

# What is *Leandro*?

Ultimately, *Leandro* is simple:

**Every child in this state has the constitutional right to education, but the state is not giving every child the opportunity to access that education.**

## The state has been failing kids

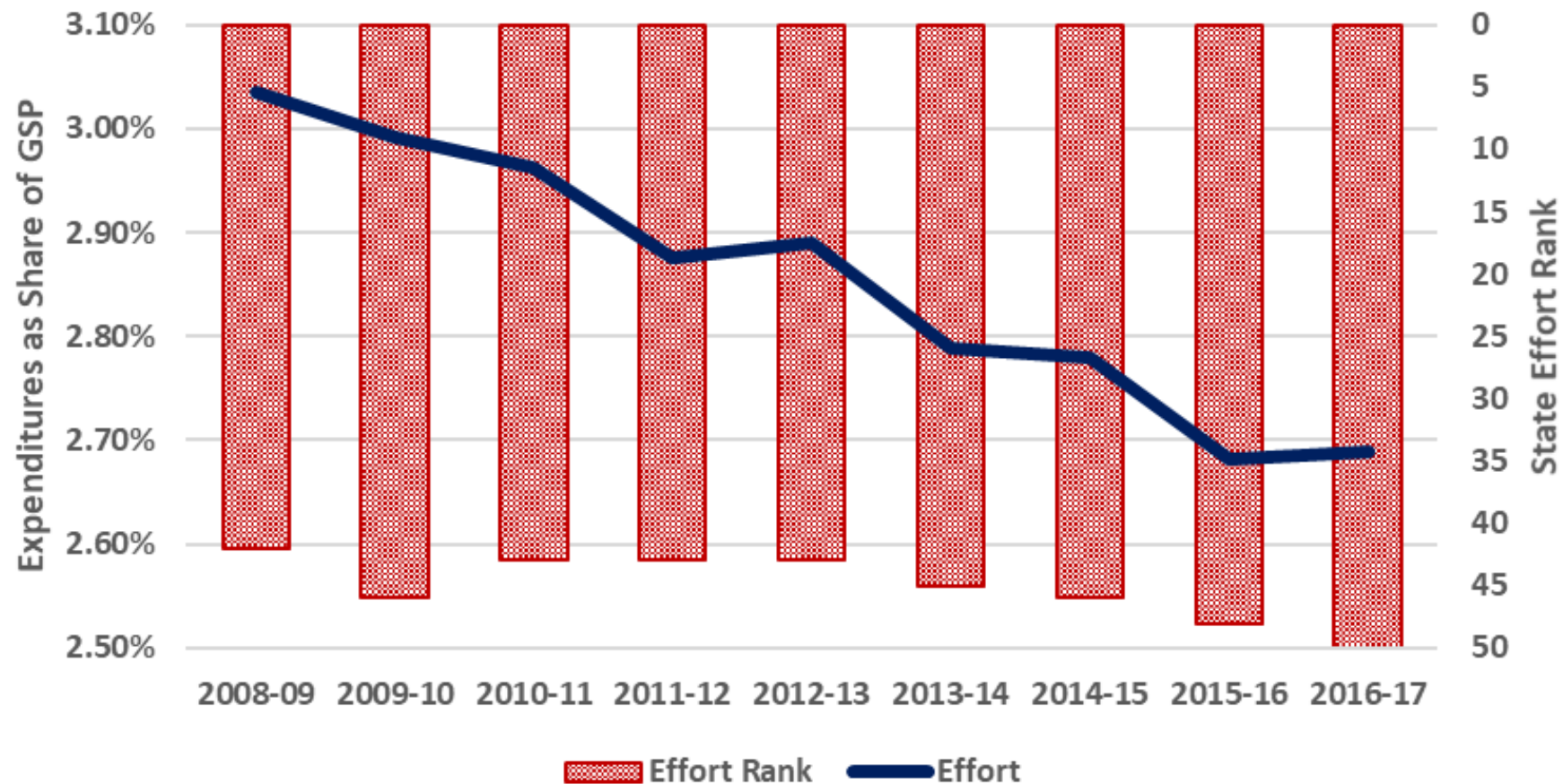
- ▶ In **January 2020** when Judge Lee held that the “State and State Board of Education have yet to achieve the promise of our Constitution and provide all with the opportunity for a sound basic education” and ordered the state to develop a comprehensive plan to remedy its failure.

# How *Leandro* offers a path forward

## Why the WestEd Report is Important

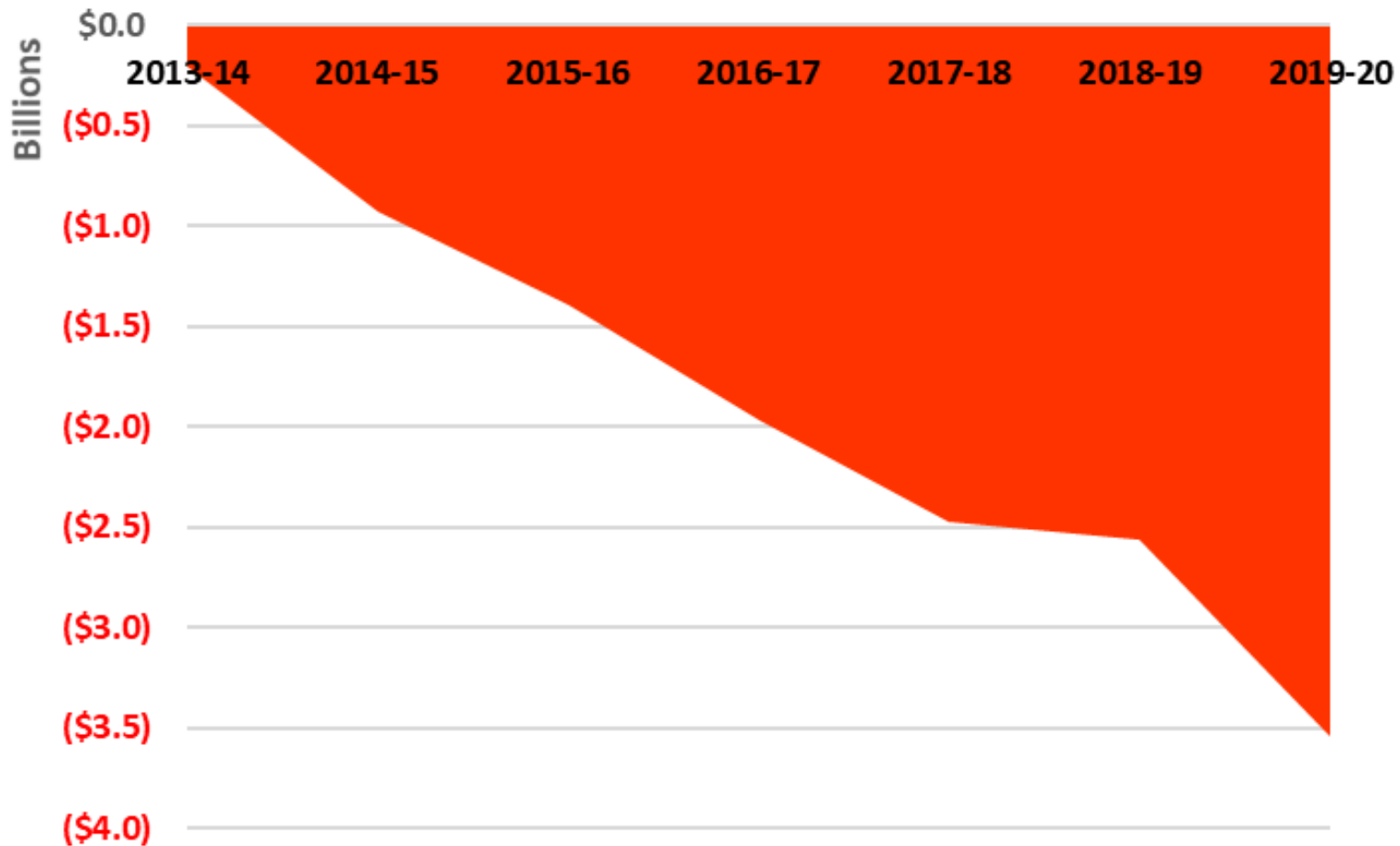
- ▶ Confirms what we've been saying for years:
  - NC has never met its constitutional responsibility to children
  - Progress was made through early 2000s
  - Past decade has left our state “further away from meeting its constitutional obligation to provide every child with the opportunity for a sound basic education than it was when the Supreme Court of North Carolina issued the Leandro decision more than 20 years ago.”

## Funding effort falls to worst in nation

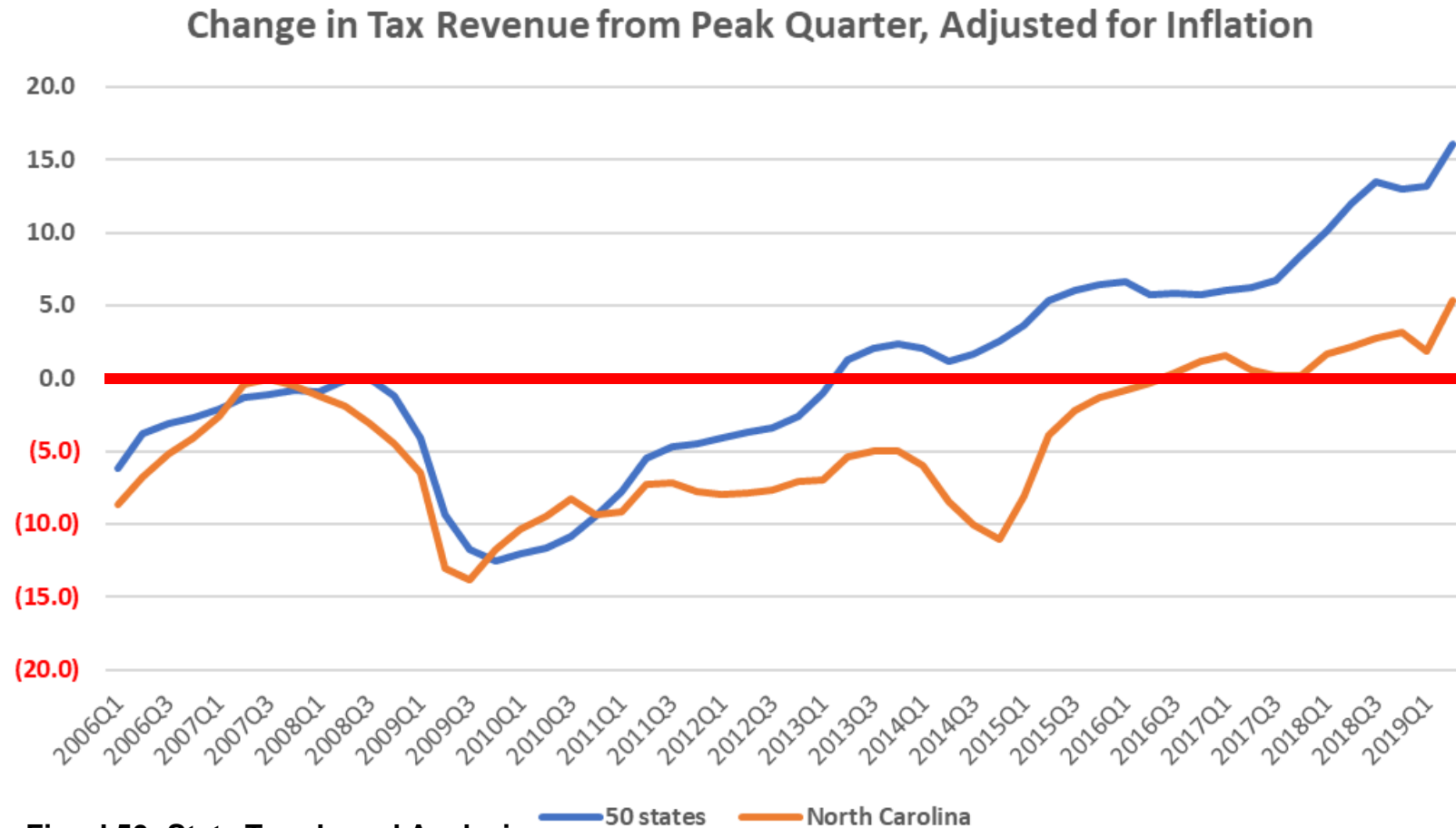


Source: National Center on Education Statistics and Bureau of Economic Analysis

## Annual revenue loss from post-Recession tax cuts



# Lost decade a product of deliberate policy choices



Source: Pew Fiscal 50: State Trends and Analysis



## Schools are starved of resources

Compared to 08-09, state is providing:

- ▶ **1.1%** fewer teachers
- ▶ **9.1%** fewer instructional support personnel
- ▶ **7.7%** fewer principals & assistant principals
- ▶ **35.6%** fewer teacher assistants
- ▶ **40.0%** less for central offices
- ▶ **17.1%** less for noninstructional support (janitors, clerical, subs)
- ▶ **56.5%** less for textbooks
- ▶ **55.9%** less for supplies and materials
- ▶ **Eliminated** funding for improving student accountability, professional development, mentors

## Why the WestEd Report is Important

► Roadmap for moving forward:

- First-ever adequacy study
- Findings and recommendations in 8 policy areas

1. Revise state funding model
2. Well-prepared and diverse teachers in every school
3. Well-prepared principals in every school
4. High-quality early childhood programs
5. Investments for economically-disadvantaged students
6. Revising state assessment and accountability systems
7. Build effective systems of support for low-performing and high-poverty schools
8. An expert panel to monitor state progress in meeting Leandro goals

# 1. Revise the state funding model to provide adequate, efficient, and equitable resources

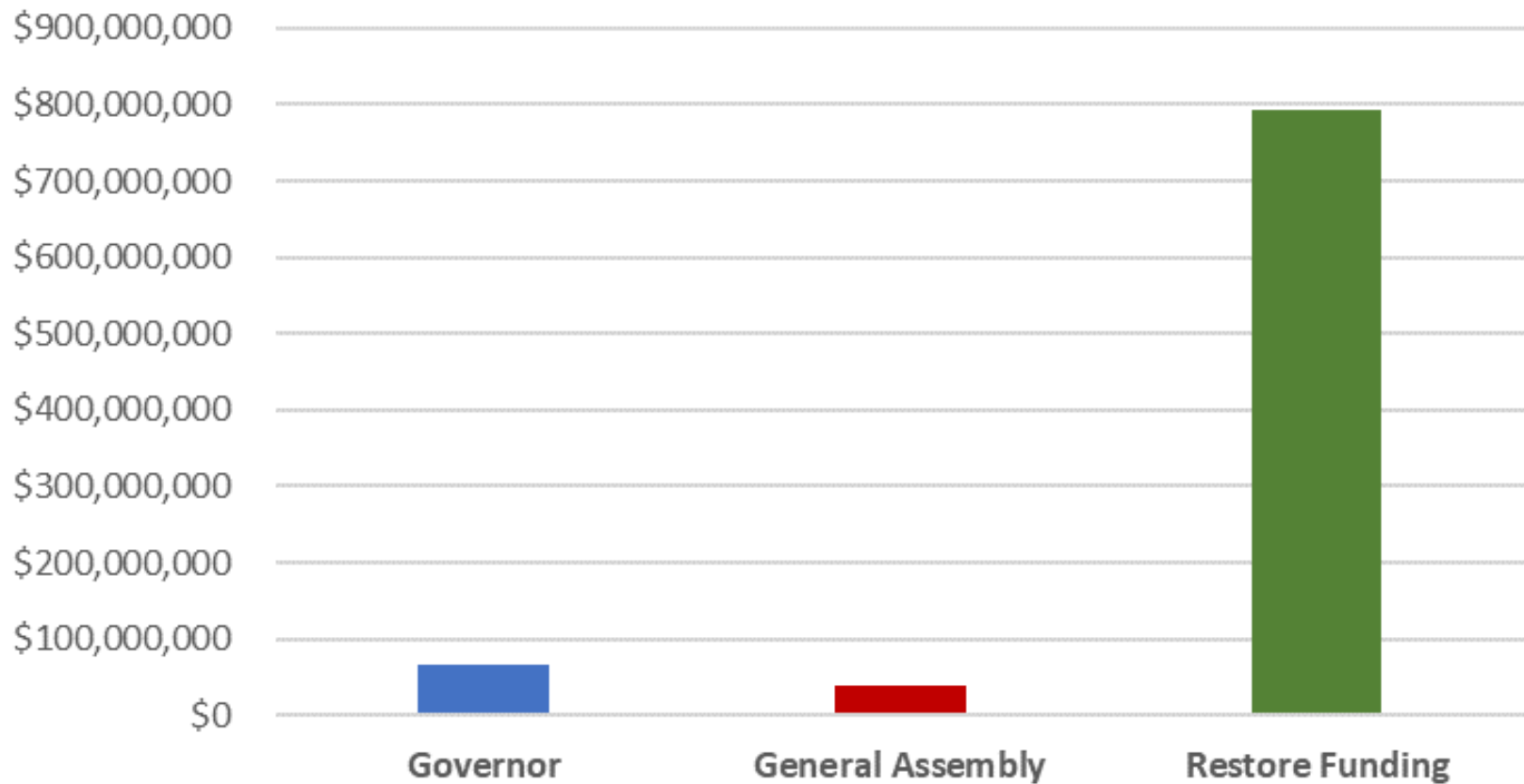
- ▶ Current levels of school funding are inadequate to ensure all students are achieving at grade level
  - Over long term, additional investment of more than \$3.7 bn
- ▶ Our funding formulas need to do a better job of prioritizing higher-need students and under-resourced communities
- ▶ Need a finance system that is:
  - Adequate
  - Equitable
  - Flexible
  - Stable

## Adequate funding

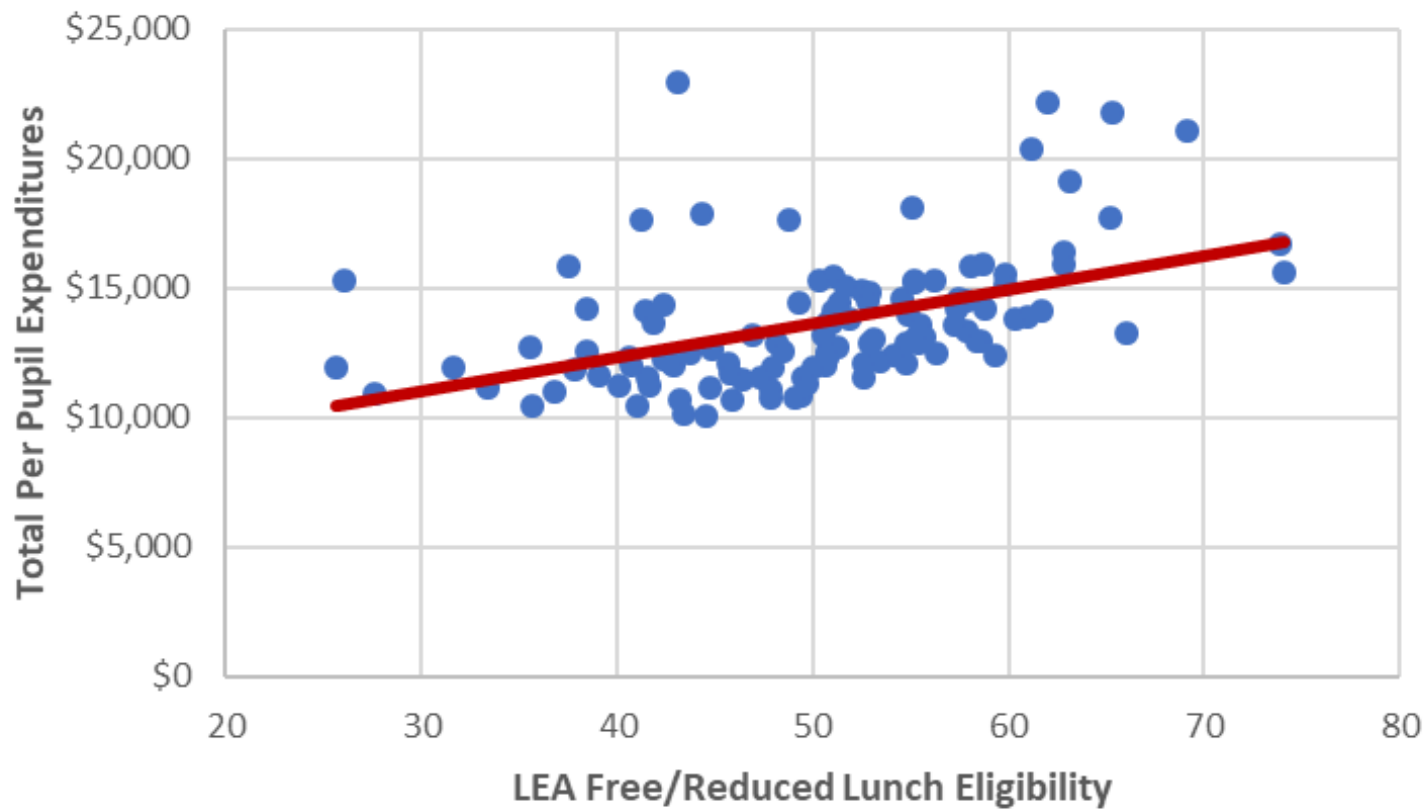
	Year-Over-Year Change	Total Increase
2020-21	854,930,000	854,930,000
2021-22	464,930,000	1,319,860,000
2022-23	674,930,000	1,994,790,000
2023-24	464,930,000	2,459,720,000
2024-25	254,930,000	2,714,650,000
2025-26	464,930,000	3,179,580,000
2026-27	274,930,000	3,454,510,000
2027-28	464,930,000	3,919,440,000
2028-29	(200,000,000)	3,719,440,000

## We need to face the scope of schools' resource shortfall

Proposed FY 19-20 Spending to Expand School Resources



## More equitable funding



## 2. Place qualified, well-prepared and diverse teachers in every school

- ▶ Increase overall pipeline, but also set specific goals to improve the racial-ethnic diversity
- ▶ Expand Teaching Fellows, grow-your-own, 2+2 programs
- ▶ Remove unnecessary barriers to entry
- ▶ Teacher preparation, mentoring' and ongoing professional development with a specific focus on effective teaching and learning in high-poverty communities
- ▶ Competitive pay and advanced teaching roles

### **3. Place qualified, well-prepared principals in every school**

- ▶ Align prep programs and licensure with national standards
- ▶ Expand principal prep programs (Principal Fellows, TP3)
- ▶ Expand mentoring & professional development
- ▶ Revise pay structure and school accountability to remove disincentives for serving in high-need schools



## **4. Provide all at-risk students with the opportunity to attend high-quality early childhood programs**

- ▶ Expand funding for Smart Start, NC Pre-K, other early childhood programs by \$1.2 billion over 8 years
- ▶ Expand NC Pre-K to provide high-quality full-day, full-year services to all at-risk four-year-old children
- ▶ Scale up Smart Start to increase quality, access, and support for at-risk children and families
- ▶ Increase the early childhood educator pipeline
- ▶ Better align and support transitions to K-12

## 5. Direct resources, opportunities, and initiatives to economically-disadvantaged students

- ▶ Attract and retain high-quality teachers and principals
- ▶ Provide additional time, resources, and access to programs
- ▶ Revise the school accountability system
- ▶ Provide comprehensive whole-child supports, fully-fund instructional support personnel
- ▶ Provide resources to address out-of-school barriers to learning (e.g., community schools, universal free meals)

## 6. Revise the student assessment system and school accountability system

- ▶ Establish a more balanced and student-centered assessment system moving beyond multiple choice
- ▶ Amend accountability system to center:
  - growth in student performance
  - school climate
  - equality of resources and learning opportunities
- ▶ Use data on progress towards meeting Leandro goals to inform planning, budget decisions, and interventions

## **7. Build an effective regional and statewide system of support for the improvement of low-performing and high-poverty schools**

- ▶ Rebuild the state's capacity to fully support the improvement of its lowest-performing schools
- ▶ Provide schools with resources necessary to address out-of-school barriers
- ▶ Help schools and districts select high-quality, standards-aligned, culturally responsive core curriculum resources and to prepare teachers to use those resources effectively

## **8. Convene and expert panel to assist the court in monitoring state policies, plans, programs, and progress**

- ▶ Court-appointed panel of education experts to help the court monitor the state's plans, initiatives, and progress in meeting the Leandro requirements
- ▶ Annual reports of plans and progress on meeting the Leandro requirements

## 9. Judge Lee Bonus: Alignment of high school to postsecondary and career expectations

- ▶ Not explicitly part of WestEd report
- ▶ Unclear what specific measures
  - CTE credentials
  - CIHS funding
  - Career guidance and planning

## What's missing?

1. Specifics
2. School capital
3. Integration measures
4. Discipline and school-to-prison pipeline
5. Interaction with “non-education” policies (i.e. housing, healthcare, criminal justice, environment, etc.)

## What's missing?

6. New challenges from COVID-19 pandemic
  - Loss of instructional days
  - Diminished instructional quality
  - Uptick in adverse childhood experiences
  - Likely cuts to school budgets

In each case, research tells us that students from vulnerable populations will likely pay the greatest costs

Focus remains on creating well-resourced, integrated school communities that provide all children with an equal opportunity to flourish



# What's Next

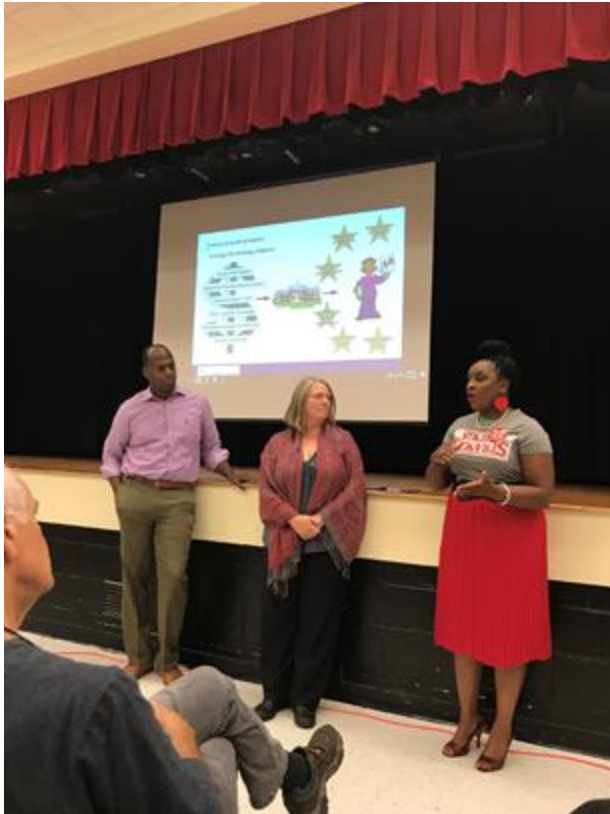
## Next steps

- ▶ Judge Lee issues new order early June
  - Specific recommendations
  - Monitoring plan
  - Enforcement
- ▶ Ultimately it will be up to the NC General Assembly to appropriate dollars to meet investment needs
- ▶ Up to us to make sure the NCGA makes progress and avoids backtracking

## Our NC education advocacy landscape



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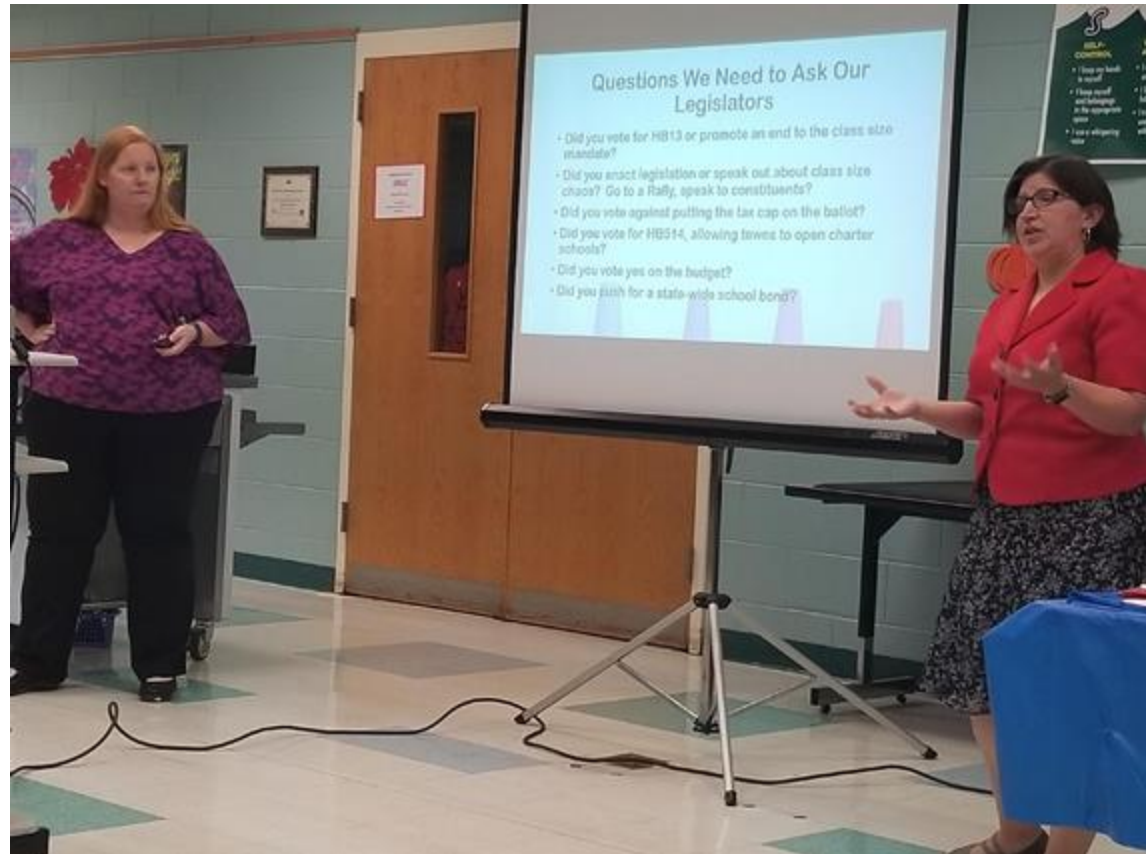
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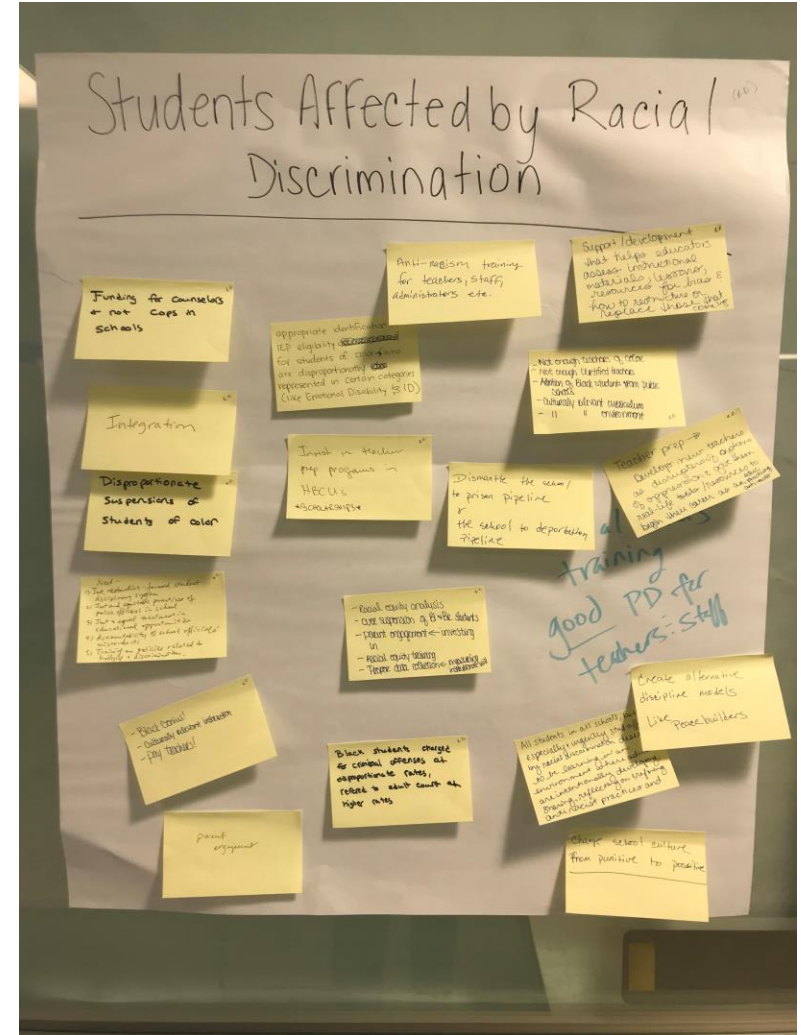




## Building Our Coalition



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### Coalition Goals

- ▶ Unite our specific issues under a common, inclusive framework of full and equitable funding
- ▶ Shared ownership among diverse stakeholders with broad regional representation
- ▶ Complementary strategic planning between grassroots mobilization efforts, communications, legal & legislative strategy
- ▶ Demonstrate success, build momentum by working towards multiple time bound, manageable wins

# NC Communities for the Education of Every Child



**Communities for the Education of Every Child NC** is a statewide coalition of organizations, parents, teachers, and students who advocate for every child's constitutional right to a sound basic education. Our work focuses on promoting equity so that race, ethnicity, economic background, regional location, disability, gender identity and sexual orientation, immigration status, and language are not barriers to educational opportunity.



## Developing Our Community Response

- ▶ Drawing upon our partners' expertise, identifying training needs
- ▶ Co-creating advocacy tools (Advocate Guide, digital organizing toolkit, 1-pagers, storytelling project)
- ▶ Bringing more regional partners on board and activating student and college campus leaders (active in Forsyth, working on partnerships in Charlotte, Northeastern NC)



- ▶ Upcoming work focus: continue the shift to digital engagement & advocacy (exploring tools to facilitate this move)
- ▶ Create accessible, bilingual community guidance, resources and communications
- ▶ Maintain focus on *Leandro* while being responsive to changes and increased needs due to COVID-19

Join us!

- ▶ Connect at [Info@everychildnc.org](mailto:Info@everychildnc.org)
- ▶ Look for public launch in a few weeks and share with our network.
- ▶ Volunteer to help and lend your skills and time.

# Questions?

- ▶ **Litigation/legislative response:** Matt Ellinwood ([matt@ncjustice.org](mailto:matt@ncjustice.org)); Emily Turner ([emilyt@ncjustice.org](mailto:emilyt@ncjustice.org))
- ▶ **Funding/budgetary:** Kris Nordstrom ([kris@ncjustice.org](mailto:kris@ncjustice.org))
- ▶ **Coalition partnership:** Sarah Montgomery ([sarah@ncjustice.org](mailto:sarah@ncjustice.org))