



May 10, 2024

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 Rosa DeLauro, Ranking Member  
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 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 draft the Fiscal Year (FY) 2025 Labor, HHS, Education and Related Services appropriations bill, the Consortium for Constituents with Disabilities (CCD) Education Task Force urges you to provide robust funding 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 while avoiding cuts to 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.

Congress must address the historic underfunding of the Individuals with Disabilities Education Act (IDEA) and related programs and 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 FY25:

- Part B Section 611 (Grants to States): \$16.3 billion
- Part B Section 619 (Preschool Grants): \$503 million
- Part C (Grants for 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

\* The FY 2024 bill cut funding for Technical Assistance and Development by \$6 million from FY 2023 levels. This resulted in the Office of Special Education Programs (OSEP) canceling an already announced competition for grant funding (Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities-- National Center on Rigorous Comprehensive Education for Students with Disabilities). CCD requests that this funding be restored in FY 2025 to resume the important work of this national center.

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: \$42 million
- School Based Mental Health Services Professionals and School Based Mental Health Services grants: \$428 million.

These funding levels are necessary to sustain and improve these programs. Furthermore, Congress must avoid cuts to public education at a time when districts and schools are striving to address instructional loss, a severe shortage of educators and mental health professionals, as any cuts to programs would be detrimental to students with disabilities. 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. Thank you for considering our recommendations as you begin work on the FY2025 appropriations bill for the Departments of Labor, HHS, Education, and Related Agencies.

Sincerely,

American Academy of Pediatrics  
 American Association of People with Disabilities  
 American Foundation for the Blind  
 American Music Therapy Association  
 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  
Communication 4 All  
Council for Exceptional Children  
Council for Learning Disabilities  
Council of Parent Attorneys and Advocates  
Council of State Administrators of Vocational Rehabilitation  
Cure SMA  
Disability Rights Education Fund  
Division for Early Childhood of the Council for Exceptional Children (CEC)  
Division for Learning Disabilities of the Council for Exceptional Children (DLD - CEC)  
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 Center for Learning Disabilities  
National Center for Parent Leadership, Advocacy, and Community Empowerment (National PLACE)  
National Disability Rights Network (NDRN)  
National Down Syndrome Congress  
National Down Syndrome Society  
Respectability  
TASH  
Teacher Education Division of the Council for Exceptional Children (TED)  
The Advocacy Institute  
The Arc of the United States  
Tourette Association of America

CC:

House and Senate Appropriations Committees

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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.*