



June 17, 2021

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

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

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

Dear Chairs DeLauro and Murray and Ranking Members Cole and Blunt,

We write on behalf of the Friends of IES, a coalition of 32 organizations committed to supporting the essential role of the Institute of Education Sciences (IES). We greatly appreciate the Biden administration's commitment and attention to the need to invest in education research. As you continue your work on FY 2022 appropriations, **we wish to strongly endorse the top line amount of \$737.47 million included in the president's budget for IES.**

The amount included in the president's FY 2022 budget request would restore lost purchasing power over the past decade for IES to leverage education research, statistics, and evidence-based resources to address long-standing gaps in educational access and outcomes. The results from the 2019 National Assessment of Educational Progress (NAEP) in math, reading, and science indicate that [growing gaps in proficiency](#) are partly driven by declines in average scores in the 25<sup>th</sup> and 10<sup>th</sup> percentiles. Developing and scaling up programs that address academic and socioemotional needs for traditionally underserved students require a robust investment such as the one proposed for FY 2022.

In addition, this funding level would bolster the research and statistical infrastructure needed to support learning recovery, understand and address the impacts of the COVID-19 pandemic across all levels of education, and ensure the continuation of research and data collection in the field. We also acknowledge that technology and informal settings for learning will remain important parts of education even as schools fully return to in-person instruction in the 2021-22 school year. The FY 2022 budget request would expand the capacity of IES to fund transformative research that incorporates education technology to help determine what works and how to improve programs for specific student populations. In turn, research supported by IES informs webinars, resources, and other tools used by educators, school administrators, counselors, and paraprofessionals.

The \$737.47 million for IES included in the FY 2022 budget request represents strong support for the roles education research, statistics, and the dissemination of evidence-based resources have in responding to the longer-term effects of the educational disruption from COVID-19. We encourage Congress to appropriate this amount to provide IES the needed capacity to inform the development of tools and resources to support the success of our nation's students, teachers, and education leaders, during the pandemic and beyond.

Sincerely,

American Educational Research Association  
American Psychological Association  
Association of American Universities  
Association of Population Centers  
Association of Public and Land-grant Universities  
Carnegie Mellon University  
Consortium of Social Science Associations  
Council for Exceptional Children  
Council of Administrators of Special Education  
EDGE Consulting Partners  
FABBS - Federation of Associations in Behavioral and Brain Sciences  
Florida State University  
Institute for Higher Education Policy (IHEP)  
Johns Hopkins University  
Knowledge Alliance  
LEARN Coalition  
Lehigh University  
National Center for Learning Disabilities  
National Council of Teachers of Mathematics (NCTM)  
New York University  
Penn State University  
Population Association of America  
Society for Research in Child Development  
Society for Research on Educational Effectiveness  
Teachers College, Columbia University  
UCLA  
University of California San Diego  
University of California System  
University of Florida  
University of Oregon  
University of Washington College of Education  
Vanderbilt University