

April 21, 2022

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

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

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

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

Dear Chairwoman Murray, Ranking Member Blunt, Chairwoman DeLauro, and Ranking Member Cole:

As you develop the Fiscal Year (FY) 2023 appropriations bill for the U.S. Departments of Labor, Health and Human Services, and Education, the undersigned national education organizations encourage you to invest in retaining and recruiting teachers, principals, and other school leaders, as well as improving their practice by providing \$3.00 billion for the Supporting Effective Instruction State Grants program, Title II, Part A of the Every Student Succeeds Act (ESSA).

At a time when teacher and leader shortages are plaguing schools and districts across the country, Congress can help schools confront this urgent challenge by increasing funding for Title II, Part A. These investments help bolster the 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. A 2019 study found high-quality professional learning and teacher retention are highly 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.

Title II, Part A's investments in educators are also paying significant dividends to improve educational practice and thereby increase student achievement. School districts use Title II, Part A funding to implement ESSA's rigorous definition of professional development that embodies the important transition from scattershot, one-off professional development workshops and sessions to collaborative, ongoing, job-embedded professional learning such as coaching, mentoring, and professional learning communities. Teachers and principals who receive this support are more likely to be successful in their role and, thus, more likely to stay in the profession.

A 2018 meta-analysis also 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 teachers, we know how critical well-prepared principals are to student success. A 2016 review of 18 studies meeting ESSA's Tiers I-III evidence standards concluded that "school leadership can be a powerful driver of

improved education outcomes.” This research buttresses 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, Part 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, Part 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
All4Ed
American Association of Colleges for Teacher Education
American Association of School Personnel Administrators
American Federation of School Administrators (AFSA)
American Federation of Teachers
American Psychological Association
Association for Supervision and Curriculum Development (ASCD)
Association of Educational Service Agencies
Association of School Business Officials International (ASBO)
BellXcel
Center for American Progress
Collaborative for Academic, Social and Emotional Learning (CASEL)
Committee for Children
Communities In Schools
Consortium for School Networking
Council of Administrators of Special Education
Disability Rights Education & Defense Fund
EDGE Consulting Partners
The Education Trust
Educators for Excellence
EduColor
Green Dot Public Schools National
Higher Education Consortium for Special Education (HECSE)
Hispanic Federation
ImmSchools
Japanese American Citizens League
League of United Latin American Citizens (LULAC)
Learning Disabilities Association of America
Learning Forward
National Alliance for Partnerships in Equity

National Association of Elementary School Principals (NAESP)
National Association of School Psychologists
National Association of Secondary School Principals (NASSP)
National Association of State Boards of Education
National Board for Professional Teaching Standards
National Center for Learning Disabilities
National Center for Teacher Residencies
National Council of Teachers of Mathematics (NCTM)
National Education Association
National Institute for Excellence in Teaching
National PTA
National Rural Education Advocacy Consortium
National Rural Education Association
National School Boards Association
National Science Teaching Association
New Leaders
PDK International
School Social Work Association of America
Teach Plus
Teacher Education Division of the Council for Exceptional Children