

June 1, 2023

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:

This country is facing an education crisis – teachers and school leaders are leaving the profession in higher and higher numbers and the number of new educators entering the profession is waning. A critical way to combat this recruitment and retention crisis is by providing strong support and professional learning 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 education organizations urge you to invest in educators and their students by providing \$2.4 billion for Title II, Part A in FY 2024 appropriations.

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 increased too, reaching 16 percent nationally going into the 2022–2023 school year. Teacher turnover in 2021–2022 was highest (around 12 to 14 percent) in urban districts, high-poverty districts, and districts serving predominantly students of color. Meanwhile, principal turnover was highest (around 21 to 23 percent) in high-poverty districts and in rural districts.”

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 would help reverse 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 [2022 U.S. Department of Education report](#) on Title II-A found that “Professional development was the most popular use of Title II-A funds among districts. Eighty percent of districts reported funding

professional development, representing 57 percent of all district Title II-A allocations. The next most common use of funds was for activities related to recruiting, hiring, and retaining effective educators (34 percent of districts, and 17 percent of allocated Title II-A funds)."

It is also clear that the 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. 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.'" Other 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, and recruit new individuals into the educator workforce.

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

Sincerely,

**AASA, The School Superintendents Association**  
**American Association of Colleges for Teacher Education (AACTE)**  
**American Federation of School Administrators (AFSA)**  
**American Federation of Teachers**  
**American Occupational Therapy Association**  
**American Psychological Association Services**  
**Association of Educational Service Agencies**  
**Association of School Business Officials International (ASBO)**  
**Coalition for Community Schools**  
**Collaborative for Academic, Social, and Emotional Learning**  
**Consortium for School Networking (CoSN)**  
**Council for Exceptional Children**  
**Council of Administrators of Special Education**  
**EDGE Consulting Partners**  
**The Education Trust**  
**Educators for Excellence**

**Green Dot Public Schools National**  
**Higher Education Consortium for Special Education (HECSE)**  
**Institute for Educational Leadership**  
**Joint National Coalition for Languages**  
**Learning Forward**  
**National Association for Music Education**  
**National Association of Elementary School Principals (NAESP)**  
**National Association of Secondary School Principals (NASSP)**  
**National Board for Professional Teaching Standards**  
**National Center for Learning Disabilities**  
**National Center for Teacher Residencies**  
**National Council for Languages and International Studies**  
**National Council of Teachers of Mathematics**  
**National Education Association**  
**National Institute for Excellence in Teaching**  
**National PTA**  
**National Rural Education Advocacy Consortium**  
**National Rural Education Association**  
**National Science Teaching Association**  
**National School Boards Association**  
**New Leaders**  
**PDK International/Educators Rising**  
**SETDA**  
**Teacher Education Division of the Council for Exceptional Children (TED)**