

Cutting Jobs and *Other Resources Does Not Reform PreK-12 Education*



Adequate PeK-12 Funding to restore jobs and resources is a pledge NCAE makes to educators and students. Quality instruction and teaching cannot be achieved with limited resources, fewer teachers, and other educators, who not only impact the classroom, but are the vital keys for student learning and success.

For the past four years, lawmakers have made budget and local discretionary cuts that have eliminated nearly 10,000 education employees from North Carolina's PreK-12 public schools. Combined cuts in instructional supplies, textbooks, transportation and other PreK-12 education reductions have negatively impacted classroom instruction, in addition to hurting student learning and achievement.

Analysis of K-12 job cuts show that nearly 77 percent were to positions directly impacting the classroom. More than 8,000 teachers, along with 1,166 instructional support staff (counselors, media specialists, nurses, etc.) were eliminated. Additionally, 8,169 teacher assistants, who work closely with teachers, were removed from PreK-12 classrooms.

NCAE is committed to fully restoring all discretionary cuts imposed on local school districts. The Association will also work to ensure that educators have vital educational resources needed to enhance instruction, leading to increased student learning and closing the *Gap* in student achievement. Restoring positions, whether rified or eliminated through retirement or other means of attrition, must be achieved if gains are to be made in student success.

Please review the table below to see positions, either rified or eliminated, for the past four years. (Note: Data for the current year has not been released.)

Summary of Eliminated Positions and Reduction in Force in the LEAs 2008-09 to 2011-12 Results based on all 115 LEAS responding

	2008-09		2009-10		2010-11		2011-12		Total	
	Eliminated	RIF	Eliminated	RIF	Eliminated	RIF	Eliminated	RIF	Eliminated	RIF
PreK Positions	7.0	3.0	3.0	--	30.5	17.0	305.0	62.5	345.5	82.5
K-12 Classroom Teacher	399.2	157.0	2,638.1	975.2	1,387.4	455.4	1,723.7	534.1	6,148.4	2,121.7
Teacher Assistants	340.9	108.0	2,173.0	903.4	813.1	288.0	2,282.7	1,260.2	5,609.7	2,559.6
Instructional Support	103.9	12.0	300.9	94.9	182.5	42.9	393.8	35.5	981.0	185.3
Principals	2.0	1.0	6.0	--	3.1	--	14.0	5.0	25.1	6.0
Assistant Principals	49.5	10.0	129.5	11.5	55.7	16.5	124.6	16.0	359.3	54.0
Central Office Staff	108.0	30.0	360.7	132.3	245.7	49.0	517.4	92.8	1,231.7	304.1

NCAE supports and will fight in the coming legislative session to provide vital resources educators need for student success, including new and adequate textbooks, instructional supplies, equipment and other resources needed to provide students with a world-class education. Educators are being asked to do more with less. A national study reports that teachers spend an average of \$448 in personal funds, purchasing materials, supplies and other educational resources for their classroom and students. During the past four years, educators report having to request more financial assistance and support from School Parent and Teacher Associations (PTAs). Additionally, many school districts need new or replacement school buses, ample fuel, and more trained drivers to protect and deliver students safely to and from schools daily.

NCAE's commitment to restoring PreK-12 funding to increase jobs and other educational resources will be a top priority item on the 2013 legislative agenda. To directly impact classroom instruction and student learning and achievement, additional PreK-12 funding must be restored to hire back teachers, instructional support personnel and teacher assistants. This vital goal is needed to ensure success for all students.

Reforming education is not achieved through budget cuts to the classroom. Since 2008, job losses in North Carolina's K-12 have been tremendous. Positions have been lost through RIFs (real people not re-employed), and additional positions have been eliminated (not due to retirement or attrition.)

NCAE supports the new evaluation system and high licensure requirements which demand higher accountability from teachers and other instructional support personnel. Additional demands are also being required in student achievement and success through the new "Common Core Standards" and "Third Grade Literacy" requirement. Large classrooms are the norm, with 37 or more students. This will not enhance, but drastically hinder, these "new" student achievement requirements.

Research studies prove smaller class size, by hiring more teachers, is needed to reach the goals of true education reform. These studies further prove that smaller class size directly impact student achievement success. Therefore, NCAE will work with lawmakers to restore teaching and other instructional and support positions.

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