

April 22, 2025

Secretary Linda McMahon
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary McMahon,

On behalf of the undersigned organizations, representing public school superintendents, school principals, educators, and other education stakeholders, we are writing to urge you to quickly allocate the \$2.19 billion Congress and the President approved for Title II, Part A (Title II-A) of the Elementary and Secondary Education Act (ESEA) for Fiscal Year (FY) 2025. Additionally, we urge the administration to adhere to Congressional intent that Title II-A's funds be allocated based on funding allocations specified in the FY 2024 Further Consolidated Appropriations Act.

When President Trump signed the FY25 Continuing Resolution on March 15, thousands of school districts were able to finalize their budgets for the 2025-2026 school year, ensuring level funding for Title II-A. Any reductions or changes to allocations at this time will have a devastating impact on students, educators and communities across the country. In many states, school districts are legally required to provide professional development or induction programs – which means other services or supports for students would be eliminated if Title II-A funds are not allocated as intended by Congress. District leadership will be forced to make impossible decisions of where to make budget cuts - potentially even laying off staff - if Title II funding is not allocated in an identical manner to FY24.

Talented, motivated, and highly effective educators and school leaders are essential to student success. Investing in their growth, success, and support is one of the most important steps we can take to secure the future of our nation. Yet, decades of research show that students in high-poverty schools are more likely to be taught by inexperienced teachers. Title II-A – Supporting Effective Instruction State Grants – helps close these gaps by increasing students' access to highly-qualified, effective educators. Title II-A provides essential resources to help current teachers build their skills and expertise through high-quality professional development, while also funding induction and mentoring programs that support new educators and help retain them in the profession. Additionally, districts can leverage these funds to meet their local needs like reducing class sizes, providing additional certifications for teachers to expand offerings for students or building a principal and school leader pipeline.

Access to these resources is essential to ensure educators have the knowledge and skills necessary to help all students meet career and college-ready standards. As schools continue to grapple with educator and school leader shortages and a rising number of less-experienced teachers, investments in Title II are more critical than ever.

Across the country, school district leaders and staff are working to navigate evolving federal policy while also confronting persistent challenges like chronic absenteeism, staffing shortages, academic recovery, and the growing need for student mental health support. School districts

remain focused on their mission to ensure every student in their schools receives a high-quality education that prepares them to succeed in whatever path they choose but to do this critical work it is paramount that school districts can rely on continued robust federal investments.

We implore you to ensure Title II-A funds for FY25 are protected and allocated by July 1, as the Department has done historically, including under the previous Trump/DeVos administration.

Sincerely,

AASA, The School Superintendents Association
AACTE: American Association of Colleges for Teacher Education
ACTFL (American Council on the Teaching of Foreign Languages)
AFT
American Federation of School Administrators
American Psychological Association
Association of Education Service Agencies (AESA)
Association of Latino Administrators and Superintendents
Association of School Business Officials International (ASBO)
CAST
Council of Administrators of Special Education
Council of the Great City Schools
EDGE Consulting Partners
Educators for Excellence
Joint National Committee for Languages
Learning Forward
National Association for Family, School, and Community Engagement
National Association for Music Education
National Association of Elementary School Principals
National Association of Secondary School Principals (NASSP)
National Center for Learning Disabilities
National Center for Teacher Residencies
National Council for Languages and International Studies
National Council for the Social Studies
National Council of Teachers of Mathematics
National Education Association
National PTA
National Rural Education Association (NREA)
Public Advocacy for Kids (PAK)
TEACH
Teach For America

CC: House and Senate Appropriations Committees, Majority and Minority Staff
House and Senate Labor HHS Education Appropriations Subcommittees, Majority and Minority Staff
House Education & Workforce Committee, Majority and Minority Staff
Senate Health, Education, Labor, and Pensions Committee, Majority and Minority Staff