



2022 Legislative Priorities

HECSE Core Priorities

- Ensure sufficient funds for early intervention, PK-12 education and higher education to recover from the COVID-19 pandemic and re-emerge with more equitable education systems.
- Invest in and strengthen special education and the profession of teaching.
- Keep PK-12 public funds in public education.
- [Increase the federal investment](#) in education from PK-12 through graduate school.

FY 2022 Appropriations

- **HECSE recommends the following programmatic funding amounts for the FY 2022 Labor/HHS/Education appropriations bill:**
 - \$250 million for [Personnel Preparation under IDEA](#) (currently \$90 million)
 - \$59.5 million for the [National Center on Special Education Research at IES](#) (currently \$59 million)
 - \$132 million for the [Teacher Quality Partnership Grants](#) under the Higher Education Act (currently \$52 million)
 - \$15.1 million for the [Model Demonstration Programs for Students with Intellectual Disabilities](#) under the Higher Education Act (currently \$14 million)
 - Full funding for Part B of [IDEA](#)

Build Back Better Act

- **HECSE recommends the following programmatic funding amounts as recommended by the Biden-Harris Administration in the Build Back Better Act:**
 - **Provide approximately \$228 million to the Teacher Quality Partnership (TQP) Program, to support comprehensive educator preparation through teacher residencies and Grow Your Own Programs.** This investment in TQP would expand access to comprehensive educator preparation programs like teacher residencies, which [research suggests](#) are associated with greater teacher diversity, effectiveness, and retention. Likewise, these funds would increase access to Grow Your Own Programs which tap diverse local talent to increase access to well-prepared teachers.

- **Allocate over \$113 million to the Augustus F. Hawkins Centers of Excellence program to support comprehensive educator preparation at Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and other minority-serving institutions (MSIs).** HBCUs, TCUs, and MSIs, have been [longstanding sources of well-prepared and diverse teachers](#). The Hawkins program is specifically designed to support and expand comprehensive preparation programs at these institutions and provide students at these institutions the ability to afford this preparation through financial aid. Yet, despite these colleges and universities' integral contributions to a strong and diverse teacher pipeline, the program has never been funded.
- **Invest more than \$162 million in the Individuals with Disabilities Education Act (IDEA), Part D's personnel preparation program to support the comprehensive preparation of special educators.** The latest data show [48 states and DC](#) have special educator shortages. IDEA Part D's personnel preparation program (IDEA-D-PP) is specifically designed to address our country's chronic special educator shortage by investing in comprehensive educator preparation programs focused on preparing special educators, specialized instructional support personnel, and postsecondary educators that support their training.
- **Allocate about \$113 million to the School Leadership Recruitment and Support Program (SLRSP) to help increase student access to well-prepared and diverse school leaders.** SLRSP provides grants to high-need local educational agencies to support innovative programs to recruit, train, and mentor school principals and assistant principals. [Research shows](#) clear links between effective principals and student outcomes like increased academic achievement and reduced absenteeism and teacher outcomes like reduced turnover and improved working conditions, making this investment a key part of increasing student access to both great teachers and leaders.
- **Strengthening the Higher Education Act**
 - **HECSE supports robust improvements to the Higher Education Act with multiple provisions to recruit and retain candidates to become skilled educators. This is essential as we grapple with critical shortages across the nation for fully qualified special educators and higher education faculty in special education, and a stark lack of diversity in the field. The following bills should be enacted to update and strengthen the Higher Education Act:**
 - **[Educators for America Act](#)**
 - Authorizing \$500 million annually for grants to support states in developing and implementing a statewide strategy for meeting their educator workforce needs, including ensuring an inclusive and equitable workforce that supports the recruitment, preparation, and retention of populations that are

underrepresented in the field of education, including teachers of color, first generation college students, and teachers with disabilities.

- Authorizing \$500 million annually to support educator preparation programs and partnerships including:
- Updating and expanding the Teacher Quality Partnership Grant Program to focus on residency programs, strengthen the principal and school leader preparation programs, and enable partnerships to address the need for early childhood educators, school librarians, counselors, and other specialized support personnel
- Streamlining the data and reporting requirements for teacher preparation programs to focus on key measures related to program quality and addressing identified workforce needs. Calls for the National Center for Education Statistics to convene an expert panel to make recommendations on a robust and concise set national indicators on the size, diversity, and quality of the teacher workforce, and the equitable distribution of profession ready teachers.
- Removing financial barriers to entering the education profession by:
 - Doubling the TEACH grants to \$8,000 per year and providing additional protections and options to prevent the conversion of grants to loans.
 - Strengthen three critical loan forgiveness programs utilized by teachers: The Public Service Loan Forgiveness Program, the Teacher Loan Forgiveness Program and the Loan Forgiveness for Service in Areas of National Need program. These loan forgiveness programs, when operated effectively, serve as important incentives for prospective teachers to enter the profession.
- [Diversify Act](#)
 - Ending annual cuts to the TEACH Grant award which this year alone resulted in a decrease to the maximum award of over \$225. Without Congressional action these cuts will continue through 2029.
 - Requiring the Secretary of Education to send TEACH Grant recipients who have completed their service an electronic certification noting this accomplishment.
 - Supporting early educators by ensuring that they are eligible for TEACH Grants by including service in a high-need early education program, in addition to serving in a high-need school, as an eligible service area and adding early childhood education as a codified shortage subject.

- Ensuring that only education preparation programs at public and private non-profit institutions of higher education are eligible to participate in the TEACH Grant program.

[The Higher Education Consortium for Special Education](#) is a national organization representing more than 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 P-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 P-12, college, and career outcomes for students with disabilities.

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