



January 31, 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 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 20510

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 strongly urges you to adopt the highest proposed levels for the federal investment in education programs that support infants, toddlers, children, and youth with disabilities, their families, and the educators who serve them. Likewise, we voice our firm opposition to a year-long continuing resolution (CR).

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.

Congress has consistently supported increasing resources to provide essential services to infants, toddlers, children, and youth with disabilities as a bipartisan priority. These programs are more critical than ever as many infants, toddlers, children, and youth with disabilities have struggled to access special education services over the last year. Schools and districts will also need increased funding to reverse crisis-level staffing shortages within special education.

This year, Congress has put forward historic proposals that would significantly increase funding for programs that support infants, toddlers, children, and youth with disabilities, their families, and the educators who serve them. These funds are essential to assuring states and key federally funded programs have the ongoing annual funding necessary to provide the early intervention, education, supports and services that individuals with disabilities as well as educators and providers need. Thus, we respectfully request *no less than* the following amounts for each program within IDEA programs in FY 2022, 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: \$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: \$15.1 million
- Protection and Advocacy for Individual Rights program: \$20 million
- American Printing House for the Blind: \$41 million
- Assistive Technology Act Programs: \$44 million

The need for additional funding, as identified above, is critical and cannot be overstated. Congress must fulfill its fiscal duties and pass an FY 2022 bill rather than continuing to pass CRs that put these historic and much-needed increases in peril. 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.

Sincerely,

American Association on Intellectual and Developmental Disabilities
 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
 American Psychological Association
 American Speech-Language-Hearing Association
 American Therapeutic Recreation Association
 Assistive Technology Industry Association
 Association of Assistive Technology Act Programs
 Association of People Supporting Employment First
 Association of University Centers on Disabilities
 Autism Society of America
 Autistic Self Advocacy Network

Bazelon Center for Mental Health Law
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 State Administrators of Vocational Rehabilitation
Council of Parent Attorneys and Advocates
Cure SMA
Disability Rights Education & Defense Fund
Division for Early Childhood of the Council for Exceptional Children
Division for Learning Disabilities of the Council for Exceptional Children
Easterseals
Higher Education Consortium for Special Education
IDEA Infant and Toddler Coordinators Association
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
National Association of State Head Injury Administrators
National Center for Learning Disabilities
National Center for Parent Leadership, Advocacy, and Community Empowerment
National Disability Rights Network
National Down Syndrome Congress
National Down Syndrome Society
National PTA
Teacher Education Division of the Council for Exceptional Children
The Advocacy Institute
The Arc of the United States

CCD Education Task Force Co-Chairs:

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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