly qualified candidates for a position, one of whom may further our campus diversity goals. Last year's investment of \$3 million supported 40 new hires. Importantly, the university has revised the promotion and tenure process to embed diversity/equity considerations at the core of one of the most fundamental operations – awarding lifetime tenure to faculty.

Western Illinois University

Western Illinois University promotes respect, equity, and inclusion for all students, faculty, and staff. The university is dedicated to anti-racism, anti-oppression, equity, social justice, and diversity. Inclusion is a core value and a vital aspect of Western's public service mission. WIU celebrates individual uniqueness and cultivates a culture of inclusion that supports a wide range of diversity initiatives. Western believes in the education and institutional benefits of diversity in society as integral to the success of all individuals.



As referenced in WIU's 2024 Equity Plan, WIU's early intervention program, Connections Mapping, has continued to provide strong insight to assist staff in supporting students in need. Specifically in closing equity gaps, Connections Mapping information from the fall 2024 semester was prioritized differently to support students who were identified as having a retention concern. In the fall of 2024, after reprioritizing staff focus for follow-up and intervention, the average fall GPA of Black students who were identified as having a concern for retaining at WIU rose nearly 30% compared to the same student group in the fall 2023 semester.

RockyBot, our proactive chatbot available to students 24 hours a day, 7 days a week that reaches out to check in with students as well as answer questions, continues to serve our underrepresented student populations, filling a void and enhancing campus efforts to close equity gaps. As of 12/18/2024, 60% of Black students and 60% of Hispanic students actively engaged with RockyBot compared to 50% of white students.

The Office for Justice, Inclusion, Diversity, and Equity (JIDE), the Anti-Racism Taskforce (ARTF), and the Multicultural Center are committed to improving student success for historically underrepresented students, faculty, and staff. These entities strive to create a campus that ensures respect for and acknowledgment of cultural identities, life experiences, and the different ways of developing and promoting a sense of belongingness. Having safe spaces and programming that reflect the wide range of cultures at WIU and in the community, provides opportunities to address concerns and create a sense of community in a manner that is respectful, equitable, and fair. Most recently, the ARTF and the Shared Community Action (SCA) group, hosted an open discussion on inclusion with students. Attendees included the WIU President, staff, the Director of the Office of Public Safety (OPS), the Mayor of the City of Macomb, and the Macomb Chief of Police, to discuss campus and community concerns.

In the Spring of 2024, Western Illinois University and the Macomb community progressed the importance of equity and inclusion by hosting Professor Ibram X. Kendi, author of "How to be an Anti-Racist" and "Stamped from the Beginning," for a discussion about race, race relations and diversity, equity and inclusion policies. The event was made possible by a grant from the Illinois Department of Human Services, Healing Illinois Program. The university was tentatively awarded

another Healing Illinois Grant and anticipates utilizing the funds to offer another event focused on diversity and inclusion during the upcoming spring 2025 semester.

The ARTF is charged with ameliorating the equity gaps noted in the university's equity plan. To address the equity gaps, the ARTF identified a series of workshops and presentations to be offered during the fall and spring semesters. During the fall 2024 semester, the ARTF invited Dr. Magdaleno Manzanarez, VP of External Affairs at Western New Mexico State University, to share information on "Recruitment and Retention in an HSI". A monthly conversation series is planned for Spring 2025 that includes workshops and presentations focusing on topics such as cultural conversations and professional aspirations; best practices in retention; rethinking your syllabus; and guest lecturers Mardy S. Ireland's interactive exploration of anti-racism and author Patrice Tanaka's, connecting students in a positive way of living life.

The University also plans to conduct another series of climate surveys. The results of these surveys will aid in enhancing campus initiatives.

A newly launched partnership with WIU, University of Illinois, and Iowa State University is set to create a robust research and innovation ecosystem, driving benefits for local businesses, communities, and the regional workforce. This Quad City Innovation campus will allow WIU to identify and expand opportunities to increase participation with the Business Enterprise Program.

WIU was recognized nationally in October as a recipient of the 2024 Higher Education Excellence in Diversity (HEED) Award from Insight Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. This is a national honor, and this is the first year that WIU has been named a HEED Award recipient. Furthermore, the university's ongoing commitment to academic excellence was illustrated by its annual recognition and awarding of a faculty member with the Provost's Award for Academic Excellence in Multicultural Teaching. Western Illinois University recognizes that the landscape of diversity, equity, and inclusion is continually evolving for our students, faculty, and staff. The JIDE Office, ARTF, and other campus groups are dedicated to keeping these principles as a top priority for the university.

FISCAL YEAR 2026 BUDGET RECOMMENDATION: PUBLIC UNIVERSITIES

Fiscal Year 2026 Recommended Public University General Funds: \$1,281,198,904

The Board is recommending a \$24.9 million (2.0 percent) increase for Fiscal Year 2026.

As shown above, public universities have strong efforts underway to meet student needs and close equity gaps. To continue and expand on these efforts, increased investment is needed. IBHE is recommending an additional \$24.9 million. As the Board has done since Fiscal Year 2022, it is recommending that this increase for public universities be distributed with a focus on student needs, using a model that takes a step toward equity. The recommended allocation is based on each institution's **percentage** and **number** of Pell students in its undergraduate student body, with more per Pell student allocated to those institutions serving a higher percentage of Pell students. The allocation model is detailed in Appendix Table F-12.

IBHE makes this recommendation with the recognition that a new formula for funding public universities that drives toward adequate, equitable, and stable was recommended in March, 2024 by the [ILLINOIS COMMISSION ON EQUITABLE PUBLIC UNIVERSITY FUNDING](#) [Commission on Equitable Public University Funding](#). Those recommendations have been drafted into legislation anticipated to be introduced in the Spring, 2025 legislative session. In the absence of a new statutory formula, this allocation proposal is an interim approach that takes a step toward equitable allocation of **new** resources, as Figure 3 shows.

Figure 3: Fiscal Year 2026 Recommended Budget Public University Allocation
General Revenue Operating Funds

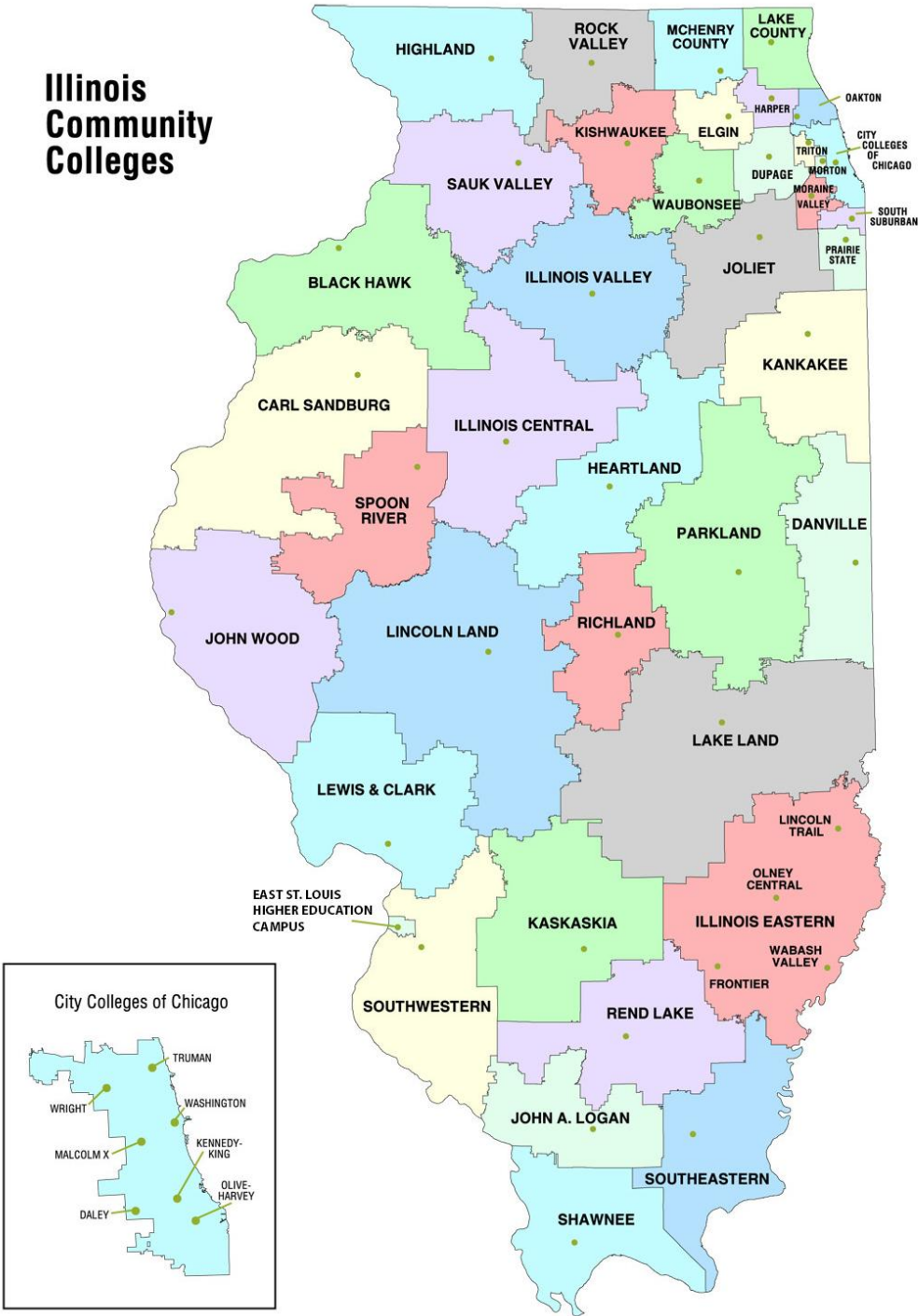
Public Universities	FY25 Enacted Appropriation	New \$ Allocation	FY26 Recommendation	Percentage Change from FY25
CSU	40,131	617	40,749	1.5%
EIU	47,471	960	48,431	2.0%
GSU	26,579	1,066	27,646	4.0%
ISU	79,782	2,308	82,090	2.9%
NEIU	40,759	1,712	42,471	4.2%
NIU	100,621	3,345	103,966	3.3%
SIU	219,443	2,881	222,324	1.3%
U of I	644,640	10,839	655,480	1.7%
WIU	56,827	1,216	58,043	2.1%
Total	\$1,256,253	\$24,946	\$1,281,199	2.0%

*Does not include statutory calculation for performance funding adjustment
(\$in thousands)*

The allocation shown above is presented independent of the statutorily required performance funding adjustment, shown in Appendix F, Tables F-4 A and F-4 B. The Board is not recommending implementation of the performance funding adjustment for Fiscal Year 2026.

ILLINOIS COMMUNITY COLLEGE BOARD

Illinois
Community
Colleges



The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System - the third largest in the country and the leading public workforce development trainer in the state. The ICCB has statutory responsibility for administering state and federal grants to community college districts and adult education providers and managing high school equivalency testing for Illinois. Illinois community colleges serve over 550,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 45 community colleges across 39 districts which provide high quality, accessible, cost-effective educational opportunities to the entire state.



The Illinois Community College Board boasts three distinct board goals that include a focus on 1) equity for minority, first generation, and low-income students; 2) the support for a seamless transition for students through postsecondary education; and 3) contributing to economic and workforce development through the support of the system's robust workforce efforts. Illinois' 45 community colleges embody these goals.

The summary of this past year's activities in the system just begin to touch upon a few of the many equity-focused, innovative, community oriented, student centered, and workforce driven efforts taking place across Illinois' 48 community colleges. This by no means reflects them all. The summaries are arranged by ICCB Board Goals, but of course, each cut across all three, and reflect work from this past year.

EQUITY

City Colleges of Chicago offered free food pantries across the seven colleges served 11,292 students and held 584 distribution events. Additionally, 6,921 students took advantage of free tutoring 42,862 times. In partnership with homeless services nonprofit DePaul USA, the college opened a second location of fully supportive housing for City Colleges students. In the calendar year 2024, more than 8,300 students made more than 15,800 appointments at City Colleges wellness centers.

CITY COLLEGES[®]
OF CHICAGO

Harold Washington College won its first ever Workforce Equity Initiative grant in a consortium with **Wright College**. Through the strategic use of the over \$622,000 grant, the college will train students from pre-dominantly Black neighborhoods in Cybersecurity and Project Management and connect them with jobs.

HAROLD WASHINGTON COLLEGE
CITY COLLEGES OF CHICAGO

Daley College is one of 200 colleges and universities eligible for the U.S. Department of Education's new Postsecondary Success Recognition Program. As part of the Biden administration's "Raise the Bar" initiative, this program seeks to challenge the conventional exclusive view of higher education. Instead, the program emphasizes the importance of equity, inclusion, and student success. By focusing on these measures, Richard J. Daley College is being recognized as an institution that supports students in achieving impressive graduation and transfer rates that lead to students beginning successful careers. This highlights Daley's dedication to promoting social mobility and creating opportunities for underserved students, including those from low-income backgrounds and students of color.

RICHARD J. DALEY COLLEGE
CITY COLLEGES OF CHICAGO

Wright College was recognized as one of nine institutions that earned the Seal of Excelencia recertification. The Seal is a national certification for institutions that strive beyond enrollment and serve Latino students more intentionally. The certification process is rigorous and requires colleges and universities to apply by reviewing institutional data, practices, and leadership to demonstrate intentionality in serving Latino and all students. Wright College earned initial certification in 2021, and the Seal certification remains valid for three years.



College of DuPage leads the nation in community college study abroad participation. According to the latest Open Doors report by the Institute of International Education, College of DuPage (COD) ranks first among U.S. community colleges for the number of students studying abroad. During the 2022-2023 academic year, 224 COD students participated in international programs, showcasing the college's commitment to offering transformative global learning opportunities. COD's Field Studies and Study Abroad program offer a wide range of opportunities tailored to students' diverse interests and schedules. Options include traditional semester abroad opportunities, summer language immersion programs and short-term field studies trips. Additionally, students can participate in local weekend excursions or extended global adventures, ensuring opportunities are available for everyone.



Danville Area Community College's Adult Education Elevate 2.0 Program provides learners without a high school diploma the opportunity to earn one while pursuing career certifications in Public Healthcare Billing, CDL, HVAC, and Welding. This ICCB-funded initiative is free, reducing equity gaps and offering accessible career pathways.



Harper College recorded its highest ever graduation rate of 45.6 percent (a 35 percent increase) and reduced equity gaps by at least 20 percent in developmental and gateway coursework, persistence, and completion as part of its 2021-2024 *Forward Together Strategic Plan*. Harper has also been recognized as an Aspen Top 20 Institution for 2025, an Achieving the Dream Leader College of Distinction, with the 2024 Higher Education Excellence in Diversity Award (2023 and 2024) as well as a Gold Status Military Friendly School for the 2024-25 year.



Heartland Community College saw its largest number of CTE Completions in the 2023-24 Academic Year, including a 13 percent increase over the previous year in minority student completions. As a recipient of the Workforce Equity Initiative (WEI) grant, the college was able to engage a record number of minority students in "work ready" certification or degree programs designed to help individuals get training in high-demand workforce areas that pay a living wage. They enrolled 522 students in Workforce Equity Initiative (WEI) programs since 2022. Seventy-three percent of those WEI students were African American.



Illinois Central College's Workforce Equity Initiative (WEI) focuses on improving equity for workforce training programs. At ICC, participants



choose from LPN, CompTIA, CNC, HVAC, CDL, Production Welding, Highway Materials, and Solar Pipeline programs that result in good FT, benefitted jobs. This equity driven programming includes comprehensive wrap around services including childcare, transportation and stipends. The college has lifted over 1,000 out of poverty serving approximately 250 participants annually. Individuals earn jobs that pay on average \$22.51, which is 30% above the regional living wage for an annual cost per student of \$5,081. These outcomes outpace national averages for completion and employment.

Illinois Eastern Community Colleges established the Justice, Equity, Diversity, and Inclusion (JEDI) Committee, dedicated to fostering an inclusive campus culture, eliminating systemic barriers, and supporting underrepresented groups. The committee spearheaded the institution's first Diversity Plan, setting a foundation for lasting equity-focused strategies. Recognizing the importance of student voices in shaping institutional priorities, IECC launched a Student Advisory Board. This board empowers students to take an active role in identifying barriers to success and providing actionable recommendations to enhance campus life. The board has initiated activities such as conducting campus-wide surveys to assess student needs, organizing focus groups on engagement challenges, and collaborating with administration on strategies to improve inclusivity and access. These efforts have led to tangible outcomes, such as improved communication channels, enhanced support services, and new student-centered initiatives. By creating a platform for meaningful dialogue, the board cultivates a sense of belonging and strengthens the partnership between students and the institution.



Illinois Valley Community College opened IVCC's Eagle's Peak Food Pantry in August of 2023. In Quarter 1 of FY24, the pantry received 109 visits, and by comparison, there were 351 visits in Quarter 1 of FY25. This utilization and growth demonstrates the need to diminish obstacles, including food insecurity, for our students. Also new to IVCC is the formation of the Student Success Center, which serves as a referral source for students by connecting them to resources on campus and within the community and provides oversight for the Eagle's Peak Food Pantry. The team provides personalized attention to each student's needs, including providing clothing vouchers to Lily Pads Resale Boutique, transportation assistance through the IVCC Foundation Student Emergency Living Needs (SELN) fund, Single Stop screenings to identify essential federal and state benefits, and much more.



John Wood Community College. partnered with Bella Ease, a nonprofit organization serving underserved populations within its service district.



JOHN WOOD
COMMUNITY COLLEGE

This collaboration led to the creation of a GED program and short-term training certificates offered at Bella Ease's downtown Quincy location, providing vital educational opportunities for local teens and families in need. Furthermore, the college conducted the Trellis Strategy's Financial Wellness Survey, which identified the need to better support students' basic needs. In response, the college established the Campus Cares office, which operates the Blazer Fuels station to provide students with food and essential items. JWCC has also formed partnerships to enhance mental health services and offer emergency assistance for housing and transportation.

Joliet Junior College's focus on reducing equity gaps is evident in its record-setting retention rates for Black/African American and Hispanic/Latinx students, which reflect its efforts to support minority, first-generation, and low-income learners. The success of its Entrepreneur and Business Center, which has served over 90 diverse clients, further showcases the college's dedication to fostering economic and personal growth for underserved populations. As the 2024 recipient of the Charles Kennedy Equity Award from the Association of Community College Trustees, the college has demonstrated its unwavering commitment to equity, access, and workforce development.

Kankakee Community College helps support minority and first-generation students by connecting them with tuition support including workforce training grants, scholarships, federal financial aid, and the TRIO Student Support Services program. The college employs a Hispanic engagement coordinator to support and guide students and address barriers they face. As a result, Hispanic student enrollment has grown 40% from 2021 to 2024.

Kaskaskia College is committed to advancing equity, fostering seamless education-to-career transitions, and driving workforce development. Through initiatives such as the KC Career Pathways tool, high school and eighth-grade career planning meetings, youth career exploration camps, career fairs, and visits with the Mobile Manufacturing Lab, KC connects students across nine rural counties with comprehensive resources, including funding and programs that help close equity gaps for minority, first-generation, and low-income students. Through the Workforce Equity Initiative, KC has served 145 percent of its goal for FY23 and 132 percent for FY24, helping minority students complete short-term certificates and find job placement.

Kishwaukee College, a Hispanic and majority-minority serving institution, was recognized by the U.S. Department of Education as one of 100 associate degree or certificate granting institutions eligible for the Postsecondary Success Recognition Program, part of the Raise the Bar initiative, for their work in providing access, affordability and inclusiveness for students from all backgrounds. Recognized efforts contributing to recognition and student success include: Development Education Reform; Predictive Analytics and Early Alert System; Guided Pathways Model; Financial Policy Changes; and Title III Grant support.



**KISHWAUKEE
COLLEGE**

Lake Land College's international program saw a 42% increase in students in fall 2024. The students were honored during a ceremony in which the Mattoon Rotary Club partnered with the College to install peace poles with the students' languages. During this same ceremony, President Bullock issued a historic presidential proclamation of the Lake Land College Land Acknowledgment, recognizing the native tribes who first inhabited the region. The college adopted an equity plan and has outlined several action items to address the disparity in retention and persistence among low income and marginalized student populations.



Lincoln Land Community College opened a new Student Services Hub, a one-stop-shop with an interconnected approach, fostering collaboration between departments and ensuring that the student's well-being is addressed from all angles.



McHenry County College rebranded, revamped, and institutionalized a program for racially diverse students, called *Experience Re³al*, where students participate in identity-based learning and programming, mentoring and coaching, and develop their inclusive leadership and advocacy skills around social responsibility and social justice. The College implemented Navigate360 in 2024, enhancing student advising and coaching, and allowing employees to identify and support students facing academic, financial, and other challenges. Assigned advising is designed to help students find community, build relationships, and navigate campus resources successfully. In addition, recruitment and student service presentations are offered in Spanish. In conjunction with English Literacy Acquisition (ESL) courses and Adult Basic and Secondary Education (GED) courses, the Adult Education Department has been expanding its focus on integrating literacy, employability, and professionalization in its programs. Adult Education has a multi-lingual staff who serves students in the following languages: Spanish, Polish, Ukrainian, Russian, Chinese, and Urdu. Beginning in January, the College will also offer a GED class at the McHenry County Correctional Facility.

Moraine Valley Community College is one of 20 community colleges in the U.S. to receive the 2024 Higher Education Excellence in Diversity (HEED) Award



from INSIGHT Into Diversity magazine. The award recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. The HEED Award selection process consists of a comprehensive and rigorous application that includes questions relating to the recruitment and retention of students and employees as well as best practices for both; demographic information of faculty, staff and students; leadership support for diversity, campus culture and climate; supplier diversity; and many other aspects of campus diversity and inclusion.

Morton College's Panther Pantry addresses food insecurity among students. As a largely minority-majority campus, the college is deeply committed to removing food insecurity that prevents students from accomplishing their goals. The pantry serves as a valuable resource that fosters a supportive environment for academic and personal growth, aligning with the college's commitment to student success and holistic well-being. In FY 23-24, over 3,500 students accessed Panther Pantry services.



Parkland College's Support for Workforce Training (SWFT) program provided scholarships to 160 students for FY2024. Nearly 80 percent of the scholarship recipients had completed their SWFT-funded programs by October



30, 2024, with other students planning to complete them by the end of the Fall 2024 semester. Seventy-seven percent of participants were African American, exceeding the grant's requirement of 60 percent annually.



Rend Lake College has been awarded nearly \$2.25 million in Title III funding through the US Department of Education's Strengthening Institutions program. This funding supports the college's "Thriving Through Change" project, a forward-thinking response to challenges like pandemic recovery and evolving industry demands. With a focus on growing fields such as agricultural technology and logistics, Thriving Through Change is designed to prepare students for emerging career opportunities while addressing institutional needs. The project has two core components. First, it has helped the college develop of new academic programs in sustainable manufacturing and sustainable agriculture. The second component has helped RLC introduce a data-driven, holistic student success management system. This system deploys targeted strategies to enhance support for disadvantaged and underserved students, ensuring they thrive both academically and personally.



Richland Community College's Minority Mentor Protege Program has been instrumental in empowering and creating 62 black-owned businesses. Of this total, 17 are dedicated owner operators, all of whom are individuals who have been directly impacted by the justice system, or in other words, second chance citizens. Through independent contracts with our esteemed industry partners, they have collectively generated an impressive revenue of \$2,500,800 to further boost the Decatur economy this year.



Rock Valley College continued its work on closing the equity gap for minority students, receiving multiple DEI recognitions, including the Hispanic Serving Institution designation and the Higher Education Excellence in Diversity (HEED) award. The college was awarded a National Endowment for the Humanities (NEH) Grant to RVC's 2023 Faculty of Year, Dr. Mathew Oakes. The NEH grant is for a two-year oral history, archival, and instructional project on the legal and community history of desegregation and education in Rockford.



South Suburban College's Workforce Equity Initiative (WEI) grant has served 239 students with 149 students completing short-term certificate programs, and 90 students gaining employment. The college continues the momentum of expanding programs, enhancing student engagement and providing wrap-around services, WEI is at the forefront. The programs that have proven to be successful within WEI are Basic Nursing Assistant, Community Health Worker, Patient Care Technician, Pharmacy Technician, Forklift, CDL, and Barber College. The newest programs that have been added are Medical Assistant, Emergency Medical Technician and the recently launched Cosmetology Technician program. In addition to students receiving wrap-around services, WEI check-ins, Essential Employability skills, career readiness opportunities, they also receive stipends, books, laptops, uniforms and tuition assistance.



Southeastern Illinois College developed life- and job-skills programming for students aged 18–24 with intellectual and developmental disabilities through a non-credit grant supported by ICCB. The Professional Resource Integration Development program, or P.R.I.D.E., combines in-class instruction with real-world work experience through supervised internships with local business partners.



Southwestern Illinois College developed an institutional Equity Plan to close student equity gaps in enrollment and success and begun implementing strategies to alleviate identified gaps including streamlining campus communication, promoting sense of belonging in new students, promote intentional inclusion, creating a culture of equity and inclusion through professional development for faculty/staff and reviewing institutional policies and structures that create barriers to success. SWIC also established its 2025-2030 Strategic Plan founded on the following priorities: student success, sustainability, and intentional inclusion.



Triton College's Workforce Equity Initiative (WEI) grant empowers students from underrepresented communities the opportunity to earn an industry-recognized credential so that they can move into higher-income jobs in in-demand occupations. Triton has been awarded \$1.2 million for expenditure in 2025. Triton's success over the past year shows the amount of dedication among our students, faculty and staff. Triton College has exceeded every target set, enrolling 321 participants. Of these, 183 students identified as African American. The program has had a 92% job placement rate with students earning an average salary of \$20 per hour. Triton is in its sixth year of hosting WEI, offering 15 career programs.



Waubonsee Community College's Waubonsee Success Scholarship (WSS) is a last-dollar scholarship that has demonstrated progress in supporting minority, first-generation, and low-income students.



WAUBONSEE
COMMUNITY COLLEGE

The scholarship has reached 5,092 students, showcasing a commitment to reducing equity gaps. WSS recipients have seen an increase in average GPA, and retention rates have also seen a positive trend, with a notable 20.7 percent difference from Fall 2023 to Fall 2024 between WSS recipients (55.7 percent) and non-recipients (35 percent).

SEAMLESS TRANSITION

Black Hawk College has partnered with Junior Achievement of the Heartland to support the JA Inspiration Center, providing students with hands-on, real-world experiences to enhance their readiness for postsecondary education and careers. Through funding from the Mental Health Early Action on Campus initiative, the college established a "Zen Zone" to support student well-being and reduce equity gaps by providing a calm, welcoming and inclusive space with snacks, a massage chair, and peer mentor support.



Carl Sandburg College has implemented mental health initiatives through strategic partnerships. Timely Care and Bridgeway (local mental health provider) provide counseling and crisis-evaluation services. Master's-level graduate students are completing clinical counseling



CARL
SANDBURG
COLLEGE

internship hours on campus, supervised by a licensed counselor. The National Association of Behavioral Intervention and Threat Assessment is training the CARE Team on best practices and BIT core standards, risk assessment, violence risk assessment and case management. The Chargers After Dark Lock-In event, attended by 125 students, offered alcohol- and substance-free programming

with a speaker and a Q&A panel about mental health, substance use, alcohol, legal issues related to substance abuse and self-care.

City Colleges of Chicago's "The Chicago Roadmap," a partnership with Chicago Public Schools, has led to an increase of students earning early college credit. In 2024, the year-over-year growth for their Early College program was 20% overall and supported 727 students in graduating from high school with a full semester's worth of college credits. Ninety-four (94) of those students graduated with their associate degrees. Delivering on its commitment to equity, the racial demographics of students earning 15+ college credits was 42% Latine students and 40% Black students, reflecting a higher percentage of Black students than the percentage of Black high school juniors and seniors overall (35%).



Harold Washington College has engaged faculty and librarians across the district in creating Open Educational Resources focused on social justice for our highest enrolled courses in English and Humanities through a \$500,000 Congressional grant secured through Senator Dick Durbin's office. These resources will be available to all community college faculty across Illinois and will help to reduce costs for students.



College of Lake County advanced students' seamless transitions to continuing college, registering a 24 percent growth in dual credit enrollment, improving the path to college, and savings students and families nearly \$3 million in tuition last year. The college is developing a new Strategic Plan that will continue increasing its graduation rate and eliminating institutional equity performance gaps. The College set an ambitious target to reach a 45 percent graduation rate with no equity gaps. CLC achieved its highest graduation rate in 21 years, with the fall 2021 cohort rate projected to reach 39 percent.



Elgin Community College's The Future Workforce Leaders Program is designed to support students ages 16-24 transitioning seamlessly from education into the workforce. By providing financial assistance for tuition, fees, books, and supplies, the program fosters equitable access to postsecondary education and career opportunities



Harper College's strong partnerships with its three sender high school districts have resulted in a 35 percent increase in dual credit enrollment since FY2019 for a total of 5,300 dual credit students enrolled (FY2023). Through Harper College's University Center, students can earn advanced degrees on Harper's campus choosing from 11 baccalaureate programs and 1 master's program offered by their partners DePaul, Northern Illinois, Roosevelt, and Southern Illinois Universities.



Illinois Valley Community College established additional crosswalks for prior learning to assist current, returning and prospective students explore opportunities for earning Credit for Prior Learning. This initiative helps students visualize a clear path to degree completion, transforming what once seemed like an unattainable dream into a tangible goal. Twenty-six students received Prior Learning Assessment (PLA) credits in Fiscal Year



2024. Of those, 14 graduated and 8 were retained to the Fall 2024. Most notably, 85 percent of PLA students at the college either completed their program or remained enrolled, which highlights the program's role in enhancing persistence and reducing dropout rates.

John A. Logan College continues its mission “to enrich lives through learning and community engagement” by supporting minority, first-generation, and low-income students. The Promise Scholarship program, offering tuition-free education for eligible high school graduates, is projected to benefit over 250 students annually by Fall 2029. These efforts aim to close equity gaps and improve outcomes for all students.



John Wood Community College has begun implementation of the American Association of Community Colleges (AACC) Guided Pathways model, designed to streamline the transition from high school to college, improve university transfer processes, and strengthen connections with local industries. This initiative ensures a seamless educational experience for students while addressing workforce needs in the region.



JOHN WOOD
COMMUNITY COLLEGE

Joliet Junior College exemplifies leadership in creating seamless transitions into postsecondary education through its innovative 12x12x12 program. By enabling high school students to earn 12 college credit hours for just \$12 per credit before graduating, this initiative significantly lowers costs, reduces the credit hours needed for degree completion, and provides early exposure to college coursework. With expanded partnerships, scholarships for program completers, and a 45 percent increase in dual credit enrollment since 2022, JJC is transforming college access and closing achievement gaps for historically underrepresented students.

Kaskaskia College's KC Now Program has experienced a remarkable 71 percent growth in enrollment since 2023, now partnering with 12 high schools to offer dual enrollment opportunities. This program allows students to take courses unavailable at their schools, accelerating their paths to degree/certificate completion. Dual credit is available through KC in all District 501 high schools, in which KC awarded over 18,500 credit hours in the 2022-2023 school year.

Lake Land College introduced a Welcome Week in Fall of 2024 to help students transition to college by raising awareness of support services and offices to help them be successful. Lake Land became the first community college in Illinois to replace all developmental math courses with a ground-breaking math sequence design using co-requisite courses. The new math sequence design ensures students will no longer spend time and money on non-credit-bearing developmental math courses. In co-requisite courses, students with low test scores enroll directly into credit-bearing college math courses and receive supplemental support from faculty. Since implementing the new math sequences, the college has seen a substantial increase in general education math completion rates. Students are also now completing their math requirements in fewer semesters, ensuring they avoid delays on their path to graduation.



Lewis and Clark Community College is increasing flexibility and access to higher education through the continued creation of competency-based pathways under the college's PACE (Performance Assessed Competency Education) brand. A new pathway in Child Development and a general education bundle will soon join an existing pathway in Welding Technology. Lewis and Clark President Ken Trzaska, along with Bunker Hill Superintendent Todd Dugan, has been working with a group called P20, affiliated with Collegiate Edu-Nation, to collaborate on the creation of pathways for high school students to be exposed to more career opportunities earlier on in their high school careers. In partnership with Bunker Hill High School, Lewis and Clark is working on identifying a few potential pathways, including one in LC's new Avionics program, to pilot in Fall 2026.



McHenry County College opened two new innovative learning sites this year. The Foglia Center for Advanced Technology and Innovation (CATI) opened this September and is home to several manufacturing and technology programs that prepare students for entering the workforce immediately with the relevant skills



and characteristics that employers are seeking. In addition, the Catalyst Campus in Woodstock also opened in fall, housing several centers of learning including MCC's University Center. Beginning in Fall 2024, the University Center started offering bachelor's and master's degrees from four partnering institutions (Northern Illinois University (NIU), Southern Illinois University (SIU), Aurora University (AU), and Roosevelt University (RU)). From Fall 2023-Fall 2024, the University Center had 130 total students, with 64 new undergraduate students starting in Fall 2024. Of those 64 students, 100% of them took one or more classes at MCC before transferring. Additional activities supporting the University Center included the completion of 17- 2+2 transfer guides that allow for students to be advised seamlessly from their start at MCC through their transfer to the university. The center's team established a 2025 start for the MSW (AU) and MBA (RU) programs that will allow students to transition from associate's degrees, to bachelors, and then to master's degrees in a "plus one" format.

Moraine Valley Community College helps each student meet his or her personal, educational and career goals by providing students with excellent support services



designed to facilitate student learning, development and success. Their Bridge to Moraine program is offered for one week during the summer to assist incoming students prepare for the first term in college. The program is supported by the dedicated service of current Moraine Valley students trained to serve as peer mentors throughout the program and beyond. Multicultural Student Affairs (MSA) works to recruit, retain, and promote degree completion of students of color and individuals with limited English. MSA provides direct student support services and coordinates individual and group activities to promote integration into the college environment and academic success. TRIO Educational Talent Search serves students in grades 6-12. Educational Talent Search is an U.S. Department of Education TRIO program designed to motivate youth to stay in school, attain academic excellence, graduate from high school and enter college. Moraine Valley runs the program at seven district middle schools or high schools.

Morton College's undocumented Resource Liaison has been a critical role in supporting and guiding undocumented and mixed-status students and their families through legal, financial and academic challenges. The college provides Undocu-Ally training to staff and faculty to foster an inclusive environment where students feel supported and welcomed. In addition, the college partners with community organizations to help students in renewing their DACA and issuing financial scholarships to cover financial costs. Through personalized support, educational initiatives, and community engagement, the college has worked diligently to provide resources to ensure students succeed at the college and beyond.



Oakton College in partnership with Evanston Township High School (ETHS), launched an Essential Applications of AI Certificate in 2024 to address the growing demand for AI expertise. ETHS students can enroll in AI courses through Oakton's concurrent enrollment program. The certificate, which includes courses like AI Ethics and No Code Machine Learning, prepares students for diverse AI-related careers, emphasizing ethical, no-code applications. Credits earned through the certificate program can be applied toward an associate of applied science degree. The partnership is supported by an ICCB Trades School grant.



Richland Community College, in partnership with Decatur Public Schools, has developed the Prep Academy Program. This transformative initiative bridges the gap between high school and higher education, providing entire high school freshman cohorts the opportunity to follow a structured pathway toward completing an associate degree by their high school graduation. In spring 2024, the inaugural Prep Academy cohort will graduate, with 26 high school seniors earning their Associate of Arts degrees from Richland Community College. This cohort has achieved an impressive average college GPA of 3.14. To date, a total of 175 students across four cohorts (freshmen to seniors) have entered the program, with each cohort building on the program's momentum and success. By enabling students to earn college credits while still in high school, the program prepares them for academic achievement, career readiness, and lifelong success.



Sauk Valley Community College's earned-tuition Impact Program provides eligible students, who graduate within the college's district, the opportunity to earn tuition and fees for up to three years at SVCC,



or until they earn their certificate or degree. The program is expected to increase high school graduation and college completion rates, ultimately growing their local workforce. Data from communities with similar programs show wage increases, upward economic mobility, and business retention and attraction. Currently, the program has over 1,400 students enrolled, who have volunteered more than 57,000 hours of community service across 230 local nonprofit organizations.

Shawnee Community College is launching a competency-based education (CBE) model for the welding program, set to begin in Fall of 2025. This innovative approach will allow students to progress at their own pace, mastering welding techniques and skills before advancing to the next level. The flexibility supports working students and those with prior welding experience. The college received Higher Learning Commission



approval and welcomed an additional welding instructor in the Fall of 2024 to prepare for this expansion.

Southeastern Illinois College introduced two new workforce certificate programs over the past year, specifically designed in collaboration with business and industry leaders. These programs provide high school students with opportunities to increase credential attainment and contribute to building a sustainable workforce tailored to the region's needs. The college hosted its first GED® graduation ceremony this past August since the re-establishment of Adult Education in 2021. This milestone celebrated 27 students who successfully completed their GED® and are now preparing to transition to post-secondary education and/or the workforce.



Triton College's Career Academy allows academically qualified in-district high school students a unique opportunity to get a head start on their college education and career. Career Academy is part of Triton College's Early College Program, which offers students opportunities to earn college credit, receive an associate degree, or an industry certificate.



ECONOMIC AND WORKFORCE DEVELOPMENT

Black Hawk College, in partnership with community organizations, provided retraining and job search assistance to dislocated workers after regional layoffs, ensuring a smooth transition to new employment opportunities.



Carl Sandburg College implemented workforce development initiatives through the ICCB Trades Grant funds, resulting in the Pipeline Program, a youth career exploration and work-based learning program to help bolster the workforce pipeline through career exploration activities, employability skills training and worksite experiences.



City Colleges of Chicago was recognized in October by the U.S. Department of Labor's Office of Apprenticeship (OA) as an Apprenticeship Ambassador for its work to promote, expand, and diversify registered apprenticeships and thereby strengthen our nation's workforce. In July, Chancellor Juan Salgado and U.S. Department of Health and Human Services (HHS) Assistant Secretary for Administration Cheryl Campbell signed a mutually beneficial agreement to increase awareness and interest in public service jobs at HHS among City Colleges students.



Kennedy-King College's Dawson Technical Institute (DTI), one of two Centers of Excellence at Kennedy-King, has achieved significant growth that directly address workforce development in the construction industry, leading to an 8-percentage point increase in program completion, and year-over-year enrollment growth of 23 percent. By forging partnerships with prime construction companies, DTI has engaged hundreds of contractors, showcasing its programs and attracting new industry professionals seeking opportunities to upskill. Participation in



skilled trades fairs, the ICCB Trades School Grant, and collaborations with community-based organizations like Chicago Credit and Ex-Cons for Community Change have further strengthened DTI's enrollment pipeline. Expansion of partnerships with Chicago Public Schools (CPS) has resulted in programs like the Master Builder Advanced Certificate, integrating Carpentry, Electrical, Welding, Masonry, and Plumbing, as well as an early college articulation agreement with CPS's Chicago Builds and City Colleges of Chicago, allowing CPS students to earn up to 18 transferable college credits. Additionally, DTI has accelerated career pathways through initiatives that include the Construction Bridge which allows students to pursue an Illinois High School Diploma while earning a Basic Certificate, and the one-year Construction Management AAS degree.

Malcolm X College announced the forthcoming development of a new Malcolm X College-South Campus in Washington Park at the corner of Garfield Park and Calumet that will offer programs in healthcare fields such as: medical assisting, patient care technician, community health worker, and the first clinical lab tech program in Chicago. Adjacent to the forthcoming UChicago Medical clinical labs, the Campus will offer students access to career and work-based learning opportunities in service to South Side residents.

MALCOLM X COLLEGE
CITY COLLEGES OF CHICAGO

Olive-Harvey College, in partnership with the Chicago Police Department, has expanded the Criminal Justice One Year and Out program, which offers students an opportunity to earn an associate's degree in criminal justice at no cost and in as little as 12 months. The program currently enrolls 174 students, 67 female and 107 male students. Looking ahead, a bilingual cohort will be offered at the OHC South Chicago Campus in Fall 2025. The partnership between Olive-Harvey College and Rivian Automotive, Inc. offers a five-month Rivian Technical Trades apprenticeship program, where students gain knowledge of the latest electric vehicle technologies in the classroom and apply their learning through hands-on, paid training.

OLIVE-HARVEY COLLEGE
CITY COLLEGES OF CHICAGO

Truman College launched the Education Workforce Center to support educator professional development. The Center will serve as the epicenter for education professionals and offer curated resources, practical guidance, technology, employment supports, and examples of innovation to inform the advancement of educators in Chicago and around the state of Illinois.

HARRY S TRUMAN COLLEGE
CITY COLLEGES OF CHICAGO

College of Lake County, as a member of the Lake County Workforce Ecosystem, is supported by community partners including businesses in every industry sector. In 2024, the college strengthened workforce development by launching the Manufacturing Alliance, aligning educational programs with industry needs to address the skills gap and support the county's manufacturing leadership. Over the past five years, the number of students enrolled in manufacturing programs has more than doubled, and the number of graduates has increased 248 percent.



Danville Area Community College's Illinois WORKS Pre-Apprenticeship Program prepares participants for careers in trades like carpentry and construction while earning 18 college credits. Participants gain hands-on trade experience and certifications that enhance employability in high-demand fields. Funded by



the Illinois Department of Commerce and Economic Opportunity (IDCEO), the program has received over \$850,000 to date and has supported multiple cohorts of students. Beyond technical skills, participants benefit from comprehensive career readiness training, mentorship, and support services to ensure a seamless transition into registered apprenticeships or further education. The program is currently accepting applications for its 5th cohort, beginning January 22, 2025, and continues to build strong partnerships with industry leaders to address workforce gaps.

Elgin Community College's Office of Strategic Partnerships and Experiential Learning (SPEL) makes it easy for students to navigate the apprenticeship process by handling all the paperwork required by the U.S. Department of Labor. Apprentices can attend classes either part-time or full-time, and once students decide to enroll, ECC takes care of the rest.



Harper College is leading an employer and industry collaboration of five community and technical colleges known as the Generating



Regional Innovative Partnerships (GRIP), a National Science Foundation supported effort that is designed to help the U.S. remain a global leader by boosting investment in domestic high-tech research and bringing semiconductor manufacturing back to the U.S. Led by Harper's Innovation Accelerator, the GRIP project is part of a larger effort to form a comprehensive framework designed to transition from traditional academic advisory committees to the acclaimed Business and Industry Leadership Team (BILT) model. This shift aims to cultivate more meaningful engagements with regional employers, industry professionals, faculty, and institutional leaders. It has already proved successful with the development of Harper's new Cybersecurity degree and certificate programs as well as Community Education courses in artificial intelligence and cloud computing.

Heartland Community College has added over 40 "work ready" short-term certificate and degree programs since 2019. This has led to a larger number of students attaining certifications with credentials for employment in a variety of fields including advanced manufacturing, healthcare, industrial maintenance and others. Between fiscal years 2020 – 2024, Heartland saw a sixty-seven percent increase in certificate completions.



Highland Community College became the first community college in Illinois to roll out a mobile medical unit vehicle this fall, made possible by a \$300,000 Department of Health and Human Services grant. Set up to function as a health care clinic on wheels, the specialized vehicle provides new avenues for student instruction and community service for Nursing and Allied Health.



Kicking off the spring and fall semesters with new Welding and CNC labs, Highland has more than doubled space for its manufacturing programs. Donors helped fund both projects through the Highland Foundation's Legacy Campaign. To capitalize on these investments in manufacturing, the institution joined with Rock Valley and McHenry colleges in securing a four-year, \$5.5 million federal grant through the Department of Labor this April. HCC's portion of the Strengthening Community Colleges Training Grant will infuse more than \$1 million into serving students entering the skilled trades through CNC and welding.

Illinois Central College has certified over 800 individuals in high demand, IT specialties through our IT Workforce Accelerator, as one of only 2 community colleges funded nationally through the Good Jobs Challenge. Together with our educational partners (Bradley University and Eureka College) and our over 200 employer partners, we have secured FT, benefited, good jobs for our new to the industry participants while upskilling lower-level IT workers for promotions into higher need specialties. Twenty percent of the newly certified individuals are of poverty with the majority of those being African American. The IT Workforce Accelerator is a highly effective, equity driven provider of IT Specialists significantly reducing the workforce gap in Central Illinois.



Illinois Valley Community College leverages the Pipeline for the Advancement of Healthcare Workforce (PATH) and Non-Credit Workforce Training grants to provide financial support for students and employers, ensuring access to education and training. Additionally, IVCC was awarded a Strengthening Community Colleges Training Grant and is working to develop Competency-Based Education (CBE) courses, enabling students to progress at their own pace and accelerate degree completion. Collectively, these efforts address the future workforce needs of Illinois, creating a pipeline of skilled workers for the economy, while eliminating barriers for students. In response to local hospital needs, the Continuing Education and Business Services Department developed a non-credit surgical tech program, with 27 students completing in the inaugural semester, with another class scheduled for the spring.



John A. Logan College is expanding its Allied Health programs through partnerships with area providers to offer hands-on training and address workforce shortages. A collaboration with Deaconess Illinois will provide \$250,000 over five years to enhance Medical Laboratory Technology, Surgical Technology, and Adult Cardiac Diagnostic Medical Sonography programs. These initiatives facilitate seamless student transitions into higher education and careers. The college also fosters workforce development and economic growth through construction projects that expand facilities for career and technical education. These include a new welding and CNC manufacturing building, HVAC renovations, and expanded automotive service spaces, funded by a \$4.2 million EDA grant and matching funds. These state-of-the-art facilities will provide training for in-demand fields, addressing regional workforce needs and creating new opportunities for students.



Illinois Eastern Community Colleges added two College and Career Specialists focused on healthcare and early childhood education pathways, aiding students in transitioning seamlessly from education to the workforce. Additionally, the launch of the Small Business Development Center (SBDC) has provided critical resources to entrepreneurs and small businesses, contributing to regional economic development



Kankakee Community College offers multiple workforce training grants— Pipeline for the Advancement of the Healthcare Workforce (PATH), Fast Track, and Job Training Economic Development (JTED). In fiscal year 2024, 221 KCC Health Careers students in associate degree and certificate programs received a total of \$66,397.21 in direct support from the PATH grant. The JTED and Fast Track grants will have its first students in 2025. The Office of Continuing Education & Business

Partnerships has awarded \$15,000 for noncredit workforce training to 60 individuals and seven businesses as part of ICCB's Noncredit Workforce Training Initiative Grant.

Kishwaukee College's Diesel Power Technology program expanded course offerings to include heavy-duty electric vehicle training, supporting local workforce needs. The expansion was made possible through Rev Up EV Community College Initiative grant funds awarded by the ICCB.



Lake Land College was the only college in the state of Illinois to receive a grant of \$130,000 to provide free Commercial Driver's License (CDL) training and testing for up to 30 U.S. military Veterans and active service members, as well as their spouses and dependent children. The funding is provided by the U.S. Department of Transportation's Federal Motor Carrier Safety Administration (FMCSA) through a Commercial Vehicle Operator Safety Training Grant (CVMOST). Lake Land launched RANGE, the Recruitment and Advancement of the Next Generation of Engineers, to support students pursuing high-demand careers in science, technology, engineering and math (STEM). All students in the program receive a tuition scholarship, free specialized tutoring and a cohort class schedule to ensure success in the program. The College updated career and technical programs, establishing the Heating, Ventilation, Air Conditioning and Refrigeration as an open entry program. Classes are offered exclusively in the evening offering students the perfect opportunity work and attend college.



Lincoln Land Community College launched a cardiovascular sonography program (fall 2024) and is developing a medical laboratory technician program (fall 2025). To help serve local training and employment needs, the college's third annual Ag & Workforce Careers Expo hosted approximately 1,300 students and 100 local employers.



McHenry County College has continued to convene the Manufacturing Pathways Consortium – now with 95 manufacturers, 43 community partners, and representation from all high school districts in MCC's educational district. The College also completed its third year of a High School Summer Rotational Internship program, with 105 16–18-year-olds participating in a paid work experience. The application process for its fourth year will open in early 2025. MCC has recently announced a partnership with the McHenry County Economic Development Corporation (MCEDC), establishing an onsite location for the MCEDC at the College beginning in January 2025. This collaboration will bring together MCEDC with the College's Illinois Small Business Development Center (ISBDC) to further foster local business success and economic growth.



Moraine Valley Community College's Job Resource Center offers services and opportunities for employers to connect with and invest in their next great hire, including job postings, talent acquisition events, internships, and more. Employers can post on their online job board, create internships, participate in recruitment events and work with the college so enhance



the employability skills of their future candidates. Their Corporate, Community and Continuing Education department offers off-the-shelf and customized training solutions for any size employer.

Morton College, through the Non-Credit Workforce Grant, provided tuition-free certificate programs in Bookkeeping and Supply Chain Management, removing financial barriers for underrepresented and low-income students. These programs directly address the workforce development goal by preparing students for in-demand, well-paying careers while expanding equitable access to training opportunities, particularly for adult learners seeking to upskill or re-enter the workforce.



Oakton College and Northwestern Medicine launched the Medical Assistant Apprenticeship program in 2024 to address healthcare staffing needs while promoting student success. The program combines a Medical Assistant Certificate from Oakton with paid clinical experience at Northwestern Medicine, offering students \$20 per hour, living wage stipends, and educational support. Evanston Township High School graduates from Oakton's Dual Credit program are also eligible to participate. This initiative exemplifies Oakton's commitment to fostering economic development and long-term career growth in healthcare.



Parkland College further expanded its nationally recognized apprentice programs in 2024-2025. The college launched the first-in-the-nation U.S. Department of Labor-registered apprenticeship for mechanical line technicians, in partnership with Kraft Heinz. Additionally, local family-owned dealership Sullivan-Parkhill Automotive, Inc., and the Champaign-Urbana Mass Transit District (MTD) agreed to support Parkland's Collision Repair Technology program by sponsoring USDOL-registered apprentices at their Champaign-Urbana-area maintenance facilities. Parkland also partnered with AGCO, a global precision ag machinery and technology company, on a new dealership-sponsored AAS-degree program and a new \$6 million training facility to train the next generation of ag equipment service technicians.



Prairie State College's Workforce Development and Community Education program has expanded healthcare career pathways with 15 clinical site agreements, providing externships and certifications in pharmacy, dialysis, clinical medical assisting, EKG and medical billing/coding. The college is also a proud workforce partner with



Pace Bus, driving entry-level hiring pipelines and creating career pathway opportunities in transportation, distribution and logistics. The college boasts overwhelming success within its Workforce Equity Initiative (WEI) which served nearly 430 students in meeting their educational pursuits. The program has been successful working across the college to adequately prepare and support students to obtain high earning employment in the community's most needed industries including healthcare, transportation, fire science and other high-demand fields

Rend Lake College, in collaboration with the U.S. Department of Commerce Economic Development Administration, is driving economic growth and workforce development in Southern Illinois. With the support of a \$5 million grant from the EDA, the college constructed the 22,000-square-foot Southern Illinois Manufacturing Academy (SIMA), which officially opened in the fall of



2024. This state-of-the-art facility is dedicated to equipping students with essential manufacturing and trade skills tailored to meet the needs of regional industries. Beyond its advanced training facilities, which include Industrial Electronics and Maintenance Technology programs, SIMA also houses an innovative chocolate production lab operated by the Culinary Arts program. This unique feature showcases the academy's commitment to blending technical skill-building with creative industries, further enhancing its impact on the local economy and workforce.

Rock Valley College was awarded a Department of Labor (DOL) Grant that will focus on non-credit-to-credit articulation agreements. Contributing to economic development by supporting ICCB's robust workforce efforts, RVC has launched its Downtown West project to create access to training and learning opportunities for stakeholders in the west and southwestern portions of District 511. The new site will officially break ground in early 2025 and offer seven training programs, general education courses, and adult education.



Sauk Valley Community College founded the Ulferts Police Academy, which came as a response to gaps in law enforcement, both locally and statewide. The SVCC Police Academy has just graduated its fifth class of officers. Since the program's launch, the Academy has graduated approximately 141 law enforcement officers with 36 cadets enrolled in the current class. Each recruit was first hired by a department before enrolling in the SVCC Police Academy to complete the course and will return to their home departments to police our community. The Academy contributes to economic development by providing robust workforce training, increased credential attainment, and addressing the future needs of the Illinois workforce.



Shawnee Community College completed a reorganization of the Business and Workforce Training Center. With new staff and expanded opportunities, the college strengthened its ability to support local industries. Notably, 18 students successfully graduated from the Illinois Department of Transportation's Highway Construction Careers Training Program during the spring and fall semesters. SCC also renovated the Union County Extension Center to house the region's only Occupational Therapy Assistant (OTA) program, which welcomed students in Fall 2024. This two-year program combines affordability with strong job placement rates, preparing students to meet critical workforce needs while improving lives. The college is currently working on new short term certificates and degrees in healthcare and career and technical education (CTE) to uplift the region by providing employers skilled workers to fill unmet workforce needs, while simultaneously ensuring residents can access living wage jobs close to home.



Spoon River College received a \$1.5 million grant from the US Economic Development Administration and an additional \$488,000 from Illinois Department of Commerce and Economic Opportunity (DCEO) and the Clean Energy Jobs Act (CEJA) fund for Coal Impacted Communities to upgrade building facilities and purchase new equipment to support Career and Technical Education programs. This year, PATH Grant funds have helped over 100 students within our Nursing and Healthcare Career programs. The PATH Grant funds have provided scholarships to students to reduce tuition and textbook costs and assistance to those that are struggling because of lost wages and/or increased costs for childcare and transportation. These funds help students earn their degrees or certificates.



Waubonsee Community College, with the support of a National Science Foundation Grant, is creating “The Waubonsee Water Ways: Building Pathways to Careers in the Water Sector.” Waubonsee is developing water technician certificate programs designed to address current and emergent water/wastewater workforce needs. Several industry partners are supporting the programs to provide work-based learning opportunities. The construction of a new Technical Education Center (TEC) will allow Waubonsee to expand programs in high-demand, high-wage jobs in our community. The new TEC will allow for increased class sizes and cohorts to meet employer demand. Partnerships with K-12 and industry will provide new opportunities for career pathways and work-based learning. Waubonsee broke ground on the new center in spring 2024 and is scheduled to open in fall 2025.



WAUBONSEE
COMMUNITY COLLEGE

FISCAL YEAR 2026 BUDGET RECOMMENDATION: ICCB

Fiscal Year 2026 General and Personal Property Replacement Tax ICCB Recommended Funding: \$500,674,237

Community College Grants

Fiscal Year 2026 General Revenue and PPRT Recommended Funding: \$309,065,518

IBHE recommends a \$6.1 million increase (2.0 percent) in Fiscal Year 2026 funding for core unrestricted grants that support community colleges: Base Operating, Equalization, and City Colleges of Chicago. Specifically, IBHE recommends Fiscal Year 2026 funding levels of:

- **Base Operating (General Funds): \$104,760,130**, an increase of \$4.1 million
- **Base Operating (Personal Property Replacement Tax Fund): \$105,570,000**, no change (adjustment captured in General Funds)
- **Equalization: \$83,229,552**, an increase of \$1.6 million
- **City Colleges of Chicago: \$15,505,836**, an increase of \$0.3 million

IBHE recommends a \$18,148 increase (2.0 percent) in Small College Grants and Performance Based Funding:

- Small College Grants: \$559,368, an increase of \$10,968
- Performance Based Funding: \$366,180, an increase of \$7,180

Community colleges are funded through multiple funding streams.

- **Base Operating Grant.** The base operating grants focus is on equity, productivity, and mission. Funds are provided using the same allocation for the same programs to each community college district. Because enrollment growth and decline affect the allocation of funds, productivity is addressed. Because the funding strategy recognizes differences in programming (e.g., some districts have a greater concentration of technical programs than others) mission differences are recognized.
- **Equalization Grant.** The Equalization Grant is allocated to community colleges to reduce the disparity among districts in local property tax funds available per student, thereby ensuring that colleges with limited local tax bases have access to funds necessary to support educational programs.
- **City Colleges of Chicago Grant.** These funds are designated to support the City Colleges

of Chicago as part of their general operating funding.

- **Small College Grants.** This grant recognizes that small colleges have fixed costs, particularly in administrative areas, and that these costs should be recognized in funding.
- **Performance Based Funding.** Performance based funding was established by [P. A. 97-320](#) in June 2012. For community colleges, performance funding grants are awarded not only by graduation rates, but by entered employment, certificate attainment, persistence, and success towards college level coursework.

Illinois community colleges enrolled over 265,000 students in fall 2024, with 13 percent of whom were African American and 31 percent Latino. Community colleges also serve many rural students and low-income students. Investing in community colleges is essential to Illinois closing its equity gaps. Colleges need enhanced resources to meet the academic and social-emotional needs of students returning to school and to ensure they stay on track.

Community Colleges also play a vital role in meeting the state's workforce needs. The Illinois Community College Board's [economic impact analysis](#) found that community colleges contribute more than \$3.5 billion and 43,000 jobs annually to the Illinois economy. The study also found that community colleges engaged with nearly 9,800 unique employers, which is directly aligned with Growth Strategy 3 to align the state's economic development and higher education strategies.

Adult Education and Postsecondary Career and Technical Education

Fiscal Year 2026 Recommended Funding: \$55,646,100

IBHE recommends a two percent increase (\$1.1 million) in Fiscal Year 2026 for ICCB adult education and career and technical education programs administered under the Workforce Innovation and Opportunity Act and the Strengthening Career and Technical Education for the 21st Century Act, respectively. Specifically, this recommendation includes:

- Adult Education Basic grants: \$24,259,272, an increase of \$475,672 (2.0 percent);
- Performance Based grants: \$12,034,470, an increase of \$235,970 (2.0 percent); and,
- Career and Technical Education Programs: \$19,352,358, an increase of \$379,458 (2.0 percent).

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing career and technical (CTE) training through integrated education and training programs. CTE programs offered by the colleges provide students with opportunities in over 100 career and technical fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities, and potential for continuing education at the baccalaureate level. This state funding provides the required maintenance of effort to qualify for federal funds. Serving adults and providing career and technical education opportunities are directly aligned with Equity Strategy 4 to attract and serve working adults. In SFY2024, adult education providers served more than 63,830 students.

Adult Education (Digital Literacy). Adult learner access to technology and digital skills instruction is essential for effectively transitioning into postsecondary education or the workforce. As new technology continues to emerge, adult education programs must adapt and upgrade their technology infrastructure to better serve adult learners. The purpose of this grant is to provide

funding for adult education programs to improve their technology infrastructure, support technology integration in the classroom, and improve distance learning options for adult learners. **\$2,000,000, no change.**

English Language Services. The intent of this funding is to serve the uptick in asylees, refugees, and migrants who are accessing English Language Acquisition. This funding would be made available to adult education providers in the Chicagoland area who are serving this population. This funding will promote economic, linguistic, and civic integration by helping adult immigrants and adult English learners achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. **\$750,000, no change.**

ICCB Grants

ICCB's many grants support the goals outlined in *A Thriving Illinois*, including efforts to close equity gaps, serve working adults, and invest in talent needed to grow the state's economy. **IBHE recommends Fiscal Year 2026 grant funding at the levels outlined below.**

- **Workforce Equity Initiative/Innovative Bridge and Transition Grants.** The purpose of the [Workforce Equity Initiative \(WEI\)](#) is to create, support, or expand one-year or less credit and/or non-credit workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The funds provide grant-funding opportunities to community colleges that focuses on improving workforce equity for African Americans. The Innovative Bridge and Transitions (IBT) provides funding opportunities, through a competitive process, to support the seamless transition of students between education systems as well as employment. Since the inception of the WEI program, there are over 120 WEI programs offered by 20 participating colleges throughout the state. As of November 30, 2024, approximately 15,883 students have enrolled in the program, including 11,595 (73 percent) African American students. Sixty-eight percent of completers (10,737) are employed at an average wage of over \$23.00 per hour. The IBT grant provides funding opportunities through a competitive process to support the seamless transition of students between education systems, as well as employment. **\$28,794,400, no change.**
- **Pipeline for the Advancement of the Healthcare Workforce Program (PATH).** The [PATH Program](#), provides grants to community colleges to create, support, and expand opportunities of individuals enrolled in a healthcare pathway to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The program was established to address healthcare staff shortages, particularly in nursing, that exist around the state and have been exacerbated by the COVID-19 pandemic.

Allocations to colleges are calculated with a base allocation and an additional amount based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. The PATH Program models the Workforce Equity Initiative (see description above) by providing comprehensive wraparound support and career services. The target populations include low-income students, first generation students, and entry-level incumbent workers. The PATH program adopts the use of career pathways as an overarching strategy to address pain points in the healthcare talent pipeline

as well as issues of equity within preparation and employment. Strategies and allowable uses of funds are purposefully broad and flexible to allow for innovation and discretion by each college. This program supports Growth Strategy 3, aligning the state's economic development and higher education strategies, ensuring both address historic inequities. A total of 25,055 students were enrolled in the PATH program at the end of Fiscal Year 2024, with 15,578 completers. **\$19,000,000, an increase of \$4.0 million (27.0 percent).**

- **Southwestern Illinois Justice and Workforce Development Campus.** The Southwestern Illinois Justice and Workforce Development Campus is located on the former campus of Lindenwood University in Belleville. The campus was purchased by the city of Belleville after the former institution closed its campus. Work is underway to make the location a law enforcement training and workforce development campus, which supports Growth Strategy 3, aligning the state's economic development and higher education strategies. Current organizational commitments to locate operations on the campus include Police Academy – Southwestern Illinois College (SWIC); Forensic Training Institute – Illinois State Police; office space and training programs – Southern Illinois Law Enforcement Commission (SILEC); and office space – City of Belleville.

As part of this program, SWIC manages campus operations for the city of Belleville. This grant supports funding for annual expenditures including security; dormitory and dining operations; utilities; custodial and maintenance of buildings and grounds; and insurance and administrative fees. **\$3,900,000, a reduction of \$2.0 million (34.0 percent).**

- **Grants for Transitional and Developmental Education.** The Postsecondary and Workforce Readiness Act (PWR Act) includes transitional math and English coursework to increase college readiness for high school seniors. Students who successfully complete these courses jointly developed by community colleges and high schools are guaranteed placement in credit-bearing courses at all Illinois community colleges and accepting Illinois universities. Courses emphasize authentic learning experiences aligned with careers as well as a student's life and future coursework. Additionally, under the Developmental Education Reform Act, colleges are piloting evidence-based models and scaling reform initiatives. Evaluation of Transitional Instruction and continued development of the Multiple Measures Placement Portal are critical in the success of both initiatives. All of this work moves Illinois closer to achieving Equity Strategy 7, to support the implementation of developmental education reform. **\$1,000,000, no change.**

- **Dual Credit Grants.** IBHE recommends level funding to continue ICCB's existing dual credit grant program, as recommended by ICCB.

These funds will enable the community college system to enhance and expand dual credit opportunities with a focus on low-income students and students of color. An additional \$7 million added to the current program would be used for supporting or improving equitable access to dual credit, focused particularly on students who have been historically underrepresented, including students from racial/ethnic backgrounds that are underserved, low-income students, and students in rural settings. This would require additional investment in the teacher pipeline and on building the capacity for community college and high school partnerships to better support student persistence to college completion, whether that be a two-year transfer degree, four-



year baccalaureate degree, or CTE credential or degree. This strategy could be accomplished through an increase in transferrable core academic (e.g., General Education Core Curriculum coursework, such as math, English, or Communications) and/or CTE coursework on a career pathway, that students have available at their high school, or that are made available or enhanced as part of this project. This requires strong partnerships with high schools and building clear pathways from dual credit into the college after high school graduation, supporting wrap-around services and strengthening relationships across the district.

With this investment, we would anticipate a significant year over year growth in dual credit enrollment at the high school, including enhanced enrollment / completion for underserved students, as well as an enhancement to the number of college credits available at each high school, with a goal of a full semester of college credit available, thereby saving students and families time and money.

A dual credit course is a college course taught for both high school and college credit. In the most recent dual credit report issued by the ICCB, evidence suggests that high school students who took at least one dual credit course while still in high school nearly doubled their graduation rate at the community college when compared to students who did not take dual credit. Demographic data suggests similar results.

The state's community college system offered over 14,600 dual credit courses to 91,000 individual students during the academic year 2022. Students earned credit in a wide variety of subjects from math to English, to various career and technical education courses. Over the past ten years, the number and variety of courses offered have steadily grown, to the point that dual credit students now represent one in five students enrolled in community college courses annually. All 48 community colleges offer dual credit. This new grant program supports Equity Strategy 6, expanding equitable access, support, and success in early college coursework. **\$3,000,000 for grants and \$175,000 for program administration, no change.**

- **Non-Credit Workforce Training Grants.** IBHE recommends level funding to continue the community college non-credit workforce training grant program, as recommended by ICCB.

These funds will enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential. Funds will support community colleges to engage directly with employers, develop curriculum, and deliver non-credit customized training to prepare individuals with specific technical skills to attain industry recognized credentials and employment in high demand/high wage areas. Halfway through its first year, the colleges have trained nearly 2,000 students, with about half being upskilled through incumbent worker training in partnership with an employer. Nearly 1/5 of these incumbent workers are employed by a minority or woman-owned business.



Employers are facing significant workforce shortages in today's economic climate, with challenges in both hiring and retention of staff. The Illinois community college system, the

largest workforce provider in the state, has strong partnerships with employers and provides significant economic impact to local economies.

Community colleges have a long background in providing customized training and specialized business solution services to local employers. These programs and services can further increase innovation and economic development in their communities, helping companies upskill their incumbent workforce. This new program will support Growth Strategy 3, to align the state's economic development and higher education strategies. **\$5,000,000 for grants and \$175,000 for program administration, no change.**

- **Lincoln's Challenge Scholarships.** Students successfully completing this military-style boot camp for at-risk teens who have not completed high school are eligible to receive a scholarship to attend community college: **\$60,200, no change.**
- **East St. Louis Higher Education Center.** Funding for the East St. Louis Community College Center funds higher education consortium activities at the Center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College: **\$1,447,900, no change.**
- **Veterans Shortfall Grants.** This grant is provided for offsetting the mandated tuition and fee waiver for veterans and national guard members enrolling at community colleges: **\$4,264,600, no change.**
- **Alternative Schools Network.** This grant funds the Alternative Schools Network to re-enroll high school dropouts in a program that will ultimately allow them to receive a high school diploma: **\$4,000,000, no change.**
- **High School Equivalency Testing.** The funding provides for the administration of High School Equivalency (HSE) statewide including Cook County. The purpose of HSE is to ensure eligible test-takers without a high school diploma have access to testing throughout the state and to ensure records and registration are available to Illinois test-takers.

An increase of \$77,839 in the High School Equivalency appropriation will allow the ICCB to support one-time costs to upgrade and expand usage of the existing Illinois High School Diploma portal. **\$1,426,259, an increase of \$77,839.**

- **Homeless Prevention.** In fiscal year 2025, ICCB received an appropriation transfer of the homeless prevention funds from the Department of Human Services (DHS) to the ICCB and is requesting a continuation of this funding in fiscal year 2026. This funding allows the Board to continue its work to address housing insecurity among community college students in cooperation with the Illinois Office to Prevent & End Homelessness. **\$250,000 for program support and administration, no change.**
- **Advanced Manufacturing and Electric Vehicle Grants.** The purpose of the Advanced Manufacturing and Electric Vehicle Grants (entitled Rev Up EV Community College Initiative) is to support a cohort of community colleges with building capacity in their institutions and communities for the transition to electric vehicle technology. 67 faculty have undergone training and certification in order to teach these programs. The funding prioritizes education

and training programs that span across the EV technology occupational continuum from development and production to maintenance of electric vehicles, as well as installation and maintenance of critical infrastructure. To date, 238 employers have been engaged in the process with 29 programs being developed. 1150 students have been enrolled. The funds also support the Illinois Green Economy Network's (IGEN) community college centered community of practice to assist with statewide curriculum development and implementation. **\$9,000,000, no change.**

- **Mental Health Early Action on Campus.** The purpose of the Mental Health Early Action on Campus grant is to provide funding to support implementation of the Mental Health Early Action on Campus Act. Allocations were based on college survey submissions to the Commission on Government Forecasting and Accountability (COGFA). Appropriations in Fiscal Years 2023 and 2024 were by line item to the colleges. The ICCB received a lump sum appropriation in Fiscal Year 2025 to more equitably allocate the funding to institutions as the initial allocations were based on surveys that did not adequately project resource needs for implementation of the Act. IBHE is requesting the continued lump sum appropriation in Fiscal Year 2026. **\$6,000,000, no change.**
- **Trade School Grants.** The purpose of the Tacking Back the Trades! Trade School Grant Program is to provide access to careers in the “trades” for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators. Grantees are required to engage in partnerships with high school district(s), employers, and community-based organizations or labor organizations. **\$5,000,000, no change.**
- **Workforce Development Programs.** First appropriated in fiscal year 2025, these legislatively directed funds support programs and services with a focus on assisting low-income and minority students. **\$30,000,000, no change.**
- **NEW: Center For Basic Needs.** The IBHE is recommending new funding of \$3.5 million to establish the Center for Basic Needs. The Center for Basic Needs at the ICCB would support local colleges as they work to centralize resources for students facing non-academic challenges, ensuring that students can remain focused on their education without unmet essential needs. These efforts play a vital role in promoting equity by helping students access critical services that address food, housing, financial, and emotional security. In those areas with specialized liaisons, the statewide center would provide resources for colleges to assist these specialized liaisons, including:
 - Benefits Navigators charged with assisting students in accessing public assistance programs, housing subsidies, and health care;
 - Homeless Liaisons, that support students experiencing homelessness by connecting them with housing resources and emergency support;
 - Undocumented Student Resource Liaisons, that provide guidance on tuition, scholarships, and legal resources for undocumented students; and,
 - Veterans Coordinators, who assist student veterans with access to GI Bill benefits, mental health support, and career services.

This funding would help colleges build capacity at the institutional level, and address persistent and emerging challenges effectively, helping to meet the state's equity goals.

Without this funding, the burden on the individual colleges could hinder the successful and sustainable implementation of these initiatives, placing the state's equity goals at risk. **\$3,500,000, new funding.**

- **NEW: Policy Implementation.** The Governor's Office convenings of higher education leadership, has spawned several significant policy reforms, which will require investment in the agency as well as programs. These include transfer reforms (e.g. common course numbering), high school to college partnerships, including both academic and non-academic supports for students, participation in the development of a statewide data dashboard, direct admissions, and community college participation in the Common App. Of the total request, approximately \$500,000 is required to support the costs of the Common App. **\$1,000,000, new funding.**
- **NEW: Community College Equity Plan Administration.** IBHE recommends new funding of \$0.8 million for ICCB to continue its commitment of advancing equity across the state's community colleges. This commitment requires management of key mandates that are designed to assist the most underserved and underrepresented populations, including training and capacity building for Benefits Navigators, Homeless liaisons, Undocumented Student Resource Liaisons, Veterans Coordinators, as well as the implementation of community college equity plans, the implementation and oversight for the higher education sexual misconduct survey, the implementation, capacity building, and training through the Mental Health Early Action on Campus Act, and reporting requirements related to student parents and student debt. To meet this need, we need to hire or reallocate staff to provide dedicated oversight and technical support, alongside additional data collection work. These funds also include support for additional meetings, travel, and coordination with stakeholders across the state to ensure smooth implementation and communication. Without this funding, the burden on both the Board and individual colleges could hinder the successful and sustainable implementation of these initiatives, placing the state's equity goals at risk. **\$800,000, new funding.**

ICCB Operations

Fiscal Year 2026 General Funds Recommendation: \$4,493,912

IBHE is recommending a \$168,042 increase to ICCB operations to continue core functions. ICCB continues to receive new grant programs, operationalize legislation expanding responsibilities, and implement new initiatives. The increase in the operational lines will provide for salary competitiveness to recruit and retain staff, a small increase to account for rising travel costs, and contractual services for building occupancy increased costs.

ILLINOIS STUDENT ASSISTANCE COMMISSION

Fiscal Year 2026 Recommended General Funds: \$899,726,200



IBHE recommends a Fiscal Year 2026 General Funds budget of \$899.7 million, an increase of \$89.5 million from Fiscal Year 2025.

The increase includes the following:

- an additional \$50 million for the Monetary Award Program;
- increases of \$600,000 each for the two budget lines *Agency Operations* and *Outreach, Research, and Training*;
- an increase of \$15 million (for a total of \$20 million) for the Early Childhood Access Consortium for Equity (EC ACE) Scholarship so that more past scholarship recipients can persist and complete;
- an additional \$28,600 (for a total of \$55,000) to meet demand for the Veterans' Home Medical Provider Loan Repayment Program, and
- an increase of \$11,650 (for a total of \$10 million) for the Prepare for Illinois' Future universal test preparation program, intended to allow students at all public universities access to preparation for graduate and professional school entrance exams, as well as professional licensing exams.
- For Fiscal Year 2025, legislators identified a non-general funds source to support the new Human Services Loan Professional Loan Repayment Program; the recommendation therefore does not include a request for general funds for that program (-\$250,000).

Recommended funding for the AIM HIGH program remains at the Fiscal Year 2025 level of \$50 million.

ISAC SCHOLARSHIP AND GRANT PROGRAMS

Monetary Award Program

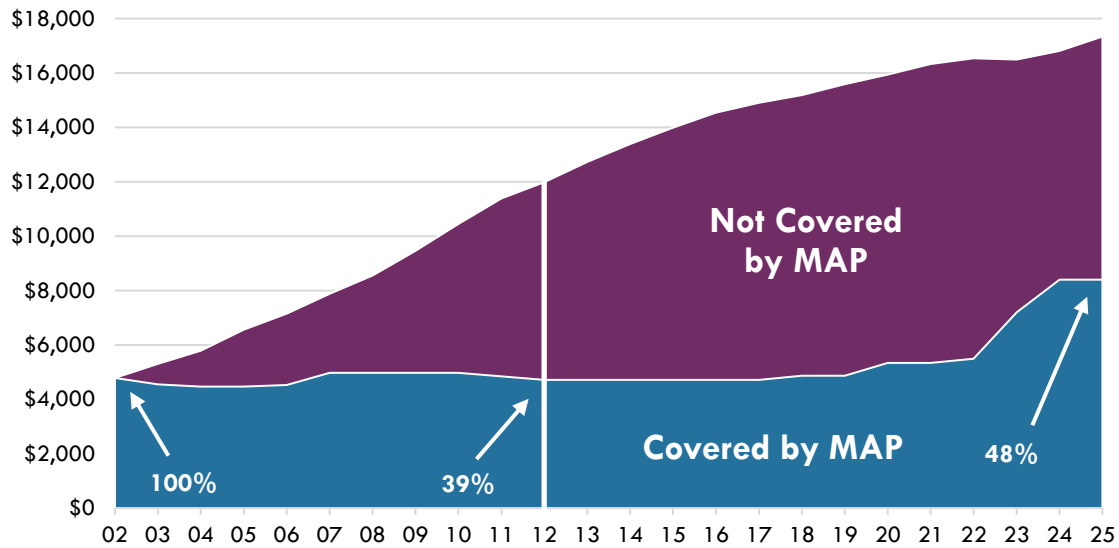
Fiscal Year 2026 Recommended Funding: \$761,566,000

IBHE is recommending a \$50 million increase in MAP in Fiscal Year 2026. A *Thriving Illinois* calls for an annual incremental increase in MAP of \$50 million to reach total MAP funding of \$1 billion within ten years (Sustainability Strategy 2). MAP is an important strategy to close the gap in postsecondary enrollment and completion between low-income and non-low-income students.

The Fiscal Year 2024 budget had a historic \$701 million investment in MAP, an increase of \$100 million (16.6 percent). This increased the percentage of tuition and fees covered by the largest MAP grant at a public university to 49.9 percent, while at community colleges the lowest-income students' grants covered about 60.5 percent. At private institutions, a MAP grant covered about 19 percent of the tuition and fees. Following a \$10 million increase in Fiscal Year 2025, tuition and fee coverage actually slipped slightly, as shown in Figures 4 and 5 below.

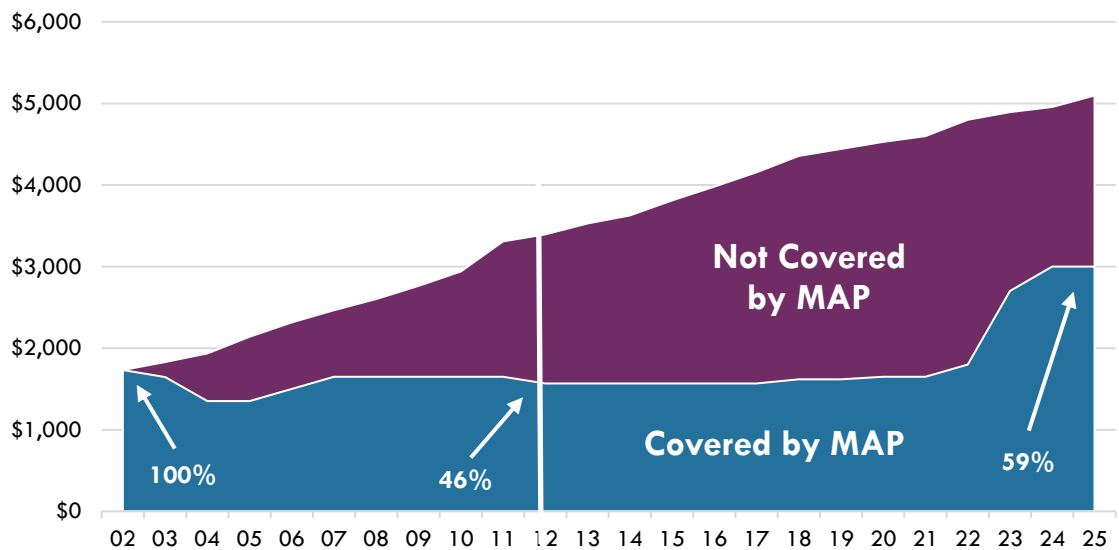
Figures 4 and 5 also illustrate that new investments are working to overcome a long decline in the proportion of tuition and fees a MAP grant covers. This directly impacts low-income students' ability to afford college.

Figure 4: MAP Coverage Compared to Weighted Public University Tuition



Source: ISAC

Figure 5: MAP Coverage Compared to Weighted Community College Tuition



Source: ISAC

Note: This chart shows the impact on students who have no resources to contribute to college based on their federal financial aid forms (i.e., an Estimated Family Contribution (EFC) of zero or, beginning in FY25, the 2024-25 academic year, a Student Aid Index (SAI) of zero or less)

The proportion of eligible students who can be offered a MAP grant is also an important metric. MAP application volume peaked in FY 2013 and, after a troubling decade-long decline, has finally begun to grow again. In FY2024, the number of eligible applicants increased more than 6 percent over the previous year.

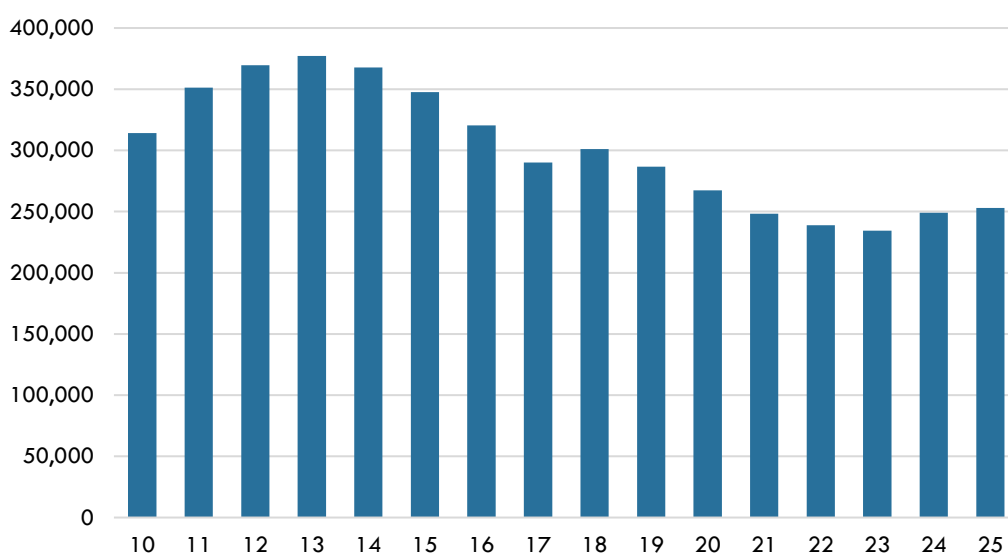
Following the error-ridden launch of the 2024-25 FAFSA, which also serves as the application for MAP, overall application numbers are slightly down, but the number of eligible (i.e., low-income)

students applying has gone up. Moreover, as of December 2024, the claim rate--the rate at which eligible applicants are *accepting* the grants they were offered--is nearly 10% higher than last year, the largest year-over-year increase in more than two decades.

The increases in demand in FY 2024 and 2025 have, unfortunately, led to wait-lists and grant reductions. In FY 2022 and FY 2023, MAP grants were offered to all eligible students for the first time since FY 2001. However, with applications increasing in FY 2024 and FY 2025, some eligible applicants have remained on a waiting list. The increase in claim rates in FY 2025 was so unexpectedly high that grants sizes are being prorated in the second half of the current academic year.

Unfortunately, for FY 2026, MAP would once again need more funding if it is to keep pace with tuition and fee increases and return to offering grants to all eligible students.

Figure 6: Monetary Award Program Eligibility History: Fiscal Years 2010 to 2025 (projected)



Source: ISAC

AIM HIGH

Fiscal Year 2026 Recommended Funding: \$50,000,000

IBHE recommends maintaining funding for the AIM HIGH program at the Fiscal Year 2025 level of \$50 million.

AIM HIGH, created as a five-year pilot program, was made permanent during the 2023 spring legislative session, and both eligibility and funding were expanded. The program provides funding to public universities to use for a hybrid merit/need-based scholarship program. Previously available to students from families with up to six times the federal poverty level income, the grants can now be awarded to recipients with a family income of up to eight times the poverty level (about \$240,000 for a family of four). Institutions can set other eligibility criteria. Once an AIM HIGH grant is made to a student, the university must continue support to the student for up to four years, as long as the student meets continued eligibility requirements. In addition, Universities must match state

appropriated funds at a rate based on the institution's percent of Pell students, with institutions that serve the highest proportion of low-income students having the lowest match rates, allowing more low-income students to benefit.

Each year ISAC completes an [analysis of the program](#). Key findings are summarized below.

In each year of the program, between 6 percent and 12 percent of all undergrads received an AIM HIGH award, which suggests AIM HIGH is an important program in supporting students.

In each of its first five years, the race/ethnicity of AIM HIGH grant recipients was consistent and reflective of the statewide undergraduate student body:

- Between 15 percent and 19 percent of grant recipients were Latino, compared to about 18 percent of the undergraduate student body.
- Approximately 16 percent of the grant recipients were African American, compared to 12 percent of the undergraduate student body.
- Between 49 percent and 55 percent of the grant recipients were white compared to approximately 47 percent of the undergraduate student body.

Notably, AIM HIGH recipients were more likely to be low-income (Pell eligible) than the overall student body.

- In Year 1, approximately 58 percent of the grant recipients were Pell eligible, about 60 percent in Year 2, 48 percent in Year 3, 53 percent in Year 4, and 58 percent in Year 5. Approximately 36 percent of the undergraduate student body is awarded Pell.

The analysis also found that of the 6,292 freshmen, sophomores, and juniors who received state- and match-funded AIM HIGH in Year 1, 58 percent returned and received AIM HIGH in Year 2. An additional 28 percent returned to school but did not receive an AIM HIGH grant, for a retention of 86 percent. For the 9,388 who received state- and match-funded AIM HIGH awards in Year 2, 65 percent returned and received AIM HIGH in Year 3. An additional 20 percent returned to school but did not receive an AIM HIGH grant, for a retention of 85 percent. For the 10,711 who received state- and match-funded AIM HIGH awards in Year 3, 68 percent returned and received AIM HIGH in Year 4. An additional 18 percent returned to school but did not receive an AIM HIGH grant, for a retention of 86 percent. Finally, of the 11,570 who received state- and match-funded AIM HIGH awards in Year 4, 63 percent returned and received AIM HIGH in Year 6. An additional 20 percent returned to school but did not receive an AIM HIGH grant, for a retention rate of 83 percent³.

Universities have consistently reported that the AIM HIGH program has been instrumental in attracting Illinois students to Illinois universities, which was one of the goals of the pilot program when it was created, and is part of Growth Strategy 4, encouraging high school graduates to enroll in Illinois. Improved affordability and student persistence have also been shared by schools as impacts of the Program.

Based on this analysis, IBHE recommends that AIM HIGH funding continue at \$50 million for Fiscal Year 2026.

³ Match-funded grants are not required to be renewed (if the student meets eligibility criteria) and a few schools reported on a completely different group of students in years two, three, and four in order to meet their matching requirement for the Program.

ISAC TEACHER EDUCATION PROGRAMS

ISAC runs several programs that support and encourage students to enter or remain in the teaching profession. With persistent teacher shortages in Illinois, particularly in what the Illinois State Board of Education has described as low-income and chronically struggling schools, and a focus in *A Thriving Illinois* on enhancing access to educator preparation programs (Growth Strategy 7), IBHE two years ago recommended increases in funding for the Minority Teachers of Illinois Scholarship and the Illinois Teachers Loan Repayment Program. Increases for both programs were achieved for FY 2024 and maintained for FY 2025. The General Assembly also made significant additional state funding available in Fiscal Year 2024 for two teacher education programs administered in partnership with the Golden Apple Foundation: Golden Apple Scholars, a program to support traditional undergraduate teachers-in-training, and Golden Apple Accelerators, a program for individuals who have received or will shortly receive a bachelor's degree in another subject but want to become licensed teachers.

The recommendation includes level funding for each of these programs in Fiscal Year 2026: \$8 million for MTI, \$975,000 for the Illinois Teachers Loan Repayment Program, \$10.75 million for Scholars, and \$5 million for Accelerators.

Early Childhood Access Consortium for Equity Scholarship **Fiscal Year 2026 Recommendation: \$20,000,000**

As also described in the IBHE and ICCB sections, IBHE and ICCB in partnership with several other state agencies established the Early Childhood Access Consortium for Equity to provide streamlined paths for members of the early childhood workforce to earn additional credentials and degrees. A key component of the launch of the consortium has been the EC ACE scholarship, which has provided total cost of attendance funding as a last dollar scholarship for members of the early childhood workforce who enroll in programs to upskill. ISAC has received a share of federal funds that were dedicated by the Governor and the Illinois Department of Human Services to provide the scholarships. In Fiscal Year 2023, 2,137 students claimed \$29.6 million in scholarships, and in Fiscal Year 2024 about 4,700 students claimed more than \$76 million.



With the expiration of federal funding, the state opted to establish the EC ACE Scholarship as a state-funded program and allocated \$5 million for Fiscal Year 2025. These funds have so far been awarded to about 665 students in 2024-25, all of whom are returning students with lower incomes. Unfortunately, no new educators were able to be brought into the pipeline, and many past recipients partway through their programs – who have made changes and sacrifices to accommodate returning to school – have lost critical financial support. Many recipients who benefitted from the program through Fiscal Year 2024 may be unable to complete their degrees and credentials without scholarship support.

Funding at the \$20 million level (which IBHE also recommended for Fiscal Year 2025) would allow the program to serve around 2,600 eligible applicants. This increase would allow the program to serve more of the students who received scholarships in FY 2024 (prior to the end of federal funding), helping them to persist and complete their programs. In so doing, the program would also help to meet state goals for ensuring equitable access to affordable and high-quality early childhood education and care.

ISAC HEALTH PROFESSIONS AND SAFETY GRANT PROGRAMS

Fiscal Year 2026 funding would be increased to help meet more of the demand for one program:

- **Veterans' Home Medical Provider Loan Repayment Program.** This program pays down eligible educational loans as an incentive for medical providers to pursue and continue their careers at State of Illinois veterans' homes. The annual award to qualified physicians, certified nurse practitioners, registered professional nurses, certified nursing assistants, and licensed practical nurses may be up to \$5,000 to repay their student loan debt. This award may be received for a maximum of four years. The program consistently spends its full appropriation, and ISAC is confident that additional demand exists, particularly with the establishment of a new Chicago veterans' home: **\$55,000, an increase of about 108 percent.**

IBHE recommends that Fiscal Year 2026 funding be maintained at the levels outlined for the following ISAC grant programs:

- **Community Behavioral Health Care Provider Loan Repayment Program.** The program was established by [P. A. 100-0862](#) in 2019 to provide loan repayment assistance to mental health and substance use professionals working in community mental health centers in underserved or rural shortage areas. The shortage of workers in behavioral health has worsened while the need for services has increased, particularly because of the pandemic. The Illinois Department of Human Services (DHS) has partnered with ISAC and IBHE to develop strategies to increase and support the behavioral health workforce: **\$5,000,000 DHS funds, no change.**
- **Nurse Educator Loan Repayment.** To address the shortage of nurses and the lack of instructors to teach nursing in Illinois, the Nurse Educator Loan Repayment Program encourages longevity and career change opportunities. The program is an incentive to nurse educators to maintain teaching careers within Illinois. The annual awards to qualified nurse educators may be up to \$5,000 to repay their student loan debt and may be received for up to a maximum of four years: **\$500,000, no change.**
- **Nursing Education Scholarship Program.** Previously administered by the Illinois Department of Public Health, the Nursing Education Scholarship supports students who seek a certificate in practical nursing, an associate degree in nursing, a hospital-based diploma in nursing, or a bachelor's or graduate degree in nursing. Of the annual appropriation, 20 percent is earmarked for those seeking graduate education, specifically intended to support those who want to become nursing faculty. Recipients pledge to work in nursing (or nurse education) in Illinois after graduation or to repay the amounts received, plus interest: **\$4,000,000 from the Nursing Dedicated and Professional Fund, no change.**
- **Social Work Scholarship and Loan Repayment.** The Post-Master of Social Work School Social Work Professional Educator License scholarship, created by [Public Act 102-621](#) and funded for the first time in Fiscal Year 2023, allows the Commission to award up to 250 scholarships annually to people who already hold a Master of Social Work (MSW) degree and are seeking a professional educator license (PEL) with a school social worker endorsement, which will allow them to work as a school social worker. As a condition of accepting the scholarship, the recipient must commit to begin working as a school social worker at a public or nonpublic not-for-profit preschool, elementary school, or secondary school located in this State for at least two of the

five years immediately following that graduation or termination. Recipients who do not complete this obligation will be required to repay the funds received, with certain exceptions.

The School and Municipal Social Work Shortage Loan Repayment Program was created by P.A. 102-622 and expanded by [Public Act 102-1022](#), and it received funding for the first time in Fiscal Year 2023. The program provides loan repayment assistance for social workers who have been employed for at least one year by either (a) a public elementary school or secondary school or (b) a municipality, excluding social workers who report directly to police departments. An eligible social worker may receive up to \$6,500 per year. **\$6,000,000, no change.**

- **Dependents Grant.** If a correctional officer employed by the Illinois Department of Corrections in a security position, an Illinois police officer, or an Illinois firefighter is killed or sustains an injury resulting in a permanent disability in the line of duty, the officer's spouse and children may receive grant assistance under this program, without regard to financial need: **\$1,300,000, no change.**
- **Grant Program for Exonerees** provides grant assistance to an individual who has been issued a pardon by the governor of the State of Illinois on the grounds of innocence of the crime for which that person had been imprisoned, or who received a certificate of innocence from a circuit court. The grant provides assistance toward tuition and mandatory fees for no more than two semesters per regular school year (the grant is not available for summer terms) for undergraduate or graduate study at Illinois public or not-for-profit colleges and community colleges. Recipients may receive assistance for a maximum of the equivalent of four regular school years (eight semesters) of full-time enrollment. Beginning in Fiscal Year 2026, eligible exonerees will also be able to designate one or more dependents to take advantage of their unused benefits: **\$150,000, no change.**

ISAC OPERATIONS AND OUTREACH

Fiscal Year 2026 Recommended General Funds Funding: \$16,880,000

IBHE recommends an increase of \$1,200,000 to ISAC's operations and outreach lines to a total of \$16,880,000. The Fiscal Year 2026 recommended increase of \$1,200,000 will allow ISAC to continue its core operation of state grant and scholarship programs and outreach and education to students and families on financing college. Funding will support competitive salaries and staffing for outreach staff, as well as agency operations.

Outreach, research, and training activities are critical to how ISAC achieves its mission of college access and affordability for Illinoisans. The agency provides students with two primary types of support: **money**, through resources like the MAP grant that help pay the costs of college, and **knowledge**, through the agency's call center, website, and extensive outreach and training programs, including the ISACorps. ISAC works to make college more accessible and affordable by providing comprehensive, objective, and timely information on education and financial aid for students and their families – giving them access to the tools they need to make the educational choices that are right for them. Then, through the state scholarship and grant programs ISAC administers, ISAC can help students make those choices a reality.

ISAC considers operational support particularly important given a significant recent expansion in agency programs, including many programs added in the last few years (including several that have required building relationships with new external partners), significant expansions and changes for some of the agency's largest programs, and several new grants to oversee for outside parties. At the same time, around 30 percent of agency staff (excluding the ISACorps) are retirement-eligible. Ensuring that the agency is appropriately staffed to meet its obligations and deliver its mission is a top priority for the agency's management.

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

Fiscal Year 2026 Recommended General Revenue Funding: \$26,502,216

IBHE recommends an increase of \$1,019,316 (4.0 percent) in General Funds and level funding of \$60,000 in the IMSA Income Fund.

IMSA was established in 1985 to provide a uniquely challenging education for Illinois students talented in mathematics and science and to serve as a catalyst for the advancement of STEM (Science, Technology, Engineering, and Mathematics) development and education across Illinois. The enrollment for the fall 2025 was approximately 650. IMSA also provides teacher professional development for educators across the state.



The IBHE recommended increase will help IMSA continue to meet the needs of its students, faculty, and staff.

STATE UNIVERSITIES CIVIL SERVICE SYSTEM (SUCSS)

Fiscal Year 2026 Recommended Funding: \$1,558,900

IBHE recommends a Fiscal Year 2026 General Funds increase of \$114,400 (7.9 percent), to \$1,558,900.

SUCSS provides the statewide personnel administration system for the 12 public universities and for five affiliated state agencies, including the Illinois Board of Higher Education, the Illinois Community College Board, Illinois Student Assistance Commission, State Universities Retirement System, and the East St. Louis Community College Center. SUCSS administers, develops, and maintains the basic rules and procedures related to the employment of professional (non-academic), technical, and support staff. This includes rewriting job classifications and auditing positions to assure appropriate alignment within the rules. The increase of \$114,400 will provide salary adjustments to allow for recruitment and retention of staff and fill a vacant position.

ILLINOIS BOARD OF HIGHER EDUCATION

Fiscal Year 2026 Recommended General Funds: \$47,591,800

The Fiscal Year 2026 general funds recommendation for IBHE includes \$8.1 million in operations and \$39.5 million in grants. This is an increase of \$1.2 million for grants, offset by a reduction of \$100,000 in a one-time program, plus a \$1.85 million increase in operations. The increases allow IBHE to continue implementation of the strategies outlined in *A Thriving Illinois* to achieve the three goals of:



- Equity: Close equity gaps for students who have been left behind;
- Sustainability: Build a stronger financial future for individuals and institutions; and
- Growth: Increase talent and innovation to drive economic growth.

IBHE OPERATIONS

Fiscal Year 2026 General Funds Recommendation: \$8,118,800

IBHE is recommending a \$1.85 million increase to IBHE operational budget. Funding of \$1.1 million additional is recommended to build staff to implement the strategies outlined in *A Thriving Illinois*, including for talent and workforce development, student supports, fiscal policy oversight and data analytics. An additional \$300,000 is requested for implementation of equity plans, to provide technical assistance and establish communities of practice for institutions. The recommendation also includes a \$450,000 increase to cover salary competitiveness and other operating expenses.

IBHE GRANTS

Diversifying Higher Education Faculty in Illinois (DFI)

Fiscal Year 2026 Recommendation: \$2,050,200

The Board is recommending Fiscal Year 2026 funding at the same level as Fiscal Year 2025.

IBHE provides competitive fellowships to eligible underrepresented students pursuing graduate and professional degrees at Illinois public and private institutions of higher education to build the pool of diverse faculty and staff. As a condition of their award, recipients agree upon completing their graduate degree to accept a teaching or staff position at an Illinois higher education institution or governing board, or an education-related position in a state agency for five years. Although a long-standing program, the DFI fellowship is an important effort in increasing and retaining faculty, staff, administrators, and trustees of color, Equity Strategy 3 of *A Thriving Illinois*.

In Fiscal Year 2025, funding continued to provide supports for fellows, including a Fellows Orientation to assist this year's New and Renewal Fellows in understanding the guidelines of the Program, as well as to address questions they may have regarding Program goals and expectations. The DFI Board has made professional development a priority in recent years, intent on facilitating opportunities to guide students in successfully seeking, and obtaining, employment in higher education positions in Illinois.

Fellowships were initially awarded to 115 students at 17 institutions in Fiscal Year 2025 as follows:

- \$16,000 for 26 New Fellow Master's degree candidates.
- \$17,500 for 8 Renewal Fellow Master's degree candidates.
- \$18,000 for 81 New and Renewal Doctoral Fellow candidates.

Common Application

Fiscal Year 2026 Recommendation: \$1,653,000

The Board is recommending an increase of \$203,000 for Fiscal Year 2026 to cover expected increase in high school and transfer student applications through the Direct Admission process.

Common App is an online program that simplifies the college application process, helping more low-income students and first-generation college goers to access college and encouraging more students to consider Illinois public universities.



At the time Illinois joined, it was only the second state in the nation to have all public universities part of the Common App. As of fall 2024, most universities, across all fifty states use the Common App portal. Illinois is now one of eleven states with all institutions using the Common App, and Illinois universities are among member institutions across 35 states participating in the Common App Direct Admission process. Illinois, is sixth among the ten highest volume states that saw an increase in the use of the Common App in 2023-2024., with over 70,000 domestic first year applicants. That figure represents a 2% increase in applicants over the last academic year.

For last year's application season (2023-24), the 12 Illinois public universities received 183,270 total applications through the Common App from 118,191 individual students. These numbers represent just about a 10% increase in applications and in applicants applying to college via the Common App from AY22 to AY23. More than 113,000 of those applications submitted were from Illinois high school students. Historically underrepresented groups, application volume was up 14 percent among African American students, 6 percent among Latino students, 6 percent among first-generation students, and 6 percent among students from rural areas and small towns.

With the success of Common App with high school and transfer students, IBHE will expand its use for a Direct Admission process. IBHE will use these additional funds for reimbursement to public universities for any increase in applications that arise from the Direct Admission process.

Grow Your Own (GYO) Teacher Education Initiative

Fiscal Year 2026 Recommendation: \$6,000,000

The Board is recommending Fiscal Year 2026 funding at the same level as Fiscal Year 2025.

IBHE provides awards under the Grow Your Own Teacher Education Initiative (GYO) through Grow Your Own-Illinois. This program recruits and prepares parent and community leaders and para-educators statewide to become effective teachers 1) in hard to staff schools serving a substantial percentage of low-income students;



and 2) in hard to staff teaching positions in schools serving a substantial percentage of low-income students. GYO-Illinois provides grants and services to five locally run programs across the state, including Chicago, Eastern Illinois University, Lake County, Peoria, and SIUC.

Grow Your Own Historically Disadvantaged Male Initiative (HDMI)

Fiscal Year 2026 Recommendation: \$300,000

IBHE is recommending a reduction in this federal appropriation for the amount remaining in Fiscal Year 2025.

In Fiscal Year 2023, Grow Your Own received dedicated funding of \$1,033,700 from the federal Coronavirus Urgent Remediation Emergency (CURE) fund, to recruit and support males of color becoming teachers. This effort is aligned with *A Thriving Illinois* to enhance access to educator preparation programs (Growth Strategy 7). IBHE recommends reappropriating these remaining unspent federal funds in Fiscal Year 2025.

Cooperative Work Study Grants

Fiscal Year 2026 Recommendation: \$980,500

The Board is recommending Fiscal Year 2026 funding at the same level as Fiscal Year 2025.

IBHE awards grants to public and nonpublic institutions of higher education to provide internship experiences in business, industry, and government for undergraduate students. For Fiscal Year 2025, IBHE embedded equity in the application and evaluation criteria and selected 26 schools to provide approximately 600 to 700 students with internships. In Fiscal Year 2026, IBHE will place an even stronger emphasis on equity, including requiring submission of demographics of students served in prior years, and current student enrollment, persistence, and completion rates.

MyCreditsTransfer Project

Fiscal Year 2025 Recommendation: \$183,300

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

The MyCreditsTransfer Project is a statewide web-based tool to aid students in determining how specific courses will transfer among over 50 receiving, public and private Illinois higher education institutions. All Illinois institutions participate as sending institutions. Students create personal accounts to track their progress toward specific degrees at the institution(s) they plan to attend.



MyCreditsTransfer complements the Illinois Articulation Initiative which provides a broad framework of transfer options for students who do not know the college or university to which they intend to ultimately transfer. MyCreditsTransfer is one component of Growth Strategy 8 to strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials. Approximately 200,000 unique users access the MyCreditsTransfer site annually.

In addition to the IBHE grant, MyCreditsTransfer is supported by the University of Illinois, the iTransfer.org project, and the participating institutions.

More information on MyCreditsTransfer can be found at mycreditstransfer.com.

Illinois Mathematics and Science Academy Fusion Program
Fiscal Year 2026 Recommendation: \$95,900

The Board is recommending Fiscal Year 2026 funding remain at the Fiscal Year 2025 level of \$95,900.

The IMSA Fusion Program is a teacher professional development and STEM enrichment program for students in grades 3-5 and 6-8. By design, each of the 15 IMSA Fusion curricula are inquiry-based, problem-centered, competency-driven, and integrative. The learning experiences focus on helping students “learn how to learn” and emphasize collaboration, mathematical thinking, and experimental scientific thinking. Topics relate to student interests and modern real-world topics, and therefore arouse curiosity and a need to explore mathematics and science concepts and skills. Participating teachers are supported with ongoing professional development to deliver the curriculum with confidence while enhancing their toolbox with pedagogy-rich instructional methods.



The goals of the IMSA Fusion Program include:

- Maintain or increase students' interest, involvement, and literacy in science and mathematics;
- Enhance the knowledge and skills of teachers in science, mathematics, and technology, and stimulate excellence in schools;
- Stimulate excellence in schools' science and mathematics programs; and
- Help increase access to programming for students who are historically under-resourced in science, mathematics, and technology and for all areas of the state.

Fiscal Year 2024 was a building year, spent re-imagining and revitalizing Fusion post-COVID-19. IMSA wrote and piloted a new 6-8 curriculum titled '*Engineering the Modern World*.' This topic was chosen because Engineering: Design and Build is IMSA's most popular overall curriculum, so they wanted to extend the reach in the topic of engineering. Sixteen veteran Fusion teachers were able to travel to IMSA's campus in Aurora in June to attend professional development for the new curriculum, where they received 20 hours of lessons, and a few unique materials, such as an endoscopic camera. Additionally, 100 students across Illinois participated in a week-long summer camp (either in Aurora or in the Metro East area), where IMSA was able to see the curriculum in action with students and make refinements.

Additionally, IMSA worked with Southern Illinois University-Carbondale to perform an impact study for Fusion across the state. Notable feedback includes continued positive feedback regarding the program with specific attention on the quality of Professional Development, as well as interest in new curricula that is aligned to NGSS standards and student interest.

Nursing School Grant Program
Fiscal Year 2026 Recommendation: \$1,500,000

The Board is recommending Fiscal Year 2026 funding remain at the Fiscal Year 2025 level of \$1.5 million.

The Nursing School Grant program is designed to address the nursing shortage in Illinois by increasing the number of nurses graduating from Illinois institutions of higher learning. Funds are used to expand and improve nursing programs leading to initial licensure as a Registered Nurse (RN) or programs for RNs leading to the Bachelor of Science in Nursing (BSN).

In Fall 2024, a record-setting high of thirty-two applications were received for the Nursing School Grant program. The applications represented eleven public community colleges, sixteen private institutions, and five public universities. Total funds requested were slightly more than \$4 million compared to the \$1.5 million to be awarded to thirteen institutions across the State. The thirteen grant awardees include five community colleges, six private institutions, and two public universities. It has been an extremely competitive process and demonstrates how nursing programs at all types of institutions across Illinois need financial support to expand and improve RN and BSN programs.

Nursing School Grant funds may be used for the following:

- Expand or enhance student services offered for student success in Nursing programs.
- Implementation of the Next Generation NCLEX (NGN) exam.
- Training, a pilot program, and/or adoption of competency-based education and assessment methods for nursing education.
- Strategies to improve clinical partnerships and/or students' clinical experiences .
- Special recruitment strategies focused on nursing students.
- Hire additional qualified nursing faculty and staff.
- Develop or expand instructional programs (e.g., online, weekend, evening).
- Improve or increase space for nursing classrooms or laboratories.
- Purchase equipment and other program-related instructional materials.

The Nursing School Grant program advances the higher education strategic plan, "A Thriving Illinois" in Growth Strategy 3, by aligning the State's higher education and economic development needs and ensuring both address historic inequities. Applicants for this competitive award must provide disaggregated data about the enrollment, retention, completion, and job placement rates of their students during a multi-year period. They must show how grant funds will be used to enhance their program, close equity gaps, and improve student success.

Nursing Educator Fellowship Program
Fiscal Year 2026 Recommendation: \$800,000

The Board is recommending Fiscal Year 2026 funding remain at the Fiscal Year 2025 level of \$800,000.

The Nurse Educator Fellowship program is designed to retain well-qualified nursing faculty at public and private institutions of higher education in Illinois that award degrees leading to initial licensure

as a Registered Nurse. Demand for professionals in healthcare settings, and specifically nurses with advanced degrees and credentials, means that colleges and universities face stiff competition in retaining Nursing faculty in the current labor market. This is especially true considering the continued impact of the pandemic on the profession and the demographics of the profession related to age and retirements.

The Nurse Educator Fellowship addresses the faculty-retention challenge and advances Equity Strategy 3 of “A Thriving Illinois”, to increase and retain a diverse faculty and staff of color as well as support the learning and success of underserved student populations in higher education. The Fellowships also support the goal of growing the Nursing workforce to meet employer needs and the needs of individuals to stay current in their field and advance their skills. Nurse educators are essential to maintaining the quality of higher education programs that prepare future nurses for a wide variety of healthcare settings.

Fellows are selected through a competitive process based upon review of nomination materials and a personal statement. Applicants must describe how they will use fellowships funds to support their own professional learning, scholarship, or other endeavors as nurse educators to improve the preparation of future nurses. Fellows conclude the program with a presentation and discussion with the members of the Advisory Board of the Illinois Center for Nursing. In FY24, the most frequent ways that Fellows used the funding for professional development were the following:

- Simulation Training/Simulation Instructional Development
- Diversity, Equity, and Inclusion Training
- New Curriculum, Teaching, and Research
- Professional Conferences/Leadership Development
- Advance Degrees and Certifications

The IBHE incorporates equity in the application process by providing additional consideration to applicants teaching in institutions that enroll higher percentages of students who have been traditionally underserved, as well as advancing equity in their programs through a variety of student support initiatives. For Fiscal Year 2025, 43 Fellow applications are currently in the first cycle of review for funding. We plan to conduct a second cycle for eligible nurse educators to apply to maximize the positive benefits of the program across Illinois.

Creating Pathways and Access for Student Success Foundation (CPASS)

Fiscal Year 2026 Recommendation: \$1,433,600

The Board is recommending Fiscal Year 2026 funding at the same level as Fiscal Year 2025.

The Creating Pathways and Access for Student Success (CPASS) program aims to increase the number of underrepresented students in major healthcare and related STEM professions by providing a strong education foundation and access to resources. Hands-on programs focus on STEM and STEM education for middle, high school, and college students. Approximately 790 students were served in Fiscal Year 2024.

The CPASS provides continual academic reinforcement in mathematics and science; standardized test preparation; focused clinical, research, and public policy internships; and highly individualized

career counseling for all program participants at grade levels extending from middle school through the post baccalaureate years.

The CPASS program supports Equity Strategy 1 that supports the ongoing learning renewal of students and systematic implementation of evidence-informed student support practices. CPASS pursues an intervention strategy for the provision of enhanced academic and counseling supports to minorities seeking to be professionals in medicine, osteopathy, dentistry, veterinary science, optometry, pharmacy, podiatry, and public health.

University Center of Lake County

Fiscal Year 2025 Recommendation: \$1,205,700

The Board is recommending a \$200,000 increase (19%) over the past few years flat funding to address maintenance and programming needs, as well as staff support for Fiscal Year 2025.

Established by IBHE in 1998, the [University Center of Lake County](#) (UCLC) provides access to individuals in the Lake County region to complete bachelor's and graduate degrees, as well as advanced professional development programs. The UCLC is a consortium of 12 public and private colleges and universities that deliver more than 113 degrees, certificates, and professional development courses in: Arts, Entertainment and Hospitality; Business and Information Technology; Communication and Humanities; Education and Social Sciences; Legal Studies and Public Safety; Manufacturing, Engineering and Advanced Technologies; Science and Math; Sustainability and Horticulture; Human Services and Social Work; Wellness and Health Sciences.



Unduplicated student enrollment in fall 2024 was 761, with 22 percent of those reporting race/ethnicity being Latino, six percent African American, and eight percent Asian Pacific Islander. About half of the enrollment was in undergraduate programs and half in graduate programs, and approximately 100 completed degrees or certificates. In addition to providing programs and courses to degree-seeking students, the University Center of Lake County offers a number of community engagement initiatives to support education and health. Many of these outreach activities are offered in both Spanish and English.

The University Center of Lake advances Equity Strategy 4 to attract working adults through adult-specific outreach and supports. The additional funds recommended allow UCLC to add staff for student supports to better meet enrolled students learning renewal, social emotional, academic, and other support needs.

Quad-Cities Graduate Study Center

Fiscal Year 2026 Recommendation: \$73,800

IBHE recommends maintaining Fiscal Year 2026 funding at the same level as Fiscal Year 2023.

The Quad-Cities Graduate Study Center (Grad Center), established in 1969 by leaders from business, government, and education, aims to enhance access to high-quality graduate-level programs and support local economic growth. Tailored for students balancing work and family responsibilities, the Grad Center focuses on providing convenient and diverse program options by

partnering with five member institutions to offer graduate programs, including certificate, master's, doctoral, and non-credit options.

To ensure the Grad Center meets its goals effectively, IBHE is enhancing accountability measures and requiring improved performance outcomes.

For more information, visit gradcenter.org.

Assessment of Higher Education Needs in Quad Cities

Fiscal Year 2026 Recommendation: No Reappropriation

In Fiscal Year 2022, IBHE received a \$500,000 appropriation to assess higher education needs in the Quad Cities. Through an RFP process, IBHE engaged WestEd Economic Mobility for \$447,549 to lead the assessment. A total of \$100,000 was carried forward to Fiscal Year 2024, during which the project concluded in the first quarter. No funds will carry over to Fiscal Year 2025.

Homelessness Grants and Services

Fiscal Year 2026 Recommendation: \$2,000,000

In Fiscal Year 2023, IBHE was awarded \$2.0 million from the Department of Human Services under [Illinois' Plan to Prevent and End Homelessness](#) to provide grants to public and private universities to identify and address the underlying causes of homelessness among students. IBHE awarded the Ending Student Housing Insecurity (ESHI) grants to 11 institutions. Institutions used the funding to provide emergency funding for students, expand food pantries to basic needs pantries, and provide training for staff and resource centers for students.

In Fiscal Year 2024, \$2.0 million was transferred into IBHE's budget, rather than be awarded as a grant from DHS. In November 2023, IBHE awarded ten ESHI Grants with amounts expanded to up to \$200,000 per institution. Additional activities relating to the implementation of the [Higher Education Housing and Opportunities Act](#) (110 ILCS 131) taking place in Fiscal Year 2024 include HOUSE Liaison training that IBHE hosts with ICCB, annual HOUSE Liaison reporting, and a HOUSE Liaison conference.

In Fiscal Year 2025, \$2.0 million of IBHE's budget was allocated to support homelessness. In November 2024, IBHE awarded 11 ESHI Grants with amounts expanded to up to \$200,000 per institution. Additional activities relating to the implementation of the [Higher Education Housing and Opportunities Act](#) (110 ILCS 131) taking place in Fiscal Year 2025 include virtual HOUSE Liaison training and the annual HOUSE Liaison reporting.

IBHE is recommending Fiscal Year 2026 funding at \$2,000,000.

Behavioral Health Workforce Education Center

Fiscal Year 2026 Recommended Funding: \$4.5 million from DHS

The Behavioral Health Workforce Education Center of Illinois, also referred to as the BHWC or the "Center," is a joint initiative of the Illinois Department of Human Services and the Illinois Board of Higher Education. As established in the Healthcare and Human Services Reform Act of Illinois, the Center is designed to address



the workforce shortage in the behavioral health system of care. Using a hub and spoke model comprised of academic institutions that serve rural, as well as small and large urban areas of the state, the Center will increase access to effective services through coordinated and innovative initiatives to recruit, educate, and retain professionals in behavioral health. The two hub institutions for the Center are the Southern Illinois University School of Medicine and the University of Illinois Chicago.

The BHWC collaborates with key state agencies involved in behavioral health, workforce development, and higher education to tap into diverse resources from health care, workforce, and economic development programs in Illinois government. These partners include the state agencies, mental health providers, educational institutions (colleges, universities, K-12), workforce investment boards and other community-based organizations.

Examples of current FY25 priorities to expand the behavioral health workforce through education, training, and retention include the following:

- Develop and implement an inaugural Strategic Plan for the Behavioral Health Workforce Education Center of Illinois.
- Recruit and launch five new statewide project teams focused on these areas to grow the behavioral health workforce:
 - Career Awareness and Development
 - Education and Career Pathways
 - Access and Affordability
 - Building a Diverse Workforce
 - Policy Changes that Impact the Profession
- Identify behavioral health workforce needs and facilitate sharing of best practices to support retention and growth through seven ongoing provider advisory groups.
- Convene a special time-limited workgroup focused on standardization of reporting behavioral health workforce data to state agencies and the BHWC, e.g., estimates of open positions, length of time positions remain open, number of new hires, and turnover.
- Obtain behavioral health needs data across regions of the State based on Medicaid claims and private insurance claims data. Identify gaps in the number of providers, and level of need/utilization gaps to inform policy recommendations.
- In collaboration with university and college partners, develop focused curriculum content to support new graduates preparing to enter direct practice positions.

The Behavioral Health Workforce Education Center advances the goals and strategies of the higher education strategic plan, “A Thriving Illinois.” The Center supports the overall Growth goals to ensure the state’s higher education system prepares the workforce need for Illinois. Specifically, the Center advances Growth Strategy 3 to align the state’s economic development and higher education strategies, ensuring both address historic inequities and Growth Strategy 6 to expand higher education models of teaching and learning that provide opportunity for students to success in obtaining work in in-demand fields. Additionally, the Center advances Equity Strategy 4 to attract working adults through outreach and support specifically for them.

The DHS/Division of Mental Health awarded IBHE \$4,435,653 to fund this effort in Fiscal Year 2025.

STATE UNIVERSITIES RETIREMENT SYSTEM (SURS)

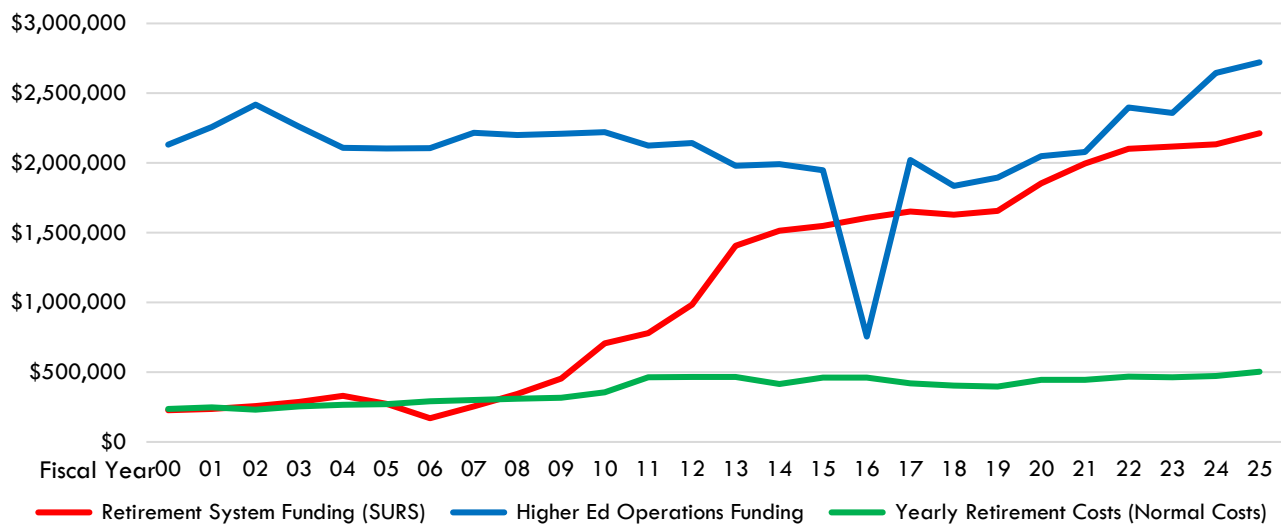
Fiscal Year 2026 Recommended Funding for All Funds: \$2,330,412,632

The Board is recommending Fiscal Year 2026 SURS funding at the full certified level of 2,330,412,632, a \$106,636,000 increase over Fiscal Year 2025, and the Community College Health Insurance fund at \$10,966,632, increasing by \$1,775,583.

The State Universities Retirement System provides retirement benefits for employees of the public universities, community colleges, and several higher education agencies including IBHE and ICCB. Each year, the System certifies a state contribution amount according to a statutory calculation designed for the fund to achieve 90 percent funding by the year 2045.

The state has had a history of underfunding the pension systems, including under the statutory calculation. Only \$503.3 million (22.7 percent) of the certified amount will be used to cover the normal/current cost of employees earning benefits in Fiscal Year 2025. Fully \$1,709.5 million (77.3 percent) goes to cover past unfunded liabilities.

Figure 7: SURS Funding Compared to Higher Education Funding
Fiscal Years 2000-2025 (General Funds)



Community College Health Insurance Security Fund. The state provides health insurance to retirees through two systems. Public university employees receive health insurance through the same program as other state employees, even though the pensions are separate. These funds are not budgeted in the higher education budget and therefore not addressed here. Community college retirees, however, receive their health insurance through the Community College Health Insurance Security Fund, which is budgeted as part of higher education and therefore IBHE makes annual funding recommendations. For Fiscal Year 2026 IBHE is recommending this retiree health program be funded at the full SURS certified rate of \$10,966,632.

FISCAL YEAR 2026 RECOMMENDATIONS FOR CAPITAL IMPROVEMENTS

INVESTING IN HIGHER EDUCATION CAPITAL: REBUILD ILLINOIS

Each year, the Illinois Board of Higher Education collects and analyzes detailed information regarding the capital needs of public colleges and universities and makes annual budget recommendations to the Governor and General Assembly.

In 2019 the **Rebuild Illinois** capital program was adopted. Included was \$2.6 billion in new funding for public and private higher education plus \$1.4 billion for reappropriated projects. **Rebuild Illinois** was designed to be implemented over six years.

We describe capital projects as one of two types: New Construction, which reflect new buildings or infrastructure and Capital Renewal, which incorporates major repair, renovation, emergency repairs, and projects which stem from “deferred maintenance.”

Figure 8: *Rebuild Illinois – Higher Education Appropriations*
(\$ in thousands)

	New Construction	Capital Renewal	Total
Universities	\$943,740.5	\$653,526.5	\$1,597,267.0
Community Colleges	285,693.6	188,447.8	474,141.4
IMSA	8,675.8	6,680.0	15,355.8
Private Col. & Univ.	505,000.0	0.0	505,000.0
Total Rebuild Illinois	\$1,743,109.9	\$848,654.3	\$2,591,764.2
Reappropriations (pre-Rebuild Illinois)			\$1,385,042.8

The projects summarized in the table above reflect what has been appropriated. Generally, the source of funds for these projects is state-issued bonds. The Governor’s Office of Management and Budget determines the timing of bond issuance and therefore determines when capital projects will be “released” to start. IBHE is advocating for rapid “release” of the projects already appropriated and expedited design and construction for projects that have been released.

Currently, 18 new construction projects with an appropriation value of \$824.2 million and an additional 81 capital renewal projects at an appropriation value of \$420.7 million are underway at public universities and the Illinois Math and Science Academy. At the community colleges, 114 projects are underway, at a value of \$564.1 million.

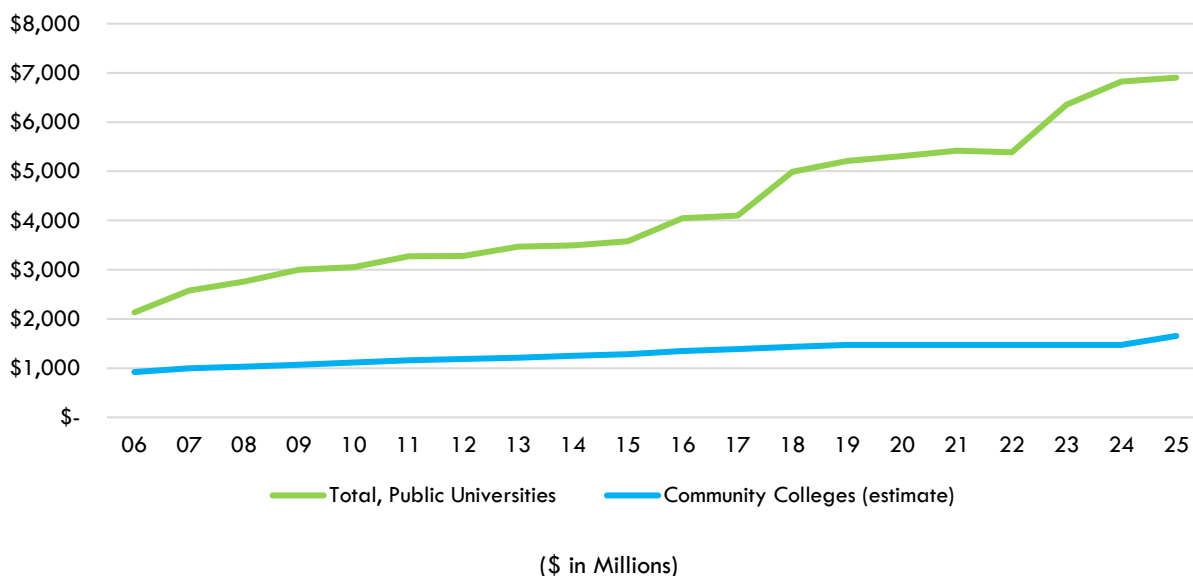
As projects were launched in recent years, construction cost inflation had a significant impact. Projects have to be rescoped to account for higher costs and fit within the appropriated budget or additional university funds had to be dedicated to covering the additional costs. Additional deferred maintenance also put pressure on capital renewal budgets, reducing the planned projects as emergencies and urgent projects took priority. To address these new pressures, the Fiscal Year 2025 budget included \$450 million in capital appropriations for public universities and \$125 million in capital for community colleges.

The Board's capital priority is to have the projects appropriated through the state's *Rebuild Illinois* capital program launched and those underway expeditiously completed. IBHE is recommending that all previously appropriate projects be reappropriated in Fiscal Year 2026, including the additional funding appropriated in Fiscal Year 2025. IBHE is recommending that priority for the new funding of \$575 million be allocated equitably, and to assist institutions that had to downsize projects or use their own funds to cover projects or other capital emergencies and to meet increasing capital renewal needs to address deferred maintenance.

DEFERRED MAINTENANCE

Despite the many projects underway, the backlog of deferred maintenance continues, growing from \$3.05 billion in Fiscal Year 2006 to \$8.6 billion projected for Fiscal Year 2025. Industry standards (50-year replacement cycle) require investment of two percent of the facility replacement cost annually to avoid building deferred maintenance. With over 50 million square feet of state-supported space at public universities at an estimated value of \$38.3 billion, approximately \$765 million would need to be invested each year to keep the deferred maintenance total from growing.

Figure 9: Public Higher Education Deferred Maintenance



SELECTION AND PRIORITIZATION PROCESS FOR CAPITAL PROJECTS

Institutions have needs that exceed what has already been appropriated and continue to submit requests for new projects as part of the annual budget cycle. Universities have requested funding for 117 projects to improve and maintain their campus infrastructure. Of these project requests, 57 are for new construction and 160 are for capital renewal projects, at an estimated cost of \$4.7 billion. For Community Colleges, ICCB has recommended funding for 53 new projects at a state-funding need of an estimated \$173.3 million. Although IBHE continues to collect these requests for new capital projects, IBHE's Fiscal Year 26 capital budget recommendations do not include any new capital projects.

In a typical year, the Board's *Higher Education Statewide Capital Policies and Priorities*, adopted in April 2004, serves as a guideline in selecting projects to be included in the budget recommendations. This ensures that recommended projects are consistent with and advance state and institutional priorities. Capital projects recommended for funding shall address a clearly demonstrated need related to special programmatic requirements, enrollment demands, and/or the condition of existing space. Once projects are selected for inclusion in the recommendations, a priority list is developed, indicating the order in which projects should be funded. Factors considered in developing these lists include whether:

- A commitment for a project has been made through prior appropriation(s) or authorizations.
- The status of an ongoing project for which planning, or construction funds have been appropriated necessitates that funding be provided to complete the project in a timely fashion.
- The project addresses an emergency infrastructure problem, e.g., problems caused by fire or tornado damage; construction defects; or compliance with life, health, and safety code requirements.
- The project received a high ranking on a public university governing board's priority list, ICCB's priority list of community college projects, or IMSA's priority list;
- The location of the project on the IBHE's prior year's priority list to encourage multi-year, statewide planning through a "living priority" list. After a project is recommended to the Governor and General Assembly for funding, the Board endeavors to advance its position on the list until it is funded; and
- External funding sources are available or whether enrollment needs, academic/program needs, and statewide needs are evident.

APPENDICIES

APPENDIX A: PERFORMANCE FUNDING

Origin and Early History (2012-2014)

P.A. 97-320 (2012) required IBHE to devise a system for allocating state resources to public institutions of higher education based upon performance in achieving state goals related to student success and certificate and degree completion. Under the Act, a system was to be set up with metrics that reward performance of institutions in advancing the success of students who are academically or financially at-risk, first-generation students, low-income students, or students traditionally underrepresented in higher education. The metrics established should also recognize and account for the differentiated missions of institutions of higher education, focus on the fundamental goal of increasing completion, recognize the unique and broad mission of public community colleges, and maintain the quality of degrees, certificates, courses, and programs.

As required by the statute, the IBHE Board adopted a performance funding model for implementation in the Fiscal Year 2013 budget, which was later refined after a Steering Committee. The performance funding model for public universities identifies performance measures or metrics that are linked directly to the goals of the *Illinois Public Agenda for College and Career Success*, the higher education strategic plan adopted in 2010. IBHE is responsible for collecting the data on the following performance measures:

- Bachelor's degrees awarded;
- Master's degrees awarded;
- Doctoral and Professional degrees awarded;
- Undergraduate degrees per 100 FTE enrolled;
- Research and public service expenditures;
- Graduation Rates 150 percent of Time;
- Persistence (24 Credit Hours Completed in One Year);
- Cost per Credit Hour; and
- Cost per Completion.

When analyzing the performance funding model for public universities, it is important to note the following. All steps are identical at each university:

- The model accounts for each institution's unique mission by adding weight to each measure.
- Each institution's performance point calculation is independent.
- The performance point calculation for each institution will change each year based on annually updated three-year average data.
- The funding allocation is competitive. Funds are distributed according to each institution's performance point calculation.
- The model is not prescriptive in how to achieve excellence and success.

Performance Funding Refinement and Steering Committee (2014-2018)

Subsequent to adopting the performance funding model, IBHE evaluated, reviewed, and revised it with support from the Performance Funding Steering Committee. Additionally, IBHE created the Performance Funding Refinement Committee, comprised of public university finance and research experts, which was tasked with strengthening the existing performance measures and sub-categories

to the extent possible or finding replacement measures that capture the principles of the performance funding Act.

The Refinement Committee's efforts generated the addition of certain measures designed to enhance efficiency. Committee discussion also produced an additional step to the model which provides for an adjustment factor for high-cost entities such as hospitals, medical, and dental schools.

In November 2014, IBHE along with the Performance Funding Steering Committee decided that the performance funding model should continue in place until Fiscal Year 2020, with potential for increasing the percent reallocation from 0.5 percent to as much as five percent.

Throughout this history, the performance funding adjustment was rarely included in the final appropriations.

At the behest of the General Assembly, in 2018 IBHE formed a new working group to explore a funding formula that went beyond performance funding, but that group was suspended as IBHE planned to launch a new strategic planning process.

Commission on Equitable Public University Funding (2021-2024)

In 2021, with IBHE administrative support, the legislative [Commission on Equitable Public University Funding](#) was launched to develop a new equitable, adequate, and stable funding formula for public universities aligned to the new higher education strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#). The Commission completed its work and submitted its report and recommendations to the General Assembly on March 1, 2024. More information about the work of the Commission can be found on the Commission's [dedicated IBHE website](#). Legislation reflecting the Commission's recommendations is anticipated to be introduced in the Spring, 2025 General Assembly.

Community College Performance Funding Model

The Illinois Community College Board is responsible for developing and overseeing the performance funding model for community colleges, which has each school vying for dollars against itself instead of against each other. The community college model contains the following performance measures:

- Degree and certificate completion;
- Degree and certificate completion of at-risk students;
- Transfer to a four-year institution;
- Remedial and adult education advancement;
- Momentum points; and
- Transfer to a community college.

The community college performance funding model is designed to allocate an equal portion of the total performance funding amount among Illinois' thirty-nine community college districts. Each college competes for a portion of the funding for each measure. Those colleges that show a decrease in performance receive no funds based on performance. Those colleges that show an increase in performance receive a pro rata share of the funding allocation for that measure based on the increase in their performance. Momentum points lend weight to the averages in categories such as first-time or part-time students completing twelve credit hours within their first year, first-

time or part-time students completing twenty-four credit hours within their first year, and Adult Education and Family Literacy level gains at each school.

APPENDIX B: GLOSSARY

A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth. Adopted by the Illinois Board of Higher Education in 2021 and endorsed by the Illinois Community College Board and the Illinois Student Assistance Commission, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), is the strategic plan for higher education. It includes 25 strategies designed to Close Equity Gaps for students who have been left behind, Build a Stronger Financial Future for individuals and institutions, and Increase Talent and Innovation to drive economic growth. The plan recognizes that Illinois' economic growth and its educational equity are inseparable.

Adult Education Grant (administered by the Illinois Community College Board). This grant goes to various adult education providers throughout the state. Adult Education is defined as instruction and support services below the postsecondary (college) level for individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under state law; and who: (1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (2) do not have a secondary school (high school) diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (3) are unable to speak, read, or write the English language. iccb.org/adult_ed

AIM HIGH (administered by the Illinois Student Assistance Commission). Provides merit-based financial aid for students attending one of Illinois' 12 public four-year institutions. Funding is provided to each State university based on a formula. Each university develops its own program aimed at attracting and retaining Illinois students based on merit. Plans must be approved by the Illinois Student Assistance Commission. isac.org

Alternative Schools Network (administered by the Illinois Community College Board). This grant was transferred by the General Assembly from the Illinois State Board of Education to the ICCB to fund the Alternative Schools Network. This program re-enrolls high school dropouts in a program that will ultimately allow them to receive a high school diploma

Base Operating Grant (administered by the Illinois Community College Board). The base operating grant focuses on equity, productivity, and mission. By providing the same allocation for the same programs to each community college district, the formula provides for an equitable distribution of funds. Because enrollment growth and decline affect the allocation of funds, productivity is addressed. Because the funding strategy recognizes differences in programming; e.g., some districts have a greater concentration of technical programs than others, mission differences are recognized in the funding strategy.

Career and Technical Education Grant (administered by the Illinois Community College Board). This grant recognizes that keeping career and technical programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require. CTE programs offered by the colleges provide students with opportunities in over 100 career and technical fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities and potential for continuing education at the baccalaureate level. iccb.org/cte

Commission on Equitable Public University Funding (administrative support provided by the Illinois Board of Higher Education). In 2021, with IBHE administrative support, the legislative

[Commission on Equitable Public University Funding](#) was launched to develop a new equitable, adequate, and stable funding formula for public universities aligned to the new higher education strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#). More information about the work of the Commission can be found on the Commission's [dedicated IBHE website](#). The Commission's recommendations were submitted March 1, 2025.

Cooperative Work Study Grants (CWS) (administered by the Illinois Board of Higher Education). Provides grants to both public and independent colleges and universities and is designed to enhance public-private sector partnerships, expand internship opportunities, reduce student reliance on loans, encourage permanent employment of graduates in Illinois, and provide links between academic programs and employment. ibhe.org/icws.html

Creating Pathways and Access for Student Success Foundation (CPASS) (administered by the Illinois Board of Higher Education). IBHE provides pass-through funding to this 501(c)(3) foundation which builds upon the Chicago Area Health and Medical Careers Program (CAHMCP, known as "Champs"). Founded in 1979 at the Illinois Institute of Technology, CAHMCP was a pipeline program for underrepresented high school and college students for careers in healthcare and medicine. CPASS Foundation was created to attract, encourage, education, guide and increase the number of promising, yet underrepresented Illinois students in STEM and STEAM-related professions. cpassfoundation.org

Deferred Maintenance. As campus facilities age and deteriorate, the lack of adequate financial resources has resulted in the delay or deferral of maintenance projects that include critical repairs, remodeling and infrastructure improvements that maintain and protect campus facilities. Deferred Maintenance, or capital renewal, projects are generally of lesser size and scope than Regular Capital projects and involve minor remodeling of facilities to repair building exteriors; to upgrade electrical, mechanical, roofing, and plumbing systems; to address safety and accessibility code requirements; and to remodel classroom and laboratory areas for current educational and research program requirements.

Dependents Grant (administered by the Illinois Student Assistance Commission). If a correctional officer employed by the Illinois Department of Corrections in a security position or an Illinois police or fire officer is killed or sustains an injury resulting in a permanent disability in the line of duty, the officer's spouse and children may receive grant assistance under this program, without regard to financial need. isac.org

Designated Grant – City Colleges of Chicago (administered by the Illinois Community College Board). This grant originated in Fiscal Year 2005 to compensate for the district's loss in equalization funding. The grant can be used for operating expenditures at City Colleges of Chicago.

Diversifying Higher Education Faculty in Illinois (DFI) (administered by Illinois Board of Higher Education). DFI Program Board awards financial aid to minority graduate students to help increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. ibhe.org/dfi.html

East St. Louis Higher Education Center (administered by the Illinois Community College Board). Funding for the East St. Louis Community College Center provides support to fund higher education consortium activities at the center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College. eslccc.com/eslccc

Equalization Grants (administered by the Illinois Community College Board). The grants attempt to reduce the disparity among districts in local property tax funds available per student, thereby ensuring that colleges with limited local tax bases have access to funds necessary to support educational programs.

Fiscal Year for the State of Illinois. Begins on July 1 and ends on June 30 of the next year.

Funds – *funds are explained in a separate section at the end of the glossary.*

Grant Accountability and Transparency Act (GATA). GATA is an Illinois initiative meant to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both State agencies and grantees through adoption of the federal grant guidance and regulations. The Grant Accountability and Transparency Unit (GATU) was established in the Governor's Office of Management and Budget and is charged with implementation of the Act in coordination with State grant-making agencies and grantees. www2.illinois.gov/sites/GATA

Golden Apple Scholars of Illinois Program (administered by the Illinois Student Assistance Commission). The Illinois Student Assistance Commission provides pass-through funding to the Golden Apple Scholars of Illinois Program. The program is a public-private partnership that recruits and prepares talented and diverse high school graduates for successful teaching careers in high-need schools throughout Illinois and provides scholarships to students pursuing teaching degrees. goldenapple.org and isac.org

Grow Your Own Teacher (GYO) (administered by the Illinois Board of Higher Education). Funds are awarded to the Grow Your Own Illinois, a 501(c)(3) foundation, to advance the efforts of GYO consortia to recruit and prepare parent and community leaders and paraeducators statewide to become effective teachers in schools serving a substantial percentage of low-income students. growyourownteachers.org and ibhe.org

Higher Education Cooperation Act (HECA) Grants (no longer funded). This program is designed to promote effective use of resources through cooperation among institutions, to achieve an equitable distribution of education services, and to develop innovative concepts and applications. The grants go to both public and private institutions. Cooperation, as defined by the statute, involves at least two higher education institutions, and should be designed to serve a public purpose, while promoting effective use of educational resources, the equitable distribution of educational services, and the development of innovative concepts and applications. Despite minimal funding, many HECA projects still exist today, including the Quad-Cities Graduate Studies Center, which brings quality graduate education to hundreds of students in the Quad-Cities area without the need to establish a new graduate institution or new graduate program.

Higher Education License Plate (HELP) (administered by the Illinois Student Assistance Commission). The Higher Education License Plate Program provides grants to students who attend colleges for which the special collegiate license plates are available. The Illinois Secretary of State issues the license plates, and part of the proceeds are used for grants for undergraduate students attending these colleges. Program grants may be used only for tuition and mandatory fees for two semesters or three quarters in an academic year. isac.org

Illinois Board of Higher Education (IBHE). The state coordinating board for higher education. ibhe.org

Illinois Community College Board (ICCB). Serves as the state coordinating board for community colleges. iccb.org

Illinois Fire Services Institute (University of Illinois). This Institute is the statutory fire academy for the State of Illinois. It is operated as a continuing education and public service activity by the University of Illinois. fsi.illinois.edu

Illinois Longitudinal Data System (ILDS) (administered by the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education). ILDS is a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.

Illinois Mathematics and Science Academy (IMSA). A teaching and learning laboratory created by the State in Aurora, Illinois. IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced, residential college preparatory program. It also serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships. imsa.edu

Illinois National Guard Grant Program (ING) (administered by the Illinois Student Assistance Commission). The Illinois National Guard Grant Program pays tuition and fees for members of the Illinois National Guard to attend public four or two-year institutions for undergraduate or graduate study. Students are eligible for eight semesters or 12 quarters of assistance. Illinois public institutions are required to waive any eligible tuition and fees that are not covered by state appropriations. isac.org

Illinois Optometric Education Scholarship Program (administered by the Illinois Student Assistance Commission). The Optometric Education Scholarship Program provides scholarship assistance to encourage eligible students to pursue a graduate degree in optometry. The scholarship may be used to pay tuition and mandatory fees for two semesters, or three quarters in an academic year. The award amount determined by the institution will be the lesser of \$5,000 or tuition and mandatory fees. isac.org

Illinois Special Education Tuition Waiver Program (SETTW) (administered by the Illinois Student Assistance Commission). SETTW program encourages current teachers and academically talented students to pursue careers in any area of special education as public, private, or parochial preschool, elementary or secondary school teachers in Illinois. Recipients must be seeking initial certification in any area of special education as undergraduate or graduate students. For non- teachers, students must be ranked in the upper half of their Illinois high school graduating class. Recipients are exempt from paying tuition and fees at an eligible institution for up to four calendar years. Recipients must fulfill a teaching requirement or repay funds received plus interest. isac.org

Illinois Mathematics and Science Fusion Program (administered by the Illinois Mathematics and Science Academy). IMSA FUSION is an after-school enrichment program for Illinois 4th-8th grade students who are talented, interested, and motivated in math and science with special emphasis schools on schools in under resourced and underserved communities. The program's four major goals include: maintain or increase students' interest, involvement and literacy in science and mathematics;

enhance the knowledge and skills of teachers in science, mathematics, and technology; stimulate excellence in schools' science and mathematics programs; and help increase access to programming for students who are historically under-resourced in science, mathematics and technology and for all areas of the state. imsa.edu/extensionprograms/fusion

Illinois Student Assistance Commission (ISAC). The mission of ISAC is to make college accessible and affordable for all Illinois students. ISAC provides guarantee services and loan origination for student loans, administers grants and scholarships and provides outreach programs and services to help students plan for college and borrow responsibly. isac.org

Illinois Teachers Loan Repayment Program (administered by the Illinois Student Assistance Commission). The Illinois Teachers Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas. (A listing of Illinois schools in low-income areas is provided at the U.S. Department of Education's [Teacher Cancellation Low Income Directory](#).) If these obligations are met by a Federal Stafford loan borrower who has qualified for the federal government's loan forgiveness programs, Illinois may provide an additional matching award of up to \$5,000 to the qualifying teacher to repay their student loan debt. isac.org

Illinois Veteran Grant (IVG) (administered by the Illinois Student Assistance Commission). Program pays eligible tuition and mandatory fees. Benefits are limited to use only at Illinois public universities and community colleges. This grant is an entitlement program and is awarded to eligible applicants regardless of the funding level. When funded, the program provides for compensating institutions for waiving the tuition and fees for qualified applicants. isac.org

John R. Justice Loan Repayment (administered by the Illinois Student Assistance Commission). The John R. Justice Student Loan Repayment Program is a federally funded program that provides for the payment of eligible educational loans for state and federal public defenders and state prosecutors who agree to remain employed as public defenders and prosecutors for at least three years. The awards to qualified defenders and prosecutors may be up to an aggregate total of \$60,000, to repay their student loan debt. isac.org

Lincoln's Challenge Scholarships (administered by the Illinois Community College Board). The program is a military style boot camp for at-risk teenagers who have not completed high school. Students successfully completing the program are eligible to receive a scholarship to attend a community college through this grant. lincolnschallenge.org

Midwest Higher Education Compact (MHEC) one of four statutorily-created interstate compacts, was founded in 1991 and is a nonprofit regional organization serving Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. *The purpose of MHEC is to improve greater higher education opportunities and services to the Midwest region, with the aim of furthering regional access to, research in and choice of higher education for the citizens residing in the several states which are parties to the compact.* IBHE is responsible for making the mandatory annual State payment to MHEC. mhec.org

Minority Teachers of Illinois (MTI) Scholarship (administered by the Illinois Student Assistance Commission). The MTI Scholarship Program encourages academically talented minority students to pursue careers as teachers at Illinois preschool, elementary and secondary schools. The program also aims to provide minority children with access to a greater number of positive minority role models. The scholarship awards up to \$5,000 per academic year for a maximum of four years. Students

receiving this scholarship must fulfill a teaching commitment at an Illinois public, private, or parochial preschool, elementary or secondary school at which no less than 30 percent of the enrolled students are minority students for each year of scholarship assistance. isac.org

Monetary Award Program (MAP) (administered by Illinois Student Assistance Commission). MAP provides grant assistance to eligible students demonstrating financial need. Grants are applied toward tuition and mandatory fees at Illinois colleges and universities and certain other degree-granting institutions for undergraduate students not to exceed the maximum award amount for the academic year. The maximum award level is dependent on legislative action and available funding in any given year. Students apply using the Free Application for Federal Student Aid (FAFSA) and must release their financial data to ISAC. isac.org

MyCreditsTransfer (administered by Illinois Board of Higher Education). MyCreditsTransfer is a statewide initiative designed to facilitate transfer of courses within Illinois using the nationally available tool, Transferology. Students can find the courses that transfer between institutions and fulfill degree requirements. This tool greatly expedites and improves student planning and transfer. itransfer.org

Nurse Educator Fellowships (administered by the Illinois Board of Higher Education). Nursing is a long-term high-demand field that requires the retention of well-qualified faculty to train additional nursing students. This fellowship helps Illinois institutions recognize and retain their well-qualified nurse educators so that Illinois can continue to address the demand. Eligible programs must meet accreditation requirements and other eligibility criteria. Fellowship awards are used to supplement the salaries of the nursing faculty for professional development and continuing education. ibhe.org/nefp.html

Nurse Educator Loan Repayment (administered by Illinois Student Assistance Commission). To address the shortage of nurses and the lack of instructors to staff courses teaching nursing in Illinois, the Nurse Educator Loan Repayment Program encourages longevity and career change opportunities. The program is intended as an incentive to nurse educators in maintaining their teaching careers within the State of Illinois. The annual awards to qualified nurse educators may be up to \$5,000 to repay their student loan debt and may be received for up to a maximum of four years. isac.org

Nursing School Grant Program (administered by the Illinois Board of Higher Education). The intent of this program is to increase the number of registered professional nurses graduating from Illinois institutions. Grants are provided to existing programs for expansion of high-performing programs or for improvement of those with performance concerns. Eligible nursing programs must meet accreditation requirements and other eligibility criteria. ibhe.org/nsqp.html

Operations Expenses. Expenses required for normal agency activities (including expenditures for personal services, fringe benefits, contractual services, commodities, equipment, electronic data processing, telecommunication, and operation of automotive equipment).

P-20 Council. The mission is to deliberate and make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' education attainment, opportunities for success in the workforce, and contributions to their local communities. The Council is composed of members appointed by the Governor representing business leaders,

local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents. illinois.gov

Paul Douglas Teachers Scholarship (administered by the Illinois Student Assistance Commission). The Paul Douglas Teacher Scholarship Program is a federally-funded program that enables and encourages outstanding high school graduates to pursue teaching careers at the pre-school, elementary or secondary school level by providing financial assistance in the form of a scholarship. isac.org

Performance Based Funding. Performance-based funding was adopted in 2012, with the purpose of linking the goals of the prior strategic plan, *Illinois Public Agenda for College and Career Success*, to the state's higher education budgeting process. Performance funding is a component of the state's plan to meet the state's goal that by 2025, 60 percent of Illinois adults will have a college degree or credential because that is the proportion of jobs which will require a degree or certificate by 2025. To that end, the Illinois Board of Higher Education (in consultation with the Performance Funding Steering Committee) devised a system for allocating a small portion of state resources to public institutions of higher education based upon performance in achieving state goals. The current formula has not been implemented at public universities for a number of years. A new funding model is under development. See Commission on Equitable Public University Funding. ibhe.org/performfund.html

Perkins Grants (administered by the Illinois Community College Board). This federal grant, which requires a state match, is allocated to community colleges for career and technical education (CTE) curriculum. Specifically, colleges must improve the academic achievement of CTE students by strengthening the connections between secondary and postsecondary education; restructuring the way high schools, community colleges, universities, and businesses work together; and increasing state and local accountability standards.

Quad Cities Graduate Study Center (administered by the Illinois Board of Higher Education). The mission of the Center is to facilitate and support graduate-level education opportunities to the Quad Cities area. The Center, a bi-state academic consortium, was created by members of the community to increase access to graduate-level programming. This consortium includes Drake University, St. Ambrose University, University of Illinois Nursing, University of Iowa, and Western Illinois University. gradcenter.org

Small College Grants (administered by the Illinois Community College Board). This grant is designed to recognize that small colleges have fixed costs, particularly in administrative areas, and that these costs should be recognized to some extent in funding.

State Appropriations. All direct operations and grant appropriations made by the General Assembly and signed by the Governor are reported in this category. These revenue sources are generally unrestricted.

State University Retirement System (SURS). Administers the retirement system for state universities, community colleges, and state agencies in Illinois. Provides for SURS annuitants, participants, and their employers, in accordance with State law; manages and invests the fund's assets prudently; and endeavors to achieve and maintain a financially sound retirement system. surs.com

State Universities Civil Service System (SUCSS). Provides a statewide personnel administration system at 12 public institutions of higher education and at five affiliated agencies. Administers, develops, and maintains the basic rules and procedures related to the employment of professional (non-academic), technical, and support staff. sucss.illinois.gov

University Center of Lake County (UCLC) (administered by the Illinois Board of Higher Education). The University Center is comprised of 7 public and 9 private institutions providing bachelor completion, graduate, and advanced professional development programs at multiple sites to those who work or reside in or near Lake County. Students apply to and graduate from an individual college or university offering fully accredited degrees. Classes are scheduled in a variety of delivery formats that appeal to working non-traditional students: evenings and weekends, face-to-face, online, correspondence, and interactive video. ucenter.org

Veterans' Home Medical Provider Loan Repayment (administered by the Illinois Student Assistance Commission). This program provides for the payment of eligible educational loans as an incentive for medical providers to pursue and continue their careers at State of Illinois veterans' homes. The annual award to qualified physicians, certified nurse practitioners, registered professional nurses, certified nursing assistants and licensed practical nurses may be up to \$5,000 to repay their student loan debt. This award may be received for up to a maximum of four years.

Veterans Shortfall Grants (administered by the Illinois Community College Board). This grant is provided for offsetting the mandated tuition and fee waiver for veterans enrolling at community colleges.

APPENDIX C: FUNDS

Academic Quality Assurance Fund 0660. This fund was created to deposit fees collected by the Illinois Board of Higher Education for the administration and enforcement of the Academic Quality Act and was amended in spring 2023 to add the Private College Act. Fees collected cover the cost of reviewing applications for authorization to operate, to grant degrees, or a certificate of approval to establish or operate private or proprietary postsecondary educational institution. Funds must be used by the Board to supplement support for the administration and enforcement of the Acts.

Build Illinois Bond Fund 0971. This fund receives proceeds from the state's sale of bonds and is used to fund capital projects, including those for higher education.

Chicago State University Education Improvement Fund 0223. Established in Fiscal Year 2014, monies in the fund shall be used by Chicago State University, subject to appropriation, for expenses incurred by the university.

Data and Research Cost Recovery Fund 0766. Created in Fiscal Year 2018 to collect fees to cover the cost of processing and handling individual student-level data requests pursuant to an approved data sharing agreement. The fee shall not be assessed on any entities that are complying with State of federal-mandated reporting.

Distance Learning Fund 0082. The Distance Learning Fund was created as a special fund in the State treasury as part of Public Act 98-792. Fees collected from institutional participation in state distance learning reciprocity agreements shall be deposited into the Fund. "Distance learning" means instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video or correspondence courses or programs.

Education Assistance Fund 0007. The EAF is one of four funds that comprise the state general funds. It is used to fund elementary, secondary, and higher education. It receives 7.3 percent of the state income tax net of refunds, as well as wagering taxes paid to the state by riverboat casinos.

Emergency Public Health Fund 0240. The purpose of this fund is to receive monies obtained from fees from the sale of new and used tires. Monies in the fund may be expended pursuant to appropriation for the Prairie Research Institute at the University of Illinois and for grants for expenses related to the West Nile Virus and other vector-borne diseases.

Federal Student Assistance Scholarship Fund 0092. This fund acts as a repository for collections from individuals who do not fulfill their teaching requirements after receiving the federal Paul Douglas Teaching Scholarship. Once the collected funds are received, they are deposited into the U.S. Treasury as required by law.

Federal Student Incentive Trust Fund 0701. Until Fiscal Year 2008, this fund's sole purpose was to serve as the repository for federal (S)LEAP funding to supplement Monetary Award Program (MAP) grants. Beginning in Fiscal Year 2009, the fund also became the repository for funds from the federal College Access Challenge Grant (CACG). With the 2011 elimination of (S)LEAP and the expiration of CACG in 2015, the fund primarily holds federal GEAR UP dollars.

Federal Student Loan Fund 0663. Pursuant to federal law (PL 105-244 Section 422), the Federal Student Loan Fund may only be used by a guaranty agency (ISAC) to pay lender claims and a default aversion fee. ISAC is the fiduciary agent for this fund which is established to ensure that lenders receive at least partial reimbursement for defaulted loans. ISAC is required to keep at least a 25 basis point reserve calculated on outstanding principal of all loans.

Fire Prevention Fund 0047. The purpose of this fund is to record money received from the Department of Financial and Professional Regulation pursuant to Section 12 of the Fire Investigation Act, fees and reimbursements received by the Office of the Fire Marshal, and fees from Boiler and Pressure Vessel Certifications. Monies in the fund are to be used for the maintenance and operations of the Office of the State Fire Marshall and the Illinois Fire Services Institute.

General Funds. Those funds established to receive the major portion of tax revenues and topay the regular operating and administrative expenses of most state agencies. General Funds include the General Revenue Fund, the Education Assistance Fund, the Common School Fund (K12 education), the General Revenue-Common School Special Account Fund, the Fund for the Advancement of Education, the Commitment to Human Services Fund, and the Budget Stabilization Fund.

General Professions Dedicated Fund 0022. This fund receives receipts from fees and fines collected by the Department of Financial and Professional Regulation under various Acts as indicated by state statute. Revenue in this fund received from dental licensing fees is used to supplement dental education programs at Chicago State University, Southern Illinois University Edwardsville, and University of Illinois Chicago.

General Revenue Fund (GRF) 0001. Part of the General Funds, GRF is the most unrestricted of state revenue, including "all money, belonging to or for the use of the State, paid into the treasury thereof, not belonging to any special fund in the State Treasury, shall constitute the general revenue fund." (30 ILCS 105/4)

Golden Apple Scholars of Illinois Fund 0754. This fund is to be used for Golden Apple Scholars of Illinois program to encourage academically talented Illinois students, especially minority students, to pursue teaching careers, especially in teacher shortage disciplines or at hard-to-staff schools. The revenue source for this fund is Motor Vehicle Licenses.

The fund receives monies deposited by the Environmental Protection Agency from fees collected by the owner or operator of each hazardous waste disposal site and fees paid by hazardous waste haulers. These funds are expended by the Prairie Research Institute at the University of Illinois for research toward the reduction of hazardous properties of hazardous wastes in Illinois.

High School Equivalency Testing Fund 0161. This fund receives receipts from students taking GED tests in Cook County and is used for operating the GED testing program in Cook County.

IBHE Federal Grants Fund 0983. This fund is a federal trust fund created to receive and disburse monies received from the federal government.

IBHE State Contracts and Grants Fund 0385. This fund was created for IBHE to accept and expend awards from state and local governments.

ICCB Adult Education Fund 0692. Monies in the Fund may be expended by the Illinois Community College Board for operational costs associated with the administration of adult education, literacy activities and educational-related services.

ICCB Career and Technical Education Fund 0772. This fund receives monies from the Federal Department of Education for operating expenses and other related costs associated with administration, grants, and leadership activities.

ICCB Contracts and Grants Fund 0339. Allows the Illinois Community College Board to receive and spend contracts or grants from various sources.

ICCB Federal Trust Fund 0350. This fund was established in statute for deposit of indirect funds charged to the Adult Education and CTE grants. It funds the Illinois Community College Board operating costs used for federal programs.

ICCB Research and Technology Fund 0070. This fund was established for deposit of funds from the sale of instructional technology developed in-house and fees received for processing requests for individual student level data.

Illinois Mathematics and Science Academy Income Fund 0359. IMSA's Income Fund receives essentially three types of earned revenues:(1) Annual fees from the families of students who enroll in IMSA's residential academic program; (2) Fees from students and others who participate in IMSA's various outreach programs (e.g., FUSION, PBL); and (3) Fees from parties who from time to time rent portions of IMSA's facilities. These revenues are used to support primarily the programs that generated them: Athletic and co-curricular programs for residential students (e.g., Resident Counselors' compensation) and outreach programs.

ISAC Contracts and Grants Fund 0677. The purpose of this fund is to support the Commission's research, training, and outreach activities through private grants and contracts for specific purposes. Revenue consists of payments received from private organizations, which are approved grant proposals and current contractual agreements.

ISAC State Accounts Receivable Fund 0242. This fund is used to receive payments from scholarship recipients that do not fulfill their teaching obligation set forth when they received scholarships from Illinois programs such as the Illinois Future Teacher Corps Scholarship and Minority Teacher of Illinois Scholarship. On a quarterly basis, approximately 75 percent of the collected funding is transferred to GRF. The remainder of the receipts is used to pay administrative cost of collections.

National Guard and Naval Militia Grant Fund 0721. Any person who has served at least one year in the Illinois National Guard or the Illinois Naval Militia and who possesses all necessary entrance requirements shall, upon application and proper proof, be awarded a grant to the State-controlled university or community college of his or her choice, consisting of exemption from tuition and fees for not more than the equivalent of 4 years of full-time enrollment, including summer terms. Beginning with the 2013-2014 academic year, any person who has served over 10 years in the Illinois National Guard shall be awarded an additional grant. The grants may be used at any state-supported institution of higher education.

Non-Appropriated Funds. Funds include revenue from local property taxes (community colleges only); government grants and contracts; private gifts, grants, and contracts; sales and services of

auxiliary enterprises (e.g. student housing), educational departments, and hospitals; and endowment income. Funds are collected, held, and allocated locally by each university and community college district. University non-appropriated funds are reported to the Governor and the General Assembly annually by the Illinois Board of Higher Education.

Optometric Licensing and Disciplinary Board Fund 0259. The purpose of this fund is to receive monies from the Department of Financial and Professional Regulation pursuant to the Illinois Optometric Act of 1987. Monies in the fund are used by the Illinois Student Assistance Commission for the Optometric Education Scholarship Program.

Personal Property Tax Replacement Fund 0802. Revenues for this fund are collected by the State and paid to local governments to replace money that was lost when their powers to impose personal property taxes on corporations, partnerships, and other business entities were taken away. A portion of these dollars are used to help fund the Illinois Community College Board's base operating grants.

Pet Population Control Fund 0764. The monies in the fund are generated from Pet Friendly license plates under Section 3-653 of the Illinois Vehicle Code and from voluntary contributions. Monies in the fund are to be used for 1) sterilizing and vaccinating dogs and cats in Illinois, 2) promoting the sterilization program, 3) educating the public about the importance of spaying and neutering, and 4) reasonable administrative and personnel costs related to the fund. The University of Illinois has authority to expend funds from this fund.

Private Business and Vocational School Quality Assurance Fund 0751. This fund was created to deposit fees collected for the administration and enforcement of the Private Business and Vocational School Act by the Illinois Board of Higher Education. Funds must be used by the Board to support the administration and enforcement of the Act.

State Pension Fund 0054. This fund received monies from the sale of abandoned property pursuant to the Unclaimed Property Act of 1961. Revenues are used to reduce deficiency in retirement system funds.

Student Loan Operating Fund 0664. The purpose of this fund is to pay administrative costs for ISAC related to the financial aid programs for which it is responsible. Revenues deposited into the fund consist primarily of collections on defaulted student loans and student loan portfolio maintenance fees from the federal government. Prior to Fiscal Year 2006, this fund was used to pay costs related to ISAC's role as a guaranty agency. However, since Fiscal Year 2006, the fund has also been the primary source of funding for all agency operating costs, including outreach, research, and all costs of administering state scholarship and grant programs. Revenues come from the federal student loan program that is now in decline, with no new loans made since 2010. ISAC's student loan operations remain self-sustaining, but they cannot continue to fully fund the rest of the agency's core operations.

University Grant Fund 0418. The purpose of this fund is to receive and record monies from original issuance fees and applicable registration fees from private colleges' special license plates. Funding remitted to private institutions during the fiscal year is taken from the proceeds collected during the previous school calendar year.

University Income Funds. Fund used to account for student tuition revenue and other additional charges and fees. Funds are collected, held, and allocated locally by each university and reported to the Governor and the General Assembly annually by the Illinois Board of Higher Education.

Used Tire Management Fund 0294. A portion of this fund is expended by the Prairie Research Institute at the University of Illinois. Revenue is received from the sale of used tires and penalties or damages for violation of the Environmental Protection Act.

APPENDIX D: ILLINOIS HIGHER EDUCATION OPERATIONS FUNDING SINCE FISCAL YEAR 2002

In Fiscal Year 2002, Illinois appropriated \$2.417 billion to operations for higher education (excluding SURS). Monetary Award Program funding covered 100 percent of public university weighted tuition and fees and 100 percent of eligible applicants. State funds covered 72 percent of university costs, with the remaining 28 percent coming from students. State funds covered 27.4 percent of community college costs, with 30.6 percent coming from students and the remaining funds covered by local property taxes.

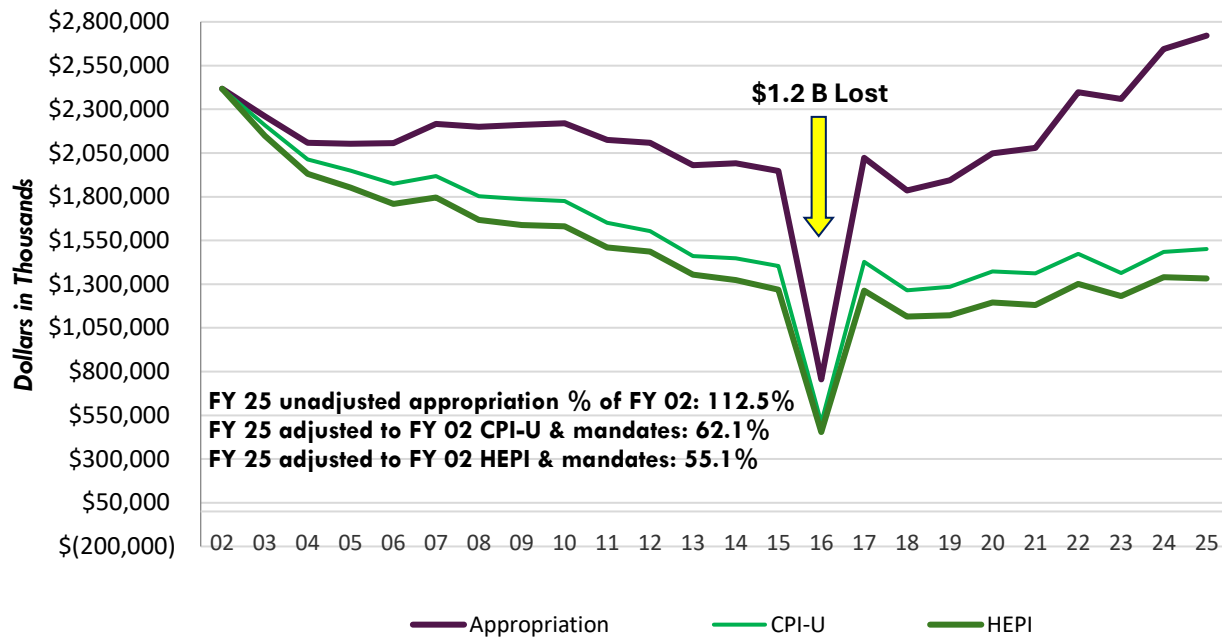
For much of the period since Fiscal Year 2002, higher education funding declined significantly in absolute terms and in inflation-adjusted terms. It reached a low point during the budget impasse, when universities and community colleges received just 30 percent of Fiscal Year 2015 funding, a cut of \$1.2 billion to higher education overall.

Also since Fiscal Year 2002, higher education has experienced a series of additional mandates and pressures. This includes:

- Retirement rules were changed to require employers to cover the normal cost of any salary increases in plan year of more than six percent, although exceptions were made for factors such as promotions.
- Employers have become responsible for the employee normal cost on the amount earned more than Governor's salary.
- Since Fiscal year 2008, Universities have been required to pay \$45 million annually for employee health insurance costs which previously had been fully covered by state health care appropriations.
- A three percent management fee must be paid to the Capital Development Board on projects they manage. In most cases, universities could manage projects themselves and save the fee. They already manage projects not funded through state appropriations.
- While procurement rules were loosened, some remain costly and burdensome.
- With limited regular capital renewal funding since Fiscal Year 2004, universities and community colleges have had to use shrinking state funds and increase tuition and fees on students to cover facility maintenance.
- The State stopped funding waivers of tuition and fees for veterans and National Guard members but continued to require public universities and community colleges to waive those costs. More recently, the cost of waivers at community colleges is now covered by a grant to ICCB. However, the state does not reimburse universities for costs for these two programs.

Since Fiscal Year 2020, Illinois has seen significant new investment in higher education. The MAP program is at a record high of \$711.6 million, and as shown in Figures 4 and 5, above, MAP now covers 59 percent of community college tuition and fees and 48 percent for public universities. *College Illinois!*, the state's prepaid tuition program, received a one-time payment and is now fully funded, and public universities and community colleges have seen year-over-year increases. As shown in Figure D-1, in Fiscal Year 2024 higher education funding levels finally surpassed Fiscal Year 2002 levels, and the funding increased again in Fiscal Year 2025. For 20 years, the inflation-adjusted higher education appropriations have been below the 2002 mark, with lows of 80 percent of the 2002 level during Fiscal Years 2013 through 2019. Since then, funding has been on a steep climb and IBHE is proud to say that the State's investment in higher education is reaching new heights.

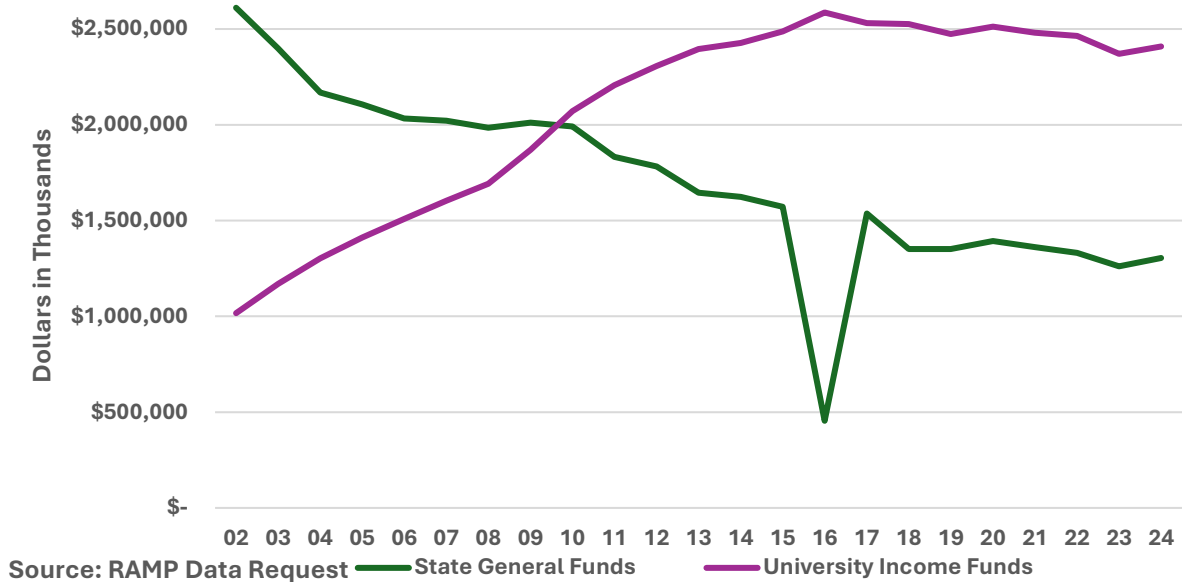
Figure D-1: Illinois Higher Education Appropriations* Operations History
Adjusted for Mandates and Inflation



*ISAC received a \$250 million appropriation in Fiscal Year 2022 to fully fund the College Illinois! program. This has caused a spike in overall higher education funding for 2022 resulting in a decrease in funding in 2023. However, if we removed the funding for College Illinois! funding for higher education actually increases by 9.3 percent in Fiscal Year 2023.

In the face of historical underinvestment in higher education and to continue to pursue their missions and provide students with quality education, universities and community colleges had to look to student tuition and fees, in part creating challenges in affordability that we are working to overcome. Despite the recent investments in higher education, state funds in Fiscal Year 2024 still covered just 35.1 percent of university costs while tuition and fees covered the remaining 64.9 percent.

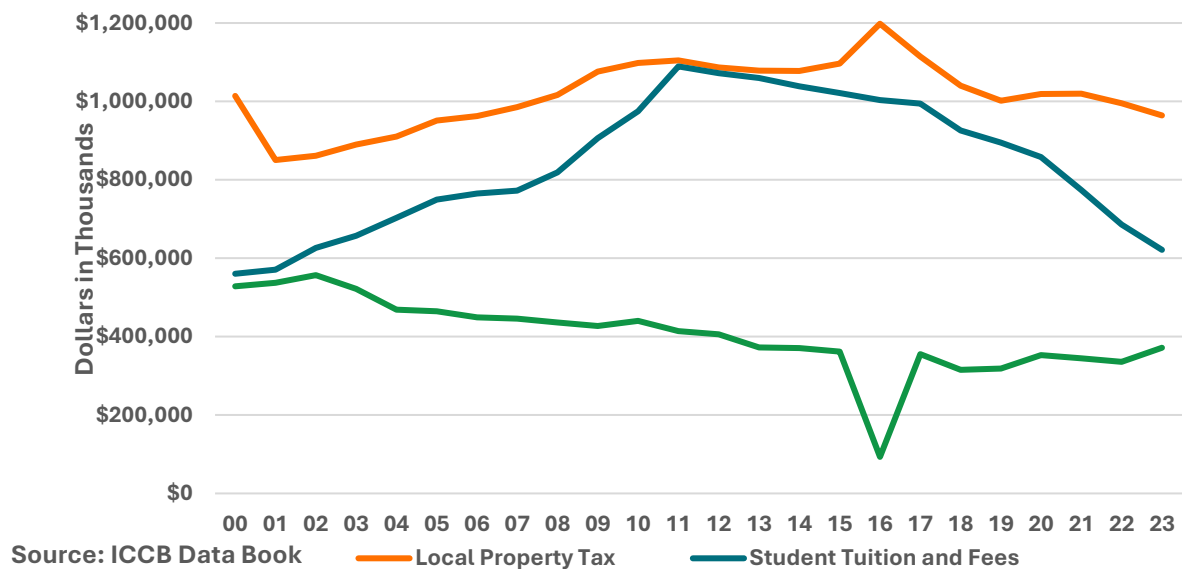
Figure D-2: Trends in Educational and Related Revenues at Illinois Public Universities
Fiscal Years 2002 to 2024 (in 2024 dollars)



Source: RAMP Data Request

While community colleges were established with the expectation that a third of funding would come from the State, in Fiscal Year 2002 state funding covered just 27.2 percent of their costs. That support declined even further to just 19 percent in Fiscal Year 2023, the most recent year that data is available. See Figure D-3.

Figure D-3: Trends in Educational and Related Revenues at Illinois Community Colleges
Fiscal Years 2000 to 2023 (in 2023 dollars)



Source: ICCB Data Book

APPENDIX E: ADDITIONAL SUPPORTING INFORMATION

IBHE Statutory Requirements

Pursuant to the Board of Higher Education Act (110 ILCS 205), the Illinois Board of Higher Education is required to annually submit to the Governor and the General Assembly budget recommendations for the ensuing fiscal year budget for higher education programs. In development of the Budget Recommendations, IBHE staff facilitated the collection of financial data and held budget meetings with each of the public universities and agencies for whom IBHE makes budget recommendations. The Board's recommendations are based upon receiving budget submissions from each public university, the Illinois Community College Board, Illinois Student Assistance Commission, the Illinois Mathematics and Science Academy, University Center of Lake County, and the State University Civil Service Commission for operation, capital and grant program needs as well as updates from the State University Retirement System on the amount of funding required to be provided to them by state law.

APPENDIX F: FISCAL YEAR 2026 OPERATING TABLES

Table F-1
FY 2026
Higher Education Operations and Grants
General Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Institutional Operations and Grants	\$ 2,252,931.6	\$ 2,539,351.7	\$ 2,615,691.6	\$ 2,724,524.2	\$ 108,832.6	4.2%
Public Universities	\$ 1,221,273.2	\$ 1,304,153.1	\$ 1,329,485.8	\$ 1,354,040.8	\$ 24,555.0	1.8%
Community Colleges	266,401.2	316,185.1	326,334.0	339,458.1	13,124.1	4.0%
Adult Education/Postsecondary Career and Technical Education	54,555.0	54,555.0	54,555.0	55,646.1	1,091.1	2.0%
Illinois Student Assistance Commission	672,903.8	810,817.6	833,747.6	899,726.2	65,978.6	7.9%
Illinois Mathematics and Science Academy	19,891.4	24,541.4	25,482.9	26,502.2	1,019.3	4.0%
State Universities Civil Service System	1,170.5	1,241.8	1,444.5	1,558.9	114.4	7.9%
Board of Higher Education*	16,736.5	27,857.7	44,641.8	47,591.8	2,950.0	6.6%
State Universities Retirement System	1,933,504.8	1,926,047.0	2,007,001.0	2,115,412.6	108,411.6	5.4%
Community College Health Insurance Fund	29,937.8	7,712.0	9,191.0	10,966.6	1,775.6	19.3%
State Contribution to SURS (General Funds Only)	1,903,567.0	1,918,335.0	1,997,810.0	2,104,446.0	106,636.0	5.3%
TOTAL	\$ 4,186,436.4	\$ 4,465,398.7	\$ 4,622,692.6	\$ 4,839,936.8	\$ 217,244.1	4.7%

*The FY24 recommendations include \$2M for the The Ending Homelessness Program, which is not an increase nor is it a new program. It is normally funded at \$2M through the Department of Human Services. IBHE managed the program in FY23 through a grant.

Source of Appropriated Funds

General Revenue Fund	2,814,981.9	3,005,813.0	3,124,660.5	3,293,020.1	168,359.6	5.4%
Education Assistance Fund	1,371,454.5	1,459,585.7	1,498,032.2	1,546,916.7	48,884.6	3.3%
TOTAL	4,186,436.4	4,465,398.7	4,622,692.6	4,839,936.8	217,244.1	4.7%

Table F-2**FY 2026****Higher Education Operations and Grants*****All Appropriated Funds***(in thousands of dollars)*

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Total Institutional Operations and Grants	\$ 2,980,894.2	\$ 3,206,814.7	\$ 2,942,084.1	\$ 3,054,116.0	\$ 112,031.9	3.8%
Universities	\$ 1,240,124.8	\$ 1,321,153.9	\$ 1,344,887.2	\$ 1,368,241.5	\$ 23,354.3	1.7%
Illinois Community College Board and Community Colleges	471,296.2	518,734.0	444,329.0	462,453.1	18,124.1	4.1%
Adult Education/Postsecondary Career and Technical Education	103,355.0	103,355.0	103,955.0	105,046.1	1,091.1	1.0%
Illinois Student Assistance Commission	977,331.1	1,053,253.3	923,988.7	989,367.3	65,378.6	7.1%
Illinois Mathematics and Science Academy	24,816.4	30,466.4	31,407.9	32,427.2	1,019.3	3.2%
State Universities Civil Service System	1,170.5	1,241.8	1,444.5	1,558.9	114.4	7.9%
Illinois Board of Higher Education	162,800.2	178,610.3	92,071.8	95,021.8	2,950.0	3.2%
State Universities Retirement System	2,148,504.8	2,141,047.0	2,222,001.0	2,330,412.6	108,411.6	4.9%
Community College Health Insurance Fund	29,937.8	7,712.0	9,191.0	10,966.6	1,775.6	19.3%
State Contribution to SURS (General Funds Only)*	1,903,567.0	1,918,335.0	1,997,810.0	2,104,446.0	106,636.0	5.3%
State Contribution to SURS (State Pension Fund Estimate)	215,000.0	215,000.0	215,000.0	215,000.0	-	0.0%
TOTAL	\$ 5,129,399.0	\$ 5,347,861.7	\$ 5,164,085.1	\$ 5,384,528.6	\$ 220,443.4	4.3%

Source of Appropriated Funds

General Revenue	4,186,436.4	4,465,398.7	4,622,692.6	4,839,936.8	217,244.1	4.7%
General Revenue Fund	2,814,981.9	3,005,813.0	3,124,660.5	3,293,020.1	168,359.6	5.4%
Education Assistance Fund	1,371,454.5	1,459,585.7	1,498,032.2	1,546,916.7	48,884.6	3.3%
Other State Funds	370,845.3	375,379.2	386,549.8	387,505.7	955.9	0.2%
Federal Funds	572,117.3	507,083.8	154,842.7	157,086.1	2,243.4	1.4%
TOTAL	5,129,399.0	5,347,861.7	5,164,085.1	5,384,528.6	220,443.4	4.3%

Table F-3 FY 2026 Higher Education Operations and Grants Appropriations by Other State Funds <i>(in thousands of dollars)</i>						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Other State Funds	370,845.3	375,379.2	386,549.8	387,505.7	955.9	0.2%
CSU Education Improvement Fund	3,000.0	3,000.0	3,000.0	3,000.0	-	0.0%
CSU, SIU, & U of I - General Professions Dedicated Fund	2,057.0	2,057.0	2,057.0	2,057.0	-	0.0%
EIU, ISU, NIU, SIU, U of I, & WIU - State College and University Trust Fund	331.0	331.0	331.0	335.0	4.0	1.2%
U of I - Coal Technology Development Assistance	6,175.0	4,065.0	2,000.0	-	(2,000.0)	-100.0%
U of I - Emergency Public Health Fund	300.0	300.0	300.0	300.0	-	0.0%
U of I - Fire Prevention Fund	5,127.3	5,671.2	6,406.8	7,358.7	951.9	14.9%
U of I - Hazardous Waste Research Fund	500.0	500.0	500.0	500.0	-	0.0%
U of I - Pet Population Control	250.0	250.0	250.0	250.0	-	0.0%
U of I - Used Tire Management Fund	400.0	400.0	400.0	400.0	-	0.0%
ICCB - Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
ISAC - Contracts and Grants Fund	10,000.0	10,000.0	17,500.0	17,500.0	-	0.0%
ISAC - Energy Transfer Assistance Fund	1,100.0	1,100.0	1,100.0	1,100.0	-	0.0%
ISAC - IL Future Teachers Corps Scholarship Fund	100.0	100.0	100.0	100.0	-	0.0%
ISAC - Illinois National Guard Grant Fund	20.0	20.0	20.0	20.0	-	0.0%
ISAC - Optometric Licensing & Disciplinary Board Fund	50.0	50.0	50.0	50.0	-	0.0%
ISAC - University Grant Fund	110.0	110.0	110.0	110.0	-	0.0%
ISAC - Accounts Receivable Fund	300.0	300.0	300.0	300.0	-	0.0%
ISAC - Nursing Dedicated & Professional Fund	4,000.0	4,000.0	4,000.0	4,000.0	-	0.0%
ISAC - Illinois DREAM Scholarship	-	-	2,500.0	3,500.0	1,000.0	40.0%
ISAC - United Negro College Scholarship	-	-	2,500.0	3,500.0	1,000.0	40.0%
IMSA - Income Fund	4,925.0	5,925.0	5,925.0	5,925.0	-	0.0%
IBHE - Academic Quality Assurance Fund	600.0	700.0	800.0	800.0	-	0.0%
IBHE - Data & Research Recovery	30.0	30.0	30.0	30.0	-	0.0%
IBHE - Distance Learning Fund	150.0	150.0	150.0	150.0	-	0.0%
IBHE - PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	-	0.0%
IBHE - Private College Academic Quality Assurance Fund	100.0	100.0	-	-	-	0.0%
IBHE - State Contract & Grants Fund	10,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
SURS - State Pension Fund	215,000.0	215,000.0	215,000.0	215,000.0	-	0.0%
Federal Funds	572,117.3	507,083.8	154,842.7	157,086.1	2,243.4	1.4%
U of I - Water Reports*	711.3	426.6	156.6	-	(156.6)	-100.0%
ICCB - College Bridge Programs*	10,000.0	7,653.9	-	-	-	0.0%
ICCB - Adult Education Fund	28,400.0	28,400.0	29,000.0	29,000.0	-	0.0%
ICCB - Career and Technical Education Fund	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
ICCB - Contracts and Grants Fund	87,000.0	87,000.0	10,000.0	15,000.0	5,000.0	50.0%
ICCB - Federal Trust Fund	525.0	525.0	625.0	625.0	-	0.0%
ICCB - Instructional Development Revolving Fund	100.0	100.0	100.0	100.0	-	0.0%
ICCB - High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	-	0.0%
ISAC - Federal State Student Incentive Trust Fund	13,400.0	13,400.0	11,720.0	11,720.0	-	0.0%
ISAC - Golden Apple Accelerators*	3,894.9	3,118.8	1,300.0	-	(1,300.0)	-100.0%
ISAC - Golden Apple Scholars Program*	3,434.2	2,849.3	1,300.0	-	(1,300.0)	-100.0%
ISAC - Student Loan Operating Fund	268,018.2	207,387.5	47,741.1	47,741.1	-	0.0%
IBHE - Federal Grants Fund	133,500.0	133,500.0	30,500.0	30,500.0	-	0.0%
IBHE - Grow Your Own*	1,033.7	622.6	300.0	300.0	-	0.0%
TOTAL	\$ 942,962.6	\$ 882,463.0	\$ 541,392.5	\$ 544,591.8	\$ 3,199.3	0.6%

*Funded by the federal State Coronavirus Urgent Remediation Emergency (CURE) funds as part of the American Rescue Plan Act (ARPA)

Table F-4 A						
FY 2026						
University Operations and Grants, Including statutorily required performance adjustment**						
General Funds						
(in thousands of dollars)						
Operations	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 After Statutory Perf. Adjustment	FY25 to FY26 Dollar Change	Percent Change
Chicago State University	\$ 36,769.9	\$ 39,343.8	\$ 40,130.7	\$ 40,748.6	\$ 617.9	1.5%
Eastern Illinois University	43,495.6	46,540.3	47,471.1	48,431.5	960.4	2.0%
Governors State University	24,353.3	26,058.1	26,579.3	27,645.6	1,066.3	4.0%
Illinois State University	73,100.3	78,217.4	79,781.8	82,089.7	2,307.9	2.9%
Northeastern Illinois University	37,345.3	39,959.5	40,758.7	42,471.2	1,712.5	4.2%
Northern Illinois University	92,194.6	98,648.3	100,621.3	103,966.1	3,344.8	3.3%
Southern Illinois University*	201,065.6	215,140.2	219,443.1	222,323.9	2,880.8	1.3%
University of Illinois*	590,654.6	632,000.4	644,640.4	655,479.7	10,839.3	1.7%
Western Illinois University	52,067.4	55,712.2	56,826.5	58,042.7	1,216.2	2.1%
Total	\$ 1,151,046.6	\$ 1,231,620.2	\$ 1,256,252.9	\$ 1,281,198.9	\$ 24,946.0	2.0%
Grants	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 After Statutory Perf. Adjustment	FY25 to FY26 Dollar Change	Percent Change
Eastern Illinois University	-	500.0	500.0	500.0	-	0.0%
Southern Illinois University*	5,639.6	6,260.0	6,260.0	6,369.0	109.0	1.7%
University of Illinois*	64,587.0	65,772.9	65,972.9	65,972.9	-	0.0%
Total	\$ 70,226.6	\$ 72,532.9	\$ 72,732.9	\$ 72,841.9	\$ 109.0	0.1%

Source of Appropriated Funds						
General Revenue	1,221,273.2	1,304,153.1	1,329,485.8	1,354,040.8	24,555.0	1.8%
General Revenue Fund	66,826.9	68,987.6	69,687.6	69,187.6	(500.0)	-0.7%
Education Assistance Fund	1,154,446.3	1,235,165.5	1,259,798.2	1,284,853.2	25,055.0	2.0%

*University of Illinois and Southern Illinois University system totals

†Includes Federal Pass Through (PA 99-409, PA 99-491) Stop Gap I (PA 99-502), Stop Gap II (PA 99-524) appropriated for FY16.

††Includes Stop Gap II (PA 99-524) appropriated for FY17.

**IBHE recommendations do not include these adjustments.

Table F-4 B

FY 2026

University Appropriations, Including Statutorily required performance adjustment^^

General Operating Funds

(in thousands of dollars)

	FY 2025 Final Appropriations	Percent Increase State Funding at Recommended	FY 2026 Recommended Increase	FY 2026 Performance 0.5% Set-Aside	FY2026 Performance Net Change	FY2026 After Statutory Perf. Adjustment	FY25 to FY26 Net Dollar Change	FY25 to FY26 Percent Change
Chicago State University	40,130.7	1.5%	617.9	200.7	(75.1)	40,673.5	542.8	1.4%
Eastern Illinois University	47,471.1	2.0%	960.4	237.4	(40.5)	48,391.0	919.9	1.9%
Governors State University	26,579.3	4.0%	1,066.3	132.9	53.7	27,699.3	1,120.0	4.2%
Illinois State University	79,781.8	2.9%	2,307.9	398.9	20.9	82,110.6	2,328.8	2.9%
Northeastern Illinois University	40,758.7	4.2%	1,712.5	203.8	5.2	42,476.4	1,717.7	4.2%
Northern Illinois University	100,621.3	3.3%	3,344.8	503.1	(140.2)	103,825.9	3,204.6	3.2%
Western Illinois University	56,826.5	2.1%	1,216.2	284.1	(27.1)	58,015.6	1,189.1	2.1%
Southern Illinois University*	219,443.1	1.3%	2,880.8	1,097.2	(278.5)	222,045.4	2,602.3	1.2%
Southern Illinois - Carbondale**	149,768.3	1.0%	1,477.2	748.8	(248.0)	150,997.5	1,229.2	0.8%
Southern Illinois - Edwardsville**	69,674.8	2.0%	1,403.6	348.4	(30.5)	71,047.9	1,373.1	2.0%
University of Illinois*	644,640.4	1.7%	11,015.7	3,223.2	481.5	656,137.6	11,497.2	1.8%
University of Illinois - Chicago ^	250,217.3	3.0%	7,585.2	1,251.1	454.9	258,257.4	8,040.1	3.2%
University of Illinois - Springfield ^	23,861.4	1.9%	452.5	119.3	6.5	24,320.4	459.0	1.9%
University of Illinois - Urbana/Champaign ^	370,561.6	0.8%	2,978.1	1,852.8	20.1	373,559.8	2,998.2	0.8%
Total	1,256,252.9	2.0%	\$ 25,122.4	\$ 6,281.3	\$ -	\$ 1,281,375.2	\$ 25,122.3	2.0%

* University of Illinois and Southern Illinois University system totals

**SIU system office is allocated on a pro-rated basis to each campus, SIU School of Medicine is included with the Carbondale Campus.

^ University of Illinois Administration is allocated on a pro-rated basis to each campus.

^^IBHE Recommendations do not include these adjustments

Table F-5						
FY 2026						
Community College Operations and Grants						
Appropriated Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Unrestricted Grants to Colleges	\$ 278,687.4	\$ 298,121.5	\$ 304,587.8	\$ 312,466.1	\$ 7,878.3	2.6%
Base Operating Grants*	188,937.2	202,162.8	206,206.0	210,330.1	4,124.1	2.0%
Performance Based Funding	359.0	359.0	359.0	366.2	7.2	2.0%
Designated Grant - City Colleges of Chicago	13,928.7	14,903.7	15,201.8	15,505.8	304.0	2.0%
Operational Expenses Related to PATH	150.0	150.0	175.0	175.0	-	0.0%
Grants Administration	-	-	500.0	500.0	-	0.0%
HEFT Policy Implementation	-	-	-	1,000.0	1,000.0	0.0%
Mandate Implementation	-	-	-	500.0	500.0	0.0%
College Equity Plan Administration	-	-	-	300.0	300.0	0.0%
Small College Grants	548.4	548.4	548.4	559.4	11.0	2.0%
Equalization Grants	74,764.1	79,997.6	81,597.6	83,229.6	1,632.0	2.0%
Other Grants and Initiatives	\$ 177,234.9	\$ 204,715.6	\$ 123,665.3	\$ 128,743.2	\$ 5,077.8	4.1%
Lincoln's Challenge Scholarships	60.2	60.2	60.2	60.2	-	0.0%
East St. Louis Higher Education Center	1,457.9	1,457.9	1,447.9	1,447.9	-	0.0%
Veterans Shortfall Grants	4,264.4	4,264.4	4,264.4	4,264.4	-	0.0%
Alternative Schools Network	4,000.0	4,000.0	4,000.0	4,000.0	-	0.0%
High School Equivalency Testing	1,148.0	1,148.0	1,348.4	1,426.3	77.8	5.8%
P-20 Council	150.0	150.0	-	-	-	0.0%
Competitive Grant Program	23,794.4	28,794.4	28,794.4	28,794.4	-	0.0%
Grants for Transitional Math Development	1,000.0	1,000.0	1,000.0	1,000.0	-	0.0%
Governor's Emergency Education Relief Fund	27,000.0	27,000.0	-	-	-	0.0%
Early Childhood Programs	50,000.0	50,000.0	-	-	-	0.0%
College Bridge Programs	10,000.0	7,653.9	-	-	-	0.0%
Pipeline for the Advancement of the Healthcare (PATH) Workforce	25,000.0	25,000.0	15,000.0	19,000.0	4,000.0	26.7%
Southwestern Illinois College Educational Facility	5,900.0	5,900.0	5,900.0	3,900.0	(2,000.0)	-33.9%
Advanced Manufacturing & Electric Vehicle Technologies	-	10,000.0	9,000.0	9,000.0	-	0.0%
Data Center Curriculum Development	-	1,000.0	-	-	-	0.0%
Digital Instruction for Title II Adult Education	-	2,000.0	2,000.0	2,000.0	-	0.0%
Interactive Virtual Reality Technology	-	768.0	-	-	-	0.0%
Fire Science Training @ Rock Valley	-	-	500.0	-	(500.0)	-100.0%
Expansion of English Language Services	-	750.0	750.0	750.0	-	0.0%
Dual Credit Grants	-	3,150.0	3,175.0	3,175.0	-	0.0%
Noncredit Workforce Grants	-	5,150.0	5,175.0	5,175.0	-	0.0%
Homelessness Prevention Grant	-	-	250.0	250.0	-	0.0%
Workforce Development Programs	-	-	30,000.0	30,000.0	-	0.0%
Center for Basic Needs	-	-	-	3,500.0	3,500.0	0.0%
Career & Technical Education in Chicago	5,000.0	5,000.0	-	-	-	0.0%
College Bridge Programs (GRF)	5,000.0	-	-	-	-	0.0%
Trade Schools	5,000.0	5,000.0	5,000.0	5,000.0	-	0.0%
Illinois Resource Center Grant	1,000.0	-	-	-	-	0.0%
Mental Health Early Action on Campus (MHEAC)	6,660.0	9,218.8	6,000.0	6,000.0	-	0.0%
Build Your Own Police Program @ Rockford	-	100.0	-	-	-	0.0%
12x12x12 Program at Joliet Junior College	-	150.0	-	-	-	0.0%
Career & Technical Education Enrichment Program @ Illinois Central	-	5,000.0	-	-	-	0.0%
Career & Technical Education Enrichment Program @ Rock Valley CC	-	500.0	-	-	-	0.0%
Career & Technical Education Hospitality Program @ Rock Valley CC	-	500.0	-	-	-	0.0%
Labor History & Workers' Rights Grants - Heartland CC	150.0	-	-	-	-	0.0%
Labor History & Workers' Rights Grants - Southwestern Illinois CC	150.0	-	-	-	-	0.0%
GYO @ Richland CC	500.0	-	-	-	-	0.0%
TOTAL	\$ 455,922.3	\$ 502,837.1	\$ 428,253.1	\$ 441,209.2	\$ 12,956.1	3.0%

Illinois Community College Board Operations						
Administration (General Funds)	\$ 3,048.9	\$ 3,571.9	\$ 3,650.9	\$ 3,818.9	\$ 168.0	4.6%
Office Operations	2,488.6	2,921.9	3,000.5	3,152.8	152.3	5.1%
Illinois Longitudinal Data System	560.3	650.0	650.4	666.1	15.7	2.4%
Administration (Federal Funds)	\$ 12,325.0	\$ 12,325.0	\$ 12,425.0	\$ 17,425.0	\$ 5,000.0	40.2%
ICCB Adult Education Administration	1,600.0	1,600.0	1,600.0	1,600.0	-	0.0%
ICCB Contracts and Grants Fund	10,000.0	10,000.0	10,000.0	15,000.0	5,000.0	50.0%
ICCB Federal Trust Fund	525.0	525.0	625.0	625.0	-	0.0%
ICCB Instructional Dev./Enhancement Revolving Fund	100.0	100.0	100.0	100.0	-	0.0%
High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	-	0.0%
TOTAL	\$ 15,373.9	\$ 15,896.9	\$ 16,075.9	\$ 21,243.9	\$ 5,168.0	32.1%

GRAND TOTAL	\$ 471,296.2	\$ 518,734.0	\$ 444,329.0	\$ 462,453.1	\$ 18,124.1	4.1%
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Source of Appropriated Funds						
General Funds	266,401.2	316,185.1	326,334.0	339,458.1	13,124.1	4.0%
General Revenue Fund	108,269.9	139,594.7	144,100.4	151,468.5	7,368.1	5.1%
Education Assistance Fund	158,131.3	176,590.4	182,233.6	187,989.7	5,756.1	3.2%
Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
Federal Funds	99,325.0	96,978.9	12,425.0	17,425.0	5,000.0	40.2%
TOTAL	\$ 471,296.2	\$ 518,734.0	\$ 444,329.0	\$ 462,453.1	\$ 18,124.1	4.1%

Table F-6

FY 2026

**Adult Education and Postsecondary Career and Technical Education
Appropriated Funds**

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Adult Education	\$ 62,382.1	\$ 62,382.1	\$ 62,982.1	\$ 63,693.7	\$ 711.6	1.1%
<u>State Appropriated Funds</u>	35,582.1	35,582.1	35,582.1	36,293.7	711.6	2.0%
Basic Grants	23,783.6	23,783.6	23,783.6	24,259.3	475.7	2.0%
Performance Based Grants	11,798.5	11,798.5	11,798.5	12,034.5	236.0	2.0%
Federal Adult Education Grants	26,800.0	26,800.0	27,400.0	27,400.0	-	0.0%
Postsecondary Career and Technical Education*	\$ 40,972.9	\$ 40,972.9	\$ 40,972.9	\$ 41,352.4	\$ 379.5	0.9%
<u>State Appropriated Funds</u>	18,972.9	18,972.9	18,972.9	19,352.4	379.5	2.0%
Career and Technical Education Programs	18,972.9	18,972.9	18,972.9	19,352.4	379.5	2.0%
Federal Career and Technical Education Grants	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 103,355.0	\$ 103,355.0	\$ 103,955.0	\$ 105,046.1	\$ 1,091.1	1.0%

Source of Appropriated Funds

General Funds	\$ 54,555.0	\$ 54,555.0	\$ 54,555.0	\$ 55,646.1	\$ 1,091.1	2.0%
General Revenue Fund	54,555.0	54,555.0	54,555.0	55,646.1	1,091.1	2.0%
Federal Funds	\$ 48,800.0	\$ 48,800.0	\$ 49,400.0	\$ 49,400.0	-	0.0%
ICCB Adult Education Fund	26,800.0	26,800.0	27,400.0	27,400.0	-	0.0%
ICCB Career and Technical Education Fund	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 103,355.0	\$ 103,355.0	\$ 103,955.0	\$ 105,046.1	\$ 1,091.1	1.0%

Table F-7						
FY 2026						
Illinois Student Assistance Commission						
All Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Monetary Award Program	\$ 603,566.2	\$ 701,566.2	\$ 711,566.2	\$ 761,566.2	\$ 50,000.0	7.0%
Other Grant and Scholarship Programs (State Funded)	\$ 61,617.6	\$ 99,531.4	\$ 110,781.4	\$ 125,560.0	\$ 14,778.6	13.3%
AIM HIGH	35,000.0	50,000.0	50,000.0	50,000.0	-	0.0%
College Illinois! State Contribution	-	-	-	-	-	0.0%
Higher Education License Plate Grants (HELP)	110.0	110.0	110.0	110.0	-	0.0%
National Guard Grants: Other Funds	20.0	20.0	20.0	20.0	-	0.0%
Minority Teachers of Illinois Scholarships	4,200.0	8,000.0	8,000.0	8,000.0	-	0.0%
Dependents Grants	1,273.3	1,300.0	1,300.0	1,300.0	-	0.0%
Teacher Loan Repayment Program	439.9	975.0	975.0	975.0	-	0.0%
Optometric Education Scholarship Program (OSF)	50.0	50.0	50.0	50.0	-	0.0%
Golden Apple Scholars of Illinois (OSF)	100.0	100.0	100.0	100.0	-	0.0%
Golden Apple Scholars of Illinois	6,498.0	10,750.0	10,750.0	10,750.0	-	0.0%
Golden Apple Accelerators Program	750.0	5,000.0	5,000.0	5,000.0	-	0.0%
Veterans' Home Loan Repayment	26.4	26.4	26.4	55.0	28.6	108.3%
Nurse Educator Loan Repayment	500.0	500.0	500.0	500.0	-	0.0%
Veterans & National Guard Grants for Public Universities	-	-	6,000.0	6,000.0	-	0.0%
Exonerated Persons Grants	150.0	150.0	150.0	150.0	-	0.0%
Social Worker Scholarships	6,000.0	6,000.0	6,000.0	6,000.0	-	0.0%
Nursing Education Scholarship Law Program	4,000.0	4,000.0	4,000.0	4,000.0	-	0.0%
Teacher Reimbursement Program	2,000.0	-	-	-	-	0.0%
NDIGO Foundation Grant	500.0	550.0	550.0	550.0	-	0.0%
Prepare of Illinois' Future Program	-	10,000.0	10,000.0	10,000.0	-	0.0%
IGROW Tech Scholarship Program	-	2,000.0	2,000.0	2,000.0	-	0.0%
Human Services Professional Loan Repayment Program	-	-	250.0	-	(250.0)	-100.0%
Early Childhood Programs (ECACE)	-	-	5,000.0	20,000.0	15,000.0	300.0%
Other Grant and Scholarship Programs (Federally Funded)	\$ 20,729.1	\$ 19,368.2	\$ 14,320.0	\$ 11,720.0	\$ (2,600.0)	-18.2%
Federal Grant Funding	13,000.0	13,000.0	11,320.0	11,320.0	-	0.0%
John R. Justice Loan Repayment	300.0	300.0	300.0	300.0	-	0.0%
Federal Paul Douglas Collections (Refund to ED)	100.0	100.0	100.0	100.0	-	0.0%
Golden Apple Scholars of Illinois (ARPA)	3,434.2	2,849.3	1,300.0	-	(1,300.0)	-100.0%
Golden Apple Accelerators Program (ARPA)	3,894.9	3,118.8	1,300.0	-	(1,300.0)	-100.0%
Administration (General Funds)	\$ 12,000.0	\$ 14,000.0	\$ 15,680.0	\$ 16,880.0	\$ 1,200.0	7.7%
Agency Administration	6,000.0	7,000.0	7,840.0	8,440.0	600.0	7.7%
Outreach/Research/Training	6,000.0	7,000.0	7,840.0	8,440.0	600.0	7.7%
Administration (Other Appropriated Funds)	\$ 11,400.0	\$ 11,400.0	\$ 23,900.0	\$ 25,900.0	\$ 2,000.0	8.4%
Collections Activities (ISAC Accounts Receivable Fund)	300.0	300.0	300.0	300.0	-	0.0%
Contracts & Grants Fund	10,000.0	10,000.0	17,500.0	17,500.0	-	0.0%
Energy Transfer Assistance	1,100.0	1,100.0	1,100.0	1,100.0	-	0.0%
Illinois DREAM Scholarship Fund	-	-	2,500.0	3,500.0	1,000.0	40.0%
United Negro College Scholarship Fund	-	-	2,500.0	3,500.0	1,000.0	40.0%
Total, Grant Programs and Administration	\$ 709,312.9	\$ 845,865.8	\$ 876,247.6	\$ 941,626.2	\$ 65,378.6	7.5%
Federal Loan Program Administration and Loan Reimbursements*	\$ 268,018.2	\$ 207,387.5	\$ 47,741.1	\$ 47,741.1	\$ -	0.0%
TOTAL	\$ 977,331.1	\$ 1,053,253.3	\$ 923,988.7	\$ 989,367.3	\$ 65,378.6	7.1%

*The Nursing Education Scholarship Law program was formerly funded through the Illinois Department of Public Health (IDPH) at \$2 Million. As of Fiscal Year 2023, it is appropriated to the Illinois Student Assistance Commission.

Source of Appropriated Funds						
General Funds	\$ 672,903.8	\$ 810,817.6	\$ 833,747.6	\$ 899,726.2	\$ 65,978.6	7.9%
General Revenue Fund	663,856.1	793,241.2	810,921.2	862,121.2	51,200.0	6.3%
Education Assistance Fund	9,047.7	17,576.4	22,826.4	37,605.0	14,778.6	64.7%
Federal Funds	20,729.1	19,368.2	14,320.0	11,720.0	(2,600.0)	-18.2%
Student Loan Fund	268,018.2	207,387.5	47,741.1	47,741.1	-	0.0%
Other State Funds	15,680.0	15,680.0	28,180.0	30,180.0	2,000.0	7.1%
TOTAL	\$ 977,331.1	\$ 1,053,253.3	\$ 923,988.7	\$ 989,367.3	\$ 65,378.6	7.1%

* Includes funding for the Early Childhood Access Consortium for Equity (ECACE) scholarship.

Table F-8						
FY 2026						
Illinois Mathematics and Science Academy						
All Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Illinois Mathematics and Science Academy	\$ 24,816.4	\$ 30,466.4	\$ 31,407.9	\$ 32,427.2	\$ 1,019.3	3.2%

Source of Appropriated Funds						
General Funds	\$ 19,891.4	\$ 24,541.4	\$ 25,482.9	\$ 26,502.2	\$ 1,019.3	4.0%
General Revenue Fund	-	2,000.0	1,500.0	1,000.0	(500.0)	-33.3%
Education Assistance Fund	19,891.4	22,541.4	23,982.9	25,502.2	1,519.3	6.3%
Income Fund	4,925.0	5,925.0	5,925.0	5,925.0	-	0.0%
TOTAL	\$ 24,816.4	\$ 30,466.4	\$ 31,407.9	\$ 32,427.2	\$ 1,019.3	3.2%

Table F-9						
FY 2026						
State Universities Civil Service System						
All Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Operations	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,558.9	\$ 114.4	7.9%
TOTAL	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,558.9	\$ 114.4	7.9%

Source of Appropriated Funds						
General Revenue Fund	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,558.9	\$ 114.4	7.9%

Table F-10						
FY 2026						
Illinois Board of Higher Education						
All Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Illinois Board of Higher Education	5,005.9	10,431.8	12,898.8	14,748.8	\$ 1,850.0	14.3%
Operations	\$ 4,374.1	\$ 9,774.7	\$ 12,168.7	\$ 14,018.7	\$ 1,850.0	15.2%
Strategic Planning	\$ 250.0	\$ 260.0	\$ 287.0	\$ 287.0	-	0.0%
Illinois Longitudinal Data System	\$ 381.8	\$ 397.1	\$ 443.1	\$ 443.1	-	0.0%
Institutional Grants & Special Initiatives	\$ 23,260.6	\$ 34,055.9	\$ 48,373.0	\$ 49,473.0	\$ 1,100.0	2.3%
University Center of Lake County	1,055.7	1,055.7	1,055.7	1,055.7	-	0.0%
Quad Cities Graduate Study Center	73.8	73.8	73.8	73.8	-	0.0%
Higher Education Assessment in the Quad Cities	500.0	500.0	100.0	-	(100.0)	-100.0%
MyCreditsTransfer	183.3	183.3	183.3	183.3	-	0.0%
Cooperative Work Study Grants	980.5	980.5	980.5	980.5	-	0.0%
Creating Pathways and Access for Student Success (CPASS)	1,433.6	1,433.6	1,433.6	1,433.6	-	0.0%
Illinois Mathematics and Science Fusion Program	95.9	95.9	95.9	95.9	-	0.0%
Diversifying Higher Education Faculty in Illinois (DFI)	1,981.5	2,050.2	2,050.2	2,050.2	-	0.0%
Grow Your Own Program	2,466.3	6,000.0	6,000.0	6,000.0	-	0.0%
Nursing School Grants	750.0	1,500.0	1,500.0	1,500.0	-	0.0%
Nurse Educator Fellowships	400.0	800.0	800.0	800.0	-	0.0%
Common Application	1,000.0	1,000.0	1,450.0	2,650.0	1,200.0	82.8%
Ending Homeless Program	-	2,000.0	2,000.0	2,000.0	-	0.0%
Mental Health Early Action - Technical Assistance Center*	2,340.0	3,382.9	7,000.0	7,000.0	-	0.0%
Grants to Universities Serving High % of Pell Students	-	3,000.0	3,000.0	3,000.0	-	0.0%
Data and Accountability Dashboard	-	-	450.0	450.0	-	0.0%
Campus Sexual Misconduct Climate Surveys	-	-	200.0	200.0	-	0.0%
State-wide Re-enrollment Strategy	-	-	2,000.0	2,000.0	-	0.0%
HOPE Chicago Grant	-	-	8,000.0	8,000.0	-	0.0%
Behavioral Health Workforce Education Center	10,000.0	10,000.0	10,000.0	10,000.0	-	0.0%
Federal Funding	\$ 134,533.7	\$ 134,122.6	\$ 30,800.0	\$ 30,800.0	\$ -	0.0%
Federal Contracts and Grants	5,500.0	5,500.0	5,500.0	5,500.0	-	0.0%
High Impact Tutoring	25,000.0	25,000.0	25,000.0	25,000.0	-	0.0%
Governor's Emergency Education Relief Fund	43,000.0	43,000.0	-	-	-	0.0%
Early Childhood Programs	60,000.0	60,000.0	-	-	-	0.0%
Grow Your Own Program (ARPA)	1,033.7	622.6	300.0	300.0	-	0.0%
TOTAL	\$ 162,800.2	\$ 178,610.3	\$ 92,071.8	\$ 95,021.8	\$ 2,950.0	3.2%

Source of Appropriated Funds						
General Revenue Fund	16,736.5	27,857.7	44,641.8	47,591.8	2,950.0	6.6%
Federal Funds	134,533.7	134,122.6	30,800.0	30,800.0	-	0.0%
Other State Funds	\$ 11,530.0	\$ 16,630.0	\$ 16,630.0	\$ 16,630.0	\$ -	0.0%
Private College Academic Quality Assurance Fund	100.0	100.0	-	-	-	0.0%
Academic Quality Assistance Fund	600.0	700.0	800.0	800.0	-	0.0%
PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	-	0.0%
Distance Learning Fund	150.0	150.0	150.0	150.0	-	0.0%
IBHE Data Resource and Recovery	30.0	30.0	30.0	30.0	-	0.0%
IBHE State Contracts and Grants	10,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
TOTAL	\$ 162,800.2	\$ 178,610.3	\$ 92,071.8	\$ 95,021.8	\$ 2,950.0	3.2%

Table F-11						
FY 2026						
State Universities Retirement System						
All Funds						
(in thousands of dollars)						
	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 IBHE Recommendations	FY25 to FY26 Dollar Change	Percent Change
Contributions to State University Retirement System	2,118,567.0	2,133,335.0	2,212,810.0	2,319,446.0	106,636.0	4.8%
General Funds	1,903,567.0	1,918,335.0	1,997,810.0	2,104,446.0	106,636.0	5.3%
State Pension Fund	215,000.0	215,000.0	215,000.0	215,000.0	-	0.0%
Community College Retirees Health Insurance*	29,937.8	7,712.0	9,191.0	10,966.6	1,775.6	19.3%
TOTAL	\$ 2,148,504.8	\$ 2,141,047.0	\$ 2,222,001.0	\$ 2,330,412.6	\$ 108,411.6	4.9%

*FY23 included an appropriation of \$25M to help address the program's backlog of bills.

Source of Appropriated Funds						
General Funds	\$ 1,933,504.8	\$ 1,926,047.0	\$ 2,007,001.0	\$ 2,115,412.6	\$ 108,411.6	5.4%
General Revenue Fund	1,903,567.0	1,918,335.0	1,997,810.0	2,104,446.0	106,636.0	5.3%
Education Assistance Fund	29,937.8	7,712.0	9,191.0	10,966.6	1,775.6	19.3%
State Pensions Fund	215,000.0	215,000.0	215,000.0	215,000.0	-	0.0%
TOTAL	\$ 2,148,504.8	\$ 2,141,047.0	\$ 2,222,001.0	\$ 2,330,412.6	\$ 108,411.6	4.9%

Table F-12						
FY 2026						
Public University 2% Increase Allocation						
Based on Pell Percentage						
General Funds						
	Number of Degree/Certificate Seeking Undergrads*	Number of Pell Recipients*	Pell Recipient Percentage	\$ Amount Per Student	New Funding Allocation	Percentage Change From FY2024
Chicago State University	1,546	820	53.0%	754	617,886	1.5%
Eastern Illinois University	6,929	2,164	31.2%	444	960,371	2.0%
Governors State University	2,780	1,444	51.9%	738	1,066,329	4.0%
Illinois State University	17,905	5,392	30.1%	428	2,307,881	2.9%
Northeastern Illinois University	4,678	2,374	50.7%	721	1,712,458	4.2%
Northern Illinois University	11,847	5,280	44.6%	634	3,344,773	3.3%
Southern Illinois University Total						1.3%
Southern Illinois University Carbondale	8,149	2,910	35.7%	508	1,477,234	
Southern Illinois University Edwardsville	9,743	3,102	31.8%	453	1,403,565	
University of Illinois Total						1.7%
University of Illinois Chicago	22,002	10,835	49.2%	700	7,585,174	
University of Illinois Springfield	2,517	895	35.6%	506	452,450	
University of Illinois Urbana/Champaign	34,527	8,505	24.6%	350	2,978,073	
Western Illinois University	5,519	2,173	39.4%	560	1,216,211	2.1%
Total	128,142	45,894	35.8%	\$ 6,796	\$ 25,122,405	2.0%

*Three-year average