



Learning and Education Academic Research Network
 Advancing the Sciences of Teaching and Learning

Auburn University College of Education

Boston University Wheelock College of Education & Human Development

Boston College Lynch School of Education and Human Development

Florida State University Anne Spencer Daves College of Education, Health, and Human Sciences

Georgia State University College of Education & Human Development

Indiana University School of Education

Iowa State University College of Health and Human Sciences

John Hopkins University School of Education

Lehigh University College of Education

New York University Steinhardt School of Culture, Education, and Human Development

North Carolina State University College of Education

Penn State University College of Education

Purdue University College of Education

Syracuse University School of Education

Teachers College – Columbia University

Texas A&M University College of Education & Human Development

The University of Arizona School of Education

The University of Texas at Austin College of Education

University of Buffalo Graduate School of Education

University of California – Berkeley, Berkeley School of Education

University of California – Santa Barbara, The 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 Houston College of Education

University of Illinois Urbana-Champaign College of Education

University of Iowa College of Education

University of Kansas School of Education and Human Sciences

University of Maryland College Park College of Education

University of Minnesota College of Education and Human Development

University of Missouri College of Education & Human Development

University of Nevada-Reno College of Education & Human Development

University of Oregon College of Education

University of Pennsylvania Graduate School of Education

University of Pittsburgh School of Education

University of South Florida College of Education

University of Southern California Rossier School of Education

University of Vermont College of Education and Social Services

University of Virginia School of Education and Human Development

University of Wisconsin – Madison School of Education

University of Wyoming College of Education

Vanderbilt University Peabody College of Education and Human Development

Virginia Commonwealth University School of Education

September 18, 2025

The Honorable Shelley Moore Capito
 Chair, Appropriations Subcommittee on
 Labor, HHS, Education and Related
 Agencies
 U.S. Senate
 Washington, D.C. 20510

The Honorable Tammy Baldwin
 Ranking Member, Appropriations
 Subcommittee on Labor, HHS,
 Education and Related Agencies
 U.S. Senate
 Washington, D.C. 20510

The Honorable Robert Aderholt
 Chair, Appropriations Subcommittee on
 Labor, HHS, Education and Related
 Agencies
 U.S. House of Representatives
 Washington, D.C. 20515

The Honorable Rosa DeLauro
 Ranking Member, Appropriations
 Subcommittee on Labor, HHS,
 Education and Related Agencies
 U.S. House of Representatives
 Washington, D.C. 20515

Dear Chairs Capito and Aderholt and Ranking Members Baldwin and DeLauro,

We, on behalf of the LEARN Coalition, are writing to express concern that a significant amount of Fiscal Year (FY) 2025 Institute of Education Sciences (IES) funding remains unspent despite its availability for new grants for critical education research and other statutory responsibilities of IES. In addition, key functions at IES that allow it to award funds are unstaffed or were completely eliminated when the Administration terminated IES contracts, which is the root cause for why IES has been unable to award new grants and has unobligated balances remaining that could expire at the end of this fiscal year. We urge the Subcommittees to take action to require the Administration to meet its statutory requirements to award IES funding before the period of availability of any such funding expires and to ensure that IES can and does carry out all its statutory duties outlined in the Education Sciences Reform Act of 2002 (ESRA) in a timely and effective manner.

LEARN, a coalition of 41 leading research colleges across the country, advocates for the importance of research on learning and development. As experts in the field, LEARN members provide evidence-based information to guide legislators and policy makers while advocating for an increased Federal investment in education research.

Education research provides the bedrock of knowledge used by educators to help pre-K-12 students and those seeking a postsecondary education succeed. Likewise, IES-funded research is often the backbone of timely, responsive policy. The U.S. Department of Education (ED) has reinforced the importance of education research through its recently issued priorities on using evidence-based policy to drive literacy instruction. Research also plays an especially critical role in helping to ensure that students with disabilities can succeed academically and be prepared for further education and the workforce.

Yet despite the acknowledgement from the Administration of the importance of research in driving instruction, IES has been largely frozen from carrying out its statutory duties since the beginning of this Administration. Staff reductions that took place at the beginning of this Administration hit IES the hardest, shrinking down IES to a handful of employees. This staff reduction has made it extremely challenging for IES to conduct routine functions as evidenced by the Institute having to issue 60-day extensions to existing grantees to process routine continuation awards. Likewise, the wide scale cancellation of IES contracts included the contract which was responsible for conducting review panels. These review panels are required to consider applications for new

funding that are submitted to IES. With this cancellation, IES has not been able to award new grants despite receiving applications for such a year ago. This lack of functionality makes it impossible for IES to award funding and carry out its statutory duties, jeopardizing what research can do to improve our education systems at a time when it is sorely needed.

We urge you to take action that requires IES to award funds before their period of availability expires and carry out its other statutory duties as outlined in ESRA. We are at a critical time in ensuring the success of our nation's students – now is not the time to shortchange this important work. Thank you for your attention to our concerns.

Sincerely,

Camilla P. Benbow, Ed.D.
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