

Description	Analysis	APLU Position
College Affordability Act Title I—General Provisions		
<p>Sec. 1002 Definitions Pg. 10 Closes loophole in the 85/15 rule to include veteran education benefits</p> <p>Section 1001 Institutional Eligibility Amendment 15 Restores 85/15 rule, moves requirement to definition of an IHE</p>	<p>The 90/10 rule caps the percentage of revenue that for-profit IHEs can receive from federal financial aid sources at 90%, requiring the remaining 10% of revenue to come from alternative sources. For-profit IHEs skirt this requirement by targeting veterans, because currently veterans' education benefits are not included in the 90/10 rule.</p> <p>The CAA would close this loophole by introducing a new definition for “federal education assistance funds” that would include all federal education benefits—including veterans education benefits—except for monthly housing stipends provided to student veterans. The CAA would also lower the cap on federal revenue back to 85%, the level in place prior to 1998.</p> <p>During markup, House Democrats also approved an amendment from Rep. Shalala (D-FL) on a party-line vote to move the 85/15 requirement to Sec. 102(b) of HEA, the Institutional Eligibility definition—previously this requirement was located in the Program Integrity section of Title IV. Moving the ratio to the definition of institutional eligibility would mean that any for-profit IHE not meeting the ratio would automatically lose eligibility for Title IV funds. The Shalala amendment would delay the date this requirement goes into effect to give IHEs time to come into compliance with the new ratio.</p>	<p>APLU strongly supports closing the 90/10 loophole in HEA. APLU also supports strengthening this requirement by including the ratio in the definition of an IHE for the purposes of for-profits institutions' Title IV participation. The position is shared by several student veteran organizations, including Student Veterans of America.</p>
<p>Sec. 1003 Gainful Employment Pg. 11 Reinstates Obama-era gainful employment regulations</p>	<p>In 2009, ED began negotiated rulemaking to put into place greater accountability for degree programs of for-profit institutions and non-degree programs of all institutions that are eligible for federal financial aid. After extensive litigation and regulatory rewrites, the resulting gainful employment regulations went into effect on July 1, 2015. The Trump Administration rescinded the regulations on July 1, 2019.</p>	<p>APLU is generally supportive of the gainful employment requirements for career training programs as they are essential accountability to protect students, taxpayers, and the integrity of the federal financial aid system from poor-performing programs. Legitimate concerns regarding a gainful employment rule such as institutional reporting burden should be addressed by ED. Through its limited application to programs, gainful employment is narrowly tailored to address where the greatest risks are.</p>

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	<p>The CAA would reinstate the Obama-era gainful employment regulations, requiring that ED establish performance metrics for career training programs (at a minimum, this would include a debt-to-earnings rate). It also requires ED to create a consumer-tested disclosure template to inform prospective students about program outcomes.</p> <p>During markup, House Democrats approved a Managers Amendment introduced by Rep. Davis (D-CA) on a party-line vote that made significant changes to the CAA. It updated this section to require that the eligibility threshold set for gainful employment programs is similar to the ratio established in the 2014 gainful employment final rule.</p>	
<p>Sec. 1011 Antidiscrimination Pg. 17 Expands definition of antidiscrimination in HEA</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), a new section was added to the CAA that adds to the definition of antidiscrimination. It lays out that discrimination on the basis of sex includes sexual orientation, gender identity, pregnancy, childbirth, a medical condition related to pregnancy or childbirth, or sex stereotypes.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 1013 Foreign Gifts Reporting Pg. 18 Changes to IHE disclosures of foreign gifts</p>	<p>The HEA provisions on disclosures of foreign gifts have come under increased scrutiny as questions have been raised regarding foreign influence at IHEs in the US. In response, ED has published a proposed information collection that would dramatically increase the reporting burden for IHEs.</p> <p>The CAA would make limited changes to the foreign gifts reporting statute, extending reporting to in-kind gifts. The bill would require that ED publicly report this information in a searchable database “under which institutions can be individually identified and compared.” Finally, the bill would require that ED undergo negotiated rulemaking to develop regulations for IHEs on foreign gifts reporting.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), this section was updated to no longer require the Secretary to make disclosure reports available</p>	<p>APLU supports the requirement that ED go through a formal rulemaking process to provide clear guidelines to IHEs on foreign gifts reporting. We are pleased to see retroactive reporting eliminated, as it may have placed additional burden on IHEs to provide ED with a significant amount of historical documentation. We also welcome the clarification on tuition and related fees.</p>

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	retroactively, from January 1, 2000. It also exempts tuition and related fees and expenses from reporting.	
<p>Sec. 1014 Alcohol and Substance Abuse Prevention Pg. 20 Requires new prevention program for all IHEs</p>	The CAA would require IHEs to provide an “evidence-based program” to prevent alcohol and substance misuse by students and employees. It would also require ED to work with HHS to develop criteria for determining if an institution’s program is compliant with the requirements.	APLU welcomes member feedback on how this change would impact your institution.
<p>Sec. 1017 Homeless and Foster Youth Pg. 33 Financial aid administration for homeless and foster youth</p> <p>Sec. 1026 In-State Tuition Pg. 70 In-state tuition for homeless and foster youth</p>	<p>The CAA would require ED to issue new guidance for IHEs and financial aid administrators on serving homeless individuals and foster care youth and conduct annual professional development for faculty and staff on services for these students.</p> <p>The CAA also includes a provision that would require states to grant in-state tuition for homeless and foster youth.</p>	APLU welcomes member feedback on how this change would impact your institution.
<p>Sec. 1020 Freedom of Association Pg. 37 Prohibits retaliation against students in single-sex social organizations</p>	In the Managers Amendment introduced by Rep. Davis (D-CA), this section was added in response to isolated actions by a few IHEs that have impacted on-campus fraternities and sororities. The new requirement would prevent “retaliation against students of single-sex social organizations” based solely on the membership practice of limiting membership to individuals of one sex.	APLU welcomes member feedback on how this change would impact your institution.
<p>Sec. 1021 Consumer Information Pg. 41 Requires IHEs to separately report expenditures for instruction, student services, marketing, recruitment, advertising, and lobbying</p> <p>Amendment 11 Changes to Net Price Calculator</p>	<p>The CAA would disaggregate institutional data on student services, creating separate reporting categories for expenditures on marketing, recruitment, advertising, and lobbying. This change factors into the new accountability system introduced in the CAA, which provides support for poor performing IHEs that invest in both instruction and student services (excluding expenditures on marketing, recruitment, advertising, and lobbying).</p> <p>During markup, the Education and Labor Committee unanimously approved an amendment introduced by Rep. Trahan (D-MA) that adds requirements to the Net Price Calculator, for IHEs that choose to develop their own calculator. IHEs may still opt to use ED’s universal calculator system, rather than develop their own.</p>	APLU does not object to disaggregating data on student services expenditures. APLU is concerned, however, that these data will not be meaningful if IHEs are defining and reporting these data using different definitions and methodologies. ED should convene Technical Review Panels to consult the higher education community in defining these measures and creating consistency.

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<p>Sec. 1022 Postsecondary Data System Pg. 41 Codifies the bipartisan College Transparency Act</p>	<p>The CAA would strike the current “student unit record” ban that prohibits ED from collecting student-level data and require that ED develop a secure system for tracking student data—including transfer, employment, and earnings data—for all students, including those that do not receive federal student aid.</p>	<p>APLU strongly supports the College Transparency Act and was deeply engaged in the development of the bill text. Lifting the ban on student-level data for limited and relevant data collection would allow the federal government to provide comprehensive, aggregate information on graduates’ employment outcomes, including salary, by institution and academic programs. This data could show both short- and long-term results benefiting students, policymakers, and institutions.</p>
<p>Sec. 1023A Non-Instructional Spending Increases Amendment 54 Requires disclosure of non-instructional spending increases over 5%</p>	<p>During markup, the Education and Labor Committee unanimously approved an amendment introduced by Rep. Murphy (R-NC) that would require IHEs to disclose when non-instructional spending increases more than 5% using year-over-year data and disclose the increase to students and prospective students along with any expected impact on tuition.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 1024 Textbook Information Pg. 73 Updates textbook disclosure information</p>	<p>The CAA would update current textbook pricing disclosure language in HEA to include digital resources. It would encourage IHEs to share information about “inclusive access programs, subscription models, or digital content distribution platforms” with students.</p>	<p>APLU welcomes member feedback on the position outlined below: APLU is concerned that a focus in statute on bundled services such as inclusive access programs and other digital platforms may undermine the original intent of this section to encourage price transparency and greater student choice for course materials.</p>

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Title II—Teacher Quality Enhancement		
<p>Sec. 2003 Teacher Quality Partnership Grants Pg. 142 Updates TQP grants to include teachers and school leaders</p>	<p>The CAA brings Title II of HEA into better alignment with the Every Student Succeeds Act (ESSA), focusing on both teachers and school leaders. It would also allow TQP grantees to develop “Grow Your Own” partnerships between high-need LEAs and teacher preparation programs—GYO programs are designed to support paraprofessionals and other non-teaching staff in the school in earning their teaching certification.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 2006 Accountability for Teacher and Principal Prep Programs Pg. 181 Updates reporting requirements for teacher preparation programs</p>	<p>The CAA updates and amends institution reporting requirements for teacher preparation programs, focusing on a few quantitative metrics and eliminating most descriptive information. The bill requires IHEs to separately report information for each teacher preparation program. It also adds a requirement that IHEs report on the 3- and 5-year teacher and school leader retention rates (in their school, LEA, and the profession). Within state reporting requirements, the bill also allows states the option to report pass rates on their state teacher performance assessment, in lieu of reporting on certification or licensure examinations.</p>	<p>APLU has previously expressed concerns with several of the teacher preparation accountability proposals included in the CAA, which were a part of the Obama Administration’s teacher preparation regulations.</p> <p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 2008 State Functions Pg. 191 Strengthens requirements for state identification of low performing programs</p>	<p>The CAA would strengthen the requirement for states to annually identify at-risk and low-performing teacher and school leader preparation programs—states would be required to develop the criteria for program evaluation with a range of state stakeholders. Under CAA, states would also be required to publicly report low-performing programs (including any that have been closed). Despite the current requirement that states report low-performing programs, many states have never reported any programs to ED.</p>	<p>APLU has previously expressed concerns with several of the teacher preparation accountability proposals included in the CAA, which were also a part of the Obama Administration’s teacher preparation regulations.</p> <p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 2101 Enhancing Teacher and School Leader Education Amendment 19 Prioritizes programs that promote teacher diversity</p>	<p>During markup, the Education and Labor Committee approved by voice vote an amendment introduced by Rep. DeSaulnier (D-CA) that would give competitive priority to applications for funds under Part B of Title II from entities that recruit teacher candidates who have community service experience.</p>	<p>APLU does not have a position at this time.</p>

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Title III—Institutional Aid		
<p>Sec. 3001 Strengthening Institutions Amendment 56 / Amendment 56a Expands allowable uses for Title III funds</p>	<p>During markup, the Education and Labor Committee approved by voice vote an amendment introduced by Rep. Byrne (R-AL) that would enable Title III funds to be spent on dual enrollment, pay for success initiatives, and other uses to further career success of students. Rep. Levin (D-MI) offered a secondary amendment, also approved by voice vote, that strikes pay for success from the underlying amendment, and also aligns uses with the Carl D. Perkins Career and Technical Education Act of 2006.</p>	
<p>Sec. 3005 General Provisions Pg. 252 Permanently restores Title III, Part F mandatory funds for HBCUs and other MSIs</p> <p>[Re-designated Sec. 3006 by Amendment 56]</p>	<p>As of the end of FY2019, Title III, Part F mandatory funds for Historically Black Colleges and Universities (HBCUs) and other Minority-Serving Institutions (MSIs) expired. Prior to the end of FY2019, the House passed the FUTURE Act, which would extend this mandatory funding through FY2021—unfortunately, the bill has not moved in the Senate.</p> <p>The CAA would permanently reauthorize mandatory funding through Title III, Part F (which expired at the end of FY2019) for HBCUs and other MSIs. The bill would also increase the total mandatory funds from \$255 million per year to \$300 million.</p>	<p>APLU is advocating for passage of the FUTURE Act to immediately restore Title III, Part F mandatory funds while Congress works toward a broader HEA reauthorization.</p> <p>Within this comprehensive HEA bill, APLU strongly supports permanent mandatory funding of Title III, Part F for HBCUs and other MSIs.</p>

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Title IV—Student Assistance		
Part A – Grants to Students		
<p>Sec. 4011 Pell Grant Amounts Pg. 254 Increasing Pell Grant maximum award amount</p>	<p>As introduced, the CAA would have increased the maximum Pell Grant award by \$500 and would permanently index the award amount to inflation—according to the bill summary released by the Ed and Labor Committee, this would result in a maximum award amount of \$6,695 for FY2021 and \$8,305 by FY2029.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), the increase to the maximum Pell Grant award was bumped up to \$625, for a maximum award amount of \$6,820 for the 2021-22 award year. This represents the largest ever year-over-year increase to the maximum Pell Grant award.</p>	<p>APLU strongly supports an increase in the maximum Pell Grant award, as well as indexing the award amount to inflation.</p> <p>APLU would like to see the CAA provide greater funding certainty for Pell, increasing the proportion of mandatory funding for the program although we recognize this could add significant expense to the bill.</p>
<p>Sec. 4012 Pell Grant Eligibility Pg. 258 Increase Pell eligibility by 2 semesters, and extend to first graduate course of study</p>	<p>The CAA would increase Pell eligibility from 12 to 14 semesters. Pell recipients who complete college on time would also be able to use any remaining eligibility toward completing their first postbaccalaureate course of study.</p> <p>The CAA also clarifies that if a student received a Pell grant during a time when they were granted a closed school discharge or successfully asserted a defense to repayment of their loan, it will not count toward those 14 months.</p>	<p>APLU supports increasing the number of semesters that a student is eligible to receive a Pell award.</p> <p>APLU also supports extending Pell for on-time completers to the first graduate course of study, which may help increase social mobility and diversity amongst our nation’s graduate students.</p>
<p>Sec. 4013 Short-Term Pell Pg. 253 Extends Pell Grants to programs as short as 8 weeks</p>	<p>The CAA adds “Job Training Federal Pell Grants” for short-term programs, which would extend access to Pell Grants to programs as short as 8 weeks. Both non-credit and credit-bearing programs would be eligible for Pell dollars. Only public and private non-profit institutions would be able to participate. Eligible programs would also be subject to tuition control—IHEs would not be able to raise tuition costs more than the rate of inflation, above the previous three-year average tuition.</p>	<p>APLU opposes extending Pell Grants to programs as short as 8 weeks. Pell is already open to short-term certificate programs of just 15 weeks—extending access to non-degree programs of just 8 weeks without any clear data on these programs or the outcomes of their students is deeply concerning and could harm both students and taxpayers.</p>
<p>Sec. 4016 Pell Grants for Incarcerated Individuals Pg. 273</p>	<p>The CAA would restore Pell eligibility for incarcerated individuals and introduces several requirements that IHEs must meet in order to receive Pell Grants on behalf of incarcerated individuals. First, only public and private</p>	<p>APLU is supportive of restoring Pell eligibility for incarcerated individuals provided there are strong measures to ensure academic quality and sufficient student outcomes to merit federal investment. We would</p>

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<p>Restores Pell Grant eligibility to incarcerated individuals</p>	<p>non-profit IHEs, as well as nonprofit postsecondary vocational institutions would be eligible. Participating IHEs must provide incarcerated individuals with academic credits equivalent to credits earned by non-incarcerated students. Further, the program cannot be primarily provided through distance education.</p> <p>The CAA also includes strict requirements on program price disclosures, information on credit transferability, the process for continuing enrollment after the student’s period of incarceration ends, and, for vocational education, any applicable licensure or certification requirements and potential employment restrictions for incarcerated individuals.</p>	<p>appreciate member feedback on whether the requirements IHEs must meet to participate would ensure academic quality for students and the criteria are such that APLU members would participate.</p>
<p>Sec. 4041 SEOG Program Pg. 334 Increases program authorization level and amends funding formula</p>	<p>The CAA sets new authorization amounts for the Supplemental Education Opportunity Grant (SEOG) for FY2021-2026, starting at \$1.15 billion and increasing by 150 million annually. The bill would also phase in a new funding formula over five years, moving toward a “fair share” formula that would allocate funds to IHEs based on a ratio of its Federal Pell Grant funds awarded and amount of unmet student need, compared to all IHEs. For an IHE to be eligible for SEOG funds, its undergraduate student population must consist of at least 7 percent of students who are Pell Grant recipients.</p> <p>Under this bill, the SEOG program would also set aside \$1.25 million in funds appropriated from FY21-FY26 to fund demonstration projects under Sec. 440D, the new Emergency Financial Aid Grant Program</p>	<p>APLU supports the increased authorization level for the SEOG program.</p> <p>As the CAA makes significant changes to the funding formula for institutions that may benefit some APLU institutions and disadvantage others, we are unlikely to take a position on the change at this time.</p>
<p>Sec. 4044 Emergency Grants Pg. 341 Authorizes new emergency grant program for students</p>	<p>The CAA creates a new Emergency Grant Program for IHEs participating in SEOG, which would allow them to provide small grants of \$750 to students for emergencies such as loss of housing, transportation barriers, or temporary food insecurity. The total Federal share of emergency aid per student is capped at \$2,000.</p>	<p>APLU is broadly supportive of micro grants targeted at increasing student success and completion and see emergency grants that support students in acute need as an important component of this work.</p> <p>APLU member institutions have also established strong evidence for the use of Completion Grants—which provide micro grants to students who are on track for graduation within a year, have an outstanding financial gap, and have used all other sources of finance—in</p>

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		boosting student retention and completion. APLU would like to see SEOG support additional models of micro granting strategies to boost student completion.
<p>Sec. 4061 CCAMPIS Pg. 349 Increases program authorization level and puts in place quality standards</p> <p>Amendment 9 Expands CCAMPIS allowable uses</p>	<p>First authorized in 1998, the Child Care Access Means Parents in School (CCAMPIS) program is the sole federal program dedicated to assisting student parents on college campuses. Last year, appropriators increased program funding from \$15 million to \$50 million.</p> <p>The CAA would increase the program authorization to \$200 million. It would also add new quality standards for campus child-care programs, based upon standards used in other federal child-care support programs.</p> <p>During markup, the Education and Labor Committee also approved by voice vote an amendment from Rep. Norcross (D-NJ) that would allow CCAMPIS funds to be used to provide services in the evening, in the summer, and to expectant parents. It would also require CCAMPIS grantees to provide information on the dependent care cost allowance available to student parents.</p>	APLU has not historically taken a position on the CCAMPIS program—we would appreciate member feedback on how this program serves or could serve students on your campus.
<p>Sec. 4071 Jumpstart to College Program Pg. 364 Authorizes new competitive grant program for high schools</p>	The CAA would create a new competitive grant program to support early college high school and dual or concurrent enrollment programs, authorized at \$250 million for FY2021-2026.	APLU would welcome member feedback on how this change would impact your institution.
<p>Sec. 4081 TEACH Grants Pg. 389 Extends TEACH Grants to ECE educators, codifies some regulatory updates to program</p>	<p>The TEACH Grant program was introduced in 2007 to provide additional support to teachers, in return for a commitment to work in high-need schools, in high-need subject areas, for at least four years after graduation. The program has come under intense scrutiny based upon the number of teachers who have had their grants converted into loans—many due to loan servicer errors. In response, ED included TEACH Grants in its most recent higher education negotiated rulemaking and released updated sub-regulatory guidance on program administration.</p> <p>The CAA would codify several of the regulatory changes included in ED’s negotiated rulemaking, limiting the</p>	APLU has not historically taken a position on the TEACH Grant program—we would appreciate member feedback on how this program is used on your campus, and any suggestions for improvement that your financial aid administrators / schools of education may have to increase its efficacy.

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	<p>conditions under which a TEACH Grant may be converted to a loan and clarifying notification. requirements from ED or a loan servicer to students about conversions. The CAA also includes a few clarifications to service requirements for teachers. Further, the bill expands upon TEACH Grant program reporting requirements for the Secretary, in response to the program’s troubled implementation.</p> <p>The CAA also extends access to TEACH Grants to early childhood education (ECE) teachers working toward their associate degrees—for an A.A., students would be eligible for a maximum of \$8,000. The CAA would also backload the benefit for undergraduates, with \$8,000 grants for students in their junior and senior years.</p> <p>Notably, the CAA does not provide any stepped benefit structure for the service requirement. In other words, teacher that completes 3 of the 4 years of their service requirement within 8 years after the completion of their degree program, but fails to finish the fourth service year, would be liable to repay the entirety of their TEACH Grants as loans.</p>	
<p>Sec. 4092 Community College Student Success Grant Program Pg. 412 Authorizes new competitive grant program to increase community college completion rates</p>	<p>The CAA would create a new competitive grant program for community colleges to plan and implement a program to improve completion within 150 percent of time for graduation and boost transfer rates. The program is authorized at \$1 billion annually.</p>	<p>There is a strong need for federal investment in student success. Increased evidence-based efforts by institutions, such as those underway through APLU’s Powered by Publics, merit federal support. While there is significant need at community colleges, the need isn’t exclusive to community college. Such a program should be eligible to all public institutions demonstrating a commitment to boosting student success.</p>
<p>Sec. 4093 Federal Pell Bonus Program Pg. 435 Authorizes new Federal Pell Bonus program to reward completion</p>	<p>The CAA would create a new Federal Pell Bonus program authorized \$500 million annually. The program is designed to reward public and private non-profit IHEs with at least 25 percent Pell enrollment, providing a bonus for each Pell student who earns a bachelor’s degree at the IHE within normal time to completion. The funds could be used to provide additional financial aid and student support services to low-income students.</p>	<p>APLU supports this program in concept. We are interested in member feedback on ways this program might be improved.</p>

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Part B – FFEL Program		
<p>Sec. 4101 Loan Repayment Pg. 438 Allows borrowers with FFEL loans to refinance into new repayment plans</p>	<p>The CAA would allow borrowers with FFEL loans the option to enroll in one of the two new repayment plans established under the new law.</p>	<p>APLU supports this change.</p>
<p>Sec. 4104 Consolidation Loans Pg. 450 Limits capitalization on interest</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), this section was updated to prohibit accrued interest on consolidated loans from capitalizing at the end of forbearance and some types of loan deferment.</p>	<p>APLU supports this change.</p>
<p>Sec. 4110 Adjusted Cohort Default Rate Defined Pg. 448 Defines ACDR to count borrowers in long-term forbearance as defaulting</p>	<p>The HEA contains one key institution-level outcome measure for the purposes of federal accountability—the cohort default rate, or CDR, which measures the percentage of students who default on their loans within three years of leaving an IHE. Currently, the CDR does not include borrowers who are in long-term forbearance as defaulting, creating what some consider a loophole in the measure.</p> <p>The CAA creates an adjusted cohort default rate, or ACDR, which would count borrowers in long-term forbearance as defaulting—it would also account for the percentage of students who borrow. If the ACDR exceeds 20 percent for 3 consecutive years, 15 percent for 6 consecutive years, or 10 percent for 8 consecutive years, an IHE would be at risk of losing access to federal funds. If an IHE has a lower than the threshold ACDR for one year, it would effectively reset the accountability clock.</p>	<p>APLU strongly supports fixing the broken cohort default rate test which has not been effective in protecting students and taxpayers from failing institutions. However, we are concerned that it is not presently possible to project the implications of the policy and its thresholds.</p>
<p>Sec. 4633 On-Time Repayment Rate Pg. 810 Establishes definition for on-time repayment rate, and establishes an accountability framework <i>[located in Part G—General Provisions]</i></p>	<p>The CAA would establish an “on-time repayment rate.” This would measure the percentage of students who have paid at least 90 percent of their monthly payments over three years. Borrowers in deferment due to unemployment or economic hardship would not be counted as being on-time, while those enrolled in school or in active duty military service would be counted as on-time.</p> <p>The CAA would require ED to establish a threshold, and IHEs would lose access to federal aid if the on-time repayment rate falls below that threshold. ED would then</p>	<p>Overall, APLU supports the use of repayment rates as a more robust method of accountability than CDR. The definition of instructional spending should be sufficiently expansive to encompass the myriad of ways public research universities invest in their students’ success. Additional analysis and member feedback is needed before determining a position</p>

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	<p>evaluate an IHE’s instructional spending to determine if it is appropriately investing in student instruction—if it invests at least two thirds of its revenues on instruction, it will work with ED to put into place a repayment management plan.</p> <p>If an IHE fails the on-time repayment rate <i>and</i> spends less than a third of its revenues from tuition and fees on instruction, ED may revoke its aid eligibility. The CAA establishes an appeals process for institutions, including the ability to appeal the calculation of its instructional spending to also include expenditures on student services (minus any expenditures on marketing, recruitment, advertising, and lobbying).</p>	
<p>Sec. 4112 Automatic Closed School Discharge Pg. 470 Discharges loans for students who attended closed schools</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), this section was added to require automatic discharge of a loan made to a borrower who was unable to complete their degree program due to the school’s closure, if the student has not re-enrolled at an IHE two years after the school’s closure. House Democrats have highlighted the benefit of automatic closed school discharge, given the large number of students eligible for loan discharge but have not received the benefit because they have not completed the necessary paperwork.</p>	<p>APLU does not have a position at this time.</p>
<p>Part C – Federal Work-Study</p>		
<p>Sec. 4202 Allocation Formula Pg. 474 Increases program authorization level, amends Federal Work-Study funding formula, and adds new program requirements</p>	<p>The CAA would make significant changes to the Federal Work-Study program, phasing in a new funding formula over five years that would allocate program funding based upon student need at the institution. Under the program changes in the bill, a portion of the overall funding would be set aside for IHEs that are improving outcomes for high-need students; funds would also be set aside for a pilot program focused on work-based learning experiences for work-study students (the details of the pilot are outlined in a new Sec. 449).</p> <p>The CAA also includes additional requirements for IHEs and ED. For IHEs, there are several additional assurances that IHEs must agree to in the program agreements,</p>	<p>APLU supports the increased authorization level for the Federal Work-Study program.</p> <p>As the CAA makes significant changes to the funding formula for institutions that may benefit some APLU institutions and disadvantage others, we are unlikely to take a position on the change at this time.</p>

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	<p>including soliciting student feedback and striving to connect students' work-study experiences with their education and career goals. It also adds the ability for students to participate in work-study during qualified periods of nonenrollment at the institution, up to 6 months in total. The bill also includes new reporting requirements for IHEs. For ED, it will be responsible for administering new electronic surveys to students, IHEs, and employers to better understand program satisfaction and effectiveness, and will be required to issue public reports based on the survey data.</p>	
<p>Sec. 4203 Grants for FWS Programs Pg. 488 Includes “cooperative education programs” in Federal Work-Study</p> <p>Amendment 3 Promotes access to nutrition assistance benefits for FWS participants</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), a new section (g) was added to cooperative education programs in Federal Work-Study. IHEs could partner with private for-profit organizations to provide cooperative education programs, defined as “a program of alternating or parallel period of academic study and work-based learning designed to give students work experience related to their academic or career objectives.”</p> <p>During markup, the Education and Labor Committee also approved an amendment by voice vote from Rep. Bonamici (D-OR) that would help students participating in the FWS program access nutrition assistance benefits available through SNAP.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
Part D – Direct Loans		
<p>Sec. 4302 Loans and Repayment Plans Pg. 518 Moves to two repayment plans, and eliminates origination fees</p>	<p>The CAA would eliminate origination fees on new loans and phase out all the previous repayment plans for new borrowers except for one fixed repayment plan and one income-based repayment plan. For the income-based repayment plan, ED would be required to develop a process for automatic recertification of income to determine the monthly payment amount.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), subsidized loans for graduate and professional students attending public and private non-profit institutions are restored at the same interest rate available to these students for unsubsidized loans.</p>	<p>APLU strongly supports the restoration of subsidized loans for graduate students and the elimination of origination fees on new loans.</p> <p>APLU is supportive of the CAA’s approach to simplifying the financial aid process for most students, reducing the number of questions for students based upon the complexity of their and their families’ finances. This change would particularly help students who have benefitted from a means-tested federal program. We are concerned about how this approach may impact determinations for need-based aid administered by states and IHEs, and welcome member feedback on how this would impact your institution.</p>

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<p>Sec. 4631 Fixed Repayment Plan Pg. 823 Establishes terms of new fixed repayment plan <i>[located in Part G—General Provisions]</i></p> <p>Sec. 4630 Income-Based Repayment Plan Pg. 813 Establishes terms of new IBR plan <i>[located in Part G—General Provisions]</i></p>	<p>This section is further amended to add a borrower notification requirement that the CFPB will undertake a campaign to ensure that borrowers know they are eligible to change plans and enroll in one of the two new repayment plans created under the CAA (and outlined in detail below).</p> <p>The CAA would create a fixed repayment plan with a tiered structure based on the amount of loan debt a borrower holds. If a borrower holds less than \$20,000 in student loans, they can choose a 10-year repayment plan, like the current fixed repayment plan. For each additional \$10,000 in student loans, borrowers can add an additional 5 years to repay, up to 25 years.</p> <p>The CAA would also create a new income-based repayment (IBR) plan that is more generous for most borrowers than the current IBR options. Borrowers would continue to pay 10 percent of their discretionary income—now defined as 200 percent of the federal poverty line, rather than the current 150 percent. For income earned over \$80,000 (\$160,000 for married couples), the plan would reduce what counts as discretionary income by 10 percent for every additional \$1,000 in income. The new IBR plan would forgive all undergraduate and graduate student debt after 20 years of repayment.</p> <p>Under the new IBR plan, total income for married couples would be counted, rather than allowing those who file income taxes separately to use only their individual income. Further, the CAA would eliminate the 10-year standard repayment cap for the IBR plan. Finally, the CAA would allow borrowers to verbally enroll in IBR.</p>	<p>Further, APLU is supportive in concept of simplifying repayment options but is still analyzing the proposed structure of the two plans proposed in the CAA.</p>
<p>Sec. 4303 Public Service Loan Forgiveness Pg. 545 Updates requirements for the administration of PSLF</p>	<p>The CAA would require ED to develop and maintain an online portal that would provide up-to-date information to borrowers on whether they are in a qualifying job; which loans are eligible for forgiveness under the program; the number of monthly payments remaining before the loan will be forgiven; an explanation of why any of the borrower’s loans are not eligible for forgiveness, if</p>	<p>The CAA’s PSLF provisions seem like they could help borrowers track eligibility for forgiveness and reduce significant ambiguity that presently exists. APLU would welcome member feedback on how this change would impact your institution.</p>

Description	Analysis	APLU Position
	<p>applicable; and instructions for any required forms, including employer certification forms. ED would also be required to create a database of public service jobs that qualify under the program.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), public service jobs are expanded to include part-time faculty at public and private non-profit institutions that teach at least two courses, and who are not also working full-time anywhere else.</p>	
<p>Sec. 4307 Refinancing Private Student Loans Pg. 565 Establishes a new program to refinance private student loans to federal direct loans</p>	<p>The CAA would establish a new program to allow students with private student loans to transition those loans into the direct loan program.</p>	<p>APLU has no position on private loan refinancing at this time. APLU understands that the measure would raise revenue rather than increase the costs of the loan programs.</p>
Part E – Perkins Loans		
<p>Sec. 4401 Appropriations Pg. 572 Restores Federal Perkins Loan program</p>	<p>The Perkins Loan program, a low-interest loan used by financial aid administrators to augment student loan packages, expired on September 30, 2017.</p> <p>The CAA would recreate the program as the Federal Direct Perkins Loan Program, providing an additional source of borrowing to students. It would allocate a portion of Direct Loan volume to be distributed by IHEs.</p>	<p>APLU has not taken a position on the reinstatement of the Perkins Loan program—we would appreciate member feedback on whether restoration of Perkins is a priority or if the funding should be used for something else such as increasing loan limits.</p>
Part F – Need Analysis		
<p>Sec. 4506 Cost of Attendance Pg. 594 Requires ED rulemaking to define COA for off-campus housing</p>	<p>Historically, the HEA has not permitted ED to regulate on cost of attendance for IHEs. The CAA would provide the authority for the Secretary to issue regulations on a methodology for calculating the allowance for room and board costs for students living off-campus.</p>	<p>APLU does not support the move for ED to create a one-size-fits-all definition of COA. Furthermore, this change would create a precedent for greater regulation on other elements of how institutions calculate COA.</p>
<p>Sec. 4508 Zero Expected Family Contribution (EFC) Pg. 599 Increases number of students who will have an automatic-zero EFC</p>	<p>As introduced, the CAA would consider an applicant to have an expected zero EFC if, for dependent students, their family is not required to file a federal income tax return (or, with respect to IRS form 1040, any of the following forms: schedule A, B, C, C-EZ, D, E, F, H, J, and SE) and the sum of the adjusted gross income for their parents is equal to or less than \$34,000. A dependent</p>	<p>APLU supports simplifying the EFC calculation in a way that will result in more students receiving an automatic zero EFC—this will increase the number of students who receive the maximum Pell Grant award.</p>

Description	Analysis	APLU Position
	<p>student would also have an expected zero EFC if they, or their parents, received a means-tested Federal benefit at some point within the past 24 months. For independent students, similar terms would apply.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), the AGI for auto-zero EFC is increased to \$37,000.</p>	
Part G – General Provisions		
<p>Sec. 4603 FAFSA Simplification Pg. 620 Simplifies the FAFSA process and reduces number of questions for many low-income students</p> <p>Financial Aid Award Letters Pg. 646 Requires ED to establish requirements for standardizing award letters</p>	<p>The CAA would create three pathways for financial aid applicants: pathway one applicants are those who were eligible for a means-tested benefit in the past 24 months; pathway two applicants are those who were not responsible for filing a federal income tax return, or filled out one of a list of simplified tax returns; and pathway three applicants are those that do not fall into pathways one or two. Pathway one applicants would not need to answer additional questions to qualify for an automatic zero EFC, and pathway two applicants would be required to answer fewer questions.</p> <p>The bill would require ED to enter into an MOU with Secretaries of HHS, Agriculture, and Treasury to establish the data sharing arrangements necessary to verify if a student was eligible for a means-tested benefit program or filed a simplified federal income tax return.</p> <p>The CAA would also allow for one-time filing of the FAFSA for dependent and independent students who receive Federal Pell Grants.</p> <p>The bill would also require ED to establish requirements for standardizing financial aid offer letters from IHEs (part k) through consumer testing and stakeholder input. The CAA would require all award letters to contain a standardized “quick reference box” that would allow students to compare award information across IHEs.</p>	<p>APLU supports simplifying FAFSA filing for students, and particularly for those with demonstrated financial need.</p> <p>APLU is generally supportive of greater standardization of financial aid award letters and understand that this change has some support within the higher education community, including from NASFAA. We would be interested in member feedback on how this approach to award letter standardization would impact your institution, compared to approaches outlined in alternative legislative proposals.</p>

Description	Analysis	APLU Position
<p>Sec. 4604 Student Eligibility Pg. 655 Extends aid eligibility to Dreamers and other undocumented students; extends aid eligibility to students without a high school diploma or its equivalent</p>	<p>The CAA extends access to federal aid to undocumented students who entered the United States when they were younger than 16 years old, and either graduated from high school or served in the military for four or more years.</p> <p>In the Managers Amendment introduced by Rep. Davis (D-CA), individuals without a high school diploma or its equivalent would be eligible for Title IV funds if they demonstrate an “ability to benefit,” earning at least 6 credit hours toward a postsecondary degree program that meets eligibility requirements at either a public or non-profit institution.</p>	<p>APLU strongly supports extending financial aid to Dreamers.</p>
<p>Sec. 4605 Reasonable Collection Costs on Defaulted Loans Pg. 663 Caps collection fees charged to defaulted borrowers</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), collection fees charged to defaulted borrowers are capped. The first collection effort cannot exceed 5 percent of the outstanding principal and interest on the defaulted loan, and subsequent collection efforts cannot exceed more than 5 percentage points greater than the collection costs charged in the previous collection effort (with a maximum of 20 percent of the outstanding balance).</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 4606 Student Eligibility Information for Nutrition Assistance Programs Pg. 666 Requires IHEs to provide information about student eligibility for Federal nutrition assistance programs</p>	<p>The CAA would require IHEs to provide students with the most recent eligibility guidance for accessing SNAP, the supplemental nutrition program for women, infants, and children, and any food pantries or other food assistance facilities and services available to students.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 4608 Clery Amendments Pg. 670 Adds definitions and reporting requirements for hazing and harassment; increases fines</p> <p>Amendment 38 / Amendment 38a Adds reporting requirement for campus policies on background checks</p>	<p>The CAA adds definitions of hazing and harassment and includes both as reportable offenses under the Clery Act. The bill would further require IHEs to develop and disseminate campus policies regarding hazing and harassment. Fines for violation of the Clery Act would also increase to \$100,000, from the current \$25,000.</p> <p>During markup, the Education and Labor Committee approved an amendment by voice vote from Rep. Comer (R-KY) that would require IHEs to disclose campus</p>	<p>APLU is concerned that new, expansive, and ambiguous definitions will lead to significant compliance challenges, information that is not useful to the public or policymakers, and will result in substantial penalties for institutions based on errors that are made despite good faith efforts to comply.</p>

Description	Analysis	APLU Position
<p>Sec. 4621 Education Program on Hazing Pg. 794</p>	<p>policies regarding required background checks for employees and volunteers and requires campuses to conduct background checks for employees and volunteers working with athletes, children, and youth. Rep. Bonamici (D-OR) introduced a secondary amendment, however, that struck the requirement that campuses conduct background checks, noting during discussion that the Clery Act is focused only on reporting requirements—the secondary amendment was approved on a party-line vote by House Democrats.</p> <p>The bill also requires all IHEs to develop an education program on hazing, including information on hazing awareness, prevention, and IHE policies on hazing.</p>	
<p>Sec. 4609 Online Survey Tool for Campus Safety Pg. 683 Requires new online student survey and data reporting on campus safety</p>	<p>The CAA would require ED to develop, in coordination with the CDC and HHS, a standardized online survey tool regarding “student experiences with domestic violence, dating violence, sexual assault, sexual harassment, and stalking.” The survey tool would collect data in part to understand student knowledge of IHE policies and reporting procedures. The CAA would require IHEs to administer the survey every two years and require ED to release a biannual report based upon the survey data with campus-level data for each IHE “in a manner that permits comparisons across schools and campuses.” Each IHE would also be required to publish the results of the online survey as well.</p> <p>In the Mangers Amendment introduced by Rep. Davis (D-CA), the qualification “to the maximum extent practicable” was added to the requirement that institutions ensure an “adequate, random, and representative” sample.</p>	<p>Climate surveys can be a useful tool for institutions to better understand the experiences of their students as related to sexual violence and harassment and for that information to be used to improve prevention efforts, student services, and other responses.</p> <p>APLU has previously expressed concerns with the requirement that institutions “ensure that an adequate, random, and representative sample size of students...enrolled at the institution complete the survey” as response rates are beyond an institution’s control. We’ve suggested as an alternative that institutions could be required to make “good faith” efforts. We request member feedback on whether the new “maximum extent practicable” language addresses the concerns.</p> <p>Additionally, IHEs that have the knowledge and capacity to construct and administer valid and reliable surveys and collect, analyze, and report data and results should be given the option to do so. If the bill envisions ED administering the survey, there should be clear requirements on ED to respond to requests from IHE to customize questions as appropriate.</p> <p>We are also concerned with requirements to administer a survey every two years as IHEs need more time to analyze survey results, implement new measures and</p>

Description	Analysis	APLU Position
		procedures, and assess outcomes of those new efforts. A survey every four years is preferable.
<p>Sec. 4610 Transfer of Credit Policies Pg. 692 Increases disclosures for IHE policies</p>	<p>The CAA would require greater IHE disclosure of any articulation agreements, as well as transfer-related resources and information.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 4612 Prevention of Improper Access Pg. 720 Protects borrower data</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), this new section directs the Secretary to prevent improper access to borrower information when administering the National Student Loan System. It also directs the Secretary to create a new form of third-party access like the preparer function under FAFSA.</p>	<p>APLU supports this change.</p>
<p>Sec. 4613 Crime Statistics for Study Abroad Programs Pg. 724</p>	<p>The CAA would require IHEs to develop and distribute crime statistics to students regarding study abroad programs approved for credit by the IHEs, including student deaths, sexual assaults, accidents and illnesses that resulted in hospitalization, and incidents that resulted in police involvement—and in some cases, where these crimes occurred.</p>	<p>APLU is concerned that the provisions would apply deeply onerous requirements on IHEs making it more expensive to offer study abroad programs. There are less burdensome ways for institutions to inform students of study abroad safety as proposed in the Simon Study Abroad Act.</p>
<p>Sec. 4615 Competency-Based Education Pg. 743 Introduces demonstration project for CBE programs</p>	<p>The CAA authorizes \$5 million for CBE demonstration projects. The bill outlines specific requirements for ED, including a list and explanation of any statutory or regulatory requirements waived under the experiment, information on project monitoring and evaluation, and reporting requirements. The bill would also require the formation of a CBE Council to study CBE programs and provide recommendations to ED.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 4617 Third-Party Providers of Educational Programs Pg. 783 Limitations on partnerships with third-party educational program providers</p>	<p>The CAA introduces new requirements for written agreements between IHEs and third-party providers of educational programs. The bill would cap the percentage of an eligible program that an organization ineligible for federal funds can provide at 50 percent. The CAA would also prohibit ED from recognizing a third-party provider that has had its eligibility terminated by ED; withdrawn from participation under a termination, show-cause, suspension, or similar proceeding; or has become ineligible for federal aid through other adverse actions.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>

Description	Analysis	APLU Position
<p>Sec. 4619 Compliance with the Civil Rights Act Pg. 792 Mandates a campus Title VI coordinator</p>	<p>The CAA would require all IHEs to designate at least one employee to coordinate compliance with Title VI of the Civil Rights Act of 1964, and annually submit a report of all complaints to ED.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 4624 Revenue Requirement Pg. 797</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), this new section clarifies that if an institution is a holder or guarantor of a loan made to a student, only the payment made on the loan counts as revenue under the new 85/15 rule. This section allows brick and mortar institutions providing training contracted with an independent third-party entity before the date of enactment to count such revenue for up to 5 percent under the formula. This section aligns the formula with the new definition of federal education assistance funds.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 4626 Experimental Programs Pg. 801 Increases rigor of research design for experimental-sites initiative</p>	<p>The CAA would require any experimental site approved prior to the passage of the bill to be phased out if it has not been successful in increasing student success. The bill would put into place much more stringent requirements on experiment design and evaluation, with a clear timeline of four years and an option to extend the experiment for two additional years. ED would be required to submit a final report on each experiment, detailing findings and making policy recommendations based upon the results.</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>
<p>Sec. 4628 Criminal Penalties for Misuse of Access Devices Pg. 811 Clarifies consequences for misuse of federal student data systems</p>	<p>In the Managers Amendment introduced by Rep. Davis (D-CA), this new section clarifies that it is a federal crime to access ED information technology systems for fraud, commercial advantage, or private financial gain, and imposes fines for any violations.</p>	<p>APLU does not have a position at this time.</p>
<p>Part H – Program Integrity</p>		
<p>Sec. 4701 State Responsibilities Pg. 853 Modifies state requirements for ensuring program integrity</p>	<p>The CAA reassigns certain oversight duties from the accreditors to the states, including ensuring the quality of facilities and equipment at IHEs and ensuring that applicable programs meet occupational licensure standards. The CAA also seeks to improve information sharing among the triad and tasks states with ensuring</p>	<p>APLU welcomes member feedback on how this change would impact your institution.</p>

Description	Analysis	APLU Position
	that student complaints are shared with all relevant stakeholders.	
<p>Sec. 4713 Requirements for Accrediting Agency Recognition Pg. 860 Standardizes definitions of outcome measures used by accreditors</p>	<p>The CAA would require accreditors to look at student outcomes as a part of their review process. The CAA would require ED to undertake a negotiated rulemaking process to establish common definitions for a menu of outcome metrics. Accreditors would choose from the menu of metrics—including measures of completion, progress toward completion, and workforce participation—setting their own thresholds for evaluating IHEs. Further, accreditors would have the ability to group IHEs by type and select different metrics to evaluate different groups (so long as those groups are not based strictly upon student demographics or institutional sector). Accreditors would be required to justify the metrics they choose to both ED and NACIQI.</p> <p>Additionally, CAA would set criteria for participation on the boards of accrediting agencies.</p> <p>The CAA would also require accreditors to ensure teach-out plans are in place for IHEs that are deemed risky.</p> <p>The Managers Amendment, introduced by Rep. Davis (D-CA), clarifies that accrediting agencies may use additional outcome measures, beyond those included in the common glossary of measures developed under this section. The amendment also includes a rule of construction that would clarify that while the Secretary can determine an accreditor’s benchmark is too low, it cannot specify the performance benchmark that an accreditor must use.</p>	<p>APLU is reviewing the proposals and considering the appropriate balance between ensuring accreditation is an effective gatekeeper to Title IV access while also retaining its essential peer-review process which is distinct from other forms of federal accountability. In balance, the legislation goes too far in the direction of federal micromanagement of accreditation.</p>
Part I – Fed-State Partnership: America’s College Promise		
<p>Sec. 4801 Authorization Pg. 900 Authorizes new fed-state partnership for free community college</p>	<p>The CAA includes America’s College Promise (ACP) Act, which would allocate roughly \$93 billion over ten years to create a two-year community college partnership with states that choose to apply. The federal government would provide a 75 percent match (95 percent for certain Indian tribes) of the average resident community college</p>	<p>APLU has long advocated for a federal-state partnership to encourage states to reinvest in all of public higher education, not just parts of it. While the College Affordability Act’s federal-state partnership provisions would help ensure increased state funding of community colleges, it leaves out four-year colleges and universities, which educate the majority of students who attend public</p>

Description	Analysis	APLU Position
<p>Amendment 5 Allows ACP funds to support industry sector partnerships</p> <p>Amendment 28 / Amendment 28a Allows ACP funds to support CTE program capacity building</p>	<p>tuition and fees, with funding adjusted annually by the lesser of CPI or 3 percent.</p> <p>In order to participate, the state would need to commit to waive all community college tuition and fees and agree to implement a series of policy and programmatic changes, including additional student services and supports, as well as state-wide requirements on degree pathways between two- and four-year institutions. States would likewise need to supplement, rather than supplant, existing state support for higher education.</p> <p>Funds remaining after covering community college tuition and fees could then be used by states to expand the capacity and scope of skills training at community colleges, improve postsecondary readiness, expand access to dual or concurrent enrollment programs, and improve four-year institution affordability.</p> <p>During markup, the Education and Labor Committee unanimously approved an amendment from Rep. McBath (D-GA) that would allow states to use ACP funds to expand the scope and capacity of high-quality academic and occupational skills training programs at community colleges in collaboration with one or more industry sector partnerships.</p> <p>Further, the Committee unanimously approved an amendment from Rep. Thompson (R-PA) that would allow states to use ACP funds to support capacity building for career and technical education programs. Rep. Stevens [D-MI] offered a secondary amendment to align these CTE activities with the Carl D. Perkins Career and Technical Education Act of 2006 that was approved by voice vote.</p>	<p>institutions. Community colleges and four-year public institutions both play an important role in educating students and providing ladders of economic opportunity. As states respond to funding incentives in the bill and shift new investments accordingly, students at four-year public universities could feel negative impacts.</p> <p>Although the bill attempts to hold four-year institutions harmless by requiring that states maintain existing levels of funding, flat funding should not be the goal. This is particularly the case for four-year public institutions that are still far behind historic levels of state support. Overall, after adjusting for inflation, 45 states are spending less per-student than in 2008. An HEA reauthorization should lift all public colleges and universities and the students we serve.</p>

Description	Analysis	APLU Position
Title VI—International Education Programs		
<p>Sec. 6001 International Education Pg. 991 Reauthorizes and updates international education programs</p>	<p>The CAA reauthorizes Title VI of HEA, extending six currently funded Title VI programs with no changes: National Resource Centers, Foreign Language and Area Studies Fellowships, Language Resource Centers, Undergraduate International Studies and Foreign Language Programs, American Overseas Research Centers, and Centers for International Business Education and Research.</p> <p>Further, the CAA would consolidate and update five additional programs—two that are currently funded and three that are not—into two new programs designed to address 21st Century needs through investment in foreign language, international and world area knowledge, as well as international business and other professional competencies for students, educators, and employers.</p>	<p>APLU strongly supports the reauthorization of Title VI programs for international education and is broadly supportive of the updates made to Title VI programs. The changes are similar to those included in the Advancing International and Foreign Language Education Act, which APLU has endorsed.</p>
<p>Sec. 6004 General Provisions Pg. 1014 Increases authorization levels</p>	<p>The CAA would increase the Title VI authorization level from \$65 million to \$125 million—the bill would also index funding to inflation.</p>	<p>APLU strongly supports increased federal investment in international education.</p>

Description	Analysis	APLU Position
Title VII—Graduate and Postsecondary Improvement Programs		
<p>Sec. 7001 Graduate Assistance in Areas of National Need Pg. 1017 Reauthorization of GAANN</p>	<p>The Managers Amendment, introduced by Rep. Davis (D-CA), reauthorizes the GAANN program for FY2021-2026.</p>	<p>APLU strongly supports reauthorizing the GAANN program.</p>
<p>Sec. 7002 Graduate Education Programs Pg. 1017 Updates graduate education program requirements</p>	<p>The CAA expands the eligible HBCUs and PBIs that can receive funding to support master’s degree programs to allow any HBCU or PBI that offers a qualifying master’s degree program to apply for funding in the future. The CAA also creates two new subparts in the HEA to provide support to graduate opportunities and faculty development at both AANAPISIs and TCCUs.</p>	<p>APLU supports the reauthorization of this important program for our 1890s land-grant institutions. We are examining changes in the eligibility criteria.</p>
<p>Sec. 7007 Office of Accessibility Pg. 1057 Supporting students with disabilities</p>	<p>The CAA would require each IHE to establish or maintain an office of accessibility to develop and implement policies to support students with disabilities. The office would be required to inform students during orientation about services, any accommodations and modifications available to students, and their legal rights. The office would also be required to adopt policies that put together necessary documentation to establish an individual has a disability.</p>	<p>APLU is appreciative of the CAA’s focus on supporting students with disabilities but is concerned that this requirement may not account for the needs and current practices of IHEs of different sizes.</p>

Description	Analysis	APLU Position
Title VIII—Additional Programs		
<p>Sec. 8001 Repeals Pg. 1109 Repeals unfunded programs within Title VIII</p>	<p>The Managers Amendment, introduced by Rep. Davis (D-CA), adds a new Sec. 8001 to the CAA to specifically repeal 16 unfunded programs in Title VIII with expired program authorizations (and renumbers the rest of the sections in Title VIII accordingly).</p>	<p>APLU does not have a position on repealing these programs at this time.</p>
<p>Sec. 8002 Ronald V. Dellums Memorial STEAM Scholars Program Pg. 1109 Newly authorizes program for STEAM scholarships</p>	<p>The CAA authorizes the Ronald V. Dellums Memorial STEAM Scholars Program at \$5 million for FY2021 and each of the following five years. The program would provide grants to IHEs in support of scholarships for students pursuing careers in STEAM fields, with at least 50% of scholarships awarded to eligible students attending HBCUs and other MSIs.</p>	<p>APLU supports the authorization of this program.</p>
<p>Sec. 8004 Patsy T. Mink Fellowship Program Pg. 1114 Reauthorizes program for six years</p>	<p>The CAA reauthorizes the Patsy T. Mink Fellowship Program, which provides fellowships to women and people of color to pursue graduate degrees, including doctorates, in fields of study where they are underrepresented. The program is authorized at \$5 million for FY2021 and the following five years.</p>	<p>APLU supports the reauthorization of this program.</p>
<p>Sec. 8014 Funds for Open Educational Resources Pg. 1135 Codifies Open Textbook Pilot program</p>	<p>The CAA codifies the Open Textbook pilot program, championed by Senator Durbin and first funded in the FY2018 Labor-HHS-ED appropriations bill. The program is designed to create high-quality open textbooks to achieve savings for students and at the same time improve student learning outcomes. The program was initially funded through FIPSE, and ED has funded several IHEs through the pilot. The program is authorized at \$5 million for FY2021 and the following five years.</p>	<p>APLU supports the inclusion of this program in the CAA, but has some concerns about changes made to the use of funds section. The CAA requires grantees to use funds to complete all of the allowable uses, rather than choosing a specific area of focus. Program grants may not be of sufficient size to support the completion of all grant activities.</p>

Description	Analysis	APLU Position
Title IX—Directives to the Secretary of Education		
<p>Sec. 9001 Prohibition on Title IX Regulations Pg. 1148 Blocks implementation of ED’s new Title IX rules</p>	<p>The CAA would block the implementation , enforcement, or effect of the “Nondiscrimination on the Basis of Sex in Education Programs of Activities Receiving Federal Financial Assistance” rule, proposed by Secretary DeVos on November 29, 2018, or any substantially similar rule that weakens enforcement of the prohibition of sex discrimination under Title IX of the Education Amendments of 1972.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 9002 Single Certification Form Pg. 1148 Streamline certification requirements for service-contingent grants and loan forgiveness programs</p>	<p>The CAA would require ED to conduct a study and report to Congress on the feasibility of developing a single certification form that borrowers may use to electronically submit information for TEACH grants, loan forgiveness under IBR programs, loan cancellation for teachers, and public service loan forgiveness.</p>	<p>APLU strongly supports the simplification of student certification requirements for these programs, particularly for students who may participate in more than one such program.</p>
<p>Sec. 9007 Disaggregation of Data by Racial Groups Pg. 1156 Requires new data disaggregation study</p>	<p>The CAA adds a new section that would require ED to conduct a new study to provide options for disaggregating data based upon racial groups identified by the American Community Survey of the Bureau of the Census and publish best practices.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 9008 Disaggregation of Data by Sexual Orientation and Gender Identity Pg. 1158 Requires new data disaggregation study</p>	<p>The Managers Amendment, introduced by Rep. Davis (D-CA), adds a new section that would require ED to conduct a new study to provide options for disaggregating data based upon sexual orientation and gender identity and publish best practices.</p>	<p>APLU does not have a position at this time. We are presently participating in Department of Education Technical Review Panels on this issue.</p>
<p>Sec. 9010 Serving and Supporting Students with Mental Health Disabilities in IHEs Pg. 1172 Requires new advisory group and GAO study on serving students with mental health disabilities</p>	<p>The Managers Amendment, introduced by Rep. Davis (D-CA), adds a new section that would require ED to form an advisory committee on serving and supporting students with mental health disabilities, which would be tasked with conducting a study about issues such students face on campus and how to improve their academic outcomes. The GAO would also be tasked with conducting a study.</p>	<p>APLU does not have a position at this time.</p>
<p>Sec. 9011 Federal Student Loan Cancellation Commission Amendment 7</p>	<p>During markup, House Democrats also approved an amendment from Rep. Omar (D-MN) on a party-line vote that would establish a commission to study the impact of</p>	<p>APLU does not have a position at this time.</p>

Description	Analysis	APLU Position
Requires new commission to study student loan debt	federal student loan debt on the socioeconomic outcomes of borrowers and the economy, the feasibility of canceling federal student loan debt, and provide recommendations to Congress. This amendment was raised in response to the Congressional Progressive Caucus's broader push for student debt cancellation.	
Sec. 9011 Resources to Prevent Incidents of Bias Amendment 13 Requires ED to distribute resources to IHEs on preventing incidents of bias	During markup, the Education and Labor Committee also approved by voice vote an amendment from Chairman Scott (D-VA) that would require ED, not later than one year after the CAA has passed, to provide IHEs with resources and best practices on preventing and responding to incidents of bias, including bias based on actual or perceived race, color, religion, national origin, sex, or disability.	APLU does not have a position at this time.
Sec. 9011 Study on Racial and Socioeconomic Gaps at Public 4-Year IHEs Amendment 17 / Amendment 17a Requires GAO to conduct a new equity study	<p>During markup, the Education and Labor Committee also approved by voice vote an amendment from Rep. Jayapal (D-WA) that would require GAO to conduct a study on racial and socioeconomic equity gaps in outcomes at four-year IHEs. It will also review factors that may or may not lead to positive outcomes for historically underrepresented students, looking at factors that might contribute to equity gaps such as state spending or FAFSA filing rates. It would also include a comprehensive review of how IHEs are working to close gaps in attendance and completion.</p> <p>Rep. Wilson (D-FL) offered a secondary amendment, also approved by voice vote, that requires the study to include information about the IHE's administration of school climate surveys and other school climate related provisions.</p>	APLU does not have a position at this time.
Sec. 9011 Study on License Revocations Related to Student Loan Defaults Amendment 27 Requires the GAO to conduct a new study	During markup, the Education and Labor Committee also unanimously approved an amendment from Rep. Shalala (D-FL) that would require GAO to conduct a study on the impact of states that revoke occupational licenses if students fail to repay their student loans.	APLU does not have a position at this time.