

May 7, 2024

The Honorable Tammy Baldwin  
Chairwoman, Appropriations Subcommittee  
on Labor, HHS, Education &  
Related Agencies  
U.S. Senate  
Washington, DC 20510

The Honorable Shelley Moore Capito  
Ranking Member, Appropriations  
Subcommittee on Labor, HHS, Education &  
Related Agencies  
U.S. Senate  
Washington, DC 20510

The Honorable Robert Aderholt  
Chairman, Appropriations Subcommittee on  
Labor, HHS, Education & Related Agencies  
U.S. House of Representatives  
Washington, DC 20515

The Honorable Rosa DeLauro  
Ranking Member, Appropriations Subcommittee on  
Labor, HHS, Education & Related Agencies  
U.S. House of Representatives  
Washington, DC 20515

Dear Chairwoman Baldwin, Ranking Member Capito, Chairman Aderholt, and Ranking Member DeLauro:

Our country's national teacher and school leader shortage crisis is accelerating. Educators are increasingly leaving the profession, while the number of new educators entering is waning. A critical way to combat this recruitment and retention crisis is by supporting targeted, effective, and long-term professional development for teachers, principals, and other school leaders by investing in Title II, Part A, the Supporting Effective Instruction State Grants program of the Every Student Succeeds Act (ESSA). **The undersigned national and state education organizations urge you to invest in educators and their students by providing \$2.4 billion, a much needed 10% increase, for Title II, Part A, in FY 2025 appropriations without cutting other education programs.**

Recent research confirms the educator turnover crisis continues to accelerate. A [2023 RAND study](#) found that "Teacher turnover increased 4 percentage points above pre pandemic levels, reaching 10 percent nationally at the end of the 2021–2022 school year. Principal turnover is also following this trend, more than doubling to 16% by the end of the 2021–22 school year according to the RAND study, with roughly 19,000 more school leaders leaving than the previous year. Departure rates were even greater for high poverty (23%) and rural districts (32%).

At the same time, the infusion of new teachers and school leaders is at an all-time low. A [2022 paper from Brown University](#) found that "The number of new entrants into teaching has decreased by one-third over the past decade, with the number of newly licensed teachers dropping from 320,000 in 2006 to 215,000 in 2020." This dramatic decrease in educators in the pipeline, combined with the large numbers of educators leaving the profession, suggests that an even greater educator shortage is coming.

Investments in Title II-A are an essential component of the strategies to address these troubling trends. The program is designed to bolster infrastructure districts rely on to recruit high-quality educators and provide them with job-embedded practice, mentoring, and coaching opportunities that sustain them in their careers. Recent research shows such support leads to a higher rate of retention, which is critical to addressing educator shortages. An important [2019 study](#) found high-quality professional learning and teacher retention are strongly correlated: on average, teachers with no

professional development in a school year showed only a 60% chance of retention, while teachers with over 20 hours of professional development demonstrated an 85% chance of retention.

A [2023 U.S. Department of Education](#) report on Title II-A, analyzing data from the 2021-22 school year, found that “Seventy- five percent of districts reported funding professional development for teachers, and 56 percent of districts reported funding professional development for principals and other school leaders.” The report also showed that the areas of largest spending by school districts relative to principal professional development included: “strategies and practices to help teachers improve instruction (83 percent), school improvement planning or identifying interventions to support academic improvement strategies (68 percent), and strategies and practices to advance organizational development (56 percent). Finally, the report found that half of all states were utilizing the optional 3% state set aside to provide support to principals and school leaders.

It is clear that the effective pedagogical practices funded by Title II-A are paying significant dividends. A [2018 meta-analysis](#) examined 60 rigorous studies of coaching, a high quality professional learning practice, and found large positive effects of coaching on teachers’ instructional practices. Across 43 studies, researchers found that coaching accelerates the growth that typically occurs as one moves from novice to veteran status. Additionally, multiple researchers have documented that teachers who collaborate in professional learning communities (PLCs) to continuously improve their practice and their students’ learning experiences have a measurable positive impact in schools.

In addition to supporting teachers, Title II-A is one of the only federal programs that also helps ensure principals are well-prepared and more likely to stay in the profession. This investment in principals is critical because as a [2017 review of 18 studies](#) meeting ESSA’s Tiers I-III evidence standards concluded, “School leadership can be a powerful driver of improved education outcomes.” That research confirms earlier studies concluding that principals are second only to teachers as the most important school-level determinant of student achievement. A [March 2021 Wallace Foundation paper](#) stated that a “review of two decades of evidence – including six quantitative, longitudinal studies involving 22,000 principals – found that ‘principals have large effects on student learning, comparable even to the effects of individual teachers.’” Additional research also suggests that schools led by high-quality principals have lower teacher turnover rates.

At its core, Title II-A is a critical support for the growth and development of educators’ instructional practice to improve their teaching and ultimately boost student learning. Unfortunately, the program remains severely underfunded and demand for services provided by it has only increased. A larger investment in Title II-A will help accelerate student learning, provide support through professional learning to keep educators in the profession, recruit new individuals into the educator workforce, and bolster school leaders.

Thank you for your consideration of our request and your continued work to support educators and students.

Sincerely,

## **NATIONAL ORGANIZATIONS**

AACTE: American Association of Colleges for Teacher Education  
AASA, The School Superintendents Association  
AFT  
All4Ed  
American Federation of School Administrators  
American Psychological Association  
Association of Educational Service Agencies  
Association of School Business Officials International (ASBO)  
Coalition for Community Schools  
Collaborative for Academic, Social, and Emotional Learning (CASEL)  
Council of Administrators of Special Education  
EDGE Consulting Partners  
The Education Trust  
GLSEN  
Higher Education Consortium for Special Education (HECSE)  
Institute for Educational Leadership  
Joint National Coalition for Languages  
Learning Forward  
MENTOR  
National Association for Music Education  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
National Board for Professional Teaching Standards  
National Center for Learning Disabilities  
National Council of Teachers of Mathematics  
National PTA  
National Rural Education Association  
National Rural Education Association Consortium  
National School Boards Association  
National Science Teaching Association  
New Leaders  
PDK International/Educators Rising  
SETDA  
Teacher Education Division of the Council for Exceptional Children (TED)

## **STATE AND LOCAL ORGANIZATIONS**

Administrators Association of Chula Vista (CA)  
Administrators Association of San Diego City Schools (CA)  
Alabama Association of Secondary School Principals  
Alaska Association of Elementary School Principals  
Alaska Association of Secondary School Principals  
Alaska Council of School Administrators  
Arkansas Association of Secondary School Principals

Association of California School Administrators  
Association of Washington School Principals  
Association of Wisconsin School Administrators  
California Federation of School Administrators  
California School Boards Association  
Colorado Association of Elementary School Principals  
Colorado Association of Secondary School Principals  
Connecticut Association of Schools  
Council for Leaders in Alabama Schools  
Council of School Supervisors and Administrators (NY)  
Delaware Association of School Principals  
Delaware Association of School Administrators  
East Haddam Administrators (CT)  
Educational Administrators Association of Wallingford (CT)  
Florida Association of School Administrators  
Georgia Association of Elementary School Principals (GAESP)  
Georgia Association of Secondary School Principals (GASSP)  
Gilbert Administrators Association (CT)  
Hawaii Association of Secondary School Administrators  
Hawaii Elementary and Middle Schools Administrators Association  
Howard County Association of Supervisors and Administrators (MD)  
Idaho Association of School Administrators  
Illinois Principals Association  
Indiana Association of School Principals  
Kansas Principals Association  
Learning Forward CT  
Learning Forward Florida  
Learning Forward Missouri  
Learning Forward Pennsylvania  
Learning Forward Tennessee  
Learning Forward Texas  
Learning Forward Virginia  
Louisiana Association of Principals  
Maine Principals' Association  
Maryland Association of Secondary School Principals  
Massachusetts School Administrators Association  
Michigan Elementary and Middle School Principals Association (MEMSPA)  
Minnesota Association of Secondary School Principals  
Missouri Association of Secondary School Principals  
Montana Association of Secondary School Principals  
Nebraska Association of Elementary School Principals  
Nebraska State Association of Secondary School Principals  
Nevada Association of School Administrators  
New Mexico Association of Secondary School Principals  
NJ Principals and Supervisors Association  
North Carolina Principals and Assistant Principals Association

North Dakota Council of Educational Leaders  
The Ohio Association of Secondary School Administrators  
Oklahoma Association of Elementary School Principals  
Pennsylvania Principals Association  
Region 16 Administrators' Association (CT)  
Rhode Island Association of School Principals  
Rural Schools Association of NY  
School Administrators Association of New Haven (CT)  
School Administrators Association of New York State  
School Administrators of Montana  
Special School District of St. Louis County Administrators Association (MO)  
Texas Association of Secondary School Principals (TASSP)  
Texas Elementary Principals and Supervisors Association (TEPSA)  
Torrington Public School Administrators Association (CT)  
Vermont Principals' Association  
Wyoming Association of Secondary School Principals