



#PANeedsTeachers



Senator Kristin Phillips-Hill and Representative Mike Sturla
Co-Chairs of the Basic Education Funding Commission
Harrisburg, Pennsylvania

November 2023

Chair Phillips-Hill, Chair Sturla, and Members of the Basic Education Funding Commission:

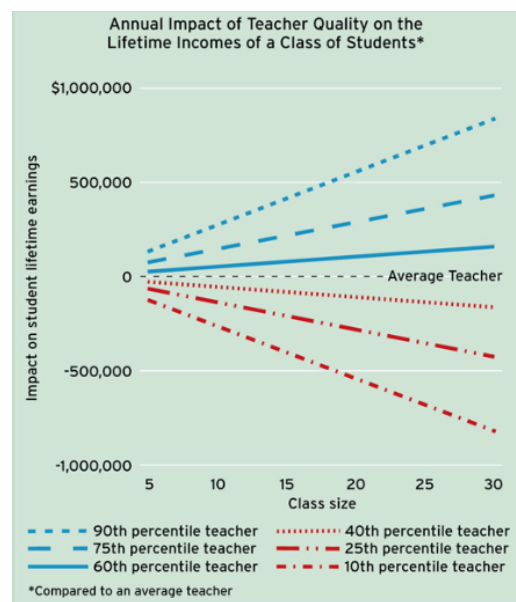
We jointly submit this testimony on behalf of the #PANeedsTeachers campaign and the Pennsylvania Educator Diversity Consortium. [#PANeedsTeachers](#) is a statewide coalition, made up of over 100 individuals and organizations, dedicated to addressing Pennsylvania's teacher shortage crisis. The [Pennsylvania Educator Diversity Consortium](#) is a grassroots organization made up of over 550 individuals from 265 organizations working to increase the number of teachers of color and culturally relevant educators in Pennsylvania.

As you conclude your series of public hearings considering ways to reform our public education funding system to meet constitutional muster and turn to developing a final report and remedy to the school funding lawsuit, we urge you to attend to one critical element in your solution: rebuilding a strong and diverse educator pipeline and workforce. Research tells us that there will be no improvements in educational outcomes without investments in a highly-qualified, well-prepared, and diverse teacher workforce. And on the other hand, the impact of any other investments in our public education system will be limited if there is not a plan – along with dedicated resources – to reverse the devastating decline in our teacher pipeline and address Pennsylvania's worsening teacher shortage crisis.

The Importance of High-Quality and Diverse Teachers

Research is clear that a highly qualified, adequately staffed, and diverse teacher workforce is essential for any thriving educational system, workforce, and economy. Teacher quality is the most important in-school factor affecting student achievement,¹ and it has also been linked to longer-term outcomes including graduation rates, college attendance rates, and future earnings.² The highest-performing educational systems internationally recruit teacher candidates from amongst their top-performing secondary and postsecondary students,³ and their teachers have deep subject-matter expertise.⁴ The benefits of a diverse teacher workforce are also well-documented: teachers of color improve outcomes particularly for students of color, but also for all students in general.⁵

Graphic Source: Hanushek, E. (2011). [Valuing Teachers: How Much is a Good Teacher Worth?](#)



¹ Goldhaber, D. (2018). [In Schools, Teacher Quality Matters Most.](#)

² Oppen, I. (2019). [Teachers Matter: Understanding Teachers' Impact on Student Achievement.](#)

³ National Center on Education and the Economy. (2016). [Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World - Recruiting and Selecting Excellent Teachers.](#)

⁴ National Center on Education and the Economy. (2016). [Not So Elementary: Primary School Teacher Quality in Top-Performing Systems.](#)

⁵ Carver-Thomas, D. (2018). [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.](#)

Conversely, both teacher shortages and teacher turnover have been linked to lower student achievement and poorer school climate, with particularly large effects on more vulnerable students.⁶ Teacher turnover is also expensive and wasteful, costing districts tens of thousands of dollars per teacher.⁷ Finally, insufficiently prepared and ineffective teachers lower student achievement,⁸ leave the classroom at higher rates,⁹ and contribute to lower perceptions of the profession that drive a vicious cycle of shortages.

The Scope of Teacher Shortages in Pennsylvania

While Pennsylvania does not collect detailed data on teacher supply and demand, there are numerous data points as well as a great deal of anecdotal evidence demonstrating that districts across the commonwealth are facing dramatic and unprecedented challenges in recruiting and retaining highly qualified and diverse teachers. The Pennsylvania Department of Education reports the number of subject areas experiencing shortages to the U.S. Department of Education: since 2013, this number has risen from three to 15.¹⁰ Other proxy measures point to a rapidly declining supply of new teachers: the Department also reports fewer applicants per position across every subject area, and for the first time in 2020-21, there were more teachers on emergency permits than teachers obtaining traditional certification in Pennsylvania.¹¹

These trends are largely traceable to a long-term decline in teachers pursuing certification in Pennsylvania; since 2011, the number of teachers certified annually in Pennsylvania has plummeted by 70% from over 17,000 per year to just over 5,000 per year in 2022.¹² While teacher preparation program enrollment has declined nationally, Pennsylvania's decline of over two-thirds in ten years is twice as steep as the national average, which has declined by one-third over the past decade.¹³

Emergency Teachers Surpass New Teacher Certificates



Graphic Source: *Philadelphia Inquirer* (see footnote 12)

At the same time as the number of new teachers entering the pipeline has dried up, new leaks have sprung up elsewhere in the pipeline. A recent analysis found that teacher attrition reached a record high of 7.7% in 2023.¹⁴

As a result of these combined factors, districts across Pennsylvania are competing to hire from a shrinking supply of highly qualified educators, with media outlets across the commonwealth describing schools opening with vacancies, superintendents and principals covering classes, and districts beseeching

parents and other community members to serve as substitutes and bus drivers.

Although educator shortages are being felt throughout the commonwealth, they are not felt equally across districts. Data suggest that rural schools and schools with high proportions of students of color and students living in poverty, which are also likely to be the most underfunded and least able to offer competitive salaries, have the greatest challenges recruiting teachers. Charter schools and schools with high proportions of students of color and students living in poverty also struggle the most to retain teachers. As a result, students of color and

⁶ Learning Policy Institute. (2018). [U.S. Teacher Shortages—Causes and Impacts](#).

⁷ Carver-Thomas, D. & Darling-Hammond, L. (2017). [Teacher Turnover: Why It Matters and What We Can Do About It](#).

⁸ Hanushek, E. (2011). [Valuing Teachers: How Much is a Good Teacher Worth?](#)

⁹ Carver-Thomas, D. & Darling-Hammond, L. (2017). [Teacher Turnover: Why It Matters and What We Can Do About It](#).

¹⁰ Fuller, E. (2022). [Pennsylvania Teacher Staffing Challenges](#).

¹¹ Ibid.

¹² Graham, K. (2023). [Pa. issued the lowest number ever of new teaching certificates as educator shortage worsens](#).

¹³ Will, M. (2022). [Fewer People Are Getting Teacher Degrees. Prep Programs Sound the Alarm](#).

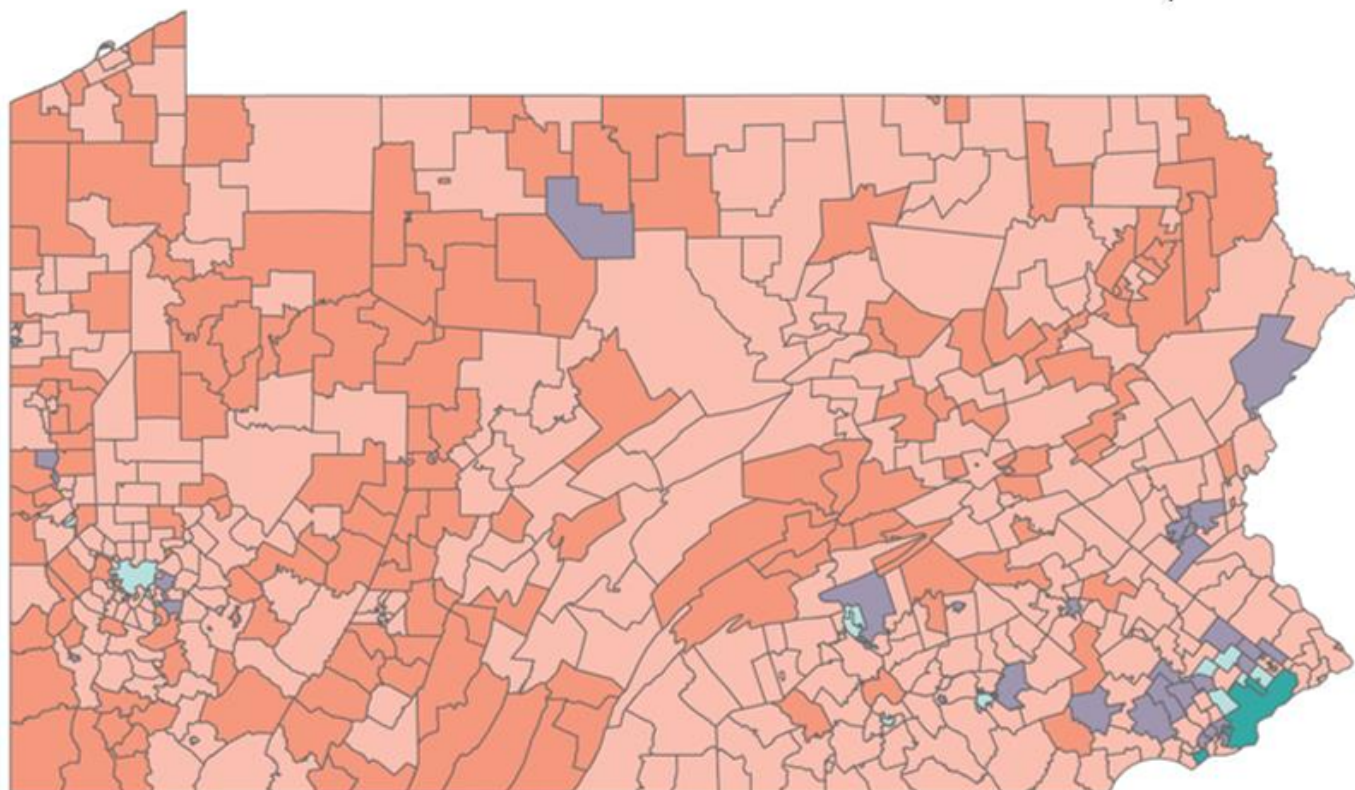
¹⁴ Graham, K. (2023). [Teachers are leaving Pa. schools at the highest rate on record, a new analysis shows](#).

students living in poverty are much more likely to be taught by novice or underqualified teachers and to learn in schools affected by high teacher turnover than their white and wealthier peers.¹⁵

Similarly, educator shortages are most pronounced in certain subject areas and for certain demographic groups. The state department of education reports the greatest shortages in special education, English language instruction, and science, technology, engineering, and mathematics (STEM) subjects.¹⁶

Meanwhile, Pennsylvania has a particularly acute shortage of educators of color, with only 6.6% of the educator workforce identifying as persons of color, compared to 38.1% of the student population.¹⁷ In 2022-23, 46% of all Pennsylvania schools and 31% of all Pennsylvania districts employed zero teachers of color.¹⁸

CONCENTRATION OF TEACHERS OF COLOR BY DISTRICT IN PENNSYLVANIA, 2022-23



■ Districts with No Teachers of Color ■ >0%-5% ■ >5%-10% ■ >10%-20% ■ >20% Teachers of Color

Graphic Source: Research for Action (see footnote 17).

As you have heard in testimony from Research for Action, Teach Plus, and the Pennsylvania State Education Association, among others, there is also a great deal of intersection between the issues of state underfunding and educator staffing. While all districts in Pennsylvania are increasingly feeling the effects of a nationwide decline in interest in teaching and a diminishing educator pipeline, it's underfunded districts that are bearing the brunt of this crisis. Without adequate resources, underfunded districts can't keep up with wealthier districts in recruitment and retention of qualified educators in an increasingly constrained labor market. Specifically, research has revealed that the lowest-wealth and most inadequately funded districts in Pennsylvania:

- **Employ less-qualified teachers than adequately funded districts.** The most underfunded districts employ the highest percentages of novice teachers, out-of-field teachers, and emergency certified

¹⁵ Fuller, E. (2022). [Pennsylvania Teacher Staffing Challenges](#).

¹⁶ Pennsylvania Department of Education (2021). [Pennsylvania ARP ESSER State Plan](#).

¹⁷ Lapp, D. et al. (2023). Research for Action. [Research to Inform Educator Diversity Initiatives in Pennsylvania](#).

¹⁸ Ibid.

teachers. For example, compared to adequately funded districts, middle school students in districts with a “very high” per-student shortfall of at least \$3,467 are nearly twice as likely to be taught by a novice teacher (three or fewer years of experience), 40% more likely to be taught by an out-of-field teacher, and nearly nine times more likely to be taught by an emergency certified teacher (see Figures 1-3 in Appendix).

- **Have higher rates of teacher attrition than high-wealth districts.** The teacher attrition rate for the lowest-wealth quintile of districts is nearly 50% higher than that of the wealthiest quintile (see Figure 4 in Appendix).
- **Have fewer classroom teachers per student than adequately funded districts.** In adequately funded districts, the average number of teachers per 1,000 students is 76.1, compared to an average of 64.8 students in districts with a “very high” per-student shortfall of \$3,467 or higher (see Figure 5 in Appendix).
- **Have lower average teacher salaries than high-wealth districts.** The average teacher salary in adequately funded districts is \$83,400, 24% higher than the average teacher salary of \$67,021 in districts with a “very high” per-student shortfall of \$3,467 or higher (see Figure 6 in Appendix).
- **Have fewer support staff per student than adequately funded districts.** Adequately funded districts have more support staff per 1,000 students, on average, compared to inadequately funded districts. In particular, districts with “very high” per-student shortfalls have 23% fewer guidance counselors, 57% fewer librarians, and 8% fewer psychologists and social workers (see Figure 7 in Appendix).

Educators across the commonwealth have described the impact of these educator shortages and the ripple effects they cause for students, teachers, and schools:

- Larger class sizes and less time for individualized student support as classes are merged temporarily or permanently
- Increased workloads, stress levels, and burnout rates among current teachers due to lost prep periods and increased responsibilities covering for vacancies, leading to higher absence and resignation rates
- Principals and district leaders covering classes when teachers are not available, reducing their ability to support school improvement efforts and other priorities
- Loss of learning and positive, stable relationships for students
- Inability to comply with individualized education plans for students with disabilities and other legal requirements due to insufficient staff.

In the school funding lawsuit, many of these same impacts of insufficient staffing were discussed by the plaintiff school districts. However, the current educator shortage presents a challenge for this commission as you grapple with how to reform our public education funding system in light of the Commonwealth Court’s decision: any infusion of new state resources to inadequately funded districts will only increase demand for qualified educators at a time when supply is at record lows. Without simultaneous, targeted investments to grow the educator pipeline, the districts most in need of qualified teachers will still be unable to hire them because qualified teachers cannot be created overnight or from thin air. Even with additional resources, districts will be forced to resort to hiring emergency-certified teachers with insufficient training, reduced effectiveness, and lower retention rates. **Consequently, any increases in state funding to districts to ensure adequacy and equity must be paired with significant state investments in our educator pipeline and workforce in order to fully realize the benefits of a constitutional state education funding system.**

Addressing Pennsylvania’s Educator Shortage with Systemic Solutions

The shortage of highly qualified teachers and diverse teachers in Pennsylvania can be traced to four systemic root causes, which are explored in detail in the report *#PANeedsTeachers: Addressing Pennsylvania’s Teacher Shortage Crisis Through Systemic Solutions*.¹⁹

- The financial value proposition for becoming a teacher in Pennsylvania continues to worsen as the cost

¹⁹ Boyce, L. & Morton, A. (2023). [#PANeedsTeachers: Addressing Pennsylvania’s Teacher Shortage Crisis Through Systemic Solutions](#).

of college and other expenses to enter the profession rise and teacher compensation remains low.

- Interest in teaching and the status of the profession continue to decline, particularly among younger generations, making recruitment into the profession more and more difficult.
- Many new teachers in Pennsylvania do not receive preparation and induction experiences that build their subject matter expertise, give them sufficient on-the-job clinical experience, and provide support from highly effective mentor teachers, making these teachers less likely to succeed and persist.
- Many Pennsylvania teachers experience stressful and isolating workplace conditions, without opportunities for career progression or input into school-wide decision-making.

Based on these challenges, the #PANeedsTeachers report recommended **six policy principles** to guide the creation of solutions to teacher shortages in Pennsylvania:

1. **In order to make teaching more attractive as a career, the job of the teacher must fundamentally change.** To make teaching more attractive, schools must be organized in a manner more consistent with the characteristics of professional work environments, such as law firms and hospitals, which foster high levels of collaboration, value professionals' expertise, provide competitive compensation, and offer opportunities for advancement based on competence.
2. **Teacher shortages cannot be solved in the long term by lowering the bar to become a teacher.** Although eliminating requirements to become a teacher may seem like an attractive and low-cost short-term solution to addressing shortages, in the long term this will make the profession less attractive to high-performing students and perpetuate the undesirable pay and working conditions that currently plague the profession. While *unnecessary* barriers to entry that are *not* predictive of teacher quality or success—particularly those that lead to racial disparities—should be eliminated, rigor and quality must remain goals for Pennsylvania's educator preparation programs and schools.
3. **Any policy solutions that involve investment of additional public funds should improve both the quality *and* quantity of the educator workforce.** Public funds should be used not only to subsidize the costs of recruiting and retaining more educators, but also to incentivize needed structural changes that will address systemic root causes to teacher shortages, resulting in more qualified, better prepared, and more diverse teachers entering and staying in the system.
4. **Policy solutions should function primarily as incentives rather than requirements in order to reduce compliance mentality.** Institutions such as educator preparation programs and local education agencies (LEAs) should be encouraged to make needed structural changes through the use of incentives, such as competitive grant funds, rather than forced to make changes through across-the-board mandates. This will reduce compliance mentality in favor of an opportunity mentality, encourage innovation among the willing, and allow for proof points that build buy-in across the system.
5. **Policy solutions should be systemic and address root causes.** Policy solutions should address root causes of teacher shortages rather than the symptoms. Ideally, policy solutions should be designed to simultaneously impact multiple root cause problems given the interconnectedness of our educational system. However, policy recommendations may be introduced separately, provided they contribute to and do not diminish a larger, long-term systemic solution.²⁰
6. **Policy solutions should drive both excellence and equity.** While all communities in Pennsylvania are impacted by teacher shortages, certain communities—particularly urban and rural communities, low-wealth and low-income communities, and communities of color—suffer disproportionately. Ideal

²⁰ Reducing the standards to become a teacher is a prime example of a policy that addresses a symptom rather than the cause of the problem. While this might lead to a very short-term increase in teacher applicants, it fails to address what drove the supply down in the first place and will, ultimately, lead to even fewer qualified teacher applicants in the future.

policy solutions will not only increase the supply of high-quality and diverse teachers across the board but also identify ways to accelerate the supply of such teachers to high-need districts and schools.

Finally, the #PANeedsTeachers report identified five strategies for state-level policy action:

1. **Incentivize high-quality teacher preparation, characterized by rigorous coursework and intentionally designed clinical experiences developed in partnership with local education agencies.** Pennsylvania should invest funds to incentivize close collaboration between educator preparation programs and local education agencies to redesign pre-service teachers' preparation experiences in a way that ensures teachers are prepared to meet LEAs' staffing needs and succeed in the classroom from day one. Specifically, to qualify for funding, these partnerships must demonstrate intentional shifts that will ensure teacher candidates:
 - Are diverse and reflective of the communities they serve;
 - Are prepared to teach high-need subjects and/or in high-need schools;
 - Are able to obtain their degrees free of cost in exchange for a commitment to teaching in the partner LEA for at least four years;
 - Develop deep subject-area and pedagogical content knowledge through rigorous, cohesive coursework that aligns with the LEA's curricular approach;
 - Participate in a year-long clinical residency under the mentorship of an effective, trained mentor teacher, with additional aligned mentoring during induction;²¹Preference could be given to high-need districts, educator preparation programs with a track record of success, partnerships with strong working agreements and plans for collaboration, and programs that commit to pursue registering their program as an apprenticeship to unlock other sustainable funding sources.
2. **Invest in teacher retention through well-defined career ladders.** Pennsylvania should incentivize LEAs to develop innovative staffing models that incorporate teacher leadership development, career ladders, and a more flexible approach to scheduling and staffing to allow for increased collaboration and professionalization. To qualify for additional funding, which could be used for teacher leader compensation and training as well as technical assistance and capacity building, LEAs would have to create teacher leadership roles such as lead teacher and mentor teacher, clearly defined within a career ladder or leadership capacity development system, that allow teacher leaders to take on progressively more responsibility for impacting student achievement and leading the learning of their colleagues based on demonstrated competence. These adjustments would likely involve changes to salary schedules, master schedules, staffing structures, collective bargaining agreements, and other district policies and practices. Priority would be given to high-poverty LEAs facing the greatest staffing challenges, and this strategy should be connected to the previously discussed strategy to target the same LEAs building new pipelines of highly qualified teachers.²²
3. **Expand pathways into teaching for youth and paraprofessionals.** Pennsylvania should continue to expand youth pathways into teaching—both through the new high school career-and-technical education (CTE) teaching pathway as well as through dual enrollment opportunities. In addition to providing funding to further expand these pathways, the state should provide support and incentives to LEAs and educator preparation programs to ensure program quality, public awareness of these pathways, clear articulation agreements to allow for transfer of credits, and expansion of these opportunities to students in every district in Pennsylvania.²³

²¹ For our working definition of residency, see Pathways Alliance. (2022). [Towards a National Definition of Teacher Residencies](#).

²² Strategies 1 & 2 are inextricably linked and designed to work in tandem, recognizing that better-prepared teacher candidates will nonetheless be dissatisfied and unlikely to remain in schools that do not treat them like professionals. Therefore, incentives such as loan forgiveness, scholarships, teacher-focused allotment funding, or other forms of funding should be used to simultaneously incentivize the structural changes described in strategies 1 and 2.

²³ Because working with younger students can often spark interest in teaching, these youth pathway programs should be designed to encourage formal and informal opportunities for these kinds of interactions, in addition to coursework.

4. **Improve the financial value proposition for becoming a teacher.** Pennsylvania should explore multiple avenues and funding sources, including the teacher apprenticeship model and service scholarship programs, to move toward the goal of making it free to become a teacher in Pennsylvania. Efforts should also be made to eliminate other financial barriers by encouraging or funding stipends for teacher candidates during clinical experiences, subsidizing the costs of certification exams, and investing in loan forgiveness for teachers, especially in high-need subjects and schools. Finally, teacher pay must become more competitive with other fields that require a bachelor's degree, both through increased and equitable state funding of education to support local pay increases as well as through targeted financial incentives for teachers in high-need subjects and schools.
5. **Improve data collection to allow for targeted investments in the teacher pipeline.** There are many gaps in Pennsylvania's current data collection efforts that make it difficult to identify and anticipate teacher shortages, measure the effectiveness of different programs and initiatives, and understand root causes of teacher dissatisfaction. With improved data collection and visualization systems, we can better understand and address root causes of teacher shortages, identify and address pain points, identify and learn from bright spots, target resources where they're most needed and to programs best equipped to prepare high-quality teachers, and incentivize behaviors that will support recruitment and retention. Specifically, Pennsylvania should begin collecting data on demand for teachers (as measured by vacancy numbers and rates), begin tracking teacher candidates longitudinally from their educator preparation programs into the workforce, establish a statewide teacher working conditions survey and teacher exit survey, and create publicly accessible dashboards for many other existing measures of teacher supply, demand, retention, and satisfaction, as well as educator preparation program success.

A Roadmap for an Educator Pipeline & Workforce Investment

As the Basic Education Funding Commission and General Assembly consider reforms to our state education funding system that could total in the billions of dollars per year, a more modest investment of \$300-500 million per year into educator pipeline and workforce initiatives would go a long way toward increasing the supply and diversity of the educator workforce to meet the needs of Pennsylvania's schools and students. While the exact details of a proposal would be the product of engagement with policymakers and stakeholders, the following types of investments should be considered:

- **A state-funded teacher scholarship, apprenticeship, and/or grow-your-own grant program** - The state would subsidize the costs of teacher preparation and certification for teacher candidates in exchange for at least four years of teaching in a high-need subject or hard-to-staff school (if the commitment is not fulfilled, the grant will revert to a loan); teacher preparation programs would be incentivized to coordinate closely with local education agencies to design programs that met their needs.
 - Estimated cost: \$40-160 million (1,000-2,000 recipients at \$40,000-\$80,000 per teacher candidate over four years)
- **Student teaching stipends** - Paid student teaching for teacher candidates in high-need subjects and hard-to-staff schools.
 - Estimated cost: \$20-40 million (2,000-4,000 recipients at \$10,000 per teacher candidate)
- **State-funded teacher residencies** - The state would support career changers that hold bachelor's degrees to engage in one-year paid residency programs in partnership with local education agencies while earning teaching certificates and master's degrees in high-need subjects.
 - Estimated cost: \$30-100 million (1,000-2,000 teacher residents at \$30,000-\$50,000 per resident, with LEAs also contributing toward the cost of stipends for residents)
- **Loan forgiveness** - State-funded student loan forgiveness for teachers in high-need subjects and hard-to-staff schools in exchange for additional years of service in these subjects/schools.
 - Estimated cost: \$40-60 million (4,000-6,000 teachers at \$10,000 per teacher per year)
- **Targeted salary supplements** - State-funded, targeted stipends/ salary supplements for teachers in high-need subjects and hard-to-staff schools
 - Estimated cost: \$40-80 million

- **Career ladder incentive program** - Competitive grant program to districts, with preference for hard-to-staff districts, to support the development of career ladders and innovative staffing models
 - Estimated cost: \$40-60 million
- **Improved state-level capacity to support educator workforce strategy** - Additional funding to the Pennsylvania Department of Education to support improved data collection, data dashboards and contracted research analysis, a targeted educator recruitment campaign and teacher hub in partnership with Teach.org, dedicated staff focused on addressing educator shortages and providing technical assistance to local education agencies and educator preparation programs, and administration of new educator workforce initiatives and grant programs.
 - Estimated cost: \$5-15 million

Conclusion

Addressing Pennsylvania’s teacher shortage crisis will not be easy. It will require broad public support, political will, investment of public resources, and a willingness to disrupt “the way things have always been done.” But the stakes couldn’t be higher: our children’s futures, our commonwealth’s economy, and our shared prosperity and security are on the line. With vision, leadership, and courage, Pennsylvania can not only respond proactively to this growing crisis but seize an opportunity to become an innovative leader by reimagining the teaching profession to recruit and retain the highest-performing teacher workforce in the world.

The 2024-25 state budget presents an opportunity to boldly invest in the educator pipeline and workforce in concert with historic and constitutionally required investments in the overall state education funding system. Without intentional and targeted efforts to expand, strengthen, and diversify the educator workforce, attempts to reform the funding system will be hampered by the unavailability of qualified educators to staff underfunded districts as they receive unprecedented funding increases. But *with* strategic investments in the educator pipeline and workforce, Pennsylvania can realize the student achievement gains we hope for as our commonwealth moves toward a more adequately and equitably funded public education system.

#PANeedsTeachers and the Pennsylvania Educator Diversity Consortium stand ready to partner with policymakers to develop and enact innovative solutions to our teacher shortage crisis. Our children can’t wait: together, we can address the root causes of teacher shortages in our commonwealth and build the excellent and diverse teacher workforce that every Pennsylvania student deserves.

APPENDIX

Figure 1: Elementary School Teacher Qualifications by Funding Adequacy²⁴

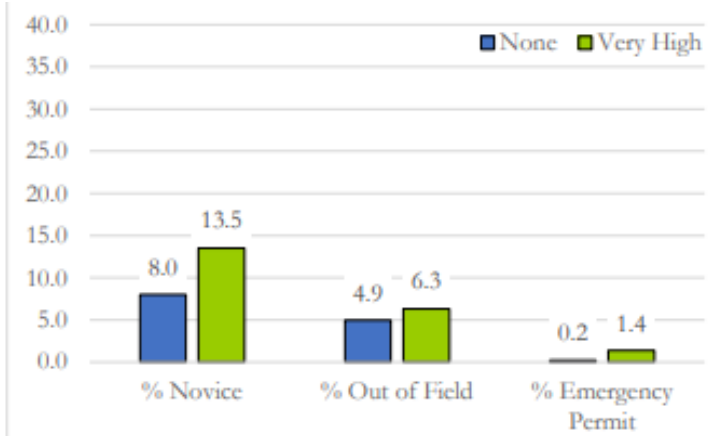


Figure 2: Middle School Teacher Qualifications by Funding Adequacy²⁵

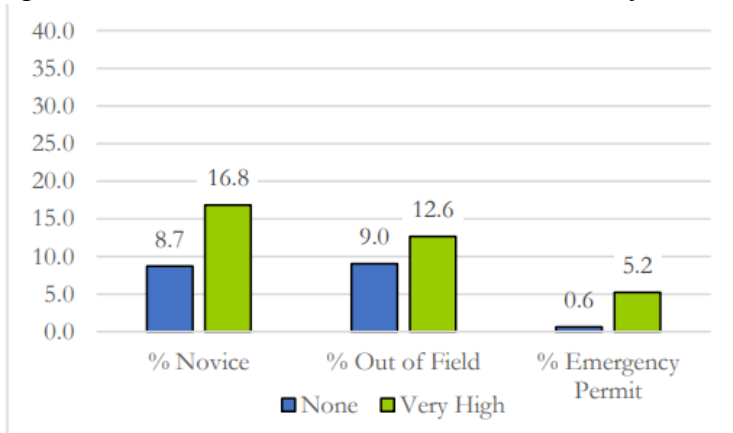
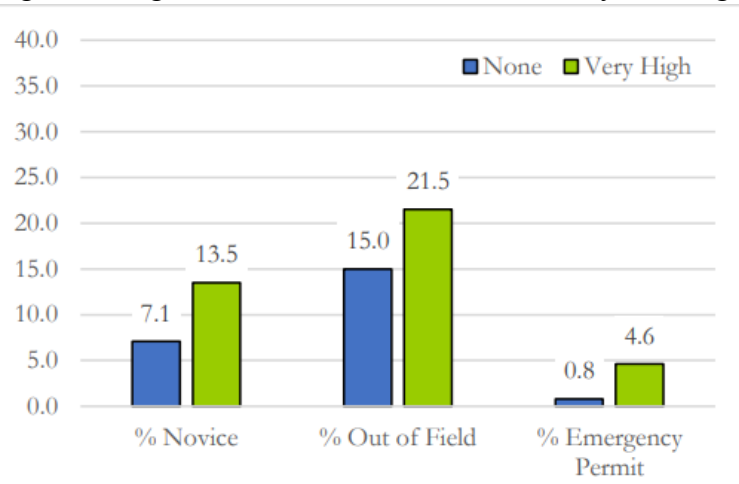


Figure 3: High School Teacher Qualifications by Funding Adequacy²⁶



²⁴ Analysis by Ed Fuller, data from Pennsylvania Department of Education. [The Inequitable Distribution of Teacher Quality in Pennsylvania](#).

²⁵ Ibid.

²⁶ Ibid.

Figure 4: Teacher Attrition by District Wealth (2022 to 2023)²⁷

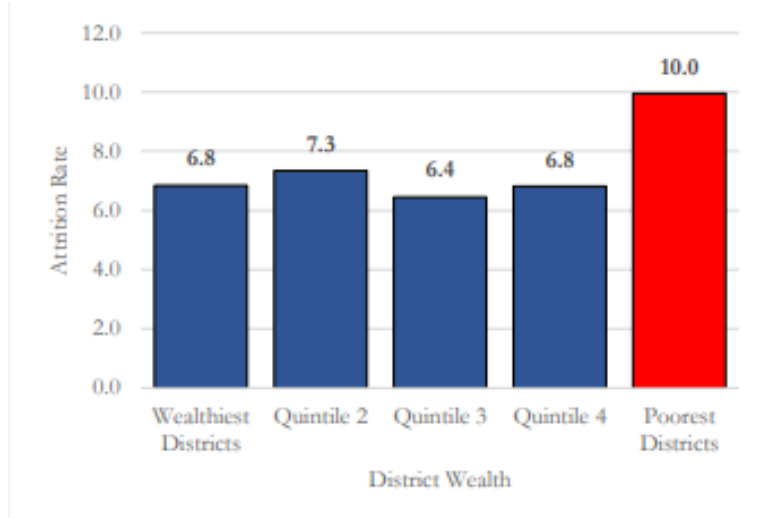


Figure 5: Teachers Per 1,000 Students in Districts by Funding Adequacy Category, 2019-20²⁸

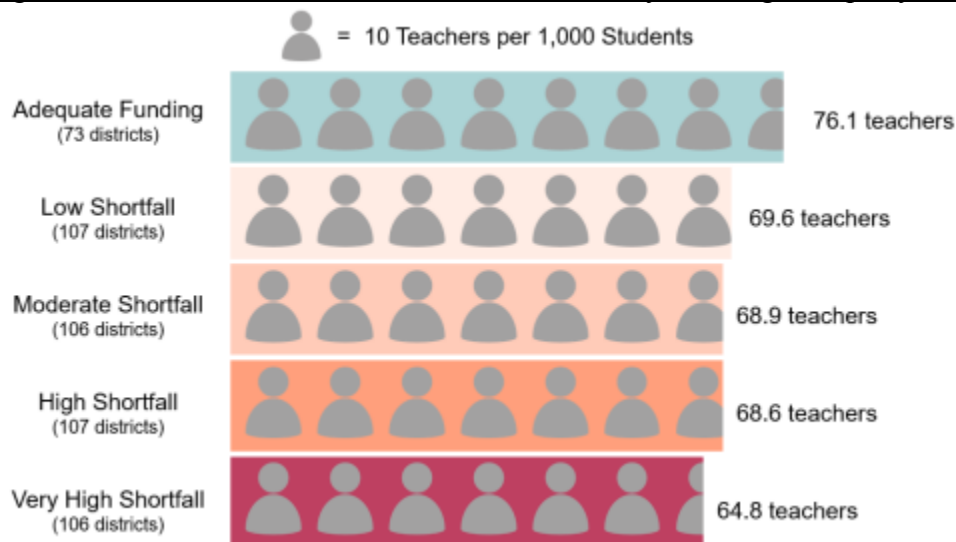
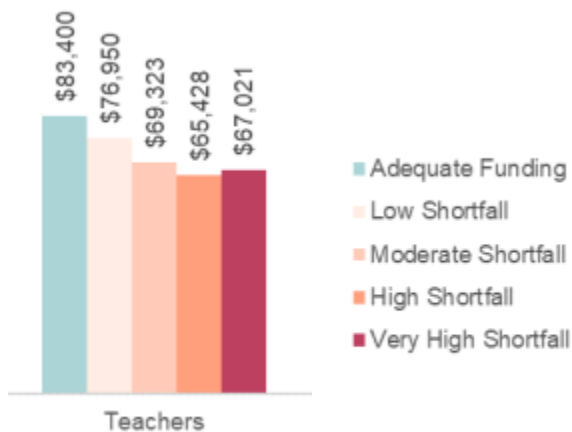


Figure 6: Average Teacher Salaries by District Funding Adequacy Per Pupil, 2019-20²⁹



²⁷ Analysis by Ed Fuller, data from Pennsylvania Department of Education. [Exacerbating the Shortage of Teachers: Rising Teacher Attrition in Pennsylvania from 2014 to 2023](#).

²⁸ Analysis by David Lapp and Anna Shaw-Amoah, data from Pennsylvania Department of Education. [Pennsylvania School Funding and School Staffing Disparities](#).

²⁹ Ibid.

Figure 7: Professional Support Staff per 1,000 Students in Districts by Funding Adequacy Category, 2019-20³⁰

Type of Professional Support Staff	Number of Professional Support Staff per 1,000 Students With Percent Difference from Level in Adequate Funding Districts				
	Adequate Funding (73 districts)	Low Shortfall (107 districts)	Moderate Shortfall (106 districts)	High Shortfall (107 districts)	Very High Shortfall (106 districts)
All Professional Support Staff	9.9	8.6 -13%	8.1 -18%	7.5 -24%	9.7 -2%
Guidance Counselors	3.1	2.8 -10%	2.7 -13%	2.6 -16%	2.4 -23%
Library Sciences	1.4	1.1 -21%	1.1 -21%	1.0 -29%	0.6 -57%
School Nurses	1.4	1.1 -21%	1.2 -14%	1.1 -21%	1.4 0%
Psychologists, Social Workers, Home/ School Visitors	1.2	1.1 -8%	1.0 -17%	0.9 -25%	1.1 -8%
Support Supervisors, Coordinators, Specialists	0.9	0.8 -11%	0.7 -22%	0.7 -22%	0.4 -56%
Physical/Occupational Therapists, Dental Hygienists	0.1	0.1 0%	0.1 0%	0.1 0%	0.1 0%
Unspecified Professional Student Support Staff	1.8	1.6 -11%	1.4 -22%	1.1 -39%	3.7 +106%

Note: Numbers may not sum to totals due to rounding.

³⁰ Ibid.