The Pandemic’s Impact on the Teacher Workforce:

Teacher Retention and Support

JUNE 12, 2020
PROTOCOL FOR TODAY’S VIRTUAL MEETING

- Join us by video rather than by phone and add your full name on your tile
- Mute your audio unless you are speaking
- Virtually “raise your hand” to be recognized by today’s moderator
- Type your questions into the chat box on the right side of your screen
- Do not share your screen under any circumstances
- This meeting will be recorded. The archive and slides will be publicly posted: https://www.ncsl.org/research/education/covid-19-virtual-meetings.aspx
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AGENDA FOR TODAY’S MEETING

- Welcome to Teacher Week
- Learning Policy Institute
- Q & A
- Learning Forward
- Questions
- Preview of Upcoming Meetings
Teaching
The profession that creates all other professions.
Tara Kini serves as the Chief of Staff and Director of State Policy for the Learning Policy Institute, where she works nationally to bring high-quality research to policymakers and other stakeholders to advance evidence-based policies that support empowering and equitable learning for each and every child.

Kini has more than 2 decades of experience working in public education as a civil rights attorney, classroom teacher, and teacher educator.

Kini received a J.D. from UC Berkeley School of Law and a M.A. and teaching credential from Stanford University, where she also received her B.A.
Michael Griffith is a Senior Researcher and Policy Analyst at LPI. He is part of LPI’s Equitable Resources and Access team, where he focuses on school funding issues. Before joining the LPI team, Griffith was a school finance expert, first with the Education Commission of the States and then as an independent contractor. Over the past 20 years, he has worked with policymakers in all 50 states to help them reshape and reform their school funding systems, always to improve student achievement and education equity.

Griffith holds a B.A. in Political Philosophy from Michigan State University, an M.A. in Public Administration from The Ohio State University, and an M.A. in Education Management from Trinity College, Dublin, Ireland.
The Pandemic’s Impact on the Teacher Workforce

June 12, 2020
National Conference of State Legislatures

Michael Griffith & Tara Kini
Overview

1. Lessons from the "Great Recession"
2. COVID-19’s impact on education budgets
3. The impact on teachers and other school employees
4. Looking forward to school reopening & implications for staffing
Lessons Learned From the “Great Recession”

• The downturn for education budgets lasted five years.

• At the worst point in the last recession (2010), education revenue decreased by 8.6%.

• Cuts impacted learning for all students.

• Students from low-income and minority communities suffered the most.
The Last Recession’s Impact on Teachers

Public School
Elementary and Secondary Teachers

Source: U.S. Department of Education
COVID-19’s Impact on Education Budgets

- **State Revenue**: Has already witnessed historic decreases.

- **Local Revenue**: Because local revenue is primarily based on property taxes it should remain stable for the foreseeable future.

- This combination could result in a funding gap between property wealthy and property poor districts.
The CARES Act Has Helped (Just not enough)

• The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided $16.2 billion to education

• This is equivalent to only 1.9% of P-12 education revenue in the 50 states and Washington, DC, or $286 per pupil

• The federal relief package passed during the last recession (ARRA) provided more than 5 times the education funding that the CARES Act does
### How Could COVID-19 Impact Teachers in the United States

<table>
<thead>
<tr>
<th>State Education Funding Cuts</th>
<th>Projected Lost Teaching Positions</th>
<th>Percentage Reduction in Teaching Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>27,944</td>
<td>0.7%</td>
</tr>
<tr>
<td>10%</td>
<td>173,511</td>
<td>4.6%</td>
</tr>
<tr>
<td>15%</td>
<td>318,882</td>
<td>8.4%</td>
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<tr>
<td>20%</td>
<td>459,850</td>
<td>12.2%</td>
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<tr>
<td>25%</td>
<td>584,094</td>
<td>15.5%</td>
</tr>
<tr>
<td>30%</td>
<td>697,675</td>
<td>18.5%</td>
</tr>
</tbody>
</table>
What About Non-Teaching Positions?

Total Employment
Local Government - Education
(Seasonally Adjusted)

March: 8,041,600
April: 7,592,700
May: 7,282,800

Source: Bureau of Labor Statistics
Education Budgets

• Things to think about when revising budgets:
  • Is funding sufficient for districts to open for in-person education in the fall?
  • Can your formula be adjusted if on-line learning continues?
  • Do budget revisions still allow for equity between districts and student groups?
  • Are you allowing for increased flexibility in spending (but not at the expense of underserved student populations)?
Reopening schools in the United States: Learning from other countries

Open schools in:

- China
- Denmark
- Norway
- Singapore
- Taiwan
Approaches to Social Distancing

- Reduced class size
- Stable homeroom groupings
- Staggered school schedules

Photo by Ritzau Scanpix/Bo Amstrup/Reuters
There’s Still So Much We Don’t Know

• Will demand increase or decrease? Need for more staff to enable social distancing v. impact of budget cuts on layoffs
• Will teacher turnover increase or decrease? Fear of COVID among older/immune-compromised teachers v. desire for job security
A New “New Deal” For Education: Top 10 Policy Moves For States In The COVID 2.0 Era

Linda Darling-Hammond Contributor
Education
I work to foster equitable and empowering education for all children.

Source:
https://learningpolicyinstitute.org/blog/covid-new-deal-education-top-10-state-policy-moves
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Learning in the Time of COVID
https://learningpolicyinstitute.org/blog/covid-19-series

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BLOG SERIES

Learning in the Time of COVID-19
FEATURING MICHAEL GRIFFITH

The Impact of the COVID-19 Recession on Teaching Positions

Reductions in state revenue and corresponding cuts to state education budgets will mean significant cuts to teaching positions unless the federal government provides increased education funding to states. This blog explores the potential impact of state budget cuts on teaching positions. An accompanying interactive allows for a state-by-state analysis based on different funding scenarios.

Read more from the Learning in the Time of COVID-19 blog series >>
Melinda George is Learning Forward’s Chief Policy Officer. Melinda leads Learning Forward’s policy work on critical programs such as Title IIA, including working with Learning Forward members to be strong advocates on behalf of professional learning.

Prior to joining Learning Forward, Melinda was the President of the National Commission on Teaching & America’s Future (NCTAF) where she led NCTAF’s charge to build a research-based framework of policies and practices that ensure every child has access to a competent, caring teacher in a school organized for success.

From 2006-2011, Melinda served as the Senior Director of Education Strategic Relations at PBS. From 2002-2006, Melinda was the first Executive Director of the State Educational Technology Directors Association (SETDA).

Melinda holds a Masters Degree in Public Administration from The American University and received her Bachelors in American Culture from Vassar College.
At Learning Forward we:

- Are the membership association solely focused on effective professional learning for K–12 educators
- Envision equity and excellence in teaching and learning by building leaders’ capacities to establish and sustain highly effective professional learning
- Lead the field by defining and facilitating adoption of the evidence-based Standards for Professional Learning
“The term ‘professional development’ means activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”
With COVID-19 webinar series, Learning Forward acted to:

- Increase educator learning and build community
- Focus on practitioners and their real-time solutions to pandemic challenges
- Provide webinars that are “off the record,” practical, and give voice to participants
- Embrace the “now-normal” and apply new lessons about professional learning

www.learningforward.org
For the “new normal” in professional learning, we need:

- Aligned professional learning systems that lead to accelerated outcomes for all students
- Collective expertise of educators that informs our process
- Research, including for emerging topics
- New learning designs
- Distinctions between emergency training and true, sustained professional learning
Need for positive mental health:

- Mental health is an issue for teachers and students
- Guidance and PL so educators recognize the impacts of trauma on their students
- Access to resources that can help them help their students
- Access to school counselors for their students and for their own health and well-being
- Support for teachers to engage in self-care
- Recognition of secondary trauma and its effects
Need for leadership support:

- Role of the leader has never been more widely defined
- Professional learning and support implemented to be ongoing, collaborative, job-embedded
- Leaders need community with other leaders
- Professional learning that is accessed through technology
Policy recommendations

- Funding
- Flexibility
- Communication
Funding

- Funding for professional learning should equal funding for technology
- Professional learning should be ongoing, job-embedded and collaborative and aligned to school and district priorities
- Invest in school counselors for students and educators
Flexibility

- Schools and districts need flexibility to apply funding to highest priorities
- Repurpose resources at the state level
- Revisit personal and sick leave time and definitions
- Involvement in professional learning communities and networks should be credited for licensure
Communication

- Early and often and in support
- Acknowledge the importance of mental wellbeing and self-care
- Emphasize building the principal pipeline
- Braiding and leveraging state and federal dollars
Thank you!
UPCOMING EDUCATION COVID-19 VIRTUAL MEETINGS

Guidance for Schools Reopening in the Fall – Tuesday, June 16, 3 pm ET
- Speakers: Sarah Lee, CDC and Randi Weingarten, AFT

Civics Education: Building 21st Century Skills - Friday, June 19, 3 pm ET
- Speakers: CivXNow Coalition

State Revenue Forecasts and Tracking Federal and State Ed Spending – Tuesday, June 23, 3 pm ET
- Speakers: Erica Mackeller, Daniel Thatcher and Austin Reid, NCSL

Evidence-Based Policymaking – Friday, June 26, 3 pm ET
- Speaker: Kristin Goodwin, NCSL

See NCSL’s Education COVID-19 page for the recording and materials from previous meetings.