

# SUMMARY OF MAJOR PROVISIONS IN THE PROSPER ACT

## Title I—General Provisions

### Part A – Definitions

- *Single Definition.* Treats all domestic institutions similarly by collapsing the two definitions of “institution of higher education” into one, but maintains the eligibility exclusion of proprietary institutions for grant programs in Titles III and V.
- *Foreign Schools.* Changes the passage rate for Title IV eligibility on the United States Medical Licensing Examination back to an aggregate rate of 75 percent, rather than requiring a passage rate of 75 percent on each step of the exam. Allows institutions a grace period of no more than two consecutive years at an aggregate passage rate of no less than 70 percent before becoming ineligible for Title IV aid. Eliminates non-U.S. citizens in the metric for calculating the passage rates. Provides the opportunity for institutions to partner with other institutions not participating in Title IV to offer courses to students in certain programs as long as certain metrics are met. Allows institutions to submit audited financial statements prepared in accordance with their home country regardless of the amount of Title IV funds received as long as the statements are comparable to the International Financial Reporting Standards. Removes the requirement that the Secretary pre-approve a clinical education program as long as it is operated by an accredited hospital or clinic in the United States or at a Liaison Committee on Medical Education accredited institution in Canada.
- *Expanding Innovative Forms of Education.* Creates a definition of “correspondence education” and repeals the outdated and rigid definition of “distance education” which will allow innovative methods of providing postsecondary education to be permissible as long as they do not meet the definition of correspondence education and institutions providing the education meet all other applicable requirements under the *Higher Education Act* (HEA). The definition of “correspondence education” codifies current practice in this field to say correspondence education is education provided by an institution where instructional materials are provided by mail or electronic transmission to students who are separated from the instructor and interaction between the student and the institution is limited and academic instruction by faculty is not regular and substantive, as assessed by the institution’s accreditor.
- *Competency-Based Education.* Creates a definition of “competency-based education” and a “competency-based education program.” Competency-based education is defined as education that measures academic progress and attainment by direct assessment of a student’s level of mastery of competencies or credit hour equivalencies and provides the educational content, activities, and resources necessary to enable students to learn or develop what is required to demonstrate and attain mastery of the competencies. A competency-based education program is defined as a postsecondary program leading to a credential that provides competency-based education.
- *Pay for Success.* Creates a definition of “pay for success” that allows institutions to enter into a contract or cooperative agreement with a third party where payment is made when desired student outcomes are achieved. This definition mirrors the definition used in the *Every Student Succeeds Act*.

- *Evidence-Based*. Creates a definition of “evidence-based” requiring institutions to prove that their proposals demonstrate a significant effect on improving student outcomes. This definition mirrors the one used in the *Every Student Succeeds Act*.
- *Credit Hour*. Repeals the credit hour regulation, which created a federal definition of a credit hour, and prohibits the Secretary from further regulating in this area.
- *Gainful Employment*. Removes the term “gainful employment” from the law, repeals the gainful employment regulation, and prohibits the Secretary from regulating in this area in the future.
- *Borrower Defense*. Repeals the borrower defense regulation.

Part B – Additional General Provisions

- *Free Speech Protections*. Requires institutions of higher education to annually disclose to current and prospective students any policies held by the institution related to protected speech on campus, including policies limiting where and when such speech may occur, in order to be eligible to receive funds under the HEA. Strengthens a sense of the Congress that free speech zones and restrictive speech codes are inherently at odds with the First Amendment and public institutions receiving funds under the HEA should not restrict the speech of their students.
- *National Advisory Committee on Institutional Quality and Integrity (NACIQI)*. Extends the authorization of NACIQI, which was established to advise the Secretary on the federal recognition of accrediting agencies, until September 30, 2024. Also makes improvements to the committee to allow the Secretary to remove any NACIQI member who was appointed by a previous secretary and fill the vacancy, and narrow the scope and functions of the committee to advising the Secretary solely on matters related to accreditation.
- *Foreign Gift Reporting*. Strikes a burdensome provision requiring institutions to submit a detailed report of all foreign gifts or contracts over \$250,000, as well as any restricted gifts from foreign sources.
- *Anti-drug/Alcohol Abuse Policy*. Replaces an ineffective requirement that an institution certify to the Secretary it has adopted a drug and alcohol-abuse prevention program meeting a number of detailed requirements with a clear and straightforward requirement that institutions adopt and implement a program designed to discourage the use of illicit drugs and abuse of alcohol by students and employees.
- *Campus Access for Religious Student Groups*. Prohibits any public institution that denies a religious student organization any right, benefit, or privilege generally afforded to other student organizations on the basis of the organization’s religious beliefs, practices, speech, membership standards, or standards of conduct from receiving funding under the HEA.
- *Secretarial Prohibitions*. Places strong prohibitions on the Secretary by explicitly prohibiting her from exceeding her authority, defining any terms inconsistent with the HEA, or adding any requirements on institutions and states that are not explicitly authorized in the law.

- *Equal Treatment by Government Entities.* Prohibits the federal government and other governmental entities receiving federal funding from taking an adverse action against an institution of higher education receiving funding under Title IV because of the religious mission of the institution.

### Part C – Transparency

- *College Dashboard.* Streamlines the overwhelming maze of information available to students and parents by requiring the Secretary to create a consumer-tested College Dashboard website that would display key information about colleges and universities.
  - Includes aggregated information on enrollment, completion, cost, and financial aid listed in simple and understandable terms for each institution of higher education that participates in a student aid program under Title IV.
  - Includes aggregated information on the average debt of borrowers at graduation and the average salary of students who received federal financial aid both five and 10 years after graduation for each program at an institution of higher education that participates in a student aid program under Title IV.
  - Ensures that completion rates are reflective of all students, including contemporary students and Pell Grant recipients.
  - Instructs the Secretary to provide a link to the College Dashboard page of each institution listed on a student’s FAFSA to make sure students know this information is available.
  - Directs the Secretary to coordinate with other federal agencies to ensure all published higher education data is consistent with the information available on the College Dashboard.
- *Net Price Calculators.* Improves current policies governing institutional net price calculators to give students a more accurate picture of the total cost of attending a particular institution. Requires that net price calculators be easily identifiable and prominently posted on institutions’ websites where other cost and student aid information is available. Calculators must include information on cost of attendance, available grant aid, and veterans’ educational benefits. Prohibits any personally identifiable information provided by users from being sold or made available to third parties.
- *Repeals.* Streamlines and eliminates unnecessary information and federal transparency initiatives, including the College Navigator, the College Affordability and Transparency Lists, the State Higher Education Spending Chart, and the Multi-Year Tuition Calculator.

### Part D – Administrative Provisions for Delivery of Student Financial Assistance

- *FSA Reform.* Reforms the Office of Federal Student Aid (FSA) to make the agency more accountable to students and institutions by expanding the purpose of the Performance-Based Organization (PBO) to include improving FSA’s consultation with student aid stakeholders and increasing the transparency of FSA operations. Creates an advisory board at FSA to approve FSA’s performance plan, make recommendations on providing bonuses for senior executives, and help FSA adopt best practices for loan management employed in the private sector. FSA will be required to set specific, measurable, and transparent goals for increasing performance, to the

benefit of borrowers and taxpayers.

- *Student Loan Portfolio Transparency.* Directs the chief operating officer (COO) of FSA to be more transparent about the performance of the federal student loan system. The COO is required to publicly and electronically report a number of aggregate statistics currently unavailable to the public including information related to the repayment of loans throughout the lifecycle, public service loan forgiveness, and borrower default. Additionally, the Secretary and COO shall provide researchers a de-identified data file of student loans so taxpayers and interested stakeholders can learn about the cash flow of federally disbursed student loans over time. The Secretary is authorized to enter into cooperative intergovernmental data sharing agreements to ensure accuracy of the data provided.

#### Part E – Lender and Institution Requirements Relating to Education Loans

- *Preferred Lender List.* Allows schools to more easily provide information to borrowers on private and state-based loan options by removing the most burdensome of the preferred lender list requirements while maintaining certain parameters. Prohibits the Secretary from imposing any preferred lender list requirements beyond those explicitly authorized.

#### Part F – Addressing Sexual Assault

- *Campus Climate Surveys.* Requires institutions to survey students at least once every three years to measure campus attitudes towards sexual assault and the general climate of the campus regarding the institution's treatment of sexual assault on campus. Institutions are required to use the results of the survey to improve the institution's ability to prevent and respond to incidents of sexual assault. Institutions are required to keep survey responses confidential. The Secretary is required to develop sample surveys that an institution may elect to use but is prohibited from regulating on the contents of the survey.
- *Survivors Counselor.* Requires institutions to retain the services of qualified counselors to counsel and support students who are victims of sexual assault and notify students of the availability of the counselor. The counselor is required to maintain confidentiality to the greatest extent provided by law and notify the victim of any circumstance under which the counselor is required to report information to others. To assist in the counselor's ability to maintain confidentiality, the counselor will be considered a recognized professional for purposes of FERPA and will not be considered a responsible employee under Title IX of the *Education Amendments of 1972* or a campus security authority under the Clery Act.
- *Know Your Rights Form.* Requires institutions to develop a one-page form containing information to provide guidance and assistance to students who may be victims of sexual assault and make the form widely available to students. Requires the Secretary to create a model form that institutions may elect to use to meet the requirements of this section.
- *MOU with Local Law Enforcement.* Requires the Secretary, in consultation with the Attorney General, to develop best practices for memoranda of understanding (MOU) between institutions and local law enforcement and disseminate the best practices on the Department of Education's website. Institutions are not required to have MOUs in place with law enforcement.

## **Title II—Expanding Access to In-Demand Apprenticeships**

- *Teacher Preparation.* Repeals all current programs under Title II, including Teacher Quality Partnership Grants.
- *In-Demand Apprenticeships.* Builds on and moves an existing competitive grant program for community colleges (referred to as the Strengthening Institutions Program in Title III) to expand student access to, and participation in, industry-led earn-and-learn programs that lead to high-wage, high-skill, and high-demand careers.
  - Makes grants available to eligible partnerships consisting of at least one business and one institution of higher education to develop or expand earn-and-learn programs of not more than two years in length that lead to a recognized postsecondary credential and require a 50 percent match from non-federal funds.
  - Allows for the use of grants in order to purchase appropriate equipment, technology, or instructional materials aligned with industry needs; for student books, supplies, and equipment required for enrollment; for the reimbursement of up to 50 percent of student wages participating in an earn-and-learn program; development of industry specific programming; support industry-based professionals in the classroom; and certification exams or other assessments and associated fees leading to a recognized postsecondary credential.
  - Ensures applications for grants under this title are reviewed by a panel of readers that consists of a majority of business representation. The remainder of the panel will be equally divided between institutions with programs of two years or less representation and state workforce board representation.
  - Requires grants to be awarded based on the number of participants expected to be served by the grant, the anticipated income of program participants, and alignment of the program to be funded with state identified in-demand industry sectors.
  - Requires the Secretary, acting through the Director of the Institute for Education Sciences, to provide for the independent evaluation of the program. The evaluation must include an assessment of the effectiveness of the program, the completion rates of participants, the median earnings of participants one and three years after exiting the program funded by the grant, the credential attainment rate of program participants, and the sustainability of the program funded by the grant after the end of the grant period.
  - Authorized at \$183,204,000 for each of fiscal years 2019 through 2024.

## **Title III—Institutional Aid**

- *Minority-Serving Institutions.* All five programs are authorized at the fiscal year 2017 appropriated level for a total of \$183,005,000 for each of fiscal years 2019 through 2024.
  - Emphasizes the importance of completion by requiring institutions to graduate or transfer at least 25 percent of their students to be eligible for grants awarded under this title, except for the

Tribal Colleges and Universities which are designated as such by the *Tribally Controlled Colleges and Universities Assistance Act*.

- Highlights the importance of institutional sustainability beyond the awarded grant funds by requiring institutions to develop a comprehensive plan to strengthen the institution's academic quality and institutional management and use the grant to provide for, and lead to, institutional self-sustainability and growth (including measurable objectives for the institution and the Secretary to use in monitoring activities under this title).
- Increases institutional accountability by only allowing the continuation of funding beginning in year two of an institution's five-year grant if the grantee is making satisfactory progress in carrying out the grant.
- Enables institutions to use grant funds for the development of community outreach programs.
- Codifies a current practice of allowing institutions that use grant funds to establish or increase an endowment to award scholarships to students from the income on the endowment.
- Allows institutions to use grant funds for dual or concurrent enrollment and early college high school programs.
- Allows institutions to use grant funds for career-centered programs that directly lead to a job.
- Allows institutions to use grant funds for pay for success initiatives.
- *Historically Black Colleges and Universities (HBCU)*. Funding level for undergraduate institutions is authorized at the fiscal year 2017 appropriated level of \$244,694,000 for each of fiscal years 2019 through 2024. Funding level for graduate institutions is authorized at the fiscal year 2017 level of \$63,281,000 for each of fiscal years 2019 through 2024.
  - Allows HBCUs to use grant funds to develop career-oriented programs, community outreach programs, and the ability to award scholarships from the income earned on an endowment funded under this part.
  - Adds the University of the Virgin Islands Schools of Medicine to the list of eligible HBCUs to receive funding under the Strengthening Historically Black Graduate Institutions program.
- *HBCU Capital Financing Program*. Authorized at the fiscal year 2017 appropriated level of \$20,484,000 for each of fiscal years 2019 through 2024.
  - Increases accountability and transparency in the program by requiring the HBCU Capital Financing Advisory Board to report the most recent status of the program annually to Congress.
  - Promotes access to the program to benefit additional students by changing the name of the escrow account to the bond insurance fund, which better explains the purpose of the program.
  - Improves the financial counseling for institutions seeking to participate in the program.

- STEM programs. Authorized at the fiscal year 2017 appropriated level of \$9,648,000 for fiscal years 2019 through 2024.
  - Reauthorizes the Minority Science and Engineering Improvement program with no additional changes.
  - Repeals both of the unfunded programs in the STEM fields (YES Partnership Grant program and the Promotion of Entry into STEM Fields program).
- Major Disaster Flexibility. Creates flexibility for institutions in the event of a major disaster that present challenges for approval of a grant under this title.

### **Title IV—Student Assistance**

#### Part A – Grants

- Pell Grants. Reauthorizes the Pell Grant program until fiscal year 2024. Encourages acceleration towards completion by providing a \$300 bonus to students who are taking 15 credit hours, or the equivalent, per semester over the award year. Requires institutions to disburse grants to students on a weekly or monthly basis, similar to a paycheck. Directs the Secretary to provide annually an individualized Pell Grant status report to each grant recipient so students understand how much of their total Pell Grant has been used. Includes a provision to prevent fraud in the Pell Grant program by prohibiting students who have received a grant for at least three payment periods but have never completed any credit hours or credit hour equivalences from receiving additional Pell Grants. Requires the Secretary to report annually to the authorizing committees on the cost of the Pell Grant program.
- Academic Competitiveness Grants. Repeals the Academic Competitiveness Grant program.
- TRIO. Pushes reforms designed to increase the number of students served, encourage completion, and hold programs accountable for serving students. These programs are authorized at \$900,000,000 for each of fiscal years 2019 through 2024, which is the current law authorization level and less than the fiscal year 2017 appropriation.
  - Ensures novice applicants have an opportunity to compete for a grant by setting aside 10 percent of funds for grant applicants that have never received an award.
  - Prohibits any duplication of funding in programs by prohibiting an entity from receiving funds for a program serving the same population or the same campus with the same funding source.
  - Increases access to technical assistance for institutions with programs by requiring the Secretary to host at least one virtual, interactive education session using telecommunications technology.
  - Clarifies the unique treatment of veterans by outlining the expected outcomes of these students.

- Requires grantees to maintain, to the extent practicable, a record of any services participants receive during the program year from another federal TRIO program or other program serving similar populations.
- Requires the Secretary to enter into contracts with other organizations to evaluate the effectiveness of the programs and disseminate information on the impact of the programs in increasing the educational level of participants.
- Requires the Secretary to reserve not less than 10 percent of funds for innovation/evidence-based grants.
- Increases accountability by requiring a 20 percent match for programs in TRIO.
- *GEAR UP*. Reauthorizes the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Authorized at the fiscal year 2017 appropriated level of \$339,754,000 for each of fiscal years 2019 through 2024.
  - Increases accountability for grantees, creates greater flexibility to serve students, and enhances student support services needed to complete a secondary degree and enter postsecondary education.
  - Creates flexibility for states to award scholarships to participants and increases competition by prohibiting states to receive more than one grant at a time.
- *SEOG*. Repeals the Supplemental Educational Opportunity Grants (SEOG) program effective June 30, 2018. Moves the discretionary authorization for the program to the Federal Work Study program.
- *LEAP*. Repeals the Leveraging Educational Assistance Partnership (LEAP) program.
- *Migrant Programs*. Reauthorizes the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). Authorized at the fiscal year 2017 appropriated level of \$44,623,000 for each of fiscal years 2019 through 2024.
- *Byrd Scholarship Program*. Repeals the Robert C. Byrd Honors Scholarship program.
- *CCAMPIS*. Updates the Child Care Access Means Parents in School (CCAMPIS) program. Requires institutions to leverage non-federal resources and to coordinate with other community-based programs to improve quality and limit costs. Strengthens language to require that low-income students are given priority for services. Allows continuation awards only after a documentation of continued need. Requires programs to meet applicable licensing standards prior to serving children to protect their safety. Authorized at the fiscal year 2017 appropriated level of \$15,134,000 for each of fiscal years 2019 through 2024.
- *TEACH Grants*. Sunsets the Teacher Education Assistance for College and Higher Education (TEACH) Grant program effective June 30, 2018.



### Part B – Federal Family Education Loan Program

- *Sunset of CDR.* Sunsets the current cohort default rate (CDR) at the conclusion of the transition period to the new program loan repayment rate [see Part G]. During the transition period, ONE loans that go into repayment are included in the CDR.
- *Discharges.* The loan discharge provisions are modified to clarify the procedures for borrowers by codifying parts of the current regulations and requiring all loan borrowers seeking a discharge to submit an application.

### Part C – Federal Work-Study Programs

- *Authorization.* Almost doubles the authorization of the Federal Work-Study (FWS) programs by including funding previously allocated to the SEOG program. Now authorized at \$1,722,858,000 for each of fiscal years 2019 through 2024.
- *Formula Reform.* Reforms and winds down the outdated allocation formula by instead equitably distributing dollars based on Pell Grant recipients and undergraduate student need. Graduate students are no longer eligible for work-study assistance. The base guarantee will phase out over five fiscal years as the formula moves entirely to a fair share model. An institution's fair share is determined by a simple two-part calculation. Institutional fair share is the sum of Pell Grant funds distributed at each college compared to other FWS institutions plus the total amount of undergraduate student need at the college proportional to other FWS institutions.
- *Completion Focus.* Sets aside up to \$150 million dollars for institutions that have strong Pell Grant recipient completion rates or have significant improvement in such rate from the preceding fiscal year. Each institution will be compared to other institutions with the same degree-level designation.
- *Workforce Development.* Increases workforce development focus by allowing for part- or full-time employment at for-profit organizations. Eliminates the arbitrary cap preventing more than 25 percent of an institution's FWS dollars to flow to students working at private-sector companies. Reduces the federal share of funds to 50 percent for all types of student employment. Previously, the federal share was 75 percent if students were working in a non-profit or public service capacity. Additionally, the job development program authorization cap is doubled which will allow institutions to use more resources to locate and develop work-based learning jobs for students that align with the students' career goals.
- *Community Service Requirements.* Removes onerous community service requirements. This change allows for increased work-based learning opportunities aligned to a student's academic or career interests.
- *Work Colleges.* Reauthorizes the Work Colleges program and continues to fund this program through a set-aside out of the FWS program. Allows the Secretary to reserve from the FWS appropriation such amounts necessary in order to fund the Work Colleges program. Codifies the operational funding formula to ensure dollars flow to Work Colleges based on their number of FWS students proportional to other Work Colleges.

#### Part D – William D. Ford Federal Direct Loan Program

- *Direct Loan Program Termination.* Terminates, at the end of FY 2024, the Department’s authority to make William D. Ford Direct Loans under part D (undergraduate subsidized Stafford loans, undergraduate unsubsidized Stafford loans, graduate unsubsidized Stafford loans, GradPLUS loans, and PLUS loans). All new borrowers beginning July 1, 2019 must borrow ONE Loans [see Part E]. Borrowers with outstanding undergraduate debt prior to July 1, 2019 may continue undergraduate borrowing under Part D through FY 2024. This rule applies similarly to graduate and parent borrowers.
- *Borrower Defense.* Adds additional language to require students seeking relief from their loan or reimbursement to submit an application in all instances and prohibits student loan discharges without an application. A mandatory administrative forbearance is instituted when a borrower submits an application until the Secretary makes a decision. Borrowers can only challenge the decision of the Secretary one time and must present new evidence. When adjudicating a claim, an administrative law judge or its equivalent must preside over the process and a claim cannot be approved without the opportunity of both the student and the institution to provide evidence. The Secretary is allowed to consolidate like claims together for faster processing, but the Secretary is not allowed to process group claims. These provisions apply to both Direct Loans made under part D and ONE loans made under Part E.

#### Part E – ONE Loans

- *Perkins Loans.* Repeals the Perkins Loan program. The federal share of the Perkins Loan revolving fund will return to the Treasury. Replaces this part with the terms and conditions of the new ONE Loan program.
- *ONE Loans.* Streamlines the six loans currently available to one unsubsidized loan per category of borrower: an undergraduate loan, a graduate loan, and a parent loan. The new Federal ONE Loan Program, including its terms, conditions, and repayment and forgiveness options, is effective for all new borrowers as of July 1, 2019. Current and previous Federal Family Education Loan (FFEL) and Direct Loan borrowers will continue to be subject to the terms, conditions, and benefits of the old programs for their previous loans, but are subject to the new program’s conditions for any ONE loans they borrow.
  - *Limits.* Imposes limits on undergraduate, graduate, and (for the first time) parent borrowing. Allows financial aid administrators to further limit borrowing for certain categories of borrowers, including those attending less than full-time, in order to help prevent borrowers from incurring additional unnecessary debt. Gives financial aid administrators discretion to raise limits back up to the statutory caps for certain borrowers demonstrating special circumstances or exceptional need. Maintains the allowance to raise borrowing limits for certain graduate health programs. Provides increased limits for current graduate and parent PLUS loan borrowers who make the switch to Part E borrowing and have already neared or exceeded the new limits in order to complete their or their dependent’s course of study.
  - *Interest.* Maintains current law undergraduate and parent market-driven interest rates, which were set in the *Bipartisan Student Loan Certainty Act of 2013*. The graduate interest rate is the graduate Stafford loan market-driven interest rate as opposed to the higher GradPLUS interest

rate. Eliminates the origination fee on all federal ONE loans. Maintains the no accrual of interest for Active Duty Service Members benefit in current law.

- *Repayment.* Pares down the maze of repayment options to one standard 10-year repayment plan and one income-based repayment (IBR) plan. The income-based plan requires borrowers to pay 15 percent of their discretionary income (current plans are set at either 10 or 15 percent) and does not have an income cap or require borrowers to exhibit a partial financial hardship in order to qualify. Includes a mandatory minimum monthly payment of \$25. Borrowers in the IBR plan are required to repay the principal and interest they would have paid under a standard 10-year plan, as calculated when they entered repayment. When calculating payment amounts, servicers will prorate the amount paid under the ONE Loan IBR plan to include any FFEL or DL debt burden. Even if borrowers are making payments on other loans, they still need to make a \$25 minimum payment on their ONE Loan in IBR. The Secretary is prohibited from creating a new repayment plan and cannot modify a repayment plan in a manner that results in any net cost to the government.
- *Occupation-Based Forgiveness.* ONE Loan borrowers are ineligible for the Public Service Loan Forgiveness program, the Loan Forgiveness for Service in Areas of National Need program, and the unfunded Loan Repayment for Civil Legal Assistance Attorneys program. Current and previous FFEL and Direct Loan borrowers eligible for forgiveness under these programs, current income-driven repayment programs, and the Perkins Loan Cancellation program remain eligible for forgiveness for those loans, but not their ONE loans.
- *Deferments.* There are 32 forbearance and deferment options in current law. Since there will no longer be a subsidized loan, the bill consolidates existing forbearances and labels all such options as deferments. Deferments will be a temporary cessation of payment and not lower payments as sometimes allowed in forbearances. Additionally, interest will accrue and capitalize under all deferments except for administrative deferments. A borrower can discontinue deferment at any time. To simplify the process, the bill eliminates three-quarters of current law forbearances/deferments and allows for only eight deferment options for ONE Loan borrowers: (1) in-school; (2) grace period; (3) periods when borrower is pursuing graduate fellowship or rehabilitation education program; (4) active duty; (5) National Guard duty; (6) medical or dental internship or residency program; (7) 120-day deferment for defaulted borrowers who sign new agreement to repay their outstanding balance; and (8) administrative deferments. Parent borrowers will have a few more deferment options available to them because they are not eligible for IBR, including when: (1) receiving public assistance; (2) working full-time but is near or under the poverty line; (3) experiencing economic hardship; (4) accruing high medical expenses; and (5) seeking but unable to find full-time employment. Like with the repayment options, the Secretary is prohibited from authorizing additional deferment options or periods of deferment besides those authorized in statute. Borrowers are protected from administrative fees in connection with deferments granted.
- *Other Notable ONE Loan Provisions.*
  - Requires institutions to disburse loans to students on a weekly or monthly basis, similar to a paycheck.

- Permits loans to go through rehabilitation twice. Currently, borrowers are eligible to undergo loan rehabilitation once. Loan rehabilitation is the process whereby a borrower makes nine on-time payments in 10 months on a defaulted loan, which will bring the loan back into good standing and allow the black mark of the default to be removed from the borrower’s credit report.
- A current law loophole allows parent loan borrowers to enter IBR if such borrowers consolidate a consolidation loan. We eliminate this “double consolidation” loophole for all loans.

#### Part F – Need Analysis

- *Cost of Attendance.* Strikes the provision prohibiting institution from setting a lower cost of attendance for students receiving all or part of their instruction through telecommunications technology.
- *Simplified Needs Test.* Updates the maximum income threshold required to qualify for the simplified version of the Free Application for Federal Student Aid (FAFSA), known as the simplified needs test, to be in line with the Internal Revenue Service’s income requirements to file the 1040EZ or 1040A tax form.
- *Prior-Prior Year.* Ensures students are allowed to continue to apply for federal student aid with income data from two years prior to the date of application, a process known as prior-prior year (PPY).
- *Discretion Based on Delivery of Instruction.* Provides financial aid administrators the discretionary authority to reduce a student’s eligibility to receive financial aid if the student’s instructional delivery model results in a substantially reduced cost of attendance to the student.
- *Treatment of 529 Plans.* Excludes 529 college savings plans from counting as assets when calculating student need in order to encourage families to save for higher education.

#### Part G – General Provisions

- *Competency-Based Education Programs.* Creates a new academic year definition for the purposes of competency-based education programs. Allows for competency-based education programs that use a subscription model to be treated as term-based for the purpose of establishing payment periods. Expands the definition of an eligible program under Title IV to include competency-based education programs that have been evaluated and approved by a recognized accrediting agency.
- *Workforce Pell.* Permits student aid, including Pell Grants, to be disbursed to students enrolled in shorter term programs by decreasing the minimum length of an eligible program under Title IV to at least 300 clock hours of instruction, eight semester hours, or 12 quarter hours, offered during a minimum of 10 weeks.
- *Partnerships with New Providers.* Allows new providers of higher education, called an “ineligible institution or organization,” to partner with traditional colleges and universities to provide up to 100 percent of a student’s educational program. Partnerships where the ineligible institution or

organization provides more than 25 percent of the educational program must be approved by the eligible institution's accreditor.

- *Program Loan Repayment Rate.* Creates a program-level loan repayment rate (LRR) that replaces the institutional-level CDR.
  - *LRR Calculation.* For educational programs having 30 or more borrowers entering repayment in a fiscal year, the program's loan repayment rate is the percentage of a program's borrowers who enter repayment on any loan under Title IV during that fiscal year and are in a positive status at the end of the second following fiscal year. For educational programs with 29 or fewer borrowers entering repayment during a fiscal year, the loan repayment rate is an "average rate" based on borrowers entering repayment over a three-year period.
  - *Positive Repayment Status.* A borrower is considered in a positive repayment status if they meet one of the following: (1) the borrower's loans are in repayment and less than 90 days delinquent; (2) the borrower's loans are paid in full (but not through consolidation); or (3) the borrower's loans are in an in-school or military related deferment or forbearance.
  - *Eligibility.* If a program's three most recent official loan repayment rates are lower than 45 percent, the program will not be considered an eligible program for the purposes of Title IV for the remainder of the fiscal year in which the school is notified of its program's sanction and for the following two fiscal years, except in the event of a successful appeal.
  - *Appeals Process.* Allows institutions to appeal loan repayment rates for any program in which the institution can prove the department made an error in calculating the rate or the participation rate of federal student loan borrowers in the program is sufficiently low.
  - *Reporting.* Requires the Secretary to publish a report showing official loan repayment rates for each program at an institution for which a loan repayment rate is calculated each fiscal year. The Secretary shall publish the report by September 30 of each year. The Secretary shall provide institutions with draft loan repayment rates for every program at least 6 months prior to the release of the official rates.
  - *Transition Period.* Establishes a transition period where the loan repayment rate is calculated concurrently with the CDR to allow for a smooth transition to the new rate. Eligibility sanctions related to the CDR will end when sanctions related to the loan repayment rate begin.
- *Master Calendar.* Updates the master calendar to ensure the Secretary provides adequate notification and timely delivery of student aid funds to institutions.
- *FAFSA Simplification.* Requires the Secretary to make the FAFSA available on a mobile application and requires the online and mobile applications to be consumer-tested to promote clarity and ease of use. Requires the Secretary to allow applicants to more easily import their available income data through the Internal Revenue Service data retrieval tool. Requires the Secretary to report to the authorizing committees annually on the progress of FAFSA simplification efforts.

- *Student Eligibility.* Makes several changes to student eligibility provisions.
  - *Ability to Benefit.* Restores federal student aid eligibility for students without a high school credential who have been determined by their institution as having the ability to benefit from the education or skills development provided by the institution upon satisfactory completion of six credit hours or the equivalent of postsecondary education. Removes the current eligible career pathways requirement to allow more students without high school credentials who have demonstrated they can handle the rigor of higher education to participate in the federal financial aid programs.
  - *Satisfactory Academic Progress.* Codifies current regulation to require institutional satisfactory academic progress policies to also include a quantitative standard that requires students to move at a pace that will allow them to graduate within the maximum timeframe for completion in order to continue to remain eligible for federal student aid.
  - *Link between Selective Service Registration and Federal Student Aid Eligibility.* Removes the current eligibility link between the federal student aid system and Selective Service registration for students who are 26 years of age or older and no longer able to register for the Selective Service.
- *Return to Title IV.* Increases institutional risk-sharing tied to student completion and reduce institutional burden by reforming the return to Title IV (R2T4) process.
  - *Aid Earned.* Streamlines the process by which aid earned by a student is calculated by the institution and ensures that students do not earn all of their aid until they actually complete the payment period for which they are enrolled.
  - *Institutional Risk-Sharing.* Shifts the burden of repaying unearned aid to the institution when a student withdraws from an institution in order to push institutions to focus on student completion and requires institutions to share in the risk of non-completion. Institutions may require a student to pay up to 10 percent of the institution's obligation.
  - *R2T4 Order.* Protects the taxpayer investment in higher education and students' remaining Pell Grant eligibility by requiring institutions to return unearned aid first to Pell Grants and then to loans.
  - *Taking Attendance.* Clarifies which institutions are required to take attendance and how withdrawal dates are determined by the institution.
- *Disclosures and Reporting Requirements.* Enacts many of the recommendations of the Task Force on Federal Regulation of Higher Education by repealing and streamlining burdensome and unnecessary institutional disclosure and reporting requirements.
  - *Copyright Infringement Policy.* Streamlines requirements to prohibit copyright infringement. Requires institutions to have a policy prohibiting copyright infringement and to publish such policies and related sanctions on the institution's website.

- *Fire Report.* Streamlines fire safety-related reporting requirements. Requires institutions to publish an annual fire safety report that includes fire safety practices and standards, statistics on fire related incidents or injuries, and preventative measures or technologies.
- *Policies on Missing Students.* Streamlines the provisions related to missing person procedures by requiring each institution to have a policy stating that, if a student goes missing, the institution will notify the student's designated emergency contact and law enforcement and, if the student is under 18, the students' parent. Institutions will be allowed to use general emergency contact information, rather than be required to collect specific missing student emergency contact information.
- *Vaccination Policy.* Strikes a provision requiring institutions to disclose their vaccination policy.
- *Voter Registration Requirement.* Streamlines requirements around the required distribution of voter registration forms. Institutions are still required to make a good faith effort to distribute voter registration forms to enrolled students.
- *90/10 Rule.* Repeals the 90/10 rule, which requires proprietary institutions to receive at least 10 percent of their revenue from sources other than federal student aid programs.
- *Enhanced Financial Counseling.* Requires all recipients of federal student aid to undergo enhanced counseling, including, for the first time, Pell Grant recipients and parent borrowers.
  - *Annual Loan Counseling.* Improves the timing and frequency of loan counseling and requires the counseling to be tailored to a borrower's individual situation. Requires annual counseling before an individual signs on the dotted line so the borrower, both students and parents, have the most up-to-date information. Requires the annual counseling to include recommendations for students to exhaust available grant, work-study, and scholarship assistance before taking out loans. Information must also be provided regarding the treatment of federal and private loans in bankruptcy. The counseling must also include a notice that students and parents are not required to accept the full amount of the loan they are offered and information on any outstanding federal loan balance the borrower may have. Borrowers will also receive state-specific information on the average income and employment status of individuals based on various levels of educational attainment, as well as an introduction to the Financial Literacy and Education Commission's financial management resources.
  - *Loan Exit Counseling.* Requires bolstered exit counseling that includes the borrower's outstanding loan balance, anticipated monthly payments under various repayment plans, information on the grace period preceding repayment, and contact information for those organizations servicing the borrower's loans.
  - *Pell Grant Counseling.* Requires recipients of a Pell Grant to receive annual counseling that includes: the terms and conditions of their grant; the approved educational expenses the grant can be applied to; the maximum length of time a student is eligible to receive Pell Grants; the level of assistance a student is eligible to receive; why a student may need to repay a Pell Grant; and how a student may seek additional assistance due to a change in his or her financial circumstances.

- *Online Tool*. Requires the Secretary to maintain a consumer-tested, online counseling tool that institutions can use to provide required counseling to their students. Institutions will have the following options available to provide students financial counseling: directly during an in-person session; an online tool created for the institution; and the online tool administered by the Department of Education.
- *Campus Safety and Sexual Assault Policies*. Makes several amendments to the Clery Act regarding campus safety and sexual assault policies.
  - *Timely Warnings*. Clarifies that institutions are required to make timely warnings to the campus community about crimes that pose a serious and continuing threat to safety and gives institutions the discretion to make such determinations.
  - *Preventing Interference with Criminal Justice System*. Gives institutions clear authority to respect requests from a law enforcement agency or a prosecutor to delay or suspend investigations or institutional disciplinary proceedings regarding campus sexual assault without being penalized for doing so in order to allow the local authorities to pursue a criminal investigation or prosecution.
  - *Uniform Definitions*. Requires reporting under the Clery Act to be consistent with the crime definitions of the Department of Justice's Uniform Crime Reporting (UCR) Program where possible. Provides a safe harbor for institutions that make a reasonable and good faith effort to report crimes according to a definition provided by the Secretary when there is no UCR Program definition available. Requires institutions to report crimes according to the UCR Program's Hierarchy Rule to minimize duplication of reporting.
  - *Due Process*. Requires all institutional investigations or disciplinary processes invoked to address incidents of sexual violence to be prompt, impartial, and fair to both the accuser and the accused.
  - *Standard of Evidence*. Allows an institution to determine the standard of evidence it deems most appropriate for institutional disciplinary proceedings involving sexual assault, as long as it is not arbitrary or capricious and is applied consistently for all proceedings. The standard chosen by the institution must be clearly communicated to students.
  - *Education*. Requires the Secretary to create modules to educate officials conducting investigations and disciplinary proceedings on issues related to sexual assault and how to conduct fair investigations and proceedings which must be developed in consultation with campus experts, local law enforcement, victim advocates, due process experts, and other experts. Modules will be made available to colleges and universities and any institution that chooses to use them will be deemed to be in compliance with its education obligations.
- *Early Awareness*. Improves early awareness of postsecondary federal financial aid options for students in high school.
  - *Earlier Notification*. Requires the Secretary, in consultation with states, institutions of higher education, secondary schools, and college access programs, to notify secondary school students no later than the students' sophomore year of the availability of federal financial aid, including



estimates of the amounts of grant and loan aid an individual may be eligible to receive.

- *Best Practices*. Encourages states, institutions of higher education, and other stakeholders to share best practices on disseminating information about financial assistance.
- *Early Estimator Tool*. Directs the Secretary to maintain a consumer-tested early estimator tool, available online and through a mobile application, which will give students and parents an estimate of a student's potential federal aid eligibility. Prohibits the Secretary from storing any data inputted by individuals accessing the tool.
- *Pell Table*. Instructs the Secretary to develop and annually update an electronic Pell Grant table containing information on the percentage of students at a college who received a Pell Grant. The Pell Grant table will link to the early estimator tool.
- *Incentive Compensation*. Permits compensation to a third-party entity that provides a set of services to the institution that includes student recruitment services. Also allows compensation to employees of an institution or parent company when students successfully complete their educational programs.
- *Experimental Sites*. The experimental site authority permits the limited testing of certain innovative practices with the goal of increasing access and completion in postsecondary education that was abused by the previous administration. The bill retains the authority to conduct experiments but requires the Secretary to provide notice to the authorizing committees prior to announcing a new experimental site and inviting institutions to participate with a description of the proposed experiment, the rationale for the experiment, a list of institutional requirements expected to be waived, and the legal authority for such waivers. The Secretary is required to address all congressional comments in writing before proceeding with the proposed experimental site. The Secretary is also required to produce an annual report on all ongoing experimental sites and is prohibited from conducting any experimental sites in any year in which an annual report for the previous year is not submitted to the authorizing committees.
- *ACSFA*. Repeals the Advisory Committee on Student Financial Assistance (ACSFA).
- *Negotiated Rulemaking*. Improves the rulemaking process by outlining specific procedures the Secretary must follow when issuing federal regulations under Title IV and providing stakeholders and the authorizing committees adequate time to review regulations.
- *Loan Servicing*. The bill includes a provision to clarify that federal government loan servicing contractors working with federal student loan borrowers are solely under the authority of the Secretary and not subject to additional, often burdensome and costly, state requirements. Additionally, the Secretary shall work with such servicing entities and provide them a common performance manual so that borrowers receive high quality and consistent customer service.
- *Veteran Matching Program*. The bill allows the Secretaries of Education and Veterans Affairs to carry out a computer matching program to identify those veterans eligible for death or permanent disability student loan discharges.

## Part H – Program Integrity

- Subpart 1 – State Authorization. Returns to the states the authority for authorizing institutions to operate.
  - *Repeals*. Repeals the state authorization regulations and prohibits the Secretary from further regulating in this area.
  - *Physical Location*. Clarifies that institutions must demonstrate authority to operate only in those states in which the institution maintains a physical location.
- Subpart 2 – Accreditation. Makes a number of changes to strengthen the accreditation process to encourage accreditors to welcome institutional innovation and focus on student outcomes.
  - *Recognition of Accreditors*. Allows any agency or association with a voluntary membership and the principal purpose of accrediting institutions to apply for recognition by the Secretary, expanding what types of entities can be accreditors. Requires all accrediting agencies wishing to be recognized by the Secretary to meet the same criteria, including being separate and independent from any related/associated/affiliated trade association or membership organization, in order to guarantee that the recognition of an accreditation agency by the Secretary means the same thing across all types of accreditors.
  - *Distance Education*. Strikes provisions that single out institutions offering distance education and requires accreditors to demonstrate the ability to review, evaluate, and assess the quality of any instruction delivery model or method the agency seeks to include within its scope of recognition.
  - *Competency-Based Education*. Requires that any accreditation agency that accredits competency-based education have policies in place that will effectively address the quality of competency-based education programs.
  - *Standards*. Replaces the current 10 statutory standards with a requirement that accreditors have standards that assess the institution's success in relation to the institution's mission with respect to student learning and educational outcomes. Accreditors are required to either define expected student learning goals and educational outcomes for institutions or require institutions they accredit to do so themselves. Institutions must then demonstrate performance against those expected measures as part of their review.
  - *Accountability*. Increases institutional accountability, without involvement by the Secretary, by requiring accreditors to have a system in place where they annually identify institutions or programs accredited by the agency that may be experiencing difficulties accomplishing their missions with respect to their established student learning and educational outcome goals. Accreditors are directed to, as appropriate, use information such as student loan default or repayment rates, retention or graduation rates, evidence of student learning, financial data, and other indicators to identify at-risk institutions and require the institution or program to address deficiencies and ensure that any plan to address and remedy deficiencies is successfully implemented. Accreditors are able to consider institutional mission and other factors impacting performance, such as students served, when reviewing the institution.

- *Business Representation*. Requires accrediting agencies to have at least one representative from the business community on the agency's board.
- *Substantive Change*. Requires accreditors to only review substantive changes that significantly impact the educational mission or programs offered at an institution and prohibits the Secretary from further regulation in this area.
- *Accreditation Actions*. Requires accreditors to post all actions taken by the agency and a summary of why any adverse actions were taken. Also requires accreditors to post on their websites for public inspection a list of all institutions accredited by the agency, the year the accreditation was granted, the date of the most recent comprehensive evaluation, and the anticipated date of the next evaluation.
- *Change of Accreditor*. Allows institutions not under sanction by their accreditor or a state agency to change accreditors without the involvement of the Secretary.
- *Religious Institutions*. Clarifies that the religious mission of an institution may be reflected in the institution's beliefs, speech, standards of conduct, and policies, including any policies regarding admission, retention, employment, housing, or student conduct. Makes clear that an accreditor's standard fails to respect an institution's religious mission when the institution determines that the standard induces, pressures, or coerces the institution to act contrary to, or to refrain from acting in support of, any aspect of its religious mission.
- *Differentiated Reviews*. Provides accreditors with clear authority to undertake differentiated reviews that reflect the institution's history of meeting accreditation standards and record of performance on key metrics.
- *Innovation Waiver*. Includes a waiver process where an accreditor can apply to have a requirement waived if the accreditor can demonstrate that such waiver is necessary to enable an institution of higher education or program accredited by the agency or association to implement innovative practices while still ensuring academic integrity and quality.
- Subpart 3 – Eligibility and Certification
  - *Financial Responsibility Standards*. Reforms the process by which the Secretary determines if an institution is financially responsible to ensure a more accurate determination. Provides for alternative ways of determining an institution's financial responsibility beyond the federally calculated composite score by relying more extensively on already existing industry and professional standards. Ensures composite scores are calculated in accordance with generally accepted auditing standards. Provides an official review, appeals, and transparency process for institutions that wish to continue to use the federal composite score that allows for the current financial situation at an institution to be considered. Establishes a timeline for institutions to correct financial weaknesses. Limits the situations in which the Secretary is allowed to require letters of credit from institutions.
  - *Provisional Certification*. Increases the amount of time an institution can be provisionally certified in the case that the institution's accreditor loses federal recognition from 18 to 36 months.

- *Program Reviews*. Requires the Secretary to provide a written explanation to an institution upon the initiation of a program review detailing the reasons for the review when practicable. Requires the Secretary to conduct, respond to, and conclude program reviews within specified timeframes.

### **Title V—Developing Institutions**

- *Hispanic-Serving Institutions*. Authorized at the fiscal year 2017 appropriated level of \$107,795,000 for each of fiscal years 2019 through 2024.
  - Emphasizes the importance of completion by requiring Hispanic-serving institutions to graduate or transfer at least 25 percent of students to be eligible for grants awarded under this title.
  - Highlights the importance of institutional sustainability beyond the awarded grant funds by requiring institutions to develop a comprehensive development plan to strengthen the institution's academic quality and institutional management and use the grant to provide for, and lead to, institutional self-sustainability and growth (including measurable objectives for the institution and the Secretary to use in monitoring the effectiveness of activities under this title).
  - Allows institutions that use grant funds to establish or increase an endowment to award scholarships to students from the income earned on the endowment.
  - Enables institutions to use grant funds for the development of career oriented programs and community outreach programs.
  - Allows institutions to use grant funds for dual or concurrent enrollment and early college high school programs, career-centered programs that lead directly to a job, and pay for success initiatives.
- *Promoting Postbaccalaureate Opportunities for Hispanic Americans*. Reauthorizes the program with no substantive changes. Authorized at the fiscal year 2017 appropriated level of \$9,671,000 for each of fiscal years 2019 through 2024.

### **Title VI—International Education Programs**

- *Diverse Perspectives*. Creates greater accountability of funds awarded under this title and ensures that a diverse perspective and a wide range of views are implemented in all programming by requiring institutions to articulate a plan to accomplish this goal in their application for funding and mandating that the Secretary uses this requirement as part of the application evaluation, review, and approval process. Increases transparency and congressional oversight in how institutions are complying with the requirement that diverse perspectives and a wide range of views are implemented in all programming by mandating an annual report to Congress on recipients' compliance with the requirement. Mandates that the Secretary only make continuation awards in the second and succeeding years of a grant after determining that an institution is making

satisfactory progress in carrying out the grant.

- *Repeals*. Repeals the Undergraduate International Studies and Foreign Language program and the American Overseas Research Centers program. Also repeals all unfunded programs, including the Institute for International Public Policy.
- *Authorization*. This title is authorized at \$61,525,000 for each of fiscal years 2019 through 2024, which is \$3,578,000 less than the fiscal year 2017 appropriated level.

### **Title VII—Graduate and Postsecondary Improvement Programs**

- *Graduate Education Programs*. Repeals all unfunded programs and reauthorizes the Graduate Assistance in Areas of National Need (GANN) program and the Master’s degree programs at HBCUs.
  - GANN is authorized at the fiscal year 2017 appropriated level of \$28,047,000 for each of fiscal years 2019 through 2024.
  - HBCU Master’s degree programs is authorized at the fiscal year 2017 appropriated level of \$7,500,000 for each of fiscal years 2019 through 2024.
- *FIPSE*. Repeals the Fund for the Improvement of Postsecondary Education (FIPSE).
- *Programs to Provide Students with Disabilities with a Quality Higher Education*. Repeals unfunded programs and reauthorizes the Transition Programs for Students with Intellectual Disabilities into Higher Education (Model Transition Programs), the Coordinating Center, and the National Technical Assistance Center.
  - The Model Transition Programs are authorized at the fiscal year 2017 appropriated level of \$11,800,000 for each of fiscal years 2019 through 2024. The Coordinating Center is reauthorized within the Model Transition Programs and will continue receiving a percentage of the Model Transition Program appropriation.
  - The National Technical Assistance Center is authorized as an optional reservation by the Secretary from the funds appropriated for the Model Transition Programs, similar to the Center’s current funding arrangement.
- *CACG*. Repeals the College Access Challenge Grant (CACG) program.

### **Title VIII—Repeals**

- Repeals Title VIII which includes 27 unfunded programs.
- Repeals the National Center for Research in Advanced Information and Digital Technologies and the Pilot Grant Program for Course Material Rental originally authorized in the Higher Education

Opportunity Act.

- Repeals the Workplace and Community Transition Training for Incarcerated Individuals program and the Underground Railroad Educational and Cultural Program originally authorized in the Higher Education Amendments of 1998.
- Repeals the Olympic Scholarship program originally authorized in the Higher Education Amendments of 1992.
- Repeals the *United States Institute of Peace Act* which is the law that authorizes the United States Institute of Peace.

### **Title IX - Amendments to Other Laws**

- *Education of the Deaf Act*. Repeals unfunded programs and reauthorizes funding for Gallaudet University and the National Technical Institute for the Deaf (NTID).
  - Reauthorizes Gallaudet University at the fiscal year 2017 appropriated level of \$121,275,000 and NTID at the fiscal year 2017 appropriated level of \$70,016,000 for each of fiscal years 2019 through 2024.
  - Provides Gallaudet University the flexibility to meet the relevant requirements of the *Elementary and Secondary Education Act* for the Laurent Clerc National Deaf Education Center on its own or in cooperation with a state.
  - Repeals the separate authorization for federal endowment payments, but aligns the statute with current practice by permitting Gallaudet and NTID to reserve appropriated funds for the institutions' endowments.
  - Repeals the separate authorization for federal monitoring and reporting since the Department of Education currently conducts the required activities out of its existing salaries and expenses funds.
  - Makes changes to the Board of Directors for Gallaudet University.
    - Increases the total number from 21 to 23.
    - Equalizes the number of Senators and Members of the House of Representatives on the Board.
    - Changes the appointment process for the Board members from the House and Senate to ensure bipartisan representation.
- *Tribally Controlled Colleges and Universities Assistance Act*. Reauthorizes the Tribally Controlled Colleges and Universities programs and makes technical changes to update terminology.

- The Act is authorized at the fiscal year 2017 appropriated level of \$78,426,000 for each of fiscal years 2019 through 2024.
- Updates the process for conducting a student count to provide funding certainty, accurately reflect students in short-term programs and include students who are dually-enrolled in high school and college.
- Repeals the endowment program for Tribal Colleges and Universities which is duplicative of the Title III endowment program.
- Changes the name of Title II to the Diné College Act to reflect the name change of a college on the Navajo Reservation that receives funding under that title.

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