

Auburn University
College of Education

Boston University
Wheelock College of Education and Human
Development

Boston College
Lynch School of Education

Florida State University
College of Education

Georgia State University
College of Education & Human Development

Indiana University
School of Education

Iowa State University
College of Human Sciences

John Hopkins University
School of Education

Lehigh University
College of Education

North Carolina State University
College of Education

Oklahoma University
Jeannine Rainbolt College of Education

Penn State University
College of Education

Purdue University
College of Education

Syracuse University
School of Education

Texas A&M University
College of Education and Human Development

The Ohio State University
College of Education and Human Ecology

University of Arizona
School of Education

University of California – Santa Barbara
Gevirtz Graduate School of Education

University of Central Florida
College of Community Innovation and Education

University of Connecticut
Neag School of Education

University of Florida
College of Education

University of Georgia
School of Education

University of Houston
College of Education

University of Illinois Urbana-Champaign
College of Education

University of Kansas
School of Education

University of Maryland College Park
College of Education

University of Minnesota
College of Education and Human Development

University of Missouri
College of Education

University of Nevada-Reno
College of Education

University of North Carolina
School of Education

University of Oregon
College of Education

University of Pittsburgh
School of Education

University of Southern California
Rossier School of Education

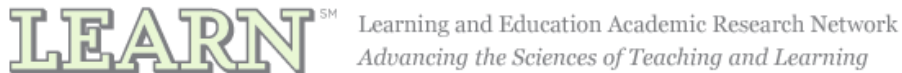
University of Texas at Austin
College of Education

University of Vermont
College of Education and Social Services

University of Wisconsin – Madison
School of Education

Vanderbilt University
Peabody College of Education and Human
Development

Virginia Commonwealth University
School of Education



March 05, 2020

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

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

The Honorable Rosa DeLauro
Chair, 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 Chairs Blunt, DeLauro and Ranking Members Murray and Cole:

We are writing on behalf of the Learning and Education Academic Research Network (LEARN) Coalition to express our support for increased funding for several key education research programs that your subcommittee will debate as part of the ongoing Fiscal Year (FY) 2021 appropriations process. LEARN, a coalition of 38 leading research colleges of education across the country, supports critical investments in research aimed at advancing the scientific understanding of learning and development. We advocate for greater funding for these priorities across all Federal agencies, including the Institute of Education Sciences (IES), the National Institute of Child Health and Human Development (NICHD), and the National Institute of Mental Health (NIMH).

As the primary Federal Agency charged with supporting research for education practice and policy, IES is essential to developing a comprehensive, reliable evidence base, and ensuring that teaching and learning practices are grounded in scientifically valid research. Increased funding for education research is vital to the implementation of major Federal education programs funded under the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act and the Higher Education Act, as all of these statutes require a focus on the use of evidence-based approaches. Examples of critical education research funded by IES include the development and adoption of a statewide approach to math instruction in one state that is now utilized in other states; the development and implementation of a reading curriculum now being adopted as a statewide literacy approach by a State legislature and improved instructional and behavioral practices for children with disabilities.

Given the importance of developing reliable evidence, LEARN is requesting \$670 million for IES overall and \$210 million for the Research, Development, and Dissemination line item within IES, in order to keep up with growth and inflation. In addition, we believe that funding for research in special education, through the National Center for Special Education Research (NCSER), should be increased by \$4.5 million, to \$61 million, still

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well below its FY2010 level of \$71.1 million, to which it has never been restored following the FY2011 appropriations process. These increases are critically needed as only one out of every 10 applications are funded by IES, due to budget constraints, presenting lost opportunities to further strengthen evidence-based practice across the education spectrum.

There are critical education research programs in other agencies that also need additional support. NICHD is essential to education research as it examines brain functions and the impact of different educational services on learning and development. LEARN supports a similar percentage increase in NICHD funding – in line with growth and inflation – to bring the total to \$1.674 billion. This increase will ensure that researchers can build on the knowledge already gained, evaluate what works best in treating developmental disorders, and develop new research-based strategies to improve student’s learning and development.

In addition, LEARN supports a similar percentage increase in funding for NIMH over FY2020 enacted levels, bringing the total funding to \$2.191 billion. This increase will help further understanding of the behavioral, biological, and environmental mechanisms necessary for developing interventions to reduce the burden of mental and behavioral disorders and optimizing learning and development.

The LEARN Coalition believes strongly that these key investments in education research will drive improvements in teacher and student performance in the coming years. Thank you for considering these requests and please contact us if we can be of any assistance.

Sincerely,

Glenn E. Good, Ph.D.
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