



April 23, 2021

The Honorable Rosa DeLauro, Chair
Appropriations Subcommittee on Labor, HHS,
Education, and Related Agencies
U.S. House of Representatives
Washington, DC 20515

The Honorable Tom Cole, Ranking Member
Appropriations Subcommittee on Labor, HHS,
Education, and Related Agencies
U.S. House of Representatives
Washington, DC 20515

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

The Honorable Roy Blunt, Ranking Member
Appropriations Subcommittee on
Labor, HHS, Education, and Related Agencies
U.S. Senate
Washington, DC 2051

Dear Chair DeLauro, Ranking Member Cole, Chair Murray, and Ranking Member Blunt:

As you work to draft the Fiscal Year (FY) 2022 appropriation bill for the Departments of Labor, Health and Human Services, Education, and Related Agencies, the Consortium for Citizens with Disabilities (CCD) Education Task Force urges you to increase the federal investment in education programs that support students with disabilities, their families, and the educators who serve them.

CCD is the largest coalition of national organizations working together to advocate for Federal public policy that ensures the self-determination, independence, empowerment, integration, and inclusion of children and adults with disabilities in all aspects of society. To support these goals and ensure that students with disabilities have every opportunity to succeed in school and beyond, Congress must uphold its responsibility to pass comprehensive appropriations bills each year and deliver on its commitment to funding education costs for students with disabilities.

In the wake of the COVID-19 pandemic, schools and districts will need additional resources to provide essential services to infants, toddlers, children, and youth with disabilities, many of whom have struggled to access special education services over the last year. Schools and districts will also need sustained funding to reverse the special educator shortage crisis, which predates the pandemic but has been significantly exacerbated.

It is time that the Congress get on a path to fulfilling the commitment made in 1975, when IDEA became law, that it would provide up to forty percent of the excess costs of educating students with disabilities. Fiscal Year 2021 Federal funding for IDEA grants to states was \$12.94 billion, which equates to approximately 13 percent of the authorized amount. State and local budgets must cover this Federal shortfall, estimated at more than \$23 billion. Likewise, Congress must provide a meaningful investment in the full continuum of IDEA programs to ensure the law operates as intended.

We respectfully request no less than the following amounts for each program within IDEA in FY22:

- Part B Section 611 (Grants to States): \$15.5 billion
- Part B Section 619 (Preschool Grants): \$598 million
- Part C (Grants to serve infants and toddlers): \$732 million
- Part D (National Activities):
 - State Personnel Development: \$42 million
 - Technical Assistance and Development: \$47 million
 - Personnel Preparation: \$300 million
 - Parent Training and Information Centers: \$33 million
 - Media and Technology: \$33 million

Additionally, we respectfully request funding in the following amounts for additional programs that impact education and outcomes for students with disabilities:

- Institute for Education Sciences: \$700 million
- National Center for Special Education Research (within the Institute for Education Sciences): \$70 million
- Office for Civil Rights: \$144 million
- ESSA Title I: \$36.5 billion
- ESSA Title II: \$3 billion
- Model Demonstrations and TPSID National Coordinating Center (NCC): \$14 million
- Protection and Advocacy for Individual Rights (PAIR) program: \$22 million
- American Printing House for the Blind (APH): \$56,431,000

While districts and schools work to address anticipated instructional loss, mental health impacts, and other adverse pandemic-related impacts of COVID-19 for students with disabilities, the need for additional IDEA funding is critical and cannot be overstated. A significant increase in Federal funding for IDEA would ensure that funding is available for school programs that can benefit all students, including students with disabilities.

We urge you to provide a meaningful increase to education programs that support students with disabilities. Thank you for considering our views as you work toward reaching an agreement on the FY2022 appropriations bill for the Departments of Labor, HHS, Education, and Related Agencies.

Sincerely,

American Association on Intellectual and Developmental Disabilities (AAIDD)

American Foundation for the Blind

American Music Therapy Association

American Occupational Therapy Association

American Physical Therapy Association

American Printing House for the Blind (APH)

American Psychological Association

American Speech-Language-Hearing Association (ASHA)

American Therapeutic Recreation Association

Association of Assistive Technology Act Programs

Association of University Centers on Disabilities

Autism Society of America

Autistic Self Advocacy Network

Bazelon Center for Mental Health Law
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
CommunicationFIRST
Conference of Educational Administrators of Schools and Programs for the Deaf
Council for Exceptional Children
Council for Learning Disabilities
Council of Administrators of Special Education
Council of Parent Attorneys and Advocates
Cure SMA
Disability Rights Education & Defense Fund (DREDF)
Division for Early Childhood of the Council for Exceptional Children (DEC)
Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC)
Easterseals
Higher Education Consortium for Special Education (HECSE)
IDEA Infant and Toddler Coordinators Association (ITCA)
Learning Disabilities Association of America
National Association of Councils on Developmental Disabilities
National Association of School Psychologists
National Association of State Directors of Special Education (NASDSE)
National Association of State Head Injury Administrators
National Center for Learning Disabilities
National Disability Rights Network (NDRN)
National Down Syndrome Congress
National PTA
Teacher Education Division (TED) of the Council for Exceptional Children
The Advocacy Institute
The Center for Learner Equity

CCD Education Task Force Co-Chairs:

Meghan Whittaker, National Center for Learning Disabilities
Kim Musheno, Autism Society of America
Aaron Goldstein, Learning Disabilities Association of America
Laura Kaloi, Council of Parent Attorneys & Advocates and
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The Consortium for Citizens with Disabilities (CCD) is the largest coalition of national organizations working together to advocate for federal public policy that ensures the self-determination, independence, empowerment, integration and inclusion of children and adults with disabilities in all aspects of society. The Education Task Force of CCD monitors federal legislation and regulations that address the educational needs of children and youth with disabilities and their families, including regulatory efforts under federal law such as the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). The Education Task Force advocates for high expectations for children with disabilities under these and other laws.

www.c-c-d.org