

September 10, 2015

The Honorable Harold Rogers
Chairman, United States House of Representatives
Committee on Appropriations
H-305, The Capitol
Washington, DC 20515

The Honorable Nita Lowey
Ranking Member, United States House of
Representatives Committee on Appropriations
1016 Longworth House Office Building
Washington, DC 20515

The Honorable Tom Cole
Chairman, United State House of Representatives
Subcommittee on Labor, HHS, Education and Related
Agencies
2358B Rayburn House Office Building
Washington, DC 20515

The Honorable Rosa DeLauro
Ranking Member, United State House of
Representatives Subcommittee on Labor, HHS,
Education and Related Agencies
2358B Rayburn House Office Building
Washington, DC 20515

Dear Chairman Rogers, Ranking Member Lowey, Chairman Cole, and Ranking Member DeLauro,

We, the undersigned, are writing to convey our strong opposition to the significant funding decrease for the Institute of Education Sciences (IES) – specifically cuts to Research, Development and Dissemination, the National Center for Special Education Research (NCSER), and the Regional Education Laboratory (REL) program – included in the FY2016 Labor-HHS-Education appropriations bill recently passed by the House Appropriations Committee. The proposed cuts would eliminate tens of millions in funding – undermining critical academic and scientific research, and hampering the ability of our best researchers – at a time when more and more focus is being placed on generating evidence, accurately measuring outcomes and improving student achievement and college attainment. These cuts would have a devastating impact on the education research community and would negatively impact the production of knowledge for years to come. If these cuts are part of a final budget agreement, the biggest losers will be students across the country who would otherwise benefit from advances in research that enable them to succeed.

Scientifically valid research, and the evidence it provides, is the bedrock of policies and innovations that drive continuous improvement in student outcomes. Just in the past decade, research has guided major advances in teaching, learning, and behavior, ranging from the impact of new technology to better interventions for students with learning disabilities. As a result of the proposed cuts, critical research is at risk of being interrupted or abandoned, withholding valuable information from educators, policy-makers administrators and families who are working to improve schools. Without the foundation that research provides, we risk halting the progress that has been made on behalf of students, especially those facing significant barriers to learning.

The bill passed by the Committee would cut the Research, Development and Dissemination line item, the largest program under IES, by more than \$86 million in FY2016, nearly half of its total budget. At the same time, the bill would reduce funding for NCSER by \$18 million – a cut of nearly 35 percent from a budget that was already more than \$15 million below its FY2010 level – and would completely eliminate the REL program. Combined, these programs have a tremendous positive impact. In 2014, IES and NCSER awarded nearly 150 new grants – to research organizations and institutions in more than 25 states – to develop or expand proven methods of supporting teaching and learning. Also last year, RELs worked in partnership with educators and agencies to produce 50 peer-reviewed reports – disseminated to practitioners across the country – that provide useful guidance on topics ranging from college

enrollment to teacher absenteeism. Under the bill, the REL program would be eliminated, and the proposed funding levels for IES and NCSEER would halt the award of new research grants entirely, severely limiting the ability of researchers to study new policies and practices, and curtailing the design of more effective interventions.

As educators, administrators, and members of the academic and scientific research community, we find this unacceptable. We know, firsthand, the importance of valid, reliable research to improving outcomes for all students, and we understand the truly disastrous impact these cuts would have. We urge you to reflect the national importance we place on educational equity and opportunity for all young people, and restore funding for these essential programs. Thank you for your consideration.

Sincerely,

Learning and Education Academic Research Network (LEARN)
American Educational Research Association (AERA)
AdvanceED
American Anthropological Association
American Psychological Association
American Society for Engineering Education
American Sociological Association
American Speech-Language-Hearing Association
American Statistical Association
Association of American Universities (AAU)
Association of Mathematics Teacher Educators (AMTE)
Association of Public and Land-grant Universities (APLU)
Boise State University, College of Education
Boston University, School of Education
Carnegie Foundation for the Advancement of Teaching
Clowder Consulting
Columbia University Teachers College
Commission on Adult Basic Education (COABE)
Community Training and Assistance Center (CTAC)
Consortium of Social Science Associations
Council for Exceptional Children, Division for Research
Council for Exceptional Children, Division on Career Development and Transition
Council for Exceptional Children, Teacher Education Division
Council for Learning Disabilities
Council of Parent Attorneys and Advocates
Council on Undergraduate Research
Desert Springs Educational Consulting
Education Development Center
Education Northwest
Federation of Associations in Behavioral and Brain Sciences
Generation Next
Indiana University, W.W. Wright School of Education
Knowledge Alliance
Lane Education Service District
Linguistic Society of America

Literate Nation Alaska Coalition
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Marzano Research
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National Association of State Directors of Special Education
National Center for Learning Disabilities (NCLD)
National Center for Special Education in Charter Schools
National Council for Adult Learning
National Superintendents Roundtable
National Writing Project
New York University
New York University, Steinhardt School of Culture, Education and Human Development
North Carolina TASH
North Star of Texas Writing Project
Northwest Arkansas Writing Project
Ohio State University, College of Education and Human Ecology
Oregon Research Institute
Pemberton Research
Penn State University, College of Education
Purdue University, College of Education
Research Allies for Lifelong Learning
RMC Research
Society for Research in Child Development
Southeast Evaluation Association
Springfield Public Schools
Texas A&M University, College of Education and Human Development
The 21st Century Partnership for STEM Education
The Learning Partnership
The Waterford Institute
University of Central Florida, College of Education and Human Performance
University of Connecticut, Neag School of Education
University of Florida, College of Education
University of Illinois at Urbana-Champaign, College of Education
University of Kansas, School of Education
University of Maryland, College of Education
University of Missouri, Department of Special Education
University of North Carolina at Chapel Hill, School of Education
University of Oregon, Center on Teaching and Learning (CTL)
University of Oregon, College of Education
University of Southern California, Rossier School of Education
University of Virginia, Center for Advanced Study of Teaching and Learning
University of Washington, College of Education
University of Wisconsin – Madison, School of Education
Vanderbilt University, Peabody College of Education and Human Development
Virginia Commonwealth University, Department of Special Education & Disability Policy

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