

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

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

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