

National Funding Summary Guide

Preliminary Funding Insights for Fiscal Year 2027

School Year 2027–2028



Introduction

Imagine Learning is sharing our National Funding Summary Guide: Preliminary Insights for Fiscal Year 2027 (FY27) to support state education agencies (SEAs), local education agencies (LEAs), school leaders, families and communities better understand the FY27 K–12 education budget themes, priorities, and shifts along with potential funding implications across federal, state, and local funds, as well as philanthropic grants, for the 2027–2028 school year (SY27–28). Looking ahead, prioritizing selective investments and competition for limited funds are anticipated to be the central themes.

Funding Outlook

Overall, K–12 education budgets and spending for FY27 are expected to remain lean and nimble and competition across public districts, charter schools, private schools, and the homeschool market is poised to intensify sharply as all sectors pursue a finite and increasingly constrained pool of federal, state, and local dollars, including discretionary and competitive grants.

Limited funding will increase budgetary spending pressures and prioritizing selective investments will become everyday practice. Decisions will no longer be a “what we’d like to fund” or based on a “nice-to-have” spending program or initiative. State and local leaders are expected to focus on “what we must do.” For example, some of the leading investments for SY27–28 will likely focus on:

FEDERAL¹

- “Cultivating” foundational skills (literacy + math)
- Empowering families (education choice)
- Returning education to the states

STATE

- Protecting core funding (high-impact supports)
- Maintaining the educator workforce
- Stabilizing operational costs

LOCAL

- Adjusting to enrollment declines²
- Protecting core instruction
- Demonstrating clear outcomes (evidence-based programs)

DONORS

- Favoring scalable and sustainable projects
- Increasing application criteria (outcomes-driven grants)
- Narrowing grantee selection process

Additionally, attendance stabilization, chronic absenteeism reduction, family outreach and engagement, core instruction (especially in literacy and mathematics), competency-based skills, workforce development and apprenticeships, high-dosage tutoring, personalized learning, and evidence-based strategies will be most resilient, as these areas are consistently prioritized across current federal guidance and priorities³, the proposed FY27 federal education budget, state budgets⁴, and education donors⁵.

¹U.S. Department of Education (ed.gov): [FY27 Proposed Budget Summary](#)

²[School Business Now: “Here Comes the ‘Big Shrink’” \(Marguerite Roza, Ph.D., September 2025\)](#)

³[U.S. Department of Education: Returning Education to the States](#)

⁴[National Association of State Budget Officers \(NASBO\) Summaries of Fiscal Year 2027 Proposed Budgets \(April 2026\)](#)

⁵[Grantmakers for Education “Trends in Education Philanthropy” \(June 2025\)](#)

Factors intensifying competition include: flat, constrained, or declining public funding, which leaves schools competing for limited funds; shrinking and shifting student enrollments within district, charter, and choice-supported models, which is altering funding formulas and allocations because funding follows students; and grant competitions that are widening eligibility to include school-choice programs, while future competitions will likely narrow selection criteria, increase application requirements, and reduce total funding amounts compared with prior years.

Broadly, anticipate fiscal pressure to intensify in FY27 for SEAs, LEAs, and schools as they will prioritize investments in evidence-based strategies that directly drive student outcomes and success and select and consolidate programs, services, or supports that are sustainable and can scale across multiple funding streams.

K–12 SCHOOLS AND ENROLLMENT

As schools look ahead to SY27–28, they are preparing for a future where how students attend school — and where public dollars go — continues to change. While the total amount spent on K–12 education is not expected to dramatically shrink, the way money is distributed and used will look very different from the past⁶.

This is driven by three big forces:

1. fewer children overall,
2. families choosing different types of schools, and
3. funding systems that change when student enrollment changes⁷.

There are fewer school age children than a decade ago due to lower birth rates. At the same time, families are making new choices about which environments their children learn in. Our nation’s K–12 enrollment continues to shift from traditional district schools toward charter schools, homeschooling, and — in choice states⁸ — private education. Because most education funding is enrollment-driven at the state and local levels, these shifts primarily redistribute, not increase, public dollars.

USA	Public ⁹	Charter ¹⁰	Private ¹¹	Homeschool ¹²
Schools	99,388	7,998	34,312	
Students	49,516,361	3,717,857	5,708,964	3,408,000
	Student Populations 26M Title I students ¹³ 5.3M English learner students ¹⁴ 8.3M Special education students ¹⁵			
Per Student Spend (approx.)	\$16,656 ¹⁶	\$12,100 ¹⁷	\$14,888 ¹⁸	\$600 ¹⁹

⁶McKinsey & Company “From surplus to scarcity: K–12 districts brace for leaner years” (September 2025)

⁷EdChoice: Fiscal Fact Book 2025 Edition

⁸EdChoice: School Choice Dashboard

⁹U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1990–91 through 2023–24. Department of Defense Education Activity (DoDEA) Data Center, Enrollment Data, fall 2011 through fall 2023, retrieved November 16, 2023, from <https://www.dodea.edu/education/research-accountability-and-evaluation/enrollment-management>. (This table was prepared October 2024.)

¹⁰U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2012–13 through 2022–23. (This table was prepared February 2024.)

¹¹Private School Review: “States With Highest Percentage of K–12 Students Enrolled in Private Schools (2026)”

¹²National Home Education Research Institute (NHERI) - February 2026

¹³U.S. Department of Education: Education for the Disadvantaged Fiscal Year 2027 Budget Request

¹⁴New America “English Learner Changes Over the Last 20 Years” (September 2025)

¹⁵U.S. Department of Education: Special Education Fiscal Year 2027 Budget Request

¹⁶U.S. Census Bureau. (2025). Table 1: Summary of Public Elementary–Secondary School System Finances by State: Fiscal Year 2023. 2023 Annual Survey of School System Finances. Washington, DC: Author. Available from https://www2.census.gov/programs-surveys/school-finances/tables/2023/secondary-education-finance/elsec23_sumtables.xlsx.

¹⁷K–12 Dive “Charter school funding averages 30% less than traditional public schools”

¹⁸Private School Review: Average Private School Tuition Cost (2026)

¹⁹National Home Education Research Institute (NHERI) “Homeschooling: The Research” (March 2026)

FINANCIAL IMPLICATIONS ON TRADITIONAL PUBLIC SCHOOLS

- **Traditional public schools** are expected to continue losing students, especially in older cities, rural areas, and states with shrinking populations.
Implication: more financial pressure.
- **Charter schools** are likely to keep growing, though more slowly than during the pandemic years.
Implication: more public funding per student since funding follows the child, reduced funds in district systems.
- **Private schools**, especially in states with school choice programs, will continue to enroll more students using public support programs like education savings accounts (ESAs).
Implication: more money spread across private school systems, rather than concentrated in district systems.
- **Homeschooling** is expected to stay well above pre-2020 levels and grow as a lasting option for more families.
Implication: less district state aid as average daily membership (ADM) or average daily attendance (ADA) declines.

Financial concerns and enrollment declines are two of the top three challenges reported by district officials²⁰, making strategizing and budgeting increasingly challenging for SY27–28 due to continued enrollment declines and even the fluid economic and political drivers impacting their spending decisions.

State and Local Funds

STATE BUDGETS

Overall, FY27 state K–12 budgets reflect a transition year — from pandemic-era surpluses to a more constrained and nimble fiscal environment. While K–12 funding is mostly maintained or modestly increased, many states are encountering slower revenue growth, increasing cost pressures such as materials and supplies, health insurance, transportation, salaries, benefits, and pensions, and adapting to continuous student-population and demographic shifts. All of this will lead to more cautious spending. As such, states are prioritizing the fundamentals.

Leading FY27 Spending Priorities

1. **Protecting core formula funding** (maintenance over expansion)
States are prioritizing maintaining base per-pupil and equalization formulas, with slight increases tied to enrollment or statutory obligations rather than new programs. Education remains a top general-fund expenditure, but growth is moderate.
2. **Workforce stability** (compensation and benefits)
The most consistent FY27 investment area is educator pay and benefits, including salary increases, health insurance cost growth, and pension obligations — often consuming the majority of “new” K–12 dollars.
3. **Special education** (cost containment)
Rather than large funding expansions, states are focused on managing rising special education costs, typically holding reimbursement flat or marginally increasing it while exploring service delivery and accountability reforms.
4. **Targeted student supports** (attendance and mental health)
Many states are directing limited, targeted funds toward:
 - Chronic absenteeism
 - Student mental and behavioral health
 - Social workers and counselorsThese investments are often embedded within student-support or accountability frameworks rather than standalone initiatives.
5. **Early literacy** (evidence-based instruction)
Literacy — especially early and structured literacy — remains the strongest instructional priority, with states funding curriculum alignment, teacher training, and evidence-based Science of Reading approaches even amid fiscal conditions tightening.

²⁰PowerSchool 2026 EdTech Pulse Report

6. Tutoring and academic acceleration (limited funding, strategic use)

High-impact tutoring persists in select states and districts but is typically:

- Targeted to priority grades or populations
- Framed as a cost-effective intervention
- Supported through new appropriations, state competitive grants, federal discretionary grants, philanthropic grants, or blended/braided funding across various funding streams.

State and Local Funds

DISTRICT FINANCES

With state revenue growth moderating, school district budgets are shaping around a new fiscal normal defined by finite resources, enrollment uncertainty, and long-term cost discipline. With federal pandemic relief fully expired, districts are transitioning from short-term recovery spending to sustainable operating models and programs, prioritizing expenditures that can be supported by recurring state and local revenues. Slower enrollment growth — or outright declines in some regions — are tightening per pupil funding, while persistent cost pressures from salaries, special education services, transportation, and facilities continue to absorb a larger share of budgets.

Additionally, with local tax capacity uneven, districts are prioritizing core instructional continuity, legally required services, and high-impact, evidence-based interventions, while delaying capital investments, tightening discretionary spending, and increasingly relying on targeted, competitive funding and grants to sustain initiatives tied to attendance recovery, literacy acceleration, and workforce aligned programs.

This is increasing the financial pressure for traditional public school systems.

For example, in a recent national survey report, “district administrators identified the top factors contributing to their concerns about the financial health of their district:

1. **Political unknowns and economic fluctuations** that may impact district funding
67% of administrators
2. **Government or legislative mandates** that have unanticipated costs
43% of administrators
3. **Challenges in forecasting** student enrollment and related needs
38% of administrators
4. **Emerging needs** of their schools, students, and teachers (e.g., technology, mental health)
24% of administrators
5. **Balancing needs** of various departments or programs in a tight budget environment.
*19% of administrators*²¹

As a result, districts are emphasizing financial stabilization over expansion, making targeted investments in core instruction, compliance driven services, and evidence-based academic supports, while deferring nonessential initiatives and relying more heavily on competitive or restricted funding to advance strategic priorities.

Additionally, federal K–12 funding remained relatively flat in FY26 providing a level of stability for districts and schools, however, there continue to be proposals to reduce or eliminate federal supports to states and local districts for FY27, providing further uncertainty for long-term financial planning.

Sources: National Association of State Budget Officers (NASBO) **Summaries of Fiscal Year 2027 Proposed Budgets** (April 2026); Education Commission of the States (ECS) **Governors’ Top Education Priorities in 2026 State of the State Addresses** (March 2026); National Council for State Legislatures (NCSL): “**FY 2027 State Budget Status**” (April 2026); Hanover Research: **2026 Trends in K–12 Education** (March 2026); School Business Now (SBN): “**Beyond the Fiscal Cliff: What School Leaders Must Confront in the 2026–2027 Budget Cycle**” (March 2026).

²¹PowerSchool 2026 EdTech Pulse Report



Federal Funds

Federal education funding from the U.S. Department of Education (ED) historically makes up a small share of school budgets (approximately 8–10%), with increased contributions during the COVID-19 pandemic (up to 24% in some states), and these federal funds are meant to supplement, not replace, state and local funding. For example, SEAs, LEAs, and schools primarily rely on federal dollars to support specific student and teacher needs, not to cover general operating costs. When demographic and enrollment shifts occur at the district and school level, federal funding allocations are typically reduced since money follows the student. In our current environment and under the current administration, SEAs, LEAs, and schools must be very intentional about how they use federal funding and clearly show, due to increased federal and public scrutiny, that student outcomes are supported by evidence-based programs and instruction.

As the federal FY27 Proposed Budget reduces its investments and overall support by “returning education to the states,²²” one particular priority is clear: “**evidence-based interventions and strategies that drive results.**²³”

FY27 PROPOSED BUDGET

\$76.5 billion (total funding, including higher education) | 2.9% reduction (-\$2.3B below FY26 appropriation)

PRIORITIES

- Foundational Skills
 - Literacy/Reading Initiatives
 - Mathematics
- Empowering Parents
- Supporting Students with Disabilities
- Defending the Constitution
- Cutting the Federal Red Tape
- Aligning the Workforce
- Returning Education to the States

INTERAGENCY K–12 PARTNERSHIPS

Department of Labor (DOL)

workforce connected and career preparation programs

Department of Health and Human Services (HHS)

student supports, family engagement, and community based services

Department of Interior (DOI)

tribal and native education programs

The FY27 budget formally moves programs, such as the Career and Technical Education (CTE) grant program, previously under ED, to other agencies. During 2026, ED began the transition of programs under the new interagency K–12 partnerships. As framed by ED, the interagency K–12 partnerships formed would continue to align education with workforce and human services systems, preserve federal funding, and shift operational control closer to states. By SY27–28, SEAs, LEAs, and school communities would have completed a full school year under the new interagency partnerships.

Sources: U.S. Department of Education ([ed.gov](https://www.ed.gov)): [FY27 Proposed Budget Summary](#); [FY27 Justifications of Appropriation Estimates to the Congress](#), [Press Releases](#); Whiteboard Advisors: “[Trump Proposes \\$76 Billion Budget for Education Department](#)” (April 2026), [Interagency Agreement Fact Sheet \(Office of Elementary and Secondary Education\)](#), [Interagency Agreement Fact Sheet \(Department of Labor\)](#), [Returning Education to the States: Interagency Partnerships](#).

²²U.S. Department of Education: [Returning Education to the States](#)

²³U.S. Department of Education: [FY27 Proposed Budget Summary](#)

Federal Funds

PROGRAM REFORMS

The proposed FY27 ED budget includes restructuring existing federal formula and discretionary grant programs for elementary and secondary education with the funding proposals under ED’s budget — broadly, the proposal is very similar to FY26. These proposed reforms can be classified as programs that are either maintained, consolidated, or eliminated. Remember: these are only proposed changes. Congress did not approve the FY26 proposed budget and maintained the federal programs and, for the most part, their associated funding levels. Congress will, again, determine the future of each program and respective funding levels sometime during early spring 2027.

A brief snapshot is provided to better understand the proposed changes and associated funding impacts.

MAINTAINED*	CONSOLIDATED	ELIMINATED
<p>6 programs</p> <p>Programs will continue to be maintained and receive dedicated funding. Most programs will remain level with FY26 appropriations with a slight increase for a few*.</p>	<p>17 programs</p> <p>Programs will no longer receive dedicated funding. Rather, these programs will be consolidated under the newly proposed \$2B Make Education Great Again (MEGA) formula grant program.</p>	<p>12 programs</p> <p>Programs will no longer receive dedicated funding from the federal government. States and locales will use their own funds versus relying on prior federal appropriations.</p>
<p>Title I, Part A Improving the Academic Achievement of the Disadvantaged FY27 proposed: \$18.4B</p> <p>IDEA, Part B Grants to States (ages 3–17) FY27 proposed: \$15.4B</p> <p>Impact Aid FY27 proposed: \$1.6B</p> <p>Charter School Grants FY27 proposed: \$500M</p> <p>Indian Education FY27 proposed: \$196.7M</p>	<p>Title I, Part D Neglected & Delinquent Students</p> <p>Title II, Part A Supporting Effective Instruction State Grants</p> <p>Title IV, Part A Student Support and Academic Enrichment Grants</p> <p>Title IV, Part B 21st Century Community Learning Centers</p> <p><i>Other consolidated formula and discretionary grant programs include:</i></p> <ul style="list-style-type: none"> • Alaska Native Education • American History & Civics Ed (AHC) • Arts in Education • Comprehensive State Literacy Development (CLSD) Grants • Gifted and Talented Students • Innovative Approaches to Literacy (IAL) • Magnet Schools Assistance • McKinney-Vento Homeless Act • Promise Neighborhoods • Rural Education (REAP) • School Safety National Activities • State Assessments • Statewide Family Engagement Centers 	<p>Title I, Part C Migrant Education Programs</p> <p>Title III, Part A English Language Acquisition</p> <p><i>Other eliminated programs include:</i></p> <ul style="list-style-type: none"> • Adult Education • Comprehensive Centers • Education Innovation and Research (EIR) • Full-Service Community Schools (FSCS) • Native Hawaiian Education • Ready to Learn Programming (RTL) • Supporting Effective Educator Development (SEED) • Teachers and School Leaders • Training and Advisory Services
<p>MAINTAINED PROGRAM</p> <p>NEW AGENCY:</p> <p>CTE/Perkins V* Career and Technical Education FY27 proposed: \$1.45B</p> <p>The CTE program is formally under the Department of Labor (DOL) as part of the DOL’s Employment and Training Administration (ETA) program.</p>		

* Sources: U.S. Department of Education FY27 Proposed Budget Summary and FY27 Justifications of Appropriation Estimates to the Congress.

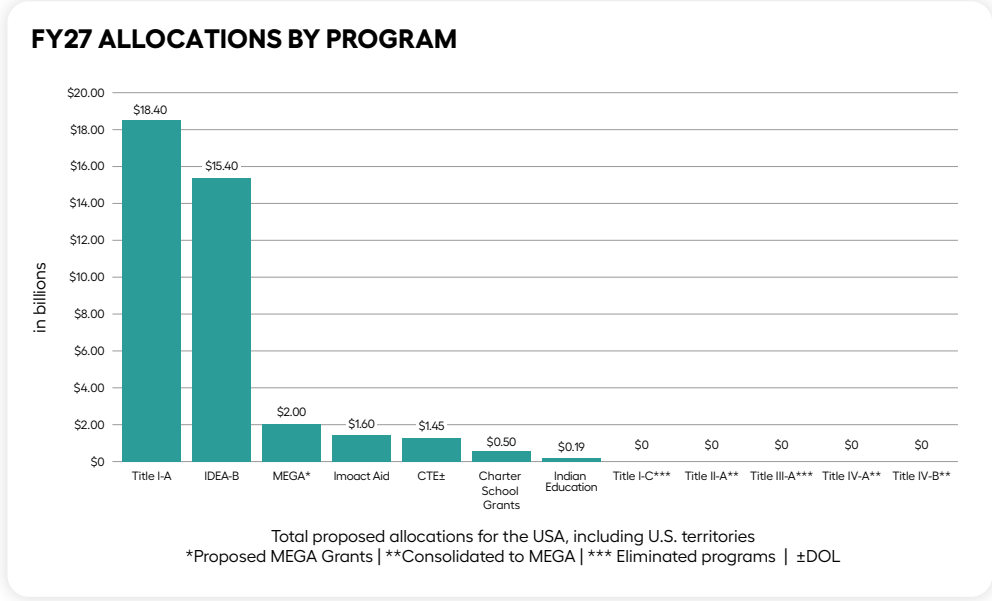
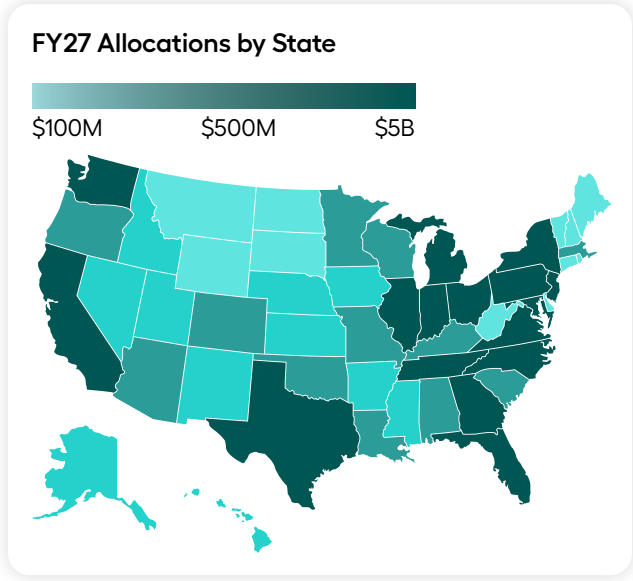


Federal Funds

FY27 PROGRAM ALLOCATIONS

The proposed budget outlines the maintained, consolidated and eliminated programs along with budget justifications for each program. All SEAs have received their FY27 estimated allocations for the maintained programs, a \$0 allocation for the consolidated programs, and a \$0 allocation for the eliminated programs, leaving SEAs, LEAs, and schools wondering if the existing programs and personnel will be funded for SY27–28 (just like many did in 2025 when ED issued the proposed FY26 federal budget).

Nearly identical to the FY26 proposed budget, the FY27 proposal includes a new grant program consolidating formula and discretionary grant programs into a singular formula. The major difference is the program name.



MAKE EDUCATION GREAT AGAIN (“MEGA”): \$2 BILLION

The newly proposed \$2B Make Education Great Again (MEGA) formula grant program mimics the FY26 proposed “K–12 Simplified Funding Program,” which Congress ultimately did not approve. The MEGA grant program does not have any allocations to SEAs (at the time of this guide’s publication) because the program is proposed as a formula grant program to SEAs alongside Title I, Part A allocations.

- 17 formula and discretionary programs consolidated (previously totaling roughly \$6.5B) into a single formula grant program.
- Keen focus on literacy and mathematics. For example:
 - States would be required to reserve at least 25% of reserved funds to support evidence-based literacy activities and instruction.
 - States would be required to reserve at least 25% of reserved funds to support evidence-based mathematics instruction.
- The allowable uses of funds would be in the same manner as the consolidated programs in prior years (with greater “flexibility and discretion” for States).



While framed as offering states greater flexibility, the proposed MEGA program would effectively compress funding for professional development, after school programs, literacy, rural education, and family engagement into a smaller pool, increasing competition among districts at the state level for fewer dollars. As a result, schools would face heightened pressure to demonstrate alignment with state defined priorities, core academic outcomes, and workforce readiness goals, while districts with limited grant writing capacity or higher concentrations of specialized student needs may find it more difficult to secure sufficient support under a consolidated formula structure.

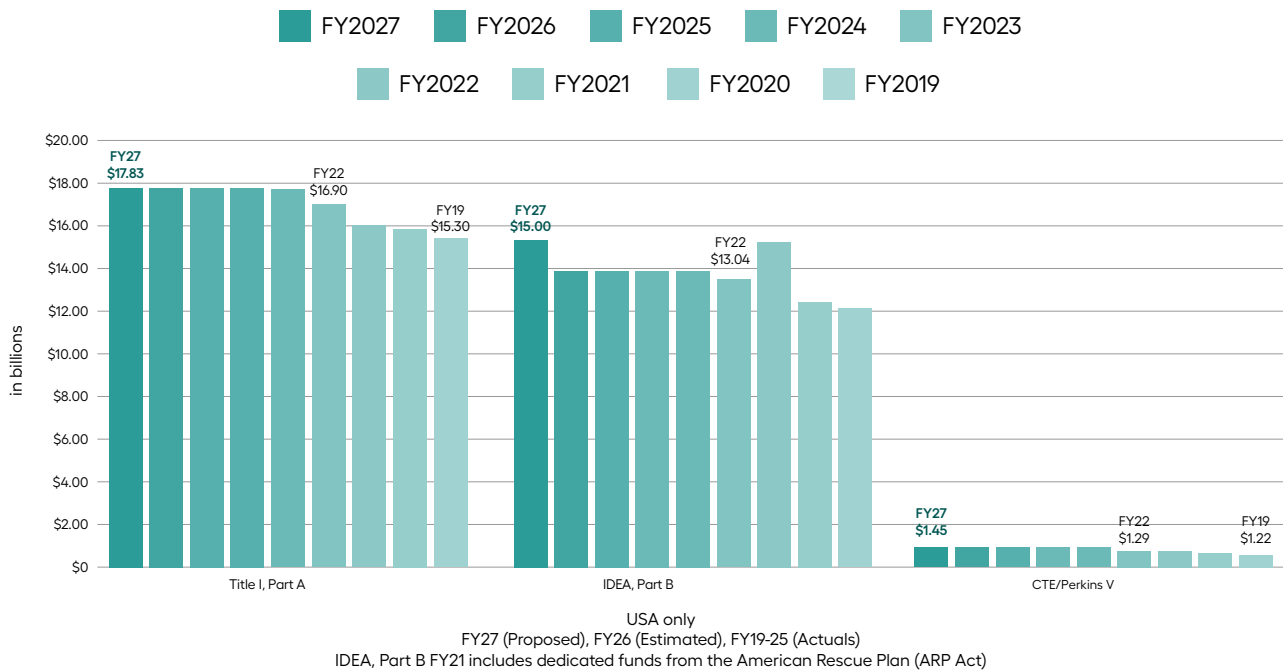
FUNDING LEVELS

The FY27 funding levels for three protected programs — Title I-A, IDEA-B and CTE/Perkins V — are relatively level with FY26 appropriations. Since FY19 (pre-pandemic), funding levels for these programs have increased: Title I-A (+\$2.5B), IDEA-B (+\$3B), and CTE/Perkins V (+\$230M). School communities can continue to rely on these funds for SY27–28, although districts and schools experiencing enrollment declines and student-population shifts may face greater hardships as they will receive fewer federal dollars.

Furthermore, districts will, once again, increasingly compete for these federal funds by demonstrating strategic alignment and impact rather than relying solely on historic allocations. For example:

- Title I, Part A: states are expected to exercise greater discretion in prioritizing uses, pushing districts to compete within state frameworks by showing clear impact on reading, math, and student outcomes.
- IDEA, Part B: though funding has increased overall, districts are still competing against increased costs and those with strong compliance systems and scalable special-education service models will stretch dollars further.
- CTE: funds are now aligned with the DOL and, as such, districts that can clearly connect instruction to workforce demand, credential attainment, and employer partnerships will be favored, intensifying competition among districts seeking to position programs as both educational and economic investments under a tighter overall federal funding environment.

YEAR-OVER-YEAR (YOY) FUNDING LEVELS



Sources: U.S. Department of Education FY27 Proposed Budget Summary and FY27 Justifications of Appropriation Estimates to the Congress and Budget History



Philanthropic Donors

Beyond the primary PreK–12 funding streams from state, local, and federal government agencies, districts and schools may also apply to competitive grant opportunities from a variety of philanthropic donors, such as individuals, foundations, and corporations. Donor-funded education grants (\$88.32B in total education giving during the 2024 calendar year²⁴) are expected to play a complementary but increasingly strategic role as school communities navigate constrained public budgets and heightened accountability.

Donors know the education market well, and many are prioritizing targeted investments²⁵ with clear, measurable outcomes — particularly in early literacy, math acceleration, student attendance and reengagement, high-impact tutoring, and educator capacity-building.

Additionally, many grant programs are shifting away from one-time program launches toward scalable pilots, evidence-based interventions, and partnerships that can be sustained with future public funding. Donors are also emphasizing equity and reach, favoring projects that demonstrate impact for underserved student groups, support multilingual learners, or extend services into community-based and after-school settings.

As competition for donor dollars intensifies, grantees are expected to present strong data narratives, alignment to broader state and federal priorities, and realistic long-term sustainability plans. **Imagine Learning's Donor Grant Toolkit** includes tips on donor relations, guides and best practices for grant seeking and grant writing, and resources to support district and school communities in researching potential grants to further support K–12 education programs and initiatives.

Priorities

1. Civics education
2. Public school finance and inequities
3. Literacy and reading skills
4. New school models and designs
5. Data systems
6. Teacher preparation and professional development
7. STEM (artificial intelligence is rising)
8. Tutoring
9. Multilingual learners
10. Curriculum and pedagogy



[Download Toolkit](#)

Conclusion

As school communities and families prepare for SY27–28, one message is clear: FY27 funding decisions will be increasingly defined by selectivity, evidence, and outcomes. Across federal, state, local, and philanthropic funding streams, resources are tightening. And, at the same time, student needs, enrollment and population shifts, accountability, expectations, public scrutiny, and competition continue to grow. Districts, schools, and state leaders will be required to move beyond expansionary spending models and focus instead on sustaining core instruction, meeting statutory obligations, and investing in proven strategies that directly support literacy, mathematics, attendance, workforce readiness, and student success.

²⁴Giving USA 2025: The Annual Report on Philanthropy

²⁵Grantmakers for Education “Trends in Education Philanthropy” (2025)



Navigating this fiscal environment will require disciplined prioritization, strategic alignment across funding sources, and partners that can demonstrate measurable impact. Those who plan early, braid or blend funding across multiple streams thoughtfully, and invest in scalable, evidenced based solutions will be best positioned to weather fiscal pressure and deliver meaningful outcomes for students and communities in the years ahead.

FY27 PRIORITY INVESTMENTS

Investments	What Imagine Learning Delivers
High-quality instructional materials (HQIM)	<p>K–12 learning solutions that support the boundless potential of students in more than half the districts nationwide. Empowered with data and insights from educators, we innovate to shape the future of education with a robust, digital-first portfolio of school services and core, courseware, and supplemental solutions.</p> <ul style="list-style-type: none"> • Curriculum: Our personalized learning solutions are designed to empower educators and improve student achievement. • HQIM: Imagine Learning knows HQIM play a crucial role in the education landscape, significantly influencing student engagement and achievement and teacher effectiveness. • Instructional Services: Certified teachers improve K–12 student performance with dynamic curriculum, proactive communication, and live instruction. Serve more students and close staffing gaps in your school with dedicated, passionate online educators and countless high-quality courses.
Literacy and science of reading	<p>A comprehensive English language arts (ELA) suite designed so each student has a pathway to literacy. Imagine Learning offers core curriculum solutions that are effective, innovative, and student-centered, plus research-proven supplemental solutions focused on literacy and language development. Our evidence-based curricula and instruction align with the Science of Reading.</p>
Artificial intelligence (AI)	<p>Trusted, research-backed insights and instructional support that improve learning outcomes for students and their teachers. Through our Curriculum-Informed AI™ philosophy, we are building and integrating AI across our portfolio to align with high-quality instructional materials (HQIM) and evidence-based instructional practices.</p>
Data and assessments	<p>Screening, diagnostic, and formative assessments to enable precise, personalized learning and support informed instructional decisions. Imagine+ Assessment seamlessly integrates with Imagine Learning’s ELA and math supplemental solutions.</p>
High-intensity tutoring	<p>Expert, on-demand virtual tutors provide real-time student support using a secure online platform. Equitable access to one-on-one support gives students the guidance they need to move on to more complex concepts with confidence.</p>
Small group instruction	<p>Highly qualified certified teachers provide Small Group Targeted Instruction (SGTI) to intensify acceleration pathways for students’ academic achievements and engagement in mathematics, ELA, science, social studies, English language development (ELD), and test prep.</p>
Summer and extended learning	<p>Flexible options help customize summer or extended learning programs that move students toward their full potential. Summer and extended learning programs are ideal opportunities for students to work on grade-level skills, receive targeted intervention, or accelerate their learning.</p>
CTE and skills-based learning	<p>A robust catalog of highly relevant career and technical education (CTE) courses empowering students to explore their career or job interests by engaging with learning experiences across different careers and industries — including multiyear support for high-demand, high-interest careers and job certification exam readiness.</p>
Special education	<p>Imagine Learning’s special education solutions provide evidence-based programs and SPED-certified services that help districts expand instructional and staffing capacity, maintain compliance, and meet the needs of students with IEPs, 504 plans, and other individualized supports. These solutions strengthen instructional quality, promote equitable access, and help students make measurable progress toward their learning goals.</p>
Professional learning	<p>Targeted training, customized sessions, and practical resources to give educators everything they need to be successful. Job-embedded coaching and professional learning help build a collaborative community, with teachers and administrators sharing best practices in instruction. Imagine Learning partners with educators to ensure they implement our classroom solutions with fidelity; learn how to support all students in a blended, hybrid, or virtual classroom; and engage learners.</p>



Imagine Learning's Qualified Programs

Our evidence-based solutions currently qualify for many **existing PreK–12 federal funding programs**, and we anticipate our solutions will continue to align with the FY27 federal programs, whether maintained or consolidated.



Imagine More Learning Opportunities

Find out how our evidence-based programs can support your SY27–28 priorities and selective investments at imaginelearning.com/funding