

The Higher Education Affordability Act of 2014

Section-by-Section Analysis

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Title I – HEA

Section 101

- Removes the exception for certain foreign medical schools to qualify for Title IV to ensure all foreign medical schools are held to the same eligibility criteria.

Section 102

- Limits the type of revenues proprietary institutions may include in the non-federal revenue calculation, and ensures that funds from all federal sources (including the Post-9/11 G.I. Bill and the DOD Tuition Assistance Program are counted as federal funds).
- Requires for-profit schools to derive at least 15% of their revenue from sources other than federal funds to remain eligible for Title IV federal assistance.

Section 103

- Definitions.

Section 104

- Extends authorization of appropriations for the Drug and Alcohol Abuse Prevention program for 2015 and the next five succeeding years.

Section 105

- Requires every institution that participates in any program under Title IV to use the standard financial aid award letter (developed under 483B) when providing written or electronic financial aid offers to students enrolled in, or accepted for enrollment, at the institution.

Section 106

- Creates a code of conduct that schools must follow if they cobrand or create an affiliation between their institution of higher education and a consumer financial product or service. This code of conduct would include: a ban on revenue-sharing agreements between schools and financial institutions engaged in cobranding, a gift ban for any employee involved in selecting a partner financial institution, and a prohibition on the partner financial institution providing staffing assistance on campus.

Section 107

- Prohibits institutions of higher education from using federal educational assistance funds for recruiting and marketing activities.

Section 108

- Improves the minimum requirements required for net price calculators. These requirements include:
 - A link for the calculator that is clearly labeled and prominently posted on an institution of higher education's website where information on costs and aid is provided.
 - The net price for the individual student, cost of attendance, estimated amount of need-based grant aid and merit-based grant aid, and the percentage of the first-time full students enrolled in the institution that receive any type of grant aid.
 - Disclosures that the estimate is non-binding, does not represent a final determination, and that the student must complete the FAFSA to receive financial aid.
 - Providing information regarding eligibility benefits for veterans' education benefits.
- Specifies that the calculator must comply with FERPA and that no later than 2 years after the bill is enacted, the Secretary develop a universal net price calculator to enable users to answer one set of questions and receive net price information for any institution that is required to have a calculator. A link to the net price calculator must be available on the College Navigator, College Scorecard, the College Affordability and Transparency Center, and Office of Federal Student Aid's websites.
- In addition, the Secretary is required to issue a report on steps taken to raise awareness of the calculator, how institutions are complying with the requirements in HEA, and provide analysis of how students are benefiting from the availability of net price calculators.

Section 109

- Requires the Secretary of Education to update the website that is intended to provide servicemembers, veterans and their families with comprehensive information about all Federal and State student financial assistance options for military families.
- Requires the Secretary of Education to create a single enrollment form for servicemembers to invoke existing military-specific protections, as opposed to the several different disclosure and enrollment forms that are currently required.
- Clarifies that the single enrollment form can serve as valid notice for purposes of the Servicemember Civil Relief Act.

Section 110

- Requires the ratio of courses taught by full-time faculty vs. part-time faculty to be included as a data point in College Navigator.

Section 111

- Authorizes a “College Scorecard” to be developed and operated by the Department of Education. It directs the Secretary to develop and make publicly available a College Scorecard website that is developed in consultation with heads of relevant federal agencies and based on recommendations from representatives of secondary school students and postsecondary students, the families of secondary school and postsecondary students, institutions of higher education, secondary school and postsecondary education counselors, and nonprofit consumer groups.
- The College Scorecard shall contain consumer-friendly information that is simple and understandable, for each degree and certificate-granting institution of higher education that receives funds under Title IV of the Higher Education Act. The information must include net price, completion and transfer data, loan repayment information, student debt information, and any other information the Secretary determines necessary so that students and parents can make informed decisions about where students should attend college. The College Scorecard will also identify institutions that have the highest and lowest tuition and fees as determined under the existing College Affordability and Transparency Lists authorized under Section 132 of HEA.
- The College Scorecard must be consumer tested and made publicly available on the websites of institutions of higher education, College Navigator, the College Affordability and Transparency Center, and the Office of Federal Student Aid, as well as be distributed to prospective and accepted students. The Secretary is required to develop a public awareness campaign to disseminate information regarding the functions and methods of accessing the College Score Card.

Section 112

- Creates an exception to the ban on a student unit record system to allow for the development of such a system that meets all the requirements of Section 493G of this Act.

Section 113

- Provides eligible homeless and foster youth with an in-state tuition guarantee to reduce barriers to college due to lack of financial support.

Section 114

- Extends authorization of appropriations for the State Higher Education Information System Pilot program for 2015 and the next five succeeding years.

Section 115

- Requires the Department of Education’s Student Loan Ombudsman to receive, review, and expeditiously resolve complaints regarding the independent student status of foster youth and unaccompanied homeless youth, in consultation with child welfare agencies, McKinney-Vento Homeless Education local liaisons, and state coordinators.
- Creates a military and veteran point of contact within the Office of the Student Loan Ombudsman. This office will ensure that military federal student loan borrowers know and receive the protections they have earned with respect to their Federal student loans.

Section 116

- Technical changes.

Section 117

- Requires the Secretary of Education to establish a complaint tracking system for students, employees, and third parties to register and resolve complaints regarding the educational, recruiting, and marketing practices of post-secondary educational institutions. The legislation would require schools to provide students with timely responses and resolutions to these inquiries and complaints, and also to coordinate with the complaint systems established by the DoD and VA pursuant to Executive Order 13607.
- Requires the Secretary of Education to publicly post updated complaint information, disaggregated by institution, on the Department’s website, and also to publish annual reports synthesizing complaint trends.
- Strikes the self-certification provisions for private loans to be replaced by mandatory certification.
- Creates an appeals process to provide institutions of higher education the opportunity to contest any complaints they can demonstrate are unfounded.

Section 118

- Creates an interagency committee - the Proprietary Education Oversight Coordination Committee - made up of representatives from all relevant Federal agencies. The interagency group would hold quarterly meetings as a group and annual meetings with state attorneys general to coordinate federal and state activities related to for-profit school oversight. Additionally, the group would annually publish a whole-of-government report on the for-profit college industry in order to compile student complaints, data about student outcomes, and market data. Finally, the group would publish a warning list of schools that have engaged in illegal activities or for which there is sufficient evidence of widespread abusive, unethical, fraudulent, or predatory practices.

Title II – HEA

Section 200

- Amends the current definitions under Title II. Notable changes include new definitions for: clinical training, an educator preparation entity, an educator preparation program, an educator residency program, high-quality professional development, an induction program, mentor and mentoring, satisfaction surveys, student growth, and a teacher performance assessment.

Part A – Educator Quality Partnership Grants

Section 201

- Describes the purposes of Part A, such as to: improve student achievement in high-need schools, improve the quality of prospective and new teachers or school leaders, hold educator preparation entities accountable for developing highly effective teachers, recruiting well-qualified candidates, particularly from groups underrepresented in teaching, as teachers or school leaders, and meeting the staffing needs of high-need school districts.

Section 202

- Describes the application process for grants to support improving educator preparation through educator residencies.
- Authorizes the Secretary to award grants to eligible partnerships – that shall consist of at least a nonprofit institution of higher education with a demonstrated track record of producing effective teachers, a local educational agency, and a school, department, or teacher education program within the institution – and outlines the expectations of successful applicants upon receipt of, and throughout the implementation of, such grants.
- Requires applicants to demonstrate to the Secretary how they plan to:
 - Perform an assessment of the needs of the educator workforce within the partnership, including the higher needs and projections of vacancies for teachers in a high-need subject or field;
 - Target funds to recruit, prepare, and support highly effective educators to serve in high-need school districts;
 - Form a meaningful collaboration between the educator preparation program and the high-need school district;
 - Administer satisfaction surveys to employers and recent program graduates; and
 - Prepare educators to use research and data as well as meet the needs of students with disabilities.
- Successful applicants shall use grant funds to design and implement an effective educator residency program to prepare teachers and school leaders for success in high-need schools served by a high-need school district. Residency programs will be required to provide at least one academic year of high-quality clinical training for teachers or school leaders. Residency programs will also be required to establish meaningful collaboration with school districts to align preparation programs with the needs of the school districts. Residency programs will also develop or enhance mechanisms to recruit individuals from underrepresented populations, individuals to become teachers or leaders in high-need

school districts or rural areas, midcareer professionals from other occupations, and, for school leaders, those with teaching experience and demonstrated leadership capacity.

- Teacher or school leader residency programs must provide a 1-year living stipend or salary to each teacher or school leader resident during the residency program. Each teacher or school leader resident must agree to serve as a full-time teacher or leader in a high-need school or district for no fewer than 3 academic years. If individuals fail to meet this requirement, they must repay the stipend or salary, with interest.

Section 203

- Stipulates the administrative provisions of the educator residency grants for eligible partnerships. Further, eligible partnerships are expected to provide a 1-to-1 match for grant funds from non-federal sources. However, the Secretary may waive the matching requirement if the Secretary believes applying the matching requirement would result in serious hardship or an inability to carry out authorized activities. Finally, the eligible partnerships may expend no more than 2 percent of funds for administration of the grant.

Section 204

- Requires partnerships to establish an evaluation plan that includes strong and measurable performance objectives. The plan shall include, at a minimum, plans to determine the partnerships success in increasing: teachers' or leaders' performance during clinical training, teacher or leader retention, pass rates on state certification or licensure exams, educator effectiveness based on performance on evaluations and satisfaction surveys, and hiring of program graduates by high-need schools or districts. Partnerships shall also prepare an annual report including data on the partnership's evaluation metrics and any challenges faced by the partnership. If the Secretary determines the partnership is not making substantial process meeting the purposes and goals of the grant, the Secretary may cancel the grant.

Part B – State Innovation in Educator Preparation

Subpart 1 – Educator Preparation Program Reform Grants

Section 206

- Establishes educator preparation program reform grants. Such grants are available only to states or a consortium of states. States that receive grants may use funds to reform and improve their educator preparation programs.
- States will have to establish a system that assesses all educator preparation programs within a state based on multiple measures including teacher or school leader impact on student learning, results from satisfaction surveys provided to employers and recent graduates, and retention. States must also develop a plan to require all preparation programs to:
 - Give satisfaction surveys of recent graduates to such graduates and their employers;
 - Regularly communicate with the school districts they serve to ascertain their educator workforce needs; and

- Have all programs recruit well-qualified students who have gone through a selective admissions process.
- States shall also describe a process for aligning its certification and licensing exams with the state’s college and career ready standards. Further, states must describe a process for identifying and improving low-performing programs.
- Requires the Secretary to give priority to applicants with: data systems in place to link teacher or leader evaluation systems to the educator preparation programs, statewide teacher or leadership evaluation systems based on multiple measures, and strong partnerships between educator preparation programs and high-need school districts.

Part C – Educator Preparation Program Reporting and Improvement

Section 210

- Describes the requirements for educator preparation program report cards and State report cards. Each traditional educator preparation program and alternative route to certification program shall report annually on a number of metrics including:
 - Pass rates and scaled scores on state certification or licensure exams, including information on the percentage of students who passed on their first try;
 - Candidate information, including median score on standardized entrance exams and median cumulative grade point averages of admitted students compared to the institution as a whole;
 - Demographic information of candidates;
 - The availability and intensity of clinical training in the program;
 - Accreditation information;
 - Graduate performance once program participants are teaching or leading a school;
 - Employment information, including educator placement and retention rates; and
 - Whether or not the program is designated as low-performing by the state.
- Data collected must be done in such a way to protect the individual privacy of educators who have gone through educator preparation programs.

Section 211

- Requires that educator preparation programs – including those offered at institutions of higher education as well as alternative route to certification programs set annual quantifiable goals for increasing the number of educators trained in education shortage areas designated by the Secretary or state, including mathematics, science, special education, and instruction of English learners.

Section 212

- Describes the criteria that states receiving funds under this Act shall use to identify low-performing educator preparation programs and to assist such programs through technical assistance. Measures taken into account as a part of the assessment shall include: measures of candidates’ academic strength, such as median cumulative grade point averages; first time passage rates and scaled scores for teacher or school leader

certification or licensure; employment outcomes; graduates' results from teacher or school leader evaluations; and results from satisfaction surveys, as applicable. The criteria shall apply to both traditional educator preparation program and alternative route to certification programs.

- If a program has lost the state's approval, or the state has terminated its financial support, due to low performance based on the assessment described above, the program shall be ineligible for any funding for professional development from the Department of Education; may not accept or enroll students who receive aid through Title IV of this Act; shall provide transitional support for students enrolled at the time of termination or financial support; and shall be reinstated only upon demonstration of improved performance, as determined by the state.
- Any regulations promulgated relating to this section shall be subject to negotiated rulemaking.

Section 213

- Lists general provisions related to Title II. Notably, the Secretary shall ensure that states and institutions of higher education use fair and equitable methods in reporting and that reporting methods do not allow for the revelation of personally identifiable information. Further, states must share certain information with teacher education preparation programs to enable them to evaluate their effectiveness, including data from teacher and school leader evaluations.

Part D – Enhancing Teacher Education

Subpart 1 – Honorable Augustus F. Hawkins Centers of Excellence

Section 214

- Clarifies that Hawkins Centers of Excellence grants may only be competitively granted to: Historically Black Colleges and Universities; Hispanic Serving institutions; Tribal Colleges and Universities; Alaska Native-Serving institutions; Native Hawaiian-Serving Institutions; Predominantly Black Institutions; Asian American and Native American Pacific Islander-serving institutions; Native American-serving, nontribal institutions; or a consortium of such institutions.

Section 215

- Reauthorizes the Hawkins Centers of Excellence program, which provides competitive grants to minority serving institutions to establish centers of excellence to prepare well-qualified teachers to serve in low-performing schools and close student achievement gaps.

Subpart 2 – Preparing General Education Teachers to More Effectively Educate Students with Disabilities

Section 216

- Reauthorizes the Teach to Reach grants, which authorizes competitive grants to eligible partnerships of departments or programs at institutions of higher education and high-need school districts, to improve the preparation of general education teacher candidates to ensure that they "possess the knowledge and skills necessary to effectively instruct students with disabilities in general education classrooms."

Part E – General Provisions

Section 217

- Prohibits the Federal government from controlling any aspect of private, religious, or home schools.
- Contains a rule of construction that prohibits any provision of Title II from altering collective bargaining agreements.

Title III – HEA

Section 301

- Clarifies that nothing in this Act shall be construed to restrict an institution from using funds provided under a section of this title for activities and uses that were authorized under such section on the day before the date of enactment of the Act.

Section 302

- Offers grantees under the Strengthening Institutions program flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent, or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.

Section 303

- Requires Strengthening Institutions program grantees demonstrate that they are making progress in implementing their activities described in the institution's application before they receive funding for the fourth and fifth years of the grant.

Section 304

- Offers American Indian tribally controlled colleges and universities greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or

administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary. It also continues to specifically allow these institutions to use funds for certain American Indian-focused activities.

Section 305

- Offers Alaska Native and Native Hawaiian-serving institutions greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.

Section 306

- Reduces from 100% to 75% the minimum match predominately black institutions must provide if they choose to use grant funds for endowment purposes.

Section 307

- Offers Native American-serving nontribal institutions greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.

Section 308

- Offers Asian-American and Native American Pacific Islander-serving institutions greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary. It also continues to specifically allow these institutions to use funds for certain Asian American and Native American Pacific Islander-focused activities.

Section 309

- Creates a tuition-reimbursement initiative for out-of-state Native American Indian students. Specifically, it requires that the Secretary of Education to reimburse 40% of the cost of tuition, with the state agreeing to cover 60% of such costs, for Native American Indian students who are not residents of the state where the college they attend is located.

Section 310

- Reduces from 100% to 75% the minimum match historically black colleges and universities must provide if they choose to use grant funds for endowment purposes.

Section 311

- Technical changes

Section 312

- Offers professional or graduate institutions receiving grants under the Strengthening Historically Black Colleges and Universities program greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.

Section 313

- Amends the general application requirements for all Title III programs to require applicants to provide an assurance that they will report to the Secretary on undergraduate students' placement, persistence, and academic progress.

Section 314

- Increases from \$1.1 billion to \$3 billion the statutory cap on the aggregate principal amount of outstanding bonds insured under the Historically Black College and University Capital Financing program.

Section 315

- Extends authorization of appropriations for various Title III programs for 2015 and the next five succeeding years.

Title IV – HEA

Section 401

- Reinstates “Year-Round Pell” to enable Pell-eligible students to graduate early or on time by allowing them to receive additional Pell Grant funding for a summer or winter term. To address cost concerns, the total amount awarded to a student in a single academic year

would be limited to 150% of the annual Pell Grant awarded to the student. Any additional award amount would also count towards a student's lifetime Pell Grant eligibility.

- Makes inflation adjustments to the Pell Grant maximum award. The provision extends the annual Consumer Price Index (CPI) adjustment through FY2020-2021 to ensure the Pell Grant maximum award keeps up with inflation.
- Requires ongoing notification of Pell Grant eligibility. This requirement can be met through loan counseling if the Pell recipient is taking out loans. It requires institutions to notify Pell Grant students of their remaining Pell eligibility on an annual basis, or a semester (or its equivalent) basis for students with 2 years or less of eligibility remaining.

Section 401A

- Creates a new demonstration program entitled "College Opportunity and Graduation Bonus" to incentivize institutions of higher education to enroll and graduate more low- and moderate-income students on time.

Section 403

- Extends authorization of appropriations for Federal TRIO Programs for 2015 and the next five succeeding years. .

Section 404

- Extends authorization of appropriations for the Post-Baccalaureate Achievement Program for 2015 and the next five succeeding years.

Section 405

- Extends authorization of appropriations for Early Awareness and Readiness For Undergraduate Programs for 2015 and the next five succeeding years.

Section 405A

- Creates a new competitive grant program entitled "Early Awareness of College Financing Options", making funds available to 15 eligible states or the Bureau of Indian Education to provide all students in grades 8-12 in their state with a postsecondary education information form. Upon completion of the grant period, the Secretary will work with all state educational agencies to make the form available to all states.

Section 405B

- Creates a new competitive grant program entitled "Awareness of Postsecondary Education Financing Options for Adult Learners" that explores the effectiveness of notifying adult students of their postsecondary financial aid options.

Section 407

- Extends authorization of appropriations for Federal Supplemental Education Opportunity Grants (SEOG) for 2015 and the next five succeeding years.

Section 408

- Increases the institutional share of the Federal Supplemental Education Opportunity Grants (SEOG) from 33% to 50%.

Section 409

- Amends the previously guaranteed allocation amount an institution receives from Federal Supplemental Education Opportunity Grants. Institutions will now be guaranteed a minimum of 90% to a maximum of 110% of their previously received award amount.
- Allows the Secretary of Education to establish revised methods for determining the self-help need of institutions in order to better reward those that are best serving low and moderate-income students.

Section 415

- Extends authorization of appropriations for LEAP program for 2015 and the next five succeeding years.
- Establishes authorization of appropriations for American Dream Grants for 2015 and the next five succeeding years.

Section 416

- Establishes the “American Dream Grant” program, which encourages states to increase access to higher education for low-income students, regardless of immigration status. States would qualify for grants by allowing in-state tuition or by expanding access to state financial aid for DREAMers - undocumented students who came to America before they were 16 years old, and have earned a high school diploma, GED, or have served in the uniformed services.

Section 417

- Extends authorization of appropriations for various Title IV Part A programs for 2015 and the next five succeeding years.

Section 421

- Terminates income-sensitive repayment for the purposes of creating a single income-based repayment plan available to all eligible borrowers. This provision ends enrollment into income sensitive repayment for FFEL loan borrowers beginning one year after the date of enactment. All borrowers already enrolled in an income-sensitive repayment plan will be able to keep it.

Section 422

- Redefines the current military service requirement that FFEL borrowers must demonstrate in order to be eligible for a military deferment for their federal student loan. The current definition creates new categories of servicemembers and military service that do not exist under Title 10 or 38 and is confusing for both students and servicers. Standardizes and simplifies the definition of "eligible military service" that borrowers must show to qualify for military deferments by modeling it on the Post 9/11 GI Bill.

- Creates a new deferment (of 180 days) for military spouses with FFEL loans who are forced to move after receiving a permanent change of station (PCS) order. This period of time can allow a military spouse the chance to get situated and find new employment, without the added stress of making their monthly student loan payment. Additionally, this deferment would not limit the borrower's ability to receive any other student loan deferment they would be available for in the future.
- Ends future eligibility for income contingent and income-sensitive repayment plans for FFEL loan borrowers, unless borrowers are already enrolled in such plans.
- Makes technical corrections to ensure that all servicemembers are able to invoke their 6% interest rate cap protections under the SCRA.

Section 423

- Ends future eligibility for income contingent and income-sensitive repayment plans for borrowers with FFEL consolidation loans.

Section 424

- Allows borrowers to rehabilitate their defaulted loans more than once. The 2008 HEA reauthorization limited the number of times a person could rehabilitate their defaulted loan to once. This section reverts back to previous law by eliminating that one time limit.
- Establishes an income-based repayment amount (based on 10% of discretionary income) as "reasonable and affordable" for borrowers making payments to rehabilitate their federal loans.
- Changes the provision that allows debt collectors to charge defaulted borrowers flat fees, ranging up to 16% of a borrower's outstanding loan balance. This provision ensures that the costs charged to a borrower are actually "reasonable" and do not exceed the bona fide costs that are incurred in collecting the debt against the borrower.

Section 425

- Provides up to \$17,500 in student loan forgiveness (for FFEL borrowers) for American Indian teachers who teach for five consecutive years at a school with a high percentage of American Indian students or at a Bureau of Indian Education school. Teachers from federally-recognized tribes would be eligible.

Section 426

- Extends authorization of appropriations for certain loan forgiveness programs for 2015 and the next five succeeding years.

Section 427

- Requires federal student loan entities (e.g. guarantee agencies, servicers) to report a borrower's payment as "paid as agreed" if the payment made: (1) satisfies the terms of the borrower's income-based or income-contingent repayment plan, or (2) is a reasonable and affordable payment made by a borrower in rehabilitation. This section also requires

entities furnishing consumer reporting agencies to do so in a manner that ensures the entire loan history is reported as a single open account for the duration of the borrower's financial obligation.

- Gives the Secretary of Education the authority to issue new regulations relating to credit reporting based off the findings of the CFPB study in Section 1018.

Section 428

- Ensures that any FFEL servicing regulations promulgated by the Secretary of Education avoid duplication with new servicing requirements established under this Act.

Section 429

- Requires the Secretary of Education, in instances where institutions of higher education have been found to engage in default manipulation, to recalculate the cohort default rate for the institution using corrected data and information.
- Requires all institutions with a cohort default rate (CDR) at or above 30% in any fiscal year to provide a summary of their default prevention plan to students and to make it publicly available.

Section 430

- Simplifies the process by which servicemembers and veterans can qualify for total and permanent disability. Ensures that those servicemembers and veterans with a 100% service-connected disability rating (or comparable rating) qualify for a discharge of their federal loans without any additional paperwork or documentation. Requires the Department of Education, the VA, and DoD to ensure that any servicemember or veteran with a 100% service-connected disability would automatically have their federal student loans discharged.
- Allows a borrower who has been determined by the Social Security Administration to be disabled with medical improvement not expected and who provides documentation of such determination to the Secretary of Education to be considered permanently and totally disabled for the purpose of discharging the borrower's loans. It also makes explicit that the borrower will not be required to present additional documentation to prove their disability for purposes of the discharge.
- Requires the Department of Education to track and report better metrics related to total and permanent disability discharges.

Section 431

- Strikes the current requirement that places unreasonable requirements on victims of identity theft to be eligible for a student loan discharge. The current statutory requirement of a criminal finding creates a hurdle that few victims of identity theft can ever demonstrate and makes the current discharge provision virtually useless for these victims.

Section 441

- Extends authorization of appropriations for Federal Work-Study programs for 2015 and the next five succeeding years.

Section 442

- Amends the previously guaranteed allocation amount an institution receives from Federal Work Study program. Institutions will now be guaranteed a minimum of 90% to a maximum of 110% of their previously received award amount.
- Allows the Secretary of Education to establish revised methods for determining the self-help need of institutions in order to better reward those that are best serving low and moderate-income students.

Section 443

- Increases the institutional share of the Federal Work-Study programs (FWS) from 33% to 50%.

Section 444

- Extends authorization of appropriations for additional funds to conduct community service work-study programs for 2015 and the next five succeeding years.

Section 445

- Extends authorization of appropriations for work colleges for 2015 and the next five succeeding years.

Section 451

- Eliminates origination fees on all federal Direct Loans, which range from over 1% to over 4% of loan principal, to make financing college more affordable for students.
- Ensures that the fees that private debt collection agencies in the Direct Loan program can charge defaulted borrowers do not exceed the bona fide costs that are actually incurred in collecting the debt against the borrower.
- Redefines the current military service requirement that Direct Loan borrowers must demonstrate to be eligible for a military deferment for their federal student loan.
- Creates a new deferment (of 180 days) for military spouses with Direct Loans who are forced to move after receiving a permanent change of station (PCS) orders.
- Ensures that all borrowers, regardless of their account status, are able to raise affirmative claims or defenses against repayment.
- Ensures that repayment programs like the Department of Defense's Student Loan Repayment Program (SLRP) are treated fairly when determining qualifying payments under the Public Student Loan Forgiveness Program.

- Streamlines the process by which active servicemembers are able to receive zero percent interest on their Direct Loans when serving in a hostile fire zone. Despite this benefit being available for numerous years, only a small fraction of eligible servicemembers have taken advantage of this benefit. This section would require the Secretary of Education to work with the Commissioner of the IRS to ensure that this benefit is automatically applied to eligible servicemembers.
- Ends future eligibility for income-contingent repayment for future Direct Loan borrowers beginning one year after date of enactment.

Section 452

- Ensures that enhanced consumer protection provisions are included in the contracts negotiated between the Department of Education and student loan servicers. These would include: (1) a prohibition on servicers marketing financial products to their borrowers while they are in school; (2) a requirement that any marketing of financial products to borrowers after the student left school would be done on an opt-in (rather than an opt-out basis); (3) a prohibition on pre-dispute arbitration clauses; and (4) a requirement that the servicer should clearly disclose in written material and on their websites that correspondences are in relation to a Department of Education loan.
- Requires the Department of Education to demonstrate that private collection agencies are an efficient and effective way of recouping defaulted federal student loan debt. This section also prohibits any private debt collector that is found liable of an unfair or deceptive act or practice or violation under the Fair Debt Collection Practices Act from receiving a collections contract with the Department of Education for at least two years.
- Requires the Department to refer to the Consumer Financial Protection Bureau any private collection agency suspected of violating the Fair Debt Collection Practices Act.
- Requires the Department of Education to undertake three studies to improve student loan servicing. These include: (1) a report on the feasibility of specialty student loan servicing models; (2) a report on servicer compensation; and (3) a report on increasing transparency and performance for FFEL servicing.

Section 453

- Extends authorization of appropriations for Federal Direct Loan administrative funds for 2015 and the next five succeeding years.

Section 454

- Provides up to \$17,500 in student loan forgiveness (for Direct Loan borrowers) for American Indian teachers who teach for five consecutive years at a school with a high percentage of American Indian students or a Bureau of Indian Education school. Teachers from federally-recognized tribes would be eligible.

Section 461

- Extends authorization of appropriations for the Federal Perkins Loan Program for 2015 and the next five succeeding years.

Section 462

- Amends the previously guaranteed allocation amount an institution receives from the Federal Perkins Loan Program. Institutions will now be guaranteed a minimum of 90% to a maximum of 110% of their previously received award amount.
- Allows the Secretary of Education to establish revised methods for determining the self-help need of institutions in order to better reward those that are best serving low and moderate-income students.

Section 463

- Increases the institutional share of the Federal Perkins Loan Program from 33% to 50%.

Section 464

- Redefines the current military service requirement that Perkins Loan borrowers must demonstrate to be eligible for a military deferment for their federal student loan.
- Creates a new deferment (of 180 days) for military spouses with Perkins Loans who are forced to move after receiving a permanent change of station (PCS) orders.

Section 465

- Updates the current standard necessary for a military borrower with a Perkins loan to receive forgiveness. Replaces the current requirement that a borrower be deployed to a hostile fire zone for 365 consecutive days with one that requires the Perkins loan borrower to be performing qualifying military service for 365 consecutive days.

Section 466

- Extends until October 1, 2021, the date by which institutions would be required to return Perkins Loan revolving funds to the federal government.

Section 471

- Increases the income protection allowance for dependent undergraduate students by 35 percent to \$8,451 for academic year 2015-16. This provision addresses the so-called “work-penalty” to reward working students and protect their financial aid eligibility.

Section 472

- Increases the income protection allowance for independent students without dependents (other than a spouse) by 35 percent to \$13,135 for academic year 2015-16. For married students where only one is enrolled as a student, the income protection allowance is raised to \$21,060 for academic year 2015-16.

Section 473

- Increases the income protection allowance for independent students with dependents (other than a spouse) by 35 percent to at least \$27,580 (the amount increases with family size) for academic year 2015-16.

Section 474

- Ensures the income protection allowance for all types of students increases by the annual Consumer Price Index (CPI) to keep up with inflation.

Section 475

- Requires the Secretary of Education to use prior prior year's tax (PPY) information for determining financial aid eligibility (FAFSA). This change will enable students to apply for federal financial aid much earlier in the admissions cycle by using two-year old income tax data.
- Clarifies that youth under age of 24, who are determined to be unaccompanied and homeless, are considered independent students for the purposes of Title IV.
- Eliminates the requirement for unaccompanied homeless youths' status to be re-determined every year. This provision creates a presumption that these students will continue to be independent unless the financial aid administrator receives conflicting information.
- Clarifies that foster care support and services, such as the Chafee Education and Training Vouchers and extended foster care payments, are excludable income for purposes of calculating financial aid for foster youth.

Section 481

- Definitions.

Section 482

- Requires the Secretary of Education, in consultation with the Director of the CFPB, to develop a standard form to be used in outreach to borrowers who have become delinquent on their federal loans.

Section 483

- Describes the format for the standard financial aid award letter that every institution of higher education will be required to use. The purpose of this section is to provide for consistent financial aid award information between institutions and to make it easier for students to compare financial aid offers they receive from various institutions.
- This section requires the following key information be included on the standard financial aid award letter:
 - Cost of attendance;
 - Grant aid;
 - The net price the student will need to pay;
 - Work study assistance;

- Loans (in a way that is clearly distinguishable from grant aid); and
- Where the student can find more information about the financial aid offer.
- Requires the following disclosures to be provided to students:
 - Whether the institution engages in the practice of front-loading grant aid;
 - The benefits of federal student loans compared to private student loans;
 - That the financial aid offer only contains information for 1 academic period and could change in the future; and
 - If an institution recommends private student loans in the award letter, key disclosures about private student loans.

Section 483A

- Ensures that consumer information (including the net price calculators, the standard financial aid award letter, and loan counseling disclosures) are consumer tested.

Section 483B

- Creates a repayment rate (two versions) for disclosure purposes. With increased use of income based repayment by struggling borrowers and concerns over cohort default rate manipulation, the creation of a repayment rate is necessary to gauge how students are faring in handling their debt burdens. These two separate loan repayment metrics would provide students and taxpayers with a more accurate picture of institutional performance: 1) Repayment Rate (dollar-based) to show the total dollar amount of loans in active repayment, and 2) Repayment rate (speed-based) to show the average rate at which borrowers repay their student loans and the estimated time it takes borrowers to repay all their loans. These rates will be made publicly available on the College Navigator and in the College Scorecard.

Section 483C

- Creates a pilot program to study the effectiveness of allowing students in select states to submit a one-time FAFSA and receive a contingent federal aid award valid for the full length of their degree program.

Section 484

- Amends section 484 of the HEA to restore the “ability to benefit” provisions for certain students without a secondary school diploma or its equivalent to access federal student aid. Eligibility is limited to students without a high school diploma or its equivalent and enrolled in a career pathways program, as defined in the section, and if they: (1) passed a federally approved test; (2) completed a process designed by a state; or (3) successfully completed six postsecondary credits. Provisions are authorized beginning July 1, 2012 to ensure that students who already matriculated under the previous ATB provisions can complete, through June 30, 2019.

Section 485

- Specifies that collection costs must be “bona fide” in state court judgments.

Section 486

- Makes improvements to entrance and exit student loan counseling, in school notifications, and other disclosures.
 - Specifically, it requires that entrance counseling be provided before first-time borrowers sign the master promissory note in an interactive way that checks for student understanding of key information.
 - It requires that exit counseling describe the different repayment plans available and provide personalized information with estimates of the borrower’s anticipated monthly payments as well as the difference in interest paid and total payments under each plan.
 - It requires institutions of higher education to notify Pell recipients, including those who are also borrowers, at least once every year, of their remaining eligibility.
 - It also requires institutions of higher education to annually notify students of their cumulative debt, repayment options, remaining eligibility for subsidized loans and Pell grants, advantages of federal student loans over private loans, its CDR, loan repayment data for the institution, an easy to understand description of a loan repayment rate, and, if applicable, each program that is subject to gainful employment regulations, among others.
 - Institutions of higher education must also provide information to borrowers, prior to the disbursement of a Federal Direct PLUS loan, comprehensive information on the terms and conditions of the loan and of the responsibilities of the borrower with respect to the loan.
 - If an institution’s Student Default Risk is greater than the national average in any fiscal year, the institution must provide to each borrower at least one online, or in-person, counseling session covering such topics as: their outstanding loan balance and Pell grant and Stafford loan eligibility.

- Requires each institution of higher education to include in its annual security report a statement of policy regarding harassment.

- Requires annual disclosure of clinical training program agreements for any eligible institution of higher education that provides funding or other benefits to a hospital or health facility, which in turn provides students from the institution with opportunities for clinical training.

Section 487

- Incorporates the military and veteran status of student loan borrowers into the National Student Loan Data System (NSLDS).

- Incorporates loans made under Titles VII and VIII of the Public Health Service Act into NSLDS.

- Requires the Secretary of Education, in conjunction with the Director of the CFPB, to incorporate private student loans into NSLDS.

Section 488

- Establishes a competency-based education program demonstration project.

Section 489

- Strengthens the congressional ban on incentive compensation. Requires that all institutions of higher education and their contractors provide notice at least once a year to their employees as to the existence of the ban. Finally, it closes a loophole that allows schools to enter into agreements with third parties that have incentive compensation revenue sharing components as part of the contracts.
- Prohibits a pre-dispute arbitration agreement in any contract with a student or prospective student for enrollment at the institution.
- Establishes the procedures for mandatory certification by which an institution of education must “certify” a private education loan application on behalf of a student.
- Requires institutions of higher education to establish a single point of contact to meet the diverse needs of homeless students.
- Requires financial and compliance audits of institutions of higher education to be made publicly available in order to increase transparency.
- Ensures that institutions of higher education are better equipped to serve veterans by requiring all schools with more than 100 students veterans to: designate certain faculty to serve as the point-of-contact for veterans, establish a working group responsible for veteran issues, publicize a plan to ensure that disability services are available to meet the needs of wounded warriors, and evaluate and maximize the number of credits students can receive from military training and service.
- Requires institutions to make policies regarding leave of absence for psychiatric reasons comparable to such policies for other medical reasons.
- Requires institutions with a student default risk of 0.1 or greater in a fiscal year to: provide accepted students a waiting period of not less than 2 weeks to consider and compare among postsecondary options, program costs at the institution, and employment prospects upon completion of a program of study. For such institutions, the receipt of financial aid, incentives, or other benefits cannot be made contingent on a student enrolling before the end of the waiting period.

Section 490

- Establishes enhanced civil penalties for institutions that commit “substantial misrepresentation or other serious violations.” This term is defined to include: misrepresentations as to the admission requirements of the institution, the transferability of credits from the institution, and the ability of students to sit for licensing exams or obtain certifications required as a precondition of employment.

- Provides for the ability of state attorneys general to bring suit for violations of this enhanced category of infractions.
- Requires that no less than half of the funds recovered through civil penalties be placed in a Student Relief Fund, a measure designed to help borrowers from schools that violated the law. The rest of the money received would be allocated towards program reviews and program integrity efforts at the Department of Education. This section also makes clear that executive officers at schools who violate the protections of the HEA can be assessed a civil penalty and other sanctions.

Section 491

- Extends authorization of the Advisory Committee on Student Financial Assistance until 2020.

Section 492

- Creates a single streamlined income based repayment plan (by consolidating income-sensitive and income-contingent repayment options) with better targeted benefits for struggling borrowers. All borrowers in existing income-based plans would be eligible to switch into this more generous plan, based on 10% of discretionary income (AGI) and loan forgiveness after 20 years of payments.
- Removes the 10-year standard monthly payment cap on income-based payments to ensure borrowers pay the appropriate amount as their income rises.
- Establishes a process for automatically enrolling severely delinquent borrowers (150 or more days late on payments) into income-based repayment, with their payment as consent, to help them avoid the severe financial consequences of default. The creation of an online income verification system would allow loan servicers to retrieve the monthly payment amount of such borrowers based on recent tax information.

Section 493

- Simplifies the process for servicemembers to lower the interest rate on their student loans under the SCRA by clarifying, in statute, that the Secretary of Education has the authority to directly communicate with the Department of Defense to identify eligible borrowers and automatically grant them their 6% interest rate.

Section 493A

- Requires all schools to create a system that allows students to receive electronic deposits of their financial aid balances at the bank, credit union, or on the prepaid card of their choice. It also prohibits schools from requiring or encouraging students to use a particular financial institution.
- Requires the Secretary of Education to undertake a pilot program to determine the feasibility of using low cost pre-paid cards, like the Treasury Direct Express Program, for financial aid disbursements.

Section 493B

- Requires the Department of Education to disclose more robust information as to the repayment status of borrowers at each institution. This section would require the Department of Education to disclose such information as: the percentage of borrowers in forbearance, in deferment, who are delinquent, and in each repayment plan. This section will also require the Secretary to publish information detailing the status of the Grad PLUS and Parent PLUS loan portfolios, by school.

Section 493C

- Requires the Department of Education to establish a student unit record system that meets various statutory requirements, protects student privacy and promotes transparency of information for students and their families.)

Section 496

- Requires that all finalized accreditation documents be made publicly available for each eligible institution participating under Title IV.
- Prohibits any accrediting agency or association from requiring an institution of higher education to use a pre-dispute arbitration clause with a student or prospective student at the institution.

Section 497

- Technical change.

Section 498

- Better targets the Department of Education's program reviews of schools by creating both mandatory and risk-based program reviews. These reviews, including on-site visits, would be focused on those schools that pose a significant risk to students.
- Enhances transparency by better disclosing when and why a school was subject to a mandatory review and any violation stemming from a program review.

Section 499

- Creates a new state-federal partnership to incentivize States to refocus on college affordability. This formula-based program awards states with a matching block grant based on their level of investment (operating support) in public higher education. All states and public institutions are required to document how they used the award funds to 1) reduce or mitigate the need to raise tuition for in-state students, and 2) support the enrollment of low-income students.

Title V—HEA

Section 501

- Clarifies that nothing in this Act shall be construed to restrict an institution from using funds provided under a section of this title for activities and uses that were authorized under such section on the day before the date of enactment of the Act.

Section 502

- Amends section 503 of current law to offer institutions receiving grants under the developing institutions programs greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for student support services, including academic services; for funds or administration management; to build financial stability, including through the establishment or development of an endowment fund; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.
- Allows institutions that use grant funds for endowment purposes to match an amount that is 75% or greater than the portion use from the grant funds.

Section 503

- Amends section 504 of current law by requesting that grantees demonstrate they are making progress in implementing their activities described in the institution's application before they receive funding for the fourth and fifth years of the grant.

Section 504

- Amends section 513 to offer institutions receiving grants under the developing institutions programs greater flexibility in the administration of the grant by broadening the types of authorized activities. Institutions receiving grants may use funds: to purchase, rent or lease educational resources; for facilities improvement (including renovation) or construction; for activities related to faculty; for activities to support low-income post baccalaureate students; to support collaborations between institutions of higher education to expand post baccalaureate offerings; or for other activities proposed by grantees that contribute to carrying out the purposes of the program and are approved by the Secretary.

Section 505

- Amends section 514 of current law by requesting that grantees demonstrate they are making progress in implementing their activities described in the institution's application before they receive funding for the fourth and fifth years of the grant.

Section 506

- Amends section 528 of current law by requesting certain information relating to student access, persistence, and completion at institutions that receive grants under Title V.

Section 507

- Extends authorization of appropriations for Developing Institutions for 2015 and the next five succeeding years.

Title VI – HEA

Section 601

- Technical and conforming amendment.

Section 602

- Extends authorization of appropriations for International and Foreign Language Studies for 2015 and the next five succeeding years.

Section 603

- Extends authorization of appropriations for Business and International Education Programs for 2015 and the next five succeeding years.

Section 604

- Extends authorization of appropriations for the Institute for International Public Policy for 2015 and the next five succeeding years.

Section 605

- Extends authorization of appropriations for the Science and Technology Advanced Foreign Language Education Grant program for 2015 and the next five succeeding years.

Title VII – HEA

Section 701

- Extends authorization of appropriations for the Jacob K. Javits Fellowship Program for 2015 and the next five succeeding years.

Section 702

- Extends authorization of appropriations for graduate assistance in areas of national need for 2015 and the next five succeeding years.

Section 703

- Extends authorization of appropriations for the Thurgood Marshall Legal Educational Opportunity Program for 2015 and the next five succeeding years.

Section 704

- Extends authorization of appropriations for masters degree programs at Historically Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs) for 2015 and the next five succeeding years.

Section 705

- Extends authorization of appropriations for the Fund for Improvement of Postsecondary Education for 2015 and the next five succeeding years.

Section 706

- Creates a new competitive grant program entitled “Correctly Recognizing Educational Achievements to Empower Graduates (CREATE)” for states to award subgrants to institutions of higher education, or systems of higher education, to locate and confer degrees to students who have accumulated sufficient applicable credits to earn an Associate’s degree, but have not received one; provide outreach to students within 12 credits of earning an Associate’s degree; and, establish partnerships between 2-year and 4-year institutions of higher education in an effort to strengthen transition pathways.

Section 707

- Extends authorization of appropriations for demonstration projects to support postsecondary projects to support faculty, staff, and administrators in educating students with disabilities for 2015 and the next five succeeding years.

Section 708

- Extends authorization of appropriations for transition programs for students with intellectual disabilities for 2015 and the next five succeeding years.

Section 709

- Extends authorization of appropriations for the Commission on Accessible Materials and programs to support improved access to materials for 2015 and the next five succeeding years.

Section 710

- Extends authorization of appropriations for the National Technical Assistance Center and Coordinating Center for 2015 and the next five succeeding years.

Section 711

- Authorizes the “First in the World” competitive grant program to assist institutions of higher education in:
 - Designing innovative approaches for improving student outcomes;
 - Adopting practices to improve outcomes for students who need remedial coursework;
 - Creating affordable, high-quality pathways to postsecondary degrees in fields that are in-demand in today’s labor market; and
 - Redesigning courses and programs to improve student learning and contain costs.
- Projects must be evidence-based. The program includes priorities for activities that improve outcomes for low-income students and historically underrepresented groups, activities that contain college costs, and help students obtain a postsecondary degree or credential more quickly.

Section 712

- Establishes a new Dual Enrollment and Early College High School Program to provide formula grants to states to increase dual enrollment and early college high school programs to provide opportunities for low-income and traditionally underrepresented students to earn college credit while in high school. States must use funds to award

subgrants to support partnerships between high-needs school districts and institutions of higher education. Partnerships must use subgrant funds to:

- Establish high quality dual enrollment and early college high schools;
 - Develop personalized graduation and college plans for students;
 - Promote awareness of dual enrollment and early college high school programs among students and families;
 - Provide comprehensive student support services and opportunities for extended and applied learning in dual enrollment and early college high school programs;
 - Ensure continuous program improvement through data collection and regular collaboration among stakeholders; and
 - Ensure students understand credit transfer policies and do not have to pay additional fees for participation in dual enrollment and early college high school programs.
- States and partnerships must provide matching funds to support grant activities and programs.

Section 713

- Authorizes the Minority-Serving Institutions Innovation Fund specifically for minority serving institutions eligible for funding under Titles III and V of the Higher Education Act. This program will award, through competitive grants, funds to support innovative initiatives at minority serving institutions to develop, scale up, and implement programs that address students' needs on campus to improve overall student achievement and success. The Secretary must give priority to institutions with high numbers and percentages of Pell-eligible students, as well as those institutions with relatively low endowment funds.
 - Additionally, the program provides areas of priority including: increasing the number of underrepresented students (including African American males) who attain college degrees; building partnerships between minority serving institutions and local high schools to increase minority enrollment in and graduation from colleges or universities; strengthening partnerships between minority serving institutions and other institutions to support entrepreneurship and research; and support of student learning in science, technology, engineering and mathematics (STEM).

Section 714

- Establishes a new State Competitive Grant Program for Reforms to Improve Higher Education Persistence and Completion to support states' efforts to increase access, persistence, and completion in postsecondary education for all students. Specifically, the bill authorizes planning and implementation grants to states or consortia of states to:
 - Promote efficient, innovative practices that reduce the cost of college and improve education models and student support services;
 - Improve the transition between elementary and secondary education and postsecondary education and the workforce;
 - Increase persistence in postsecondary education by improving student support and information services and streamlining credit transfer policies;
 - Increase transparency of information to students and their families; and

- Improve the use of funding in higher education by targeting funds to the neediest students and to institutions with the best outcomes.
- Grants will be prioritized to States that serve a significant percentage of low income or traditionally underrepresented students, demonstrate a strong record of investment in postsecondary education, and distribute financial aid on the basis of need.

Title VIII – HEA

Section 801

- Eliminates the following existing programs:
 - American History for Freedom
 - Improving College Enrollment by Secondary Schools
 - Early Childhood Education Professional Development and Career Task Force
 - Pilot to Increase College Persistence and Success
 - Low Tuition
 - Cooperative Education
 - College Partnership Grants
 - Campus-Based Digital Theft Prevention
 - University Sustainability Programs
 - Modeling and Simulation Programs
 - School of Veterinary Medicine Competitive Grant Funds
 - Early Federal Pell Grant Commitment Demonstration Program

Section 802

- Extends authorization of appropriations for Project Grad for 2015 and the next five succeeding years.

Section 803

- Extends authorization of appropriations for the Mathematics and Science Scholars Program for 2015 and the next five succeeding years.

Section 804

- Amends Part C of Title VIII to establish a competitive grant program to support partnerships between community colleges and industry partners, and other allowable partners, for the purpose of developing, offering, improving, or providing educational or career training programs. Programs funded under the grants will focus on providing education and training in demand in the regional labor market. Programs may be prioritized to serve non-traditional students; disconnected youth; the long-term unemployed; veterans; and individuals facing multiple barriers. Priority will be given to partnerships including an employer who agrees to pay a portion of the cost of the program for participants or hire a participant earning a recognized postsecondary

credential. Requires the Department of Education and the Department of Labor to jointly administer the program.

Section 805

- Extends authorization of appropriations for capacity for nursing students and faculty for 2015 and the next five succeeding years.

Section 806

- Extends authorization of appropriations for Teach For America for 2015 and the next five succeeding years.

Section 807

- Extends authorization of appropriations for the Patsy T. Mink Fellowship Program for 2015 and the next five succeeding years.

Section 808

- Extends authorization of appropriations for improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students for 2015 and the next five succeeding years.

Section 809

- Extends authorization of appropriations for student safety and campus emergency management for 2015 and the next five succeeding years.

Section 810

- Extends authorization of appropriations for the Education Disaster and Emergency Relief Program for 2015 and the next five succeeding years.

Section 811

- Extends authorization of appropriations for the Jobs to Careers Program for 2015 and the next five succeeding years.

Section 812

- Extends authorization of appropriations for rural development grants for rural serving colleges and universities for 2015 and the next five succeeding years.

Section 813

- Extends authorization of appropriations for training for realtime writers for 2015 and the next five succeeding years.

Section 814

- Extends authorization of appropriations for Centers for Excellence for Veteran Student Success for 2015 and the next five succeeding years.

Section 815

- Extends authorization of appropriations for Path to Success for 2015 and the next five succeeding years.

Section 816

- Extends authorization of appropriations for the Henry Kuualoha Giugni Kupuna Memorial Archives for 2015 and the next five succeeding years.

Section 817

- Extends authorization of appropriations for certain masters degree programs for 2015 and the next five succeeding years.

Section 818

- Extends authorization of appropriations for certain post-baccalaureate programs for 2015 and the next five succeeding years.

Section 819

- Establishes the “Tyler Clementi” competitive grant program for institutions of higher education to initiate, expand, or improve programs to prevent the harassment of students; provide counseling or redress services to students who have been harassed or accused of subjecting other students to harassment; and train students, faculty, or staff to prevent harassment or address harassment if it occurs.
- Requires each institution of higher education participating in a Title IV program to include in its annual security report a statement of policy regarding harassment that includes a prohibition of harassment of students by other students, faculty, and staff; as well as descriptions of its programs to prevent harassment and the procedures that students should follow if harassment occurs and once an incident of harassment has been reported. The bill defines “harassment” to include certain conduct undertaken through technological means that limits a student’s ability to benefit from the IHE’s programs, or creates a hostile or abusive educational environment at the school.

Title IX – HEA

Section 901

- Establishes two technical assistance centers; one to assist IHEs to better, recruit, service, and support degree completion, and another to provide information and technical assistance to secondary students and their families as they apply for post-secondary programs and enter post-secondary education.

Section 902

- Establishes the National Data Center on Higher Education and Disability to collect, maintain and distribute data about the experiences and outcomes of students with disabilities. Every two years NDC will submit a report to Congress analyzing the condition of postsecondary services and outcomes for students with disabilities.

Section 903

- Requires the National Data Center, the National Center for Students with Disabilities, and the National Center for Institutions of Higher Education to adopt the following categories to describe data about students with disabilities: Attention Deficit Hyperactivity Disorder (ADHD); Autism, including Asperger Syndrome; blind or visually impaired; brain injury; deaf or hard of hearing; deaf-blind; intellectual disability; learning disability; long-term health condition; physical or mobility disability; psychiatric disability; speech or language disability; and other disability. Each institution that receives Title IV funding will be required to submit institutional data on related policies, services, and student outcomes.

Section 911

- Defines the purpose of the subpart to promote the transitions of students with intellectual disabilities into post-secondary education programs and into integrated, competitive employment. The definition of an inclusive higher education program for students with intellectual disabilities includes academic experiences, technical learning, and independent living skills in order to obtain competitive, integrated employment.

Section 912

- Reauthorizes the TPSID programs, competitive 5-year grants to be awarded to IHEs to create or expand high quality, inclusive higher education programs for students with intellectual disabilities. Grants will be awarded with equitable distribution between 2-year and 4-year schools and across geographic area, and provided to underserved areas.

Section 913

- Establishes a coordinating center for inclusive higher education programs serving students with intellectual disabilities. The coordinating center is responsible for evaluating post-secondary education programs for students with disabilities and coordinating the tracking of outcome data for students in the programs.

Section 921

- Establishes competitive grant programs for post-secondary transition programs for students who are deaf-blind with the goal of transitioning such students into the competitive, integrated workforce.

Section 922

- Creates a grant program for IHEs to create or expand high quality, inclusive transition and postsecondary programs for students who are deaf-blind. The grants must be used to establish programs that support the social and academic inclusion of students, provide an individual-centered curriculum, partner with local educational agencies, plan for sustainability, and offer meaningful credentials.

Section 923

- Creates a coordinating center for students who are deaf-blind.

Section 931

- Directs the Access Board to establish, no later than 18 months after enactment, guidelines for the accessibility of instructional material used by IHEs. The guidelines should comply with all existing national and international accessibility standards. Institutions that comply with these guidelines are granted safe harbor protections in regards to section 504 of the Rehabilitation Act. Guidelines need to be reviewed and amended (as needed) every 3 years after the first review, which takes places less than 3 years after the enactment of the guidelines.

Section 932

- Authorizes grants to support model demonstration programs that encourage the development and timely delivery of accessible instructional materials in specialized formats. Qualifying IHEs will have demonstrated expertise in meeting the needs of students with print disabilities. Producers of audio-visual instructional materials for the postsecondary education market are required to provide closed captions or subtitles.

Section 941

- Describes how a commission will examine the policies of institutions of higher education related to the recruitment, support, retention, and program completion of students with psychiatric disabilities. The commission will be made up of 15 members from 7 different areas of education, disability, civil rights, and advocacy. The commission will submit a report to the Secretary with their recommendations no later than 1 year after their first meeting.

Section 951

- Authorizes the appropriation of such sums as may be necessary for grants from 2015–2020.

Title X – Amendments to other laws

Part A – Truth In Lending Act

Section 1010

- Definitions.

Section 1011

- Ensures that all student loan servicers, private student lenders, as well as FFEL and private student loan holders, are covered under reforms enacted in this bill.

Section 1012

- Requires private student lenders to obtain key information from schools (including enrollment status, cost of attendance, and the student’s estimated financial assistance) before extending credit. This section, the companion to the mandatory certification in

Section 491, prohibits, except in limited instances, a private student lender from extending a loan without a certification from an institution of higher education.

- Requires private student lenders to provide information to students about their outstanding loan balance while they are enrolled in school and also submit reports annually to the CFPB with metrics that will assess the extent to which the required counseling is assisting to mitigate over-borrowing.
- Requires the CFPB, in conjunction with the Secretary of Education, to submit a report to Congress about the degree to which schools are utilizing the certification process to encourage the exhaustion of federal student loan eligibility.
- Integrates private student loans into the National Student Loan Data System and is the companion to Section 489.
- Replicates provisions of the CARD Act to ensure better disclosure of private student loan contracts.
- Prohibits pre-dispute arbitration clauses for private student loans.
- Requires all future private education loans to permit, under appropriate terms and conditions, loan discharge in the event of total and permanent disability.

Section 1013

- Extends the civil liability provisions of the Truth in Lending Act to student loan servicers, postsecondary education lenders, and student loan holders.

Section 1014

- Removes Titles VII and VIII loans made under the Public Health Service Act from the definition of private student loans under the TILA.

Section 1015

- Requires a financial institution that enters into a relationship with a school to offer any type of promoted, cobranded, or affiliated financial product to take steps to ensure that students' best interests are protected. These include a ban on revenue sharing agreements between the financial institution and school and a requirement to disclose contractual terms, as well as the information on the number of accounts and dollars outstanding, of these products to the CFPB.
- Requires the CFPB to aggregate and disclose these agreements and release an annual report on the nature and total number of agreements.

Section 1016

- Establishes new statutory consumer protections for student borrowers, including:
 - Creating a framework that servicers must comply with when they receive questions and inquiries from borrowers. Under this section, in response to a “qualified written

- request,” a student loan servicer must acknowledge receipt of the request within five days. Then within 30 days the servicer must, if necessary, investigate the borrower’s inquiry and provide a correction to the borrower’s account where appropriate, as well as relay to the borrower why they did or did not make the correction. This section also ensures that a borrower cannot have negative information reported to a credit bureau while a qualified written request is still pending with their servicer.
- Requires servicers to set up a single point-of-contact for: (1) borrowers who are 60 days delinquent; (2) borrowers who make a request to enter (or resolve issues with entering) a repayment option that requires submission of supporting documentation; and (3) for private student loan borrowers, consumers who seek to modify the terms of their loan due to hardship.
 - Requires all student loan servicers to establish a liaison for servicemembers, veterans, and their families to ensure that representatives of the student loan servicer are knowledgeable and available to address the unique challenges that military families face.
 - Requires disclosure and protections for borrowers whose loans are sold or transferred between servicers. This section requires key disclosures from both the old and new servicer so borrowers have the information they need to ensure their payments and any benefits or repayment options continue. This section also prohibits a borrower from being charged late fees if their payment goes to the wrong servicer. Finally, this section requires that servicers set up an online system to allow borrowers to transfer their online billing arrangements.
 - Better informs borrowers of their repayment options by granting the CFPB the ability to write comprehensive disclosure requirements. This section also creates an explicit requirement on student loan servicers to take reasonable steps to avail the borrower of all possible alternative repayment options to avoid default.
 - Protects borrowers from excessive and costly fees by: prohibiting fees across multiple loans in a billing group if a borrower makes an underpayment (i.e. only one late fee per underpayment); requiring that all borrowers receive a 15 day grace period before a late fee can be applied; capping the amount of late fees to no more than 4% of the balance due; prohibiting late fees on late fees; and requiring borrowers to miss successive payments before late fees kick in. Additionally this section prohibits servicers and lenders from charging borrowers for forbearances, modification, or deferrals of their loans.
 - Establishes clear payment allocations rules. This section creates clear default options that servicers would need to follow with respect to “overpayments” by borrowers. It would also require the CFPB, after performing a comprehensive study, to promulgate rules governing how servicers would need to treat borrowers who make “underpayments.”
 - Prohibits the acceleration of a student loan debt for any other reason than if a borrower defaults due to missed payments.
 - Clarifies the information required as part of the borrower’s periodic statement to ensure they have a full picture of their payment history.
 - Creates strict limits on how and when the interest rate on a private student loan could increase.

Section 1017

- Provides the CFPB the authority to implement regulations for the provisions under this Act and ensures against duplication.

Section 1018

- Requires the CFPB to issue a report on the impact postsecondary education loan debt has on the impact of student loan borrowers. The report will include an analysis of the impact on the common use of billing groups for student loans, how delinquency across a billing group impacts a borrower's credit, and how alternative repayment plans (e.g. IBR) impact a borrower's credit. The study will also include an analysis of how student loan servicers are furnishing information to credit reporting agencies, the most effective way to repair the credit history of a borrower after a default, and the impact to the credit history of borrowers when their loans are transferred between student loan servicers.

Section 1019

- Requires the CFPB's Student Loan Ombudsman to publish a report, not less than once every two years, providing a detailed analysis of material terms and conditions in private education loans, and describing changes in the availability of private education loans and other consumer financial products used to finance postsecondary education expenses.

Part B- Internal Revenue Code of 1986

Section 1022

- Extends the authority of the Secretary of Education and Treasury to share available tax information required to enroll borrowers in an income-based repayment plan.

Part C – Title 11 of United States Code

Section 1031

- Permits the discharge of private student loans in bankruptcy. This reverses the change made in the Bankruptcy Abuse Prevention and Consumer Protection Act of 2005 that excluded private student loans from being considered dischargeable debt in bankruptcy.

Part D – Servicemembers Civil Relief Act

Section 1041

- Ensures that military student loan borrowers with FFEL (or other) loans who want to consolidate their loans do not lose their SCRA protections. Fixes this problem by stating that for purposes of student loans, a borrower who consolidates a pre-service student loan does not lose their 6% interest rate protection as a result of the consolidation.
- Extends SCRA protections for student loans for one year after active duty.

Part E – US Institute of Peace

Section 1051

- Reauthorizes the US Institute of Peace for FY 2015-2019.

Title XI

Section 1101

- Prohibits any postsecondary educational institution from participating in a Federal financial assistance program with respect to any program of postsecondary education or training, including a degree or certificate program, unless:
 - The successful completion of the program fully qualifies a student in the Metropolitan Statistical area in which the student resides to take any examination required for entry to the recognized occupation or profession, be certified or licensed or meet other pre-conditions required for entry,
 - The institution offering the program provides timely placement for academically related pre-licensure requirements;
 - The program meets the requirement for specialized accreditation; and

Section 1102

- Establishes a longitudinal study of the effectiveness of student loan counseling. The study will include information on student persistence, degree attainment, program completion, successful entry into student loan repayment, cumulative borrowing levels, and such other factors as determined by the Secretary.

Section 1103

- Directs the Secretary of Treasury, acting through the President's Advisory Council on Financial Capability and the Financial Literacy Education Commission, to submit a report containing recommendations about information that should be included in financial literacy counseling for first-time student loan borrowers.

Section 1104

- Creates a cross agency working group to ensure that DOD Education Service Officers have the best resources, tools, and information to help servicemembers and spouses when selecting a school.

Section 1105

Section 1105 creates a study on Public Service Loan Forgiveness, including an evaluation of who benefits from the program and the prospective cost of prorating forgiveness based on the number of years served.

Section 1106

- Creates a study on loan defaults to examine the causes and factors most correlated with student loan default, including the type of institution and the type of loans students borrow.

Section 1107

- Establishes a Risk Sharing Commission to study whether low-performing institutions should be held financially responsible for poor student outcomes in an effort to increase federal accountability of financial aid. The Commission will also study ways to prevent institutions from simply passing along the potential costs of risk-sharing onto students, or limiting access to low-income students.

Section 1108

- Creates a GAO Study on homeless children. The purpose of the study is to provide data on the higher education outcomes of homeless and foster youth by requiring the GAO to prepare and submit a report on enrollment and completion data for homeless and foster youth.

Section 1109

- Establishes a competitive grant program “American Dream Accounts Act” for SEAs, LEAs, charter management organizations or charter school authorizers, institutions of higher education, nonprofit organizations, entities with demonstrated experience in educational savings or assisting low-income students to prepare for and attend an institution of higher education, or a consortium, to establish and administer an American Dream Account, a personal online college savings account for low-income students.

Section 1110

- Creates a study to assess the impact on graduate students of recent legislative changes of federal student financial assistance, specifically the elimination of subsidized loans for graduate students, the authorization of PLUS loans for graduate students, and the differentiation of undergraduate and graduate Stafford loans.