



November 16, 2021

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 Tom Cole, Ranking Member
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 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 finalize the Fiscal Year (FY) 2022 appropriations bill for the Departments of Labor, Health and Human Services, Education, and Related Agencies (Labor-HHS-ED), the Consortium for Citizens with Disabilities (CCD) Education Task Force urges you to adopt the highest proposed levels for the federal investment in programs that support infants, toddlers, children, and youth with disabilities, their families, and the teachers 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 special education services over the last year. Schools, districts and early intervention programs will also need sustained funding to reverse the provider 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 the Individuals with Disabilities Education Act (IDEA) became law, to provide up to forty percent of the excess costs of educating children with disabilities. Fiscal Year 2021 Federal funding for IDEA Part B 611 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 early intervention and the full continuum of IDEA programs to ensure the law operates as intended.

This year, Congress 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. Thus, we respectfully request no less than the following amounts for each program within IDEA in FY22, as proposed in the House and/or Senate Labor-HHS-ED appropriations bills:

- Part B Section 611 (Grants to States): \$15.5 billion
- Part B Section 619 (Preschool Grants): \$503 million
- Part C (Grants to serve infants and toddlers): \$732 million
- Part D (National Activities):
 - State Personnel Development: \$39 million)
 - Technical Assistance and Dissemination: \$49 million
 - Personnel Preparation: \$250 million
 - Parent Training and Information Centers: \$33 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: \$814 million
- National Center for Special Education Research (within the Institute for Education Sciences): \$65 million
- Office for Civil Rights: \$144 million
- ESSA Title I: \$36 billion
- ESSA Title II: \$2.3 billion
- Model Demonstrations and TPSID National Coordinating Center (NCC): \$15 million
- Protection and Advocacy for Individual Rights (PAIR) program: \$20 million
- American Printing House for the Blind (APH): \$41 million

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 programs that can benefit all children, including children with disabilities.

CCD also supports the House and Senate proposals that encourage the U.S. Department of Education to conduct a “nationwide study on special education expenditures that follows a similar scale and scope as the Special Education Expenditure Project (SEEP)” which was last conducted in 2004. CCD is pleased the Senate included \$10 million specifically to support an updated SEEP.

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 serves them. Thank you for considering our views as you work toward reaching a final agreement on the FY2022 Labor-HHS-ED appropriations bill.

Sincerely,

American Association on Intellectual and Developmental Disabilities (AAIDD)
American Academy of Pediatrics
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 State Administrators of Vocational Rehabilitation
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 Down Syndrome Society
National PTA
Teacher Education Division (TED) of the Council for Exceptional Children
The Advocacy Institute
The Center for Learner Equity
The Arc of the United States

CCD Education Task Force Co-Chairs:

Kim Musheno, Autism Society of America
Lindsay Kubatzky, Learning Disabilities Association of America
Laura Kaloi, Council of Parent Attorneys & Advocates and
Center for Learner Equity

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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.

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