



June 7, 2014

The Honorable Barbara A. Mikulski
Chairwoman, Committee on
Appropriations
U.S. Senate
Washington, DC 20510

The Honorable Richard C. Shelby
Ranking Member, Committee on
Appropriations
U.S. Senate
Washington, DC 20510

The Honorable Tom Harkin
Chairman, Subcommittee on Labor,
Health &
Human Services, Education, &
Related Agencies
Committee on Appropriations
U.S. Senate
Washington, DC 20510

The Honorable Jerry Moran
Ranking Members, Subcommittee on
Labor, Health &
Human Services, Education, &
Related Agencies
Committee on Appropriations
U.S. Senate
Washington, DC 20510

Dear Appropriations Leaders:

As Friends of the Institute of Education Sciences (IES), we write to encourage you to provide funding for education sciences in the FY 2015 Labor, Health & Human Services, Education & Related Agencies Appropriations bill to inform efforts to create a first-class education system in the U.S. Key to this success is the Institute of Education Sciences, which is at the forefront of building fundamental knowledge on education and learning and an evidence base to assist teachers, parents, administrators, and policy makers.

The Institute of Education Sciences is the research arm for the U.S. Department of Education. Its mission is to “provide rigorous and relevant evidence on which to ground education practice and policy” and to share the evidence broadly to improve outcomes for *all* students. IES funds research and produces statistics and data to improve our understanding of education at many levels—early childhood, elementary and secondary education, and higher education. It also supports research in special education, rural education, teacher effectiveness, education technology, student achievement, reading and math interventions, and many other areas.

Despite its significance, funding for IES is substantially below FY 2010 levels, dropping over \$82 million in a budget that was only \$659 million at its peak. In particular, the Research, Development, and Dissemination account remains at the FY 2013 post-sequestration levels, making it increasingly difficult to fund and

disseminate relevant research. Without adequate investment in research, stakeholders will not have the robust evidence needed to improve education.

Particularly problematic is the Research on Special Education account, which was cut significantly in FY 2011 and has not recovered. *In fact, last year, no new research competition in special education was held.* Families and educators need a research base to inform interventions and support effective teaching strategies for children and youth with disabilities.

Also of interest to policy makers, the Regional Education Laboratories (RELs), which serve as a bridge between the research community and state and local educational agencies, were cut significantly in the FY 2011 budget. The RELs are now leading new research alliances at the district, state, or regional levels to address current problems of practice, and adequate funding is needed to address their research needs.

We urge Members of the Appropriations Committee to provide adequate funding levels for education sciences through the Institute of Education Sciences in the FY 2015 Labor, Health & Human Services, Education & Related Agencies Appropriations bill. You are building the future for our children and our nation.

Sincerely,

American Educational Research Association
American Psychological Association
American Sociological Association
American Statistical Association
Association of Population Centers
Consortium of Social Science Associations
Council for Exceptional Children
Council of Professional Associations on Federal Statistics
Education Development Center, Inc.
Education Northwest
Federation of Associations in Behavioral & Brain Sciences
Knowledge Alliance
National Center for Learning Disabilities
Population Association of America
SEDL
Society for Research in Child Development
WestEd