

March 24, 2023

Chair Robert Aderholt  
Appropriations LHHS-ED Subcommittee  
U.S. House of Representatives  
Washington, DC 20515

Ranking Member Rosa DeLauro  
Appropriations LHHS-ED Subcommittee  
U.S. House of Representatives  
Washington, DC 20515

Chair Tammy Baldwin  
Appropriations LHHS-ED Subcommittee  
U.S. Senate  
Washington, DC 20510

Ranking Member Shelley Moore Capito  
Appropriations LHHS-ED Subcommittee  
U.S. Senate  
Washington, DC 20515

Dear Chairman Aderholt, Ranking Member DeLauro, Chairwoman Baldwin, and Ranking Member Capito:

The undersigned 59 organizations represent a coalition of education, disability, and other organizations dedicated to fulfilling the funding promise for the Individuals with Disabilities Education Act (IDEA). On behalf of approximately 7.5 million students with disabilities, their teachers, specialized instructional support personnel, parents, school boards and administrators, we urge you to provide the maximum increase possible in funding for IDEA as part of a fair and proportional allocation for the final Fiscal Year (FY) 2024 LHHS-Education appropriations bill. **Specifically, we ask that you provide no less than \$16.259 billion for IDEA Part B Grants to States, putting IDEA on a glidepath to full funding.**

As you know, when IDEA was first enacted in 1975, Congress anticipated that the cost of providing education to IDEA-eligible students would be approximately twice that of the cost to educate non-disabled students. Thus, Congress authorized a Federal funding contribution of 40 percent of the national average per pupil expenditure (APPE). In exchange for this Federal funding, states and districts must ensure that all eligible students are provided a free appropriate public education in the least restrictive environment. However, the closest the federal government has come to reaching its 40 percent commitment was 18 percent in 2004-2006, and in recent years federal funding has leveled off and even been cut.

The IDEA Part B grants to states program is currently funded at \$14.19 billion via annual appropriations, approximately 12 percent of APPE. The chronic underfunding of IDEA by the federal government places an additional funding burden on states, local school districts, and taxpayers to pay for needed services, and school programs that are also beneficial to students with disabilities. Funding programs that serve students with disabilities is one of the best measures of Congress' desire to offer a quality education to every single student, and the FY 2024 appropriations bill is a first step in the right direction toward helping Congress realize its IDEA funding commitment.

The full benefit of IDEA Part B investment is only realized when Congress also recognizes the importance of increasing funding for other parts of IDEA to adequately support our nation's students with

disabilities. To fully achieve the goal of providing a free appropriate public education for all students, we must provide sufficient funding to support early intervention services, transition services, professional preparation and development, and other critical components within IDEA.

We strongly support a prioritized and meaningful investment in IDEA, without negatively impacting funding for other education programs, and urge Congress to provide a significant increase for IDEA Part B State Grants as you negotiate the FY 2024 appropriations package.

Sincerely,

AACTE (American Association of Colleges for Teacher Education)

AASA, The School Superintendents Association

Advocacy Institute

All4Ed

American Federation of State, County and Municipal Employees (AFSCME)

American Federation of Teachers

American Music Therapy Association

American Occupational Therapy Association

American Physical Therapy Association

American Psychological Association

American Speech-Language-Hearing Association

Association of Assistive Technology Act Program

Association of Educational Service Agencies

Association of People Supporting Employment First (APSE)

Association of School Business Officials International (ASBO)

Autism Society of America

Autism Speaks

Autistic People of Color Fund

Autistic Women and Nonbinary Network

Bazelon Center for Mental Health Law

CAST

Center for Learner Equity

Children and Adults with Attention-Deficit/Hyperactivity Disorder

Coalition for Adequate Funding for Special Education  
Committee for Children  
CommunicationFIRST  
Consortium of State School Boards Associations  
Council for Exceptional Children  
Council of Administrators of Special Education  
Council of Parent Attorneys and Advocates  
Council of the Great City Schools  
Division of Learning Disabilities, Council for Exceptional Children  
EDGE Consulting Partners  
Higher Education Consortium for Special Education (HECSE)  
Learning Disabilities Association of America  
Los Angeles Unified School District  
National Alliance for Public Charter Schools  
National Association for Pupil Transportation  
National Association of Councils on Developmental Disabilities  
National Association of Elementary School Principals  
National Association of ESEA State Program Administrators (NAESPA)  
National Association of School Psychologists  
National Association of Secondary School Principals (NASSP)  
National Association of Social Workers  
National Center for Learning Disabilities  
National Consortium for Physical Education for Individuals with Disabilities  
National Disability Rights Network (NDRN)  
National Education Association  
National Rural Education Advocacy Consortium  
National Rural Education Association  
RespectAbility  
San Diego Unified School District  
TASH  
Teacher Education Division of the Council for Exceptional Children (TED)  
The Arc of the United States

The National Association for Music Education

CC: U.S. Senate, Appropriations Subcommittee  
U.S. House of Representatives, Appropriations Subcommittee