



May 18, 2022

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

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

The Honorable Lucile Roybal-Allard
Member, Appropriations Subcommittee on
Labor, HHS, Education & Related Agencies
U.S. House of Representatives
Washington, DC 20515

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

Re: California Funding Request for Title II in Fiscal Year 2023 Appropriations

Dear Charwoman DeLauro, Congresswoman Lee, Congresswoman Roybal-Allard, and Congressman Harder:

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 California education organizations, representing thousands of school leaders and educators in our state, encourage you to invest in retaining and recruiting teachers, principals, and other school leaders, as well as improving their practice by providing \$3 billion for the Supporting Effective Instruction State Grants program in Title II of Part A of the Every Student Succeeds Act (Title II).

Currently, teacher and administrator shortages are plaguing schools and districts here in California and across the country. A January 2022 report from the Learning Policy Institute (LPI) revealed that due to shortages of fully qualified teachers in California, positions are increasingly being filled with underprepared teachers who have not completed requirements for full credentials. Over 13,000 substandard credentials and permits are being issued annually in our state, nearly tripling from 2012–13 to 2019–20. Part of the solution Congress can offer to schools to confront this urgent challenge is increasing funding for Title II. These investments help bolster the infrastructure districts rely on to recruit high-quality educators and provide them with ample 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.

Further, Title II, investments in educators also paying significant dividends to improve educational practice and thereby increase student achievement. California school districts use Title II funding to implement the Every Student Success Act's (ESSA) 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, is a critical support for the growth and development of educators' instructional practice to improve teaching and ultimately boost student learning. Unfortunately, the program remains severely underfunded and the demand for services provided by it has only increased. A larger investment in Title II will help accelerate student learning, provide support through professional development 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 California educators and students.

Sincerely,



Diana Vu
Legislative Advocate
Association of California School Administrators



Erika K. Hoffman
Legislative Advocate
California School Boards Association



Andrea Ball
Legislative Advocate
California Association of Suburban School Districts



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