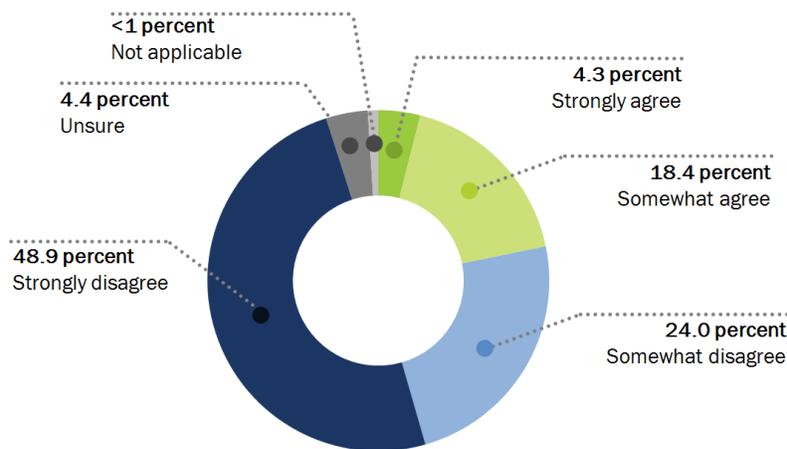


Teach Plus polled teachers in Title I schools from April 7 to April 11, 2016. 1,139 teachers from 35 states including the District of Columbia participated; highlights of their responses are below.ⁱ

Finding #1. A majority of teachers in Title I schools do not believe that their schools are sufficiently funded to meet the needs of their students.

73 percent of teachers disagreed with the statement, “The Title I school where I teach gets sufficient funds to meet our students’ learning needs.” Just 23 percent agreed.ⁱⁱ



Finding #2. When asked to identify the most-needed investments to improve student outcomes in their Title I school,

- **44.2% of respondents chose hiring additional classroom teachers as the best use of funds;**
- **39.3% chose hiring additional intervention specialists, such as literacy coaches or math coaches, etc.; and**
- **32.7% chose purchasing additional technology, such as laptops, and improving access to computers and computer literacy for students**

The rest of the items teachers identified are listed in order (teachers could choose up to three items):ⁱⁱⁱ

- Hiring additional non-academic school staff, such as school counselors, social workers, etc.
- Purchasing an intervention program for struggling students
- Providing expanded learning time, such as after-school or summer academic programming
- Providing resources to expand parent involvement
- Providing additional professional development opportunities to teachers and school leaders
- Purchasing supplemental curricular materials
- Purchasing updated STEM materials
- Purchasing supplies, such as copier paper, markers, etc.
- Purchasing updated library materials

What do teachers say Congress needs to know about the challenges their students face?^{iv}

“My students face generational poverty, gang violence, and drug abuse in their homes. With everything going on in their lives, our students have an average attendance rate of 94% because they see the value in their education. We need more funds to make this education worthwhile and rigorous.”

- Teacher in Title I school from Indiana

“The only time most of my students are able to use technology is in the classroom and the number of computers available makes it difficult for everyone to have access to them more than once a week.”

- *Teacher in Title I school from California*

“Inner city schools need more ways to get kids mental health services. The trauma from shootings or from home is too much to handle for these kids.”

- *Teacher in Title I school from Illinois*

“The home life of these students is intense. They may move several times within a 3 year frame going in and out of schools and school districts, not eat meals because there isn't enough food, lose a parent to jail or death, or abandonment, or move in with foster families or family members. Currently we have 1 full time counselor for a school of 700 students where these situations are more the norm than the exception.”

- *Teacher in Title I school from North Carolina*

“We could really use more afterschool programs that includes the arts and more summer programs that included art, music, sports, social interactions as well as academics that are missed during the school year like science and social studies, because they are not tested subjects.”

- *Teacher in Title I school from Tennessee*

“The students in our school are amazing. Some of them work to support their families financially; some are 'emancipated' and have to support themselves; a few have lost parents this year; one is waiting for her mom to pass away from cancer, and will be taking over as a parent to her younger siblings; there are students dealing with mental health and physical health issues; some are homeless, or about to be...and yet - they do their best to succeed academically, and stay engaged in school activities, and contribute to the community.”

- *Teacher in Title I school from Massachusetts*

“The Pennsylvania budget has halved our funding for the students at our school. We are having to cut positions from our school and our extracurricular activities have reduced greatly. We want our students to achieve in college and beyond. Without adequate funding, we are limiting their opportunities to have this post-secondary success.”

- *Teacher in Title I school from Pennsylvania*

“Our Title 1 funding has to help support food programs and things to meet the most basic human needs, leaving us without sufficient curriculum, intervention staff, or capital improvements. A leaky roof has left us with damaged books and technology. The condition of the school building and quality of materials is something that we must improve!”

- *Teacher in Title I school from Colorado*

“Our students who are struggling often come from families who have experienced generational poverty and trauma. Their parents want the best for them and are eager to collaborate once they know their hopes and investment are valued. These children and their families are not asking for pity, nor are we trying to offer anything of the sort; they are in need of, and seeking, equitable opportunities to thrive within and contribute to our society.”

- *Teacher in Title I school from Massachusetts*

ⁱ In this sample of 1,139 public school teachers, 88.2 percent teach in traditional public schools and 11.8 teach in public charter schools; 18.8 percent have 5 or fewer years of full-time teaching experience, 24.7 percent have 6 to 10 years, 33.6 percent have 11 to 20 years, 13.6 percent have 21 to 30 years, and 9.3 percent have 31 or more years. Only teachers who indicated that they teach in a school that receives Title I funding are included in this brief. By grade levels, 4.8 percent teach in pre-kindergarten, 50.1 percent in kindergarten to grade 5, 26.4 percent in grades 6 to 8, 24.2 percent in grades 9 to 12, and 8.7 percent in other grade configurations. Results do not sum to 100 percent as respondents could indicate multiple grade levels. Respondents teach in 35 states including the District of Columbia.

ⁱⁱ Question, “Please indicate the degree to which you agree or disagree with the following statement, ‘The Title I school where I teach gets sufficient funds to meet our students’ learning needs.’” (n = 1,138) Responses: “Strongly agree” (4.3 percent), “Somewhat agree” (18.4 percent), “Somewhat disagree” (24.0 percent), “Strongly disagree” (48.9 percent), “Unsure” (4.4 percent), and “Not applicable” (0.1 percent). Results may not sum to 100 percent due to rounding.

ⁱⁱⁱ Question: “If your school received an additional \$200,000 in Title I funding each year, what do you think would be the best use of those funds to improve student outcomes? (Please select up to three responses.)” Results indicate the percent of all respondents who chose that item – teachers could choose up to three items.

^{iv} Question: “What do you think Congress needs to know about the challenges facing students in your school?” Teacher comments are in response to this question.