APLU PRIORITIES FOR THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT (HEA)

Association of Public & Land-grant Universities

Contents

OVERVIEW

Our nation has a rich history of recognizing higher education as vital to individual and societal advancement. From the Morrill Acts of 1862 and 1890, to the GI Bill of 1944, to the Higher Education Act of 1965, to the Post-9/11 GI Bill of 2008, policymakers have wisely sought to make a college education—and all of the many benefits associated with it—available to as many people as possible. But more must be done.

A college education has never been more important and more valuable to individuals and society at large. It has been well documented that bachelor's degree holders experience significantly greater employment opportunities and much higher earnings potential and, in turn, contribute far more in taxes over their lifetime than those whose highest completed level of education is high school.

"A college education has never been more important and more valuable to individuals and society at large."

But the benefits extend well beyond a paycheck. A bachelor's degree recipient is much more likely to report being in very good or excellent health, and nearly five times less likely to be imprisoned. All told, college graduates' overall reliance on government programs is estimated to be 39 percent less than those with only a high school diploma. College graduates are also more engaged citizens—voting and being politically active at much higher rates, volunteering in their community more often, and more significantly contributing to charitable causes.

The federal government's investment in student aid through Title IV of the Higher Education Act is indispensable for students accessing higher education. This is an investment not only to provide ladders of opportunity for individuals, but also an investment our country makes to ensure a prosperous future for all. The benefits of an educated population flow to all of society.

HEA reauthorization provides an opportunity to strengthen support for students to access higher education, boost student success, enhance transparency to allow students and families the opportunity to make informed decisions, improve accountability to protect students and the taxpayers' investment, as well as providing global learning opportunities.

STRENGTHEN FEDERAL STUDENT AID TO SUPPORT ACCESS, DEGREE COMPLETION, AND STUDENT SUCCESS

Boost Pell Grant Funding

Congress should boost Pell Grants in HEA while safeguarding the program's integrity.

Pell Grants are the cornerstone of financial aid for low-income students. For many, Pell Grants make the difference in whether earning a college degree is possible. Policymakers have proposed a number of bills that would impact Pell funding and individual and program eligibility. APLU applauds Congress for restoring year-round Pell. We urge Congress to now turn attention to extending the mandatory inflation adjustment, which expired at the end of 2017. Without inflation adjustments, the power of Pell will decline as inflation rises, diminishing the impact of the program and jeopardizing access to higher education for the neediest students. Congress previously recognized that similar to other entitlement programs, simple adjustments for inflation should not require annual congressional action such as through appropriations. APLU urges Congress to prioritize the extension of Pell mandatory inflation adjustments in HEA.

"Without inflation adjustments, the power of Pell will decline as inflation rises, diminishing the impact of the program and jeopardizing access to higher education for the neediest students."

Similarly, Congress should to the maximum extent possible, make the program mandatory-funded to provide certainty. For Award Year 2018-2019, only $1,060 of the $6,095 maximum award is through mandatory funding. A number of bills have been proposed to either make the program fully mandatory or to increase the proportion of mandatory funding. APLU urges as much progress as possible toward the goal of a fully mandatory Pell program.

Some policymakers have proposed broadening eligibility for new short-term programs and unconventional companies/institutions to gain access to Title IV funding, including Pell. APLU urges extreme caution. First, it is important to recognize that Pell is already available for short-term certificate programs of at least 15 weeks. While there may be some short-term programs that could provide valuable opportunities to students, particularly in the space of workforce development, policymakers should be mindful of the investments that have too often failed for students and taxpayers. Access to Title IV must remain appropriately protected or the appeal of federal dollars will further attract unscrupulous actors, which often leave students with insurmountable debt and either no credential or one of little value. The repercussions can be calamitous not just for students but also taxpayers.

There are certificate programs that can greatly contribute to employment prospects and support lifelong learning. Nondegree programs, however, remain an area of unique risk. A Brookings Institution analysis of Department of Education data demonstrates that loan defaults are actually higher among those who complete a postsecondary certificate than those who drop out of college. Furthermore, Georgetown University's Center on Education and the Workforce found that there are many certificate programs that "do not confer a substantial wage premium over a high school degree."

Some policymakers have also proposed opening Pell to incarcerated individuals. While APLU is supportive in concept, we urge policymakers to include protections to ensure academic quality and sufficient outcomes to merit federal investment.

Prevent Program Cuts in Student Aid Simplification Efforts
APLU is wary of cuts to student aid programs that are disguised as "simplification."

"'Simplification' is often used as a friendlier term for cuts."

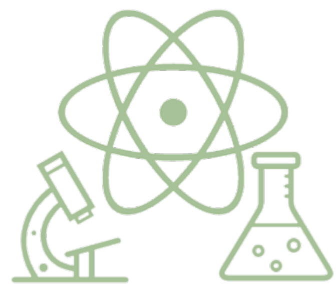
APLU is greatly concerned with some proposals to "simplify" federal student aid. While APLU has no objections to simplification in concept, aid programs often serve unique, not redundant, purposes. Additionally, "simplification" is often used as a friendlier term for cuts. While proposals to reform the federal student aid system, including "One Grant, One Loan," should be reviewed comprehensively rather than piecemeal, we are concerned with proposals to eliminate subsidized undergraduate Direct Loans, Supplemental Education Opportunity Grants (SEOG), and Graduate Plus loans. The private market is not a viable alternative to the federal financial aid system. The federal government's role is both advantageous to students and our nation by fostering broad access to higher education, particularly for those students who otherwise would not have the means to go to college.

Policymakers should look to enhance flexibility of the use of campus-based aid programs while ensuring the integrity of the system. For example, APLU supports flexibility that would allow use of SEOG for completion grants.

Support Graduate Education

Congress should reverse the trend of cutting aid to graduate and professional students and make significant progress in supporting all students in an HEA reauthorization.

According to the Bureau of Labor Statistics, entry-level jobs requiring an advanced degree are among the fastest growing occupations. These positions are essential to our nation's global competitiveness. Furthermore, many positions that increasingly require graduate degrees for professional advancement, such as teachers, nurses and social workers are critical to society but not highly compensated. The national average starting salary for a teacher is just $39,249.



Decisions made by Congress in the past relative to student loans have made graduate and professional education much more expensive for students. For example, Congress eliminated the in-school interest subsidy for graduate students, made graduate students pay higher interest rates than undergraduates, and made for higher origination fees on Federal Direct PLUS loans. Furthermore, according to the Congressional Budget Office, the federal government is generating significant revenue off the very high interest paid by borrowers through the Grad PLUS program. This trend is unacceptable and economically self-defeating for our nation as we look to globally compete with the most innovative and skilled workforce.

The trend should be reversed so undergraduate and graduate students alike are strongly supported. APLU supports the provision in the Aim Higher Act extending Pell eligibility for graduate students that have not used up their lifetime eligibility while completing their undergraduate degree.

In a letter led by APLU, more than 30 higher education, student organizations, and science societies urged the Senate Committee on Health, Education, Labor and Pensions and the House Committee on Education and Labor to make graduate education an HEA priority.

INCREASE HIGHER EDUCATION TRANSPARENCY

Congress should include the College Transparency Act in HEA reauthorization to enhance transparency of higher education outcomes.

Comprehensive data on student outcomes at each college and university in the U.S. are considerably lacking. As a result, students and families are left with incomplete and sometimes misleading information as they make the critical decision about which college or university to attend; policymakers struggle to make evidence-based decisions; and institutions lack the information they need to assess their performance and improve. Congress should include the College Transparency Act, H.R. 1766/S. 800, within HEA reauthorization to fix the problem.

The problem exists as a result of a provision included in the Higher Education Opportunity Act of 2008 that bans the Department of Education from collecting federal student-level data. 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. Additionally, bolstered data would allow students and families to set realistic expectations of possible future earnings and appropriately minimize borrowing.

Perhaps most concerning, the data is vastly incomplete as it only includes recipients of Title IV – omitting 39 percent of students in postsecondary education. This is despite mounting evidence demonstrating significant variations of outcomes between Title IV and non-Title IV recipients.

Student-level data is also needed to provide accurate persistence and graduation rates for postsecondary students. Because of the prohibition against student-level data, the federal government is unable to reliably and consistently the outcomes of students after they transfer and has only recently added minimal reporting for part-time students. This is a huge problem since nearly 55 percent of those who earn a bachelor's degree attend more than one institution and over 60 percent of students at community colleges attend part-time. Those students are not counted and most people looking at the College Scorecard and other transparency sites have no idea that the data is so incomplete.

Alarmingly, only 47 percent of postsecondary students are captured in the "first-time, full-time" criteria of the federal graduation rate.

The result is a lack of comprehensive and accurate information for prospective students and their families, policymakers, and institutions themselves. The Student Achievement Measure (SAM) is a voluntary initiative that helps to fill the information gap by providing a set of progress and completion outcomes for full-time, part-time, and transfer-in students who attend one or more institutions. Developed as a cross-sector initiative in 2013, SAM is as collaboration among six higher education associations and is led by APLU and the American Association of State Colleges and Universities (AASCU). SAM currently has more than 600 participating institutions, representing 38 percent of the undergraduate enrollment in the U.S. SAM outcomes data can be found on a common, public website: http://www.studentachievementmeasure.org.

sam student achievement measure

SAM metrics are an effective short-term solution providing helpful information to consumers, policymakers, and institutions. Yet the larger challenge remains – lifting the ban on the collection of student-level data so that more accurate and comprehensive outcomes measures (like the SAM metrics) could replace the current federal graduation rate and be used for all institutions. SAM provides a powerful model of the type of information that would be available if the ban were lifted. But SAM is voluntary and therefore not the official data included in the U.S. Department of Education's College Scorecard, the U.S. Department of Veterans Affairs' college comparison resource, or other public and private transparency tools.

APLU was deeply engaged in the development of The College Transparency Act. CTA appropriately balances concerns about privacy and security while providing the key information students and families, policymakers, and institutions need. APLU strongly urges Congress to include CTA within HEA reauthorization. Higher education data and transparency is an area of particular APLU interest and expertise.

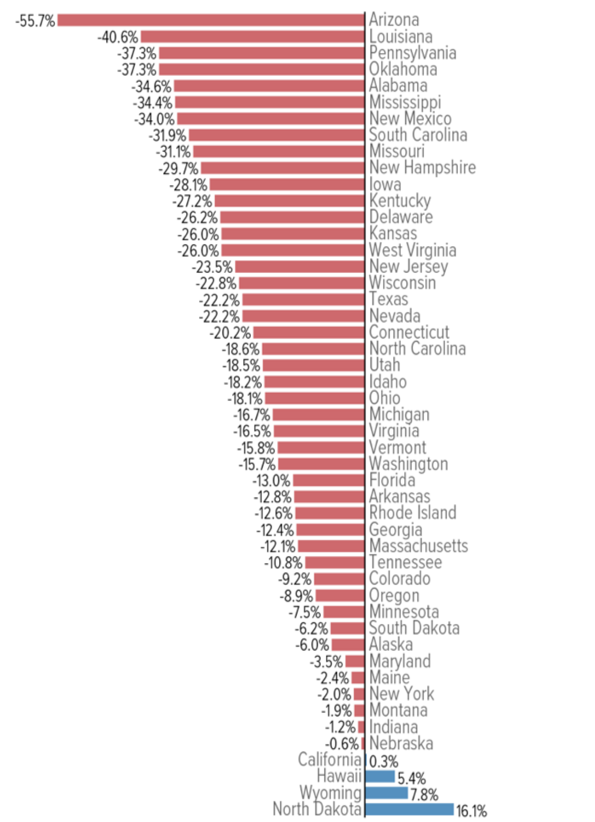
INCENTIVIZE STATE REINVESTMENT IN PUBLIC HIGHER EDUCATION

Congress should carefully design a federal-state partnership to drive states to reinvest in public higher education.

Strong state funding of public colleges and universities is what historically allowed such institutions to remain very affordable. Alternatively, sharp declines in state support per student are the driving force behind tuition increases at public universities. In fiscal year 2018, 46 states spent less per student than before the recession. While some states have begun to restore funding, average state spending remains 18 percent lower than before the recession in 2008. While the Great Recession sharpened the rate of disinvestment, unfortunately the shift from state funding to student/family funding goes back much farther. In 1988, 48 states contributed more per-student to public higher education than students paid in tuition. This relationship has now flipped in many states. In 2015, students paid a higher amount in tuition than state per-student funding in 22 states, with six states requiring students to shoulder the costs by a ratio of 2-to-1. This trend is simply unsustainable if the United States is to remain a competitive global innovator.

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2018



Note: Illinois was excluded because the data necessary to make a valid comparison are not available. Since enrollment data are only available through the 2016-17 school year, we have estimated enrollment for the 2017-18 school year using data from past years.

Source: CBPP calculations using the "Grapevine" higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association and the Consumer Price Index, published by the Bureau of Labor Statistics

CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG

With a college degree never more important to attaining the American Dream, achievement gaps and inequality will be exacerbated if low-income students increasingly see higher education is increasingly seen as out of reach. The result would be unrealized individual potential and a significant loss to society. An individual with a college degree contributes more in taxes and costs the government substantially less in public assistance. A public investment in higher education is necessary from both an individual and societal standpoint. States need to once again do their part and the federal government can be an effective and galvanizing partner.

APLU strongly supports the establishment of a federal-state partnership in which the federal government incentivizes states to reinvest in public higher education. In our view, this is the most effective policy solution the federal government can enact to improve higher education access and affordability for the vast majority of students and families. Students at public institutions comprise nearly three quarters of all those enrolled in postsecondary education.

APLU supports the partnership program included in the 2014 Higher Education Act reauthorization bill, the Higher Education Affordability Act from the 113th Congress, S. 2954. We also support the main concept behind Senator Ron Wyden's (D-OR) PARTNERSHIPS Act, S. 2191. In general, we think the ideal approach would be as simple, voluntary, and non-punitive as possible, in order to defend the program from charges of federal overreach and micro- management of state policy. At the same time, the incentive in the bill—the federal match— should be configured to create real benefits for states stepping up to partner with the federal government. While appropriate safeguards should be put in place to ensure funding is properly used, a partnership program should focus on the core concept of state reinvestment and minimize the inclusion of additional provisions to accomplish other policy goals as such provisions may reduce the incentive of the federal match.

"A partnership program should focus on the core concept of state reinvestment and minimize the inclusion of additional provisions to accomplish other policy goals as such provisions may reduce the incentive of the federal match."

The details of how a partnership program would work are critical to its success. Ultimately, a partnership program must recognize that while states have reduced higher education support, they have not reduced oversight or regulations on public institutions. In encouraging state participation, the incentive program should not add new regulatory burdens on top existing ones. The federal role should be to spur states to reinvest, employing proper safeguards to ensure new funding does not supplant existing appropriations. Adding additional federal layers of regulation in the domain of what is appropriately state and institutional discretion, such as tuition setting and admissions, would be of significant concern.

EXPECT MORE FROM HIGHER EDUCATION AND PROTECT STUDENTS

Fix the Broken Cohort Default Rate Test

Congress should reform the Cohort Default Rate test and enact meaningful accountability to protect students and taxpayers.

It is critical that the Higher Education Act include policies holding institutions and programs accountable for an appropriate minimum level of successful student outcomes. Neither students nor taxpayers should accept that the federal government would subsidize programs and institutions that are unlikely to lead to students successfully repaying their federal loans.

The current requirements for institutions to maintain access to Title IV are remarkably lenient, subject to manipulation, ineffectively enforced, and moving toward irrelevance. Under current rules, an institution is subject to the loss of Title IV eligibility if its three-year cohort default rate (CDR) exceeds 30 percent for three successive years or if the three-year rate is greater than 40 percent in any one year. In 2018, only 14 institutions, mostly cosmetology schools, out of the more than 7,000 that participate in the Title IV program were subject to sanctions that could lead to their loss of eligibility to participate in Title IV programs. The CDR test clearly is failing to capture some inadequately performing institutions. With the increasing use of income-driven repayment options, the default rate alone is an insufficient metric to determine the ability of an institution's students to repay their loans.

"The current requirements for institutions to maintain access to Title IV are remarkably lenient, subject to manipulation, ineffectively enforced, and moving toward irrelevance."

Accountability should also not just be a stick. For historically underfunded institutions such as public HBCUs, Congress should look to how it can provide additional support for these schools to advance student success.

Focus Accreditor Resources Where Most Needed

Congress should support risk-based accreditation in HEA.

Regional accreditation has been a longstanding and important way to assure the public that educational institutions meet expected standards of quality. What began as a voluntary system to provide these assurances has developed into a more complex system that performs many additional functions. The Higher Education Act has not kept up with changes in the role of accreditors or the new tools to assess institutional performance and risk to students and taxpayers.

A differential or “risk-based” approach to accreditation is part of the solution. This new approach should include two core concepts:

1. All institutions should go through the accreditation process, but consistently high-achieving institutions should not go through the same burdensome and expensive process as low performing institutions. Accreditor resources should be focused where they are most needed and not unnecessarily expended on high-performers.

2. Accreditors should use more outcomes data as part of their process, e.g. graduation rates, employment outcomes, loan default and repayment rates.

As institutional performance data has become available, assessments of higher education have been shifting to a greater focus on outcomes. Yet in the case of accreditation, many vestiges of the input/process model remain. This is especially troubling because much of this outdated approach has been codified into current law as part of the Higher Education Act. With better outcomes data becoming more readily available, it is important to revise or remove some of the input/process components and shift the focus for accreditation to a more outcomes-based model.

Another vestige of the inputs/process model is that accrediting agencies require every institution to follow the same process for the reaffirmation of accreditation, with some exception tied to the mission of the institution, regardless of institutional performance and risks to students and taxpayers. We applaud the Department of Education for recently clarifying that it favors various forms of a differential accreditation review process. But because the Department is merely advising the accreditors that they have the discretion to apply a differentiated approach, the Department’s actions are relatively weak.

APLU strongly believes the existing process is wasteful of both institutional and accreditor resources and, more importantly, does not optimally protect students and taxpayers because attention and resources are not as focused on the institutions needing the most attention. The core concept of differential accreditation is that an institution with a 90 percent graduation rate, a loan default rate of 3.5 percent, and no difficulties administering financial aid, does not need as much attention as an institution with a 30 percent graduation rate and a 24 percent default rate. In the first example, there is simply less risk that the institution would have any quality or financial difficulties of the sort that would be of concern to the Department of Education.

As part of a risk-based accreditation approach, the process should move toward using more performance outcome measures as indicators of quality. For many institutions, going through the accreditation process is needlessly time-consuming and costly – distracting attention from advancing the institution's educational, research, and outreach missions.

"As part of a risk-based accreditation approach, the process should move toward using more performance outcome measures as indicators of quality."

APLU proposes regional and national institutional accrediting agencies be required to use three broad categories of outcomes data (comprehensive graduation rates, financial sustainability measures, and employment outcomes) as part of assessing the accreditation status of a postsecondary institution. We recommend that accreditors be required to use these categories in determining the appropriate level of review, with high performing institutions requiring less attention. All institutions would need to meet standards for reaffirmation of accreditation, but the process used would vary based on the performance outcome of institutions.

Protect Student Veterans and Servicemembers

Congress should close the 90/10 loophole in HEA.

The 90/10 rule within the Higher Education Act precludes for-profit colleges and universities from receiving more than 90 percent of their revenue from federal student aid. Unfortunately, though, the rule does not include revenue from Department of Defense (DOD) and Department of Veterans Affairs (VA) student aid. This loophole has had significant repercussions, making service-men and -women and veterans targets of aggressive recruitment campaigns by some unscrupulous institutions.

The 90/10 rule was developed to be a quality assurance indicator for an institution through its accountability to the free market. We understand that DOD and VA educational programs differ in character and standing from the Department of Education Title IV programs and are generally considered entitlements provided to active military service personnel and veterans. But with some institutions receiving nearly 100 percent of their funding from federal sources, that quality assurance metric is invalidated. This change will assist in protecting veterans and other students by offering a more comprehensive assertion of educational institutional quality.

Recognize Problems with Risk-Sharing

Congress should enhance accountability but without damaging access. APLU is greatly concerned with unintended consequences of some risk-sharing proposals.

APLU recognizes and supports appropriate efforts to hold higher education institutions more accountable. There are positive policy proposals that would help protect students and taxpayers as well as proposals we think would have severe unintended consequences—ultimately setting back the interests of students and taxpayers. The "risk-sharing" concept, in which institutions would be financially liable for loan defaults or slow student loan repayment, are problematic proposals.

"A broad risk-sharing policy would inadvertently skew incentive structures for institutions to make students from advantaged backgrounds more appealing as a means of reducing risk of federal penalties."

APLU is greatly concerned that risk sharing would ultimately encourage institutions to minimize "risk." That is, the policy would essentially drive many institutions to favor admission of students who are the least likely to default or repay their loans. As policymakers highlight real concerns about achievement gaps and income inequality, we should be working to make higher education more, not less, accessible to low- and middle-income families.

The land-grant system was created to democratize higher education, to make what was once a privilege for the elite and wealthy class, an option for more Americans. A broad risk-sharing policy would inadvertently skew incentive structures for institutions to make students from advantaged backgrounds more appealing as a means of reducing risk of federal penalties. Public institutions, particularly those most suffering from state disinvestment in public higher education and those admitting high numbers of Pell recipients and first-generation students such as the historically black 1890s land-grant institutions, would have no option but to pass the costs of risk sharing on to students and families in the form of increased tuition and fees and/or reduced academic services. Risk sharing might require institutions to take out special insurance policies to mitigate their risk or set aside funds that would be better used supporting its academic mission.

Making public higher education more affordable through a federal-state partnership would help ensure progress in reducing loan defaults and ensuring more borrowers successfully repay the principal of loans. Improving accountability can be accomplished by strengthening the Department of Education's enforcement of Title IV institutional eligibility as outlined, reforming accreditation to include a differentiated approach, and also closing the 90/10 loophole, which incents the for-profit sector to aggressively and often abusively pursue military and veteran students. These are much more sound proposals to accomplish some of the intended objectives of risk sharing.

IMPROVE CAMPUS SAFETY AND SECURITY AND COMBAT SEXUAL MISCONDUCT

Congress should work with colleges and universities to accomplish shared priorities of combatting sexual misconduct.

Providing a safe learning and work environment for students, faculty, and staff is of paramount importance to public universities and is necessary for institutions of higher education to be truly successful in their public service missions of education, research, and outreach. To universities, Clery Act statistics are not just numbers on a page; they are their students. Public universities welcome a partnership with the federal government in ways that will enhance the tools universities have to combat campus sexual assault and buttress institutions' extensive efforts to address the problem.

"Public universities welcome a partnership with the federal government in ways that will enhance the tools universities have to combat campus sexual assault and buttress institutions' extensive efforts to address the problem."

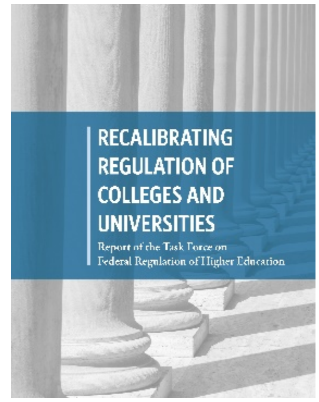
National public affairs campaigns, combined with institutional efforts such as Rutgers University's work on campus climate surveys and the University of New Hampshire's work on bystander intervention, have productively underscored the critical issue of sexual assault on our campuses and also increased the understanding of a very complex issue. Institutional efforts to better understand the problems surrounding sexual assault, such as campus climate surveys, have demonstrated that multi-faceted solutions are required to address this societal issue within and outside of our campuses. For example, Rutgers' longitudinal campus climate surveys revealed that one in four of their undergraduate female students report they experienced sexual violence prior to enrolling at the university. According to U.S. Department of Justice statistics, female students between the ages of 18 and 24 who are enrolled in college are 20 percent less likely than non-students of the same age to be victims of sexual assault. However, male college-aged students are more likely than non-students to be victims. Enhanced prevention and education efforts for male and female students at earlier ages combined with evidence-based efforts by institutions of higher education are necessary to combat sexual assault. Additional federal investment in research in the area of sexual violence and bullying would enhance best practices and contribute greatly to efforts to reduce the frequency of incidents.

Institutions are expanding support services for survivors and should continue to do so. It is also critical that colleges and universities continue to create campus cultures in which students are comfortable reporting sexual assaults because they know the campus both cares and has evidence-based resources to support them.

Legislative efforts to address campus sexual assault, such as the Campus Accountability and Safety Act (CASA), have also received significant attention. While CASA includes some positive ideas to help combat campus sexual assault and newer versions of the legislation are significantly improved, we believe further improvements should be made. We caution against a one-size-fits-all approach that assumes uniformity among the over 4,000 accredited colleges and universities across the United States. Legislation should account for existing and effective institutional policies and/or local or state laws that govern how campuses are to address sexual violence. The most successful legislation would set clear federal priorities and provide institutions with support and flexibility to meet such requirements with efforts that best fit their student and campus characteristics. This approach would ensure that resources are used to their greatest effect promoting and safeguarding students' well-being.

MODERNIZE, STREAMLINE, AND FOCUS HIGHER EDUCATION REGULATIONS

Congress and the U.S. Department of Education should streamline some higher education regulations while not doing harm in its legitimate oversight over federal investment in higher education.



APLU recognizes the strong need for effective federal regulation of institutions of higher education to protect the public interest. It is acceptable for some regulations to ultimately represent a burden and expense to institutions, provided the need for the regulations outweigh the costs. Not all Department of Education regulations are as essential, however. There are numerous examples of regulations that significantly and needlessly add to the operating costs of institutions, which ultimately distract from and drive up the cost of providing education to students.

APLU greatly appreciates the work of Chairman Lamar Alexander (R-TN), former Senator Barbara Mikulski (D-MD), and Senators Michael Bennet (D-CO), and Richard Burr (R- NC), in previously appointing 16 diverse higher education leaders to the Task Force on Federal Regulation of Higher Education. The Task Force made more than 50 specific recommendations for easing the regulatory burden on institutions without compromising legitimate federal oversight. Congress and the U.S. Department of Education should act on the recommendations.

MAKE GLOBAL LEARNING AVAILABLE TO ALL

Support Title VI International Education Programs

Congress should pass the Advancing International and Foreign Language Education Act as part of HEA reauthorization.

The Department of Education's International and Foreign Language Education programs, authorized by Title VI of HEA, provide undergraduate and graduate students with opportunities for in-depth study of foreign languages and regions of strategic importance to the United States. Title VI provides the infrastructure for a steady supply of specialists with deep expertise, so the United States is prepared to meet expanding diplomatic and national security needs. Federal agencies, including the Departments of Defense, Commerce, and State, depend upon the Title VI education infrastructure in order to promote effective economic, military and diplomatic engagement.

APLU supports inclusion within HEA of H.R. 2562/S. 342, the Advancing International and Foreign Language Education Act, introduced by Senators Young (R-IN) and Baldwin (D-WI), to reauthorize six presently funded Title VI programs: National Resource Centers; Foreign Language and Area Studies (FLAS) Fellowships, Language Resource Centers, Centers for International Business Education and Research (CIBERs), Undergraduate International Studies and Foreign Language (UISFL) Programs, and American Overseas Research Centers. The bill would also consolidate several authorized programs into two new and innovative programs designed to promote the use of technology to strengthen the capacity, coordination, delivery and outcomes of international education, and identify the incentives and partnerships required to internationalize business education.

Expand Study Abroad Opportunities
Congress should pass the Senator Paul Simon Study Abroad Program Act as part of HEA reauthorization.

No international education experience is as transformative for students as study abroad. There is simply no match for inspiring students to think globally. In an increasingly global environment, an international experience is an essential element to a well-rounded education and building a workforce equipped to compete. Yet only 1.5 percent of all U.S. students study abroad, and 53 percent of those students choose to study in Europe.

The Senator Paul Simon Study Abroad Program Act, S. 1198, introduced by Senators Durbin (D-IL) and Wicker (R-MS) would create a new study abroad program within the Department of Education consistent with the goals of the study abroad commission established by Congress and chaired by APLU President Peter McPherson, known as the Commission on the Abraham Lincoln Study Abroad Fellowship Program. Grants to institutions would leverage resources, remove barriers to participation in study abroad, and create lasting change on campus. Preference would be given to institutions that increase the diversity of participants and promote non-traditional locations. This would have a significant impact on the number of U.S. students studying abroad for relatively low levels of funding. Study abroad experiences should not just be a luxury for only those students from advantaged backgrounds. Expanding participation must be a national priority.