

The Hon. Nancy Pelosi  
Speaker  
House of Representatives  
1326 Longworth House Office Building  
Washington, DC 20515

The Hon. Kevin McCarthy  
Minority Leader  
House of Representatives  
326 Cannon House Office Building  
Washington, DC 20515

The Hon. Frank Pallone, Jr.  
Chairman  
Committee on Energy and Commerce  
2125 Rayburn House Office Building  
Washington, DC 20515

The Hon. Greg Walden  
Ranking Member  
Committee on Energy and Commerce  
2322 Rayburn House Office Building  
Washington, DC 20515

April 22, 2020

Dear Speaker Pelosi, Majority Leader McCarthy, Chairman Pallone and Ranking Member Walden:

The undersigned education and related national associations write in strong support of the Emergency Educational Connections Act of 2020 (H.R. 6563), introduced by Rep. Meng. This bill would appropriate \$2 billion for an Emergency Connectivity Fund, administered through the Federal Communications Commission's (FCC) E-Rate program, for schools and libraries to support distance and remote learning for millions of students without home internet access for the duration of the COVID-19 emergency. With school buildings closed in every state in the country in response to this pandemic, and 36 states and 3 territories already announcing their schools will not reopen before summer break, time is of the essence to provide remote and distance learning support. An estimated 9 to 12 million students and some of their teachers currently lack home internet access and are unable to participate in their classes that have been moved online. We strongly urge you to take up and pass this bill as part of COVID-19 relief package IV.

The COVID-19 national emergency has struck K-12 education especially hard. Several recent national and local articles have shone a bright light on the existing 'homework gap' students have experienced across the country as schools have shuttered. This inequity among students who have internet at home and those who don't have kept several million students from participating in their education as it has moved online. Some schools have even decided to opt out of any online learning because of this inequity. A recent article in Mississippi Today highlights the technology challenges many rural students in that state face: "The closures present a unique set of challenges for rural schools, which serve 235,000 students in the state, according to national nonprofit Rural School and Community Trust. Online learning can be a challenge in some districts — statewide, almost one-fifth of Mississippi households do not have a computer and nearly one-third don't have broadband, the federal standard for internet speeds, according to Census Bureau data." Another recent article, from the Boston Globe, demonstrates that more urbanized states also face significant issues with unconnected students: "In Massachusetts, which has made strides in recent years to expand Internet access, 49,000 children under 18 still do not have service at home and more than 14,000 lack a computer at home, according to 2015 Census figures. The digital inequities remain so stark that education officials have moved away from the phrase 'online learning' and now call it 'remote learning.'"

Our organizations, which directly represent E-Rate program beneficiaries or are associated with those who do, believe that the E-Rate program is the best vehicle to disseminate funds quickly to schools and libraries for the purchase of Wi-Fi hotspots, modems, routers, and connected devices. The E-Rate program's successful equity-based 22-year history of keeping public and private schools

and public libraries connected to the internet demonstrates why it is best positioned to disseminate critical emergency funds to schools and libraries – with priority to those with the greatest need. Having committed over \$50 billion in support to schools and libraries since its founding in 1998, the E-Rate certainly can handle processing promptly and effectively the \$2 billion in homework gap funding called for by Rep. Meng’s legislation, ensuring an equitable distribution.

Furthermore, we believe the benefits of using the existing E-Rate program outweigh other options. We are confident the FCC will be able to deliver on the bill’s necessary expedited timeline, as well. As it has shown in its responses to other disasters, including hurricanes, the FCC can quickly move E-Rate support to affected schools and libraries by making the necessary tailored adjustments to the program needed during this emergency.

Finally, we thank Rep. Meng for her leadership on this issue and for introducing the Emergency Educational Connections Act of 2020. We believe that the challenge facing millions of students across the country that lack home internet and access demands and requires a dedicated funding source, which Rep. Meng’s Emergency Connectivity Fund would provide. Without it, millions of students will be left behind.

Based on the foregoing, we urge you to ensure this legislation is included in the next COVID funding package passed by Congress.

Sincerely,

AASA, The School Superintendents Association  
Advance CTE  
Alliance for Excellent Education  
American Federation of School Administrators  
American Federation of Teachers, AFL-CIO  
American Library Association  
American Psychological Association  
American School Counselor Association  
ASCD  
Association for Career and Technical Education  
Association of Educational Service Agencies  
Association of School Business Officials International (ASBO)  
Children's Health Fund  
Collaborative for Academic, Social, and Emotional Learning (CASEL)  
Committee for Children  
Common Sense Media  
CoSN – Consortium for School Networking  
Council for Exceptional Children  
Council of Administrators of Special Education  
Council of Chief State School Officers  
Education Reform Now  
Family Centered Treatment Foundation  
First Focus Campaign for Children  
Girls Inc.  
IDEA Public Schools  
International Society for Technology Education  
KIPP Foundation

Learning Forward  
Magnet Schools of America  
MENTOR: The National Mentoring Partnership  
National Association for Music Education  
National Association of Counties (NACo)  
National Association of Elementary School Principals  
National Association of Federally Impacted Schools  
National Association of Independent Schools  
National Association of School Nurses  
National Association of School Psychologists  
National Association of Secondary School Principals  
National Association of State Boards of Education  
National Association of State Directors of Special Education (NASDSE)  
National Catholic Educational Association  
National Center for Families Learning  
National Education Association  
National Rural Education Advocacy Consortium  
National Rural Education Association  
National School Boards Association (NSBA)  
Parents as Teachers  
Project Tomorrow  
Public Advocacy for Kids (PAK)  
SETDA (State Educational Technology Directors Association)  
Stand for Children  
Teach For America  
USCCB, Secretariat for Catholic Education