



2018 Legislative Priorities

Budget and Appropriations

- **HECSE supports a budget agreement to raise the caps on both defense and non-discretionary defense spending by the same dollar amount.**
 - Education programs need to be funded at the FY 2017 level, at a minimum
 - Any additional funds resulting from a budget agreement should be distributed so that the Labor, HHS, Education and Related Agencies bill receives its proportional share – about one-third – of any increase in non-defense discretionary spending.
- **HECSE recommends the following amounts for funding in the FY 2018 appropriations bill:**
 - \$90 million for Personnel Preparation under IDEA
 - \$70 million for the National Center on Special Education Research at IES
 - \$43 million for the Teacher Quality Partnership Grants under the Higher Education Act
 - \$15 million for the Model Demonstration Programs for Students with Intellectual Disabilities under the Higher Education Act
 - Full funding for Part B of IDEA

Higher Education Act Reauthorization

- **HECSE supports the reauthorization of Title II of the Higher Education Act along the lines of The Educator Preparation Reform Act, S. 1694 and HR 3636.**
 - H.R.3636: <https://www.congress.gov/bill/115th-congress/house-bill/3636>
 - S.1694: <https://www.congress.gov/bill/115th-congress/senate-bill/1694>
 - This bill strengthens the Teacher Quality Partnership Grants, updates accountability measures and streamlines data collection for teacher preparation programs. It should be included in a reauthorization of the Higher Education Act.
- **HECSE supports disability specific provisions in the reauthorization of the Higher Education Act that will increase access and retention in higher education for students with disabilities, such as those found in H.R. 3199, Improving Access to Higher Education Act of 2017.**

- **H.R. 3199** <https://www.congress.gov/bill/115th-congress/house-bill/3199?q=%7B%22search%22%3A%5B%22H.R.+3199%22%5D%7D&r=1>
- Students with disabilities participate in higher education and complete their higher education at far lower rates than other students. Higher education is critical to increased employment outcomes for students with disabilities.
- **HECSE supports continuation and expansion of the Public Service Loan Forgiveness Program, Loan Forgiveness Programs for Teachers and the TEACH grants, which offer scholarships for high achieving aspiring new special education teachers.**
 - Loan forgiveness programs are an important incentive for students in higher education to go into teaching. TEACH grants offer up to \$16,000 in scholarships to prospective teachers in high need fields, including special education. A four year service commitment is required. All of these programs are essential to address the critical special education shortage.
- **HECSE does not support the PROSPER Act, H.R. 4508, a bill to reauthorize the Higher Education Act.**
 - H.R. 4508 <https://edworkforce.house.gov/uploadedfiles/bills-115hr4508ih.pdf>
 - The PROSPER Act eliminates programs critical to addressing the teacher shortage in special education, including the Teacher Quality Partnership Program, all loan forgiveness programs and the TEACH grants. The PROSPER Act does not include new provisions to expand access to higher education for students with disabilities.

The Higher Education Consortium for Special Education (HECSE) is a national organization representing about 70 university programs that prepare doctoral level personnel for leadership roles in special education. HECSE member institutions work to ensure that preparation is informed by research and evidence based practice which has demonstrated positive outcomes for K-12 students. HECSE institutions collaborate to support general education personnel in developing needed skills to teach students with disabilities and to encourage the full participation of people with disabilities in all aspects of society.

HECSE supports policies, programs, and funding opportunities that promote research, doctoral preparation, teacher preparation and strong college and career outcomes for students with disabilities.

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