



November 15, 2022

The Honorable Rosa DeLauro
Chair, Committee on Appropriations
United States House of Representatives
Washington, D.C. 20515

The Honorable Kay Granger
Ranking Member, Committee on Appropriations
United States House of Representatives
Washington, D.C. 20515

The Honorable Patrick Leahy
Chairman, Committee on Appropriations
United States Senate
Washington, D.C. 20510

The Honorable Richard Shelby
Vice Chairman, Committee on Appropriations
United States Senate
Washington, D.C. 20510

Dear Chair DeLauro, Ranking Member Granger, Chairman Leahy, and Vice Chairman Shelby,

We write on behalf of the Friends of IES, a coalition of 34 organizations committed to supporting the essential role of the Institute of Education Sciences (IES). We commend the substantial increases for IES proposed in the House and Senate FY 2023 appropriations bills. These proposed increases would bolster the important education research, statistical programs, and evidence-based resources that help inform policy and practice.

As you continue work on FY2023 appropriations, we urge you to include \$844.1 million for IES as part of a final appropriations agreement. This top-line level of funding was included in the House Labor, Health and Human Services, and Education appropriations bill and would help restore a decade of lost purchasing power that has limited the flexibility to fully fund emerging research areas, scale up promising interventions, and leverage research findings for evidence-based practice. To help facilitate this increase, we urge the highest possible funding level for non-defense discretionary programs, and the largest possible allocation for the Labor, Health and Human Services, and Education bill.

Additional investment in the education research, data, and evidence-based resources that IES supports and produces is essential as states, districts, and schools continue to address the impact that the COVID-19 pandemic has had on academic and non-academic outcomes. The recent declines in math and reading on the National Assessment for Educational Progress Long-Term Trend and the main fourth and eighth grade math and reading assessments underscore the urgency for evidence-based practices to support student learning, instruction, and socioemotional needs.

In March, the National Academies of Science, Engineering, and Medicine (NASEM) echoed this call for additional investment in IES research programs in its report, *The Future of Education Research at IES*. The report acknowledged that its recommendations require additional investments, recommending Congress “re-examine the IES budget, which does not appear to be on par with other scientific funding agencies nor have the resources to fully implement this suite of recommendations.” The committee expressed “dismay” at the “modest size” of the

current IES budget, noting that “the modest size seems particularly unwarranted in light of the high degree of success IES has demonstrated in pursuit of its mission.”ⁱ

The recommendations from the report also included an encouragement for IES to fund research in several timely topics, such as education technology and learning analytics. We appreciate the proposed increases in both bills for Research, Development, and Dissemination (RD&D). Increased investment in a final agreement would enable IES to expand its capacity to fund innovative research with the potential to transform education. Additional funding would also ensure continued support for training programs that seek to broaden participation in the education sciences, as well as research on persistent challenges and other emerging areas in education, such as teacher education and systems-level outcomes, identified by the NASEM committee in its recommendations.

We greatly appreciate the proposed funding increase for Research in Special Education, particularly in the Senate bill. Additional investment in the National Center for Special Education Research is critical to advance ongoing special education research and to fund research in emerging areas, including supporting students with disabilities in postsecondary education, pre-service teacher preparation in special education, and low-incidence disabilities.

We also are pleased to see additional funding in the Senate bill for the National Center for Education Statistics (NCES), which plays an essential role in collecting and disseminating high-quality, independent, and trustworthy data fundamental to understanding educational outcomes. We also value the increases in both the House and Senate bills for the Regional Educational Laboratories (RELs), which serve as key partners with states and districts to build evidence-based strategies that support academic and socioemotional outcomes. Additional funding for the RELs could enhance ongoing efforts to bring promising practices to scale.

For IES to more effectively carry out its mission through supporting grants, data collection, and development of evidence-based resources, we also encourage increased investment in program administration. We appreciate the proposed increases in the House and Senate bills for this purpose. We encourage sufficient funding for IES to hire additional staff to conduct the agency’s research and statistical activities.

We urge Congress to include \$844.1 million for IES in a final FY 2023 package and to finish its work on FY 2023 appropriations by the end of 2022. Sustained, robust investment in the education research and statistical infrastructure at IES is necessary to support the success of our nation’s students, teachers, and education leaders.

Sincerely,

Alliance for Learning Innovation
American Educational Research Association
American Mathematical Society
American Psychological Association Services, Inc.

American Sociological Association
American Statistical Association
Association of American Universities
Association of Population Centers
Boston University
Carnegie Mellon University
Consortium of Social Science Associations
Council for Exceptional Children
Council of Administrators of Special Education
EDGE Consulting Partners
ETS
Federation of Associations in Behavioral and Brain Sciences
Institute for Higher Education Policy (IHEP)
Johns Hopkins University
Knowledge Alliance
LEARN Coalition
Lehigh University
Marzano Research
National Center for Learning Disabilities
New York University
Penn State University
Population Association of America
Results for America
Society for Research in Child Development (SRCD)
University of California System
University of Florida
University of Oregon
University of Virginia
University of Washington College of Education
Vanderbilt University

¹ National Academies of Sciences, Engineering, and Medicine. 2022. *The Future of Education Research at IES: Advancing an Equity-Oriented Science*, p. 195. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26428>.