

A PLAN TO FIX AMERICA'S
PUBLIC EDUCATION SYSTEM

CLASS IN
SESSION



Executive Summary

A strong public education system gives students the knowledge, skills, and support they need to build a better future. However, schools across the country are struggling with lack of funding, teacher shortages, growing student mental health needs, learning gaps, and limited access to college and career preparation. These challenges are especially difficult in rural, tribal, and high-poverty communities, where students can face barriers that extend beyond the classroom. In remote rural communities, 21 percent of children lived in poverty and 11 percent of students lived in homes without reliable internet access, both higher than the national averages reported for those measures.ⁱ

The teacher shortage has made these problems worse, while the cost of entering the profession continues to discourage prospective educators. Only one-third of teachers in a recent survey reported having access to scholarships or other financial assistance while completing their teacher preparation programs, and only one-quarter had access to student loan forgiveness.ⁱⁱ Without stronger preparation programs, financial assistance, mentorship, and better working conditions, schools will continue to struggle to recruit new teachers and retain the experienced educators already serving their communities.

Students are also facing academic, attendance, and mental health challenges that require sustained support. During the 2023–2024 school year, nearly one in four students was chronically absent, and students nationwide missed more than 200 million additional school days compared with the years before the pandemic.ⁱⁱⁱ Academic recovery also remains uneven, with the average fourth grade reading score declining between 2022 and 2024 and 40 percent of fourth graders performing below the NAEP Basic level in reading.^{iv}

A strong public education system must also prepare students for what comes after graduation. Too many students leave high school without clear guidance about college, career training, or employment, while access to internships, apprenticeships, dual enrollment, and other work-based learning opportunities remains uneven across the country. High-quality work-based learning can help students develop occupational skills, build professional relationships, and gain experience that is difficult to provide in the classroom alone.^v

The federal government cannot solve every problem facing public schools, but it has an important role in protecting a student's education, helping to close funding gaps, and supporting communities that cannot meet these challenges on their own. This requires protecting the U.S. Department of Education and the programs it administers while making sure federal investments reach the schools and students with the greatest needs.









This plan is built around four pillars:

- 1. *Protecting and Investing in Public Education:*** Protect the federal role in public education by strengthening the Department of Education and ensuring programs such as Title I, IDEA, Impact Aid, the Rural Education Achievement Program (REAP), Secure Rural Schools (SRS), and E-Rate continue to serve the communities that depend on them.
- 2. *Investing in and Strengthening the Teacher Workforce:*** Work with states and school districts to improve teacher compensation and working conditions, including teacher health and wellness while expanding preparation programs including residencies and locally based preparation programs, financial aid, mentorship, and leadership pathways.
- 3. *Supporting Student Success and Well-Being:*** Address learning loss, chronic absenteeism, and student mental health by investing in full-service community schools, as well as investing in afterschool learning, tutoring, summer learning, mental health professionals and other school-based support.
- 4. *Preparing Students for College, Careers, and the Workforce:*** Expand access to college and career advising, dual enrollment, career and technical education, apprenticeships, and work-based learning opportunities.

These connected challenges require a coordinated federal response. By investing in public schools, supporting educators, meeting students' academic and personal needs, and creating stronger pathways beyond high school, Congress can help ensure every student can succeed, regardless of their zip code or how much their community can afford.

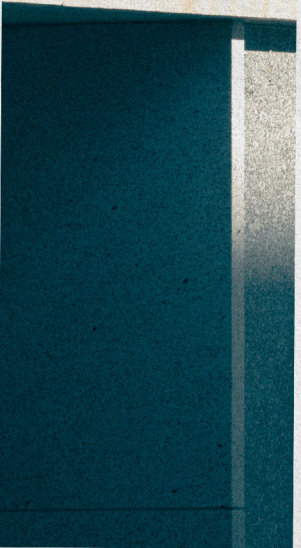
Let's get to work.

PILLAR 1

Protecting &
Investing in
Public Education



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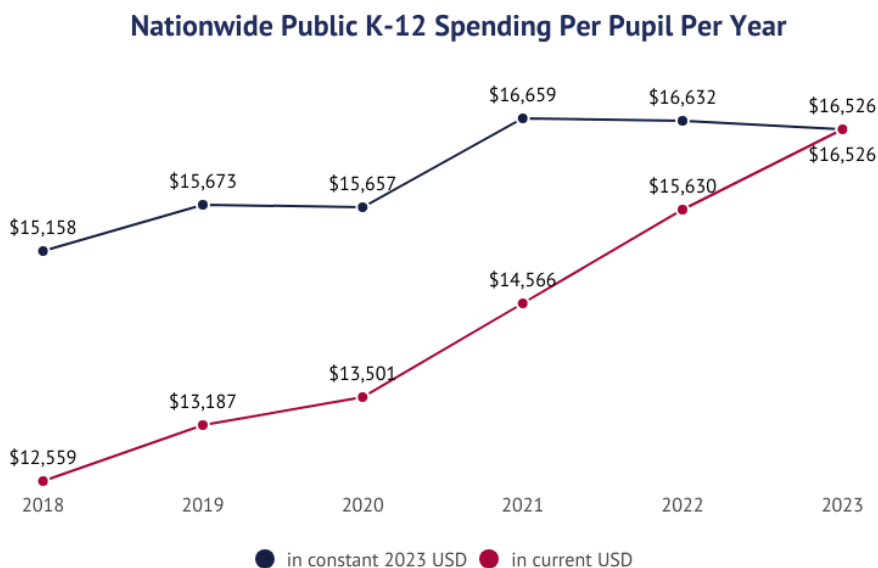
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The federal government has an important role in making sure students have access to a high-quality public education, especially when state and local funding falls short. Although most public-school funding comes from state and local sources, federal programs provide additional support for low-income students, students with disabilities, and school districts with limited local revenue. Still, high-poverty districts and counties continue to receive less funding per student than wealthier ones, leaving many schools without the resources needed to serve their students.^{vi}



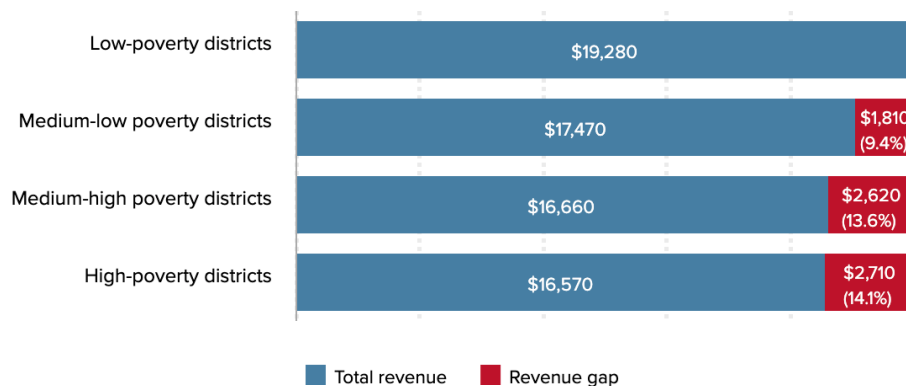
Source: Education Data Initiative, [“U.S. Public Education Spending Statistics,”](#) FY2023.^{vii}

Arizona has dealt with these funding challenges for years. In Fiscal Year 2024, Arizona spent approximately \$12,003 per student and ranked 48th in the nation in K–12 public education spending.^{viii} Rural and tribal schools face additional challenges because they often serve students across large geographic areas while operating with fewer local resources and limited access to teachers, counselors, reliable transportation, and high-speed internet.

The U.S. Department of Education carries out much of the federal government’s work in public education by administering programs such as Title I and IDEA, distributing federal funding, collecting national education data, and making sure states and school districts follow federal education and civil rights laws. Efforts to dismantle the Department or move its responsibilities to other agencies put this work at risk. Specifically, the Trump Administration has already sought to transfer oversight of the approximately \$18 billion Title I program, even though Congress directed the Department of Education to administer it.^x Moving these programs to agencies without the same education experience, staff, or relationships with schools could cause delays, create confusion, and weaken accountability.

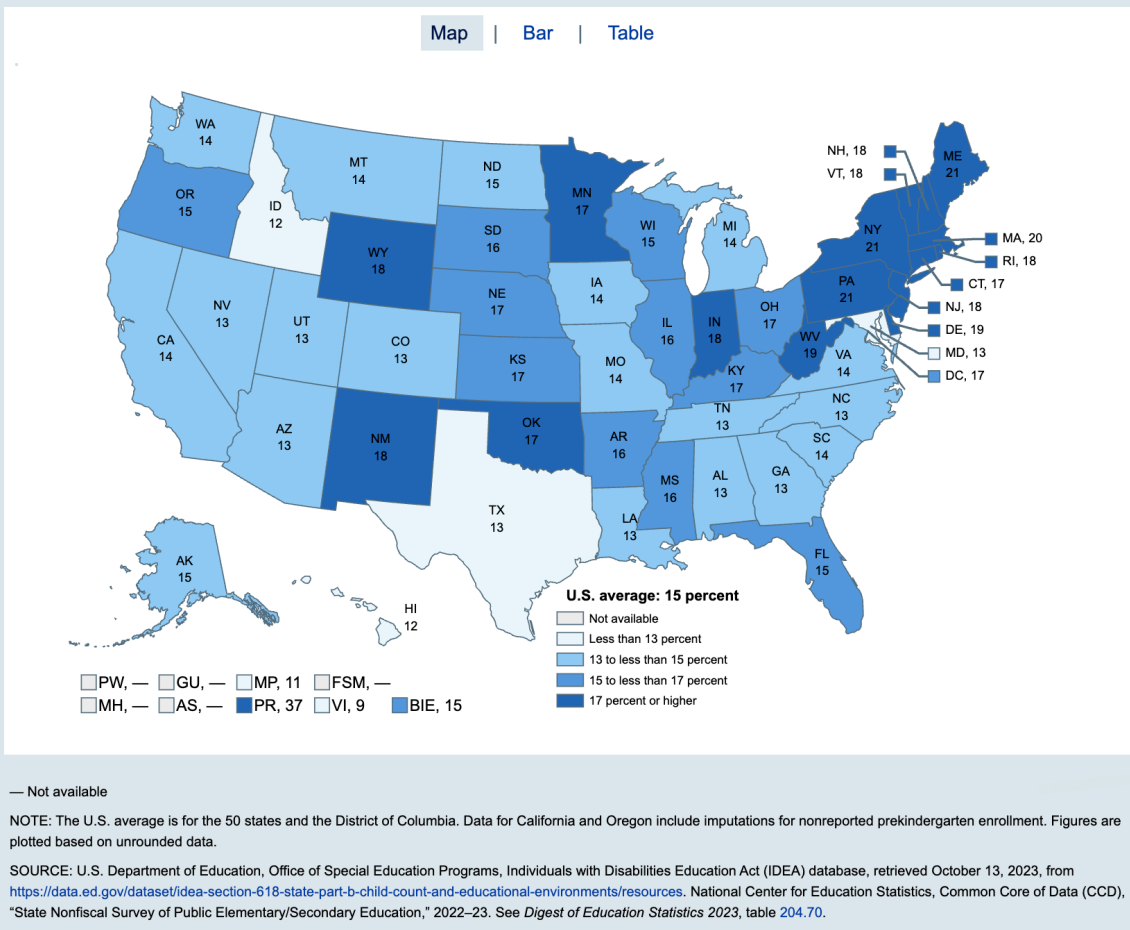
Districts serving poorer students have less to spend on education than those serving wealthier students

Total per-student revenues by district poverty level, and revenue gaps relative to low-poverty districts, 2017–2018



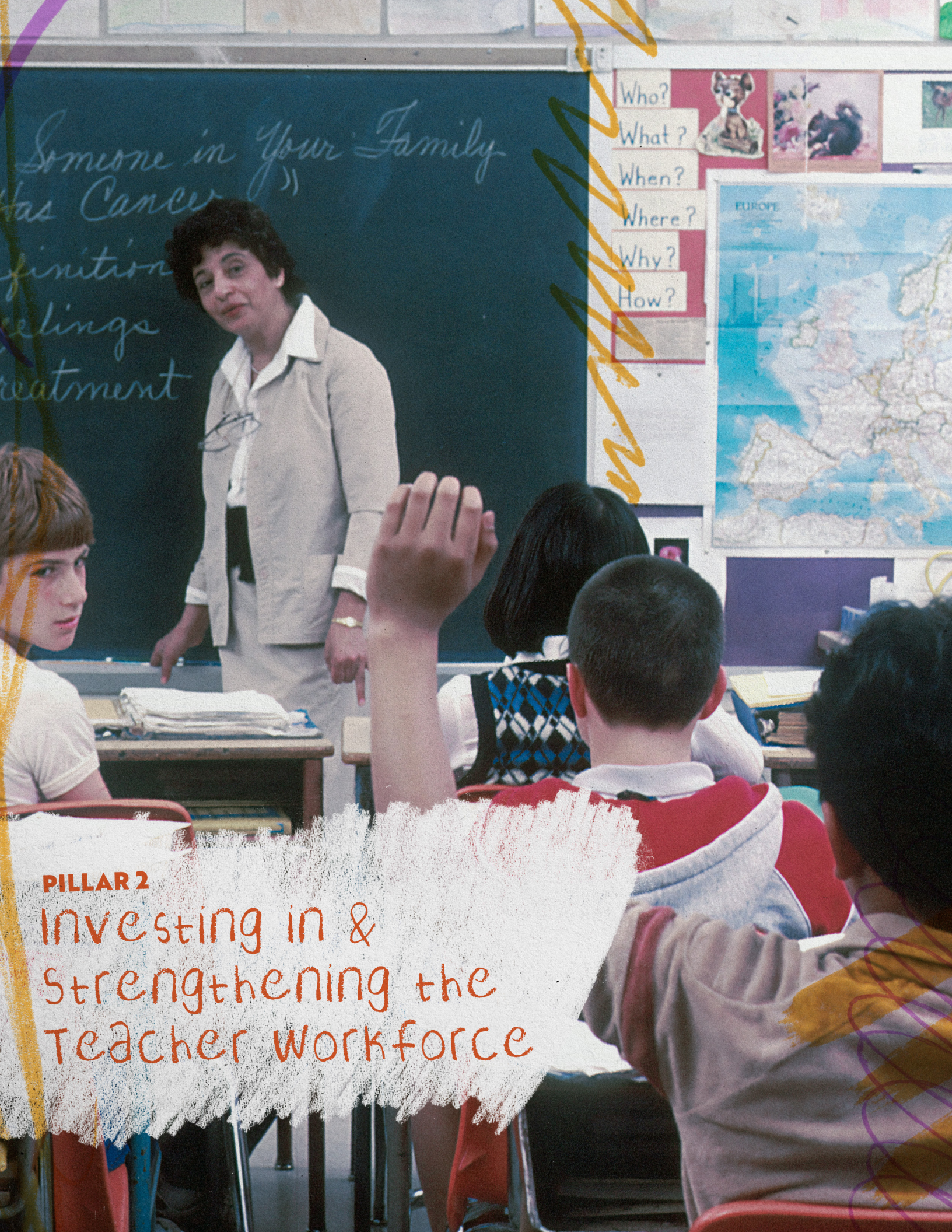
Source: Economic Policy Institute, [“Public Education Funding in the U.S. Needs an Overhaul,”](#) Figure C.^{ix}

Figure 1. Students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment, by state and jurisdiction: School year 2022–23



Pillar 1 Recommendations

1. **Protect the federal role in public education and strengthen the U.S. Department of Education.** Oppose efforts to dismantle the Department or transfer its responsibilities to agencies that lack the staff, experience, and resources needed to administer federal education programs.
2. **Protect and increase federal public education funding.** Provide stable investments that direct additional resources toward low-income students, students with disabilities, and rural and tribal communities.
3. **Strengthen Title I.** Increase funding and update its formulas so that federal dollars are better targeted to school districts with the highest concentrations of poverty.
4. **Fully fund IDEA.** Meet the federal commitment to students with disabilities and prevent IDEA funding from being cut, consolidated, or redirected away from special education services.
5. **Maintain strong federal oversight of special education.** Give the Department the staff and resources needed to investigate complaints, monitor state compliance, and help schools meet their responsibilities under IDEA.
6. **Fully fund and stabilize Impact Aid.** Ensure eligible school districts receive the full funding for which they qualify without facing payment delays during continuing resolutions or government shutdowns.
7. **Protect and strengthen E-Rate.** Continue supporting affordable broadband, Wi-Fi, cybersecurity, and network equipment for schools and libraries, particularly in rural and low-income communities.
8. **Keep public education dollars in public schools.** Oppose federal voucher programs, such as the Federal Scholarship Tax Credit program, that send taxpayer funding to private schools without requiring the same transparency, accountability, and access protections.
9. **Increase support for rural and tribal schools.** Provide additional federal funding to support transportation and staffing, expand internet access, repair and modernize school facilities, and address other needs that are more difficult and expensive in geographically



Someone in Your Family
Has Cancer

Definition
Feelings
Treatment

Who?

What?

When?

Where?

Why?

How?

EUROPE

PILLAR 2

Investing in &
Strengthening the
Teacher Workforce

The United States is facing a growing teacher shortage that is making it harder for schools to provide students with a high-quality education. In the 2025-2026 school year, at least 425,412 teaching positions—nearly one in eight – nationwide were either vacant or filled by teachers who were not fully certified for their assignments.^{xvii} When schools cannot find qualified teachers, they increase class sizes, cancel courses, rely on long-term substitutes, and place additional responsibilities on the remaining educators.

Table 1. Teachers Without Full Certification and Unfilled Positions for All Reporting States

Metric	Number of states reporting data	Total
Minimum number of unfilled positions	31 + DC	45,582
Estimated minimum number of teachers not fully certified for their teaching assignments	48 + DC	365,967
Total estimated number of teaching positions unfilled or filled by teachers not fully certified for their teaching assignments	-	411,549
Total FTE teachers	50 + DC	3,253,091

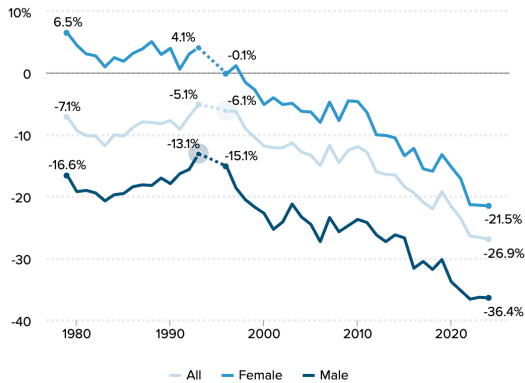
Source: Learning Policy Institute. (2026). [An Overview of Teacher Shortages: 2026 \[Fact sheet\]](#).^{xviii}

This shortage is driven by both the declining number of people entering the workforce and the number of educators leaving the profession. Nearly nine out of every ten teachers hired each year are replacing educators who left, most for reasons other than retirement.^{xix} Low pay, overcrowded classrooms, administrative burdens, limited support staff, and a lack of planning and collaboration time have made it harder to keep experienced teachers in the classroom. Teacher pay has also fallen further behind other professions requiring a college degree. In 2024, public school teachers earned 26.9 percent less in weekly wages than comparable college graduates working in other professions, with Arizona’s gap reaching 33.8 percent—the third-largest teacher wage gap in the country.^{xx}

Teacher shortages are particularly difficult for rural, tribal, and high-poverty schools, which often have fewer resources to offer competitive salaries or recruit candidates from teacher preparation programs. Shortages are also concentrated in several subjects. During the 2024-2025 school year, 45 states reported shortages in special education, 41 reported shortages in science, and 40 reported shortages in mathematics.^{xxi}

Teachers earn 26.9% less than comparable college graduates

Public school teacher weekly wage penalty (or premium) for all teachers and by gender, 1979–2024



Source: Economic Policy Institute, [“The Teacher Pay Penalty Reached a Record High in 2024,” Figure B](#).^{xxii}

The cost of becoming a teacher creates another barrier. Candidates may have to pay tuition and licensing expenses while completing unpaid or low-paid student teaching, even though their future salaries may make that debt difficult to repay. Scholarships, loan forgiveness, paid residencies, and Grow Your Own programs can make preparation more affordable while creating stronger pathways into teaching for school employees, local students, and other members of the community.^{xxiii}

Recruitment alone will not solve the problem. New teachers need mentoring and strong preparation, while experienced educators need better pay, manageable workloads, and opportunities to grow without leaving the classroom. These same supports are also necessary to build a more diverse teacher workforce, particularly because teachers of color often face greater financial barriers during preparation and are more likely to work in underfunded schools with difficult working conditions.^{xxiv}

Pillar 2 Recommendations

1. **Increase educator compensation in high-need schools and communities.** Work with states and school districts to improve compensation for teachers, administrators, and paraprofessionals, offer retention bonuses, and provide incentives such as housing or relocation assistance where those costs make recruitment more difficult.
2. **Make teacher preparation more affordable.** Expand service scholarships, strengthen the TEACH Grant, and improve loan forgiveness and repayment assistance for educators who teach in high-need schools or shortage subject areas.
3. **Expand paid teacher residencies and Grow Your Own programs.** Help candidates, including student teachers, earn their credentials while receiving pay and gaining classroom experience, and create local pathways into teaching for school employees and other community members.
4. **Build the teacher pipeline earlier.** Support middle and high school programs that introduce students to education careers and connect them with teacher preparation and classroom experience.
5. **Provide strong mentoring and investment for educators entering the workforce.** Help school districts invest and provide mentoring and wraparound services for new educators to succeed and stay in the workforce longer.
6. **Improve teacher working conditions.** Reduce overcrowded classrooms, prioritize teacher's mental health through Employee Assistance Programs (EAPs), hire more administrators, paraprofessionals, support staff, and provide teachers with sufficient planning and collaboration time.
7. **Expand professional development and career opportunities.** Increase funding for Title II, Part A of ESSA to help schools recruit and retain educators, reduce class sizes, and provide teachers with practical training and opportunities to grow in their careers.
8. **Target funding toward the greatest shortages.** Provide additional recruitment and retention support for rural, tribal, and high-poverty schools and for subjects such as special education, English learning education, and career and technical education.
9. **Improve teacher workforce data.** Help states track vacancies, turnover, teacher preparation enrollment, and shortage subject areas so they can direct recruitment and retention funding where it is needed most.
10. **Recruit and retain a more diverse teacher workforce.** Invest in scholarships, residencies, Grow Your Own programs, and partnerships with Hispanic Serving Institutions, historically Black colleges and universities, tribal colleges and universities, and other minority-serving



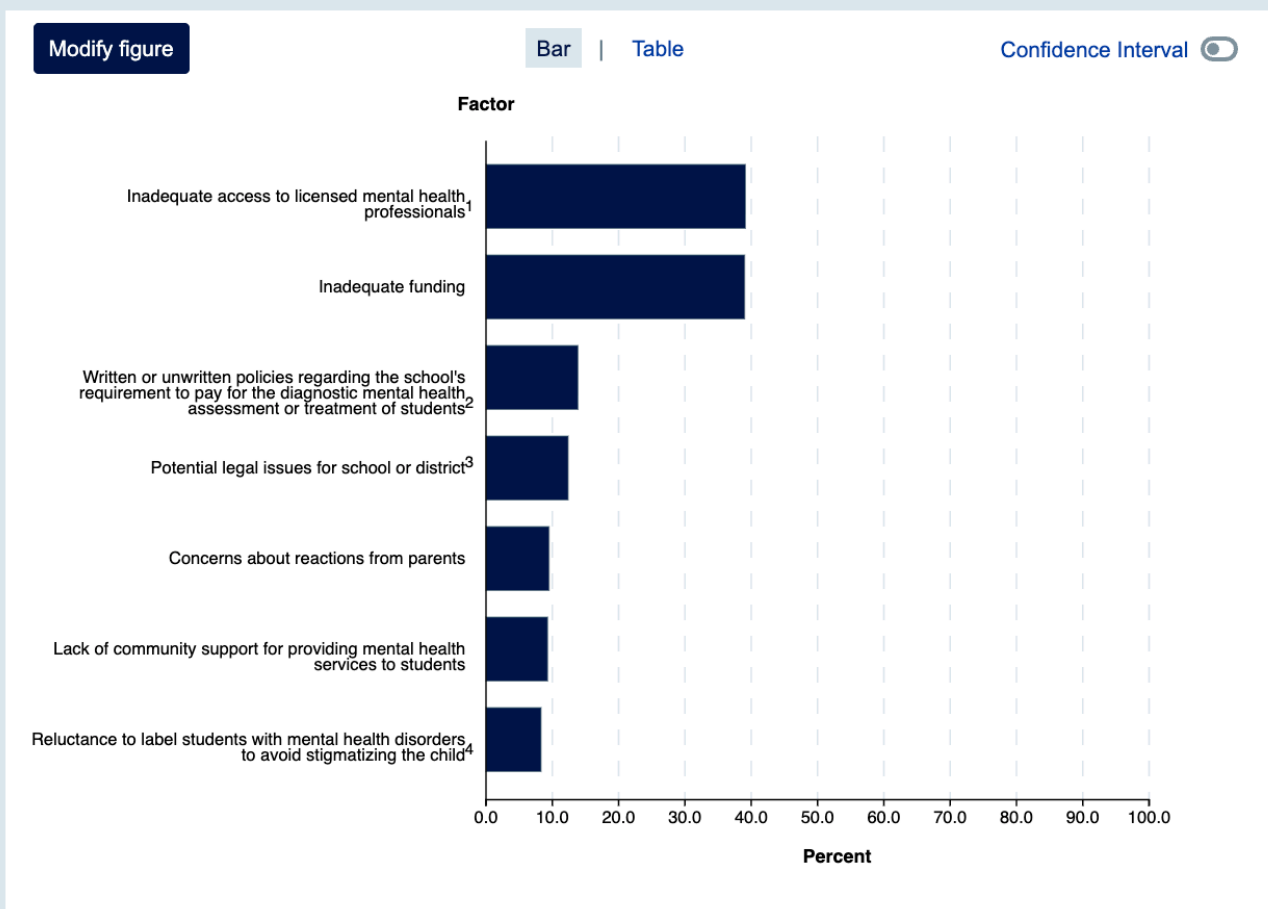
PILLAR 3

Supporting Student
Well-Being & Success

Students across the country are facing academic, mental health, and social challenges that many schools do not have enough staff or resources available to address them. While the COVID-19 pandemic heightened these problems, student performance had already been declining for years, with national math and reading scores falling steadily between 2013 and 2019.^{xxv}

Student mental health is one of the most serious challenges facing schools. In 2022, 69 percent of public schools reported an increase in mental health concerns among their students, but only 38 percent provided treatment for mental health disorders.^{xxvi} Many schools do not have enough counselors, psychologists, social workers, or community mental health partners to meet the needs of their students, leaving teachers and other school staff to respond without sufficient training or support.

Figure 3. Percentage of public schools reporting that various factors limited their efforts to provide mental health services to students in a major way: School year 2021–22



¹ Licensed mental health professionals may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

² A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder.

³ Examples of legal issues provided to respondents were malpractice, insufficient supervision, and confidentiality.

⁴ Mental health disorders collectively refer to all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

NOTE: Respondents were asked to indicate the extent to which each factor limited the school's efforts to provide mental health services to students. For each factor, they could select "limits in major way," "limits in minor way," or "does not limit." Estimates in this figure represent only those schools reporting that a factor limited their efforts in a major way. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Figures are plotted based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022. See *Digest of Education Statistics 2023*, table 233.69b.

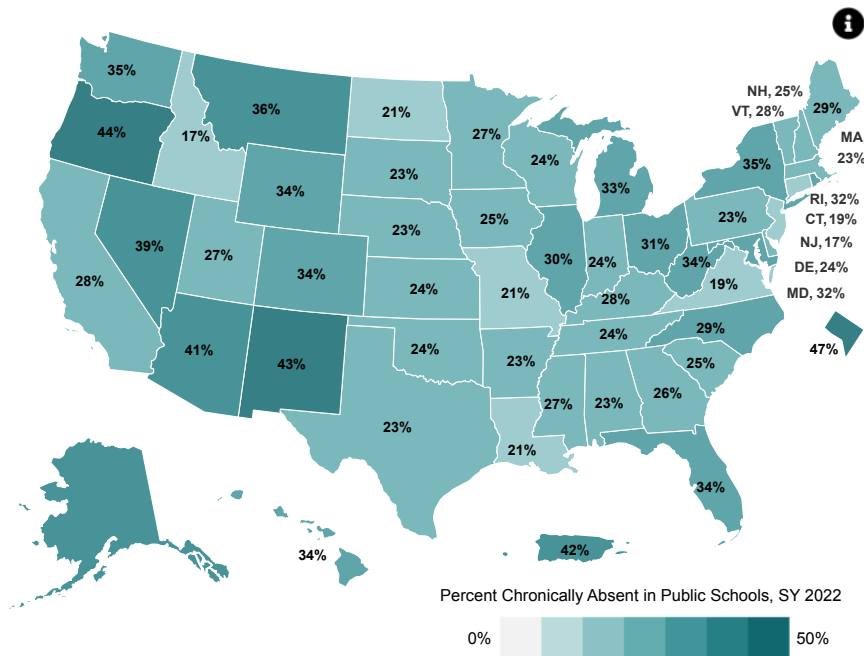
Source: National Center for Education Statistics, "[Prevalence of Mental Health Services Provided by Public Schools](#)," Figure 3.^{xxvii}

Chronic absenteeism has also remained far above pre-pandemic levels. Students are considered chronically absent when they miss at least 10 percent of the school year, or approximately 18 days, for any reason. In the 2022–2023 school year, 28 percent of students nationwide were chronically absent.^{xxviii} Health problems, unreliable transportation, family responsibilities, disengagement, and unmet academic or mental health needs can all prevent students from attending school regularly, which means improving attendance requires more than punishing students or families for missed days.



Rates of Chronic Absenteeism by State, School Year 2022-23

Source: ED Data Express ([link](#)), derived from File 195 Chronic Absenteeism School Year 2022-23 EDFacts.



Source: ED Data Express, “[Rates of Chronic Absenteeism by State, School Year 2022-23](#)” Figure 1^{xxix}

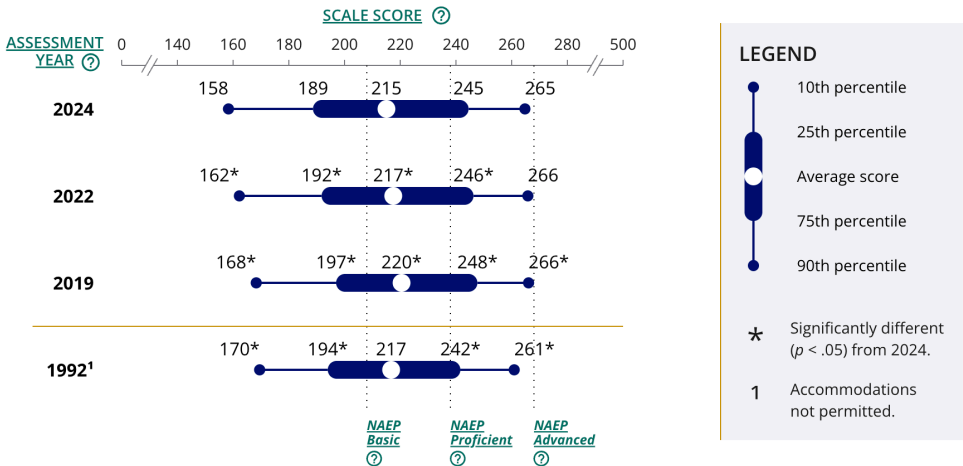
Schools also need stronger academic recovery programs that provide students with support during and beyond the regular school day. High-impact tutoring can give students consistent, small-group instruction tied to what they are learning in the classroom. Early literacy screening, evidence-based reading instruction, investing in our paraprofessionals, and teacher training are also necessary to address reading gaps before students fall further behind.

Year-round learning and Afterschool and summer programs can give students more time to learn while also providing enrichment, physical activity, and a safe place to go when school is not in session. When summer programs are well-designed and regularly attended, they have higher improvement outcomes in reading, math, social development, mental health, and school engagement.^{xxxi}

Students with disabilities and English learners also need academic and support services that reflect their individual needs. Schools must have enough qualified staff, instructional resources, and funding to provide these students with meaningful access to the classroom and the services required under federal law. Our

paraprofessionals are crucial to student success. Yet, they lack professional development opportunities, and more than half of paraprofessionals reported receiving no more than 10 hours of training.^{xxxi} In Arizona, education support professionals make \$34,382 a year, ranking 29th in the nation.^{xxxi} Supporting student success means addressing academic performance, mental health, attendance, and school climate together rather than expecting one program to solve every problem.

FIGURE | Trend in fourth-grade NAEP reading average and selected percentile scores



Source: The Nation’s Report Card, “[2024 NAEP Reading Assessment](#).”^{xxx}

Pillar 3 Recommendations

1. **Expand school-based mental health services.** Increase federal funding for counselors, psychologists, social workers, and partnerships between schools and community mental health providers.
2. **Address chronic absenteeism by removing barriers to attendance.** Help schools provide transportation, mental health services, family outreach, hygiene resources, and other wrap-around services based on the reasons students are missing school.
3. **Expand high-impact tutoring.** Provide sustained funding to retain paraprofessionals and expand small-group tutoring connected to classroom instruction for students who need additional academic help.
4. **Strengthen early literacy instruction.** Support early screening, evidence-based reading instruction, teacher training, literacy coaches, school accountability, and targeted intervention for students who are not reading at grade level.
5. **Expand afterschool and summer learning.** Increase access to academic, enrichment, arts, and recreational programs, with additional funding for paraprofessionals, transportation, and other resources needed to address barriers to participation.
6. **Strengthen support for students with disabilities and English learners.** Provide schools with the qualified staff, instructional resources, and services needed to meet students' academic and developmental needs.
7. **Invest in community schools and student support services.** Help schools coordinate education, health care, mental health services, nutrition assistance, and family support in one accessible location.
8. **Improve school climate and student engagement.** Support programs that build stronger relationships among students, educators, and families while giving students a greater sense of safety, connection, and belonging at school.

PILLAR 4

Preparing students
for college, careers,
& the workforce

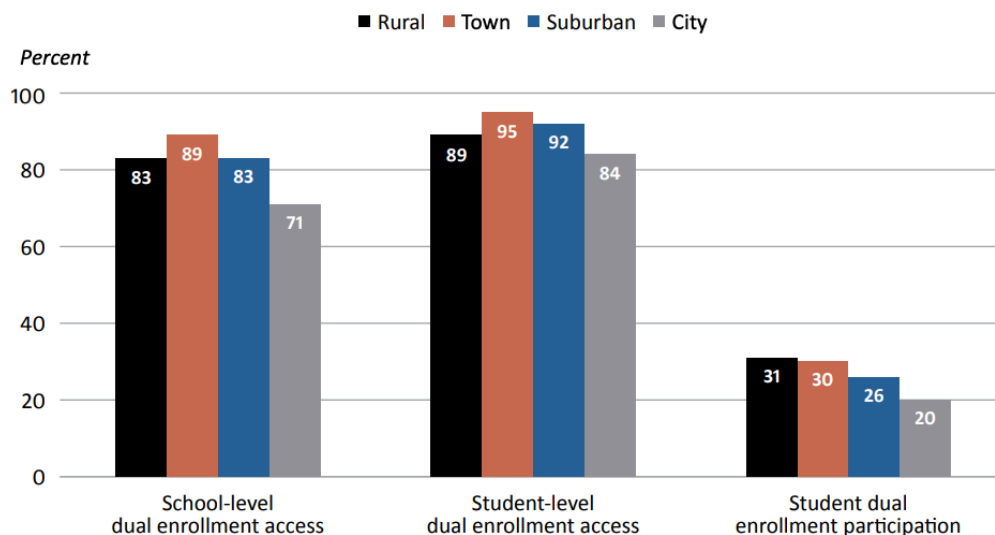


Many students graduate from high school without enough information about college, financial aid, career training, or the workforce. In a recent poll, 75 percent of high school graduates reported feeling only moderately, slightly, or not at all prepared for their future, while only one in five high school students attended a school with enough counselors.^{xxxiv} These gaps are often greater in rural and high-poverty schools, where fewer counselors and partnerships can limit the options available to students.

Career and Technical Education (CTE) give students the opportunity to explore careers while developing academic, technical, and workplace skills. Approximately 11 million students participated in CTE programs during the 2019–2020 school year.^{xxxv} However, schools may lack the equipment, qualified instructors, and employer partnerships needed to offer programs connected to local workforce needs.

Dual enrollment and early college programs allow students to earn college credit while still in high school, which can reduce the time and cost required to complete a degree or credential. These programs can increase college access, enrollment, and degree attainment, particularly for students from rural and low-income communities.^{xxxvi} Apprenticeships and work-based learning can provide another path by connecting students with employers and giving them practical experience before graduation.

Figure 4. City locales in the Regional Educational Laboratory Central region had the lowest rates of dual enrollment access and participation, town locales had the highest rates of dual enrollment access, and rural locales had the highest rate of dual enrollment participation, 2017/18



Source: Authors' analysis of data from the Civil Rights Data Collection (<https://ocrdata.ed.gov/Home>) from the 2017/18 school year.

Source: Institute of Education Sciences, "[*Understanding Access to and Participation in Dual Enrollment by Locale and Income Level*](#)," Figure 4.^{xxxvii}

Students also need strong literacy, communication, collaboration, and critical-thinking skills to succeed after high school. As artificial intelligence and other technologies become more common, schools must prepare students to use these tools responsibly without replacing the skills needed to evaluate information, solve problems, and develop their own ideas.

Pillar 4 Recommendations

1. **Expand college and career advising.** Provide schools with funding to hire and train counselors and career advisors who can help students explore college, training, apprenticeship, and workforce options, including transition services that help students with disabilities prepare for postsecondary education and employment.
2. **Improve financial aid and FAFSA assistance.** Support high school programs that help students and families understand college costs, complete the FAFSA, compare financial aid offers, and avoid unnecessary debt.
3. **Strengthen Career and Technical Education.** Make a strong federal funding commitment to the Perkins Basic State Grant program to help schools update equipment, recruit qualified instructors, and align programs with local and regional workforce needs.
4. **Expand dual enrollment and early college opportunities.** Help cover tuition, books, and instructor costs so that participation does not depend on a student's income or school district.
5. **Increase apprenticeships and work-based learning.** Support paid internships, apprenticeships, job shadowing, and other career-connected experiences that allow students to gain practical skills before graduation.
6. **Build stronger education and workforce partnerships.** Encourage K-12 schools, employers, unions, community colleges, and workforce organizations to develop clear pathways from high school into further education, training, and employment.
7. **Expand TRIO and GEAR UP.** Increase support for programs that help low-income and first-generation students prepare for postsecondary education and understand the application and financial aid process.





Conclusion

The challenges facing public schools are closely connected. Funding shortages make it harder to recruit and retain educators, limited staffing affects the academic and mental health support available to students, and unequal access to advising and career programs can leave students unprepared for what comes after graduation. Addressing these problems requires a coordinated and sustained response.

Congress must protect the federal programs that schools depend on while making sure those investments reach the communities with the greatest needs. By strengthening public education, investing in educators, supporting students, and expanding opportunities after high school, we can give schools the resources they need to serve their communities.

This plan provides a path forward, but the work cannot stop here. Students, families, educators, and communities deserve a federal partner committed to their success. Let's get to work.

- ⁱ <https://nces.ed.gov/learn/blog/education-across-america-exploring-education-landscape-distant-and-remote-rural-areas>
- ⁱⁱ https://www.rand.org/pubs/research_reports/RRA827-13.html
- ⁱⁱⁱ <https://www.k12dive.com/news/students-miss-over-200m-more-school-days-annually-since-covid/827471/>
- ^{iv} https://www.nationsreportcard.gov/reports/reading/2024/g4_8/national-trends/?grade=4
- ^v <https://www.brookings.edu/articles/work-based-learning-can-advance-equity-and-opportunity-for-americas-young-people/>
- ^{vi} <https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/>
- ^{vii} <https://educationdata.org/public-education-spending-statistics>
- ^{viii} <https://educationdata.org/public-education-spending-statistics>
- ^{ix} <https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/>
- ^x <https://www.brookings.edu/articles/faqs-checking-in-on-the-department-of-education/>
- ^{xi} <https://nces.ed.gov/fastfacts/display.asp?id=64>
- ^{xii} <https://www.brookings.edu/articles/trump-administration-weighs-future-of-special-education-oversight-and-funding/>
- ^{xiii} <https://www.nafisdc.org/impact-aid-resources/about-impact-aid/>
- ^{xiv} <https://www.congress.gov/crs-product/R41833>
- ^{xv} <https://www.ncpecoalition.org/students-with-disabilities>
- ^{xvi} <https://www.epi.org/publication/vouchers-harm-public-schools/>
- ^{xvii} <https://learningpolicyinstitute.org/product/state-teacher-shortages-2026-factsheet>
- ^{xviii} <https://learningpolicyinstitute.org/product/state-teacher-shortages-2026-factsheet>
- ^{xix} <https://learningpolicyinstitute.org/product/federal-role-ending-teacher-shortages-report>
- ^{xx} <https://www.epi.org/publication/the-teacher-pay-penalty-reached-a-record-high-in-2024-three-decades-of-leaving-public-school-teachers-behind/>
- ^{xxi} <https://learningpolicyinstitute.org/product/state-teacher-shortages-2026-factsheet>
- ^{xxii} <https://www.epi.org/publication/the-teacher-pay-penalty-reached-a-record-high-in-2024-three-decades-of-leaving-public-school-teachers-behind/>
- ^{xxiii} <https://learningpolicyinstitute.org/product/federal-role-ending-teacher-shortages-report>
- ^{xxiv} <https://learningpolicyinstitute.org/product/diverse-teacher-workforce-report>
- ^{xxv} <https://siepr.stanford.edu/news/us-learning-student-achievement-falling-long-before-pandemic-study-finds>
- ^{xxvi} <https://nces.ed.gov/programs/coe/indicator/a23/school-mental-health-services>
- ^{xxvii} <https://nces.ed.gov/programs/coe/indicator/a23/school-mental-health-services>
- ^{xxviii} <https://www.ed.gov/teaching-and-administration/supporting-students/chronic-absenteeism>
- ^{xxix} <https://www.ed.gov/teaching-and-administration/supporting-students/chronic-absenteeism>
- ^{xxx} https://www.nationsreportcard.gov/reports/reading/2024/g4_8/national-trends/?grade=4
- ^{xxxi} <https://learningpolicyinstitute.org/product/states-summer-learning-report>

^{xxxii} <https://www.edweek.org/leadership/paraprofessionals-as-the-backbones-of-the-classroom-they-get-low-pay-little-support/2022/06>

^{xxxiii} <https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank>

^{xxxiv} <https://edstrategy.org/aligning-advising-across-k-12-and-postsecondary-systems-is-better-for-students-institutions-and-communities/>

^{xxxv} <https://www.gao.gov/products/gao-22-104544>

^{xxxvi} <https://ies.ed.gov/use-work/resource-library/report/descriptive-study/understanding-access-and-participation-dual-enrollment-locale-and-income-level>

^{xxxvii} <https://ies.ed.gov/use-work/resource-library/report/descriptive-study/understanding-access-and-participation-dual-enrollment-locale-and-income-level>



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