

**Affiliates
as Advocates:**

**Documenting
Your Professional
Learning Story**

**March 20, 2019
3:00 pm ET**



Agenda

Process	Objective	Timing
Welcome	<ul style="list-style-type: none">• Introductions• Who's on the call?	5 minutes
Federal Update	<ul style="list-style-type: none">• Upcoming Appropriations• Spending Caps	5 minutes
Advocacy Update	<ul style="list-style-type: none">• Proclamation Update• Hill Visits	5 minutes
Affiliate Leaders Advocacy Update	<ul style="list-style-type: none">• Panel Discussion• Experiences and resources• Q&A	40 minutes
Upcoming Activity	<ul style="list-style-type: none">• Preview of summer meeting	5 minutes

Today's Speakers



Judy Newhouse



Barbara Patterson Oden



Sue Renehen



Elizabeth Foster



Melinda George



Jon Bernstein

FY20 Funding

- President's Budget – Released Last Week
 - Massive cuts
 - Title II-A Zeroed-Out
 - Vouchers for PD
 - Strong reactions
- Hearings with Secretary DeVos – end of March/Early April
- Mark-Ups in Subcommittee – May/June

Spending Caps

- FY2018-19 Deal Ends September 30
- Without new deal, Budget Control Act's lower overall caps control
 - Education could see across-the-board sequestration cuts of 10%
 - President has already proposed 5% cuts for domestic discretionary spending; no cuts for defense
- Congressional negotiations on spending cap deal have not yet begun
- Congressional Appropriators can start work on spending bills but can only go so far without a spending caps deal

Professional Learning Proclamation



A PROCLAMATION for PROFESSIONAL LEARNING

Participants at **Learning Forward's 2018 Annual Conference** have joined together to declare that professional learning is essential to improving teaching practice and student outcomes. We call on every policy maker to support and fund effective, job-embedded professional learning every fiscal year.

We believe, as defined in the Every Student Succeeds Act (ESSA), that professional learning must:

- be based on data and evidence;
- be focused at the school and classroom levels;
- be ongoing and sustained;
- include coaching, mentoring, collaboration, professional learning communities, and support for leaders.

We also strongly believe that access to effective professional learning should be equitable across classrooms, schools, districts, and states. Every educator has the right to experience great learning every day. Every student has the right to experience great teaching every day. **Our future depends on it.**

Finally, we call on policy makers at every level – local, state, and national – to recognize the critical role of teachers and leaders by providing the support they require to effectively educate every student.

Visiting the Hill



Getting Started – Questions that need answers

- How much money does your state/district receive in Title II-A funding?
- Has that amount varied over the last three years?
- If it has declined, what has been the impact of the reduced funding?
- What are the uses of your district's Title II-A funds?
- What data can you connect to those uses?
 - Accreditation?
 - Teacher retention?
 - Student outcomes?
- How much Title II-A funding goes to private schools in your district?

Tweet Storm – Public Education Week

Week of March 25 – Tell Congress Why Title II-A is Critical for Your District

#TitleIIA

Despite the Administration's proposed budget - #TitleIIA is critical. @ {Twitter handle of your member of Congress} make sure that #TitleIIA is fully funded.



Affiliate Panel Discussion Goals

Share advocacy experiences,

Describe the process of collecting data and thinking about your story,

Discuss how to share data in ways that advocate for support and funding,

Emphasize everyone's responsibility/opportunity to be an advocate.



Examples of Advocating with Data



Some of the most promising Professional Learning activities that are happening in Virginia are because of **Title II, Part A**. Title II, Part A provides funding for the following:

- **836 teaching positions**
 - This impacted **29,072 students**.
 - Nationwide there were **40,931 teaching positions** paid for through funding from Title II, Part A, which impacted **1,682,469 students**.

- Teacher mentors:
 - Mentors provided to new teachers in their first year
 - Evidence: data from surveys of new teachers and mentors

- Institutional Learning Forward memberships
 - Each educator provided access to research, tools, webinars, conferences, and other professional learning experiences

- Instructional coaches:
 - Evidence of impact: teachers retention rate has increased
 - Teachers who had a coach had a higher percentage of students being successful
 - Evidence: data from MAP/SOL/student surveys

Gathering Title II-A Funding Data

Connecticut's 2018 Funding: \$18.5 million

Connecticut's 2019 Funding (est): \$17.7 million

Uses of Title IIA Funds in CT:

- Professional learning for teachers and administrators
- Minority Recruiting On-Board package to recruit and retain underrepresented groups of highly qualified professionals
- Hiring of highly qualified teachers in order to reduce class size in grades K-3
- Improve and increase teachers' knowledge of core academic subjects
- Redesigned and personalized professional learning approach
- Lesson Study model used to all teams of teachers as researchers to analyze exemplar lessons and examine how the integration of technology at various teaching points can lift the learning

Advocating with Data



Our District By the Numbers

- Enrollment: 14,265 (Oct. 2018)
- Number of Schools: 19 (11 elementary, 5 middle, 3 high)
- Student to Computer Ratio: 1.2 to 1
- Students to post-secondary education: 78%
- Per Pupil Expenditure: \$11,666
- Black/African American: 56.1%
- White: 35.1%
- Identify Self as Multi-Ethnic: 6.1%
- Asian: 1.7%
- Eligible for Free & Reduced Price Meals: 45%
- Students with Disabilities: 12.2%
- Number of Licensed Professional Staff: 1,205
- Starting Teacher Salary: \$42,677
- Average Years of Teaching Experience: 14
- Licensed Staff with Degrees beyond Bachelors: 58%
- Number of Support Staff: 883

Title II - Part A Funded Teacher Quality Programs

- ▶ 8 Class-size Reduction Teachers in 5 High Needs Schools - Avg. 61% Low SES (3 Title I Elem & 2 Middle)
- ▶ Two-year New Teacher Induction Program with Mentoring & Coaching
- ▶ Development of Online Catalog of PD Content Aligned with District Goals
- ▶ Assessment of Teacher Perceptions of Professional Development Programs
- ▶ Organizational Access to Premium Professional Learning Resources

OUR TITLE II-A IMPACT

Class-Size Reduction Teachers: 4 out of 5 of the schools supported have obtained full state accreditation within the last two years

Reading Performance of Economically Disadvantaged Students: Within two-years, overall performance has increased to above the state average

Yearly Attrition of Novice Teachers (0-2 years of experience): Within four years, the attrition rate has decreased by 24%

Teacher Survey of Professional Development Program Impact Results (Spring 2018):
 84% Agree Continuous Adult Learning and Improvement Occur Regularly
 84% Agree New Teachers are Mentored and Well-Supported
 72% Agree Professional Development Programs Connect Directly to Teacher's Work with Students



Title II Funding by School Year



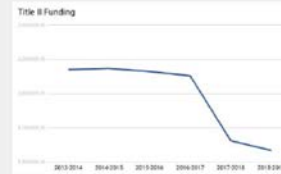
As of 2017-18, our Title II-A Allocation no longer meets the class-size reduction teacher costs and resulted in a disruption of the professional development programs supported by the grant.



Virginia Beach City Public Schools Title II, Part A Impact Story

67,001 students
 5,272 teachers
 81 schools
 4.0% economically disadvantaged
 15 Title I schools

Demographics



Title II, Part A Funding 2013-2019

2013: 24 coaches
 2019: 18 coaches
 Loss of 6 instructional coaches impacting 12 schools

Title II Funded Instructional Coaches

2011 to 2012 Elementary schools experienced a 29% decrease in mathematics SOL scores resulting in six unaccredited schools

2015 Elementary schools experienced a 30% increase in mathematics SOL scores

2012 Title II funds were used to increase the number of mathematics specialists in elementary non-Title I buildings

2017-Present 100% of schools in VBCPS fully accredited

Current Impact of Title II Funds

Title II, Part A grant funds 18 instructional coaches who work directly in schools with teachers providing mathematics and literacy expertise, coaching, professional learning, and support.

11 private schools receive funds for professional development.

Potential Impact of Losing Title II Funding

- ▶ Teachers will lose access to instructional coaches who provide job-embedded professional learning to build teacher capacity for quality instructional delivery.
- ▶ Funding will diminish for private schools' professional development opportunities.

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Questions and Discussion

Thank you!

