

# **Landscape of Black student trajectories and experiences in Illinois**

**Master slide deck**

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# Landscape of Black student trajectories and experiences in Illinois

Early  
childhood  
education

K-12

College

Workforce



# Early childhood

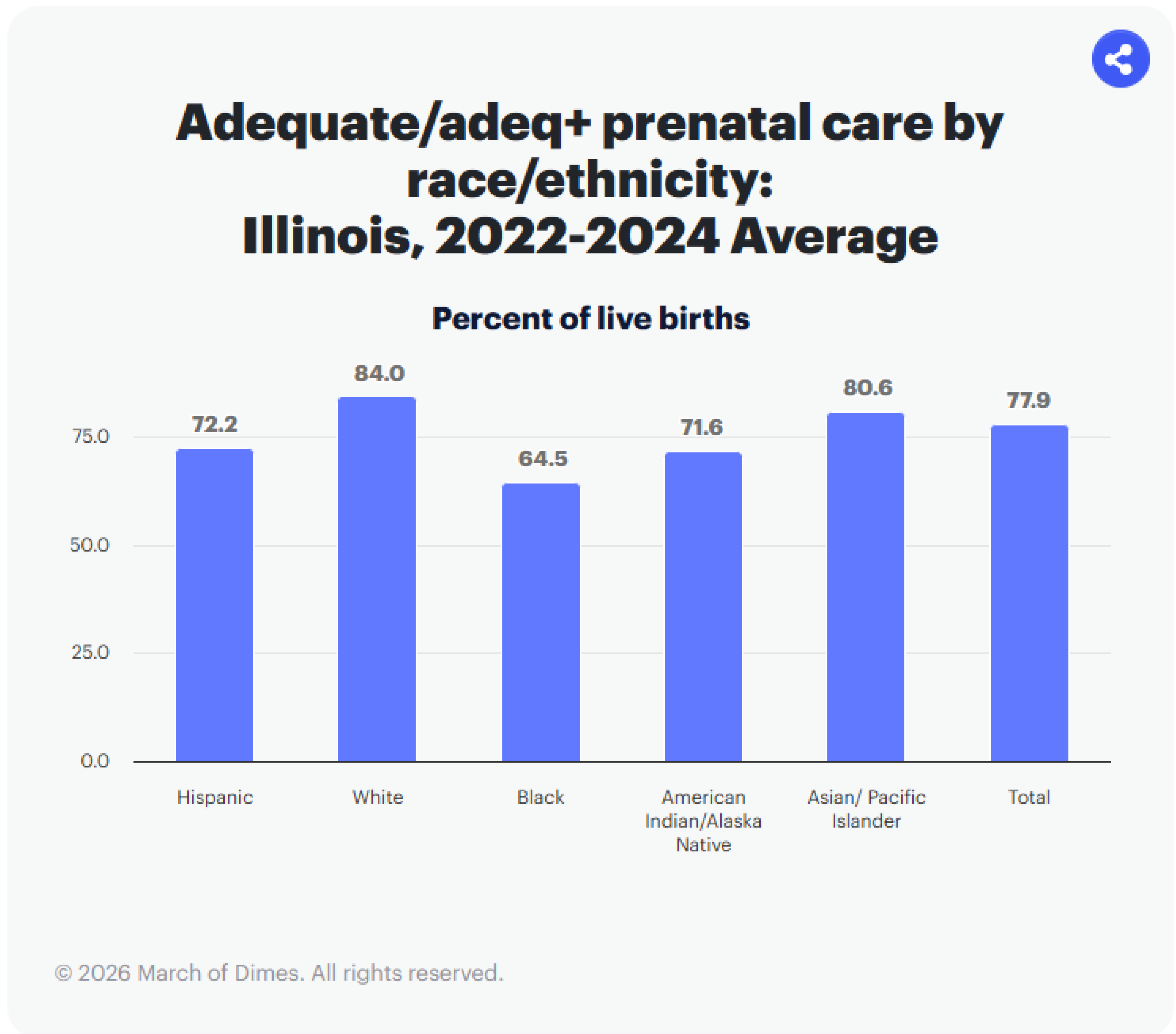
Health Indicators, Enrollment,  
Kindergarten Readiness, Social Services,  
and Family and Community Needs

# Health Indicators

## Adequate prenatal care

Black mothers had the lowest rate of adequate or adequate plus prenatal care of any racial/ethnic group.

Figure 1. Average percentage of adequate and adequate plus prenatal care by racial/ethnic group.

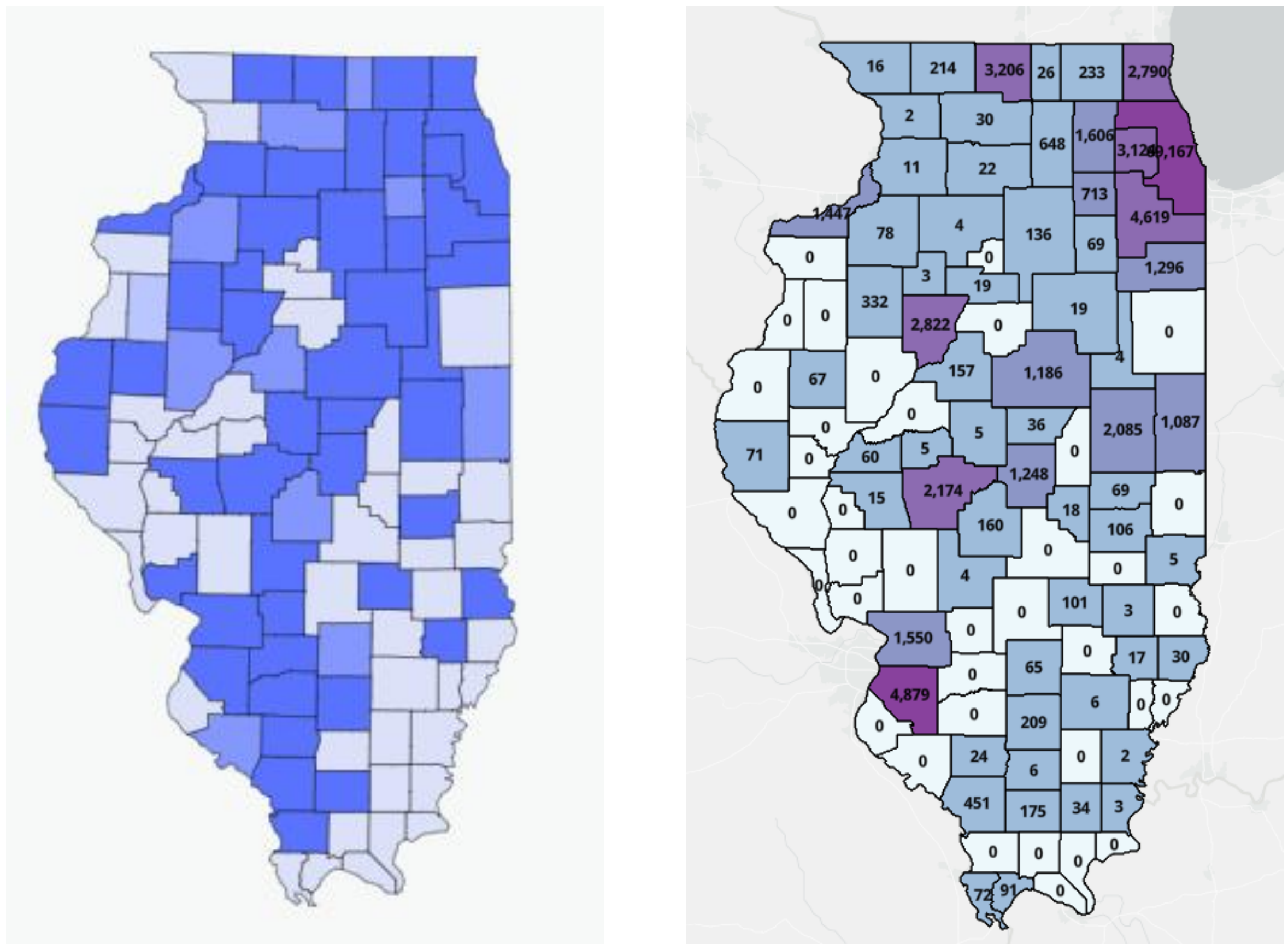


# Health Indicators

## Maternity care deserts

The majority of counties that have moderate or high percentages of Black communities are not maternity deserts and have adequate access to maternity care.

Figure 2. Maternity care desert categorization for 2024 (left) and count of Black children age 4 and under in 2023 (right) by county.

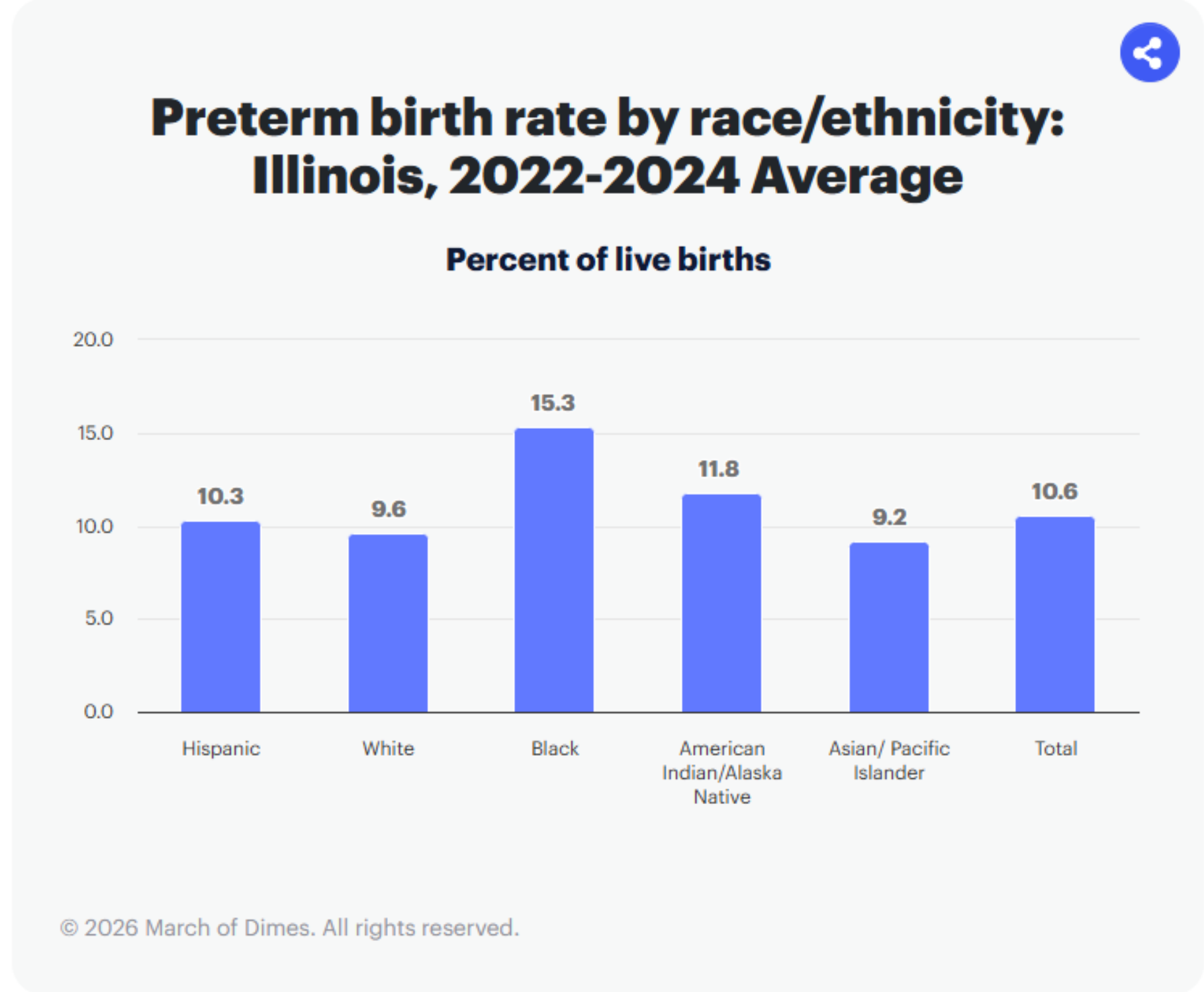


# Health Indicators

## Preterm birth rate

During 2021-2023, preterm birth rates were highest for Black infants.

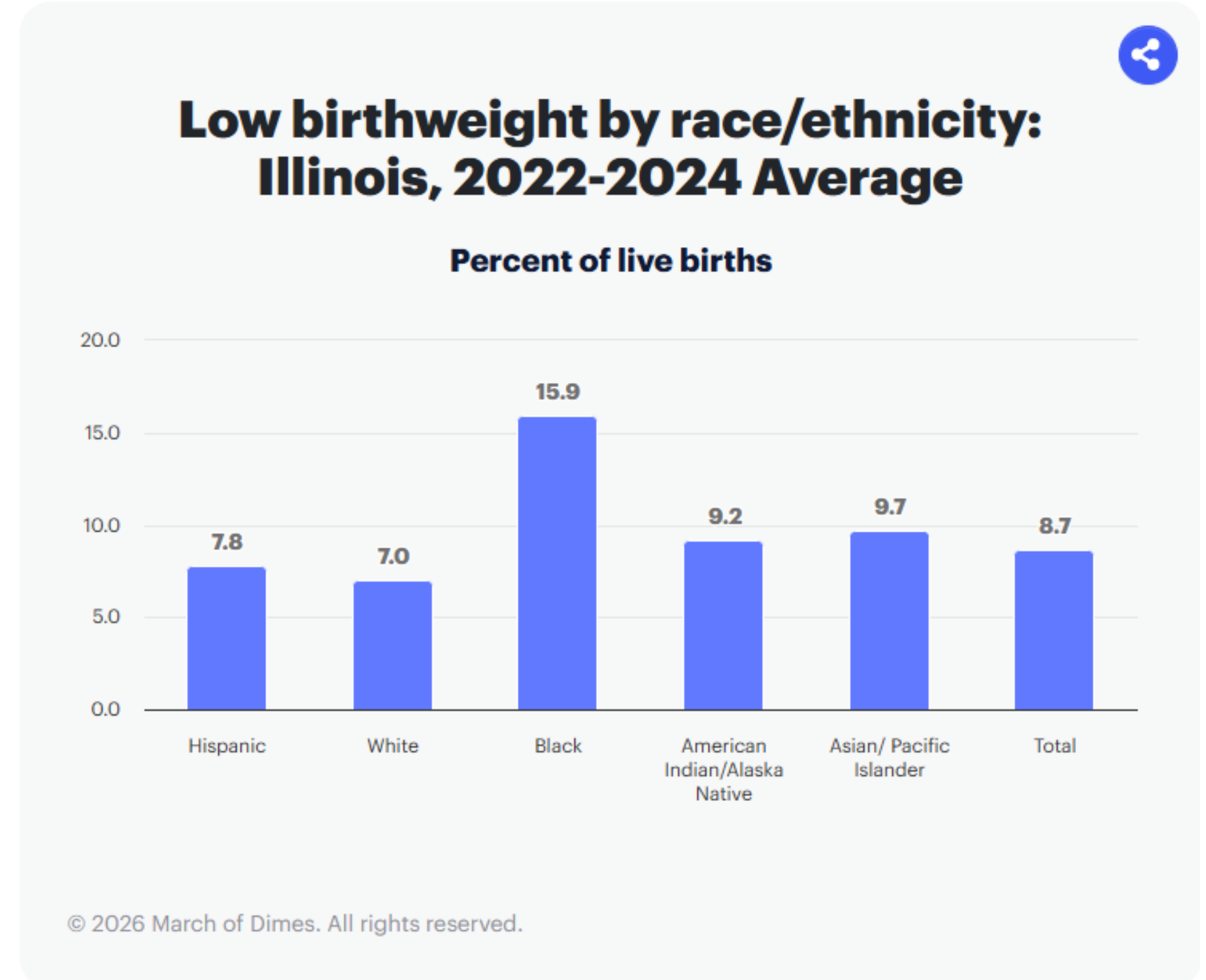
**Figure 3.** Average preterm birth rates by racial/ethnic group.



## Birthweight

During 2021-2023, low birthweight rates were highest for Black infants, and more than double the rate of White infants.

**Figure 4.** Average percentage of infants with low birthweight by racial/ethnic group.

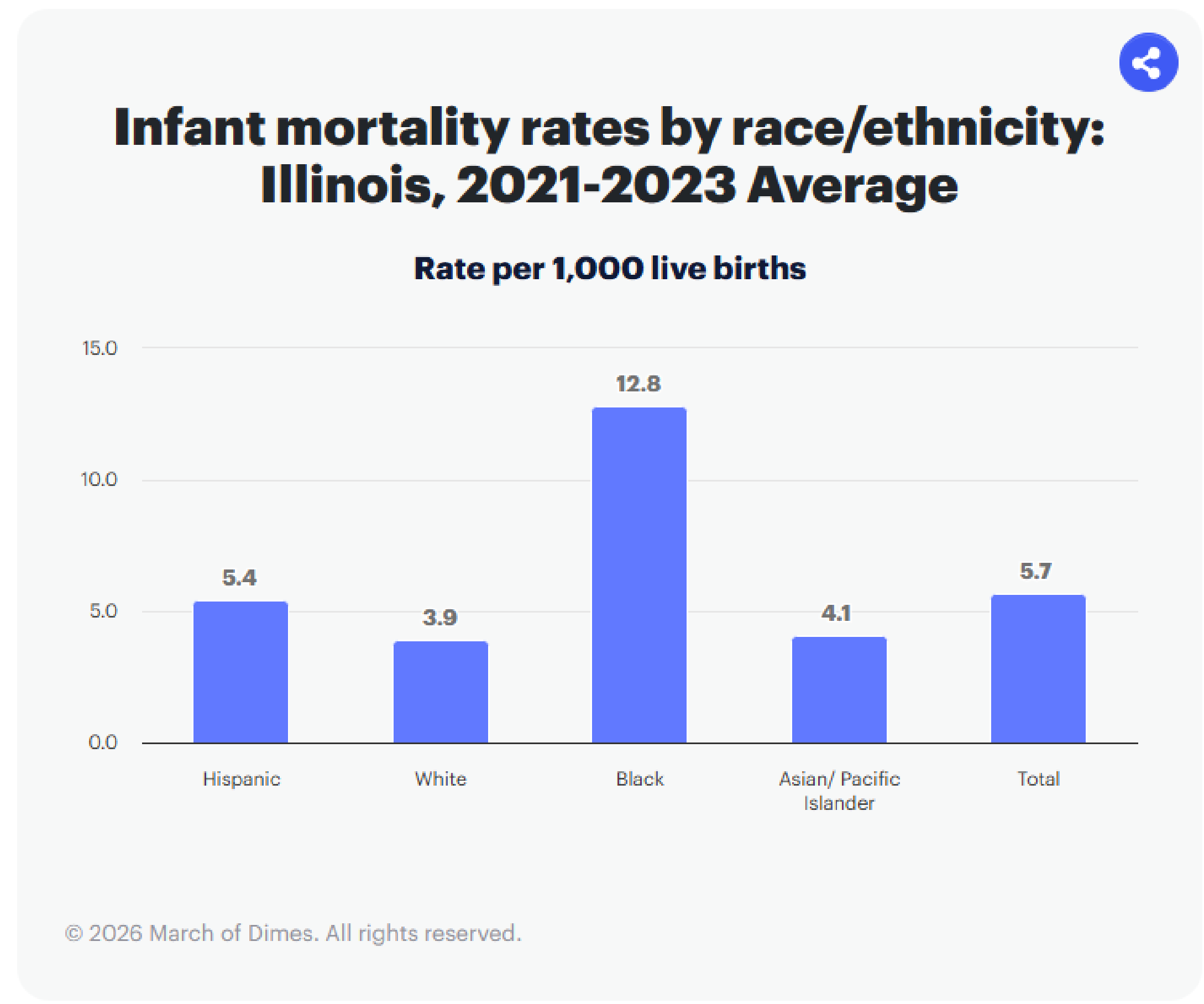


# Health Indicators

## Infant mortality rates

During 2021-2023, infant mortality rates were highest for Black infants, more than double the average rate for all infants and triple the rate of White infants.

Figure 5. Average percentage of infant mortality rates by racial/ethnic group.



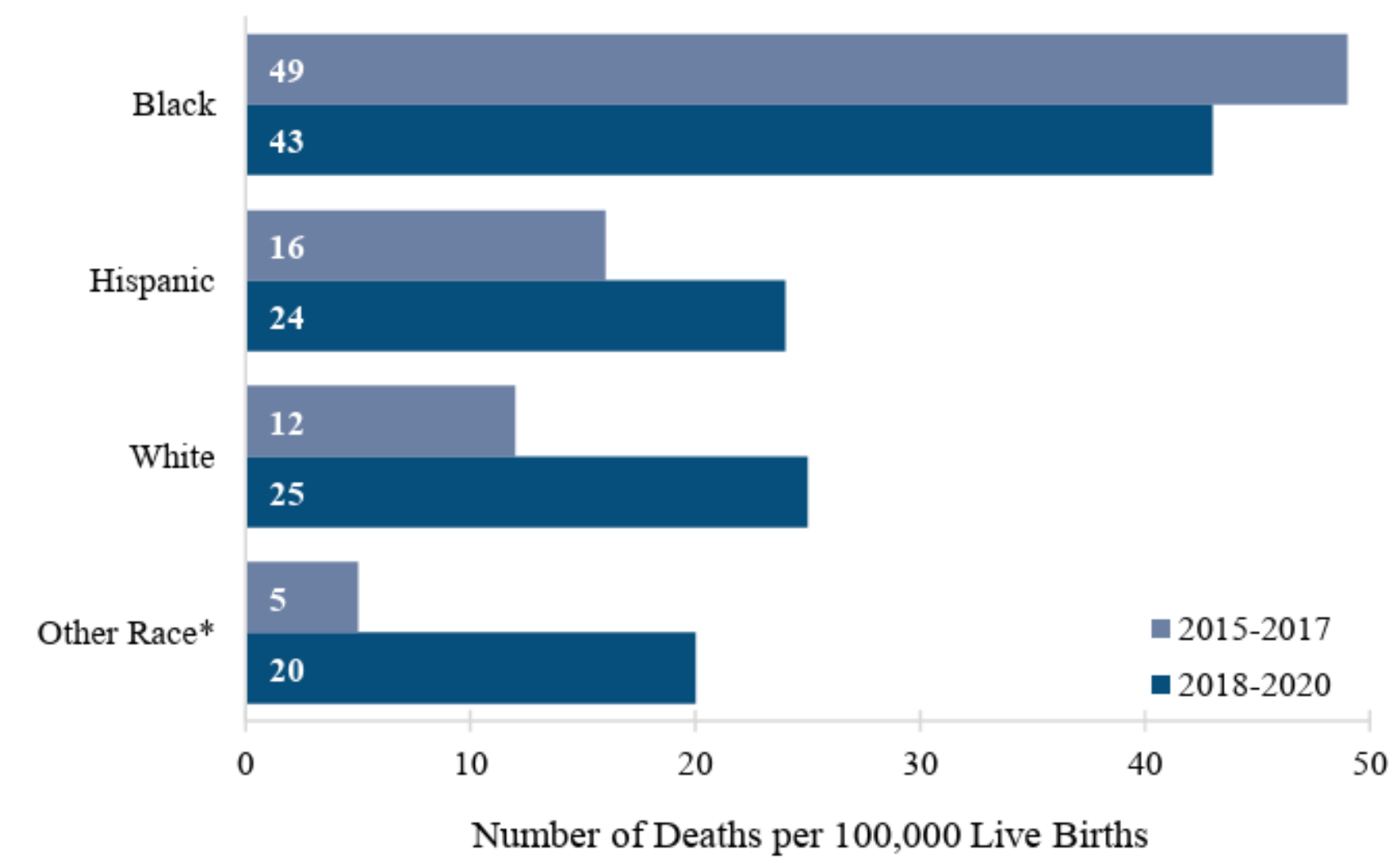
# Health Indicators

## Pregnancy-related mortality

During 2018-2020, Black women continued to have the highest pregnancy-related mortality ratio of any racial/ethnic group despite an overall decrease in maternal mortality since 2015-2017.

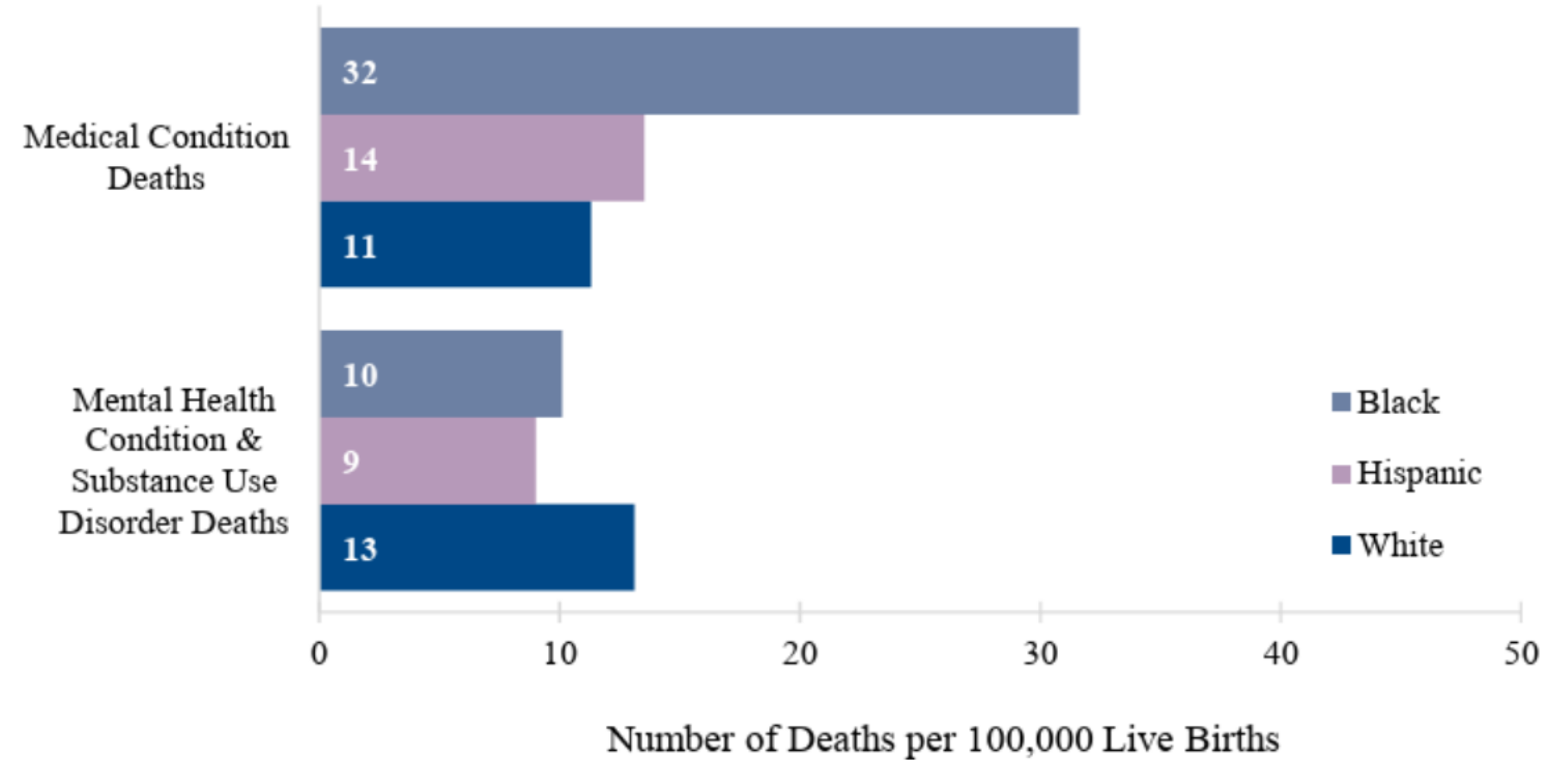
Black women were more likely to experience pregnancy-related death due to medical conditions compared to White and Hispanic women.

Figure 6. Number of pregnancy-related deaths in Illinois by race.



\*Other races could not be reported separately due to small sample size (fewer than 5 deaths for group)

Figure 7. Number of pregnancy-related deaths from mental health and substance use disorders in Illinois by race.



# Health Indicators

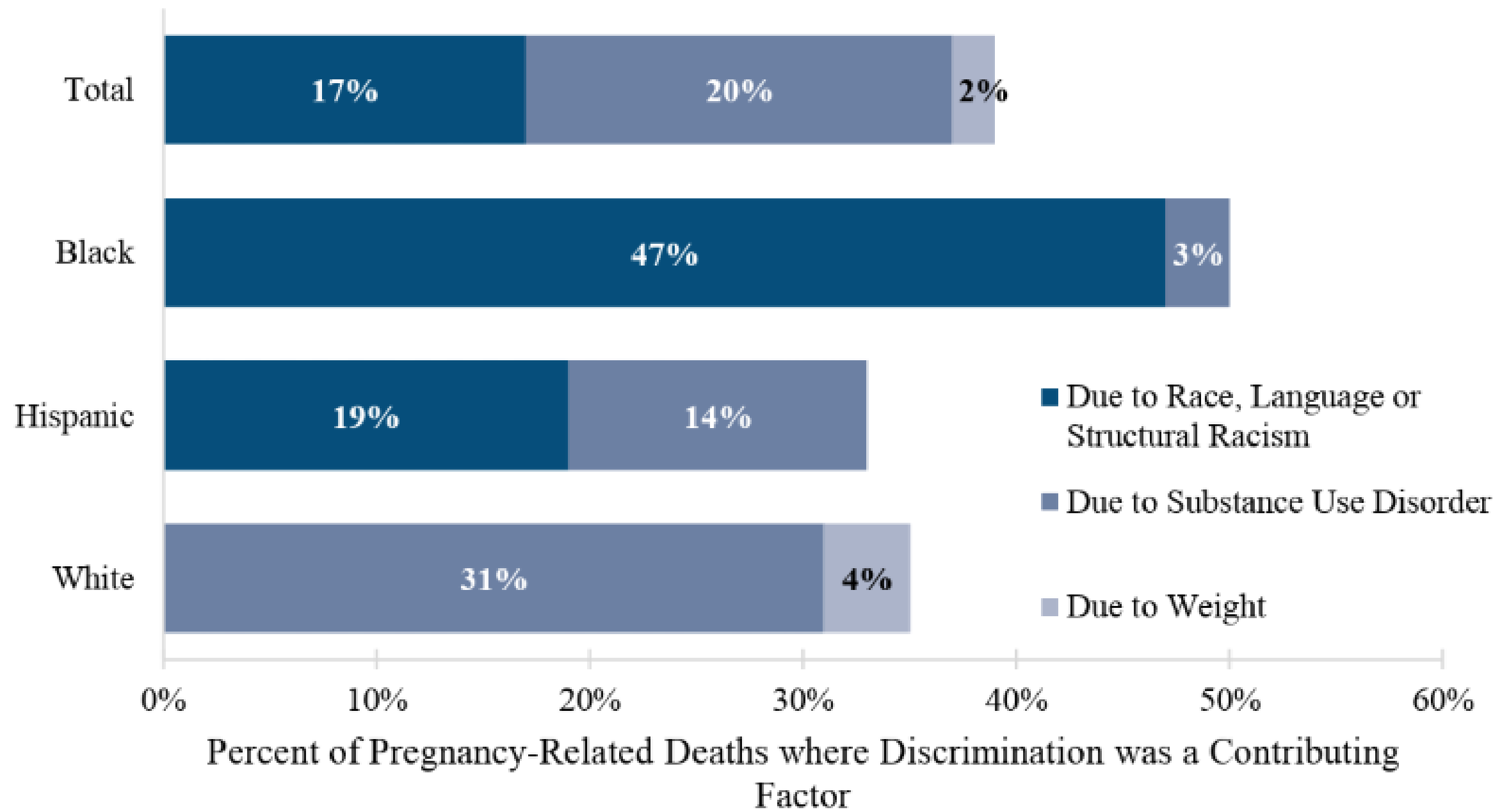
## Pregnancy-related mortality

Overall, discrimination contributed to 39% of all pregnancy-related deaths during 2018-2020.

Discrimination was more likely to be a contributing factor in pregnancy-related deaths for Black women (50%) compared to White (35%) and Hispanic (33%) women.

For Black women, 47% of discrimination was related to race, language, or structural racism and 3% was related to substance use disorder.

Figure 8. Percentage of pregnancy-related deaths by type of discrimination by racial/ethnic group.




# Spotlight

## Black Maternal Health

The Chicago Department of Public Health has compiled materials on [Black Maternal Health](#), including understanding risks for Black pregnant women, organizations that advocate for closing the mortality gap, as well as additional resource, readings, and checklists for Black pregnant women when seeking medical care.

Figure 9. CDPH list of medical care expectations for Black pregnant women.



**What you should expect from your doctor**

- *Asking questions to better understand you and things that may affect your life*
- *Help you and your loved ones understand the urgent maternal warning signs and when to seek medical attention right away.*
- *Help managing chronic conditions or conditions that may arise during your pregnancy like hypertension, diabetes, or depression*
- *Recognize and work to eliminate unconscious bias in themselves and in their office*
- *Respond to any concerns you may have*
- *Provide you with respectful, quality care*

## Illinois' Blueprint for Birth Equity


A collection of 8 state agencies came together to create the state's Blueprint for Birth Equity, an initiative that came out of the Governor's and Lieutenant Governor's offices focused to improve equity in for those historically disadvantaged or harmed during maternity, particularly Black pregnant women.

Figure 10. Blueprint recommendations for priorities to improve maternal health in Illinois.

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1. **Expand Investments in Healthcare Quality and Provider Support:** Illinois will build on existing efforts to improve maternity care quality by exploring how to best scale models that reduce care fragmentation and by strengthening incentives and supports that empower providers to deliver high-quality, patient-centered care.
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2. **Promote Access to Birthing and Specialty Care Services:** Illinois will strengthen and rebuild its maternal health infrastructure by examining the root causes of OB unit closures, identifying sustainable solutions, exploring innovations that enable alternative care delivery models, and investing in a resilient maternal health workforce.
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3. **Establish Universal Risk Assessment, Referral, and Care Coordination:** Illinois will continue to improve early identification and intervention by expanding risk assessment, coordination, and referral from pregnancy through the postpartum period, deepening integration of mental health care, and improving coordination between clinical and community-based support.
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4. **Develop Shared Measurement and Accountability Framework for Maternal Health and Birth Equity:** Illinois will advance data systems to monitor population-level maternal health, define and align core metrics, and promote transparency and shared accountability to drive collective progress toward birth equity.

# Spotlights

## South Side Birth Center

Set to open in 2027, the South Side Birth Center will have birthing suites and a reproductive health clinic with culturally relevant midwifery care with the hope of empowering Black patients and Black health care workers.

## Kennedy-King Midwife Program

City Colleges of Chicago Kennedy-King campus, a predominately Black institution, will have the state's first Certified Professional Midwife degree program beginning fall 2026.

## UChicago L&D Doulas


Around the clock doulas are now available in UChicago's labor and delivery unit at no cost with qualifying insurance and/or Medicaid.

go.uillinois.edu/iwerc

SOUTH CHICAGO, EAST SIDE

### With South Side Birth Center, Midwife Aims To Create 'Utopia Of Black Birth Workers' To Combat Disparities In Maternal Health

Midwife Jeanine Valrie Logan has been working on the center for years, but recently got a boost from investor Chicago Beyond, which will provide financial and organizational support for two years.

 By Maia McDonald May 13, 2022

SOUTH CHICAGO, EAST SIDE

### South Side Birth Center Breaks Ground, Bringing Equitable Maternal Health Care To Area

The center is expected to assist in about 225 births annually while offering reproductive, preventive and gender-affirming care. It has a planned opening in early 2027.


 By Maxwell Evans April 7, 2026

[Facebook](#) [Twitter](#) [X](#) [LinkedIn](#) [WhatsApp](#) [Email](#)

ENGLEWOOD, CHATHAM, AUBURN GRESHAM

### Maternity Care Is Lacking On The South Side. Kennedy-King's Midwife Program Aims To Change That


Students in the program will train in a state-of-the-art simulation classroom and earn national certification and state licensure.

 By Atavia Reed December 10, 2025

HYDE PARK, WOODLAWN, SOUTH SHORE

### Around-The-Clock Doulas Now Available In UChicago's Labor And Delivery Ward

Patients with eligible insurance, including Medicaid, can access seven doulas who provide physical, emotional and educational support.

 By Maxwell Evans April 9, 2026

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# Enrollment

## Prevention Initiative (PI) programs

30% of all public PI program enrollees are Black, the second largest group.

Within PI programs (formerly know as Birth to Three programs), Black children have higher participation in Early Head Start and Baby Talk programs.

**Table 1.** Participation in Prevention Initiatives by program and race/ethnicity.

**Panel A: Program participation by race/ethnicity**

Birth to Three Program	Asian	Black	Latino	White
Baby Talk™	3%	31%	31%	28%
Early Head Start	11%	40%	31%	10%
Healthy Families America	8%	25%	38%	22%
Parents as Teachers™	3%	27%	36%	29%
<b>Total (All Birth to Three Programs)</b>	<b>3%</b>	<b>30%</b>	<b>34%</b>	<b>27%</b>

Notes: Each cell shows the percentage of total enrollment in a program by each race/ethnicity. These 4 groups account for approximately 95% of enrollment.

\*Includes only PFA/PFAE programs (no data on private or Head Start programs).

# Enrollment

## Pre-K programs

44% of all Black children enrolled in public Pre-k programs during the 2022-23 school year.

Of the Black children enrolled in Pre-K programs, about half in full-day programs and half in half-day programs, 47% enrolled for 2 years (as opposed to 1 year), and 58% were school-based (as opposed to community based).

**Table 2.** Percentage enrolled in PFA/PFAE programs by racial/ethnic group.

**Panel B:** Percent enrolled in PFA/PFAE programs by race/ethnicity and program characteristics

Race/ethnicity	% Pre-K	Among those enrolled in Pre-K		
		% Full-Day	% 2-Years	% School-Based
Asian	23	22	47	63
Black	44	49	47	58
Latino	42	27	45	64
White	28	12	51	67
Total	34	25	48	64

\*Includes only PFA/PFAE programs (no data on private or Head Start programs).

# Enrollment

## Kindergarten

Among kindergarten students, Black students represent about 14% of the population, with 78% qualifying for free or reduced-priced lunch, 9% holding an IEP, and 4% holding status as an English Learner.

**Table 3.** Representation of Black students in SY2017-18 and SY2018-19 kindergarten cohorts.

	Black students	All students
English Learner	4%	21%
Students with individualized Education Plans (IEP)	9%	10%
Free or reduced-priced lunch eligible students	78%	45%
Age (years)	5.5	5.5
Percent within cohorts	13.7%	100%

\*Includes only some public programs (no data on private programs nor some public programs).

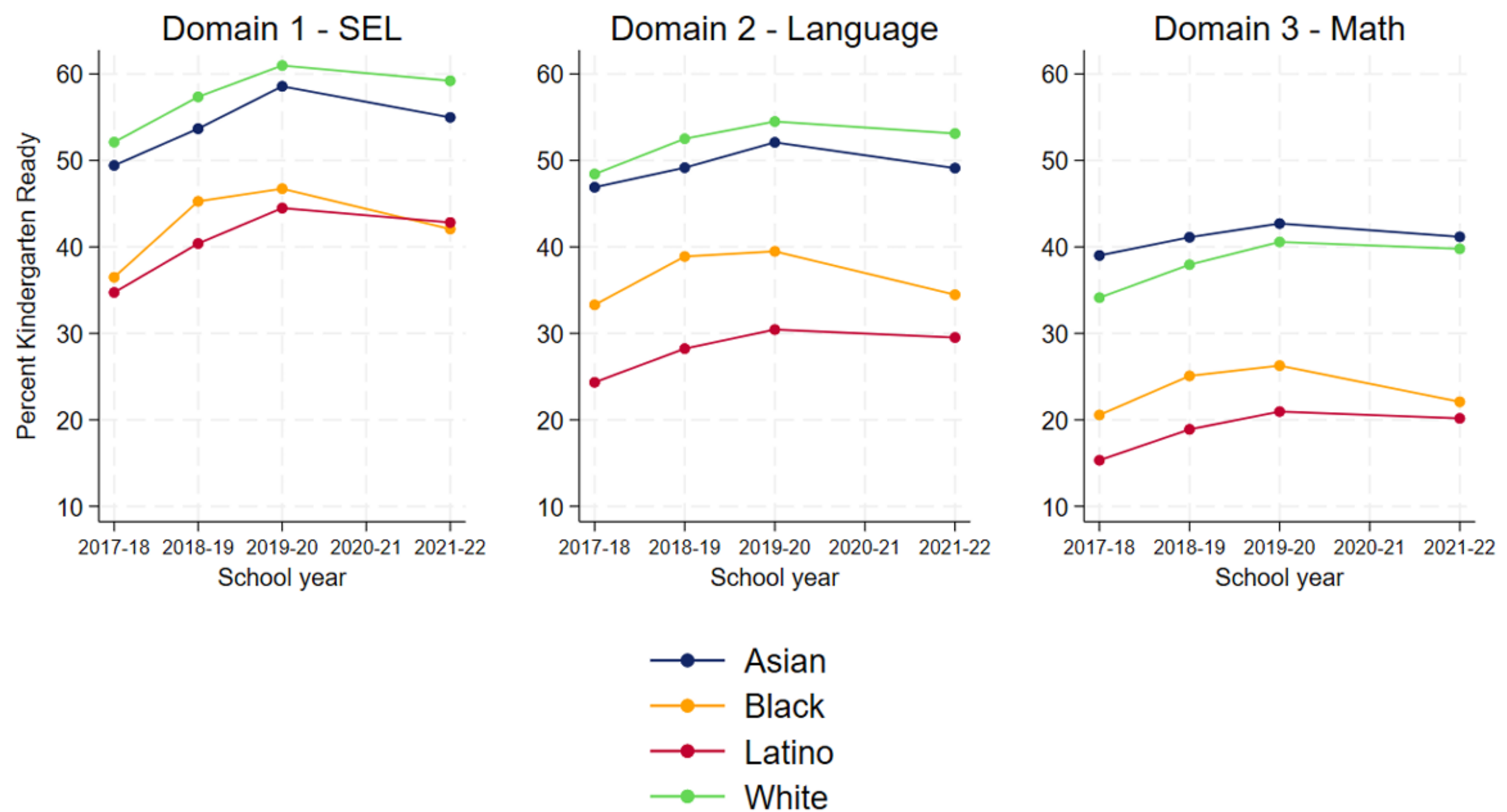
# Kindergarten Readiness

## Trends and Disparities in Readiness

Black students (along with Hispanic/Latino students) were less likely to be kindergarten ready across all three KIDS domains (SEL, language and literacy, math) compared to Asian and White students.

Moreover, Black students suffered the largest declines across all three KIDS domains since the onset of the COVID-19 pandemic.

Figure 11. Percent Kindergarten Ready in each KIDS domain by year and racial/ethnic group.



Note: School year 2020-21 excluded due to limited comparability

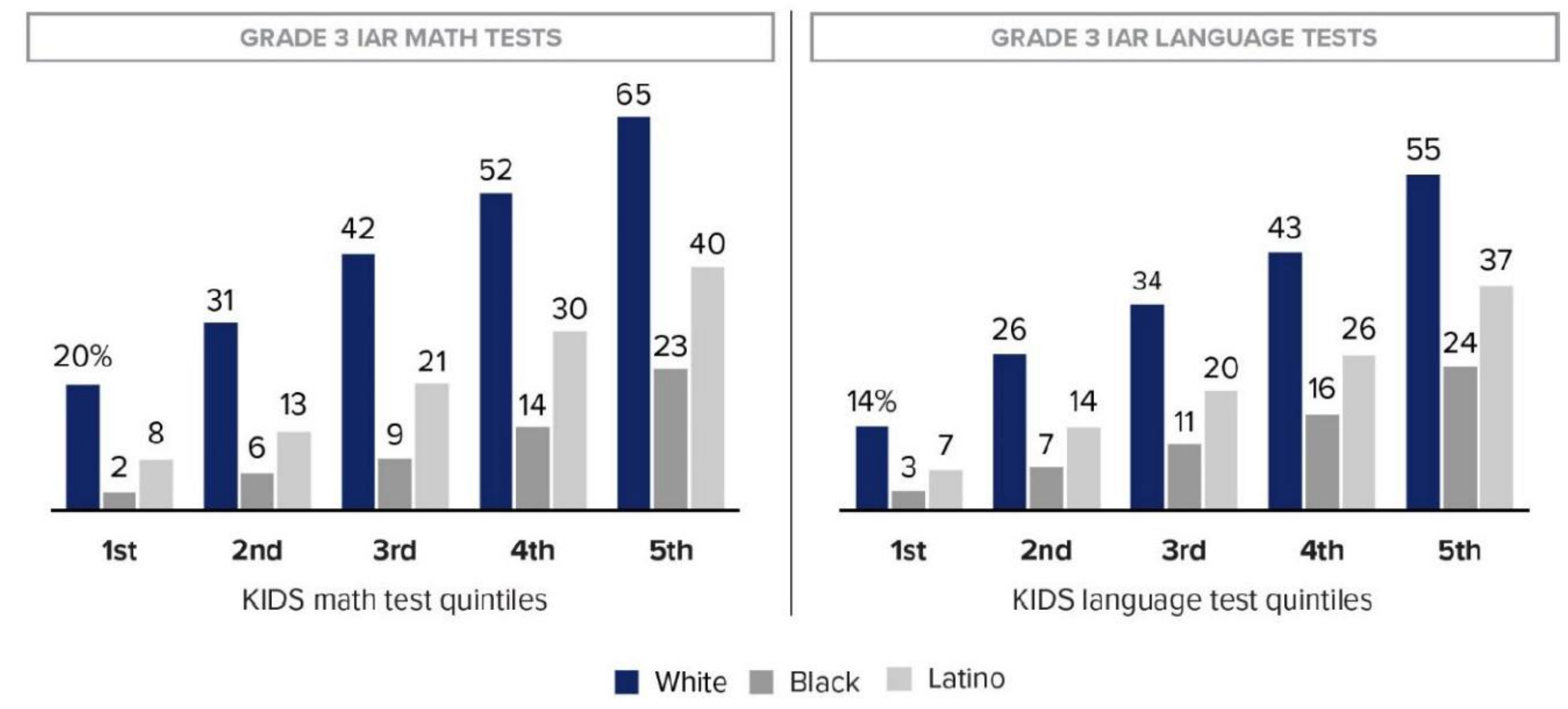
# Kindergarten Readiness

## Student Development Trajectories from Kindergarten to Grade 3

Even among children entering kindergarten with similar KIDS scores, Black students (as well as Hispanic/Latino and low-income students) were less likely to score at or above state proficiency levels in math and language in grade 3 IAR scores, indicating disparities by race grow in early elementary school.

Figure 12. Relationship between KIDS quintile and Grade 3 proficiency by racial/ethnic group.

Percent proficient, %



# Discipline

## Overrepresentation of Black students

Black students represent a higher percentage of all exclusions, expulsions, transitions, and withdrawals relative to their enrollment in ECE.

After the passage of Illinois' Early Childhood Expulsion Law (IL PA 100–0105), a law that “seeks to limit, if not end, the use of exclusionary discipline in any publicly funded or state-licensed early childhood program serving children between the ages of birth to five,” some discipline incident rates decreased but not all for Black students.

\*Limited statewide data on discipline incidents in early childhood education.

**Table 4.** Demographics of excluded children compared to total enrollment in 2018-19 (top) and 2019-2020 (bottom).

Table 3: 2018-2019 Demographics of Excluded Child Compared to Total Enrollment

	%Total Enrollment	% All Exclusions	% Expulsions	% Transitions	% Withdrawals
<b>Gender</b>					
Girls	47.7	14.3	9.9	0	24
Boys	52.3	85.7	90.1	100	76
<b>Race &amp; Ethnicity</b>					
Black	17.2	27.7	27	25	30.4
White	54	59.6	54	58.3	58.3
Hispanic/Latino	16.2	8.3	16.7	0	15.4
Asian	10	6.4	18.2	0	4.3
Other/Multi-racial	3.1	6.4	0	16.7	0

Table 4: 2019-2020 Demographics of Excluded Child Compared to Total Enrollment

	%Total Enrollment	%All Exclusions	% Expulsions	% Transitions	% Withdrawals
<b>Gender</b>					
Girls	56.6	19.4	20.0	25.0	18.8
Boys	43.4	75.0	73.3	75.0	81.3
Missing	-	11.1	6.7	-	-
<b>Race &amp; Ethnicity</b>					
Black	16.8	25.0	33.3	-	25.0
White	47.4	52.8	46.7	25.0	68.8
Hispanic/Latino	13.6	8.3	6.7	50.0	-
Asian	5.2	-	-	-	-
Other/Multi-racial	7.3	-	-	-	-
Missing	16.8	13.9	13.3	25.0	6.2

# Social Services

## Participation among Prevention Initiative program enrollees

Among those enrolled in PI programs, Black families were among the highest percentages of those receiving TANF, SNAP, and WIC benefits, as well as those receiving housing subsidies.

**Table 5.** Summary statistics and program participation rates for select social services for families enrolled in Prevention Initiatives by race/ethnicity.

**Panel B: Select social service participation by race/ethnicity among Birth to Three families**

	Low Birth Weight	Parent Married at Birth	Receiving Child Support	Receiving TANF	Receiving SNAP	Receiving WIC	Receiving Housing Subsidy
Asian	4%	63%	1%	16%	39%	63%	10%
Black	5%	8%	3%	32%	60%	64%	25%
Latino	4%	30%	2%	15%	42%	70%	10%
White	8%	41%	5%	9%	51%	64%	8%

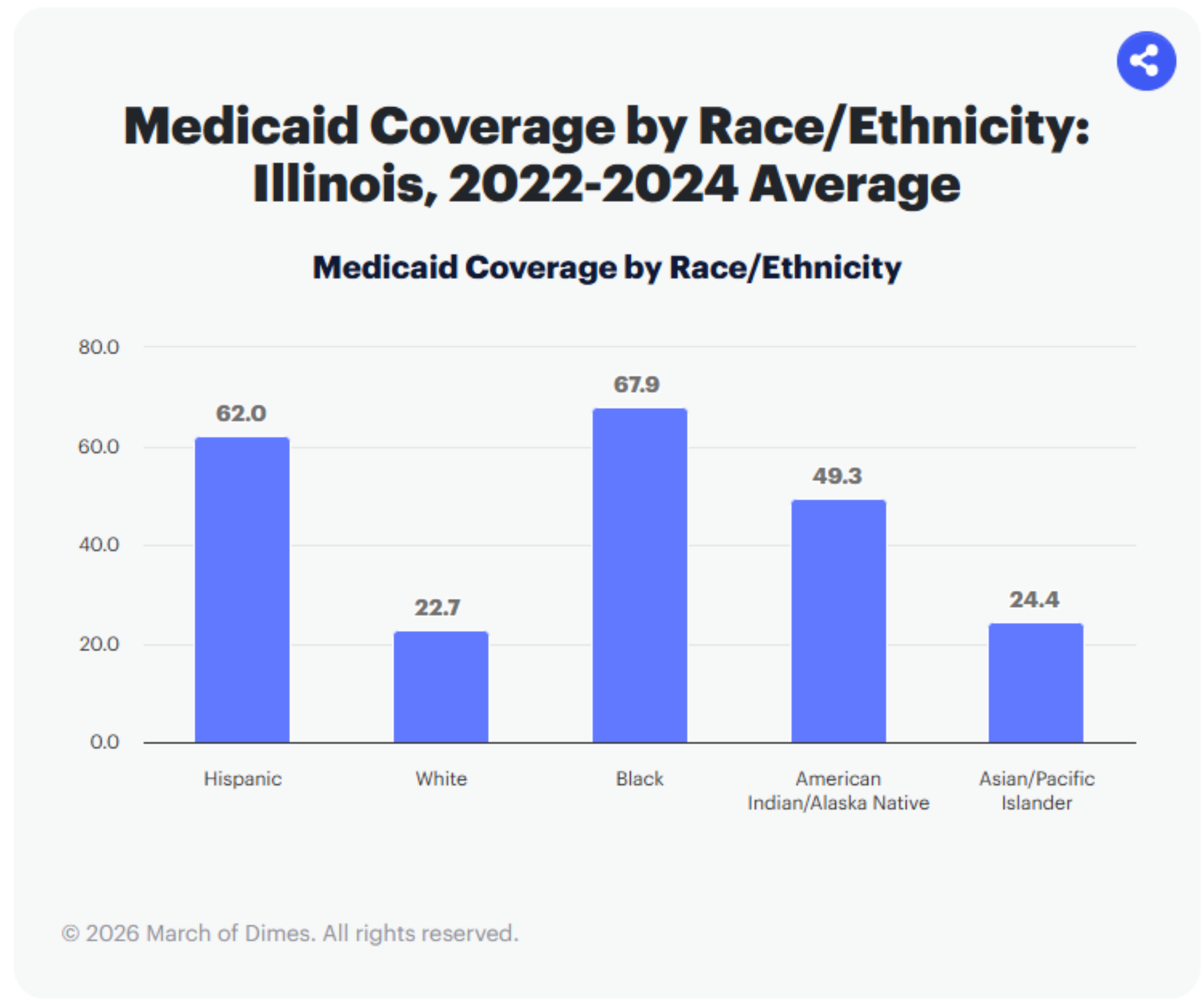
Notes: Each cell represents the percentage of Birth to Three families within each racial/ethnic group that have a given characteristic or participate in another social service.

# Social Services

## Medicaid coverage

At time of birth, Medicaid coverage was highest for Black women at about 68% during 2022-2024.

Figure 13. Average percentage of Medicaid coverage rates by racial/ethnic group.



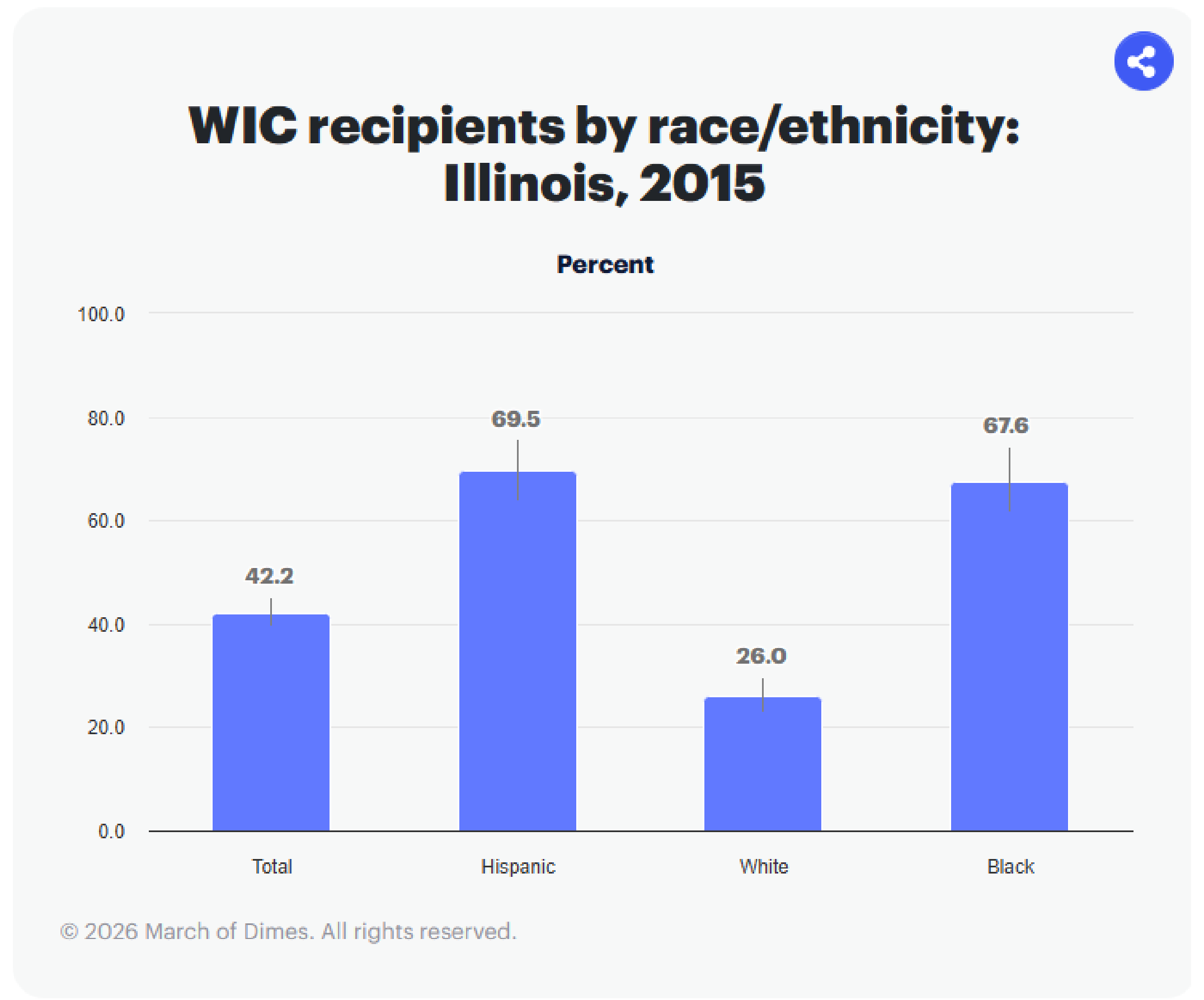
# Social Services

## WIC recipients

As of 2015, Black (and Hispanic) women had high participation in Special Supplemental Nutrition Program for Women, Infants and Children (WIC) during pregnancy.

\*Limited availability of current publicly-available data for WIC, TANF, and SNAP by race/ethnicity.

Figure 14. Average percentage of WIC recipients by racial/ethnic group.



# Family and Community Needs

## Understanding diverse family and community needs: A statewide survey

In 2023, a statewide survey was conducted to understand family and community needs in ECE. One purpose of this survey was to understand statewide needs in the ECE, with a focus on the experiences of populations most historically marginalized within this space.

Figure 15. Components of family and community needs for early childhood education in the state.



# Family and Community Needs

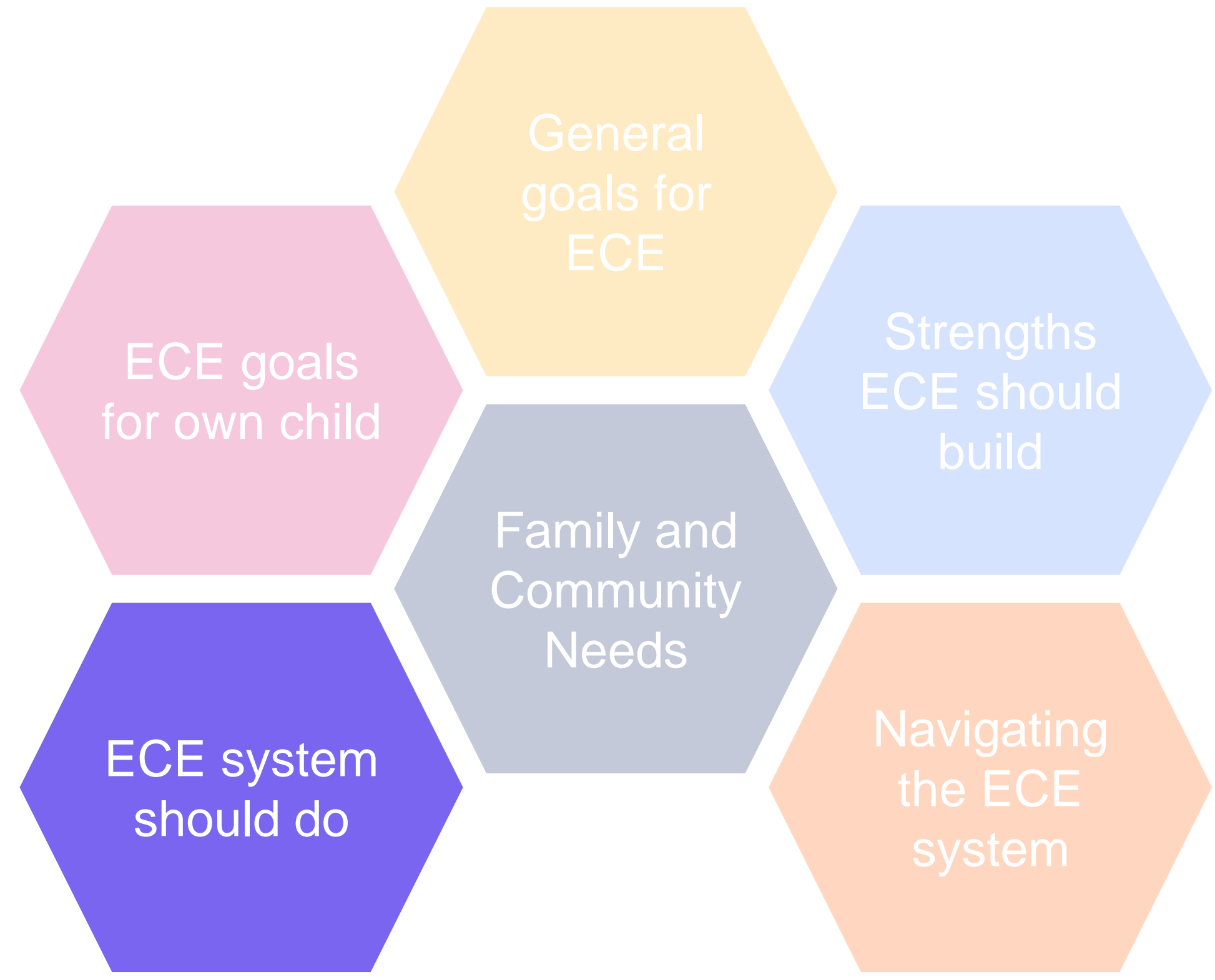
## Understanding diverse family and community needs: A statewide survey

Black respondents (among others) surveyed believe Illinois' early childhood system should:

- develop children's social and interpersonal skills
- provide a high-quality education for students of all abilities and backgrounds

Black respondents (among others) emphasized the need of high-quality education for all.

Figure 15. Components of family and community needs for early childhood education in the state.



# Family and Community Needs

## Understanding diverse family and community needs: A statewide survey

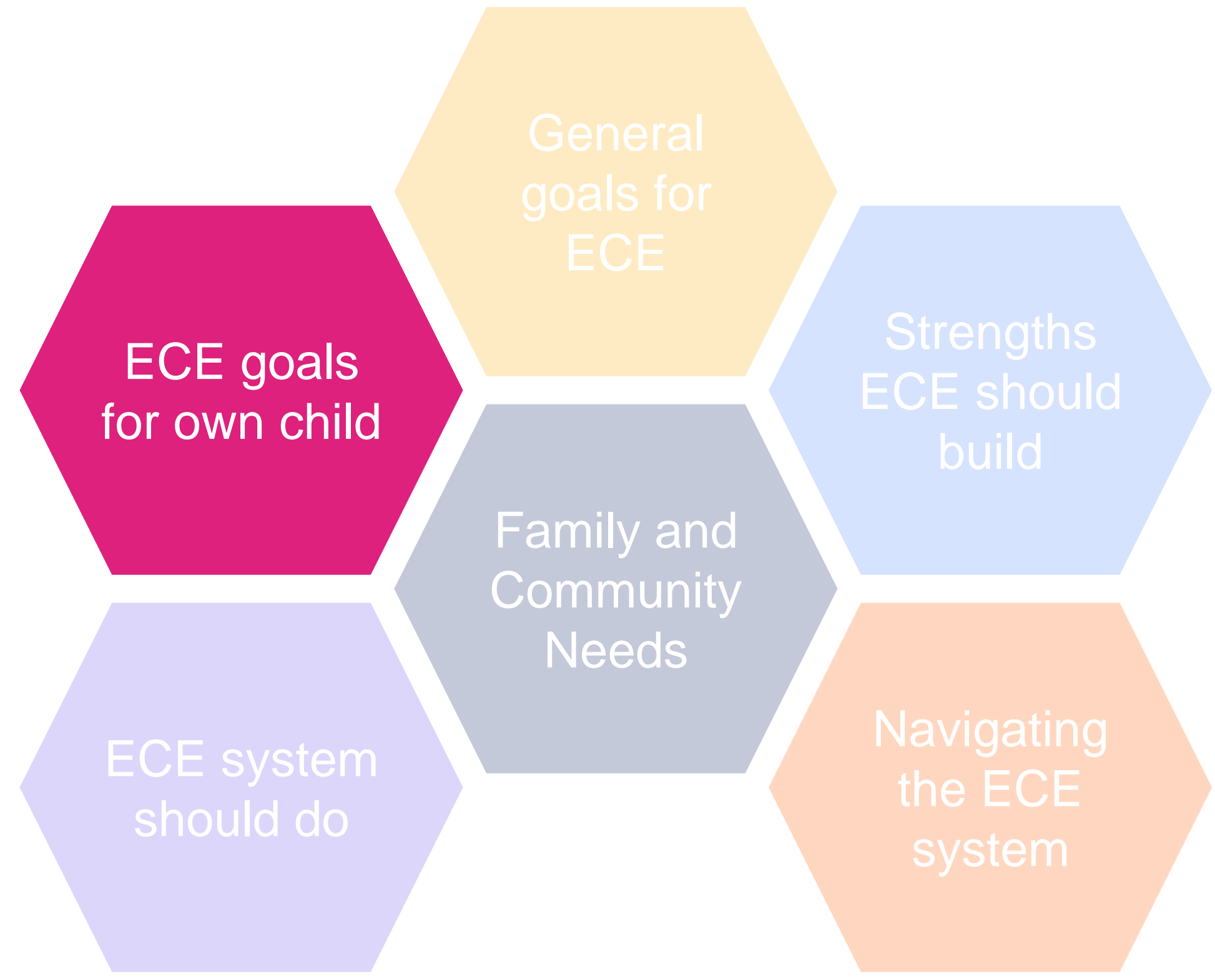
Black respondents' main goal (as well as other respondent groups) for enrolling their own child into ECE was:

- to develop the child's social and interpersonal skills.

Black respondents were more likely to note goals (compared to other respondents) such as:

- a safe space for my child during the workday
- supporting my child's concrete knowledge of academic skills

Figure 15. Components of family and community needs for early childhood education in the state.



# Family and Community Needs

## Understanding diverse family and community needs: A statewide survey

Black respondents overwhelmingly noted that the main goal for general ECE should be:

- to provide a high-quality education for students of all abilities and backgrounds.

Black respondents were more likely to select this goal compared to other racial groups.

Figure 15. Components of family and community needs for early childhood education in the state.

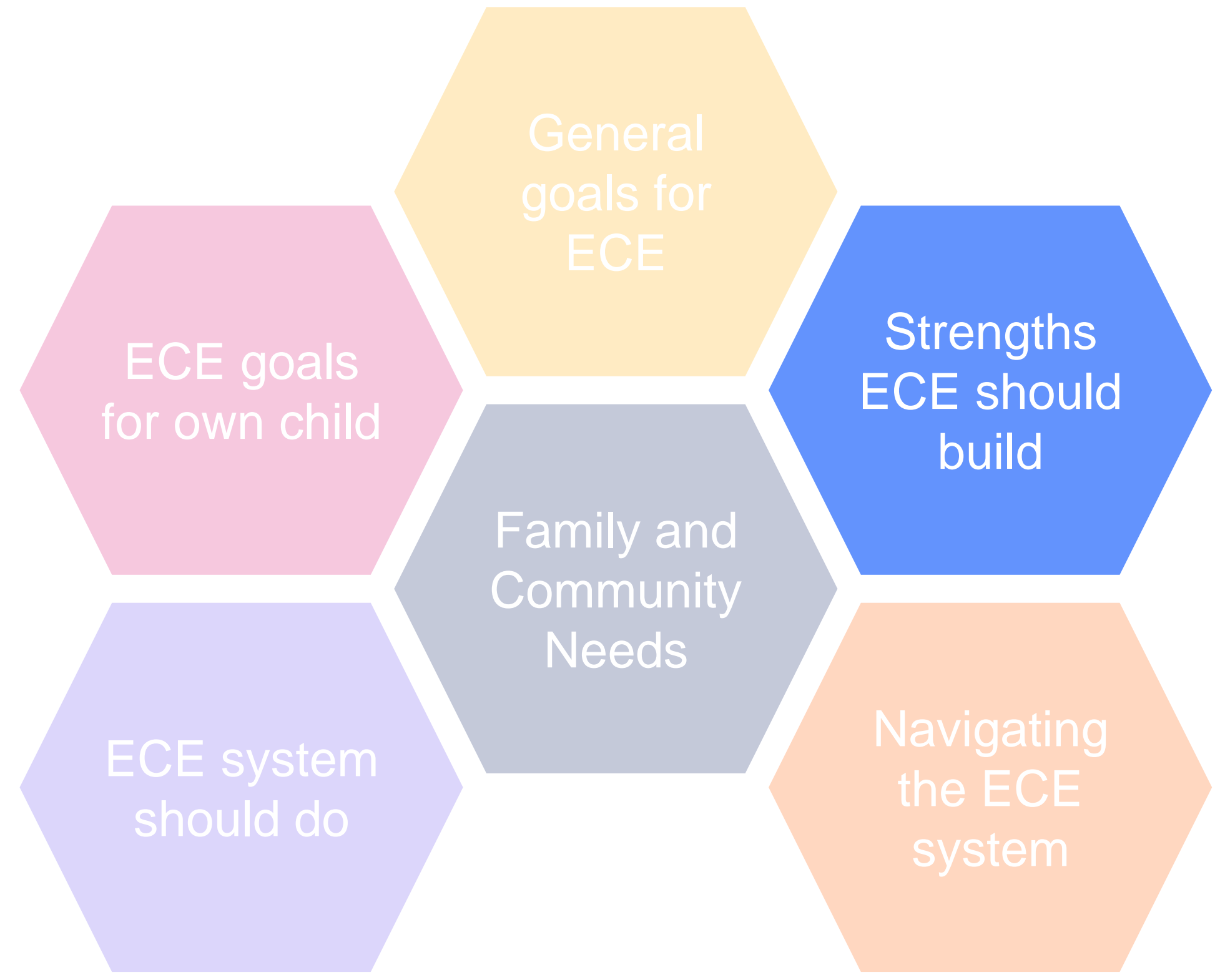


# Family and Community Needs

## Understanding diverse family and community needs: A statewide survey

When asked about the strengths ECE should build in children, Black respondents discussed themes such as community support, non-cognitive education, culture, family engagement, and more.

Figure 15. Components of family and community needs for early childhood education in the state.



# Family and Community Needs

## Understanding diverse family and community needs: A statewide survey

The majority of Black respondents noted challenges navigating the system including finding high-quality childcare or pre-K options, finding programs that could serve children with disabilities, and finding affordable childcare or pre-K options.

While all respondents noted finding quality childcare was hard, Black respondents indicated more difficulty compared to other groups.

Black respondents also noted more difficulty compared to other groups for finding activities for children to participate in music, art, and sports, as well as participating in activities to learn about their family's culture, values, and/or religion.

Figure 15. Components of family and community needs for early childhood education in the state.



# Spotlight

## Austin Childcare Providers Network

ACPN is a network of 85 family childcare providers and 17 center-based daycare center facilities in Austin, Maywood, Bellwood, Lawndale, Humboldt Park, Garfield Park, Elmwood Park, and Round Lake.

Their mission is to engage their network and their communities in advocacy and educational work.



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# K-12

Achievement, School Climate, and Educators

# Black-serving schools and districts

**Table 6.** Characteristics of Black-serving schools and districts compared to all schools and districts in Illinois in SY25.

Following the [Great Cities report](#), we define Black-serving schools and districts as enrolling 30% or more Black or African American students.

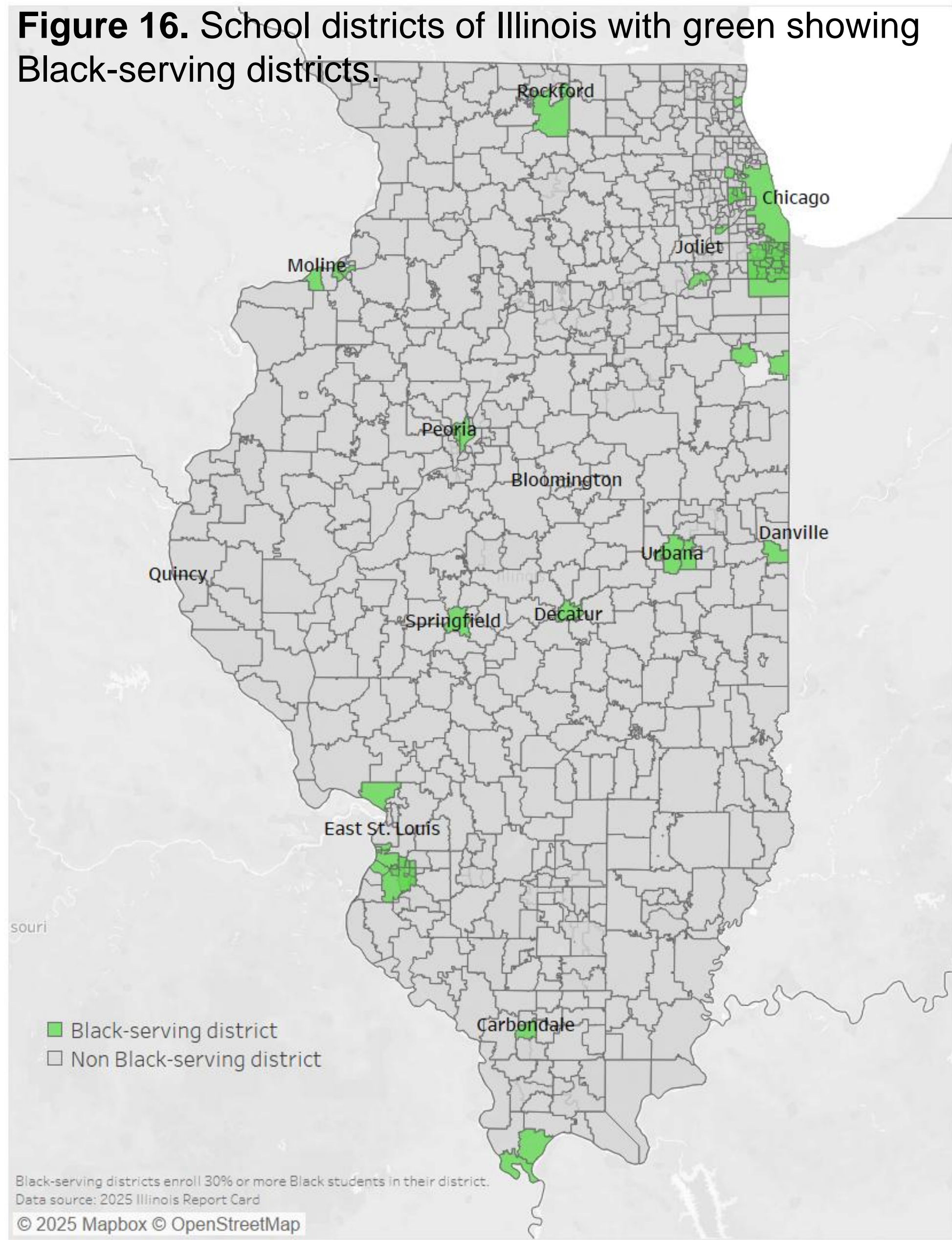
Black-serving schools and districts are more likely to...

- Have higher proportions of low-income students
- Have higher proportions of students experiencing homelessness
- Be either city or suburban districts
- Be EBF Tiers 1 and 2

	Black-serving districts	All districts	Black-serving schools	All schools
Avg. student enrollment	6,224	2,106	409	473
Avg. percent enrollment of student body...				
Black/African American	58%	16%	67%	29%
Asian	3%	8%	8%	12%
Hispanic/Latino	24%	19%	21%	30%
White	18%	69%	20%	58%
Low-income	72%	47%	80%	53%
English Learner	15%	16%	17%	27%
Children with disabilities	18%	20%	19%	20%
IEP	16%	16%	18%	17%
Homeless	5%	4%	9%	7%
Youth in Care	2%	2%	3%	3%
Locale				
City	15%	4%	-	-
Suburban	76%	39%	-	-
Town	4%	14%	-	-
Rural	5%	42%	-	-
EBF Tier				
Tier 1	38%	38%	-	-
Tier 2	35%	24%	-	-
Tier 3	6%	10%	-	-
Tier 4	14%	27%	-	-
<b>Total N (for SY25)</b>	<b>84</b>	<b>864</b>	<b>712</b>	<b>3,829</b>

# Black-serving schools and districts

Black-serving districts are dispersed throughout the state of Illinois, concentrating in or near urban areas.



# Achievement

## 9<sup>th</sup> grade OnTrack

The percentage of Black students that were 9th grade OnTrack dipped at the onset of the pandemic but has since recovered.

Black students, low-income students, and all students do slightly better in all schools and districts than students in Black-serving schools and districts.

**Table 7.** Average percentage of students identified as 9th grade OnTrack in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
9 <sup>th</sup> grade OnTrack – Black students	80%	82%	81%	83%
9 <sup>th</sup> grade OnTrack – Low-income students	80%	86%	81%	85%
9 <sup>th</sup> grade OnTrack – All students	84%	91%	82%	90%

# Achievement

## Assessed and/or Identified as Gifted and Accelerated

Compared to all schools and districts, Black-serving schools and districts were less likely to assess for giftedness across the board and therefore identified fewer Black students (and all students) as gifted.

Similarly, small proportions of Black students were identified as accelerated in Black-serving districts (small gap in schools).

**Table 8.** Average percent of students who were assessed or identified as gifted or accelerated in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
<b>Assessed for giftedness</b>				
Black students	14%	35%	29%	47%
Low-income students	14%	28%	26%	35%
All students	12%	23%	22%	28%
<b>Identified as gifted</b>				
Black students	6%	14%	8%	18%
Low-income students	5%	9%	7%	12%
All students	6%	10%	7%	13%
<b>Identified as accelerated</b>				
Black students	9%	18%	19%	21%
Low-income students	10%	13%	20%	20%
All students	11%	17%	21%	23%

# Achievement

## AP, IB, dual credit, enriched, and honors participation

There are small gaps in Black student participation rates in AP coursework in Black-serving schools and districts compared to all schools and districts.

All students in Black-serving schools and districts were slightly less likely to enroll in dual credit compared to all schools and districts.

Black students were less likely to enroll in enriched or honors coursework compared to other students in Black-serving districts.

**Table 9.** Average percent of students who were enrolled in advanced coursework in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
<b>Enrolled in AP</b>				
Black students	13%	17%	19%	21%
Low-income students	16%	16%	19%	21%
All students	19%	19%	21%	23%
<b>Enrolled in IB</b>				
Black students	4%	4%	16%	16%
Low-income students	5%	4%	16%	13%
All students	5%	4%	14%	12%
<b>Enrolled in dual credit</b>				
Black students	16%	19%	14%	18%
Low-income students	16%	20%	13%	18%
All students	17%	22%	14%	21%
<b>Enrolled in enriched or honors</b>				
Black students	42%	44%	47%	49%
Low-income students	43%	35%	47%	42%
All students	47%	42%	48%	47%

# Achievement

## Dual credit participation

Black participation increased in dual credit (increased 2 percentage points from 7% to 9% of statewide participation over 5 years) between SY18-22, but participation gaps are widening when compared to White and Asian students.

Majority of Black students attended districts where there was negative or minimal growth in dual credit participation.

**Table 10.** Statewide proportion of student demographic subgroup, by dual credit change band (SY18-SY22).

Percentage point change in DC participation, SY18-SY22	DC Change Band				
	< -3%	-3 - -1%	0-2%	3-9%	>9%
% District observations	20.10%	20.00%	20.00%	20.20%	19.70%
<b>Racial/Ethnic Subgroup Statewide Proportions</b>					
American Indian/Alaska Native	9.3%	26.8%	18.2%	24.0%	21.6%
Asian	5.2%	17.1%	21.3%	37.3%	19.1%
Black/African American	11.5%	44.3%	14.3%	14.0%	16.0%
Hispanic/Latino	6.9%	34.6%	22.4%	19.9%	16.1%
Native Hawaiian/Other Pacific Islander	10.6%	34.4%	15.4%	20.4%	19.2%
Two or More Races	12.7%	15.1%	20.4%	27.3%	24.5%
White	13.7%	9.8%	19.9%	29.5%	27.1%

# Achievement

## Graduation rates

The percentage of Black students graduating high school within 4 years has increased since SY24.

Black students, low-income students, and all students do slightly better in all schools and districts than students in Black-serving schools and districts.

Table 11. Average 4-year graduation rate in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
4-year graduation rate – Black students	82%	86%	79%	83%
4-year graduation rate – Low-income students	82%	85%	78%	84%
4-year graduation rate – All students	83%	90%	78%	87%

# Achievement

## Enrollment in post-secondary rates

Enrollment into post-secondary education declined between SY18 and SY22 but has since increased slightly. Enrollment into a 4-year post-secondary institution has increased since SY22, whereas enrollment into a 2-year post-secondary institution has decreased since SY18.

Data for Black students was unavailable.

**Table 12.** Average percentage of student body who enrolled in a post-secondary institution within 12 months of completing high school (SY25).

	Black-serving districts	All districts	Black-serving schools	All schools
<b>Avg. percentage of student body enrolled in any post-secondary institution within 12 months</b>	52%	61%	53%	61%
<b>4-year institution</b>	31%	35%	39%	38%
<b>2-year institution</b>	23%	31%	18%	28%

Note: Information on students enrolling in trade or vocation school was not available in SY25, but previous years showed < 1% of student bodies in any district or school types.

# Achievement

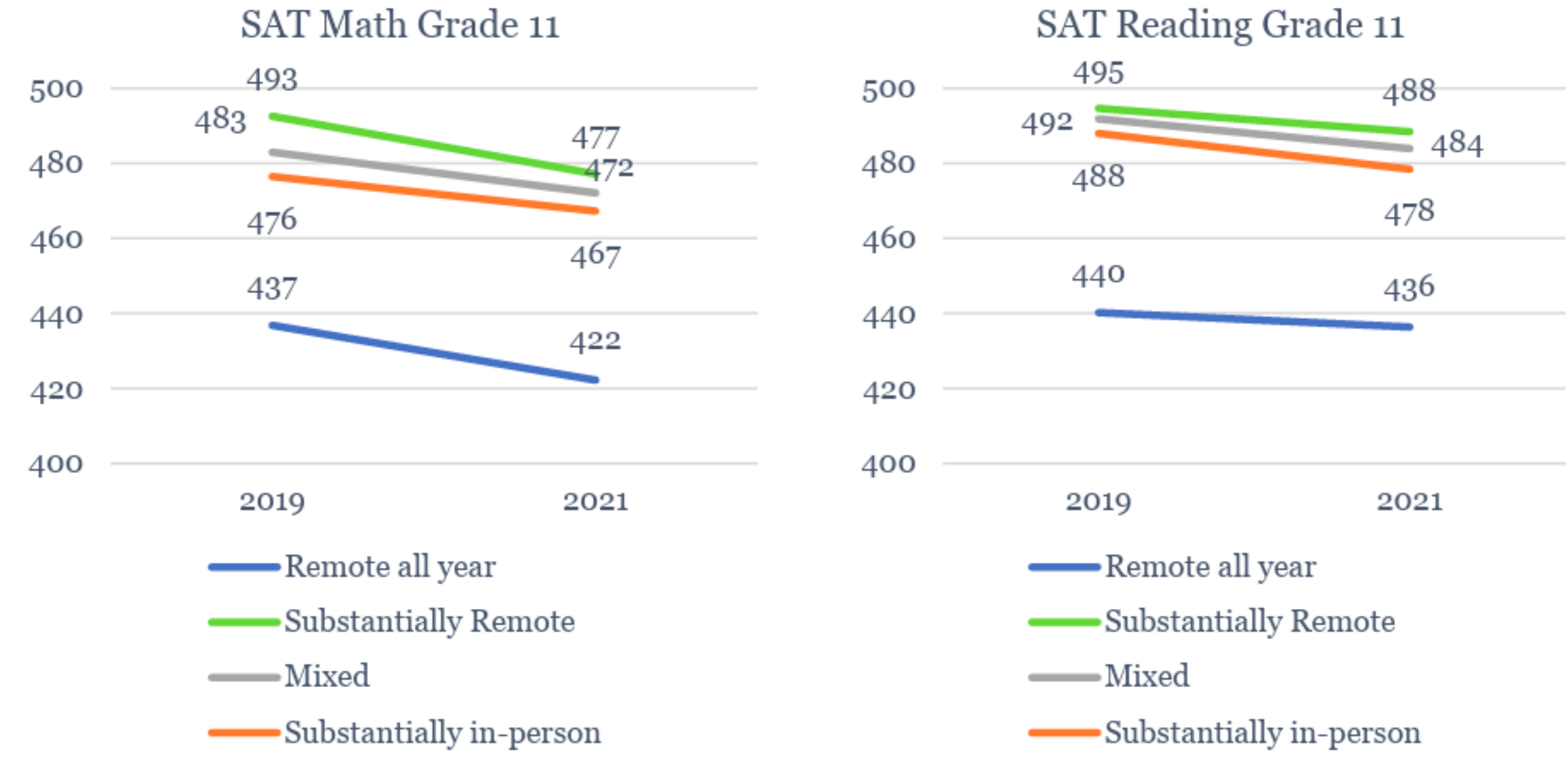
## Learning during the pandemic

Schools that were remote all year had significantly larger proportions of Black (50%) and low-income students (83%) than other modality pathways.

Remote all year schools had the lowest (or were among the lowest) attendance, IAR and SAT test participation rates, had the largest (or were among the largest) drops in IAR and SAT scores, and had the highest enrollment declines pre- to beginning pandemic.

Black students had the lowest rates of in-person instruction during SY21 (avg = 14.1%) and attending more of the year in-person was associated with higher IAR ELA and math test scores.

Figure 17. Descriptive Trends of SAT Math and ELA Scores, Grade 11.



# Achievement

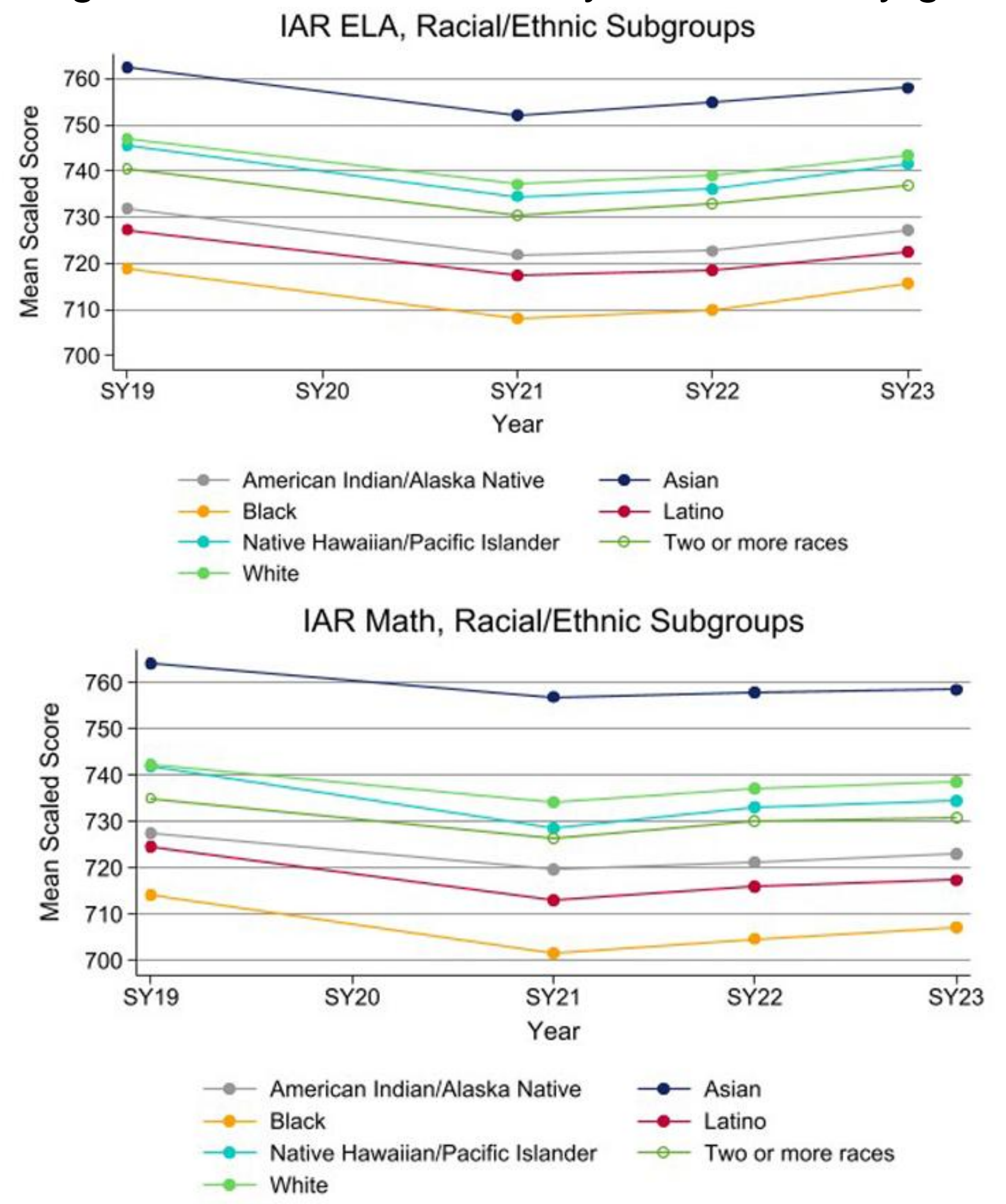
## Learning renewal

Black students' IAR scores dropped the most in SY21 compared to SY19, which widened pre-existing gaps, but Black students recovered quickly in both Math and ELA from SY21 to SY23.

Black students were the third largest group to see enrollment declines between SY19 and SY23 (-5% for Illinois, +2% for Illinois without CPS, and -12% for CPS).

Black student absenteeism rates increased the most (4.7 pp to 13.5%) and chronic absenteeism increased the most for Black students (43%) by SY23.

Figure 18. Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by race/ethnicity groups.



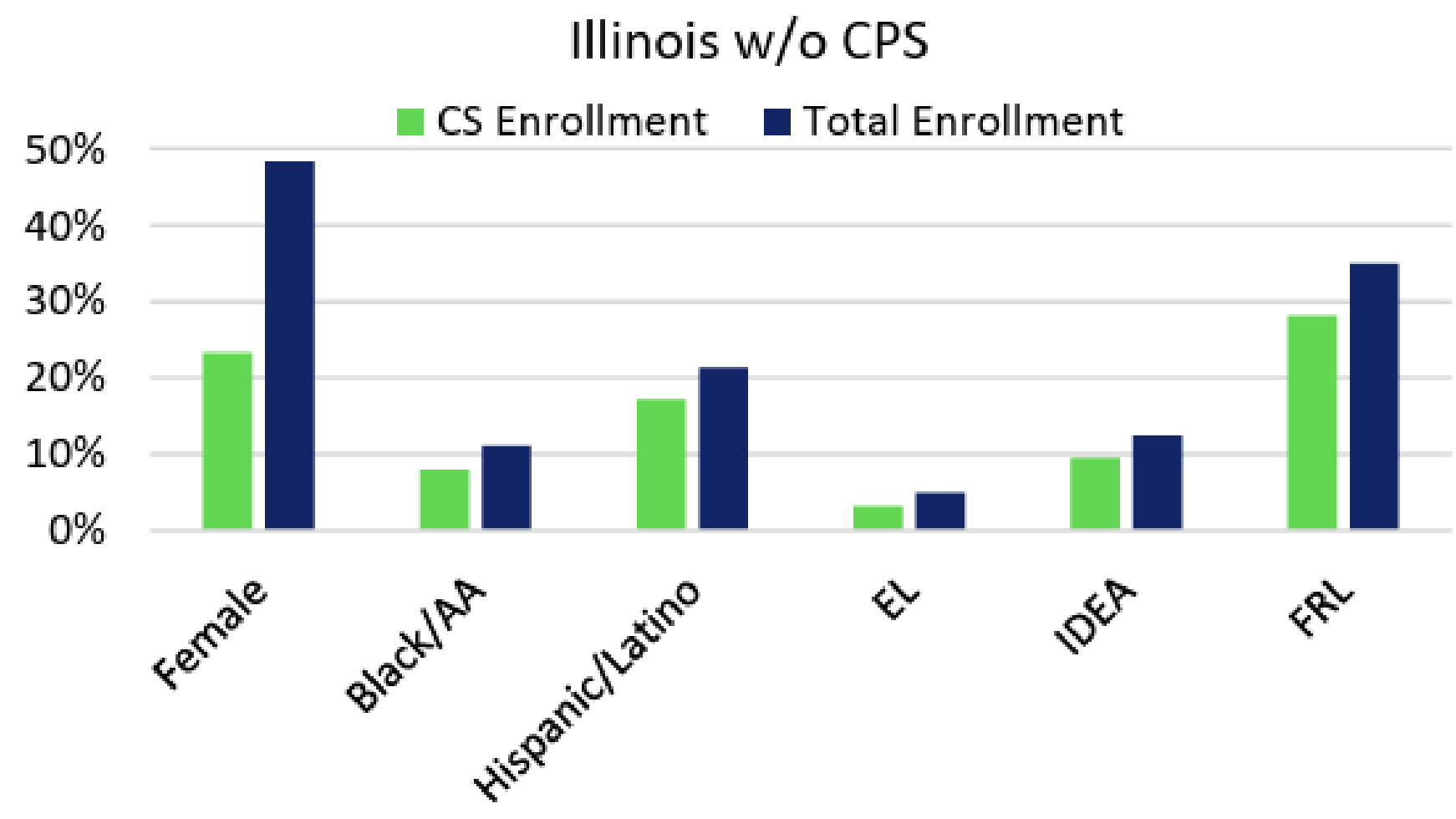
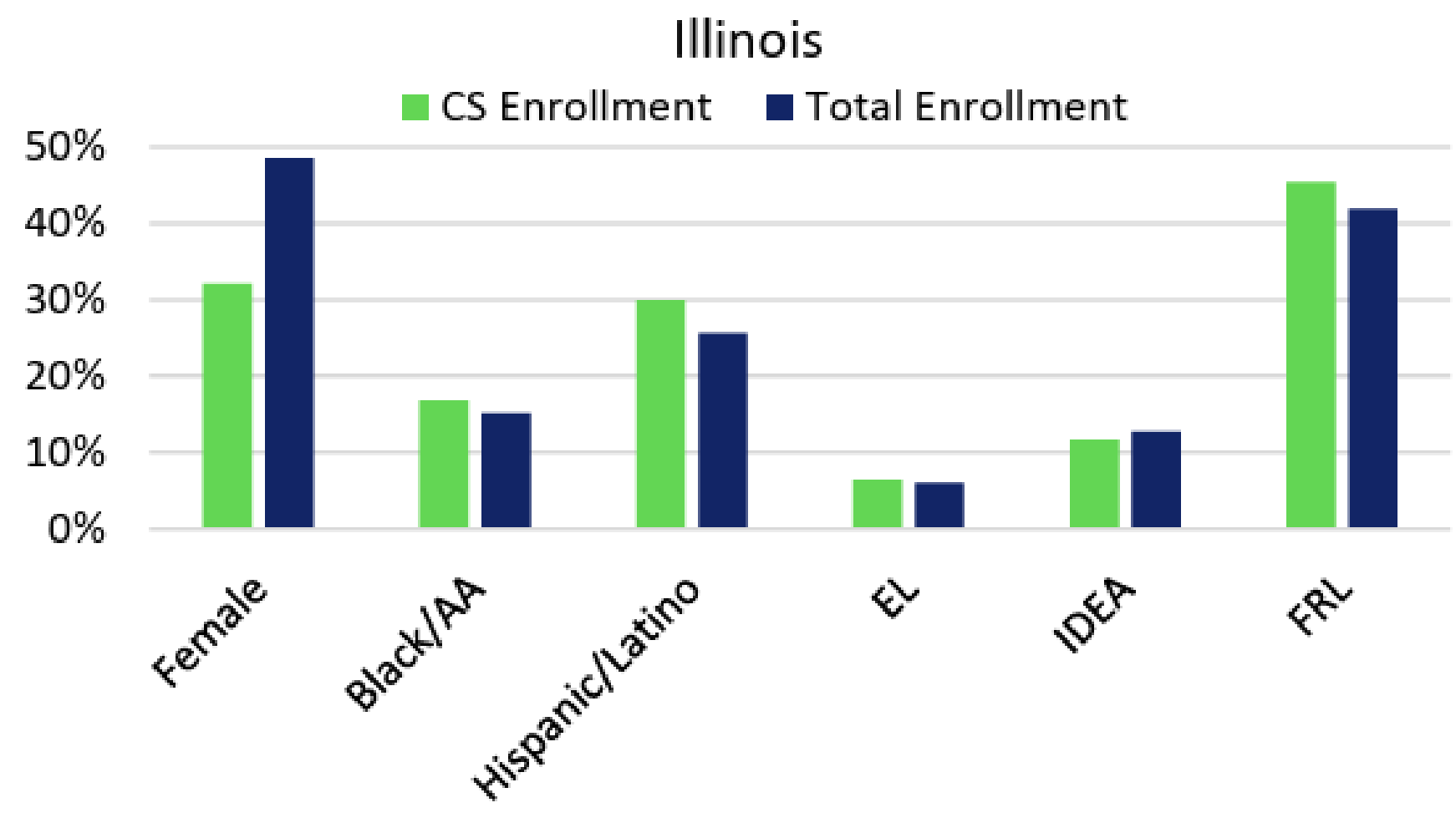
# Achievement

## Computer science participation

Overall CS enrollment in Illinois for Black students was slightly over their representation in high school enrollment (15%) during SY18-22. However, once CPS was removed, CS enrollment for Black students drops to less than 10%.

Black students had amongst the lowest passing rate in their CS coursework (66.5%), compared to overall pass rate (78.9%) and low-income pass rate (69.8%).

Black students paired with Black teachers were more likely to receive a passing grade in their CS course than if they were paired with a White teacher.



**Figure 19.** Representation of each student demographic group in CS high school enrollment compared to total high school enrollment for SY18-22 in Illinois (top) and Illinois without CPS (bottom).

# School Climate

## 5Essentials

Scores for effective leaders, collaborative teachers, and involved families increased for Black-serving schools (and all schools) since SY22.

Scores for supportive environments for Black-serving schools (and all schools) have declined since SY21.

In SY24, Black-serving schools had a higher score on ambitious instruction compared to all schools that year.

**Table 13.** Average 5Es scores in each domain for SY24.

	Black-serving schools	All schools
Effective leaders	2.5	2.6
Collaborative teachers	2.3	2.5
Involved families	2.3	2.7
Supportive environments	2.3	2.7
Ambitious instruction	3.0	2.8

0=low response rate/NA; 1= very weak; 2=weak; 3=neutral; 4=strong; 5=very strong

# School Climate

## Summative Designation

More Black-serving schools have moved into Exemplary, Commendable, and Targeted status and out of Comprehensive and Intensive status since SY23.

**Table 14.** Percentage of schools within each Summative Designation status in SY25.

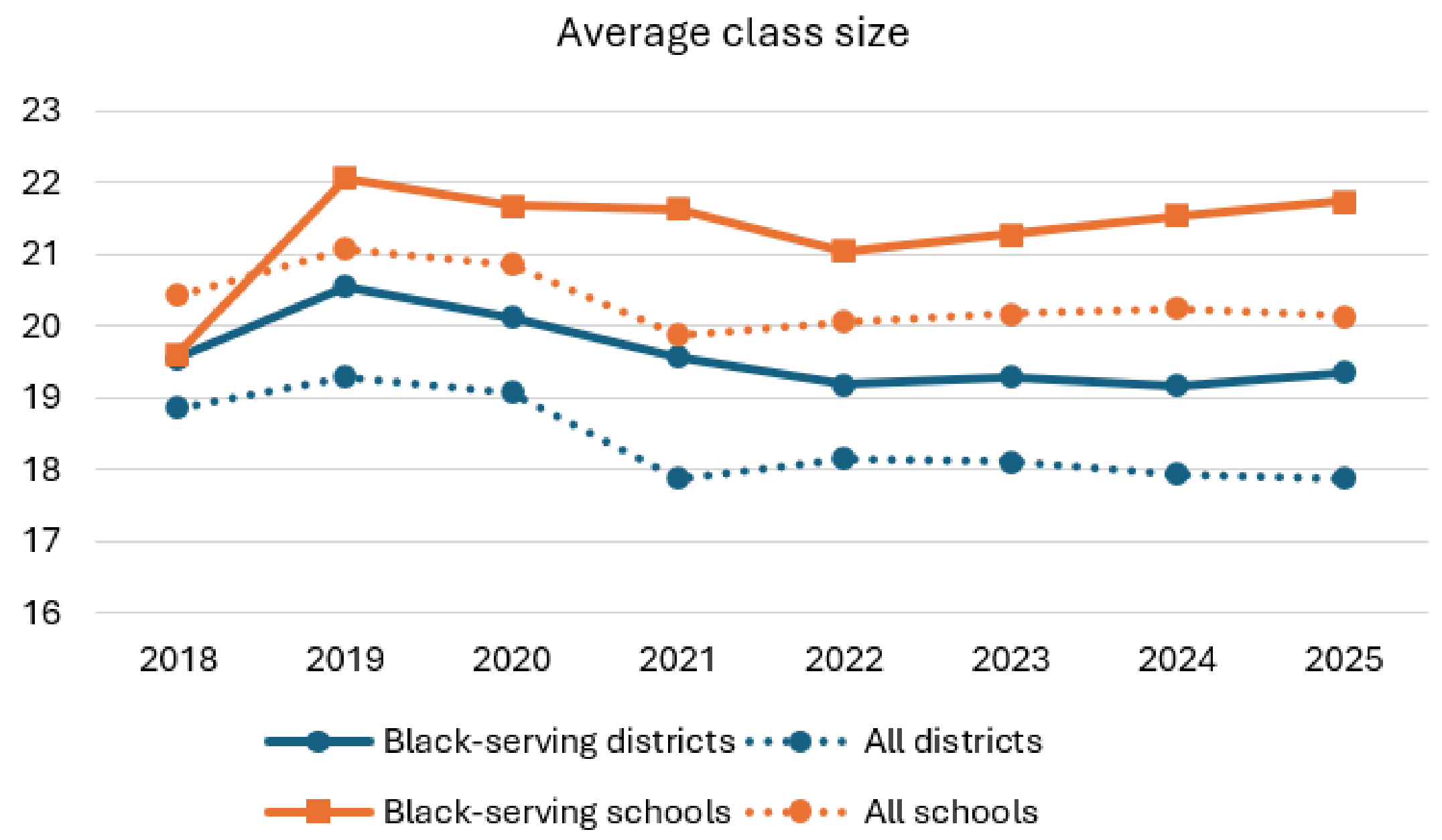
	Black-serving schools	All schools
Exemplary	2%	10%
Commendable	56%	73%
Targeted	21%	12%
Comprehensive	13%	3%
Intensive	8%	2%

# School Climate

## Class size

Black-serving schools and districts have larger class sizes than the state average. Further, class size in Black-serving schools and districts has increased since SY22.

Figure 20. Average class size from SY18 to SY25.



# School Climate

## Pupil to school counselor ratio

Black-serving districts have a higher pupil to counselor ratio than all districts in the state. However, Black-serving schools have a better ratio compared to all schools.

Moreover, Black-serving schools (and all schools) in Illinois have a lower pupil to counselor ratio compared to national data from 2022 (459:1) and compared to districts with more than 25% of the student body are students of color (446:1).

**Table 15.** Pupil to school counselor ratio in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
Pupil to school counselor ratio	640:1	552:1	308:1	367:1

# School Climate

## Discipline

On average, discipline incident rates are higher in Black-serving schools and districts than in all schools and districts.

Black-serving schools and districts had higher rates of out-of-school suspensions and removals compared to all schools and districts, which had higher rates of in-school suspensions.

Table 16. Discipline incidents for SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
Avg. number of discipline incidents	1,291	358	158	113
Avg. percentage of student body with discipline incidents	13%	7%	15%	10%
Avg. percentage of all discipline incidents that are...				
In-school suspensions	46%	60%	50%	63%
Out-of-school suspensions	63%	52%	69%	59%
Expulsion - ES	<1%	1%	<1%	2%
Expulsion - NES	<1%	<1%	-	-
Removal	15%	6%	22%	17%

ES = received educational services, NES = did not receive educational services

# School Climate

## Discipline

On average, Black students in Black-serving schools and districts represent a higher percentage of all discipline incidents relative to their representation in the student body.

However, all racial groups in all schools and districts have overall discipline incident rates equal to or lower than their representation in the student body on average.

Graphs visualizing gaps in discipline rates relative to representation in overall student body can be viewed in this project's [Flourish](#).

**Table 17.** Overall discipline incident rates by student group for SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
<b>Avg. percentage of all discipline incidents attributed to...</b>				
<b>Black students</b>	72%	15%	76%	25%
<b>Asian students</b>	<1%	<1%	<1%	<1%
<b>Hispanic/Latino students</b>	9%	11%	4%	13%
<b>White students</b>	8%	57%	5%	37%
<b>Low-income students</b>	72%	59%	80%	62%

# School Climate

**Table 18.** Various discipline incidents by student group for SY25.

## Discipline

For most discipline incident types, Black students in Black-serving schools and districts, as well as all schools and districts, represent a higher percentage of many discipline incident types relative to their representation in the student body.

Graphs visualizing gaps in discipline rates relative to representation in overall student body can be viewed in this project's [Flourish](#).

	Black-serving districts	All districts	Black-serving schools	All schools
<b>Avg. percentage of In-school suspensions attributed to...</b>				
Black students	74%	36%	80%	52%
Asian students	<1%	7%	2%	11%
Hispanic/Latino students	16%	29%	17%	42%
White students	15%	66%	17%	60%
Low-income students	73%	66%	84%	74%
<b>Avg. percentage of Out-of-school suspensions attributed to...</b>				
Black students	75%	45%	81%	64%
Asian students	<1%	5%	-	19%
Hispanic/Latino students	13%	30%	16%	42%
White students	18%	64%	20%	61%
Low-income students	71%	70%	83%	78%
<b>Avg. percentage of Expulsions (did receive educational services) attributed to...</b>				
Black students	74%	73%	91%	84%
Asian students	-	-	-	-
Hispanic/Latino students	-	96%	-	96%
White students	-	100%	-	-
Low-income students	78%	79%	100%	92%
<b>Avg. percentage of Removal attributed to...</b>				
Black students	75%	69%	80%	77%
Asian students	-	-	-	-
Hispanic/Latino students	8%	27%	-	52%
White students	13%	38%	29%	29%
Low-income students	88%	86%	85%	83%

Note: Expulsion - did not receive educational services incidents were not available for SY25.

# Educators

New data 50

EJC component

## Black Teachers & Administrators

There is a higher proportion of Black teachers, Black National Board Certified Educators, and Black administrators in Black-serving schools and districts compared to all schools and districts.

**Table 19.** Average percent of Black teachers, NBCEs, and administrators in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
Avg. percent of teachers – Black/African American	26%	8%	37%	19%
Avg. percent of National Board Certified Educators – Black/African American	32%	24%	84%	72%
Avg. percent of administrators – Black/African American	50%	26%	75%	62%

# Educators

## Teacher Experience & Education

Black-serving schools and districts have higher proportions of teachers with a master’s degree compared to all districts and schools.

There is a small difference in average years of teaching experience between Black-serving schools and districts and all schools and districts.

This data for Black teachers was unavailable.

Table 20. Average teacher education and experience in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
Avg. percent of teachers with a bachelor’s degree	48%	52%	44%	47%
Avg. percent of teachers with a master’s degree	51%	47%	55%	52%
Avg. teacher experience	13 years	14 years	13 years	14 years

# Educators

## Teacher Attendance, Assignment, & Retention

Teachers at Black-serving schools and districts had slightly lower attendance rates, lower retention rates, and slightly higher out of field rates compared to all schools and districts.

**Table 21.** Average teacher attendance, out-of-field status, and retention in SY25.

	Black-serving districts	All districts	Black-serving schools	All schools
Avg. teacher attendance rate	62%	68%	61%	66%
Avg. percent of teachers out of field	12%	8%	-	-
Avg. teacher retention rate	83%	88%	78%	85%

# Educators

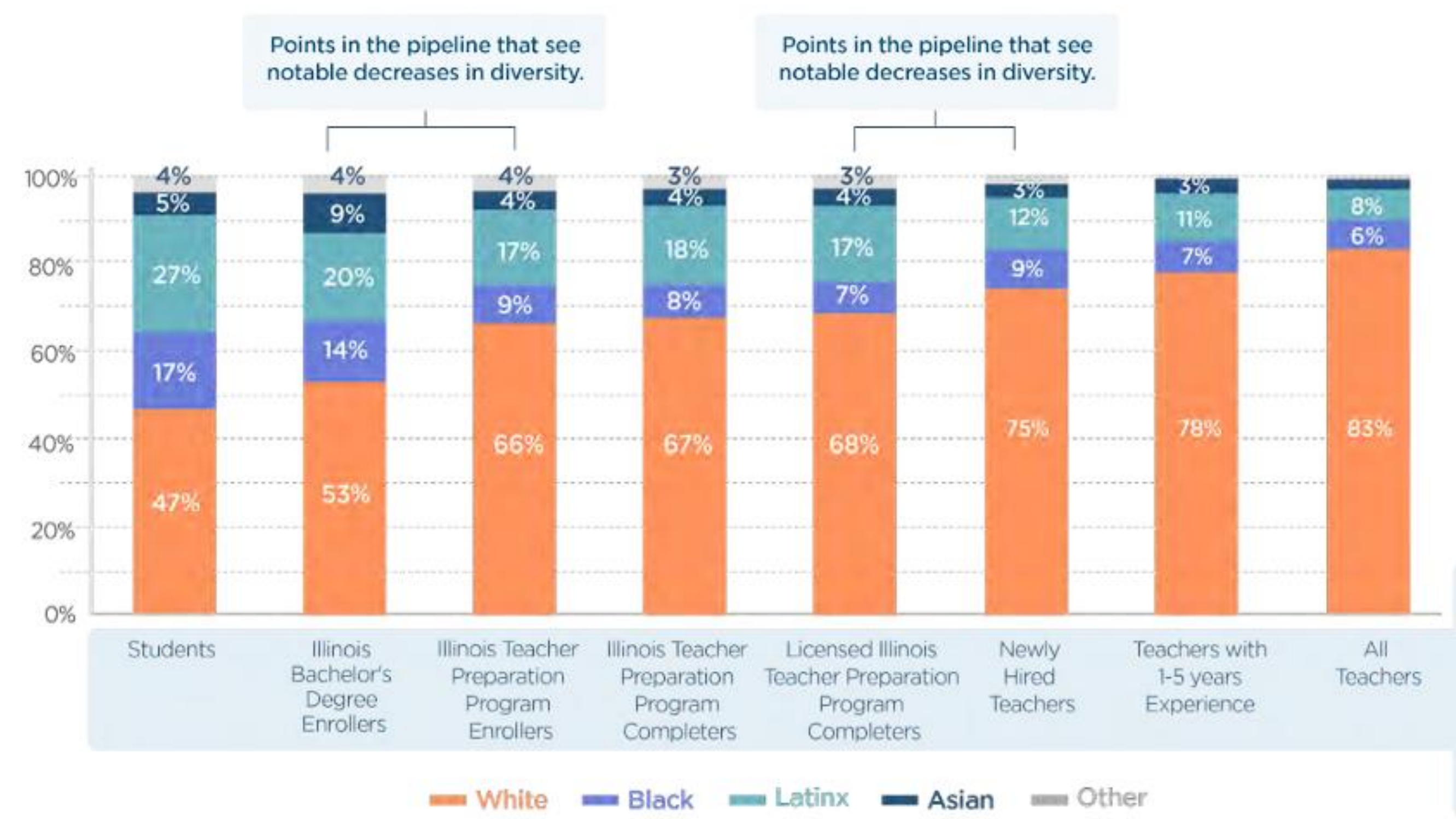
## State of Educator Pipeline

As of SY22, Black teachers represented only 6% of the teacher workforce, when Black students represented 17% of the preK-12 student body in Illinois.

Along the teacher pipeline, there are notable points where Black representation plummets:

- (1) from bachelor's degree enrollment to IEPP enrollment
- (2) from licensed IEPP completers to newly hired teachers.

Figure 21. Racial/ethnic diversity across the teacher pipeline, SY20-21.



# Educators

## Illinois Educator Preparation Profiles (IEPP) System

Institutions with higher Black (and Hispanic/Latinx) enrollment had higher enrollments of students of color in teacher prep programs.

Institutions' performance on IEPP in the race/ethnicity indicator was higher as they have higher percentages of Black (and Latinx/Hispanic) students, meaning it is likely that Black students of teacher prep programs are coming from institutions with higher representation of Black students in their overall student body.

# Educators

## Why Educators Leave or Stay in the Profession

For those that left the teaching profession, one reason cited by Black teachers included lack of representation and inclusion of racial and ethnic diversity within schools and communities.

For current educators that stayed in their profession, they relayed part of their satisfaction came from the respect from their administrators and colleagues, and inclusion in the school community.

“  
 Being an African American educator, I did not feel welcomed by the community [...] There was Black vs. Brown tension at the school, and it was shown through student behavior, and it made teaching very difficult.  
 (former elementary teacher)

“  
 They treat me with respect [and] they respect my race and heritage.  
 (Black/African American middle school teacher)

# Educators

## Educator Working Conditions

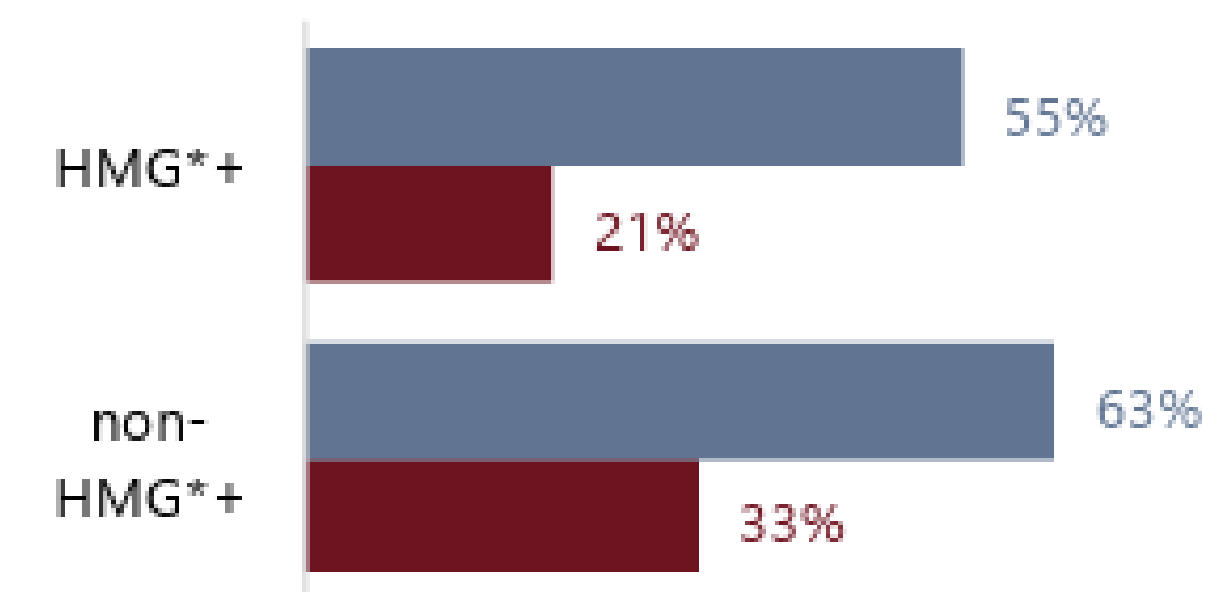
Teachers who were part of historically marginalized groups (HMG), which included Black teachers, were less likely to agree that...

- their school's policies aligned with their personal beliefs
- their cultural heritage, race, ethnicity were accepted by the local community
- the local community supported the district curriculum compared to non-HMG (White) teachers

These beliefs held for both educators who intended to leave their positions and those who intended to stay.

Figure 22. Select findings from educator working conditions.

Figure 32: Percent of **Would Return** and **Would Not Return** Educators who Agreed "School policies aligned with my personal beliefs."



\* indicates statistically significant differences  
+ indicates medium differences

Figure 33: Percent of **Would Return** and **Would Not Return** Educators who Agreed "My cultural heritage, race and/or ethnicity were accepted in the local community."



\* indicates statistically significant differences  
+ indicates medium differences

# Spotlight

## Chicago Public Schools' Black Student Success Plan

CPS created the Black Student Success Plan with the goal of “improving daily learning experiences and life outcomes for Black students and eliminate opportunity gaps.” The Plan uses several anchor strategies that focus on the whole child and how best to support them from every aspect.

On-going community roundtables are hosted as a means to share updates, solicit feedback, offer collaboration, and include community members in the implementation of the Plan.

The Plan is incorporated into the district’s 5-year Strategic Plan.

Figure 23. Black Student Success Plan (BSSP) District Anchor Strategies.



### Identity, Culture, and Voice:

Empower and elevate Black students’ voices while celebrating their cultural diversity to create inclusive environments that honor their unique contributions and perspectives.



### Inclusive and Culturally Responsive Curriculum and Instruction:

Implement culturally relevant teaching practices and expand access to high-quality, rigorous coursework and experiential opportunities that affirm Black students’ identities and enhance academic success.



### Whole School, Whole Child Supports:

Provide comprehensive, culturally responsive supports that address Black students’ academic, social, emotional, and cultural needs, enabling them to thrive.



### Culturally Responsive Family and Community Engagement and Empowerment:

Strengthen engagement with Black families and communities through culturally competent workshops and partnerships that empower families to be active participants in their children’s education.



### Learning, Development, and Liberatory Thinking:

Focus on professional development for educators and leaders to address biases, combat anti-Blackness, and create a culturally responsive community that uplifts Black students and families.



### Systems, Policies, and Practices:

Transform policies and systems to eliminate inequities, ensure equitable resource distribution, and establish accountability measures for an inclusive educational environment.



### Recruitment, Retention, and Support of Black Educators and Leaders:

Build a diverse and representative workforce by recruiting, retaining, and supporting Black educators and leaders with targeted efforts and professional development opportunities.

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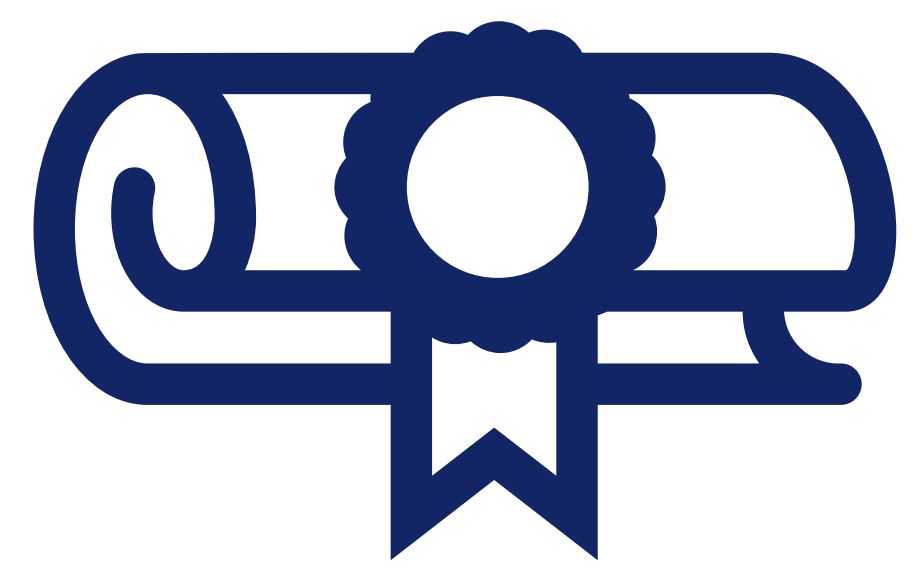
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# College

Choice, Enrollment, Representation,  
Transfer, Degree Programs, and  
Outcomes

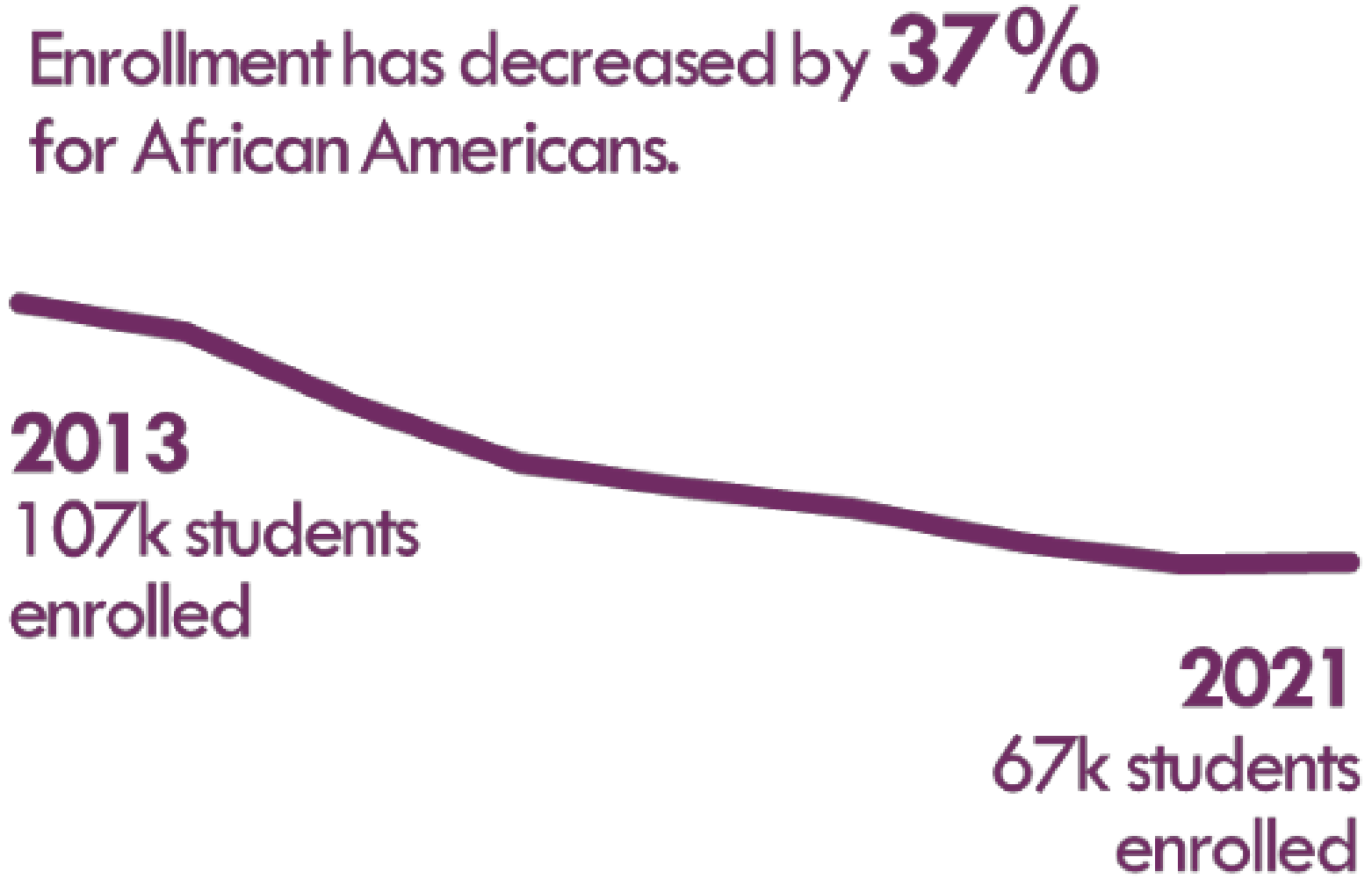
# Attainment

## Attainment and equity in Illinois higher education

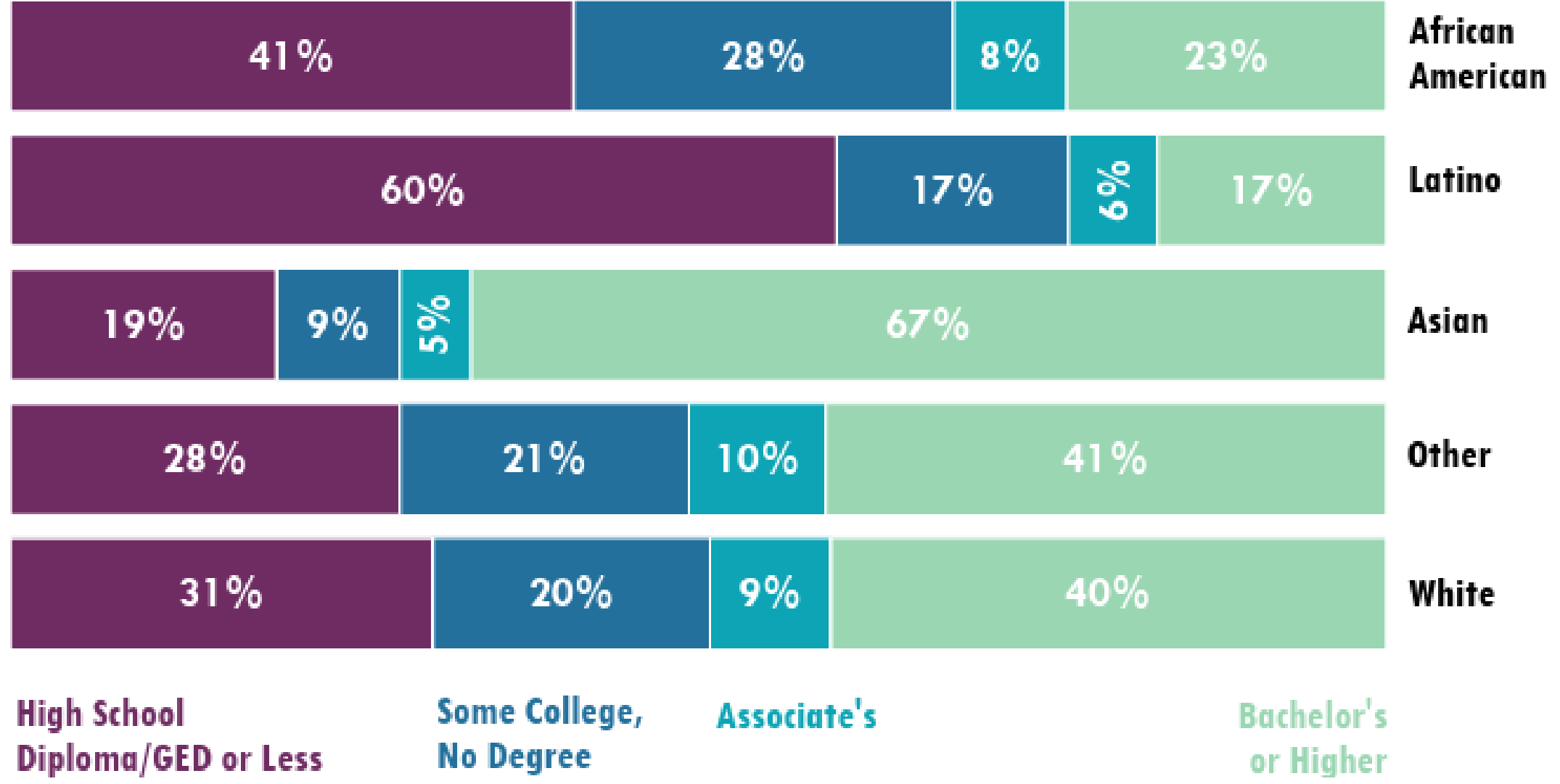
Between 2013 and 2021, Black enrollment in public undergraduate programs has decreased by 37%.

About 31% of Black Illinoisans attain an associate degree or higher and is among the lowest attainment rate of any racial group.

**Figure 24.** Change in public undergraduate enrollment over time.



**Figure 25.** Educational attainment in Illinois (age 25+) by race/ethnicity.



Source: 2022 American Community Survey IPUMS 5-Year Estimates

# Choice

## 2022 Illinois College-going Survey

Students who were deciding to stay in Illinois for college were more likely to be Black (or Latinx), from Chicago, children of parents with lower educational attainment levels, and felt less prepared for college.

Black students were more likely to consider college diversity and athletics or extracurriculars compared to other students. Decisive factors for Black students included family input, admission processes, support for diverse students, and work opportunities.

Black students were more likely to have federal Pell Grants and work-study for financing college and were more likely to gain information about college from counselors or college fairs.

**Table 22.** Differences in Considered General Factors by Race/Ethnicity (%).

*Differences in Considered General Factors by Race/Ethnicity (%)*

Significant Factor	Black	Latinx	White	Two or More	Statistically significant relations
Athletics	29	18	41	22	Black and Latinx; Black and White; Latinx and White; White and Two or More
Diversity	58	45	25	47	Black and Latinx; Black and White; Latinx and White; White and Two or More
Social environment	51	38	55	58	Black and Latinx; Latinx and White; Latinx and Two or More
Family and friends' opinions	35	43	48	42	Black and White

# Enrollment

## Black representation in associate programs

Black enrollment in all associate degree programs has steadily increased since AY21.

During this same time, enrollment in associate degree programs in Illinois overall took a similar shape with enrollment declining each year until AY23-24 when enrollment started to recover.

The vast majority of enrollment into associate programs for Black students in Illinois come from Community Colleges.

Figure 26. Black student enrollment in Associate degree programs from AY16 to AY25 (IBHE).

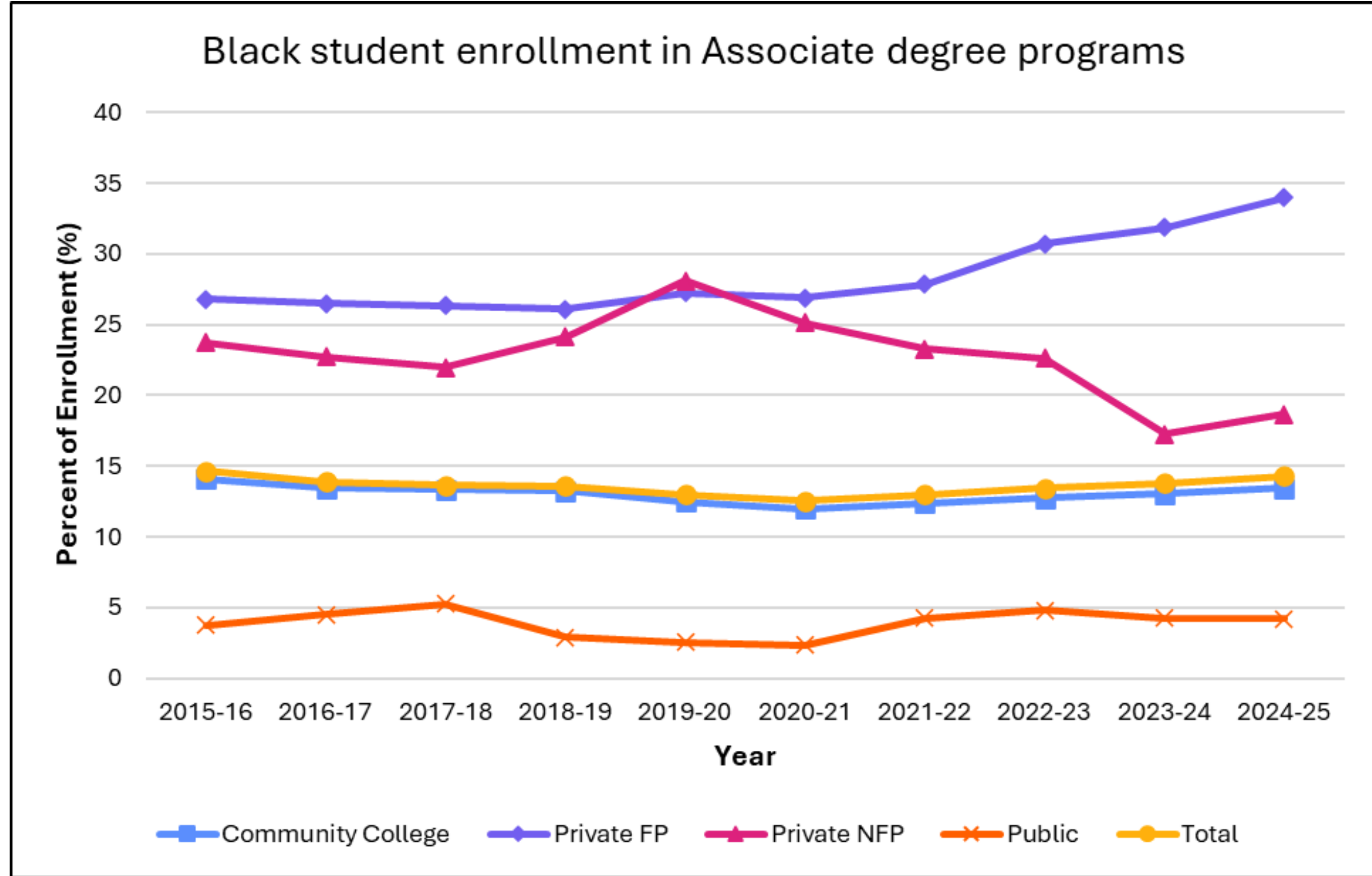


Table 23. Average representation of all Black students and all students in each institution type in Associate degree programs from AY21 to AY25 (IBHE).

	Black students	All students
Public	<1%	<1%
Community College	90%	96%
Private NFP	1%	3%
Private FP	8%	1%

# Enrollment

## Black representation in bachelor's programs

Black enrollment in all bachelor's degree programs has steadily increased since AY19.

Overall enrollment in bachelor's degree programs in Illinois have declined since AY16 and are just starting to recover in AY25.

Since AY18, Black representation in 4-year Private FP institutions has increased exponentially, with Black students representing almost 30% of all enrollees. Moreover, 17% of all Black students entering a 4-year institution enroll in a Private FP, a much higher rate than all students.

Figure 27. Black student enrollment in Bachelor's degree programs from AY16 to AY25 (IBHE).

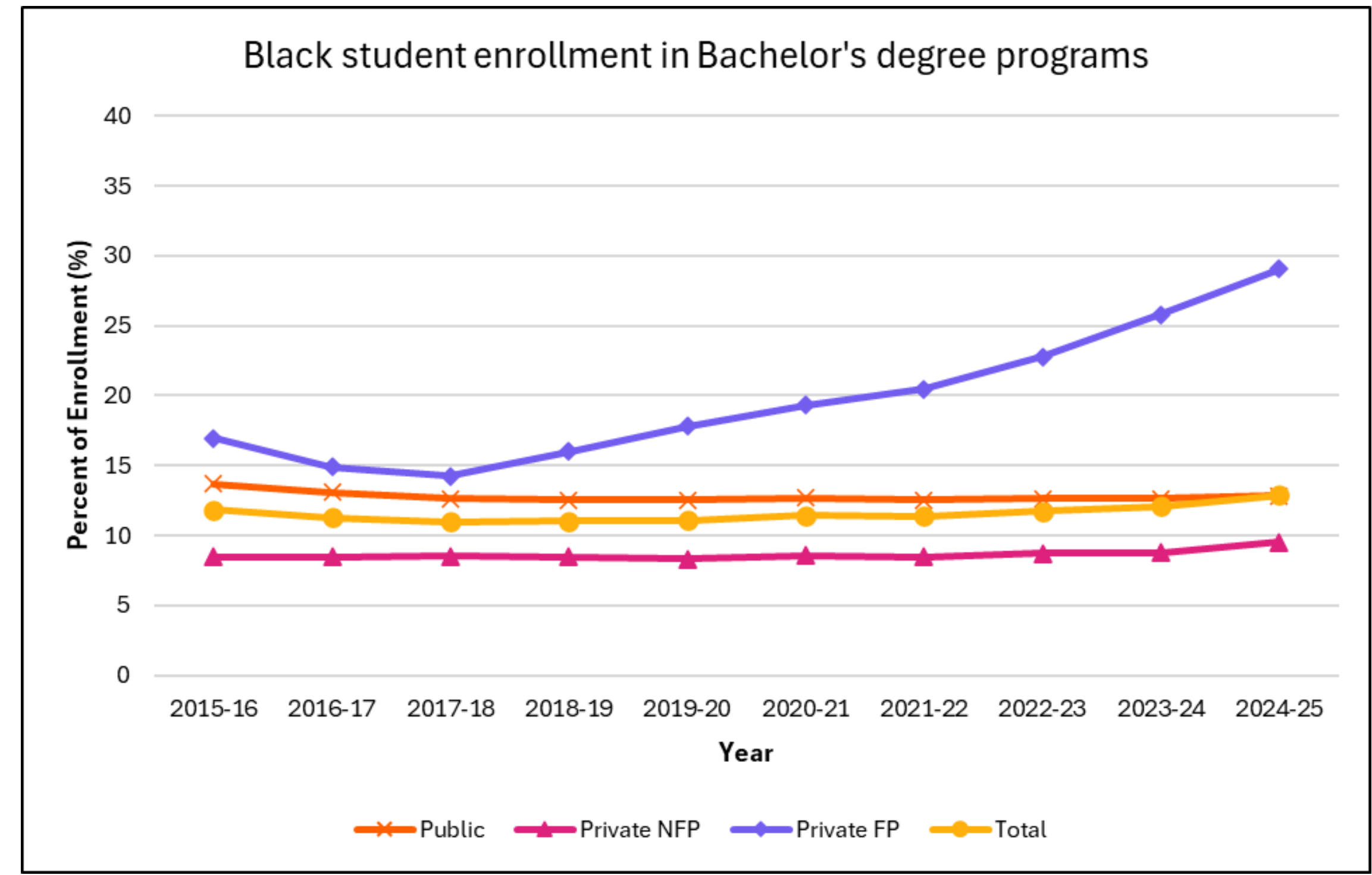


Table 24. Average representation of all Black students and all students in each institution type in Bachelor's degree programs from AY21 to AY25 (IBHE).

	Black students	All students
Public	51%	47%
Private NFP	33%	44%
Private FP	17%	9%

# Enrollment

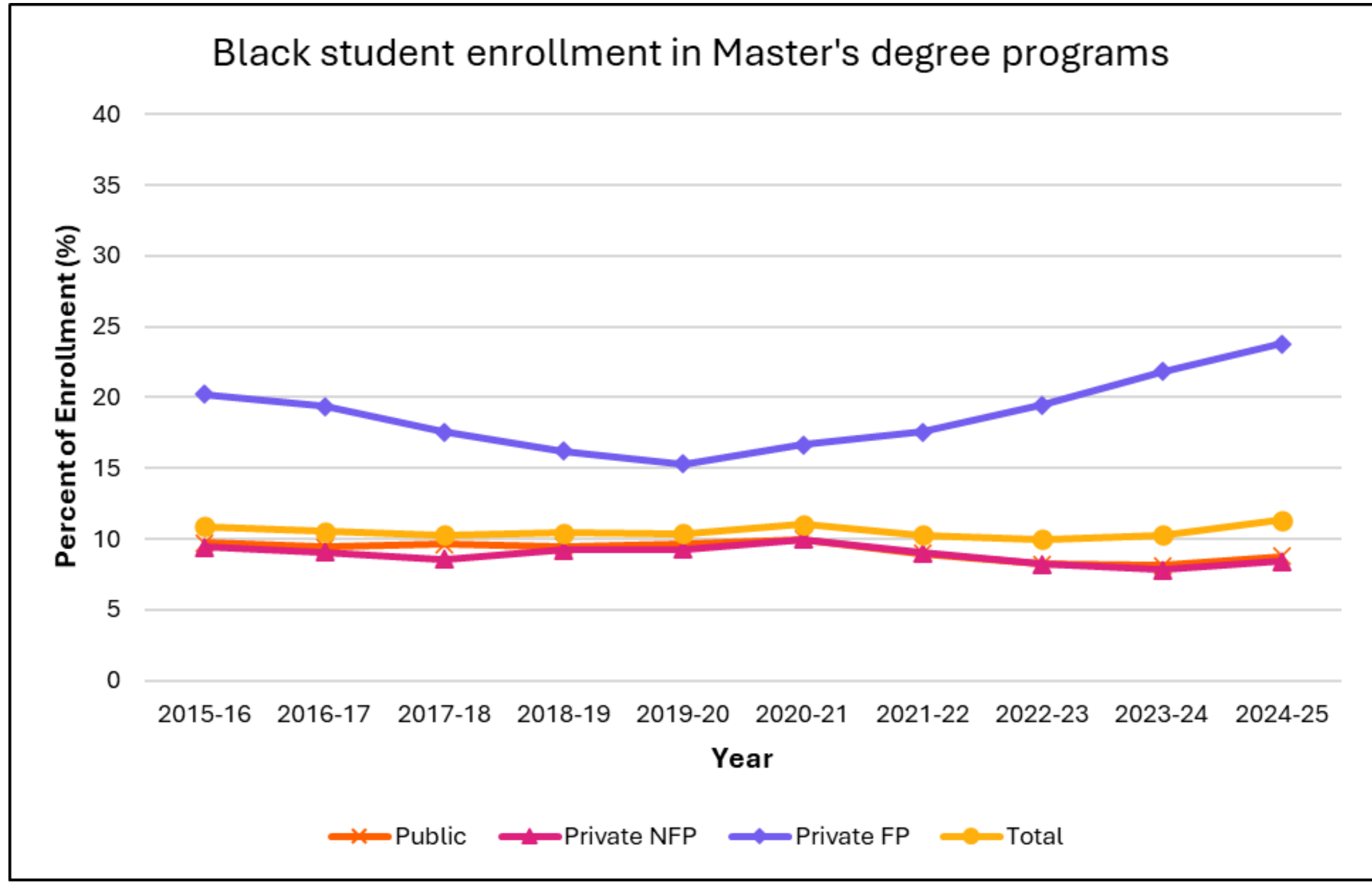
## Black representation in master's programs

Black enrollment in all master's degree programs has increased since AY24.

Overall enrollment in master's degree programs has been mostly stagnant the past decade, which mirrors Black representation amongst master's degree programs overall.

Private FP institutions have a similar hold on Black students in Master's degree programs as well, with Black students representing more and more each year and enroll at twice the rate compared to all students.

**Figure 28.** Black student enrollment in Master's degree programs from AY16 to AY25 (IBHE).



**Table 25.** Average representation of all Black students and all students in each institution type in Master's degree programs from AY21 to AY25 (IBHE).

	Black students	All students
Public	28%	34%
Private NFP	41%	50%
Private FP	31%	16%

# Enrollment

## Black representation in doctoral programs

Across institution types, Black representation in all doctoral degree programs has risen slightly over the last decade, with total representation for Black students reaching just under 10% in AY25.

Overall enrollment across all doctoral degree programs for all students has increased since AY18, which aligns with the increasing representation of Black students in all doctoral programs.

Doctoral programs are comprised of doctoral research (Ph.D., Ed.D., etc.), doctoral professional practice (M.D., Pharm.D., J.D., etc.), and other.

Figure 29. Black student enrollment in all Doctoral degree programs from AY16 to AY25 (IBHE).

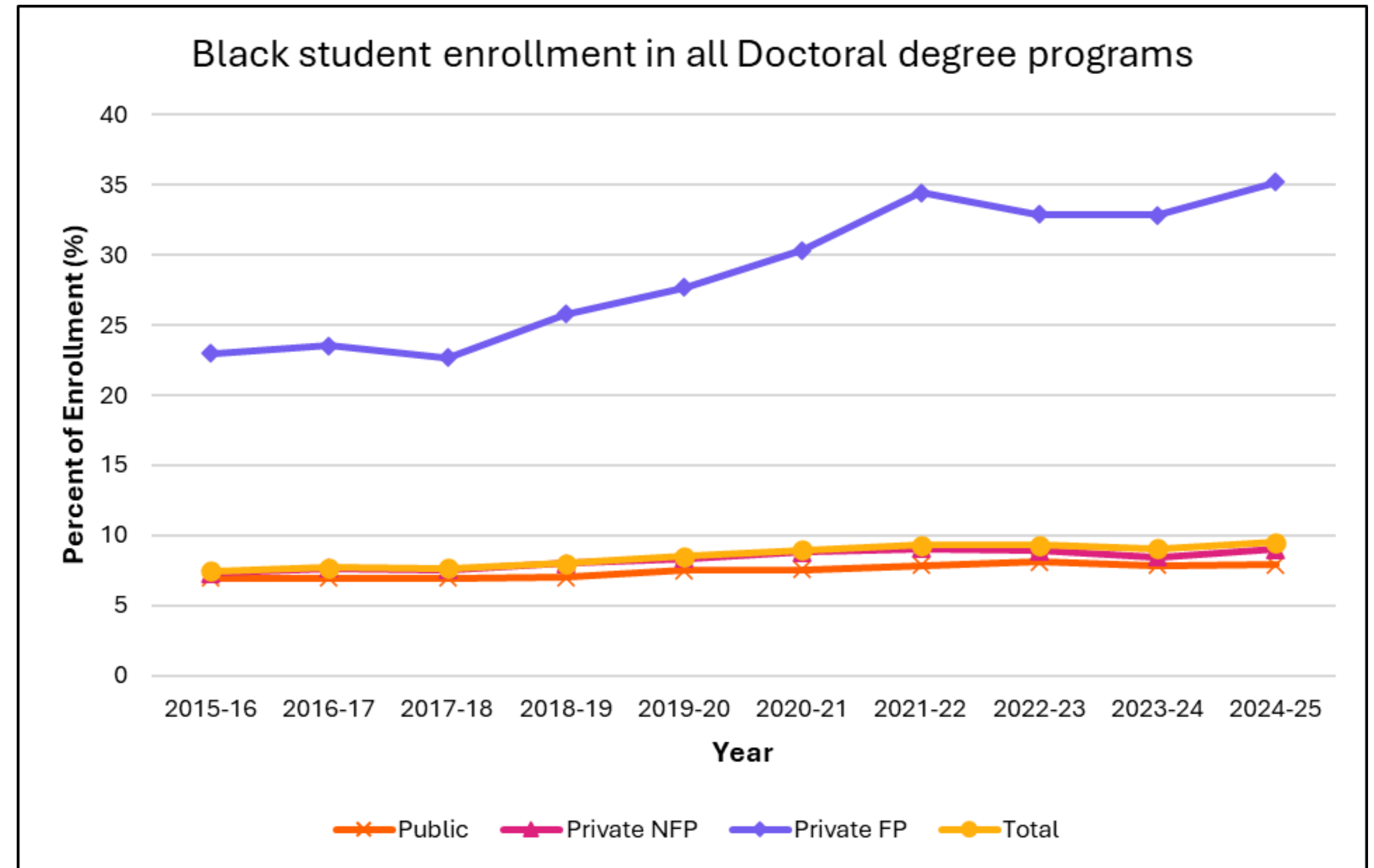


Table 26. Average representation of all Black students and all students in each institution type in all Doctoral degree programs from AY21 to AY25 (IBHE).

	Black students	All students
Public	34%	40%
Private NFP	54%	57%
Private FP	12%	3%

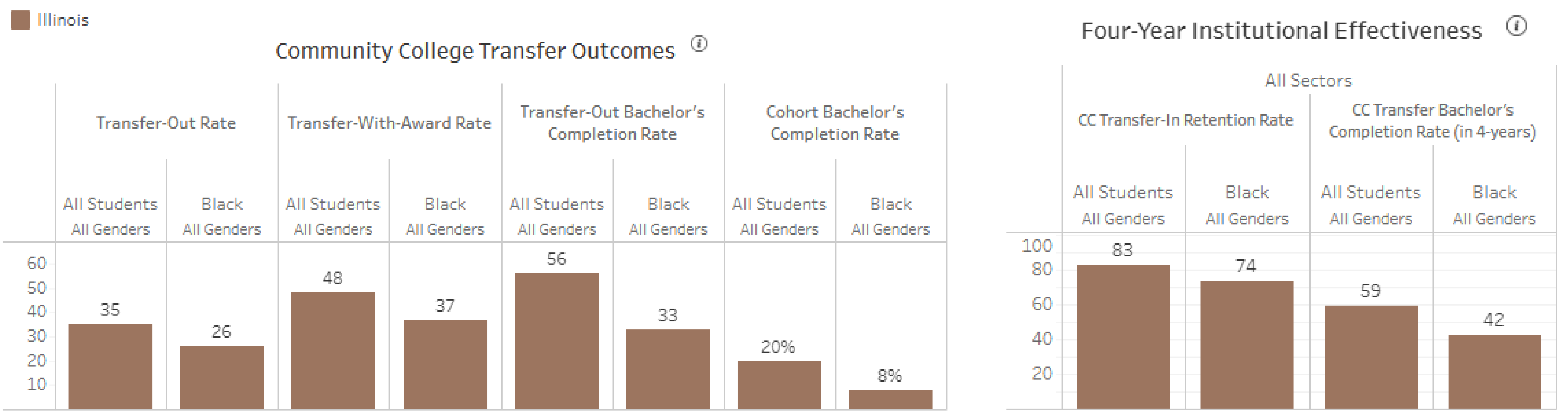
# Community College Transfer

## Tracking Transfer: Illinois Outcomes

Compared to all community college students, Black community college students had:

- An overall lower transfer rate to 4-year institutions
- A lower rate of transferring with a 2-year degree or certificate
- A lower rate of completing a bachelor's degree within 6 years of their community college enrollment
- Slightly lower retention rates 2 years after transferring into a 4-year institution
- A lower completion rate of a bachelor's degree within four years of transferring into a 4-year institution

**Figure 30.** Community college transfer outcomes for all students and Black students across all institution types.



Percentage point difference	-9%	-11%	-23%	-12%		-9%	-17%
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# Community College Transfer

## Tracking Transfer: Illinois Outcomes (cont.)

Black students (and Asian students) have a much lower rate of completing a 2-year degree or certificate compared to all students as well as other racial groups.

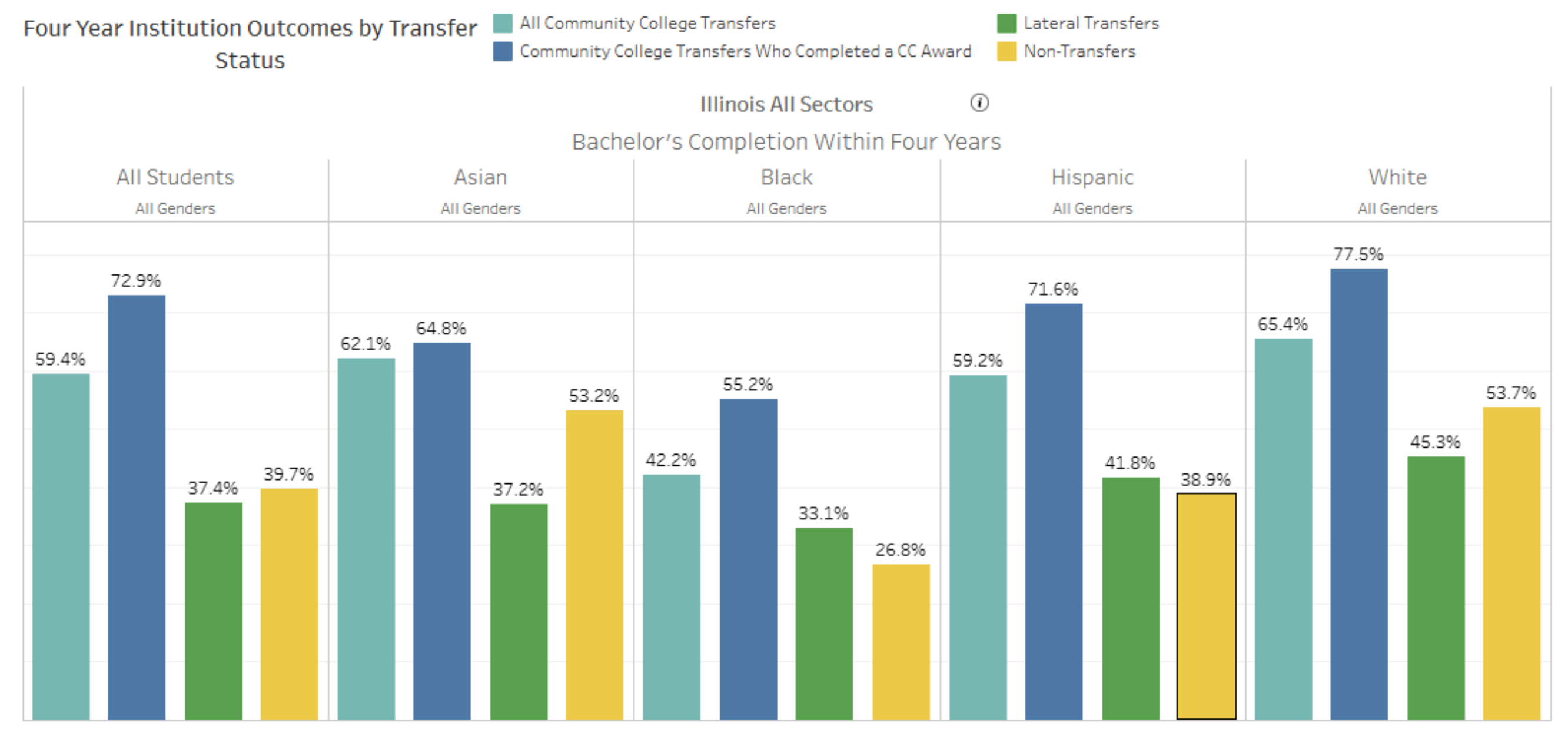
Black students were more likely to complete a bachelor's degree within four years of transferring in if they completed a 2-year degree or certificate. This was true for all students as well.

Across all transfer statuses, Black students consistently had lower bachelor's completion rates compared to their peers.

**Table 27.** Percentage of transfer-ins who completed a 2-year degree or certificate across all institution types.

All students	Asian	Black	Hispanic	White
40.1%	30.1%	31.8%	41.7%	44.2%

**Figure 31.** Bachelor's completion rates within four years by transfer status by race across all institution types.



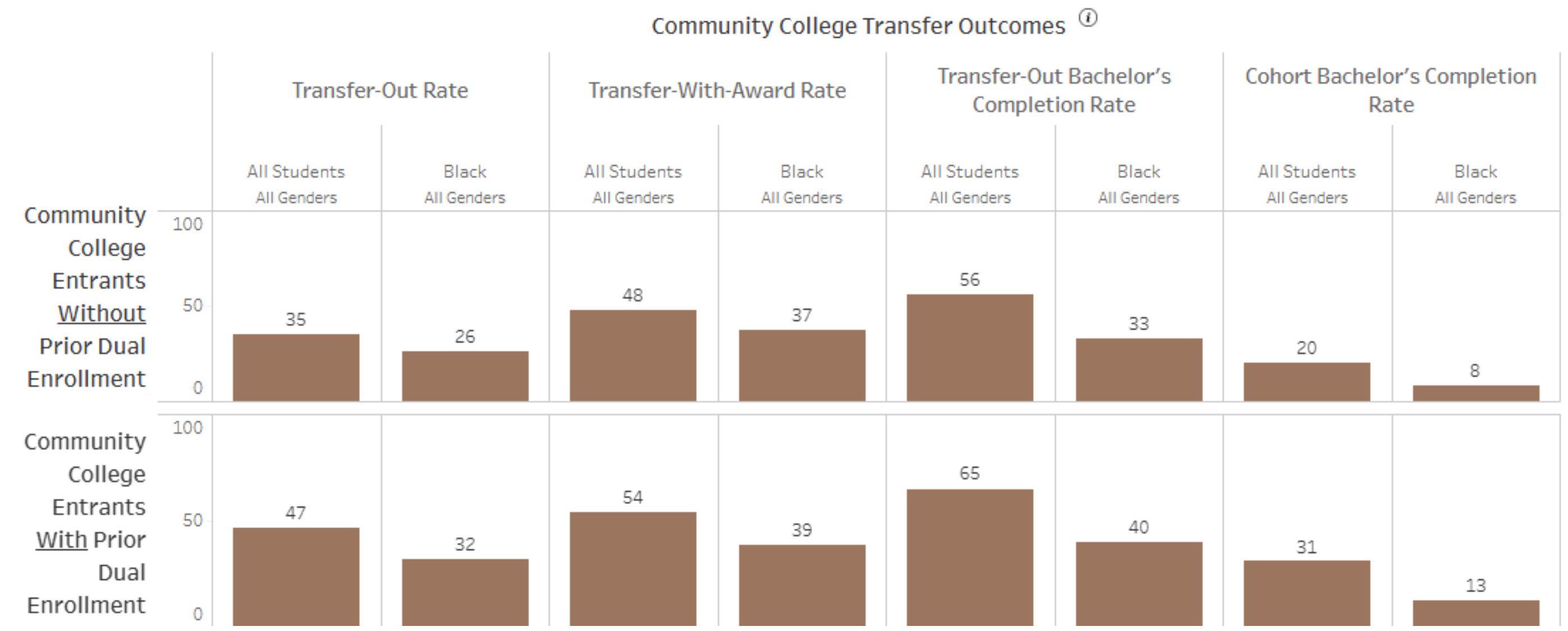
# Community College Transfer

## Tracking Transfer: Illinois Outcomes (cont.)

Black community college students with prior dual enrollment participation had higher transfer and completion rates compared to Black students without prior dual enrollment participation.

This was true for all students as well.

Figure 32. Transfer-out and completion rates for Black students by dual enrollment participation.



# Spotlight

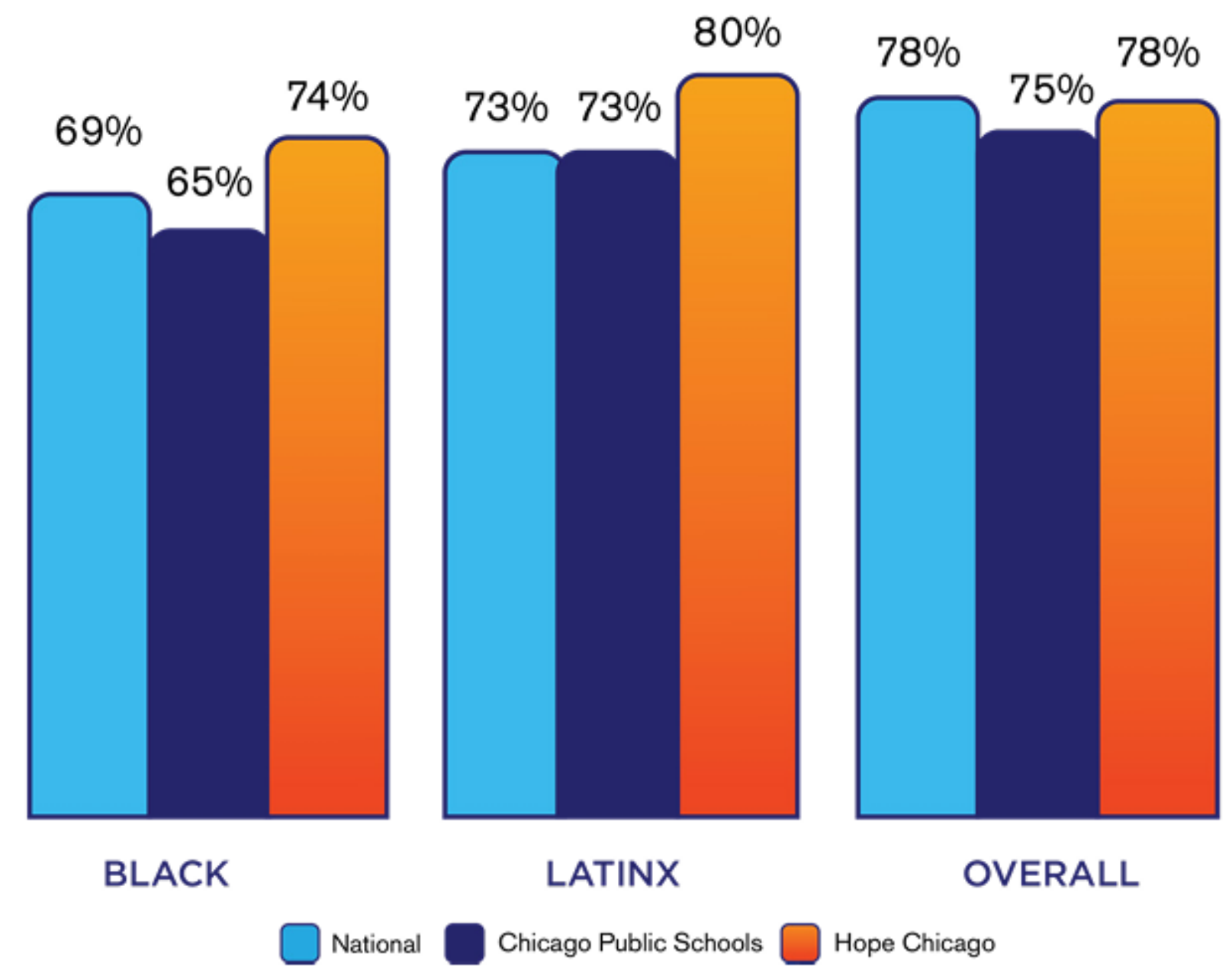
## Hope Chicago

Hope Chicago is a scholarship initiative that removes barriers to college success for two generations of families: students and their parents. Their mission is to bring economic mobility to families on the south and west sides of Chicago.

43% of the students they serve are Black, 78% are low-income, and 80% are first-generation college students.

Their 2025 Impact Report shows their students achieving higher college enrollment and persistence rates.

**Figure 33.** 1-year persistence rates of 2024 first-time college enrollees.



# Black-serving Institutions of Higher Education (IHEs)

To align with other areas of this research project, we use Black-serving institutions to refer to colleges and universities that enroll 30% or more Black students.

Predominately Black Institutions (PBIs) are federally recognized IHEs with an undergrad enrollment of 40% or more of Black students and meet several other eligibility requirements. As of AY25, there are six PBIs in Illinois. PBIs differ from Historically Black Colleges and Universities (HBCUs) as HBCUs are mission-based with educating Black students, whereas PBIs are an enrollment-based designation. Currently, there are no HBCUs in Illinois.

**Table 28.** List of Black-serving institutions of higher education in Illinois by their institution type, size, degree programs, and percentage of Black students enrolled as of Fall 2025 (IBHE).

Institution	Institution Type	Size	Degree	Percentage of Black students enrolled (Fall 2025)
Chamberlain University – Illinois	Private FP	Very large	Doctoral (Professional Practice)	35.2%
			Associate	38.3%
DeVry University, Inc.	Private FP	Large	Bachelor	32.0%
			Masters	33.4%
Benedictine University	Private NFP	Medium	Doctoral (Research)	46.7%
City Colleges of Chicago - Harold Washington College	Community College	Medium	Associate	32.1%
City Colleges of Chicago - Malcolm X College	Community College	Medium	Associate	37.9%
Governors State University*	Public	Medium	Bachelor	40.6%
			Doctoral (Research)	62.9%
Lewis University	Private NFP	Medium	Doctoral (Other)	37.5%
Prairie State College*	Community College	Medium	Associate	53.6%
Roosevelt University	Private NFP	Medium	Doctoral (Research)	30.8%
South Suburban College of Cook County*	Community College	Medium	Associate	53.8%
University of St. Francis	Private NFP	Medium	Doctoral (Other)	31.8%
Adler University	Private NFP	Small	Doctoral (Research)	33.5%
			Bachelor	76.9%
			Masters	54.8%
			Doctoral (Research)	83.9%
Chicago State University*	Public	Small	Doctoral (Professional Practice)	48.6%
			Associate	66.0%
City Colleges of Chicago - Kennedy-King College*	Community College	Small	Associate	66.0%
City Colleges of Chicago - Olive-Harvey College*	Community College	Small	Associate	64.8%
East-West University	Private NFP	Small	Associate	55.6%
			Bachelor	41.0%
Moody Bible Institute	Private NFP	Small	Doctoral (Professional Practice)	32.0%
Trinity International University	Private NFP	Small	Bachelor	35.6%
			Masters	31.9%
Chicago Theological Seminary	Private NFP	Very small	Doctoral (Research)	40.6%
			Doctoral (Other)	43.8%
Garrett - Evangelical Theological Seminary	Private NFP	Very small	Doctoral (Other)	48.2%
Generations College	Private NFP	Very small	Associate	58.7%
McCormick Theological Seminary	Private NFP	Very small	Masters	64.9%

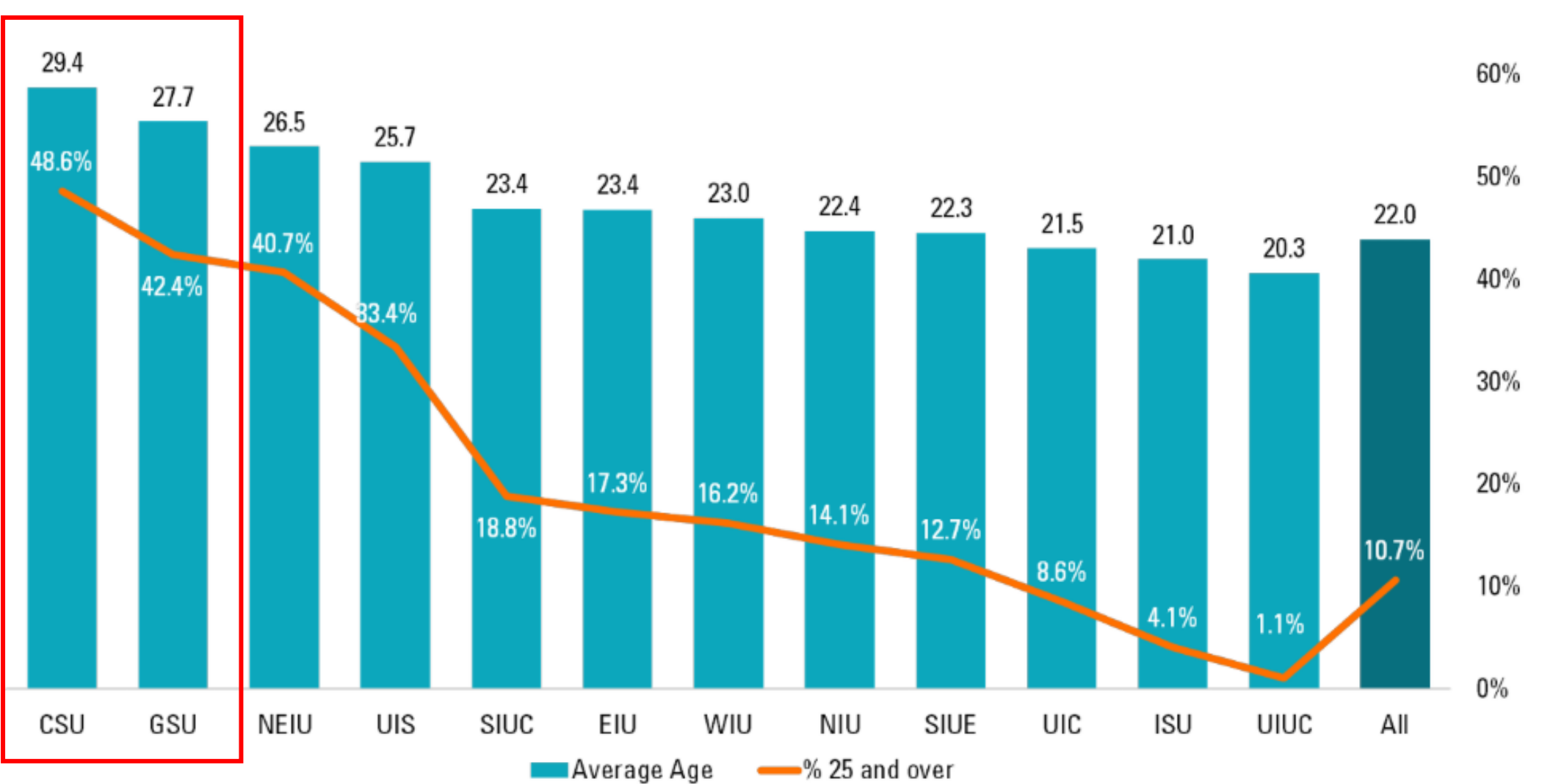
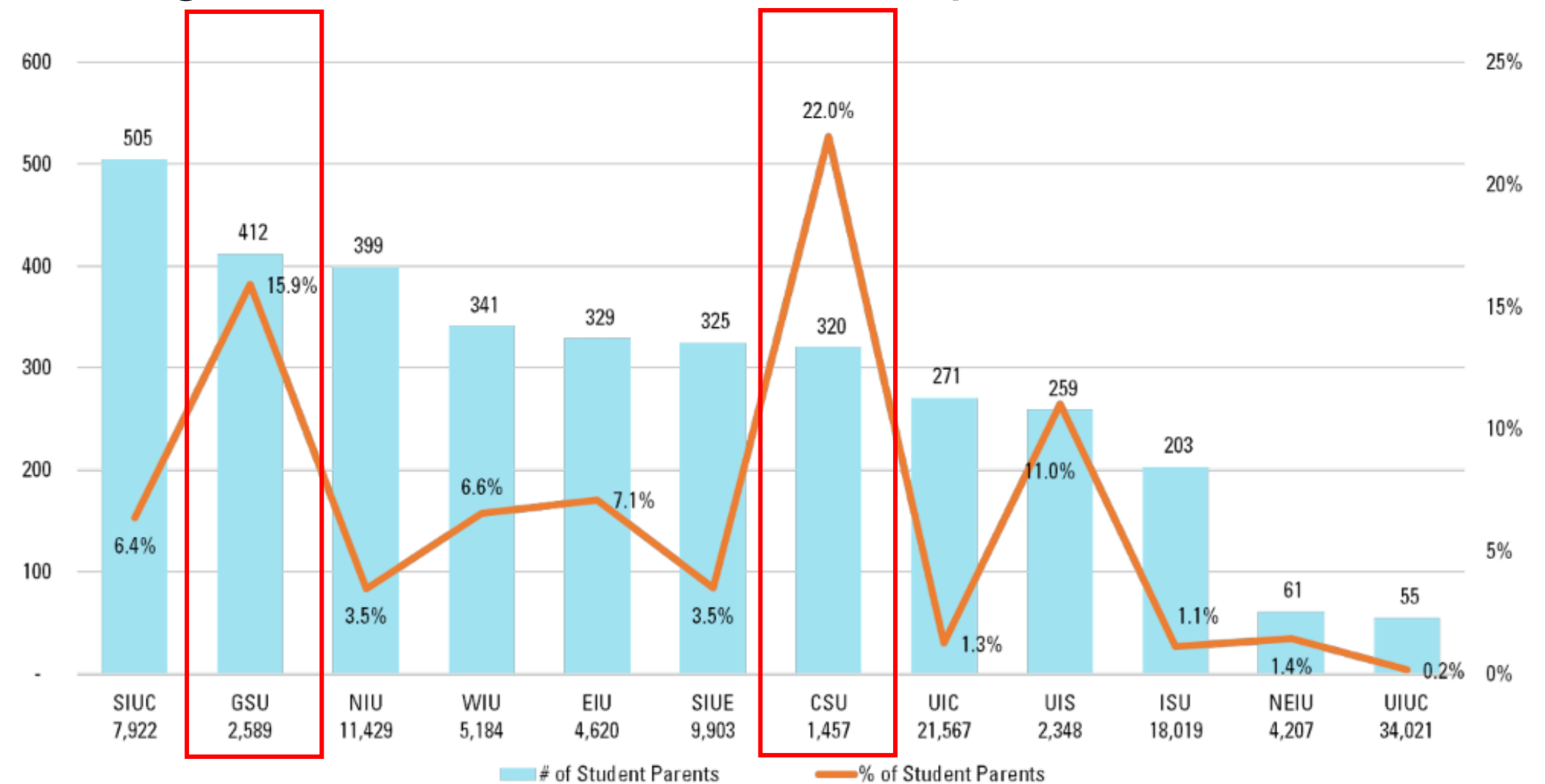
\*Federally recognized Predominately Black Institutions (PBIs)

# Characteristics of Illinois PBIs

## Student Parents & Adult learners

Both public PBIs in Illinois, Chicago State University and Governors State University, have the highest percentages of student parents and adult learners among their undergraduate student body compared to all other 4-year public institutions in the state.

Figure 34. Student parent status (top) and age (bottom) of undergraduate students at Illinois public universities.



# Funding Higher Education

## Equitable funding in higher education

The framework for the funding model aims to make higher education in Illinois more equitable, stable, and affordable.

The new formula supports equitable funding by taking into account student enrollment from specific populations: adults, rural students, students who attended EBF Tier 1 and Tier 2 high schools, students from low-income families, and underrepresented minority students.

“ Roughly a decade's worth of disinvestment in higher education and an inequitable distribution of funding has resulted in increased tuition and fee costs and decreased affordability. Data have shown the significant impact this has on enrollment and completion gaps, particularly for Black and Latinx students and students from low-income households. [...] Until Illinois makes adequate, equitable, and stable investments that keep pace with evolving student needs, it's contributing to unrealized student potential.

(Maurine Magliocco, member of the Coalition for Transforming Higher Education Funding)

# Funding Higher Education

## Equitable funding in higher education

Chicago State University and Governors State University (two PBIs) have lost 21% and 24%, respectively, of their state funding in the last decade.

Institutions mainly make up for these gaps in funding via tuition and fees from students.

Table 29. Illinois university funding from FY15 to FY23 (inflation-adjusted \$ in thousands).

	FY 2015	FY 2023	Dollar Change	Percent Change
Chicago State University	\$50,746	\$40,077	-\$10,749	-21%
Eastern Illinois University	\$57,759	\$43,503	-\$14,347	-25%
Governors State University	\$31,970	\$24,353	-\$7,666	-24%
Northeastern Illinois University	\$49,025	\$37,345	-\$11,756	-24%
Western Illinois University	\$68,378	\$52,077	-\$16,407	-24%
Illinois State University	\$95,963	\$73,125	-\$22,988	-24%
Northern Illinois University	\$121,076	\$92,217	-\$29,049	-24%
Southern Illinois University (system total)	\$267,633	\$207,972	-\$60,080	-22%
University Of Illinois (system total)	\$847,502	\$669,441	-\$179,389	-21%
<b>Illinois</b>	<b>\$2,437,554</b>	<b>\$1,909,552</b>	<b>-\$528,002</b>	<b>-22%</b>

# Funding Higher Education

## Equitable funding in higher education

Chicago State University and Governors State University have smaller Adequacy Targets compared to other public universities in the state. These PBIs also have lower Resource Profiles, likely due to smaller enrollments.

In these model outputs, CSU would have more of their Adequacy Target funded (almost 70%) compared to GSU (almost 45%) by the state, with the remainder being covered by students.

Table 30. Output of model using preliminary data – institutional adequacy targets, resource profiles, and adequacy gaps.

Institution	Degree-Seeking Enrollment	Adequacy Target	–	Resource Profile	=	Adequacy Gap	Percent of Adequacy Target Funded
CSU	2,322	\$73,946,649	–	\$51,438,569	=	\$22,508,080	69.6%
EIU	6,339	\$160,407,847	–	\$97,935,521	=	\$62,472,325	61.1%
GSU	4,412	\$111,172,532	–	\$49,525,882	=	\$61,646,650	44.5%
ISU	20,425	\$453,992,211	–	\$254,010,543	=	\$199,981,667	56.0%
NEIU	5,943	\$163,265,538	–	\$64,126,329	=	\$99,139,209	39.3%
NIU	15,856	\$388,784,729	–	\$215,983,232	=	\$172,801,497	55.6%
SIUC	10,657	\$266,135,262	–	\$217,501,218	=	\$48,634,044	81.7%
<i>SIU-SOM</i>	<i>406</i>	<i>TBD</i>	–	<i>TBD</i>	=	<i>TBD</i>	<i>TBD</i>
SIUE	12,660	\$314,140,274	–	\$195,929,158	=	\$118,211,115	62.4%
UIC	31,498	\$823,257,774	–	\$507,297,056	=	\$315,960,718	61.6%
<i>UIC-SOM</i>	<i>1,528</i>	<i>TBD</i>	–	<i>TBD</i>	=	<i>TBD</i>	<i>TBD</i>
UIS	3,937	\$88,395,275	–	\$63,419,909	=	\$24,975,365	71.7%
UIUC	53,491	\$1,178,179,841	–	\$1,081,201,494	=	\$96,978,347	91.8%
<i>UIUC-SOM</i>	<i>149</i>	<i>TBD</i>	–	<i>TBD</i>	=	<i>TBD</i>	<i>TBD</i>
WIU	7,370	\$189,057,837	–	\$118,547,564	=	\$70,510,272	62.7%
<b>Illinois</b>	<b>176,991</b>	<b>\$4,465,740,432</b>	–	<b>\$3,057,682,563</b>	=	<b>\$1,408,057,869</b>	<b>68.5%</b>

# Degree Programs

## Associate degree programs

Relative to their overall representation among associate degree earners, Black students were overrepresented among:

- Business, Management, Marketing, and Related Support Services
- Computer and Information Sciences and Support Services
- Health Professions and Related Programs
- Personal and Culinary Services

Conversely, Black students were underrepresented in:

- Liberal Arts and Sciences, General Studies and Humanities
- Mechanic and Repair Technologies/Technicians
- Multi/Interdisciplinary Studies
- Visual and Performing Arts

Ten years after graduation, these programs have similar earning potentials between \$45k-\$71k per year.

**Table 31.** Percentage of degrees conferred in AY24 for many associate degree programs by race/ethnicity and the total number of degrees awarded that year.

Associate Programs	Black	Asian	Hispanic	White	Total
All	9.9%	4.6%	23.9%	54.2%	41,215
Business, Management, Marketing, and Related Support Services	17.1%	2.6%	23.9%	42.8%	1,332
Computer and Information Sciences and Support Services	17.3%	6.3%	17.7%	48.6%	1,466
Health Professions and Related Programs	11.5%	4.9%	20.1%	58.1%	4,652
Liberal Arts and Sciences, General Studies and Humanities	9.4%	4.3%	24.3%	54.6%	24,318
Mechanic and Repair Technologies/Technicians	5.4%	2.3%	29.4%	55.9%	812
Multi/Interdisciplinary Studies	6.7%	7.5%	27.5%	50.4%	4,770
Personal and Culinary Services	13.2%	1.9%	21.9%	55.5%	416
Visual and Performing Arts	9.1%	5.4%	25.7%	49.8%	241

Note: Programs above account for 92% of all associate degrees awarded that year.

# Degree Programs

## Bachelor's degree programs

Relative to their overall representation among bachelor's degree earners, Black students were overrepresented among:

- Communication, Journalism, and Related Programs
- Health Professions and Related Programs
- Psychology

Black students were underrepresented in:

- Business, Management, Marketing, and Related Support Services
- Engineering
- Education
- Others

Ten years after graduation, there are disparities among earning potentials, with degree programs where Black students are overrepresented averaging \$64k-\$81k per year and programs where Black students are underrepresented averaging \$56k-\$117k per year.

**Table 32.** Percentage of degrees conferred in AY24 for many bachelor's degree programs by race/ethnicity and the total number of degrees awarded that year.

Bachelor's Programs	Black	Asian	Hispanic	White	Total
All	9.8%	10.8%	17.9%	50.6%	64,144
Biological and Biomedical Sciences	6.1%	19.5%	17.8%	47.1%	3,517
Business, Management, Marketing, and Related Support Services	9.5%	9.4%	20.1%	50.6%	9,504
Communication, Journalism, and Related Programs	11.7%	6.0%	16.9%	56.4%	2,465
Computer and Information Sciences and Support Services	6.1%	25.9%	14.4%	38.2%	3,904
Education	6.4%	3.4%	21.0%	64.6%	3,575
Engineering	3.8%	20.3%	13.0%	41.7%	3,833
Health Professions and Related Programs	14.9%	9.1%	16.7%	52.7%	13,264
Psychology	11.1%	9.7%	23.9%	46.0%	3,727
Social Sciences	8.0%	12.4%	19.0%	44.2%	3,538
Visual and Performing Arts	7.5%	7.0%	16.5%	54.8%	3,925

Note: Programs above account for 80% of all bachelor's degrees awarded that year.

# Degree Programs

## Master's degree programs

Relative to their overall representation among master's degree earners, Black students were overrepresented among:

- Health Professions and Related Programs
- Psychology
- Public Administration and Social Service Professions
- Education
- Others

Black students were underrepresented in:

- Computer and Information Sciences and Support Services
- Engineering
- Others

Ten years after graduation, these programs have similar earning potentials between \$62k-\$136k per year.

**Table 33.** Percentage of degrees conferred in AY24 for many master's degree programs by race/ethnicity and the total number of degrees awarded that year.

Master's Programs	Black	Asian	Hispanic	White	Total
All	8.3%	8.6%	9.5%	40.0%	45,518
Biological and Biomedical Sciences	7.1%	18.6%	10.6%	36.5%	758
Business, Management, Marketing, and Related Support Services	8.6%	12.7%	8.7%	37.7%	10,743
Communication, Journalism, and Related Programs	6.3%	5.4%	6.1%	31.7%	709
Computer and Information Sciences and Support Services	2.1%	8.5%	2.4%	13.7%	5,213
Education	9.4%	3.3%	17.4%	61.5%	4,300
Engineering	2.2%	9.2%	4.6%	20.3%	1,933
Health Professions and Related Programs	12.7%	10.3%	11.6%	54.9%	8,872
Multi/Interdisciplinary Studies	3.1%	8.1%	4.9%	17.9%	1,268
Psychology	12.7%	8.0%	14.1%	53.1%	1,382
Public Administration and Social Service Professions	13.6%	4.5%	20.0%	51.5%	2,199
Social Sciences	4.9%	6.3%	7.6%	28.8%	1,360
Theology and Religious Vocations	11.3%	6.4%	7.9%	52.9%	800
Visual and Performing Arts	8.3%	5.9%	8.1%	44.1%	962

Note: Programs above account for 89% of all master's degrees awarded that year.

# Degree Programs

## Doctoral (research) degree programs

Relative to their overall representation among doctoral (research) degree earners, Black students were overrepresented among:

- Business, Management, Marketing, and Related Support Services
- Education
- Psychology
- Theology and Religious Vocations

Black students were underrepresented in:

- Biological and Biomedical Sciences
- Engineering
- Physical Sciences
- Others

Ten years after graduation, there are disparities among earning potentials, with degree programs where Black students are overrepresented averaging \$105k-\$156k per year and underrepresented programs averaging \$74k-\$231k per year.

**Table 34.** Percentage of degrees conferred in AY24 for many doctoral (research) degree programs by race/ethnicity and the total number of degrees awarded that year.

Doctoral (research) Programs	Black	Asian	Hispanic	White	Total
All	7.5%	6.7%	6.2%	39.8%	3,364
Biological and Biomedical Sciences	2.5%	10.7%	7.5%	42.9%	319
Business, Management, Marketing, and Related Support Services	20.9%	5.2%	5.2%	28.7%	115
Computer and Information Sciences and Support Services	< 1%	5.4%	2.4%	23.4%	167
Education	23.5%	2.4%	10.3%	53.1%	503
Engineering	1.2%	8.7%	2.3%	23.3%	516
Health Professions and Related Programs	7.0%	10.0%	4.1%	49.4%	271
Physical Sciences	1.2%	7.2%	6.0%	39.2%	334
Psychology	11.6%	9.8%	9.8%	53.0%	215
Social Sciences	6.6%	6.2%	4.1%	25.7%	241
Theology and Religious Vocations	8.2%	3.3%	6.6%	52.5%	61
Visual and Performing Arts	2.6%	5.2%	6.5%	57.1%	77

Note: Programs above account for 84% of all doctoral (research) degrees awarded that year.

# Degree Programs

## Doctoral (professional practice) degree programs

Relative to their overall representation among doctoral (professional practice) degree earners, Black students were overrepresented among:

- Health Professions and Related Programs

Conversely, Black students were underrepresented in:

- Legal Professions and Studies

Ten years after graduation, Health Professions and Related Programs have estimated earning potential of \$233k per year and Legal Professions and Studies have estimated earning potential of \$118k per year.

**Table 35.** Percentage of degrees conferred in AY24 for many doctoral (professional practice) degree programs by race/ethnicity and the total number of degrees awarded that year.

Doctoral (professional practice) Programs	Black	Asian	Hispanic	White	Total
All	9.8%	15.9%	10.2%	54.9%	5,809
Health Professions and Related Programs	11.0%	20.8%	8.9%	50.7%	3,535
Legal Professions and Studies	6.9%	9.2%	12.6%	60.7%	1,915

Note: Programs above account for 94% of all doctoral (professional practice) degrees awarded that year.

# Degree Programs

## Doctoral (other) degree programs

Relative to their overall representation among associate degree earners, Black students were overrepresented among:

- Theology and Religious Vocations

Conversely, Black students were underrepresented in:

- Health Professions and Related Programs

Estimated earning potential for doctoral (other) degrees was unavailable.

**Table 36.** Percentage of degrees conferred in AY24 for many doctoral (professional practice) degree programs by race/ethnicity and the total number of degrees awarded that year.

Doctoral (professional practice) Programs	Black	Asian	Hispanic	White	Total
All	12.0%	7.6%	7.1%	63.5%	408
Health Professions and Related Programs	8.2%	6.0%	7.9%	71.0%	331
Theology and Religious Vocations	28.6%	14.3%	3.9%	31.2%	77

Note: Programs above account for 100% of all doctoral (professional practice) degrees awarded that year.

# Degree Programs

## Measuring Equity Gaps in 2-year computer science programs

- 30% of public, 50% of private NP, and 100% of private FP institutions enroll Black students in their undergrad programs equitably compared to the state’s Black population.
- 54% of public, 25% of private NP, and no private FP institutions enroll Black students in their CS programs at equitable rates to their undergraduate student body enrollment.
- 35% of public, 25% of private NP, and no private FP institutions graduate Black CS students at equitable rates compared to their CS enrollment.

South Suburban College of Cook County, City College of Chicago- Kennedy-Kind College, Illinois Valley Community College, Elgin Community College, Lewis & Clark Community College, Triton College, Roosevelt University, and some others had at or nearing equitable representation for Black students in their CS programs.

# Degree Programs

## Measuring Equity Gaps in 4-year computer science programs

- 67% public institutions enroll Black students at equitable rates in their undergrad programs compared to the state population, though 19% of private institutions do.
- 33% public institutions and 57% of private institutions enroll Black students in CS program at or above their student body representation.
- 25% of public institutions and 19% of private institutions graduate Black CS students at or above equitable rates compared to CS enrollment.

Chicago State University, Eastern Illinois University, Trinity Christian College, Illinois Wesleyan, and Roosevelt University had at or nearing equitable representation for Black students in their CS programs.

# Degree Programs

## Understanding supports and barriers for students in IL computer science college programs

Black students (among others) were more likely to note barriers such as *lack of inclusive culture or climate* and *not many of my peers looked like me* that impeded their success in their computer science program.



I also feel scared that my professors (who are mostly white men) will think of me as just a stupid black girl who isn't trying. One of my professors looked at my code and told me word for word "What the hell is that?". Things like that would shake the confidence I had in myself.

(woman, Black/African American, 4-year private institution)

# Student Outcomes

## Promising Pathways

Attaining a bachelor's degree (or higher) increases chances for all low-income individuals to attain a good job.

However, low-income Black women and men were less likely to attain a good job compared to other groups for most degree levels. For both low-income Black men and women, the likelihood of attaining a good job increases with more education and gaps between other racial groups shrink with more education.

**Table 37.** Percentage of low-income individuals in a good job by degree level of race/ethnicity and gender.

**TABLE 4.** Proportion of students from low-income families in a good job by degree pathway, disaggregated by race and gender.

	Overall	Men					Women				
		Black	Latino	White	Asian	All Men	Black	Latina	White	Asian	All Women
High School Only, No College Degree	19%	16%	33%	30%	12%	26%	5%	17%	13%	9%	12%
Some College, No Degree	46%	41%	59%	59%	62%	54%	34%	50%	39%	55%	40%
Certificate	45%	52%	62%	66%	*	61%	36%	43%	34%	*	36%
Associate Degree	52%	52%	63%	60%	56%	60%	43%	49%	50%	44%	48%
Bachelor's Degree	79%	77%	84%	86%	83%	84%	72%	80%	78%	74%	77%
Master's, Doctoral, or Professional Degree	92%	*	93%	94%	96%	93%	92%	97%	90%	97%	92%

# Student Outcomes

## Completion at Black-serving IHEs

Of the Black-serving IHEs serving undergraduate students, three institutions had equitable or higher completion rates for their Black students as they did for their overall student body: DeVry University, Generations College, and Prairie State College.

**Table 38.** List of Black-serving undergraduate institutions (including only associate and bachelor’s degrees) in Illinois by their 150% completion rates, cost, average student debt and median earnings.

Institution	Institution Type	Black Completion rate (150%)	Overall Completion rate (150%)	Cost after Aid or Tuition and Fees	Student Debt	Earnings in Illinois
Chicago State University*	Public	13%	17%	\$8,969	\$30,625	\$38,285
City Colleges of Chicago - Harold Washington College	Community College	17%	29%	\$4,380	\$5,750	\$29,611
City Colleges of Chicago - Kennedy-King College*	Community College	18%	26%	\$4,380	\$6,180	\$28,466
City Colleges of Chicago - Malcolm X College	Community College	9%	14%	\$4,380	\$8,375	\$37,929
City Colleges of Chicago - Olive-Harvey College*	Community College	15%	20%	\$4,380	\$7,646	\$27,870
DeVry University, Inc.	Private FP	38%	37%	\$28,883	\$24,807	\$51,698
East-West University	Private NFP	14%	23%	\$15,809	\$26,986	\$33,119
Generations College	Private NFP	10%	7%	-	-	-
Governors State University*	Public	11%	20%	\$9,419	\$18,618	\$41,747
Prairie State College*	Community College	19%	19%	\$4,176	\$11,000	\$34,837
South Suburban College of Cook County*	Community College	12%	24%	\$5,093	-	\$34,498
Trinity International University	Private NFP	11%	46%	\$19,979	\$26,082	\$38,616

# Student Outcomes

## Cost at Black-serving IHEs

The cost of education was the least expensive among Black-serving community colleges, ranging between \$4k-\$5k per year. Black-serving public 4-year institutions like Chicago State University and Governors State University were not far behind averaging about \$9k per year. The Black-serving private (either not-for-profit or for-profit) were the most expensive with costs between \$15k-\$28k per year.

**Table 38.** List of Black-serving undergraduate institutions (including only associate and bachelor’s degrees) in Illinois by their 150% completion rates, cost, average student debt and median earnings.

Institution	Institution Type	Black Completion rate (150%)	Overall Completion rate (150%)	Cost after Aid or Tuition and Fees	Student Debt	Earnings in Illinois
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Trinity International University	Private NFP	11%	46%	\$19,979	\$26,082	\$38,616

# Student Outcomes

## Student debt at Black-serving IHEs

Average student (federal) debt for Black-serving IHEs ranged between \$5k-\$30k. The lowest debt came from the Black-serving community colleges (all City Colleges of Chicago). The highest debts were seen at Chicago State University, East-West University, Trinity International University, and DeVry University.

**Table 38.** List of Black-serving undergraduate institutions (including only associate and bachelor’s degrees) in Illinois by their 150% completion rates, cost, average student debt and median earnings.

Institution	Institution Type	Black Completion rate (150%)	Overall Completion rate (150%)	Cost after Aid or Tuition and Fees	Student Debt	Earnings in Illinois
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Trinity International University	Private NFP	11%	46%	\$19,979	\$26,082	\$38,616

# Student Outcomes

## Median earnings at Black-serving IHEs

Median salaries three years after graduation for Black-serving IHEs ranged between \$27k-\$51k. Some of the highest earnings were seen at DeVry University, Governors State University, Chicago State University, and Trinity International University.

**Table 38.** List of Black-serving undergraduate institutions (including only associate and bachelor’s degrees) in Illinois by their 150% completion rates, cost, average student debt and median earnings.

Institution	Institution Type	Black Completion rate (150%)	Overall Completion rate (150%)	Cost after Aid or Tuition and Fees	Student Debt	Earnings in Illinois
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Trinity International University	Private NFP	11%	46%	\$19,979	\$26,082	\$38,616

# Student Outcomes

## Access and Earnings

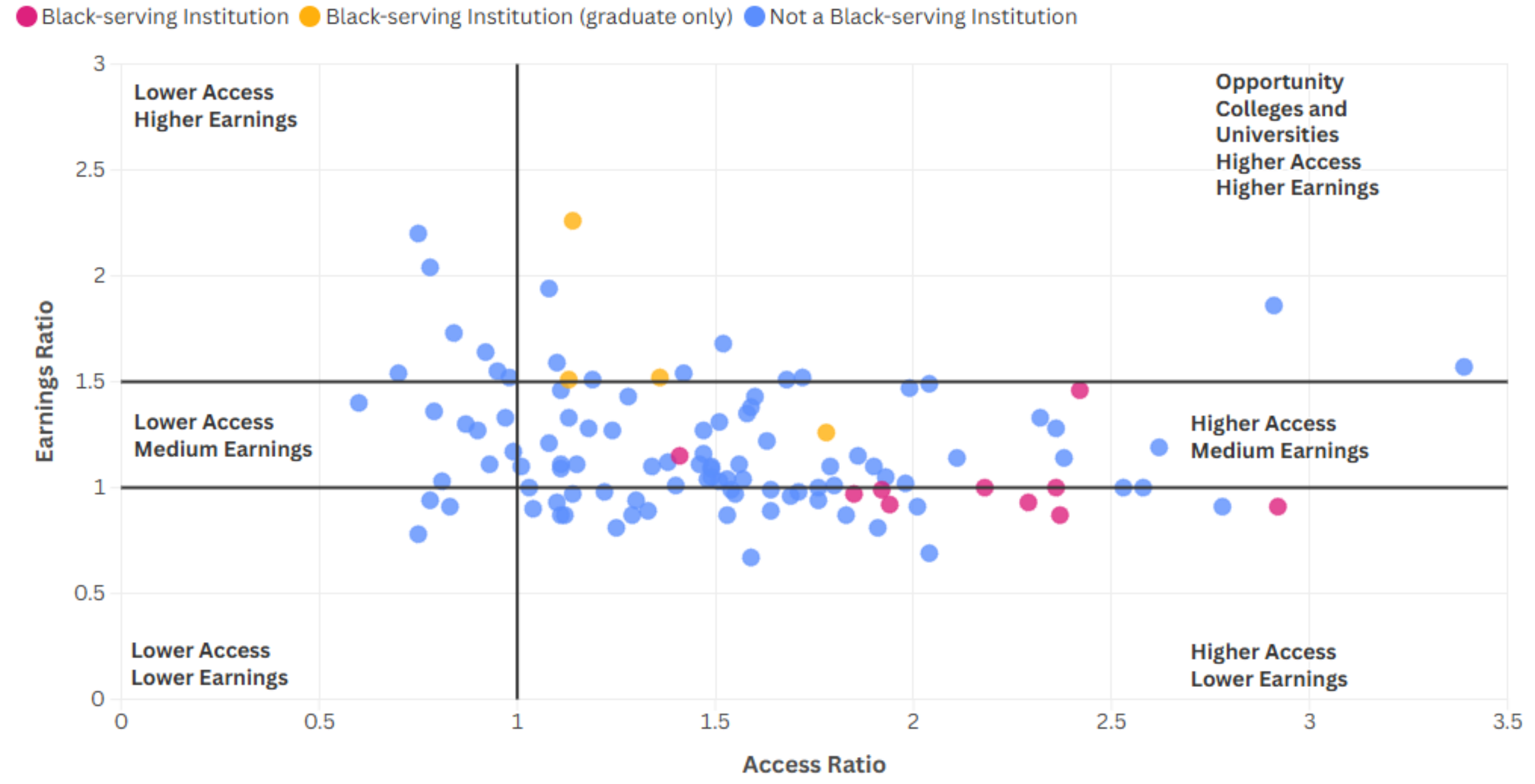
Most Black-serving IHEs in Illinois were either in the Higher Access Lower Earnings or in the Higher Access Medium Earnings sections, though Chicago State University nears the top boarder of the Medium Earnings section.

One Black-serving IHE (for graduate programs only), Chamberlin University, fit squarely in the Higher Access Higher Earnings section of the chart.

Interactive version of visualization on [Flourish](https://www.flourish.co.uk/).

**Figure 35.** Student access and earnings in Illinois colleges and universities for non and Black-serving institutions.

### Student Access and Earnings in Illinois Colleges and Universities



Source: Carnegie Classification of Institutions of Higher Education • Note: Access Ratio is the enrollment of Pell Grant recipients and students from underrepresented racial/ethnic groups compared to a similar population in their area. Earnings Ratio is the undergraduate student earnings 8 years post-enrollment compared to a similar population in their area with a high school diploma or higher credential. Black-serving Institutions have an enrollment of 30% or more Black students. Not shown: Colleges and universities without access or earnings ratios (N=42).

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# Workforce

Workforce participation, Earnings,  
Industries, WIOA

DRAFT

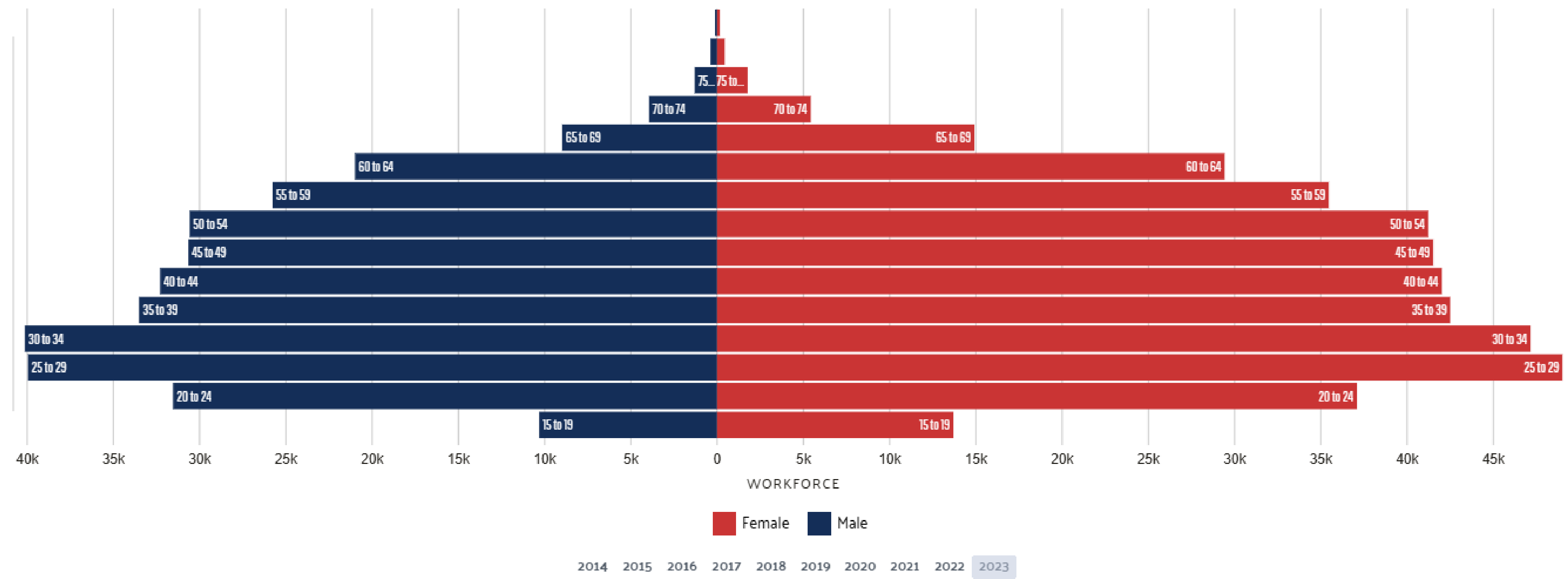
# Workforce

## The Illinois Black workforce

In 2023, there were more than 712k Black workers in the Illinois workforce. Black women represented the largest proportions of the Black workforce at each age group between 15 and 75 + years old.

However, on average, Black men earn higher wages at each age group compared to Black women.

Figure 36. Workforce participation by age and gender for Black Illinois in 2023.



# Sociodemographic characteristics

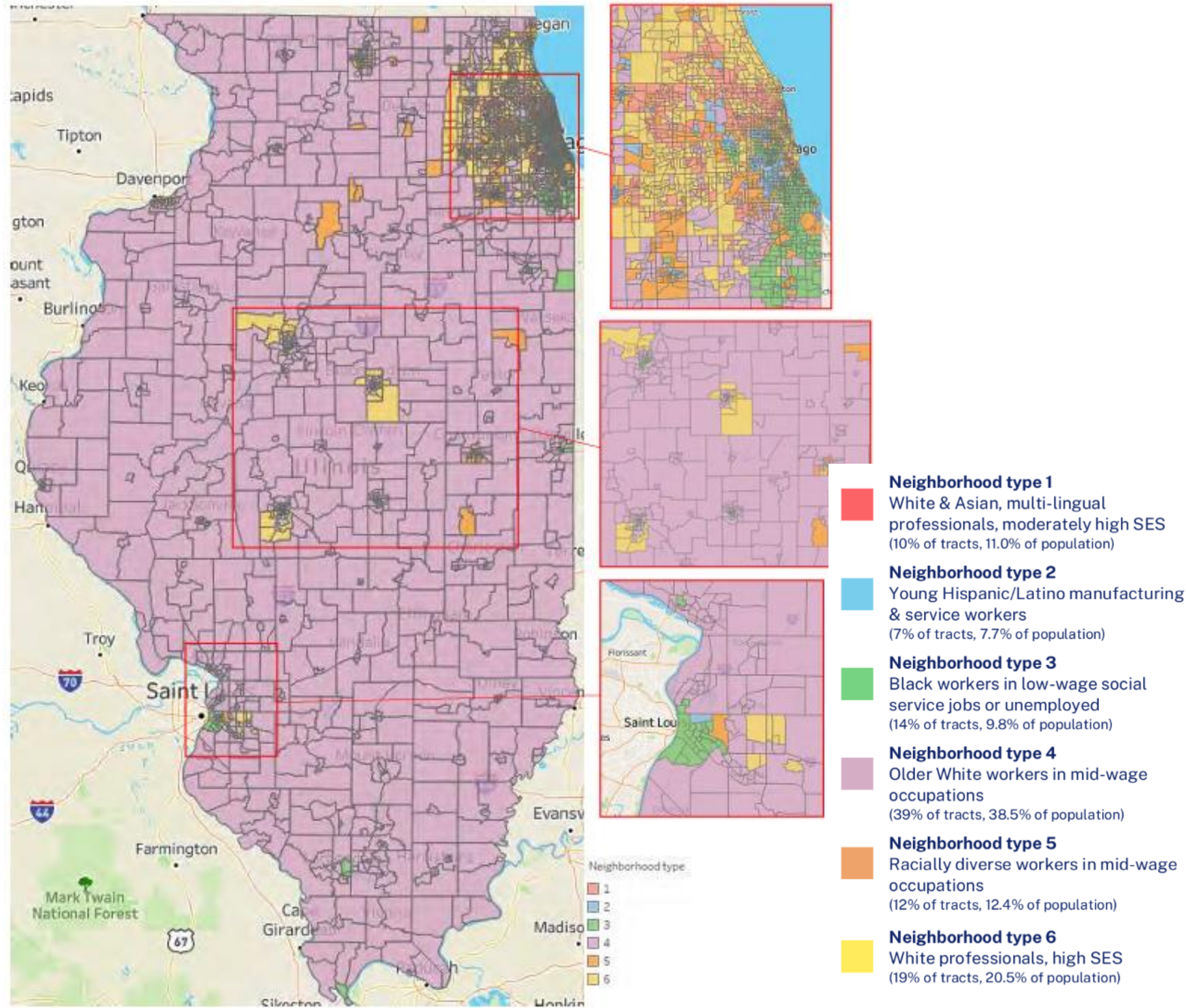
## Illinois Sociodemographic Equity Map

Using Census data from 2019, Illinois tracts, or neighborhoods, were grouped into 1 of 6 neighborhood types. Neighborhood type 3 (green) had tracts with the highest percentages of Black residents (avg = 81%).

Tracts in this neighborhood type represent about 10% of the Illinois population.

Areas with neighborhood type 3 tracts: Chicagoland area, Rockford, Dekalb, Davenport, Kankakee, Danville, Decatur, Urbana, Springfield, Macomb, Peoria, Mount Vernon, Edwardsville, East St. Louis, Carbondale, and Cairo.

Figure 37. Map of Illinois and callout of Chicago area, central Illinois, and East St. Louis. Each Census tract is outlined in black and filled by colors corresponding to its neighborhood type.



# Sociodemographic characteristics

## Illinois Sociodemographic Equity Map (cont.)

Compared to average state data, residents of Neighborhood type 3 were more likely to:

- Speak only English
- Be younger in age
- Earn less money (by almost half)
- Experience poverty (by more than double)
- Experience higher unemployment rates (by more than double)
- Work in Arts, entertainment, recreation, accommodation, and food service
- Work in Educational services, health care, and social assistance
- Work in Transportation, warehousing, and utilities

**Table 39.** Means and medians of sociodemographic variables for Neighborhood type 3 and statewide.

	Neighborhood Type 3	State
<b>Average percentage of racial/ethnic background</b>		
Black	81%	17%
Asian	<1%	5%
Hispanic/Latino	6%	16%
White	9%	60%
<b>Average percentage of language spoken</b>		
English only	92%	78%
Spanish	5%	13%
Other	3%	9%
Average geographic mobility rate	13%	12%
Median age	36.5	39.4
Median income	\$32,995	\$61,462
Average poverty rate	30%	14%
Average years of formal education	13.0	13.8
Average unemployment rate	17%	7%
<b>Average percentage of occupation industry</b>		
Arts, entertainment, recreation, accommodation, and food service	10%	9%
Agriculture, forestry, fishing and hunting, and mining	<1%	1%
Educational services, health care, and social assistance	28%	24%
Finance, insurance, real estate and rental and leasing	5%	7%
Manufacturing	8%	12%
Professional, scientific, management, administrative, and waste management	10%	11%
Retail trade	11%	11%
Transportation, warehousing, and utilities	11%	7%

# Labor force participation

## Labor force participation rates of Black Illinoisans

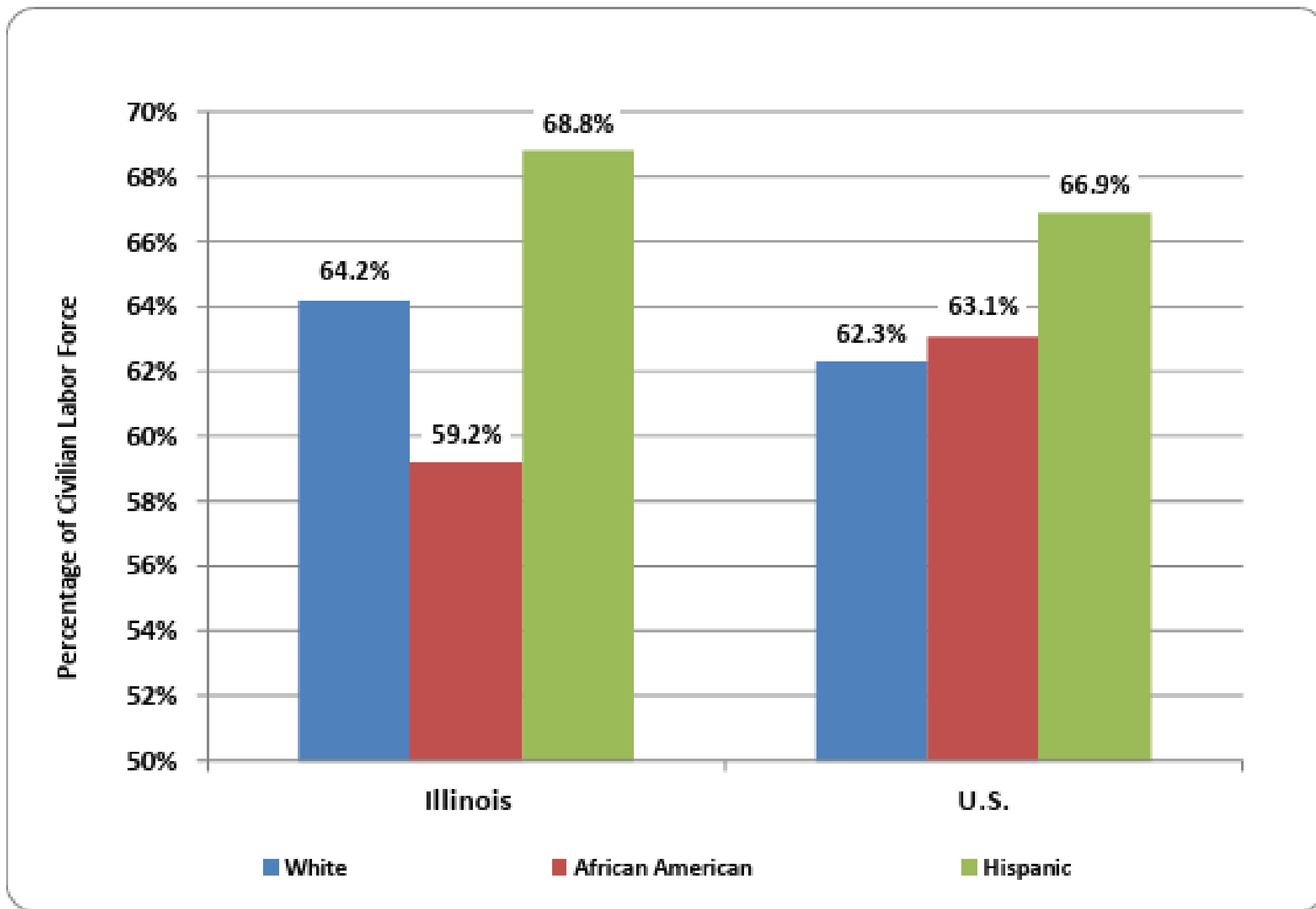
In 2023, Black Illinoisans had the lowest labor force participation rate (59.2%) compared to any other racial group.

Moreover, Black Illinoisans trail behind national trends for the Black workforce whose labor force participation is higher (63.1%).

Figure 38. Labor force participation rates by race/ethnicity in US and Illinois for 2023.

Figure 10. Labor Force Participation Rate by Race/Ethnicity in U.S. and Illinois, 2023

Source: U.S. Bureau of Labor Statistics



**Define:** The labor force participation rate is the percentage of the civilian non-institutional population that is in the labor force (either employed or unemployed).

# Labor force participation

## Labor force participation rates of Black women and men

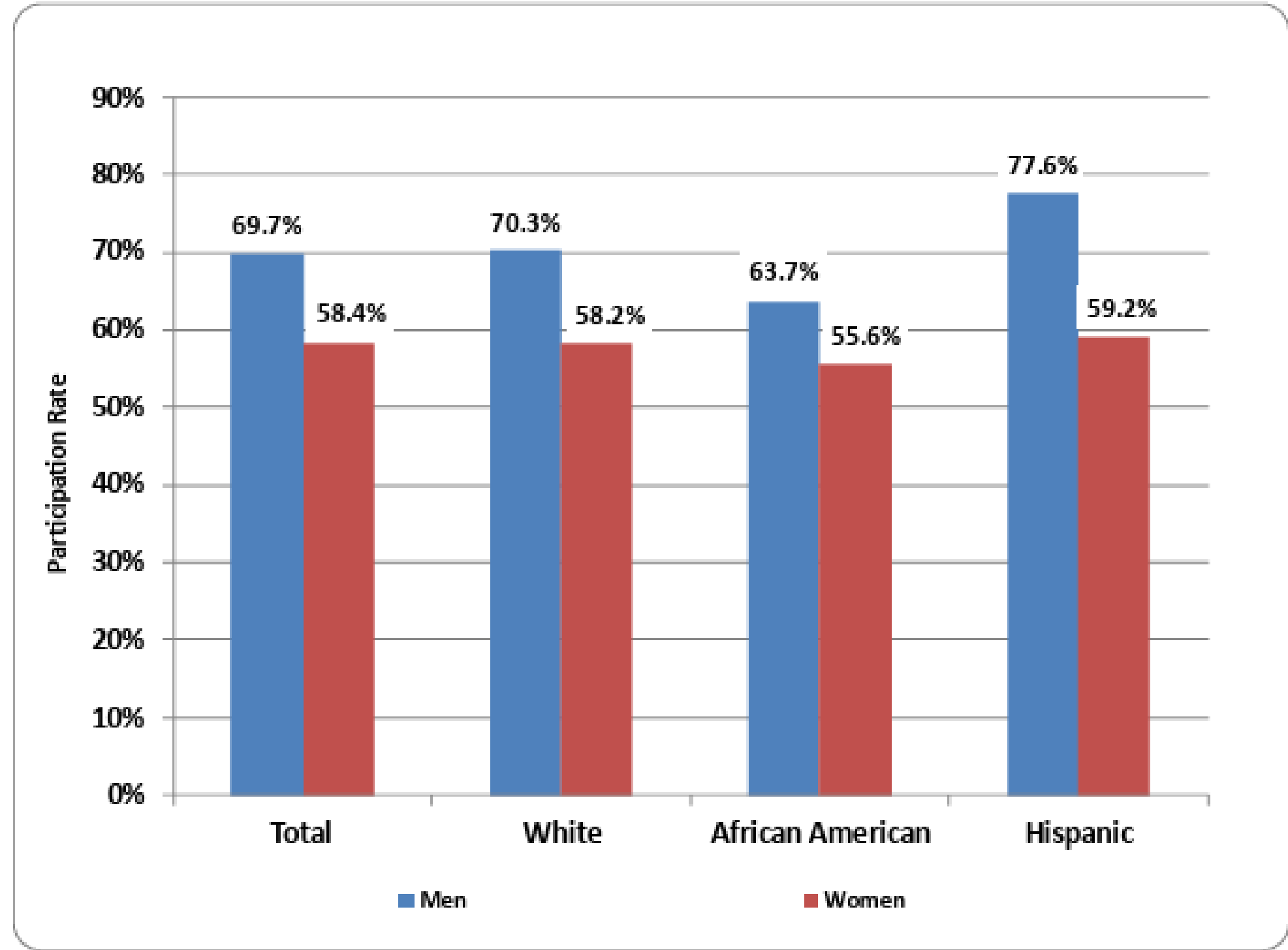
Labor force participation for Black Illinoisans has been increasing since 2021. However, Black men are driving much of this increasing rate, while the participation rate for Black women has declined since 2022.

Overall, participation rates for both Black women and men are lower than overall rates for gender groups and are the lowest of any racial group.

**Figure 39.** Labor force participation rates by race/ethnicity and gender for 2023.

**Figure 13. Illinois Labor Force Participation Rate by Race/Ethnicity and Gender, 2023**

Source: U.S. Bureau of Labor Statistics



**Define:** The labor force participation rate is the percentage of the civilian non-institutional population that is in the labor force (either employed or unemployed).

# Unemployment

## Unemployment rate of Black Illinoisans

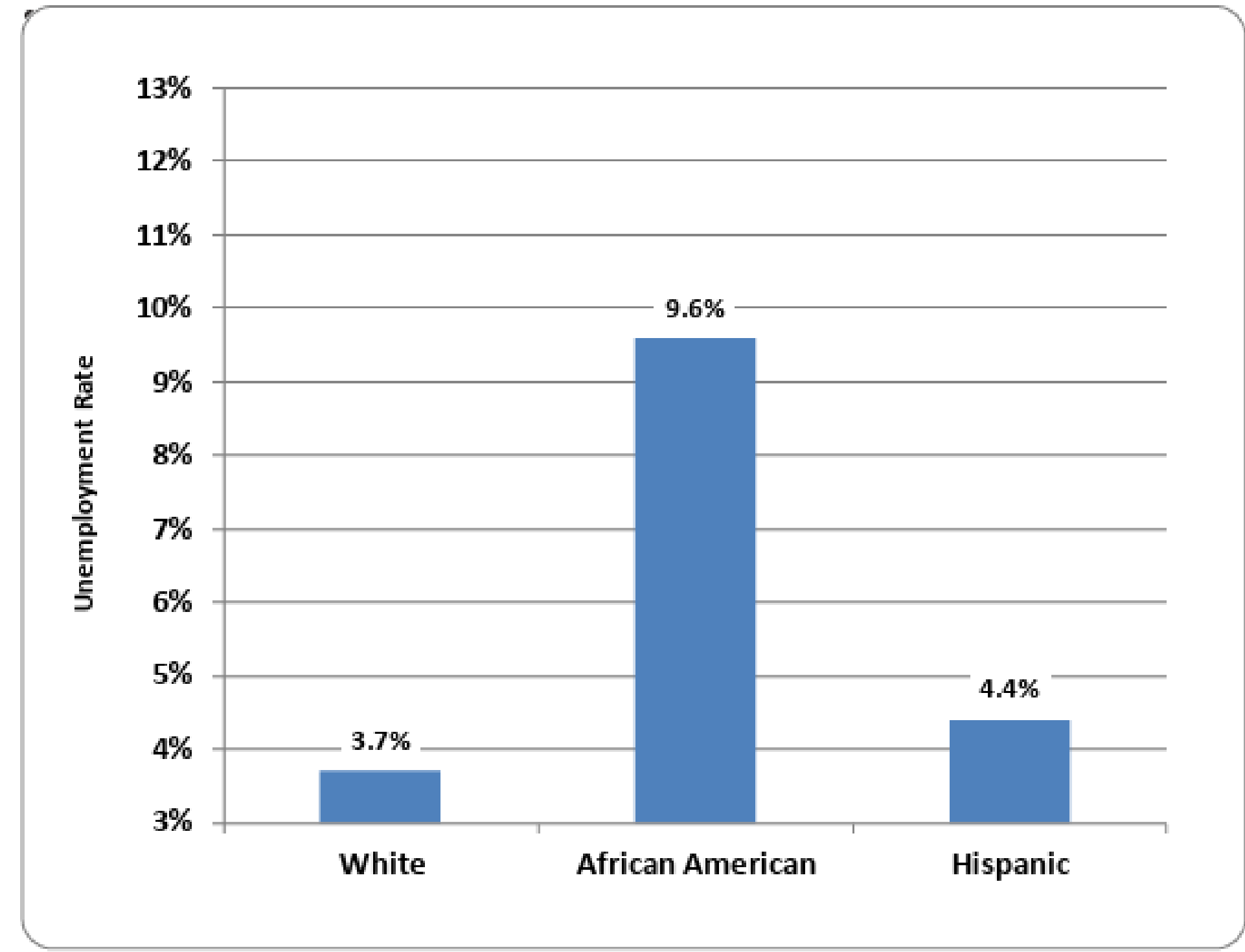
In 2023, the statewide unemployment rate was 4.5%. Black Illinoisans faced a much higher unemployment rate (9.6%) compared to other racial groups and statewide unemployment. The Black unemployment rate was more than double the state rate. Despite the high rate, unemployment for Black Illinoisans has decreased since 2020.

In the past decade, Black men have experienced higher unemployment rates in Illinois compared to Black women.

Figure 40. Unemployment rates by race/ethnicity for 2023.

Figure 14. Unemployment Rate by Race/Ethnicity in Illinois, 2023

Source: U.S. Bureau of Labor Statistics



**Define:** The unemployment rate is the percentage of the labor force that is unemployed (available and looking for work but currently not working).

# Employment

## Employment participation rate of Black Illinoisans

In 2023, the employment participation rate for Black Illinoisans was much lower than the state participation rate as well as lower compared to all other racial ethnic groups.

However, Black Illinoisans saw an increase (1%) in their employment participation rate since 2022. This was the highest increase of any group.

**Table 40.** Employment participation rates in Illinois by race/ethnicity for 2023.

State	Black	Hispanic/Latino	White
61.4%	53.5%	65.7%	61.9%

**Define:** Employment participation rate is the percentage of the noninstitutional working age population (age 16 and older) who are employed.

# Industries

## Promising Pathways

When analyzing the industry pathways for which the majority of low-income families had access to a good job, Black men and women had the lowest percentage of promising industry pathways out of any other racial/ethnic group as well as within gender groups.

Moreover, low-income Black men and women had among the fewest number of promising pathways compared to low-income White and Latino men and women.

**Table 41.** Percentage of promising pathways by degree level of race/ethnicity and gender.

**TABLE 8.** The proportion of industry pathways that were “promising” [i.e. led to good jobs for at least 69% of students] for each gender and racial/ethnic group, by degree level.

	Men				Women			
	Asian	Black	Latino	White	Asian	Black	Latina	White
<b>High School</b>	0/0	0/5	1/4	2/5	0/0	0/4	0/5	0/5
<b>Some college, No Degree</b>	1/4	4/16	8/16	7/16	0/3	1/15	4/16	3/17
<b>Certificate</b>	0/0	0/0	0/1	2/4	0/0	0/2	0/2	0/4
<b>Associate Degree</b>	0/0	0/1	1/6	5/11	0/0	0/3	2/7	2/10
<b>Bachelor’s Degree</b>	6/8	6/9	10/12	14/17	5/6	8/13	10/12	13/16
<b>Master’s, Doctoral, or Professional Degree</b>	0/0	0/0	0/0	1/1	0/0	0/0	0/0	3/3
Total proportion of industry pathways that are promising	7/12	10/31	20/39	31/54	5/9	9/37	16/42	21/55
<b>Total percent</b> of industry pathways that are promising	58%	32%	51%	57%	56%	24%	38%	38%

A promising pathway is a degree, program of study, or industry that places students from low-income families into good jobs at a 69% rate, the same overall rate that students from high-income families can be found in such jobs (Bates et. al, 2025).

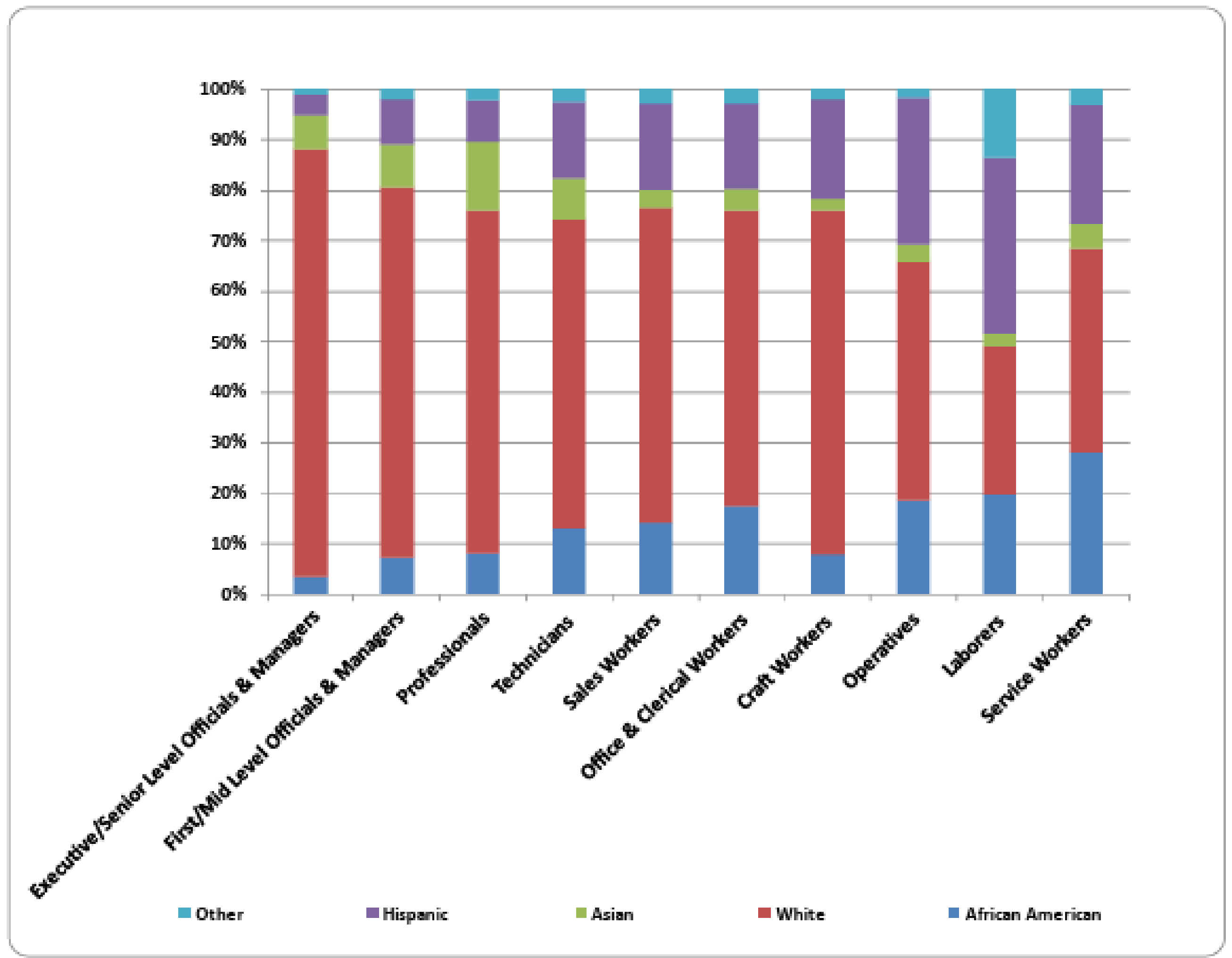
# Industries

## Private sector occupational categories

In 2021, Black Illinoisans had a high proportion of employment as service workers (28.3%), laborers (19.7%), operatives (18.5%), and office and clerical workers (17.3%).

Many of the occupational categories that employ high percentages of racially minoritized groups including Black workers tend to pay lower wages.

Figure 41. Illinois private sector employment by race/ethnicity for 2021.



# Industries

## State employees

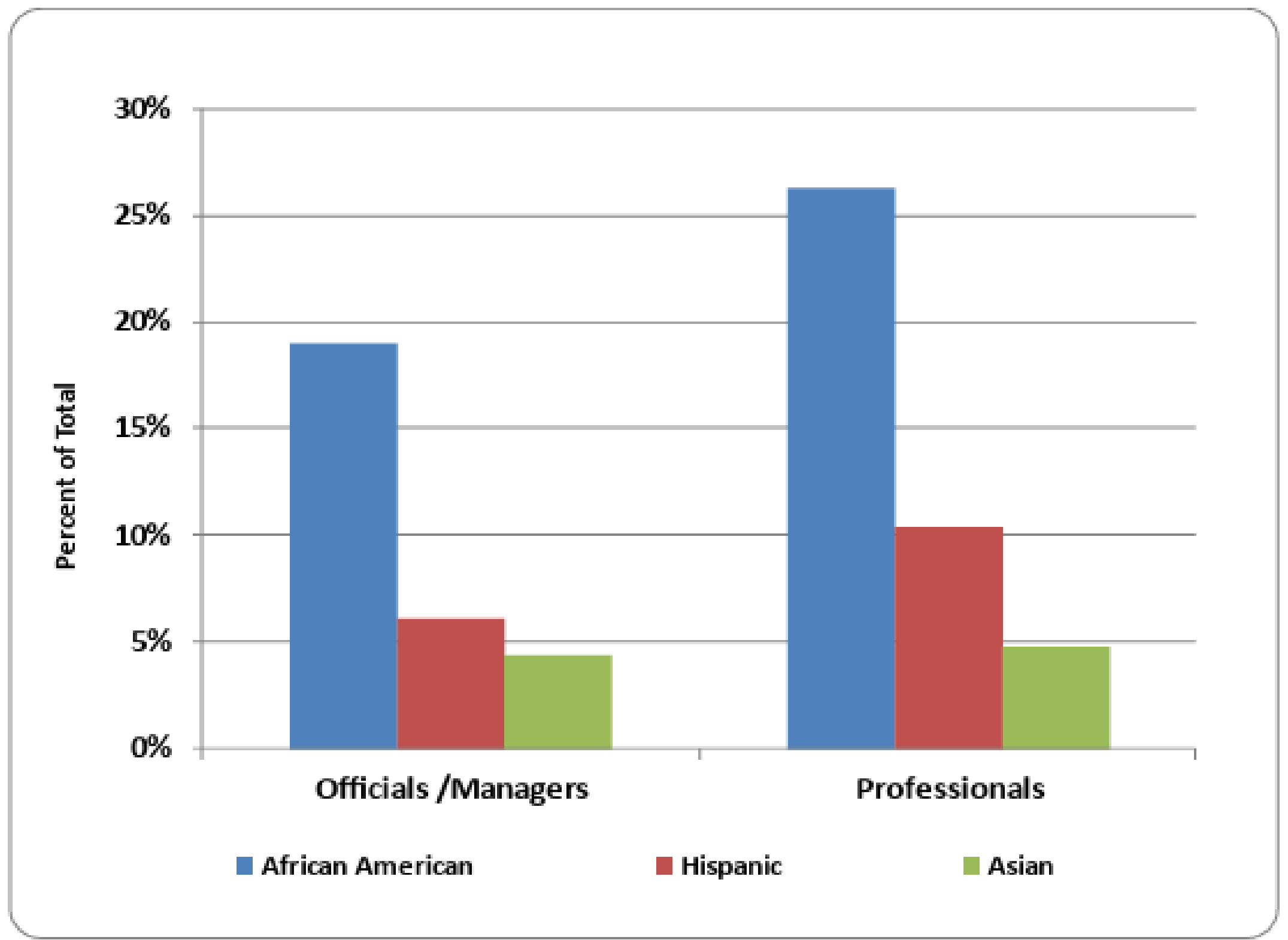
In 2023, Blacker workers held the highest percentage of state government jobs including officials, managers, and professionals compared to other racially minoritized groups.

Moreover, the number of Black state employees has grown since 2014 and reached the highest in 2024 to more than 10,500.

Figure 42. State employee jobs by race/ethnicity for 2023.

Figure 24. EEO Summary Report - Illinois State Government Full-Time Professional Jobs Held by Minorities, 2023

Report covers coded workers as of December 31, 2023. Source: Central Management Services (CMS) [Report ANR003-A]



# Industries

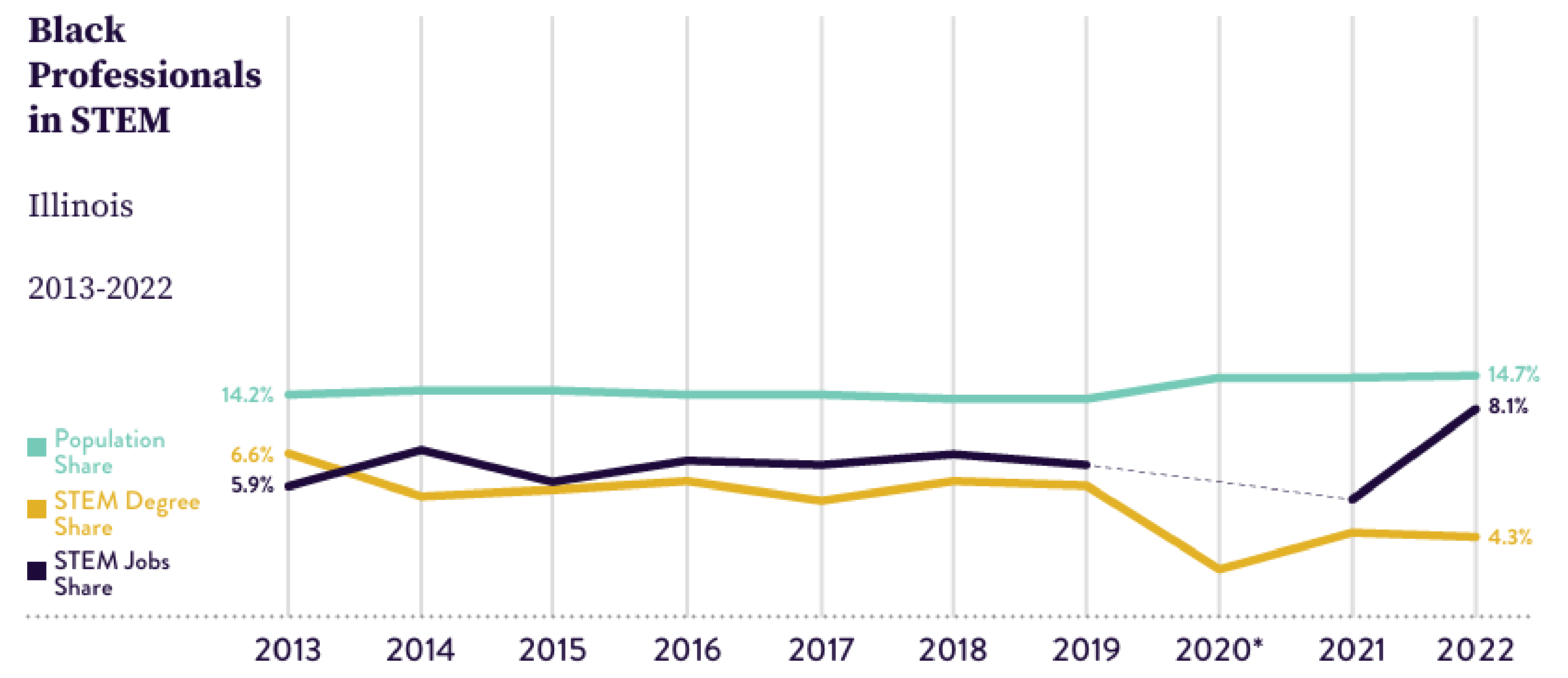
## STEM Talent Index

In 2022, a record-high number of 39,276 Black Illinoisans were employed in STEM.

Black employees made up about 8% of the total STEM workforce in Illinois.

That said, STEM degrees for Black students was lagging during this same period with Black students representing only 4% of all STEM degrees in Illinois.

**Figure 43.** Black professionals in STEM in Illinois from 2013-2022.



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, U.S. Census Bureau (ACS 1-year estimates)

\*Data unavailable due to delay in collection of the 2020 U.S. Census.

# Industries

## Arts workforce

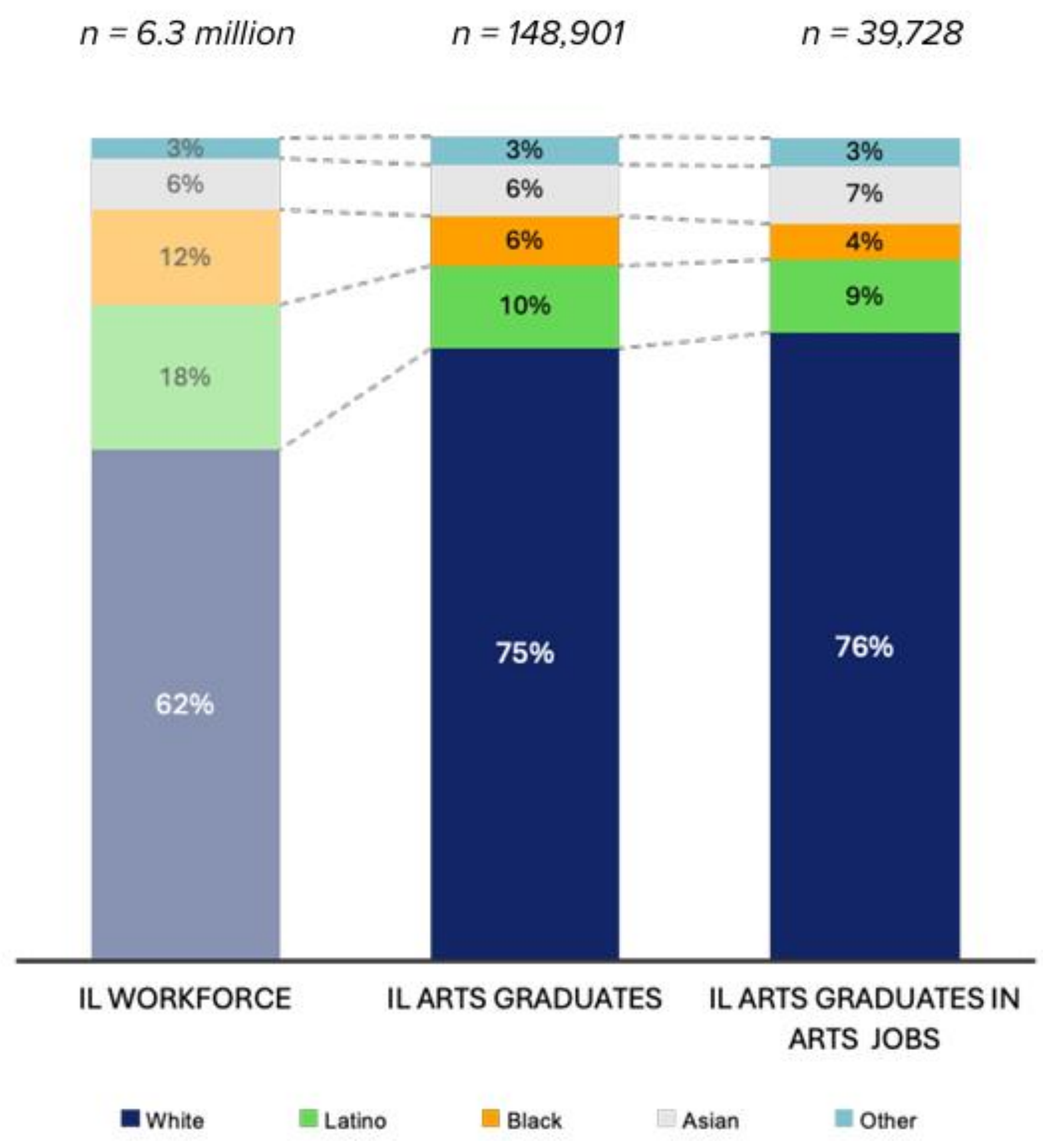
Black students make up a much smaller percentage of arts graduates relative to their representation in the Illinois workforce.

Moreover, Black arts graduates represent an even smaller percentage of arts graduates in arts jobs.

Of all Black arts graduates, only 19% end up in arts jobs.

Black arts graduates that do end up in an arts job are more likely to be in jobs such as Art history, Drama and theatre, Music, or Commercial arts and graphic design.

Figure 44. Arts graduates in arts jobs by race and ethnicity.



# Earnings

## Household income

In 2024, Black households had the lowest median income compared to other racial groups.

**Table 42.** Median household income adjusted for inflation for 2024 (ACS).

State	Black	Asian	Hispanic/Latino	White
\$83,211	\$51,174	\$114,099	\$77,413	\$90,680

# Earnings

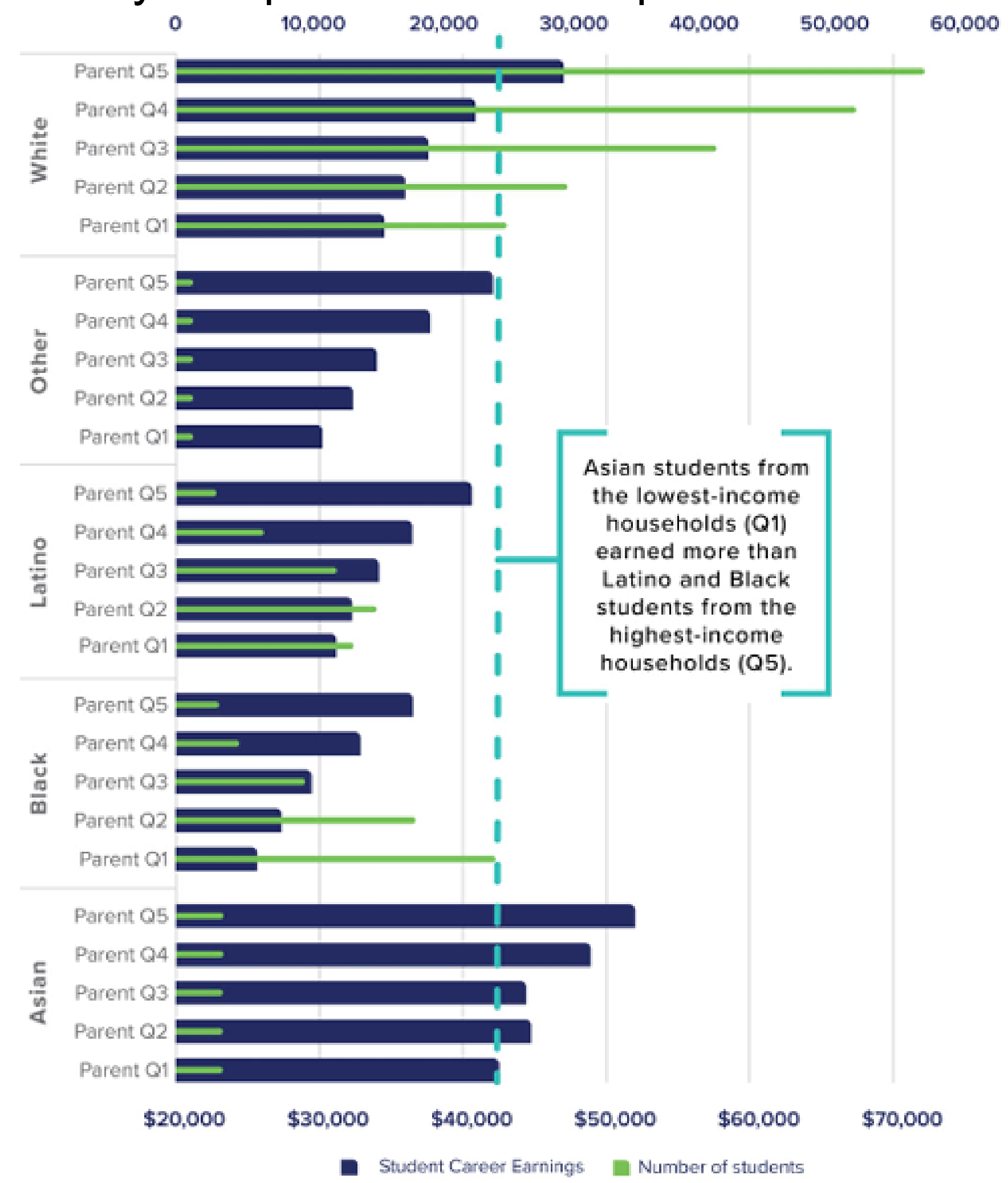
## Precarious Prospects

Following national trends, Illinois students are likely to earn more in the workforce if their parents' earnings were also high.

However, Black (and Latino) students went on to earn less than other racial/ethnic groups across parent earnings groups (quintiles) and were disproportionately represented among students with low-income parents.

Asian students from the lowest-income households (Q1) went on to earn more as adults than Black (and other) students from the highest income households (Q5).

Figure 45. Student career earnings and number of students by race/ethnicity and parents' income quintile.



"For calculating industry counts and "Career Earnings," we limited to students who were employed in Illinois three years (12 quarters) after either (a) their latest postsecondary event (postsecondary graduation or an enrolled term), among those who ever enrolled in college, or (b) their senior year of high school, among those who never enrolled in college. We further limited to those whose quarter 12 employment was in a stable job, meaning they were employed for at least three consecutive quarters including the quarter before and the quarter after quarter 12." (Cashdollar et. al, 2025)

## Disparities in WIOA Earnings

In Illinois WIOA programs, 11% of participants are Black. On average, they earn about \$800 per week, which is \$0.75 to every dollar White participants earn.

**Table 43.** WIOA participants by race/ethnicity.

**Exhibit 3. Illinois Earnings Disparity Relative to White Workers**

Race/Ethnicity	Number of workers	Share of workers	Average weekly earnings	Earnings per dollar
White	3,973,694	64.39%	\$1,096.62	\$1.00
Black	709,542	11.50%	\$818.17	\$0.75
Native American/American Indian	4,623	0.07%	\$637.76	\$0.58
Asian-Pacific Islander	371,266	6.02%	\$1,169.65	\$1.07
Hispanic/Latino	1,053,968	17.08%	\$751.06	\$0.68
Multiracial	58,156	0.94%	\$777.12	\$0.71

Note. Office of Federal Contract Compliance Programs. (n.d.). *Earnings disparities by race and ethnicity*. U.S. Department of Labor. <https://www.dol.gov/agencies/ofccp/about/data/earnings/race-and-ethnicity>

## Additional barriers to employment

Black women who participate in WIOA programs were more likely to have additional barrier to employment compared to their peers, including:

- Receiving TANF, SSI, and SNAP benefits
- Being low-income

Black men who participate in WIOA programs were more likely to have additional barrier to employment compared to their peers, including:

- Experiencing homelessness
- Being formerly incarcerated

**Table 44.** WIOA participants and their additional barriers to employment by gender and race/ethnicity.

**Exhibit 5. Title I Adult Participants, Barriers to Employment\* Identified at Program Intake**

Barrier	Female				Male			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
TANF	1.4%	<b>3.3%</b>	1.0%	0.3%	0.2%	0.2%	0.1%	0.3%
SSI	0.8%	<b>1.0%</b>	0.5%	0.6%	0.2%	0.8%	0.2%	0.3%
SNAP	38.8%	<b>58.5%</b>	39.7%	15.4%	18.8%	40.1%	20.8%	16.3%
Homeless	0.6%	0.7%	0.5%	0.6%	0.9%	<b>1.6%</b>	0.7%	0.3%
Ex-offender	3.4%	4.0%	2.6%	0.3%	8.1%	<b>18.7%</b>	6.8%	0.3%
Low income	48.4%	<b>64.4%</b>	47.3%	34.9%	26.0%	49.3%	28.8%	28.9%
English language learner	0.6%	1.3%	1.2%	<b>25.9%</b>	0.7%	0.9%	1.2%	17.7%
Basic skills deficient	18.9%	29.0%	28.9%	<b>40.4%</b>	14.7%	30.2%	22.2%	28.0%
Cultural barrier	0.4%	1.1%	0.4%	<b>15.7%</b>	0.3%	0.6%	0.3%	12.6%
Single parent	<b>22.5%</b>	19.7%	13.5%	4.7%	1.8%	3.0%	1.7%	0.3%

*Note.* SNAP = Supplemental Nutrition Assistance Program; SSI = Supplemental Security Income; TANF = Temporary Assistance for Needy Families.

*\*Definitions for these employment barrier categories can be found in Illinois state WIOA policy [here](#). Barriers to employment are determined at the point of entry into the program.*

## Employment and earnings outcomes

Black women and men have the lowest average quarterly earnings after exiting the adult program as well as the dislocated workers program.

Moreover, Black women are more likely to be employed after exiting both programs compared to Black men.

**Table 45.** Percentage employed and average quarterly earnings for WIOA adult participants (top) and dislocated worker participants (bottom) by gender and race/ethnicity.

**Exhibit 6. Title I Adult Participants, Percentage Employed Two Quarters After Program Exit and Average Quarterly Earnings Two Quarters After Program Exit**

Outcomes	Female				Male			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
Percent employed	<b>86.4%</b>	86.0%	86.1%	79.8%	77.9%	75.3%	78.4%	72.0%
Average quarterly earnings	<b>\$7,352</b>	\$6,367	\$6,540	\$6,687	\$6,842	\$6,232	\$7,066	\$7,137

**Exhibit 7. Title I Dislocated Worker Participants, Percentage Employed Two Quarters After Program Exit and Average Quarterly Earnings Two Quarters After Program Exit**

Outcomes	Female				Male			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
Percent employed	86.0%	87.4%	<b>88.9%</b>	84.0%	87.1%	84.3%	84.8%	78.0%
Average quarterly earnings	<b>\$9,435</b>	<b>\$8,656</b>	<b>\$8,815</b>	\$15,807	<b>\$12,456</b>	<b>\$9,679</b>	<b>\$10,495</b>	<b>\$15,972</b>

Note. Numbers in green indicate the highest average earnings by group and constitute the reference group. Numbers in red are 85% or less of the reference group and indicate disparate impact (see Appendix B, Attachment 4: WIOA Title I Data Analysis Methodology and Results).

## Services accessed

Black women and men are not accessing WIOA services as much as other groups which may impact employment, outcomes, and earnings in the future.

**Table 46.** Percentage of WIOA services accessed by gender and race/ethnicity.

**Exhibit 9. Title I Adult Percentage of Participants by Service Type**

Type of service	Female				Male			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
Self-services	43.2%	33.0%	27.9%	23.4%	33.2%	27.9%	21.9%	24.0%
Staff services	64.5%	45.3%	47.1%	47.7%	54.0%	44.2%	46.2%	52.0%
Received training	85.0%	70.1%	74.8%	51.4%	79.8%	74.1%	80.1%	68.6%
Training completed	77.7%	76.7%	77.1%	81.3%	81.1%	79.3%	82.8%	94.2%

Note. [WIOA](#) Adult Data PY2019. Adapted from Office of Federal Contract Compliance Programs. (n.d.). *Earnings disparities by race and ethnicity*. U.S. Department of Labor. <https://www.dol.gov/agencies/ofccp/about/data/earnings/race-and-ethnicity>

## Occupational training

Black women with a high school degree or less were most likely to focus in healthcare practitioners and technicians or healthcare support training programs. This was true for women of all racial groups.

Black men (and all other men) were most likely to train in production or transportation and material moving.

**Table 47.** Percentage of WIOA occupational training by gender and race/ethnicity.

**Exhibit 10. Title I Adult Percentage of Participants by Occupational Focus of Training**

Type of service	Female				Male			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
Received training, total	40.5%	44.8%	48.8%	27.5%	54.0%	55.6%	62.3%	29.7%
Management	1.4%	6.7%	2.9%	38.3%	1.0%	2.6%	1.0%	23.1%
Computer and mathematical	1.9%	2.3%	2.6%	1.7%	5.6%	3.2%	3.7%	0.0%
Healthcare practitioners and technical	<b>41.3%</b>	<b>41.1%</b>	<b>23.9%</b>	<b>35.0%</b>	3.3%	2.2%	2.9%	1.9%
Healthcare support	<b>29.1%</b>	<b>24.5%</b>	<b>33.5%</b>	<b>5.0%</b>	1.8%	0.7%	1.0%	0.0%
Office and administrative support	4.1%	3.1%	6.8%	6.7%	1.6%	2.9%	2.0%	0.0%
Installation, maintenance, and repair	1.0%	0.2%	0.6%	0.0%	12.1%	3.6%	8.8%	7.7%
Production	7.9%	3.6%	11.9%	8.3%	<b>19.6%</b>	<b>12.6%</b>	<b>22.6%</b>	<b>34.6%</b>
Transportation and material moving	8.3%	11.7%	12.6%	1.7%	<b>49.5%</b>	<b>69.3%</b>	<b>55.8%</b>	<b>26.9%</b>
All other	4.9%	6.7%	5.2%	3.3%	5.5%	2.9%	2.2%	5.8%

Note. Numbers in bold indicate occupational clustering by sex and race. [WIOA](#) Adult Data PY2019. Adapted from Office of Federal Contract Compliance Programs. (n.d.). *Earnings disparities by race and ethnicity*. U.S. Department of Labor. <https://www.dol.gov/agencies/ofccp/about/data/earnings/race-and-ethnicity>

# Housing

## Home ownership vs. renting

In 2024, Black families were almost twice as likely to be renters compared to their representation in the housing market. Only 8.5% of housing units were owned by Black families. This home ownership disparity was the largest of any racial group.

In Chicago, 19% of Black families were threatened with foreclosure or eviction in the last three years, more than double any other racial group.

**Table 48.** Percentage of occupied housing units by race/ethnicity for 2024 (ACS).

	Occupied housing	Owner-occupied housing	Renter-occupied housing
Black	13.5%	8.5%	23.8%
Asian	5.9%	5.7%	6.5%
Hispanic/Latino	14.1%	12.3%	17.9%
White	65.8%	72.8%	51.1%

**Table 49.** Percentage of families threatened with foreclosure or eviction by race/ethnicity in Chicago Metro Area.

**Table 9: Threatened with Foreclosure or Eviction in Last 3 Years**

	Percent
Black	19%***
Mexican <i>foreign-born</i>	5%
Mexican <i>U.S. born</i>	9%*
Puerto Rican	9%
White	4%
<b>TOTAL</b>	<b>6%</b>

Source: Color of Wealth in Chicago survey, authors' calculations.

# Wealth

## Liquid & Tangible Assets

Black families were among the least likely to have liquid assets such as having a checking, CD, savings, or retirement account as well as owning stocks. Black families had the least amount of liquid assets compared to other groups, with an average of \$1,000.

Black families were the least likely to own a home, with 76% of Black homeowners with mortgage debt around \$150k. Median home value for Black families was \$247k with home equity at roughly \$111k.

In all, Black families had about \$20k in total assets, the lowest of any group.

**Table 50.** Liquid (financial) assets by race/ethnicity in Chicago Metro Area.

**Table 5:** Liquid (Financial) Assets

	Banked	Certificate of Deposit	Stock	Individual Retirement Accounts	Other Savings Account	Liquid Assets
<b>Black</b>	62%***	3%***	12%***	7%***	10%**	\$1,000***
<b>Mexican</b> <i>foreign-born</i>	55%***	2%***	7%***	5%***	12%	\$1,500***
<b>Mexican</b> <i>U.S. born</i>	77%***	4%***	15%***	10%***	7%*	\$7,000**
<b>Puerto Rican</b>	75%**	11%	13%***	9%***	2%***	\$5,000**
<b>White</b>	90%	16%	42%	40%	19%	\$27,000

Source: Color of Wealth in Chicago survey, authors' calculations.  
Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level

**Table 51.** Business, housing, and total assets by race/ethnicity in Chicago Metro Area.

**Table 7:** Business, Housing and Total Assets

	Own Business	Own Home	Mortgage Debt Among Homeowners	Mortgage Debt (Median)	Home Value (Median)	Home Equity (Median)
<b>Black</b>	2%*	34%***	76%	\$150,000	\$247,000*	\$111,000***
<b>Mexican</b> <i>foreign-born</i>	0%***	57%*	76%	\$53,200**	\$100,000**	\$46,000***
<b>Mexican</b> <i>U.S. born</i>	2%*	58%**	70%	\$160,000	\$275,000	\$100,000***
<b>Puerto Rican</b>	2%	50%**	80%	\$140,000	\$270,000	\$160,000
<b>White</b>	6%	72%	67%	\$151,800	\$300,000	\$200,000

Source: Color of Wealth in Chicago survey, authors' calculations.  
Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level. .

**Table 52.** Median value of total assets held by families by race/ethnicity in Chicago Metro Area.

**Table 12:** Median Value of Total Assets Held by Families by Race

	Total Assets	Share of White Assets
<b>Black</b>	\$20,000***	6%
<b>Mexican</b> <i>foreign-born</i>	\$26,000***	8%
<b>Mexican</b> <i>U.S. born</i>	\$128,000***	39%
<b>Puerto Rican</b>	\$125,000*	39%
<b>White</b>	\$325,500	—

Source: Color of Wealth in Chicago survey, authors' calculations.  
Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level.

# Wealth

## Debts

About 50% of Black families have credit card debt. Black families has the highest percentage of student loans (45%), medical debt (30%), legal debt (8%), and loans from relatives (15%). Median debt for Black families totals \$17k, the highest of any racial group.

Usage of alternative or predator payday loans was highest amongst Black families with about 18% noting they or someone in their family had taken out a loan in the last five years. Illinois caps interest rates on these loans to 36% if they are less than \$40k.

**Table 53.** Percentage of families having various types of unsecured debt by race/ethnicity in Chicago Metro Area.

**Table 10: Percentage of Families Having Various Types of Unsecured Debt**

	Credit Card Debt	Student Loans	Medical Debt	Legal Debt	Loans from Relatives	Other	Total Non-Tangible Debts <sup>36</sup> (Median)
<b>Black</b>	50%	45%***	30%**	8%	15%***	7%*	\$17,000
<b>Mexican</b> <i>foreign-born</i>	61%*	20%	26%	3%	11%	1%	\$8,000
<b>Mexican</b> <i>U.S. born</i>	57%*	28%	29%*	4%	13%*	8%*	\$14,000
<b>Puerto Rican</b>	63%*	20%	21%	4%	10%	2%	\$8,000*
<b>White</b>	44%	23%	18%	5%	6%	3%	\$15,000

Source: Color of Wealth in Chicago survey, authors' calculations.  
 Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level.

**Table 54.** Payday loan usage among families by race/ethnicity in Chicago Metro Area.

**Table 11: Payday Loan Usage Among Families in Chicago Metro Area**

	Percent
<b>Black</b>	18%***
<b>Mexican</b> <i>foreign-born</i>	7%
<b>Mexican</b> <i>U.S. born</i>	13%*
<b>Puerto Rican</b>	11%
<b>White</b>	6%

Source: Color of Wealth in Chicago survey, authors' calculations.  
 Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level.

# Wealth

## Net worth

Taken together Black families' income, assets, and debts, Black families had an estimated net worth of \$0.

Moreover, only 4% of Black families noted receive any inheritance and 9% received substantial gifts of \$1,000 or more. The majority Black families also noted their parents did not receive any inheritance, gifts, or insurance settlements, indicating little intergenerational wealth.

**Table 55.** Family income and net worth by race/ethnicity in Chicago Metro Area.

**Table 13: Family Income and Net Worth**

	Family Income	Share of White Income	Net Worth	Share of White Net Worth
<b>Black</b>	\$36,500***	40%	\$0***	0%
<b>Mexican</b> <i>foreign-born</i>	\$55,000***	60%	\$6,000***	3%
<b>Mexican</b> <i>U.S. born</i>	\$65,000***	71%	\$40,500***	19%
<b>Puerto Rican</b>	\$68,000**	74%	\$24,000***	11%
<b>White</b>	\$92,000	—	\$210,000	—

Source: Color of Wealth in Chicago survey, authors' calculations.  
Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level.

**Table 56.** Inheritance and gifts by race/ethnicity in Chicago Metro Area.

**Table 14: Inheritance and Gifts (%)**

	Respondents' Families		Respondents' Parents
	Received Any Inheritance	Received substantial gifts, of \$1,000 or more	Received substantial inheritance, gift, or insurance settlement
<b>Black</b>	4%***	9%***	5%***
<b>Mexican</b> <i>foreign-born</i>	5%*	6%***	2%***
<b>Mexican</b> <i>U.S. born</i>	9%*	9%***	6%*
<b>Puerto Rican</b>	0%***	3%***	2%***
<b>White</b>	20%	30%	17%

Source: Color of Wealth in Chicago survey, authors' calculations.  
Note: The difference in the percentage of noted groups as compared with the percentage of White families is statistically significant at the \*\*\*99%, \*\*95%, \*90% level.

# Spotlight

## Financial and holistic wealth building

The Chicago Urban League outlines the current state of aspects related to financial wealth building (entrepreneurship, workforce development, and homeownership) and holistic wealth building (education, health, leadership and civic engagement, and criminal justice) and provides opportunities, policy recommendations, and cross-sector collaborative solutions in these areas that may help Black Chicagoans build wealth.

Figure 46. Conceptual framework from The State of Black Chicago Report.



# Spotlight

## The Community WEB

The WEB’s mission is to partner with Black and Brown communities in Chicago to support them in “building community power and self-determination through collective ownership.” This support is through business coaching, training workshops, policy and advocacy support, and shared services.



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