



March 2, 2026

The Honorable Hal Rogers  
Chair, Appropriations  
Subcommittee on Commerce, Justice,  
Science and Related Agencies  
U.S. House of Representatives  
Washington, D.C. 20515

The Honorable Grace Meng  
Ranking Member, Appropriations  
Subcommittee on Commerce, Justice,  
Science and Related Agencies  
U.S. House of Representatives  
Washington, D.C. 20515

The Honorable Jerry Moran  
Chair, Appropriations  
Subcommittee on Commerce, Justice,  
Science and Related Agencies  
U.S. Senate  
Washington, D.C. 20510

The Honorable Chris Van Hollen  
Ranking Member, Appropriations  
Subcommittee on Commerce, Justice,  
Science and Related Agencies  
U.S. Senate  
Washington, D.C. 20510

Dear Chair Rogers, Ranking Member Meng, Chair Moran and Ranking Member Van Hollen,

On behalf of the LEARN Coalition, we respectfully urge the Subcommittees to support increased funding for critical Science, Technology, Engineering, and Mathematics (STEM) research programs as part of the Fiscal Year (FY) 2027 appropriations process.

LEARN is a national alliance of 40 leading research colleges of education dedicated to advancing the scientific understanding of learning and development.

We advocate for robust Federal investment in education research across agencies—especially at the National Science Foundation (NSF). For FY 27, we request \$9.9 billion for NSF overall and \$1.53 billion for the Directorate for STEM Education (EDU).

NSF plays a pivotal role in supporting rigorous, ethical research that improves classroom instruction, strengthens teacher preparation, and addresses persistent challenges in K–12 and higher education. NSF-funded initiatives have produced measurable benefits—such as data-driven math interventions, technology-enhanced science instruction, and proven professional development models for educators. These investments yield tangible returns by directly supporting student achievement and improving teaching nationwide.

The EDU Directorate is especially well-positioned to advance this mission. Through research on how students learn STEM content and how educators can most effectively deliver it, EDU equips schools and districts with evidence-based tools that drive educational improvement. Its funding supports innovative curriculum development, scalable training models, and partnerships between

- 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*
- Johns 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*
- Teachers College – Columbia University*
- Texas A&M University College of Education & Human Development*
- 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 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 Illinois Chicago 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 North Carolina Chapel Hill School of Education*
- 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 Utah College of Education*
- University of Virginia School of Education and Human Development*
- University of Wisconsin – Madison School of Education*
- Vanderbilt University Peabody College of Education and Human Development*
- Virginia Commonwealth University School of Education*

universities and school systems. That is why we continue to strongly support a \$1.53 billion appropriation for EDU in FY 27.

Investments in EDU are not only timely—they are among the most effective uses of taxpayer dollars. These programs provide a strong return by translating research—including the responsible use of artificial intelligence—into classroom practice, ensuring our education system can prepare future scientists, engineers, and problem-solvers. As global competition for STEM talent increases and domestic research infrastructure faces continued pressure, EDU’s work is essential to maintaining U.S. competitiveness and economic security.

LEARN also urges the Subcommittees to maintain the language from the final FY 26 CJS appropriations bill pertaining to indirect cost rates in the Subcommittee’s FY 27 bill. Indirect costs cover essential expenses that support research infrastructure, including compliance with ethical standards, human subject protections, and administrative oversight. Maintaining this language in the appropriations bill is crucial to upholding the quality of NSF-funded research.

America’s leadership in STEM innovation depends on a strong foundation in education research. Strategic investments in NSF overall and EDU specifically represent not only a commitment to educational excellence, but they also reflect a sound, results-oriented use of public funds that drives national progress.

Sincerely,

Camilla P. Benbow, Ed.D.

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