U.S. Department of Education

Identifying and Addressing Priority Education Needs

Midwest
Regional Advisory Committee

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MSG
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Acknowledgments

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Executive Summary

This report summarizes the activities and results of the Midwest Regional Advisory Committee (RAC), authorized under the Educational Technical Assistance Act of 2002 (ETAA) (Pub. L. 107-279; 20 U.S.C. § 9605). The 10 RACs were established to provide advice and recommendations to the Secretary of Education (Secretary) regarding the educational needs of one of the 10 regions served by the Regional Educational Laboratories (RELs) for input regarding technical assistance activities described in Section 203 of the ETAA and how those needs would be most effectively addressed. The Secretary sought recommendations for nominations to serve on the RAC from the Chief Executive Officers of States, Chief State School Officers, and education stakeholders within each region and appointed members to the RAC in August 2023. The activities discussed in this report took place from August to November 2023.

The Midwest RAC was comprised of members from Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The makeup of the membership consisted of representatives for local education agencies (LEAs), state education agencies (SEAs), institutes of higher education (IHEs), school administrators, and parents.

Summary of RAC Public Meetings

The Midwest RAC held three virtual meetings to discuss and conduct its needs assessment. During the first meeting, held on September 5, the RAC reviewed educational data and public comments, deliberated, and made recommendations to address the needs of the region. During the second meeting, held on October 16, the RAC reviewed additional data, deliberated on the educational needs of their region, and voted on the top five recommended priorities to be included in a final needs assessment report. A final meeting was held on November 16, 2023, to review the subcommittees' written recommendations and vote to approve the final needs assessment report for submission to the Secretary.

Data Collection Activities

Data collection efforts centered primarily on public comments, supplemented by surveys and stakeholder engagement. Public comments played a significant role in identifying focus areas. Throughout the process, these comments consistently aligned with the initial discussion points from the first meeting, affirming the relevance of the identified focus areas. The RAC also established a data collaboration board, a stakeholder tracking table, and a needs sensing matrix, providing resources, analysis, and key questions related to the Midwest RAC focus areas.

High-level trends in the collected data emphasized several key areas of concern:

- **Workforce:** Teacher workforce emerged as the top priority, addressing issues such as shortages, recruitment, retention, and diversification. Additional considerations included compensation and reciprocity across states, with a particular focus on the special education workforce.

- **Early Childhood Education:** The second priority focused on early childhood education, specifically targeting access, alignment, and program requirements. Discussions also highlighted the importance of defining and measuring kindergarten readiness and prioritizing services for at-risk children.

- **Student Well-Being and Mental Health:** The third priority centered on student well-being and mental health, with a particular emphasis on their impact on attendance.
- **Supporting Special Populations:** The fourth priority addressed supporting special populations, including multilingual learners and students with disabilities. There was also recognition of the need to serve growing refugee and migrant populations.
- **Evidence-Based Literacy Instruction:** The fifth priority highlighted the importance of evidence-based literacy instruction, particularly the Science of Reading. Conversations extended to teacher preparation, licensure, and assessments in this literacy context.

Summary

In summary, the RAC's needs sensing activities and public meetings have provided valuable insights into the region's educational and workforce-related challenges and priorities. These need sensing activities and the priorities identified were confirmed by the input we received from SEA leaders as well. Collaboration and targeted action in these areas are essential to address the region's most pressing needs effectively.

Introduction

The Secretary of Education (Secretary) established ten Regional Advisory Committees (RACs), authorized by the Educational Technical Assistance Act of 2002 (ETAA) (20 U.S.C. sections 9601 et. seq.) and governed by the provisions of the Federal Advisory Committee Act (FACA) (Public Law 92-463). The purpose of the RACs is to collect information on the education needs of each region and how those needs may be addressed through technical assistance activities provided by the Comprehensive Centers Program described in section 203 of the ETAA and other Department technical assistance activities.

RAC members are appointed by the Secretary based on recommendations from Chief Executive Officers of States, Chief State School Officers, and education stakeholders within each region. Midwest RAC membership is comprised of both Special Government Employees (SGEs) and representatives of organizations or recognizable groups of persons including state education agencies (SEAs), local education agencies (LEAs), including rural and urban LEAs, institutions of higher education, parents, practicing educators, including classroom teachers, principals, other school administrators, researchers, and individuals from the business community. For a complete list of Midwest RAC members, please see Appendix B.

Each RAC sought input on regional educational needs from Chief Executive Officers of States, Chief State School Officers, Regional Educational Laboratory (REL) Governing Boards, and other education stakeholders in the region and the public. The Midwest RAC conducted outreach activities such as public comment surveys to obtain input from various constituencies on regional needs and how to address those needs, used statistical data from the Midwest Regional Profile (Appendix C), and deliberated during public meetings on September 5 and October 16. The RAC established five subcommittees to draft a report summarizing the results of the needs assessment and their recommendations. A final public meeting was held on November 16 to review the subcommittee's recommendations and vote to approve to submit the final educational needs assessment report to the Secretary.

This report is based on the assessment of educational needs within the Midwest region, which includes the following states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The analysis and recommendations herein represent the findings of this assessment and the advice of the Midwest RAC to the Secretary.

Data Collection

Methods and Outreach

The main priority of the Midwest RAC was to solicit input from numerous constituencies, including school administrators, teachers, parents, education professional organizations, LEA and SEA administrators, governor's office education leaders, institutions of higher education/community colleges, community-based organizations, and business leaders.

Each Midwest RAC member had access to resources and tools for collecting stakeholder feedback on our Midwest RAC SharePoint site. Data collection method options included disseminating an online survey link (via email and posting on social media and public websites), interviews, and focus groups. The online survey asked respondents to identify their State and affiliation and asked them to identify needs and make recommendations through open-ended questions.

Midwest RAC members contributed to a Stakeholder Tracking Table which indicated the stakeholder group, contact name, communication date, communication mode (survey, focus group, etc.), what the request was, and the results. Given the time constraints of the RAC process, the majority of outreach activities involved sending the public comment link out to the various education stakeholder groups listed above.

Input regarding the priority areas of focus for the Midwest RAC was drawn from over 150 online public comments, representing a spectrum of stakeholders, including administrators, teachers, and parents. Their participation ensured a well-rounded and inclusive perspective on the critical focal points. Administrators provided insights shaped by organizational and systemic considerations, while teachers contributed on-the-ground experiences and perspectives within educational settings. Simultaneously, parents offered valuable input reflective of community needs and aspirations.

Consequently, much of our data for the needs sensing activities were centered on the committee discussing the public comments, the feedback from various Governor Offices, as well as our state profile data (Appendix C).

Regional Education Leadership

The Midwest RAC received feedback from four Chief State School Officers. General themes that emerged in these comments included:

- Social emotional supports for both students (whole child focus) and teachers; school climate; attendance
- Recruitment and retention of staff
- Early childhood access in underserved communities
- Raising literacy achievement through the implementation of evidence-based practices based on the Science of Reading
- Implementation of evidence-based practices within a multi-tiered systems of support (MTSS)

When state leaders were asked the question, *How do you see a technical assistance provider (i.e., a Comprehensive Center or REL) supporting your regional, state, or local efforts in addressing these priorities?* they responded with the following:

- Please offer services that are unique/specific to the Comprehensive Center and not duplicative of other USED funded TA Centers, or perhaps their role is to coordinate across TA providers...

- Both providers (REL and Comprehensive Center) should continue to provide implementation support, research support, and guidance on evidence-based practices aligned to the State's priorities...

- A federal TA provider would help in the following ways: evaluation of SEA strategic initiatives, thought partners to explore new ideas or connect SEA to other states/groups doing similar work or addressing similar issues, supporting the development of sustainable systems that are not person-dependent at SEA or LEA levels, assist the SEA in identifying partner school districts, and then providing assistance from REL to pilot and scale up programming that shows promise or is proven to work...

Public Comments

The collective voice expressed in the Midwest region's comments resounded with a resolute prioritization of recruiting and retaining a high quality, diverse teaching staff. The value of experienced and dedicated educators cannot be overstated, and the support they receive in terms of compensation, professional development, and job satisfaction is crucial for success.

Beyond recruitment and retention was an emphasis on social-emotional learning, recognizing that a well-rounded education must encompass not only academic achievement, but also the development of essential life skills such as empathy, resilience, and self-awareness.

Early childhood surfaced as a key priority as well as how states are addressing literacy achievement and the needs of multi-lingual learners and students with disabilities.

Finally, public comments articulated the importance of adequate funding for capital improvements to schools, addressing issues related to infrastructure, safety, and modernization.

Public Respondents by Commentator Category

Commentator Category	Number
Administrator	46
Educator/Teacher	17
Local Education Agency (school district)	4
Other Education Stakeholder	15
Parent	16
School (including public charter schools)	2
State Educational Agency	5

*Note: respondents often submitted multiple comments in various categories

Summary of Findings

Midwest RAC members synthesized information from various RAC members, their constituencies, and public comments (see Appendix D) to determine the highest-priority educational need areas within the Midwest region and recommend strategies to address these needs.

The priority needs, voted on by committee members during a public meeting on October 16, 2023, are presented below:

- ➢ **Priority 1:** Teacher workforce (shortages, recruitment, retention, diversifying)

- ➢ **Priority 2:** Early childhood education (access, alignment, program requirements)

- ➢ **Priority 3:** Student well-being and mental health (including impact on attendance)

- ➢ **Priority 4:** Supporting special populations (multilingual learners, students with disabilities, etc.)

- ➢ **Priority 5:** Evidence-based literacy instruction/science of reading

For each need presented below, the committee summarized the needs, their analysis, and generated strategies to meet the needs through technical assistance.

Recommendations

Priority 1: Teacher Workforce (shortages, recruitment, retention, diversifying)

The Midwest education system is facing a critical challenge: a severe shortage of qualified teachers. This challenge encompasses multiple dimensions, including recruitment, retention, and diversification of the teacher workforce.

Outcomes/Findings

The most pressing concern within the teacher workforce is the shortage of qualified educators, particularly those with English Language (EL) and Special Education certification. The scarcity of teachers with these certifications significantly hinders the ability to support EL learners and students with disabilities effectively. A closer look at the data reveals an alarming trend: a substantial drop in the number of teachers who complete their educational preparation programs and enter the profession, exacerbating the teacher shortage. Moreover, research has consistently demonstrated that students benefit from a racially diverse teaching workforce. Students from diverse backgrounds experience even greater benefits from such diversity (Rafa & Roberts, 2020).

The shortage crisis extends across various subject areas, with special education and English language instruction having the highest number of vacancies and the highest percentage of unfilled positions. It is an issue with significant repercussions for the quality of education, especially for vulnerable students in all the Midwest states represented. The shortage extends beyond subject areas and touches on the critical field of literacy education, where there is growing concern that higher education is not adequately preparing teachers to teach foundational reading skills.

Furthermore, the barriers to entry and retention within the field of education are substantial, leading many promising educators to leave the profession. These barriers include lack of resources, such as compensation; established systems that affect who chooses to stay such as mentoring, lack of access to higher education for underrepresented groups; and growing negative political discourse on public education resulting in a struggle to retain qualified teachers. Addressing the teacher shortage is essential to achieving equity in education and improving the climate and culture of schools.

Priority Needs

The rationale for prioritizing teacher workforce challenges is backed by significant state data on shortages, as well as public comments from educators and stakeholders. The evidence indicates the teacher shortage is not only a crisis but also a critical factor in the states' ability to provide equitable and quality education.

- Economic Development: Discussions with educators and the business community emphasize that teachers are on the frontline of economic development. To meet the future needs of all states, it is imperative the teacher workforce is well-prepared and primed for the challenges ahead.

- Retention Concerns: Although teacher enrollment is generally strong, retention remains a significant issue. Educators are leaving the profession in great numbers, and students in teacher preparation programs are anxious about the experiences they will encounter in the field.

- In-Service Recruitment and Retention: Addressing the teacher workforce goes beyond teacher preparation; it also requires a focus on in-service teacher recruitment and retention. Understanding the barriers to retention, including established systems, is crucial.

- Achievement and Opportunity Gaps: The teacher shortage exacerbates achievement and opportunity gaps, particularly for students with the greatest needs. A lack of qualified educators directly impacts the quality of education provided.

- Upcoming Retirement Wave: The impending retirement wave, especially in states like Iowa, underscores the urgency of recruitment efforts to fill the gap created by retiring teachers.

- Specific Shortage Areas: Rather than generalizing about the teacher shortage, it is vital to address the most prevalent shortage areas, such as secondary specialized fields.

- Interconnected Priorities: Addressing the teacher shortage is foundational to resolving other education priorities, including the science of reading, early childhood education, and more.

- Recruitment from Diverse Fields: Exploring recruitment possibilities from various fields, including Career and Technical Education (CTE), can help fill the teacher shortage gap.

In conclusion, addressing the teacher workforce challenges and needs is paramount to ensure a robust and effective education system that prepares students for the future. It is essential to focus on recruitment, retention, compensation, and diversification efforts to bridge the gap in teacher availability and quality, ultimately promoting educational equity and improving the overall learning experience for students across the region.

Technical Assistance Recommendations

The most crucial ability we possess is how to positively impact improvement in the Midwest teacher workforce pedagogically, operationally, and politically. Although the concerns pertaining to the teacher workforce are known, strategies must change in response to the life cycle of teachers. Applying systematic solutions that allow school districts to attract, recruit, and retain a workforce that is diverse, highly qualified, and prepared to engage in educating our students is required. The Midwest RAC recommends support that aligns to educators' experience.

The partnership and collaboration between K-12 districts and higher education institutions is a critical lever. Continued Federal support and expansion of the Teacher Quality Preparation (TQP) funding is recommended. TQP funding assists educator preparation programs with potentially increasing enrollment in their respective programs along with providing stipends for students. Higher education institutions' capacity to attract more students into preparation programs provides more opportunities for K-12 engagement with students during their program. K-12 districts have also recognized the potential of "growing-your-own initiatives" for para-professionals, graduating high school seniors, and career changers in their communities. Legislative and funding support for grow-your-own programs would provide schools districts with additional strategies for retaining and diversifying their respective educator workforce.

Student teaching continues to be an effective strategy for recruiting potential educators; however, there are barriers that exist that prevent districts from utilizing this strategy. It is recommended that funding be provided to allow districts to compensate student teachers for the time and effort they spend

teaching in school districts. Many student teachers are forced to work while they are student teaching. Districts need student teachers to focus on developing their skills in the classroom and fully engage in the learning process with their mentor teacher and district.

Teachers that are not meaningfully engaged in the workplace are more likely to leave their district. Providing connection to the district and support to improve technical skills in the classroom is an essential component of the educator's life cycle. The Midwest RAC recommends additional support for providing mentorship programs. Mentors are critical stakeholders invested in the overall well-being and professional growth and development of new teachers to our district. The mentor shares their knowledge and expertise, and acts as a guide and role model in acclimating the new teacher to the district.

Priority 2: Early Childhood Education (access, alignment, program requirements)

Outcomes/Findings

Across the Midwest states, the total enrollment of children in school ages 3-5 years old ranges from 50% to 56.6% of the total population. There is variance in enrollment comparing race and/or ethnic groups across the states. The enrollment of children ages 3-5 years old and the percentage of distribution by race and/or ethnicity can be found for each Midwest state in the chart below.

Access Data

3–5-year-old Enrollment by Race/Ethnicity (% distribution by race/ethnicity) (2021)

Jurisdiction	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or More Races
Illinois	56.6%	60.8%	58.8%	45.9%	56.3%	++	++	58.7%
Indiana	50.0%	51.3%	51.4%	40.0%	49.4%	++	++	50.2%
Iowa	55.6%	54.8%	41.6%	62.3%	++	++	++	71.0%
Michigan	52.3%	53.8%	46.0%	54.2%	41.7%	++	++	53.5%
Minnesota	54.1%	54.7%	54.2%	49.1%	40.7%	++	++	65.0%
Ohio	51.1%	53.1%	45.5%	47.3%	46.3%	++	++	49.6%
Wisconsin	56.0%	55.3%	60.0%	56.6%	55.3%	++	++	55.1%

++ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Public comments were solicited to inform the RAC's report and recommendations. Some responders cited early childhood education as a top priority. One public comment provided specific to early childhood education was, "Free preschool for all would promote equity in kindergarten readiness and get students the early services to be successful in general and [in] special education."

The members of the Midwest RAC discussed the importance of strong early childhood education. The reason RAC members felt this should be a priority area was because there is an economic impact. Early childcare and education allow adults to enter or remain in the workforce. A strong early childhood education closes achievement gaps before children enter kindergarten. With the reduction or elimination of achievement gaps, the need for remediation will also be reduced or eliminated. Another reason the committee members felt this was a priority area was because brain research shows that early language development is important. A high-quality childcare experience can strengthen children's language acquisition and brain development. Ultimately, if children have a strong early childhood education, they are likely to have a more successful K-12 and post-secondary experience.

Quality Data

https://nieer.org/state-preschool-yearbooks

National Institute for Early Education Research (NIEER) 2021-2022 State Preschool Quality Standards for Midwest Region

State	Early Learning & Dev Standards	Curriculum Supports	Teacher has BA	Specialized Training in PreK	Asst. T has CDA or Equiv.	Staff Prof. Dev.	Class Size 20 or Less	Staff-Child Ratio 1:10 or Better	Vision, Hearing, & Health Screening & Referral	Cont. Quality Improvement System	Quality Standards Total: Out of 10
Illinois	x	x	x	x			x	x	x	x	8
Indiana	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Iowa	x	x		x	x		x	x	x		7
Michigan	x	x	x	x	x	x	x	x	x	x	10*
Minnesota Head Start	x	x		x	x	x	x	x	x	x	9
Minnesota VPK	x	x					x	x	x		5
Ohio	x	x		x					x	x	5
Wisconsin		x	x	x							3

* Indicates that while Michigan's teacher degree policy meets the benchmark, it is not being implemented fully.
x Indicates that the state has a policy that meets the benchmark. NA means the data was not available.

Alignment Data

The information below is taken from the National P-3 Map on the National P3 Center website, https://nationalp-3center.org/. The map highlights activities in the Midwest Region, school districts, and communities working to create a well-aligned, coherent, high-quality continuum of learning that bridges early care and education (ECE and PreK-12 systems).

The National P3 Center states the goal of P-3 is to improve the quality and coherence of children's learning opportunities, from the experiences children have in early learning (including PreK, Head Start, childcare, and other early learning opportunities before, or "pre", formal entry into school) and extending through elementary school. At the Center, P-3 signifies both an age range and a lens for thinking about organization and system level change.

National P-3 Map
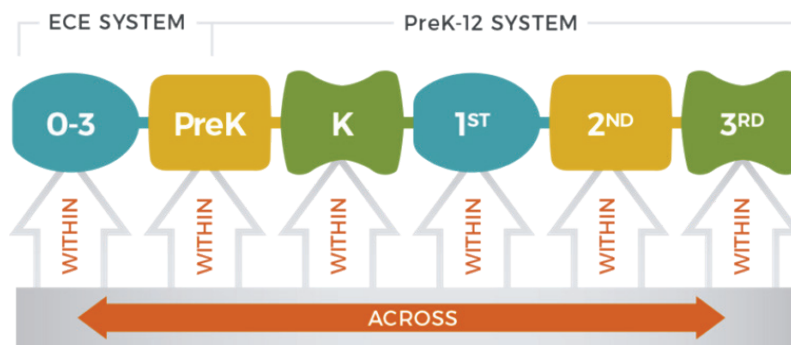
The only states from the Midwest region implementing P3 alignment activities included on the National P3 Center's map are Minnesota, Illinois, Michigan, and Wisconsin.

Priority Needs

Access to early childhood education is critical to many different aspects of childhood development and the broader economy. Providing access to early childhood education is essential to create the tools and learning capacity necessary to succeed in and beyond the classroom. Having a foundation of early academic skills and concepts creates a "head start" for children and can provide an equitable opportunity for early success. In addition to the academic opportunities early childhood education provides, there are numerous social development skills acquired throughout the duration of the program providing early interpersonal skills that communities depend on.

Creating equitable opportunities for high-quality early childhood education is one of the best investments a society can provide. Establishing opportunities early on in an academic setting will enhance the talent pipeline of a region and create lasting community impacts. As the Midwest region continues to face various labor constraints, investing in the future workforce at the earliest points possible is a bold strategy for future economic success and opportunity for all.

Technical Assistance Recommendations

Recommendations are grounded in the benefits of providing strong early childhood education, leading to better-prepared students for formal schooling, reduced remediation costs, and economic impacts. Evidence supporting this priority includes state data, established research, and low regional rankings in preschool scores and kindergarten readiness assessments. Addressing this priority involves leveraging high-quality elements from existing reports, emphasizing the importance of alignment from preschool to grade 3 (with an emphasis on transitioning to kindergarten), utilizing community-based models (with a focus on ready schools versus ready children and identifying models in communities that have shown to

be most impactful and how can we use them as leverage points for better early childhood education), implementing universal preschool, and reconsidering funding structures to support early childhood education.

The Midwest RAC recommends aligning and ensuring continuity of services. The focus is on aligning early childhood education with PreK-3 and beyond to ensure that gains made in preschool translates into improved performance in math and literacy achievement, as commonly measured by the end of 3rd grade. This alignment is critical for the sustained educational benefit of students. Additionally, it is crucial to utilize the ten high-quality elements identified in the NIEER State of Preschool Report (Midwest data on page 11) to enhance the quality of early childhood education programs. The report can serve as a benchmark for evaluating and improving existing programs.

Regarding the implementation of universal preschool programs, the recommendation is to ensure every child has access to quality early education, irrespective of background or economic status. To achieve this, it is recommended to reconsider current funding structures by evaluating existing K-12 funding models and exploring ways to extend similar funding principles to early childhood education. Redirecting resources to support and enhance early childhood programs is essential, recognizing the long-term economic and societal benefits.

Recognizing the benefits of early education and the additional access to interventions for students with special needs provides necessary support that significantly impacts their future development and educational outcomes. Through available funding for universal preschool, we can best serve all children, irrespective of race or socioeconomic factors, by addressing literacy and language development. Focusing on ensuring consistent early language development by age six will significantly impact literacy outcomes and overall cognitive development.

Furthermore, the recommendation for universal preschool creates opportunities not only for the youngest, most impressionable learners, but also creates childcare opportunities, encouraging parents of preschoolers to re-enter the workforce, addressing the identified shortage in the nation's workforce. Such needs for skilled and unskilled employment are universal and not specific to any single region.

The priority of early childhood education is supported by various pieces of evidence, emphasizing the necessity of investing in this stage for improved educational outcomes, economic benefits, and a more prepared future workforce. Implementing these recommendations will help bridge the gaps in early childhood education, leading to better-prepared students and a more equitable and prosperous society.

Priority 3: Student Well-being and Mental Health (including impact on attendance)

Outcomes/Findings

As part of the Midwest RAC data collection and research on Priority 3: Student Well-being and Mental Health, we examined *The U.S. Surgeon General's Advisory, Protecting Youth Mental Health Advisory.*

This report clearly states the need for student mental health to be addressed across the United States. Per the report:

- Even before the COVID-19 pandemic, mental health challenges were the leading cause of disability and poor life outcomes in young people, with up to 1 in 5 children ages 3 to 17 in the U.S. with a reported mental, emotional, developmental, or behavioral disorder.

- During the pandemic, children, adolescents, and young adults faced unprecedented challenges. The COVID-19 pandemic has dramatically changed their world, including how they attend school, interact with friends, and receive health care. They missed first days of school, months, or even years of in-person schooling, graduation ceremonies, sports competitions, playdates, and time with relatives. They and their family may have lost access to mental health care, social services, income, food, or housing. They may have had COVID-19 themselves, suffered from long COVID symptoms, or lost a loved one to the disease—it is estimated that as of June 2021, more than 140,000 children in the U.S had lost a parent or grandparent caregiver to COVID-19.

- Since the pandemic began, rates of psychological distress among young people, including symptoms of anxiety, depression, and other mental health disorders, have increased. Recent research covering 80,000 youth globally found that depressive and anxiety symptoms doubled during the pandemic, with 25% of youth experiencing depressive symptoms and 20% experiencing anxiety symptoms. Negative emotions or behaviors such as impulsivity and irritability—associated with conditions such as ADHD—appear to have moderately increased. Early clinical data are also concerning: In early 2021, emergency department visits in the United States for suspected suicide attempts were 51% higher for adolescent girls and 4% higher for adolescent boys compared to the same period in early 2019. Moreover, pandemic-related measures reduced in-person interactions among children, friends, social supports, and professionals such as teachers, school counselors, pediatricians, and child welfare workers. This made it harder to recognize signs of child abuse, mental health concerns, and other challenges.

Mental health needs of students and teachers surfaced as a high-priority theme in the public comments received from stakeholders in the Midwest region, the majority from school administrators. School safety, chronic absenteeism, and drop-out prevention were also identified in the public comments as high need issues to address.

> "There is also a great need for behavioral and mental health supports for our students, but also our staff. Students need support in order to be able to learn and act appropriate in the classroom. Behaviors and needs have only gotten more significant. However, with this, teachers also need additional mental health supports in the school for them to help deal with this and their own life challenges. Again, if they aren't on par, they are not able to best help their students succeed."

Priority Needs

Addressing student well-being and mental health is a critical priority. The evidence highlighting the increasing mental health challenges among students and the impact on their well-being, student attendance, academic performance, and the larger community highlights the urgency to act. The Midwest RAC overwhelmingly identified student well-being and mental health as an area of focus. This included state, local, and community representatives sharing this view.

Acknowledging the distinctions and complexities in defining and addressing mental health, collaboration with licensed professionals and a multi-perspective approach is crucial. By redefining approaches, incorporating trauma-informed care, and recognizing the diversity in mental health needs, we can take significant steps toward creating a supportive environment for students to thrive mentally, emotionally, and academically.

Ultimately, a collective effort from educators, mental health professionals, and the community is imperative to ensure a nurturing and supportive environment conducive to the well-being and success of students. The prioritization of student well-being and mental health is critical due to several pressing reasons. There has been a significant surge in student violence, suicides, and mental health needs. The current resources and services are inadequate and failing to meet the escalating needs of students. This surge in mental health issues has been significantly impacting student attendance rates.

Post-COVID data reveals there has been a noticeable decline in student attendance, predominantly attributed to mental health issues. A considerable portion of students' chronic absenteeism is directly linked to their mental health challenges. Unmet mental and emotional needs hinder students' ability to excel academically. Chronic absenteeism, often due to mental health challenges, affects their academic performance. Furthermore, teachers, unprepared to address these needs, struggle to fulfill their roles effectively, leading to burnout and leaving the profession.

The U.S. Surgeon General's Advisories on Protecting Youth Mental Health and Social Media and Youth Mental Health further illustrate the tremendous amount of mental health stressors on our youth. The Protecting Youth Mental Health advisory specifically addresses steps schools and educators can take to support students' mental health in schools.

Addressing student mental health is crucial not only for the well-being of individuals but also for the larger economy. Failing to support students' mental health needs could have adverse downstream effects on their adulthood, employment, and overall economic productivity.

Technical Assistance Recommendations

While acknowledging the importance of addressing mental health, it is essential to recognize the necessity of collaborating with licensed professionals who specialize in mental health beyond the services which can be provided by the licensed classroom teacher. This ensures the approach is accurate, and students, especially those from diverse backgrounds, are not pathologized due to misinterpretation.

The urgency of prioritizing student mental health is evidenced by the Surgeon General's warnings concerning the mental health of the youth. These warnings emphasize the gravity of the situation and the need for immediate attention and action.

To effectively address the priority of student well-being and mental health, various strategies can be considered. Implementation of a community-oriented approach spanning year-round student services that emphasizes partnerships and wraparound services by engaging various stakeholders is a highly effective approach. A comprehensive support system for students, incorporating diverse perspectives and needs is necessary post-pandemic.

As we comprehensively assess the enduring repercussions of the pandemic, particularly in relation to the broader social-emotional needs of students and the profound impact experienced by those affected by trauma, it becomes imperative to integrate services within the mental health framework. There is a strong recommendation to broaden our comprehension of trauma and its multifaceted effects, recognizing its profound influence on mental health needs. Elevating our understanding through a collective approach that engages a spectrum of providers capable of identifying and addressing mental health requirements from diverse perspectives is crucial. This inclusive strategy is vital to ensure that mental health services are tailored to meet the varied and specific needs of students across different racial, linguistic, and cultural backgrounds. Sustaining mental health services beyond the conclusion of Elementary and Secondary School Emergency Relief (ESSER) funding is essential. Such continuity is fundamental in nurturing students' mental well-being, promoting resilience, fostering effective coping strategies, and enhancing emotional intelligence.

Priority 4: Supporting Special Populations (multilingual learners, students with disabilities, etc.)

Outcomes/Findings

The committee addressing Priority 4: Supporting Special Populations engaged in discussions to determine the educational needs within the Midwest region that should be prioritized by the RAC. The outcomes and findings of these discussions highlighted the significance of addressing the needs of special populations, including multilingual learners and students with disabilities. Several key findings emerged:

- ESL Instruction and Early Literacy: The committee emphasized the importance of providing effective English as a Second Language (ESL) instruction, particularly due to the growing population in the Midwest.

- Facilities and Placements: Committee members repeatedly stressed the need for improved school facilities and placements for students with special needs, including those with social, emotional, and behavioral challenges. Ensuring that students with disabilities receive the appropriate support and accommodation was a critical concern.

- Teacher Recruitment and Retention: Teacher recruitment and retention were recurring themes, underscoring the need for a dedicated workforce to support special populations. Special education and English learners were identified as areas facing significant staffing challenges.

- Multilingual Learners and Students with Disabilities: The committee acknowledged the importance of addressing the needs of multilingual learners and students with disabilities. These student populations, along with considerations related to refugee and migrant students, were seen as integral to the region's educational landscape.

Rationale for Priority: The committee members unanimously agreed that supporting special populations should be a top priority. They emphasized that these populations are not separate from the general student body but are integral to the overall educational community. Focusing on the needs of special populations benefits all students.

- Achievement Gaps: Data highlighted the achievement gaps between English learners (EL) and non-EL students. While there have been fluctuations over time, the 2022 data showed that EL students in the Midwest performed slightly below non-EL students.

- IDEA Services Enrollment: The number of students receiving services under the Individuals with Disabilities Education Act (IDEA) increased over time. During the pandemic, there was a temporary drop in the number of students receiving IDEA services, but enrollment rebounded in the following school year, indicating the ongoing need for special education services.

- Achievement Gap for Students with Disabilities: The committee also noted the achievement gap between students with disabilities and those without. In 2019, the score gap was 42 points, signifying the challenges faced by students with disabilities in the region.

The committee's discussions highlighted the critical importance of prioritizing special populations in the Midwest. The evidence from achievement gaps, enrollment trends, and challenges faced by students with disabilities and English learners underscored the need to focus on providing equitable support and resources for these groups. Additionally, the committee acknowledged that addressing the needs of special populations ultimately benefits all students and contributes to a more inclusive and effective educational system in the region.

Priority Needs

Understanding the priority needs of students who comprise the specialized population is in many ways understanding the demographics of the schools in the Midwest region. One may be surprised that 10.3% of U.S. public school enrollment is a student learning English as a second language (one out of every 10 students). Somewhat surprising is the average for the Midwest is 7% and in most of the Midwest states, the percentage of English language learners is larger than 5% of the total public school enrollment. In Illinois it is higher than the national percentage (12.0%).

All Midwest states have students with disabilities in all age categories, with the largest numbers between ages 5-21.

Because of the intersection of race and socio-economic status, supporting the needs of students learning English as a second language and students with disabilities often parallels supporting the needs of students of color. Feedback from the Governor's CSSO reflected how the student populations are often linked together. When asked which student groups demonstrate the greatest need, all feedback indicated either one or all the following student groups: homeless, students with disabilities, English language learners, and students of color.

In a sense, supporting students who have particular instructional challenges is supporting all students; they are not separate populations of students, and the multiple characteristics of a student's identity is not able to be compartmentalized. That said, it is important to identify with a level of precision the instructional challenges to address them in the classroom; there is a need to ensure that students have academic supports aligned to their instructional needs.

English Language Learners (Fall 2020)

Jurisdiction	Total	Percentage of Total Enrollment
United States	4,963,388	10.3%
Illinois	218,480	12.0%
Indiana	67,938	6.7%
Iowa	30,410	6.3%
Michigan	90,374	6.4%
Minnesota	72,754	8.6%
Ohio	59,519	3.7%
Wisconsin	43,359	5.5%

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Illinois

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	6	344	1,571	3,155	3	6,734	309
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	63	1,185	2,657	5,942	19	11,919	1,119
Ages 5 (School Age) through 21 (Served under IDEA Part B)	702	6,956	53,952	73,562	239	121,961	11,095

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Indiana

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	7	268	1,195	1,021	3	7,719	878
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	14	308	1,059	1,343	7	8,933	726
Ages 5 (School Age) through 21 (Served under IDEA Part B)	334	1,965	22,620	18,459	106	115,641	9,274

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Iowa

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	5	60	146	287	5	1,770	155
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	17	95	309	431	6	3,164	263
Ages 5 (School Age) through 21 (Served under IDEA Part B)	384	842	6,389	7,723	197	45,864	3,611

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Michigan

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	58	192	1,497	567	10	7,046	276
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	107	413	1,324	997	13	8,826	522
Ages 5 (School Age) through 21 (Served under IDEA Part B)	1,522	2,891	36,617	15,320	144	116,847	9,156

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Minnesota

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	X	247	402	447	X	3,462	250
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	219	620	1,168	1,330	13	8,826	522
Ages 5 (School Age) through 21 (Served under IDEA Part B)	3,855	5,687	16,060	15,809	110	81,728	9,322

X: Data suppressed due to small size.

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Ohio

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	14	232	1,412	802	8	7,340	563
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	20	447	2,050	1,176	20	14,223	1,071
Ages 5 (School Age) through 21 (Served under IDEA Part B)	317	2,815	51,337	16,111	189	166,266	14,935

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Wisconsin

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	46	114	576	766	4	3,407	157
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	94	205	658	1,248	12	5,550	385
Ages 5 (School Age) through 21 (Served under IDEA Part B)	1,910	3,113	15,095	16,529	78	69,779	5,963

Adequate instructional support. Teacher shortage is an area considered a priority, however when students with additional learning needs are considered, the teacher shortage need is magnified. English language development, special education, and academic intervention are difficult areas to fill. Additionally, teacher preparation for these areas demands careful and intentional planning and implementation. Given the demographic shifts in the Midwest, what may have been traditionally considered an urban challenge is now becoming more of an urban, suburban, and often rural challenge. Given that 7% of the student population, on average, are students learning English language, the licensed instructional population should, on average, mirror the percentage of students. The same would be said for students with disabilities. Additionally, when schools lack adequate staffing, support staff are likely to be pulled to support general education.

Graduation. Students with disabilities and students learning English as a second language, students experiencing homelessness, and students in foster care graduate at lower percentages across the U.S. and in the Midwest region in all states. There is a 16-percentage point difference nationally between all students and both students with disabilities and English language learners. Those differences range from

12 percentage points in Indiana to 27 percentage points in Ohio for students with disabilities. For English language learners, the differences across states range from two percentage points in Indiana to 18 percentage points in Minnesota. The gaps in graduation for students experiencing homelessness and students in foster care are noticeably larger, with Michigan demonstrating a 42-percentage point difference between all students and students in foster care.

Financial Resources. Exploration of the current expenditures for public elementary and secondary education for support services reflects incredible differences by state. Illinois leads expenditures with $12.3 million while Iowa is last across the region with $2.3 million. Those differences are reflected in the salaries, wages, and employee benefits for support services as well; four out of the seven states in the region report less than $5 million (Indiana, Iowa, Minnesota, and Wisconsin). It is common knowledge across the region that IDEA has not been fully funded since its inception.

Technical Assistance Recommendations

The data shows opportunity gaps for students from special populations, such as multilingual learners, students with disabilities, or students who are refugees. In the discussion, the Midwest RAC stressed the importance of recognizing that even though we are talking about students from special populations, we are truly talking about all students. The recommendations mirror that belief. The recommendations, even though designed to better serve students from special populations, are recommendations that will provide support to any student who may be struggling.

The first recommendation is to provide continued support for the implementation of a multi-tiered systems of support (MTSS) framework. We need to ensure that Tier 1 or core instruction is strong and then build a system that provides support to students in Tier 2 and Tier 3.

The second recommendation is to identify systems or models that have experienced success meeting the needs of all students, including students from special populations. There are areas, schools, systems, or programs that have experienced success increasing student achievement and closing achievement gaps. The Midwest would benefit from the identification of the successful models, the explanation of the outcomes, and the identification of evidence-based strategies, practices and/or interventions. Providing support for schools or systems that replicate the practices or developing a playbook that explains the steps to take to build a successful system would be valuable.

Priority 5: Evidence-based Literacy Instruction/Science of Reading

Outcomes/Findings

The committee on Priority 5: Evidence-based Literacy Instruction/ Science of Reading, delved into the crucial educational needs within the Midwest region that should be prioritized by the RAC. Several key findings emerged from the discussions, all pointing to the undeniable importance of literacy in the region:

- **Teacher Preparation**. The recurring issue of teacher recruitment and retention underscores the need to attract and keep qualified educators, particularly those with expertise in literacy instruction. Institutions of higher education need to ensure teacher candidates are graduating with the necessary skill sets in structured literacy to effectively teach reading.

- **Supporting Evidence-Based Literacy Instruction and Materials**. Committee members emphasized the significance of aligning literacy instruction as well as curricula and intervention materials with the latest evidence-based research in the science of reading. This approach aims to ensure that students receive instruction rooted in scientific evidence, which can lead to improved outcomes.

- **Changes to State Assessments**. The committee discussed the possibility of surveying Midwest states on the literacy assessments they are using to better measure and support literacy proficiency. This can facilitate a more accurate understanding of students' literacy levels.

- **Resources for Underserved Communities**. A significant portion of the conversation centered on addressing the unique needs of underserved communities, particularly rural areas within the region. It is evident these communities require specific resources to enhance literacy outcomes.

In addition to these findings, the committee highlighted the following key points:

- Legislation enacted in various Midwest states focuses on evidence-based practices and materials for literacy instruction. While reading difficulties cut across socioeconomic lines, they disproportionately affect students living in poverty as well as those from black, brown, and indigenous communities.

- Pre-service teacher preparation and professional development are central aspects of the legislation.

- Family involvement in literacy is a significant component of the laws in the region, highlighting the importance of engaging families in supporting students' reading skills.

Priority Needs

The committee emphasized that literacy, including the science of reading, is a priority for the Midwest region. Various states, such as Indiana, Minnesota, and Illinois, have already taken legislative steps to make literacy a central focus in their education systems. The reasons for prioritizing literacy in the Midwest include:

- **Decreasing Literacy Rates**: Post-pandemic state and national data indicated a decline in literacy rates in elementary and middle schools. This decline is alarming and highlights the urgent need to address literacy issues.

- **National Assessment Data**: The National Assessment of Educational Progress (NAEP) reported drops in reading scores, along with declines in ACT and SAT performance. These trends indicate a decline in overall student proficiency. In 2022, the National Center for Education Statistics (NCES) conducted a special administration of the NAEP long-term trend (LTT) reading and mathematics assessments for nine-year-old students to examine student achievement during the COVID-19 pandemic. In 2022, average scores for nine-year-old students declined five points in reading. This is the largest average score decline in reading since 1990.

- **Global Competitiveness**: The committee recognized the importance of preparing students for global competition. Literacy skills in the early grades are essential for students to compete effectively not only nationally but also on a global scale.

- **Early Intervention to Save Costs**: The committee emphasized that investing in high-quality early literacy practices can lead to cost savings in the long run by reducing the need for costly interventions and remediation.

The committee's discussions emphasized the critical role of literacy in the Midwest and the urgent need for evidence-based structured literacy instruction to address declining proficiency rates and prepare students for success in a global economy. The evidence provided by post-pandemic data and national assessments further underscores the importance of prioritizing literacy and implementing effective strategies to improve student outcomes in the region.

Technical Assistance Recommendations

The committee has identified several recommendations based on this priority, outlined below by topic area.

- *Topic: Selection of evidence-based training, instructional materials, and curricula aligned to science of reading.* The adoption of evidence-based instructional materials grounded in the science of reading (SOR) and then working to have it aligned to State standards is a tall task for most districts. Many state departments are working to design and deliver support to districts in the selection of materials or core curricula that districts choose for reading instruction. We know this is key and greatly impacts student learning and teacher practice. Adoption must be accompanied by professional development and ongoing support to allow teachers to explore the materials, learn about shifts in practice, and increase their knowledge of high-leverage best practices for using high-quality instructional material based on the science of reading and emphasizes structured literacy instructional practices. SEAs across the nation need to support a selection process that is consistent and ensures districts are choosing, implementing, and evaluating evidence-based instructional materials.

  - *Technical assistance recommendation.* Develop a toolkit for states with sample rubrics; a standardized pre- and post-test for teachers as they begin their training; request for information from publishers; share common practices that ensure the selection process is thorough and results in evidence-based curricula and materials; and share ways states are evaluating the impact of their investments in comprehensive literacy reform efforts. Consider addressing questions such as: What practices are states currently implementing to support these selection processes? What sorts of rubrics are being used? What is the role of publishers in providing the level of information required to make informed decisions? Are expectations high enough yet still allow for local control? How are states implementing this process? How are states incentivizing districts to choose highly rated curricula and materials? Finally, we recommend convening a state level Learning Network specific to this topic to share what has and has not worked.

- *Topic: Literacy coaching for practicing teachers around implementation of high-quality instructional materials and curricula.* As more and more states are spending millions of dollars retraining teachers and building capacity of school leaders in the SOR, it is imperative teachers and school leaders receive ongoing, job-embedded coaching, feedback, and mentoring provided by highly-trained literacy coaches. School-based literacy coaches work to facilitate teacher

training on evidence-based reading instruction and data-based decision making; demonstrate lessons; co-teach and/or observe teaching; and provide immediate feedback and guide site-based School Leadership Teams toward effective system-wide implementation and evaluation of structured literacy best practices.

- o *Technical assistance recommendation:* Develop a Literacy Coaching Implementation Plan/Model. Convene a state-level Learning Network specific to this topic to share what has and has not worked. How can states and local schools support a Literacy Coaching model? What local, state, and Federal funds can be used or redirected for this use? What training is available solely focused on literacy coaching and adult learning theory? What resources are available for coaches specifically centered around the SOR? What supports are available for school leaders to ensure their schools effectively implement SOR best practices? What Classroom Observation protocols, Professional Learning Community Protocols, or Data Literacy Protocols are focused on SOR? What role does the implementation of MTSS Framework play? (see model in Utah for an example). How are Regional Education Service Unit/Cooperatives supporting implementation efforts?

- *Topic: Ensuring the science of reading is taught in higher education and teacher preparation.* States are currently spending millions of dollars providing training to new, mid, and late career teachers in the SOR. We certainly cannot go backwards, but we can move forward and put policies in place to ensure teacher candidates leave college with this core knowledge and instructional skill set in structured literacy. Teacher preparation programs must: (1) provide in-depth coursework on evidence-based reading instruction; (2) give teacher candidates opportunities to apply such instruction in real classrooms with real students; and (3) prepare teacher candidates to interpret reading assessment data to identify students with reading difficulties.

  - o *Technical assistance recommendation.* It would be helpful if states could go to a repository for policies and practices from around the nation proven to be effective in addressing teacher prep as well as re-licensure, for teachers responsible for reading instruction. There could be a state-level Learning Network convening specific to this topic to share what has and has not worked. Key questions include: How are states ensuring teacher preparation programs are preparing teacher candidates to exit the program with the knowledge and skills to teach all students to read, including effectively teaching foundational reading skills, phonemic awareness, phonics, fluency, vocabulary, and comprehension? What tools do states use for teacher candidates to gain certification? Do states require teacher candidates to demonstrate their reading assessment, curriculum and instruction knowledge, and skills through a rigorous exam for certification? What level of practicum experience is required by states for certification in teaching reading? What role do state professional licensing agencies play? Do they conduct syllabi audits (as an example)? Do they pull accreditation for institutions who do not meet the requirement? What policies are currently in place around the nation to address institutions of higher education teacher colleges and course work to ensure SOR is addressed? How are SEAs engaging institutions of higher

education to address this need? What is/can be the role of the U.S. Department of Education in teacher prep?

- ***Topic: Strategies to support the science of reading within special populations.*** A comprehensive approach to improving literacy outcomes must include strategies for supporting multilingual learners and students with disabilities, including dyslexia.
  - *Technical assistance recommendation.* Again, supports for states to assist districts specifically in these areas by making available a toolkit or repository of best practices and examples would be of great value. There could also be a state-level Learning Network convening specific to this topic to share what has and has not worked. Questions to address are: How are states supporting reading and intervention for multi-lingual learners and students with disabilities? What legislation exists that emphasizes best practices in these areas? What professional development has shown to be most effective for teachers to meet these needs? What requirements for pre-service teachers exist in states? What assessments are best? What testing accommodations are being used? What culturally relevant material and curricula are being used? How are families of MLLs and students with disabilities being supported? How are home languages being honored?

Conclusion

The report embodies pivotal ideas highlighting substantial opportunities for advancing education, presenting a comprehensive set of recommendations to translate these ideas into actionable strategies in the Midwest. Significantly, the RAC's collaborative endeavors underscore the importance of addressing needs and developing strategies focusing on overarching objectives rather than rigid constraints. These recommendations may require additional fine-tuning, particularly when considering the potential assistance the Federal government could provide.

Recognizing that the five identified priorities resonate with educational challenges nationwide, we acknowledge that Midwestern states possess varying capacities to address these issues. Consequently, the Federal government's imperative role becomes apparent, necessitating its provision of vital support, allocation of necessary resources, and grant of flexibility to each state, enabling tailored responses that leverage unique strengths and effectively address specific gaps. The supports articulated in this report are essential from our perspective, serving as catalysts for sustainable change.

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Appendix A. Chart of Nominated, Recommended, and Serving RAC Members

Number of Individuals Nominated, Recommended, and Serving on the Midwest RAC

Region	Nominated	Recommended by the U.S. Department of Education	Declined	Resigned	Accepted, Serving
Midwest	30	13	0	0	13

Appendix B. List of RAC Members

Midwest RAC members represented local and state education agencies; institutions of higher education; parents; practicing educators, including classroom teachers; and organizations serving youth, educators, or both. Members included:

Regional Chair

- Ms. Bobbie Burnham, Assistant Commissioner, Office of Teaching and Learning, Minnesota Department of Education

RAC Members

- Ms. Stacy Gray Akyea, Executive Chief of Equity, Strategy, and Innovation, Saint Paul Public Schools
- Ms. Constance C. Beecher, Associate Professor of Literacy and Human Sciences Extension Specialist, Iowa State University
- Mr. Matthew Bowen, Superintendent, Campbell City Schools
- Ms. Kimberly K. Buryanek, Division Administrator for Learning and Results, Iowa Department of Education
- Ms. Jessica Horowitz-Moore, Senior Executive Director, Center for Student Supports, Ohio Department of Education
- Mr. Mark Klaisner, Executive Director, Illinois Association of Regional Superintendents of Schools
- Mr. Joe Murphy, President, Iowa Business Council
- Mr. Erick Pruitt, Superintendent of Schools, Ankeny Community School District
- Mr. Chris Ruddy, Director of Human Resources, Communications, and Professional Development, American Association of School Personnel Administrators
- Ms. Tammy Sebastian, Parent; Statewide Program Coordinator, Ohio Coalition for the Education of Children with Disabilities
- Mr. Shawn Smith, Superintendent, Metropolitan School District of Lawrence Township
- Ms. LaTonya M. Turner, Dean, The Educators College, Marian University

Appendix C. Midwest Profile (Comprehensive)

The following profile shows recent data compiled by the U.S. Department of Education for the Midwest Region, which includes Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Data for each state is included along with high-level data comparing information across the regions. The following topic areas are included:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Student Non-Academic Information
- Teacher Information
- Teacher Qualifications
- Teacher Shortages
- Financial Resources
- Resources

Note that data includes the most recent tables available in July 2023. In some instances, data have not been disaggregated by jurisdiction so national data have been included as a reference point. Where appropriate, Reflection Questions have been provided for consideration.

Overall Reflection Questions

- What is your overall reaction to the data presented?
    - *Is it what you expected?*
    - *If it was not what you expected, what surprised you?*
- What other data do you need to help you better understand the needs in your jurisdiction or region?
- Are the data available at the state level or do you have access to this data through another vehicle?
- How can the needs assessment help you attain this data?
- What do you believe are the top priorities facing your jurisdiction/region?
- Why do you believe these are the top priorities facing your jurisdiction?
- What input would you like to hear from other stakeholders?
- How will you collect that input?

Information about Midwest Region Districts and Schools

Totals by Jurisdiction

Jurisdiction	Total Number of Operating Districts (2020-21)[1]	Total Number of Operating Public Schools (2020-21)[1]	Total Number of Charter Schools (2020-21)[2]	Total Number of Private Schools (Fall 2019)
Illinois	1,032	4,384	138	1,280
Indiana	435	1,902	113	870
Iowa	336	1,309	2	220
Michigan	891	3,526	367	800
Minnesota	571	2,541	253	520
Ohio	1,037	3,531	315	1,290
Wisconsin	463	2,240	229	890

Note 1: Profiles were prepared using the most recent publicly available data. The most recent set of private school data provided was fall 2019, whereas the tables used for reporting the districts and public/charter school data were updated for the 2020-21 school year.
Note 2: Operating schools/districts include all those providing services at the start of the reported school year.

Student Enrollment Information

Jurisdiction	Total Public School Enrollment (Fall 2019)	Public PreK-8 Enrollment (Fall 2021)	Public Grades 9-12 Enrollment (Fall 2021)	Enrollment in Private Schools
Illinois	1,868,482	1,265,454	603,028	232,270
Indiana	1,036,625	712,312	324,313	133,330
Iowa	510,661	356,371	154,290	48,620
Michigan	1,440,090	978,744	461,346	149,090
Minnesota	870,506	590,732	279,774	83,590
Ohio	1,683,612	1,148,029	535,583	225,640
Wisconsin	829,359	566,137	263,222	146,640

Note: Public schools include traditional public and charter schools.

3–5-year-old Enrollment by Race/Ethnicity (% distribution by race/ethnicity) (2021)

Jurisdiction	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or More Races
Illinois	56.6%	60.8%	58.8%	45.9%	56.3%	++	++	58.7%
Indiana	50.0%	51.3%	51.4%	40.0%	49.4%	++	++	50.2%
Iowa	55.6%	54.8%	41.6%	62.3%	++	++	++	71.0%
Michigan	52.3%	53.8%	46.0%	54.2%	41.7%	++	++	53.5%
Minnesota	54.1%	54.7%	54.2%	49.1%	40.7%	++	++	65.0%
Ohio	51.1%	53.1%	45.5%	47.3%	46.3%	++	++	49.6%
Wisconsin	56.0%	55.3%	60.0%	56.6%	55.3%	++	++	55.1%

++Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Public Elementary and Secondary School Enrollment by Race/Ethnicity (% distribution by total) (Fall 2021)

Jurisdiction	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaskan Native	Two or More Races
Illinois	46.5%	16.5%	27.2%	5.4%	0.1%	0.3%	4.1%
Indiana	65.1%	12.9%	13.6%	2.8%	0.1%	0.2%	5.3%
Iowa	73.3%	6.6%	12.1%	2.5%	0.5%	0.3%	4.7%
Michigan	64.3%	18.0%	8.7%	3.5%	0.1%	0.6%	4.9%
Minnesota	63.1%	11.6%	10.5%	6.9%	0.1%	1.7%	6.0%
Ohio	67.4%	16.8%	6.9%	2.7%	0.1%	0.1%	6.0%
Wisconsin	67.9%	8.8%	13.2%	4.1%	0.1%	1.0%	4.9%

Number of Students by School Locale (Fall 2019)

Jurisdiction	City	Suburban	Town	Rural
Illinois	565,718	964,147	197,200	215,512
Indiana	321,400	287,560	144,487	297,639
Iowa	138,030	68,469	125,622	176,886
Michigan	324,502	648,169	169,523	305,288
Minnesota	207,480	305,190	174,327	204,480
Ohio	325,630	761,999	212,492	388,313
Wisconsin	243,743	245,934	163,159	201,389

English Language Learners (Fall 2020)

Jurisdiction	Total	Percentage of Total Enrollment
United States	4,963,388	10.3%
Illinois	218,480	12.0%
Indiana	67,938	6.7%
Iowa	30,410	6.3%
Michigan	90,374	6.4%
Minnesota	72,754	8.6%
Ohio	59,519	3.7%
Wisconsin	43,359	5.5%

Students Eligible for Free or Reduced-Price Lunch (2019–2020)[a]

Jurisdiction	Total	Percentage of Total Enrollment
United States	26,000,645[a]	52.1%[a]
Illinois	938,330	48.4%
Indiana	508,312	48.4%
Iowa	213,375	42.0%
Michigan	730,727	50.5%
Minnesota	318,681	35.8%
Ohio	768,403	45.5%
Wisconsin	339,283	39.7%

[a] For the United States data, total includes imputation for nonreporting states.

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Illinois

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	6	344	1,571	3,155	3	6,734	309
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	63	1,185	2,657	5,942	19	11,919	1,119
Ages 5 (School Age) through 21 (Served under IDEA Part B)	702	6,956	53,952	73,562	239	121,961	11,095

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Indiana

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	7	268	1,195	1,021	3	7,719	878
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	14	308	1,059	1,343	7	8,933	726
Ages 5 (School Age) through 21 (Served under IDEA Part B)	334	1,965	22,620	18,459	106	115,641	9,274

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Iowa

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	5	60	146	287	5	1,770	155
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	17	95	309	431	6	3,164	263
Ages 5 (School Age) through 21 (Served under IDEA Part B)	384	842	6,389	7,723	197	45,864	3,611

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Michigan

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	58	192	1,497	567	10	7,046	276
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	107	413	1,324	997	13	8,826	522
Ages 5 (School Age) through 21 (Served under IDEA Part B)	1,522	2,891	36,617	15,320	144	116,847	9,156

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Minnesota

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	X	247	402	447	X	3,462	250
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	219	620	1,168	1,330	13	8,826	522
Ages 5 (School Age) through 21 (Served under IDEA Part B)	3,855	5,687	16,060	15,809	110	81,728	9,322

X: Data suppressed due to small size.

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Ohio

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	14	232	1,412	802	8	7,340	563
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	20	447	2,050	1,176	20	14,223	1,071
Ages 5 (School Age) through 21 (Served under IDEA Part B)	317	2,815	51,337	16,111	189	166,266	14,935

Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Wisconsin

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Ages Birth-2 (Served under IDEA, Part C)	46	114	576	766	4	3,407	157
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	94	205	658	1,248	12	5,550	385
Ages 5 (School Age) through 21 (Served under IDEA Part B)	1,910	3,113	15,095	16,529	78	69,779	5,963

Student Enrollment Reflection Questions

- Based on the number of students by school locale, where are the majority of your students located?
- Looking at the enrollment distribution by race percentages, how diverse is your student population?
- How does the percentage of students qualifying as ELLs in your jurisdiction compare to the overall percentage of ELLs throughout the United States?
- How does the percentage of students qualifying for Free or Reduced-Price Lunch (FRPL) in your jurisdiction compare to the overall percentage of students qualifying for FRPL throughout the United States?

Graduation Information$^{b, c, d, e, f}$

Demographic	United States	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Total ACGR for all Students	87%	++	91%	92%	82%	84%	84%	90%
Percent Students with Disabilities (2019-2020)	71%	++	79%	76%	59%	65%	57%	70%
Percent English Learner (2019-2020)	71%	++	89%	77%	74%	66%	68%	77%
Percent Economically Disadvantaged (2019-2020)	81%	++	90%	86%	72%	72%	74%	82%
Homeless Enrolled (2019-2020)	--	++	88%	76%	60%	50%	59%	67%
Foster Care (2019-2020)	--	++	67%	64%	40%	---	57%	60%
Private High School Graduates (2018-2019)	340,610	12,650	6,850	2,710	8,660	5,120	12,640	840

--Not available.

++Reporting standards are not met.

ACGR by Race/Ethnicity % (2019-2020)[g]

Jurisdiction	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or More Races
Illinois	++	++	++	++	++	++
Indiana	93%	85%	88%	96%	89%	88%
Iowa	94%	81%	85%	92%	83%	89%
Michigan	85%	70%	76%	93%	74%	77%
Minnesota	89%	69%	70%	89%	56%	73%
Ohio	88%	72%	76%	91%	78%	81%
Wisconsin	94%	71%	84%	92%	85%	87%

++Reporting standards not met.

--Not available.

[b] Numbers are the public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics for 2019-2020.

[c] The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12-grade data, or if it is reported at any point during the student's high school years.

[d] Students who met the state criteria for classification as economically disadvantaged.

[e] Students who meet the definition of English Learners as outlined in the Department of Education ED*Facts* workbook. For more information, see EDFacts Workbook.

[f] Students identified as children with disabilities under the IDEA.

[g] States either report data for a combined "Asian/Pacific Islander" group or report the "Asian" and "Pacific Islander" groups separately. Total represents either a single value reported by the state for "Asian/Pacific Islander" or an aggregation of separate values reported for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group. Number represents the Total reported Asian/Pacific Islander.

Graduation Rates Reflection Questions

- Do you collect data on 5-year graduation cohorts? If so, how does it compare to the 4-year cohort ACGR?
- Which, if any, graduation rate would you prioritize to increase over the next 5 years?

Student Academic Information

To compare students nationally, we have provided results from the fourth and eighth grade math and reading National Assessment of Educational Progress (NAEP) results. NAEP—a congressionally mandated large-scale assessment administered by the National Center for Education Statistics (NCES)—consists of print and digital assessments in various subject areas. Three of these subjects—mathematics, reading, and science—are assessed most frequently and reported at the state and select district level, usually for grades 4 and 8. The Nation's Report Card provides results on student performance based on gender, race/ethnicity, public or nonpublic school, teacher experience, and hundreds of other factors.

NAEP assessment results are reported as average scores on a 0-500 scale (reading, mathematics at grades 4 and 8, U.S. history, and geography) or on a 0-300 scale (mathematics at grade 12, science, writing, technology and engineering literacy, and civics). These scale scores, derived from student responses to assessment questions, summarize the overall level of performance attained by that student. Scale scores for individual students are not reported, but summary statistics describing scale scores for groups of students (demographic, gender, race/ethnicity, etc.) are reported. More information about NAEP can be found at https://nces.ed.gov/nationsreportcard/.

Academic Achievement: NAEP (2022) National and State Averages

Jurisdiction	4th Grade Math	4th Grade Reading	8th Grade Math	8th Grade Reading
United States	235	216	273	259
Illinois	237	218	275	262
Indiana	239	217	279	261
Iowa	240	218	277	260
Michigan	232	212	273	259
Minnesota	239	215	280	260
Ohio	238	219	276	262
Wisconsin	240	217	281	262

Student Academic Factors Reflection Questions

- How did students in your jurisdiction compare to the national average of students on the NAEP results?
- Given the national average NAEP score, what goal(s) would you set for your students to achieve on the next NAEP administration? For example, would you like the results to stay stable or would you want to see a 3-point increase on 4th grade math? What do you need to achieve this goal?

Non-Academic Information

Non-academic factors for students include suspension and expulsion rates. Additionally, the most recently reported data regarding students who have carried firearms to schools and have experienced bullying (both on school property and electronically) have been included.

Percentage of Students Suspended or Expelled from Public Elementary and Secondary Schools by Gender and Ethnicity (2017–2018)[i]

Percent who Received Out-of-School Suspensions[j]

Demographic	United States	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Total	5.0%	3.6%	6.4%	3.5%	7.3%	3.7%	6.9%	4.5%
Male	6.8%	4.8%	8.8%	4.9%	10.0%	5.1%	9.4%	6.2%
Female	3.0%	2.4%	3.8%	2.1%	4.4%	2.2%	4.2%	2.8%
White	3.4%	2.1%	4.4%	2.6%	4.9%	2.2%	4.2%	2.6%
Black	12.3%	10.2%	17.9%	13.0%	17.4%	12.5%	18.1%	19.2%
Hispanic	4.0%	2.6%	5.4%	3.5%	6.7%	4.4%	7.2%	4.9%
Asian	1.0%	0.5%	1.6%	1.1%	1.6%	1.2%	1.5%	1.1%
Pacific Islander	4.9%	2.2%	3.4%	4.9%	3.5%	2.5%	4.2%	4.2%
American Indian/ Alaska Native	6.9%	2.8%	5.1%	5.6%	8.2%	10.0%	6.8%	8.0%
Two or More Races	5.5%	4.8%	9.0%	6.2%	8.3%	5.7%	9.3%	6.7%

Percent Expelled[k]

Demographic	United States	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Total	0.2%	0.1%	0.5%	0.1%	0.1%	0.1%	0.3%	0.1%
Male	0.3%	0.1%	0.6%	0.2%	0.1%	0.1%	0.4%	0.2%
Female	0.1%	0.1%	0.3%	0.1%	0.0%	0.1%	0.2%	0.1%
White	0.2%	0.1%	0.4%	0.1%	0.1%	0.0%	0.2%	0.1%
Black	0.5%	0.3%	1.0%	0.7%	0.1%	0.3%	0.9%	0.3%
Hispanic	0.2%	0.1%	0.4%	0.1%	0.1%	0.1%	0.2%	0.1%
Asian	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%
Pacific Islander	0.1%	0.0%	0.2%	0.2%	0.0%	0.1%	0.0%	0.2%
American Indian/Alaska Native	0.3%	0.1%	0.3%	0.3%	0.2%	0.2%	0.1%	0.3%
Two or more races	0.2%	0.1%	0.6%	0.3%	0.1%	0.1%	0.4%	0.1%

[i]Data by race/ethnicity excludes students with disabilities served only under Section 504 of the Rehabilitation Act of 1973 (i.e., those not receiving services under IDEA).

[j]An out-of-school suspension is an instance in which a student is temporarily removed from his or her regular school (either in person or virtual) for disciplinary purposes for at least half a day (but less than the remainder of the school year) to another setting (e.g., home or behavior center). Out-of-school suspensions include removals with or without the continuation of educational services.

[k]Expulsions are actions taken by a local education agency to remove a student from his or her regular school (either in person or virtual) for disciplinary purposes, with or without the continuation of education services, for the remainder of the school year or longer, in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Firearms (2019-2020)

Jurisdiction	Total Number of Students Who Brought Firearms to or Possessed Firearms at School	Number of Students Who did this per 100,000 Students, Enrolled
United States	2,431	4.8
Illinois	230	11.8
Indiana	57	5.4
Iowa	19	3.7
Michigan	64	4.3
Minnesota	21	2.4
Ohio	39	2.3
Wisconsin	26	3.0

Bullying (2017)

Jurisdiction	Percentage of Public School Students Bullied on School Property[l]	Percentage of Public School Students Electronically Bullied[m]
United States	19.0%	14.9%
Illinois	21.4%	17.3%
Indiana	--	--
Iowa	23.3%	18.0%
Michigan	22.8%	19.6%
Minnesota	--	--
Ohio	--	--
Wisconsin	24.3%	18.3%

--Not available.
[l]Bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.
[m]Includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017.

Student Non-Academic Factors Reflection Questions
- What policies are in place to address recent issues of school violence?
- How does your state compare to the national average? Is this a number you would like to change? What other information do you need to make an informed decision about this issue?

Teacher Information

Jurisdiction	Total Number of Public School Teachers (Fall 2019)	Pupil/Teacher Ratio (Fall 2020)	Teachers in Private Schools
Illinois	132,815	14.6%	17,910
Indiana	61,712	17.0%	9,580
Iowa	35,737	14.5%	4,100
Michigan	84,838	17.6%	11,090
Minnesota	55,630	16.1%	6,560
Ohio	105,998	15.9%	12,640
Wisconsin	59,801	14.3%	840

Teacher Qualifications

The following table includes the highest degree earned and years of full-time teaching experience by state and United States. Data from 2011-2012 was the latest data reported at the national level.

Jurisdiction	Degree Levels, Percentage - Less than Bachelor's (2011-2012)	Degree Levels, Percentage - Bachelor's (2011-2012)	Degree Levels, Percentage - Master's (2011-2012)	Degree Levels, Percentage - Education Specialist or Doctor's (2011-2012)	Years Fulltime Experience - Less than 3 (2011-2012)	Years Fulltime Experience - 3 to 9 (2011-2012)	Years Fulltime Experience – 10 to 20 (2011-2012)	Years Fulltime Experience - Over 20 (2011-2012)
United States	3.8%	39.9%	47.7%	8.7%	9.0%	33.3%	36.4%	21.3%
Illinois	2.7%!	32.6%	57.8%	7.0%	9.3%	36.4%	34.4%	20.0%
Indiana	2.2%	43.6%	47.4%	6.9%	10.0%	26.1%	35.6%	28.3%
Iowa	3.5%!	52.8%	39.7%	4.1%!	8.8%	29.0%	33.0%	29.2%
Michigan	2.3%	29.8%	62.9%	5.0%	7.3%	31.4%	42.7%	18.7%
Minnesota	4.4%	35.3%	50.1%	10.2%	9.5%	27.4%	40.3%	22.9%
Ohio	5.3%	24.0%	64.5%	6.2%	7.1%	28.8%	40.8%	23.3%
Wisconsin	2.7%	36.7%	55.1%	5.5%	10.5%	26.2%	42.1%	21.3%

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program-(Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program-(Not IHE based) (2019-2020)
United States	590,046	69.9%	8.3%	21.9%
Illinois	18,333	96.1%	3.9%	0.0%
Indiana	10,623	69.3%	23.5%%	7.2%
Iowa	7,286	98.9%	1.1%	0.0%
Michigan	12,018	83.5%	2.6%	13.9%
Minnesota	10,066	94.5%	5.5%	0.0%
Ohio	16,982	100.0%	0.0%	0.0%
Wisconsin	11,392	94.3%	0.0%	5.7%

Number and Percentage Distribution of Teachers Who Completed Traditional and Alternative Programs

Jurisdiction	Number of Completers in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Completers in by Traditional Program (2019-2020)	Percentage Distribution of Completers in Alternative Program-(Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Completers in an Alternative Program-(Not IHE based) (2019-2020)
United States	151,138	76.8%	11.4%	11.8%
Illinois	4,452	96.1%	3.9%	0.0%
Indiana	3,223	74.3%	24.5%	1.1%
Iowa	1,908	98.1%	1.9%	0.0%
Michigan	2,258	98.1%	1.9%	0.0%
Minnesota	2,785	94.1%	5.9%	0.0%
Ohio	4,570	100.0%	0.0%	0.0%
Wisconsin	3,079	91.2%	0.0%	8.8%

Teacher Information Reflection Questions

- Given national issues of teacher shortages, where are the priority areas in your state?
- What teacher preparation institutions or alternative programs does your state offer? Are these programs going to fulfill your educator needs in the next 5 years?

Financial Resources by State

Description	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Revenue sources for public elementary and secondary education – Federal (In thousands) (FY 2021)	$3,196,984	$1,282,480	$897,141	$2,943,912	$1,448,138	$2,681,945	$585,850
Revenue sources for public elementary and secondary education – State (In thousands) (FY 2021)	$16,117,573	$8,740,711	$4,020,930	$13,498,567	$9,833,295	$10,983,197	$2,043,088
Revenue sources for public elementary and secondary education – Local (In thousands) (FY 2021)	$21,492,053	$4,494,480	$2,991,765	$7,159,908	$4,137,576	$13,951,689	$1,352,348
Amounts and percentage changes of inflation-adjusted state, local, and federal revenues per pupil (FY2021)	$21,689	$14,041	$15,612	$16,458	$17,681	$16,784	$16,432
Percentage change from FY20-21	5.2%	4.7%	6.6%	8.9%	4.1%	4.9%	5.0%
Current expenditures for public elementary and secondary education by function, and subfunction - Total (In thousands) (FY 2021)	$34,857,171	$11,798,848	$6,441,809	$19,146,700	$12,394,806	$23,675,934	$11,361,441

Description	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Current expenditures for public elementary and secondary education by function, and subfunction - Instruction (In thousands) (FY2021)	$21,796,819	$6,766,454	$3,830,401	$10,823,822	$8,028,282	$14,274,825	$6,703,794
Current expenditures for public elementary and secondary education by function, and subfunction - Support Services (In thousands) (FY2021)	$12,378,056	$4,591,421	$2,340,633	$7,726,575	$3,899,430	$8,782,224	$4,309,321
Current expenditures per pupil - Total (In thousands) (FY2021)	$18,527	$11,411	$12,714	$13,351	$14,213	$14,389	$13,687
Title I expenditures per pupil - (In thousands) (FY2021)	$331	$235	$195	$305	$188	$348	$275
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction - Total (In thousands) (FY 2021)	$34,857,171	$11,798,848	$6,441,809	$19,146,700	$12,394,806	$23,675,934	$11,361,441

Description	Illinois	Indiana	Iowa	Michigan	Minnesota	Ohio	Wisconsin
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction - Instruction and Instruction-related total (In thousands) (FY 2021)	$23,138,078	$7,350,171	$4,242,409	$11,888,576	$8,704,946	$15,170,697	$7,406,609
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction - Support Services Total (In thousands) (FY 2021)	$11,036,798	$4,007,704	$1,928,625	$6,661,821	$3,222,766	$7,886,352	$3,606,506

Financial Resources Reflection Questions

- Looking at the subfunction allocations, are expenditures allocated proportionately in the correct places?
- How do educator salaries in your state compare to other professional careers?

Appendix D. Summary of Stakeholder Input

Data Source	# of Responses	Time Period	Topics by Category
Public Comments	170	August 18, 2023 – October 15, 2023	- Education funding - Services for students with disabilities - Reading and science of reading - Early childhood education - Attendance - Student and teacher mental health - Teacher recruitment and retention
CSSO	4	September 15, 2023 – October 10, 2023	- Evidence Based Practices - MTSS (Tier 1, 2 & 3) to improve outcomes - Attendance & Engagement, Positive School Climate and Safety – to reduce chronic absenteeism and increase graduation rates - Literacy, math, and Social Emotional Behavioral (SEB) outcomes - Teacher and support staff shortages - Recruitment and retention of educators - Ensuring that all students are receiving instruction from a highly qualified educator - Eliminating race-based achievement gaps in both literacy and math - Closing gaps in CSI, ATSI, and TSI schools - Access to early childhood programs and full day 4K and after-school programs - Comprehensive experiences for students including academics, mental and physical wellness, connection, and integration with social services