



November 15, 2023

U.S. House of Representatives
Washington, DC 20510

Dear Member of Congress:

As you finalize the Fiscal Year (FY) 2024 Labor, Health and Human Services, Education and Related Services (Labor-HHS) appropriations bill, the Consortium for Constituents with Disabilities (CCD) Education Task Force urges you to reject cuts to education and invest in the federal education 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, general and special education costs for children with disabilities.

It is imperative that Congress put forward a negotiated bill that would 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 FY24:

- Part B Section 611 (Grants to States): \$16.3 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: \$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

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: \$49 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 on 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 teachers, specialists, school psychologists, and mental health professionals, and other adverse pandemic-related impacts for students with disabilities. Because more than 80 percent of students with disabilities spend more than 60 percent of their day in the regular classroom, any cuts to education 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 views as you finalize the FY2024 Labor-HHS appropriations bill.

Sincerely,

American Academy of Pediatrics

American Speech-Language-Hearing Association

APTA

Assistive Technology Industry Association

Association of Assistive Technology Act Programs

Association of University Centers on Disabilities (AUCD)

American Printing House for the Blind

American Therapeutic Recreation Association (ATRA)

Association of People Supporting Employment First (APSE)

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

Council for Exceptional Children

Council for Learning Disabilities

Council of Parent Attorneys and Advocates

Council of State Administrators of Vocational Rehabilitation (CSVAR)

Disability Rights Education & Defense Fund

Division for Early Childhood of the Council for Exceptional Children (CEC)

Division for Learning Disabilities of the Council for Exception 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
TASH
Teacher Education Division of the Council for Exceptional Children (TED)
The Advocacy Institute
The Arc of the United States

CC:

House Speaker Johnson
House Minority Leader Jeffries

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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