



2026

Teacher Vacancy Grant Summit

Calendar & Workbook

University of Illinois–Springfield
May 19, 2026

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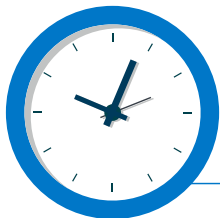
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Learn more about the
Teacher Vacancy Grant
Pilot Program



Book time with Meagan Budke
Standards & Instruction
Principal Consultant



Summit: 9 a.m.–2 p.m.

Purpose: Align stakeholders on teacher vacancy challenges, maximize grant impact, and identify sustainable, long-term staffing solutions.

9–9:30 a.m. | Welcome, Context Setting, and Objectives

9:30–10:15 a.m. | IWERC Presentation

10:15–10:45 a.m. | TVG role in Recognize, Recruit, Rise

10:45–11 a.m. | Turn and Talk

11 a.m.–12 p.m. | Lunch and Celebration Slideshow

12–12:30 p.m. | Longevity Planning Presentation

12:30–1:30 p.m. | Longevity Planning Work Session

1:30–2 p.m. | Summit Closing

2–3 p.m. | In-Person Hours

District Information for Summit Attendees:

District Name	Notes	Contact Information
A-C Central CUSD 262		
Alton CUSD 11		
Amboy CUSD 272		
Aurora East USD 131		
Ball Chatham CUSD 5		
Beach Park CCSD 3		
Berwyn North SD 98		
Bloomington SD 87		
Canton Union SD 66		
Carlinville CUSD 1		

District Name	Notes	Contact Information
Cary CCSD 26		
CCSD 168		
Champaign CUSD 4		
Charleston CUSD 1		
Cicero SD 99		
City of Chicago SD 299		
Clay City CUSD 10		
CUSD 308		
Dakota CUSD 201		
Danville CCSD 118		
Decatur SD 61		
DeKalb CUSD 428		
Dolton SD 149		

District Name	Notes	Contact Information
Dunlap CUSD 323		
Durand CUSD 322		
East St Louis SD 189		
Fairfield PSD 112		
Farmington Central CUSD 265		
Freeport SD 145		
Galesburg CUSD 205		
Gallatin CUSD 7		
Hardin County CUSD 1		
Harlem UD 122		
Harvard CUSD 50		
Harvey SD 152		
Hoover-Schrum Memorial SD 157		

District Name	Notes	Contact Information
Joliet PSD 86		
Kankakee SD 111		
La Salle ESD 122		
Lena Winslow CUSD 202		
Lincoln ESD 156		
Lyons SD 103		
Marshall CUSD 2C		
Maywood- Melrose Park- Broadview 89		
McLean County USD 5		
Mendota CCSD 289		
North Greene CUSD 3		
O Fallon CCSD 90		
Oakwood CUSD 76		

District Name	Notes	Contact Information
Odin PSD 722		
Ottawa ESD 141		
Pana CUSD 8		
Park Forest SD 163		
Paxton- Buckley-Loda CUD 10		
Peoria SD 150		
Plainfield SD 202		
Posen-Robbins ESD 143-5		
Prairie Central CUSD 8		
Prairie-Hills ESD 144		
Rantoul City SD 137		
Rantoul Township HSD 193		
Ridgeview CUSD 19		

District Name	Notes	Contact Information
Round Lake CUSD 116		
SD U-46		
Springfield SD 186		
Sunnybrook SD 171		
Thomasboro CCSD 130		
Thornton Twp HSD 205		
Tolono CUSD 7		
United CUSD 304		
Urbana SD 116		
West Prairie CUSD 103		
Westville CUSD 2		

Additional Notes:

Add Non-District Contacts

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Teacher Vacancy Grant Pilot Program: A Second-Year Evaluation

District Progress and Variance in Reducing Teaching Vacancies in Illinois: A Quantitative Study

Study Objectives

In this quantitative study, IWERC explored the following questions:

1. How did districts allocate the first installment of Teacher Vacancy Grant Pilot Program (TVGPP) funds to recruitment and retention programs?
2. How do unfilled teaching positions change from one year prior to grant launch, in SY23, to one year after, in SY25?
3. How do reported causes of teaching vacancies and enacted solution strategies separately predict changes in unfilled teaching positions among participating districts?

Key Findings

1. Popular solutions emerged across participants.

TVGPP districts prioritized strategies that developed staff credentials for vacant positions, provided professional learning to new and veteran teachers, and distributed direct compensation to new and returning teachers.



About the Grant Background

- Three-year statefunded initiative that began in the 2023-24 school year (SY24).
- Distributed \$45M to Illinois' most understaffed districts in each of SY24 and SY25 and \$30 million in SY26, the grant's third and final year.
- Districts given wide latitude to enact individualized spending plans for recruitment and retention strategies.
- Aims to reduce unfilled teaching positions, or vacancies, statewide.

(IWERC)

ILLINOIS WORKFORCE AND EDUCATION
RESEARCH COLLABORATIVE

Key Findings

2. Overall, vacancies are dropping in TVGPP districts.

Comparing SY23 to SY25, unfilled teaching positions have decreased in TVGPP districts (in both rural and urban areas) while increasing in nonTVGPP districts. Controlling for observable district characteristics, TVGPP districts have lowered vacancies more than non-TVGPP districts, on average. This does not mean that the grant caused these changes: An attempt to examine causal effects was inconclusive at this time.

3. Some TVGPP districts reduced teaching vacancies more than other TVGPP districts.

TVGPP districts with early success lowering vacancies spent more on developing staff credentials, recruitment, teacher support, and hiring support staff. They also tended to be urban, larger in size, had higher average teacher salaries, and were in Evidence-Based Funding Tier 1, the tier of schools furthest from funding adequacy.

4. In this early period of the grant, districts' causes of shortages, as well as enacted strategies, did not significantly predict changes in vacancies.

This is likely related to low statistical power due to the limited sample size of TVGPP

About the Grant

Eligibility

- Qualifying districts had highest numbers of unfilled teaching positions in SY23, the year prior to grant launch.
- The same 170 districts, serving roughly 870,000 students, participated in all three years of the grant.
- 60% of districts were rural, 40% of districts were urban.



Experiences of Illinois Districts with Early Success in Reducing Teaching Vacancies: A Qualitative Study

Study Objectives

In this qualitative study, IWERC interviewed nine program participating districts that have demonstrated early success in reducing unfilled teaching positions. Using multiple sources of data, including budget details, unfilled positions, and interviews, we explore districts' experiences developing and implementing recruitment and retention strategies, assessments of staffing outcomes related to program participation, and plans for sustaining successful strategies beyond grant completion.

Key Findings

1. Districts rely on multiple sources of data to determine where their teaching vacancies occur and what causes them.

Districts considered staffing data, applicant interviews, exit interviews, culture and climate surveys, and publicly available state data when devising and implementing recruitment and retention solutions using grant funding.

2. Districts' strategic plans to reduce unfilled teaching positions varied based on their staffing needs and local contexts.

Three spending groups emerged in how these districts allocated grant funding and where they prioritized efforts, whether emphasizing recruitment, retention, or both.

3. Districts plan to prioritize effective recruitment and retention strategies upon grant completion.

The grant afforded districts several years to expand existing recruitment and retention strategies and to test out new initiatives. Interviewed districts plan to use general funding to continue promising solutions upon the completion of the grant, but the number and scope of continuing strategies will be reduced.

To read both reports, go to <https://go.illinois.edu/teachervacancypilot>.

Evaluation Findings from Years 1 and 2

Discussion Questions

Part 1 – Causes of Teaching Vacancies

1. Do you see these causes of teaching vacancies reflected in your district and/or school(s)?
 - a. How similar or different are your experiences?

2. How have these causes changed for you since the 2023-24 school year?
 - a. Are some causes more persistent or more difficult to address than others?

 - b. Were you able to mitigate some causes?

 - c. Did new causes surface during this time?

Part 2 – Solutions to Mitigate Teaching Vacancies

1. Do you see these causes of teaching vacancies reflected in your district and/or school(s)?

a. How similar or different are your experiences?

2. How have these causes changed for you since the 2023-24 school year?

a. Are some causes more persistent or more difficult to address than others?

b. Were you able to mitigate some causes?

c. Did new causes surface during this time?

Part 3 – Plans for Sustainability

1. From your experience implementing targeted recruitment and retention strategies to fulfill your district and/or school staffing needs, what are some key lessons you have learned?
2. What insights have you gained that are the most surprising?
3. What practices would you like to keep moving forward?

Codebooks for Causes of and Solutions for Teaching

Table 1. Codebook for reported causes of teaching vacancies found in district narratives.

Cause Category	Definition
Compensation	District offers noncompetitive salary, benefits, healthcare.
Student Characteristics	District points to perception that their specific student population poses unique challenges (or challenges in hiring teachers with the right perspective/training).
Student Behaviors	District points to specific student behaviors as a concern (e.g., low achievement, behavioral problems, socioemotional/trauma).
Location	The area surrounding the district deters recruitment and retention (e.g., area is too rural, no housing, lack of access to healthcare, long commute, run-down buildings/facilities, high crime).
Neighboring Districts	District lost applicants and/or current teachers due to competition from neighboring districts that offer better salary, housing options, commute, access to healthcare, and/or community attractions. <i>Note: Losing teachers due to better compensation in neighboring districts falls under this code and under compensation.</i>
Growth Opportunity	District does not provide financial support for teachers to further their education or licensure/credentials.
Lack of Qualified Teachers	District receives small number of—or, at times, no—qualified applicants due to hard-to-fill specialization and/or onerous certification requirements.
Teacher Preparation	District cites issues with teacher preparation programs (TPPs; e.g., district is too far from TPP, has no TPP partnerships, cannot place student teachers, too few teacher candidates and graduates).
Recruitment Practices	District reports issues during the recruitment process (e.g., lack of places to advertise, problematic interview procedures, need more staff to recruit).
Working Conditions	District cites untenable working conditions as a problem (e.g., high stress, heavy workload, burnt-out or underappreciated staff, COVID-related stressors, poor parent-teacher or teacher-teacher connections).
Classroom Resources	District curriculum is insufficient (i.e., challenging, disliked, or outdated); district does not provide needed classroom supplies; or classroom furniture and/or technologies need updating.

Cause Category	Definition
Professional Learning	District does not provide teachers needed coaching, mentoring, or professional learning.
Attrition	Teachers left the district due to personal choices (e.g., moving closer to home), changing professions, or retired. <i>Note: Districts that cite losing teachers to neighboring districts is not coded here, but under neighboring districts.</i>
Leadership	District points to leadership as an area of concern (e.g., underdeveloped leadership, leadership turnover, vacancy in key leadership positions).

Table 2. Codebook for spending strategies found in district narratives and in budget details.

Spending Strategy Category	Definition
Special Compensation	Implementation of short-term or one-time bonuses that included the following types of stipends: - Hiring or signing bonuses (includes special subject stipends, which were given to new teachers or current teachers moving into a high-need subject) - Student loan forgiveness or tuition repayment - Retention bonuses - Other stipends (e.g., teacher attendance stipends)
Development of Staff Credentials	Provision of formal growth opportunities for current non-licensed and licensed staff to fulfill staffing needs, often in hard-to-fill areas. Strategies included the following: <i>Teacher preparation initiatives for non-licensed staff</i> - Building partnerships with teacher preparation programs; creating high school education pathways - Implementing Grow Your Own programs or other pathway initiatives for paraprofessionals, teacher aides, and other non-licensed staff (e.g., by providing tuition reimbursements and offsetting other costs of education) - Providing student teachers with stipends and paying current teachers to mentor student teachers <i>Growth opportunity initiatives for licensed staff</i> - Providing tuition reimbursements and other costs for teachers pursuing further education, licensure/certification, often in hard-to-fill areas

Spending Strategy Category	Definition
Professional Learning	Provision of additional teacher professional learning that includes instructional coaches, induction and mentoring programs, other learning opportunities, and stipends for current teachers to serve in mentorship/coaching roles.
Recruitment	Investing in recruitment practices included the following measures: Increasing advertising budget, improving interview protocol, hiring recruitment staff, distributing referral bonuses for staff who refer new hires, purchasing materials and travel for recruitment fairs, hiring international teachers (e.g., paying for VISAs), paying administration costs related to TVGPP.
Teacher Support	Implementing self-care programs, affinity groups, teacher/staff celebrations, promotional apparel and goods, improvements to facilities, activities to improve school climate (e.g., climate/culture surveys).
Classroom Resources	Distribution of stipends for classroom supplies (e.g., curriculum, technology, supplies for teachers and students, furniture, etc.).
Location	Distribution of stipends for relocation, housing, commute, general living costs, daycare; contributions for staff salary in in-school daycare programs.
Standard Compensation	Investments to increase teacher salary, improve healthcare coverage, covering full-time teachers' salaries (e.g., hiring and paying full-time special education teachers), amend salary scales to recognize teachers' prior years of experience.
Support Staff	Hiring more staff, such as school support personnel, paraprofessionals, and substitutes, to provide additional support to teachers.

Recognize, Recruit, Rise Companion

Strategies focused for Districts to **Recognize**

Practices in place to support **retention**:

Practices to consider to support **retention**:

Data points **to use** for evidence-based decision-making:

Strategies focused for Leaders to **Recruit**

Practices **in place** to support **recruitment** efforts:

Practices **to consider** to support **recruitment** efforts:

Data points **to use** for evidence-based decision-making:

Strategies focused to help Educators to **Rise**

Practices **in place** to support educator **pathway** efforts:

Practices **to consider** to support educator **pathway** efforts:

Data points **to use** for evidence-based decision-making:

Climate & Culture

Practices ***in place*** to support ***climate and culture*** efforts:

Practices ***to consider*** to support ***climate and culture*** efforts:

Data points ***to use*** for evidence-based decision-making:

Challenges

Barriers ***to consider***:

Supports needed to overcome barriers:

Considerations for the Future

Additional strategies to consider:

Turn and Talk

1. What advice would you give to someone just starting this process?
2. In what ways have you and your team gotten better at strategizing and executing recruitment initiatives?
3. What are the essential components of your district's retention strategies?
4. Throughout the process, did your district encounter any unexpected barriers?
5. What resources did you use while working to recruit and retain? Which ones were especially helpful? Which would you use again?

1. How much did you know about the vacancy landscape in your district before we started?



Lunch Reflection: Celebration, Reflection, Opportunity

2. How has the work of intentional recruitment and retention strategies impacted you professionally?

3. What did you learn about your leadership style?

4. What is one thing you learned about being part of a team?

Common Data Collection Sources

1. District/School Created Needs Assessment
2. 5Essentials
3. Unfilled Positions Data
4. Stay Interviews
5. Exit Interviews
6. Informal Discussions
7. Community Involvement
8. Climate and Culture Surveys
9. Bargaining Units

Longevity Planning

FY 2027

July 2026

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August 2026

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September 2026

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FY 2027 Quarter 1



FY 2027 Quarter 1

Recognize	Recruit	Rise

Notes

Quarterly Considerations

1. What does our current district data indicate about present and projected vacancies?
2. What do we know versus what do we assume?
3. What would “success” look like for our staffing system in 3-5 years?

October 2026

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November 2026

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December 2026

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Use the space below to dream boldly, reflect deeply, and capture the initiatives and data you will pursue this quarter to **recognize** excellence, **recruit** talent, and help your educators **rise** – strengthening both their growth and the impact they make every day.



**FY 2027
Quarter 2**

Recognize	Recruit	Rise

Notes

[Dotted grid area for notes]

Quarterly Considerations

- 1. What early warning signs signal disengagement or burnout, and who is responsible for noticing them?
- 2. Are we planning for leadership continuity, system resilience, or just annual survival?
- 3. What systems would we want in place if leadership changed tomorrow?

January 2027

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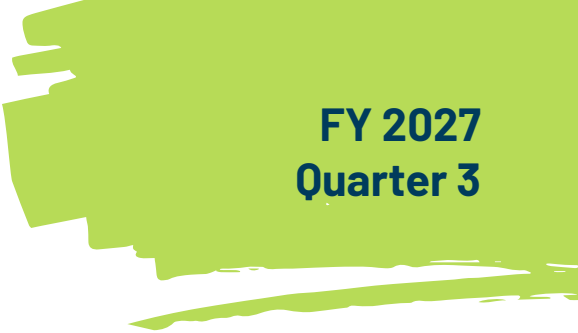
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March 2027

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FY 2027
Quarter 3

Recognize	Recruit	Rise

Notes

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Quarterly Considerations

- 1. How do we regularly capture teacher and staff input beyond annual surveys?
- 2. How are we preparing paraprofessionals, residents, or teacher leaders for future vacancies?
- 3. Which staffing strategies rely on temporary funding?

FY 2027

April 2027

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May 2027

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June 2027

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Use the space below to dream boldly, reflect deeply, and capture the initiatives and data you will pursue this quarter to **recognize** excellence, **recruit** talent, and help your educators **rise** – strengthening both their growth and the impact they make every day.



Recognize	Recruit	Rise

Notes

Quarterly Considerations

- 1. Where do delays occur (posting, hiring, onboarding), and how do we mitigate barriers?
- 2. What staffing decisions are reactive rather than planned?
- 3. What data do we need to collect now to support future decisions?

July 2027

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August 2027

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September 2027

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FY 2028
Quarter 1

Recognize	Recruit	Rise

Notes

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Action Items

October 2027

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November 2027

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December 2027

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FY 2028
Quarter 2

Recognize	Recruit	Rise

Notes

Action Items

FY 2028

January 2028

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February 2028

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March 2028

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FY 2028
Quarter 3

Recognize	Recruit	Rise

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Action Items

April 2028

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June 2028

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FY 2028
Quarter 4

Recognize	Recruit	Rise

Notes

Action Items

July 2028

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August 2028

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September 2028

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Use the space below to dream boldly, reflect deeply, and capture the initiatives and data you will pursue this quarter to **recognize** excellence, **recruit** talent, and help your educators **rise** – strengthening both their growth and the impact they make every day.



FY 2029
Quarter 1

Recognize	Recruit	Rise

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Action Items

October 2028

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November 2028

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2028

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



**FY 2029
Quarter 2**



**FY 2029
Quarter 2**

Recognize	Recruit	Rise

Notes

Action Items

January 2029

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2029

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2029

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Use the space below to dream boldly, reflect deeply, and capture the initiatives and data you will pursue this quarter to **recognize** excellence, **recruit** talent, and help your educators **rise** – strengthening both their growth and the impact they make every day.



FY 2029
Quarter 3

Recognize	Recruit	Rise

Notes

Action Items

April 2029

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2029

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2029

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Use the space below to dream boldly, reflect deeply, and capture the initiatives and data you will pursue this quarter to **recognize** excellence, **recruit** talent, and help your educators **rise** – strengthening both their growth and the impact they make every day.



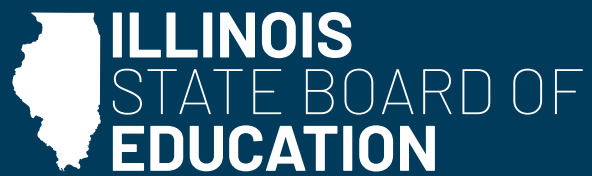
FY 2029
Quarter 4

Recognize	Recruit	Rise

Notes

[Dotted grid area for notes]

Action Items



www.isbe.net/Pages/Teacher-Vacancy-Grant-Pilot-Program.aspx