



April 19, 2023

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

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

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

The Honorable Shelley Moore Capito, Ranking  
Member  
Appropriations Subcommittee on  
Labor, HHS, Education, and Related Agencies  
U.S. Senate  
Washington, DC 20510

Dear Chair Aderholt, Ranking Member DeLauro, Chair Baldwin, and Ranking Member Capito:

As you work to draft the Fiscal Year (FY) 2024 appropriations bill, the Consortium for Constituents with Disabilities (CCD) Education Task Force urges you to adopt the highest proposed funding levels for the federal programs that support infants, toddlers, children, and youth with disabilities, their families, and the educators and other service providers who serve them without negatively impacting funding for other education programs.

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 children 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 early intervention and education costs for children with disabilities.

Schools, districts and early intervention programs need additional resources as they recover from the pandemic to provide essential services to infants, toddlers, children, and youth with disabilities. Schools, districts and early intervention programs will also need sustained funding to reverse the personnel shortage crisis, which predates the pandemic but has been significantly exacerbated. In addition, improving access to school-based mental health supports and programs is critical especially to identifying and addressing mental health challenges in children and youth early. Schools face critical shortages of qualified practitioners, which includes personnel teaching students with disabilities as well as essential school staff such as school counselors, school psychologists, school social workers and other specialized instructional support personnel.

It is time for Congress to get onto a glidepath to fully funding the Individuals with Disabilities Education Act (IDEA) to fulfill the commitment made to states in 1975 when IDEA became law, to provide up to forty percent of the excess costs of educating children with disabilities. Fiscal Year 2023 Federal funding

for IDEA Part B 611 grants to states was \$14.19 billion, which equates to approximately 12 percent of the authorized amount. State and local budgets must cover the Federal shortfall, estimated at more than \$26 billion. Likewise, Congress must provide a meaningful investment in early intervention and the full continuum of IDEA programs to ensure the law operates as intended.

Congress must address the historic underfunding of IDEA and related programs and put forward a bill that would significantly increase and sustain key programs that support infants, toddlers, children, and youth with disabilities, their families, and the teachers and other personnel who serve them. To make meaningful progress on funding for these critical programs, we respectfully request no less than the following amounts for each program within IDEA in FY24:

- Part B Section 611 (Grants to States): \$16.3 billion
- Part B Section 619 (Preschool Grants): \$503 million
- Part C (Grants to serve infants and toddlers): \$932 million
- Part D (National Activities):
  - State Personnel Development: \$53.6 million
  - Technical Assistance and Dissemination: \$55.3 million
  - Personnel Preparation: \$300 million
  - Parent Training and Information Centers: \$49.2 million
  - Media and Technology: \$41.4 million

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

- Institute for Education Sciences (IES): \$900 million
- National Center for Special Education Research (within IES): \$70 million
- Office for Civil Rights: \$178 million
- ESSA Title I: \$36.5 billion
- ESSA Title II: \$3 billion
- Transition Programs for Students with Intellectual Disability (TPSID) Model Demonstrations & TPSID National Coordinating Center (NCC), and National Technical Assistance and Dissemination Center (NDATC): \$15.2 million
- Protection and Advocacy for Individual Rights (PAIR) program: \$25 million
- American Printing House for the Blind (APH): \$53.4 million
- Assistive Technology Act Programs: \$49 million
- School Based Mental Health Services Professionals and School Based Mental Health Services grants: \$428 million.

While districts and schools work to address instructional loss, mental health impacts, and other adverse pandemic-related impacts for students with disabilities, the need for additional funding is critical and cannot be overstated. A significant increase in Federal funding for IDEA and other complementary programs would ensure that funding is available for programs that can benefit all children, including children 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 FY2024 appropriations bill for the Departments of Labor, HHS, Education, and Related Agencies.

Sincerely,

American Academy of Pediatrics  
American Printing House for the Blind  
American Speech-Language-Hearing Association  
APTA  
Assistive Technology Industry Association  
Association of Assistive Technology Act Programs  
Association of University Centers on Disabilities (AUCD)  
American Therapeutic Recreation Association (ATRA)  
APSE  
Autism Speaks  
Autism Society of America  
Autistic Self Advocacy Network  
Autistic Women & Nonbinary Network  
Bazelon Center for Mental Health Law  
Council of Administrators of Special Education  
CAST, Inc.  
Center for Learner Equity  
Children and Adults with Attention-Deficit/Hyperactivity Disorder  
CommunicationFIRST  
Council for Exceptional Children  
Council for Learning Disabilities  
Council of Parent Attorneys and Advocates  
Council of State Administrators of Vocational Rehabilitation  
Division for Early Childhood of the Council for Exceptional Children (CEC)  
Division for Learning Disabilities of the Council for Exception Children (DLD - CEC)  
Disability Rights Education and Defense Fund  
Epilepsy Foundation  
Higher Education Consortium for Special Education (HECSE)  
IDEA Infant and Toddler Coordinators Association (ITCA)  
Learning Disabilities Association of America  
Muscular Dystrophy Association  
National Association of Councils on Developmental Disabilities  
National Association of School Psychologists  
National Center for Learning Disabilities  
National Center for Parent Leadership, Advocacy, and Community Empowerment (National PLACE)  
National Disability Rights Network (NDRN)  
National Down Syndrome Congress  
TASH  
Teacher Education Division of the Council for Exceptional Children (TED)  
The Advocacy Institute  
The Arc of the United States  
The Viscardi Center

CC:

House Appropriations Subcommittee on Labor, HHS, Education and Related Agencies

Senate Appropriations Subcommittee on Labor, HHS, Education and Related Agencies

**CCD Education Taskforce Co-Chairs:**

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*The Consortium for Constituents 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 free from racism, ableism, sexism, and xenophobia, as well as LGBTQ+ based discrimination and religious intolerance.*

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