



April 20, 2026

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

As you draft the Fiscal Year (FY) 2027 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 service providers who serve them while avoiding cuts to other education programs. We also request that Congress include the funding details cited below within the text of the statute and maintain the requirements of current federal statutes that require the Department of Education (Department) to oversee all federal education laws. It is imperative that Congress assert its oversight authority and prohibit the illegal dismantling of the Department through the unprecedented use of Inter-Agency Agreements (IAAs).

To ensure we achieve the shared goal for students to make meaningful gains and achieve important academic, post secondary/career, and employment outcomes, it is essential that Congress 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 personnel who serve them.

Recommendations

To meet these goals and to promote educational access and opportunity for all infants, toddlers, children, youth, and young adults with disabilities, we respectfully request that Congress:

1. **Support and increase funding in FY 2027 for each program as outlined.**
2. **Include IDEA and related funding specifics *within* the FY 2027 statute** to ensure the allocated funding that supports students with disabilities is firmly articulated by Congress and enshrined in law.
3. **Maintain existing statutory authority for the Department to oversee federal education laws and prohibit the use of IAAs to dismantle the Department.**

FY 2027 Funding Recommendations

IDEA Part B Section 611 (Grants to States: Ages 5-21): \$16.661 B

IDEA Part B Section 611 provides the financial support necessary to ensure that 7.9 million K-12 **students with disabilities**, approximately 15% of students, have access to **high-quality, individualized education** that promotes academic success, social inclusion, and future independence. It also provides states and local school districts the flexibility to determine how to best use the funds to meet the specific needs of their students with disabilities. This increase reflects the amount that is needed to put IDEA Part B on the first step of the bipartisan-supported glidepath to full funding (or 40 percent of the per pupil expenditure as promised to states by Congress in 1975).



IDEA Part B Section 619 (preschool) and Part C (infants and toddlers): \$491 M and \$632 M

Early intervention is key to ensuring that the approximately 1 million infants, toddlers, and young children with disabilities receive the necessary support at the earliest stages of their development. These state-led programs provide children with disabilities and their families with the tools and early intervention they need to succeed in school and thrive in their communities. An increase in funding for these programs will result in better outcomes and long-term cost savings in other sectors such as healthcare, juvenile justice, and social services. It helps to close achievement gaps, prepare students for the workforce, and ensures that all children—regardless of their disabilities—are given the opportunity to succeed academically and in life.

IDEA Part D (National Activities):

State Personnel Development: \$44.4 M

State Personnel Development (SPD) is a critical program that provides states with the resources they need to improve their workforce and ensure that children with disabilities receive the high-quality, individualized education they deserve. By investing in training, recruitment, and retention of qualified personnel, SPD supports state efforts to meet the needs of students while ensuring compliance with IDEA's mandates. It's an essential part of improving the effectiveness of special education services and addressing the teacher shortages that nearly every state is currently facing.

Technical Assistance and Dissemination: \$36.2 M

Technical Assistance and Dissemination (TA&D) is a vital, cost-effective tool for states that are struggling to meet the needs of students with disabilities. By providing targeted support, TA&D enables states to maximize their resources, improve student outcomes, and stay accountable for how they use federal funds. It ensures that states retain the flexibility to meet local needs while also complying with and delivering on the promises of IDEA.

Personnel Preparation: \$135 M

Personnel preparation is crucial for addressing the current shortage of special educators and ensuring that all children with disabilities receive the high-quality education they deserve. By ensuring that educators and specialized instructional support personnel are well-prepared, supported, and equipped with the necessary skills, we can reduce turnover, improve outcomes, and create effective and sustainable education systems that meet the unique needs of students with disabilities.

Parent Information Centers: \$38.15 M

The Parent Information Centers program funds Parent Training and Information Centers (PTIs), Community Parent Resource Centers (CPRCs), and technical assistance for parent centers. Under this program, each state has at least one PTI, with a combined total of nearly 100 centers, technical assistance centers, and CPRCs targeting children and families. Centers make valuable contributions at the state and local level by helping schools improve services and outcomes for students with disabilities. They also provide critical information on resolving disputes that may arise between schools and families.



Media and Technology: \$36.7 M

Media and technology is essential to ensure all students can access the curriculum, communicate, and that staff know how to teach with these tools. Students with disabilities often require assistive technology and/or other specialized devices or software to help them access learning materials and engage in their learning. These can range from speech-to-text tools, hearing aids, adaptive keyboards, and eye-tracking systems, to more sophisticated learning software tailored to specific needs. This funding ensures that schools can provide the necessary technology and training to support student learning.

We also request funding for these related programs that impact the education and outcomes for students with disabilities:

Institute for Education Sciences (IES): \$900 M - to support Congressionally-mandated activities, including providing information on the condition and progress of education, developing evidence-based educational practices that support learning and improve academic achievement and access to educational opportunities for all students, and evaluating the effectiveness of federal and other education programs.

National Center for Special Education Research (within IES): \$70 M - to support the only federal agency specifically designated by Congress to develop and provide comprehensive research and evaluations for programs focused on students with disabilities from infancy through postsecondary education.

ESSA Title I: \$21.58 B - to promote and support equitable access to education in low-income schools and districts. Notably, children with disabilities represent a disproportionate share of children impacted by poverty in these schools across the nation.

ESSA Title II: \$2.56 B - to support state efforts to provide professional development and learning opportunities to teachers, school leaders, and other specialized personnel in schools and districts.

Office for Civil Rights: \$163.8 M - to ensure that the complaints filed by students with disabilities and their families are investigated and that schools meet their civil rights obligations under IDEA and Section 504.

Office of Postsecondary Education: Transition Programs for Students with Intellectual Disability (TPSID) Model Demonstrations, TPSID National Coordination Center (NCC) and Postsecondary Programs for Students with Intellectual Disabilities—National Technical Assistance and Dissemination Center (PPSID-NTAD): \$14.3 M

Protection and Advocacy for Individual Rights (PAIR) program: \$25 M - to support the protection and advocacy system in each state to protect the legal and human rights of individuals with disabilities.

American Printing House for the Blind (APH): \$53.43 M - to develop innovative products and technology to support people who are blind and low-vision so they can independently live and learn.

Assistive Technology Act Programs: \$42 M - to support State and Territory assistive technology (AT) programs funded to expand access, and increase the acquisition of AT for people with disabilities.



School Based Mental Health Services Professionals and School Based Mental Health Services grants: \$250 M, equally divided - to increase the number of school based credentialed mental health professionals so that all students can thrive in safe and supportive schools.

Concerns with moving IDEA and other Education Programs and Further Reducing Staff:

CCD is deeply troubled by the prospect that programs supporting students with disabilities could be moved to another agency – likely the Department of Labor or the Department of Health and Human Services (HHS). We do not support such proposals because the Department holds the specific authority from Congress as well as the expertise to support key programs that provide a necessary ecosystem to improve access to education and employment for students with disabilities. Through the Office of Special Education and Rehabilitative Services (OSERS), the Office of Special Education Programs (OSEP), the Rehabilitation Services Administration (RSA) as well as the Office for Civil Rights (OCR), the Department provides expertise and resources including leading research initiatives, providing technical assistance, collecting and reporting data, developing inter-departmental guidance, and other functions essential to helping states and districts meet IDEA’s requirements. The Department also provides central leadership and direction on education policy, ensuring that services are streamlined and accessible. Additionally, the Department’s OCR safeguards the education and civil rights of students with disabilities by investigating patterns of discrimination, including the rampant abuse and school use of restraint and seclusion that impacts millions of children with disabilities in schools nationwide. Furthermore, CCD is opposed to the proposed steep cuts to personnel across the Department within the Administration’s FY 2027 budget proposal, including a more than 80 percent cut to OSERS staff.

For decades, Congress has worked in a bipartisan manner to align federal education laws and funding to ensure students with disabilities have access to the same opportunities as others. Moving IDEA responsibilities to other federal agencies and firing the experts who oversee these programs would weaken the law and create unnecessary complexity and confusion, particularly for families navigating the educational system. **We urge you not to dismantle this system and include language blocking and reversing any effort to transfer funding and responsibilities out of the Department of Education, including those administered by OSERS and OCR.**

Concerns with proposal to “make IDEA paperwork reduction pilot work for States.”

CCD is also concerned by the Administration’s proposal highlighted on pages 23-24 of the [Special Education Congressional Justification](#). While the proposal does correctly state that the Secretary cannot waive any statutory requirements under IDEA, it recommends that Congress enable extension on a waiver (currently exists for 4 years) and provide ED an authority to set aside up to \$10 million of the IDEA Part B appropriation to provide technical assistance specifically on reducing paperwork. CCD urges appropriators to not adopt these recommendations and uphold current IDEA law.

CCD strongly believes that IDEA is a bedrock law that ensures equal educational opportunities for all children with disabilities. This law and the related education and access programs we’ve included in our recommendations require robust federal support to help states meet IDEA’s requirements and support individualized educational access and pathways to employment for students with disabilities. To ensure these positive outcomes are attainable, it is imperative that you support and increase annual funding, provide the



detailed funding allocations in the FY 2027 statute, and support a strong U.S. Department of Education to help states and districts meet the growing needs of students with disabilities.

Thank you for considering our recommendations as you begin work on the FY 2027 appropriations bill for the Departments of Labor, HHS, Education, and Related Agencies.

Sincerely,

Access Ready
Allies for Independence
American Association of People with Disabilities
American Music Therapy Association
American Speech-Language-Hearing Association
American Therapeutic Recreation Association
Association of Assistive Technology Act Programs
Autism Society of America
Autistic Self Advocacy Network
Children and Adults with Attention-Deficit/Hyperactivity Disorder
Council for Exceptional Children
Disability Belongs
Division for Learning Disabilities of the Council for Exceptional Children (DLD)
Epilepsy Foundation of America
Muscular Dystrophy Association
National Association of School Psychologists
National Center for Learning Disabilities
National Disability Rights Network
National Down Syndrome Congress
National Down Syndrome Society
School Social Works Association of America
SPAN Parent Advocacy Network
TDIforAccess
The Advocacy Institute
The Arc of the United States

cc: House and Senate Labor-HHS Appropriations Subcommittee members

The CCD Education Task Force leads, advocates for, and monitors federal legislation and regulations that address the educational needs of children and youth with disabilities and their families, including policy efforts affecting the funding and implementation of federal laws such as the Individuals with Disabilities Education Act (IDEA), Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA). We advocate for high expectations for the 9.5 million children with disabilities under these and related laws to ensure the self-determination, independence, empowerment, integration, and inclusion of children and adults with disabilities in all aspects of society.



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WITH DISABILITIES**