



November 7, 2022

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

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

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

As you work toward a final Fiscal Year (FY) 2023 appropriations package, 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.

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.

In the wake of the COVID-19 pandemic, schools, districts and early intervention programs will need additional resources to provide essential services to infants, toddlers, children, and youth with disabilities, many of whom have struggled to access early intervention and education services for students with disabilities over the last year. 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 and social emotional supports and programs is critical especially to identifying and addressing — early-on — mental health challenges in children and youth. Even prior to COVID-19, significant need existed among students for school-based mental health services and schools faced 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 2022 Federal funding for IDEA Part B 611 grants to states was \$13.34 billion, which equates to approximately 13 percent of the authorized amount. State and local budgets must cover the Federal shortfall, estimated at more than \$23 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.

This year, the Biden-Harris Administration has recognized this historic underfunding and put forward landmark proposals that would significantly increase programs that support infants, toddlers, children, and youth with disabilities, their families, and the teachers and other providers who serve them. House and Senate funding bills for Labor, Health and Human Services, Education, and Related Agencies (Labor-HHS-ED) also include many historic increases. To seize the opportunity to finally make meaningful progress on funding for these programs, we respectfully request no less than the following amounts for each program within IDEA in FY23:

- Part B Section 611 (Grants to States): \$16.2 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: \$39 million
 - Technical Assistance and Dissemination: \$49 million
 - Personnel Preparation: \$300 million
 - Parent Training and Information Centers: \$45 million
 - Media and Technology: \$32 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): \$815 million
- National Center for Special Education Research (within IES): \$70 million
- Office for Civil Rights: \$161.3 million
- ESSA Title I: \$36.5 billion
- ESSA Title II: \$2.5 billion
- Transition Programs for Students with Intellectual Disability (TPSID) Model Demonstrations & TPSID National Coordinating Center (NCC), and National Technical Assistance and Dissemination Center (NDATC): \$15.18 million
- Protection and Advocacy for Individual Rights (PAIR) program: \$25 million
- American Printing House for the Blind (APH): \$57.2 million
- Assistive Technology Act Programs: \$60 million
- School Based Mental Health Services Professionals and School Based Mental Health Services grants: At least \$111 million.
- Increase funding for the Full-Service Community Schools program to expand support for the collaboration and of community-based mental health resources for students and families in schools.

While districts and schools work to address 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 programs that can benefit all children, including children with disabilities.

We urge you to provide no less than the amounts noted above to education programs that support infants, toddlers, children, and youth with disabilities, their families, and the educators who serve them. Thank you for considering our views as you work toward reaching an agreement on the FY2023 Labor-HHS-ED appropriations bill.

Sincerely,

American Academy of Pediatrics
American Association of People with Disabilities
American Music Therapy Association
American Occupational Therapy Association
American Physical Therapy Association
American Printing House for the Blind
American Psychological Association
American Speech-Language-Hearing Association
Assistive Technology Industry Association
Association of Assistive Technology Act Programs
Association of People Supporting Employment First (APSE)
Association of University Centers on Disabilities (AUCD)
Autism Speaks
Autism Society of America
Autistic Self Advocacy Network
Autistic Women & Nonbinary Network
Bazelon Center for Mental Health Law
CAST, Inc.
Center for Learner Equity
Children and Adults with Attention-Deficit/Hyperactivity Disorder
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

Division for Early Childhood of the Council for Exceptional Children (CEC)
 Easterseals
 Epilepsy Foundation
 Higher Education Consortium for Special Education (HECSE)
 IDEA Infant and Toddler Coordinators Association (ITCA)
 Institute for Educational Leadership
 Learning Disabilities Association of America
 Muscular Dystrophy Association
 National Association of Councils on Developmental Disabilities
 National Association of School Psychologists
 National Association of State Directors of Special Education
 National Association of State Head Injury Administrators
 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
 National PTA
 Parent to Parent of Georgia, Inc
 Perkins School for the Blind
 TASH
 Teacher Education Division of the Council for Exceptional Children
 The Advocacy Institute
 The Arc of the United States

CC:

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

CCD Education Task Force 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.

www.c-c-d.org