CSPEN

FEDERAL LEGISLATIVE & REGULATORY UPDATE

Thursday, June 25, 2026

AGENDA

CSPEN

E.O. 12866 Meeting Requests,
Department of Education Workforce Pell Webinar,
Department "Stakeholder" Briefing
&
House Education and Workforce Committee/Subcommittee Activity

- Federal Regulatory Update
- Federal Legislative Update
- Q&A

REGULATORY UPDATE


BREAKING
NEWS

OFFICE of INFORMATION and REGULATORY AFFAIRS
OFFICE of MANAGEMENT and BUDGET
EXECUTIVE OFFICE OF THE PRESIDENT

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E.O. 12866 Meetings

For a written overview of E.O. 12866 meetings and detailed instructions on how to schedule them, click here.

Click here for a video how-to guide on scheduling E.O. 12866 meetings. A transcript of the video is also available here.

- Haga click aquí para un video, en español, que explica qué es y cómo programar una reunión contemplada por la Orden Ejecutiva 12866. También puede encontrar una transcripción del video aquí.

Office of Information and Regulatory Affairs (OIRA)
Executive Order Submissions Under Review
June 24, 2026

Department of Education

AGENCY: ED-OCR **RIN:** 1870-AA20 **Status:** Pending Review
TITLE: Elimination of Disparate Impact Theory Under Title VI of the 1964 Civil Rights Act
STAGE: Final Rule **Economically Significant:** No
RECEIVED DATE: 06/11/2026 **LEGAL DEADLINE:** None

AGENCY: ED-OCR **RIN:** 1870-AA25 **Status:** Pending Review
TITLE: Rescinding Appendix B of Regulations Implementing Title VI of the Civil Rights Act of 1964
STAGE: Final Rule **Economically Significant:** No
RECEIVED DATE: 06/16/2026 **LEGAL DEADLINE:** None

AGENCY: ED-OPEPD **RIN:** 1875-AA18 **Status:** Pending Review
TITLE: International Foreign Language and Education Programs
STAGE: Proposed Rule **Economically Significant:** No
RECEIVED DATE: 05/27/2026 **LEGAL DEADLINE:** None

AGENCY: ED-OPE **RIN:** 1840-AE06 **Status:** Pending Review
TITLE: Accountability
STAGE: Final Rule **Economically Significant:** Yes
RECEIVED DATE: 06/16/2026 **LEGAL DEADLINE:** Statutory

Pending EO 12866 Regulatory Review

RIN: 1840-AE06
Title: Accountability
Agency/Subagency: ED / OPE
Legal Deadline: Statutory
International Impacts: No
Pandemic Response: No

Received Date: 06/16/2026
Stage: Final Rule
Economically Significant: Yes
Affordable Care Act [Pub. L. 111-148 & 111-152]: No
Dodd-Frank Wall Street Reform and Consumer Protection Act, [Pub. L. 111-203]: No

View EO 12866 Meetings   Request EO Meeting

EO 12866 Meetings Search Results

EO Meetings Search Criteria: RIN=1840-AE06

Number Of Records Found: 8

Meeting Date/Time	AGENCY	Rule Title	Stage of Rulemaking	Meeting Type
07/02/2026 01:00 PM	1840-ED/OPE	Accountability	Final Rule Stage	Scheduled
06/26/2026 01:30 PM	1840-ED/OPE	Accountability	Final Rule Stage	Scheduled
06/26/2026 01:00 PM	1840-ED/OPE	Accountability	Final Rule Stage	Scheduled
04/13/2026 03:00 PM	1840-ED/OPE	Accountability	Proposed Rule Stage	Completed
04/13/2026 02:30 PM	1840-ED/OPE	Accountability	Proposed Rule Stage	Completed
04/13/2026 10:30 AM	1840-ED/OPE	Accountability	Proposed Rule Stage	Completed
04/10/2026 11:30 AM	1840-ED/OPE	Accountability	Proposed Rule Stage	Completed
04/10/2026 11:00 AM	1840-ED/OPE	Accountability	Proposed Rule Stage	Completed

FINAL RULE LISTENING SESSION SCHEDULED

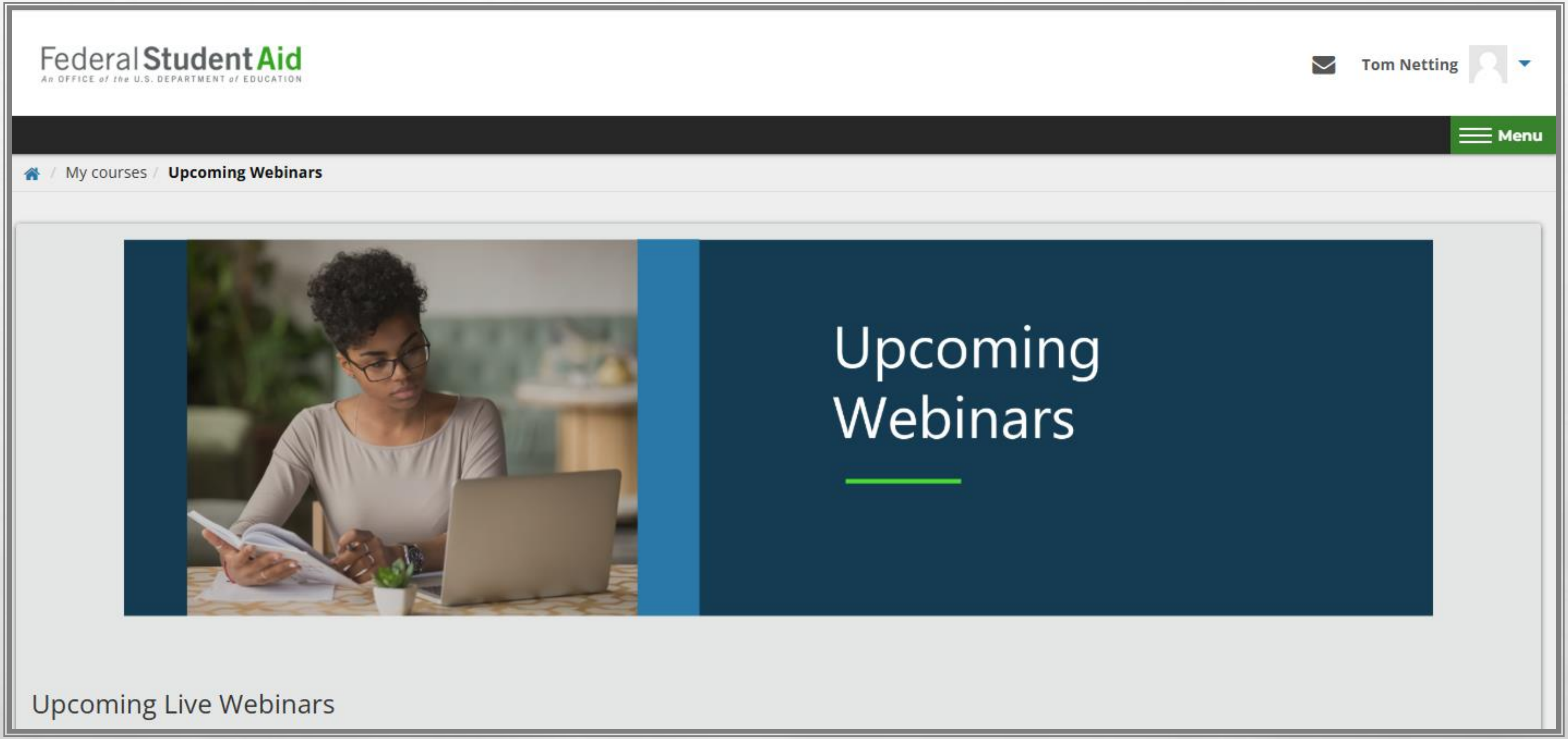
Scheduled Meetings Posted Thus Far

Friday, June 26th

1PM	American Association of Career Schools
1:30 PM	Interactive College of Technology

Thursday, July 2nd

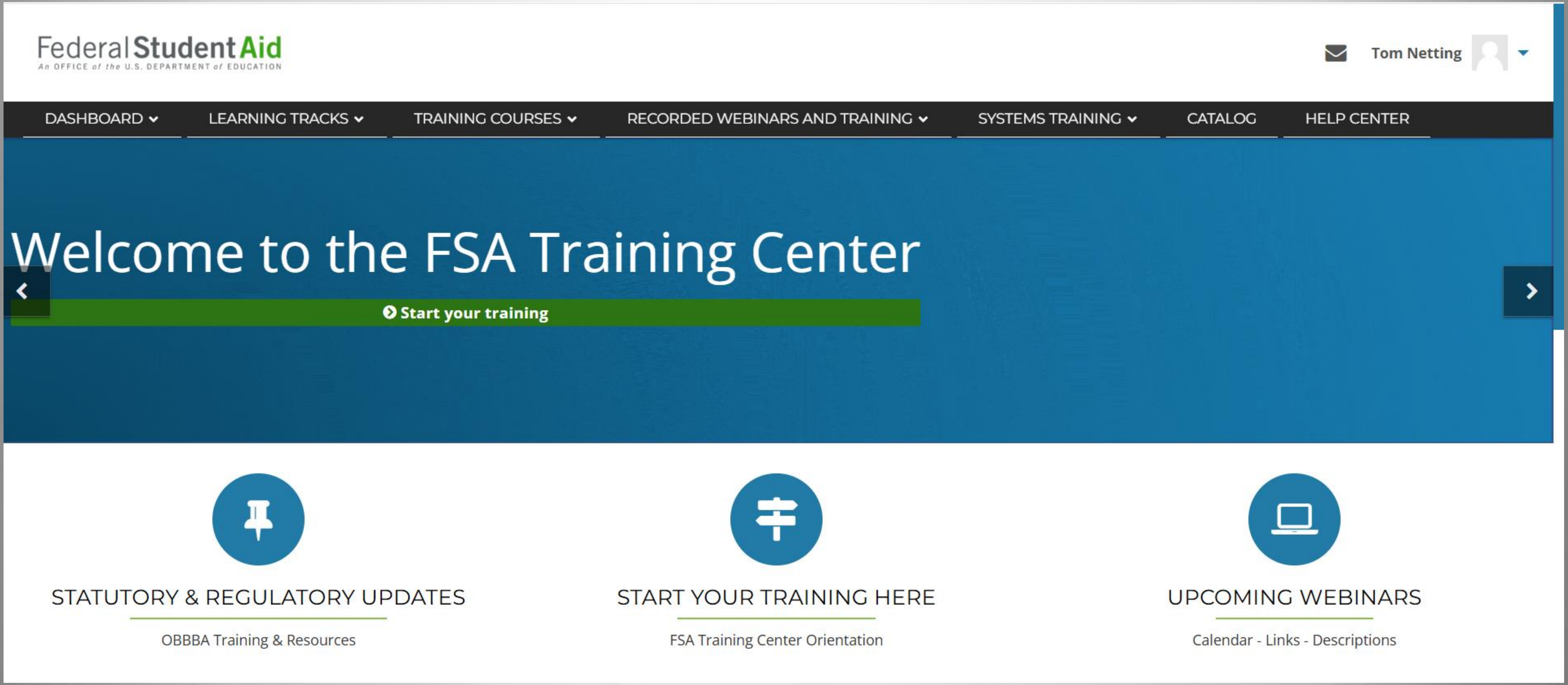
1PM	Parisian Beauty Academy – Paul Mitchel Partner School


Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION
Tom Netting
Menu
My courses / Upcoming Webinars
Upcoming Webinars
Upcoming Live Webinars

OBBBA: STATS and Earnings Accountability—Reporting, Metric Calculation, and Appeals Attend this session to receive updates on STATS and Earnings Accountability focused on Reporting, Metric Calculation, and Appeals as part of implementation of the *OBBBA*.	Wednesday, July 8, 2026	11 a.m.–12:30 p.m. ET	**Add to Calendar**	**Join Webinar** Webinar ID: 165 146 8283 Passcode: 675707	Available 7/8


29
30
JUNE
01
JULY
05

HOT TOPIC



https://fsatraining.ed.gov/

BRIDGING THE SKILLS GAP WITH WORKFORCE PELL

JUNE 24, 2026

Jeff Andrade

Deputy Assistant Secretary, Office of Postsecondary Education

Marek Laco

Deputy Assistant Secretary, Employment and Training Administration, Department of Labor

David Musser

Acting Director, Policy Development Group

U.S. Department of Education

EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

OPENING DOORS TO LOW-COST, HIGH-VALUE PROGRAMS

The Working Families Tax Cuts Act authorizes a new type of Pell-eligible program called an "eligible workforce program"

Eligible workforce programs must be between 150-599 clock hours (or the credit equivalent) and 8-14 weeks of instruction

Workforce Pell is a key component of *America's Talent Strategy*

ELIGIBLE WORKFORCE PROGRAM
BASIC REQUIREMENTS

ELIGIBLE WORKFORCE PROGRAMS: SAFEGUARDS

There are several unique safeguards that apply to *eligible workforce programs*:

	Traditional Title IV-Eligible Programs	New Eligible Workforce Programs
Amount of a program that an ineligible entity can offer	Can offer up to 25% or less, or up to 50% of program with accreditor approval	Can offer only up to 25% of program, up to 50% if part of a Registered Apprenticeship
Types of education	Can offer courses via correspondence under strict limits, limited amount of remedial coursework allowed, and study abroad allowed under specific conditions	No correspondence courses, remedial coursework (including English as a second language), direct assessment coursework, or study abroad permitted
Types of Title IV aid that can be awarded	Generally, all Title IV programs in which the school participates	Pell Grants only
Institution affected by an adverse action by ED within past 5 years	Program can remain Title IV-eligible (in some cases with restrictions by the Department)	Workforce programs at the institution are not eligible for Pell Grants

ELIGIBLE WORKFORCE PROGRAMS: APPROVALS

Eligible workforce programs must:

- Be approved by the institution's accrediting agency <u>or</u> be included in the institution's grant of accreditation by its accreditor;
- Be approved by the State Governor; and
- Be approved by the Department of Education.

ACCOUNTABILITY FOR ELIGIBLE WORKFORCE PROGRAMS

Eligible workforce programs must meet the following criteria:

- Annual completion rate of **at least 70%** (calculated by the State Governor)
- Annual placement rate of **at least 70%** (calculated by the State Governor)
- Tuition and fees must be **equal to or less than the "value-added earnings"** calculated for the program

STUDENT ELIGIBILITY

- In general, students in eligible workforce programs must meet the same eligibility requirements for Pell Grants as traditional Pell Grant recipients.

- Students with bachelor's degrees ***are eligible for Workforce Pell*** if they enroll in eligible workforce programs, <u>however ...</u>

- Students cannot qualify if they have a graduate or professional credential or if they are currently enrolled or accepted for enrollment in a graduate program.

QUESTION: EXISTING TITLE IV-ELIGIBLE PROGRAMS

QUESTION

Our institution has been offering a 16-week, 600 clock-hour program for five years. The program qualifies for Pell Grants and Direct Loans. Are we now required to reduce the program to less than 15 weeks and less than 600 clock hours and stop providing Direct Loans?

ANSWER

No. You are not required to make any changes to existing eligible programs that are already approved under the Title IV, HEA program eligibility requirements.

If a program is at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours and at least 15 weeks of instruction, it continues to qualify for Pell Grant and Direct Loan funds and none of the other *eligible workforce program* requirements apply.

QUESTION: NON-CREDIT PROGRAMS

QUESTION

Can an eligible workforce program be offered as a noncredit program?

ANSWER

Yes. Clock hour programs can be noncredit and must meet the normal clock hour program requirements. The *eligible workforce program* must lead to a recognized credential provided by the school.

While the program is not required to confer credits, Governors are required to certify that completion results in credits toward certificates or degrees at either your institution or at another institution. Thus, you may need to have an articulation agreement.

QUESTION: IS RETURN OF TITLE IV REQUIRED?

QUESTION

If a student withdraws from an eligible workforce program, do we have to complete a Return of Title IV calculation?

ANSWER

Yes, students enrolled in *eligible workforce programs* are subject to the same regulations and procedures that apply to Title IV programs, including Return of Title IV regulations.

There were no changes to the Return of Title IV regulations in the Workforce Pell regulations.

PROGRAM ELIGIBILITY: STATE APPROVAL

STATE APPROVAL

Requirements determined by a State Governor, after consultation with a State workforce board:

Alignment

Program must be aligned with “high-skill, high-wage, or in-demand industry sectors or occupations"

Meets Hiring Requirements

Program must meet the hiring requirements of employers in the sectors with which it’s aligned

Portability

Program must either be “stackable and portable” across more than one employer or lead to the only recognized credential for an occupation

Academic Credit

Students who complete the program must receive academic credit toward a certificate or degree program at the same institution or a different institution

STATE APPROVAL: REQUIREMENTS

Prior to the Secretary's evaluation of whether a program is an eligible workforce program, the Governor, after consultation with the State board, must determine that the program—

- Provides an education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations;
- Meets the hiring requirements of potential employers in those sectors or occupations.

STATE APPROVAL: REQUIREMENTS (CONTINUED)

The Governor must determine that the program either—

- Leads to a recognized postsecondary credential that is stackable and portable across more than one employer; or
- Prepares such students for employment in an occupation for which there is only one recognized postsecondary credential and confers that credential upon completion.

STATE APPROVAL: REQUIREMENTS (CONTINUED)

The Governor must also determine that the program prepares students to pursue one or more certificate or degree programs at one or more eligible institutions*, including by ensuring–

- That a student, upon completion of the program and enrollment in such a related certificate or degree program, will receive academic credit for the program; and
- That academic credit described in paragraph will be acceptable toward meeting such certificate or degree program requirements.

* This may include the eligible institution providing the program

STATE APPROVAL: PUBLISHED STATE PROCESS

The Governor must, after consultation with the State board, publish must publish its process for an institution to request a determination that the program meets these requirements. The process must describe the criteria the Governor uses, including:

- The State's methodology for periodically reviewing which sectors are high-skill, high-wage, or in-demand
- A written policy for determining whether a program meets the hiring requirements of employers in the high-skill, high-wage, or in-demand sectors and occupations
- A written policy for determining if a credential is stackable and portable
- A written policy for institutions to establish that an eligible workforce program will ensure the award of academic credit towards a certificate or degree program

STATE APPROVAL: PUBLISHED STATE PROCESS

The State's published process must also describe—

- The information an institution must submit to the Governor to assess an eligible workforce program;
- The process and timeline for the Governor's consultation with the State board and a determination that a program meets the requirements in paragraph (a), and the process for an institution to appeal that determination; and
- An attestation that the State board has been consulted.

STATE APPROVAL

States will need capacity for:

- Requirements for data on program completion, employment, earnings, and continued education.
- Strong coordination between workforce, higher education, and labor market information partners.
- Existing data systems and processes will likely need updates to support implementation.
- Aligning Workforce Pell approval processes with WIOA, Perkins, ETPL, and other workforce systems.

Implementation Considerations

- Establishing clear processes for program approval and ongoing review
- Coordinating data and accountability responsibilities across workforce, higher ed,

QUESTION: REGISTERED APPRENTICESHIP

QUESTION

Are there any benefits to an eligible workforce program being part of a Registered Apprenticeship program?

ANSWER

Yes, eligible workforce programs that serve as the related instruction component of a Registered Apprenticeship:

1. Can have written arrangements with outside entities for those entities to offer up to 49.9% of the program; and
2. Are treated as automatically meeting State requirements to provide an education aligned with high-need, high-wage, or in-demand sectors or occupations, and meeting the hiring requirements for such sectors

DEPARTMENT APPROVAL PROCESS

DEPARTMENT APPROVAL

Requirements determined by the U.S. Department of Education:

Length (Calendar Time)	Length (Credit or Clock Hours)	Time Offered	Completion Rates	Placement Rates
At least eight weeks but less than 15 weeks	Between 150–599 clock hours (or an equivalent number of credit hours)	Must be offered for at least one year at same length before Department approval	Must have verified completion rate of at least 70% within 150% of normal time	Must have verified job placement rate of 70% two quarters after students exit / complete the program

LENGTH OF PROGRAM AND TIME OFFERED

At the time of application to the Department, the program must:

1. Have been offered for at least one year with the same number of hours
2. Have been offered for at least one year with the same number of weeks of instruction
3. Meet the length requirements for eligible workforce programs, i.e., 150-599 clock hours, 4-15 semester or trimester hours, or 6-23 quarter hours and 8-14 weeks of instruction

NOTE: There is no requirement for the program to have been offered in the same modality over that time period (e.g., distance education vs. on campus)

QUESTION: LENGTH REQUIREMENTS

QUESTION

My institution has an existing program that is 400 clock hours and 18 weeks of instruction. Can this program qualify as an eligible workforce program?

ANSWER

No. Your program must meet length requirements in hours and weeks for at least one year from the date that you submit the program for approval to the Department.

In the situation described, you would need to shorten the program to 14 weeks of instruction or less and offer it for at least one year before submitting it for approval.

COMPLETION RATES

Completion rates are determined annually through a certification from the State Governor, based on the Governor's analysis of data, that the program meets the following criteria:

2026-27, 2027-28, 2028-29 award years

- A completion rate of at least 70 percent, within 150 percent of the normal time to completion

2029-30 award year and thereafter

- A completion rate of at least 70 percent, within 150 percent of the normal time of completion, as determined under 34 CFR 668.8 (f)

PLACEMENT RATES

Job placement rates are determined annually through a certification from the State Governor, based on the Governor's analysis of data, that the program meets the following criteria:

2026-27, 2027-28, 2028-29 award years

- A job placement rate of at least 70 percent, calculated as the percentage of students that are employed during the second quarter after exiting the program, using administrative data, including wage records

2029-30 award year and thereafter

- A job placement rate of at least 70 percent, calculated as the percentage of students who are employed in the occupation(s) for which the program prepares students or a comparable high-skill, high-wage, or in-demand occupation during the second quarter after successfully completing the program.

SECRETARY WAIVER

The Secretary may waive some or all of the requirements for completion and placement rates if—

- The Secretary determines that completion or placement rates will be calculated under a separate process established by the Secretary; or
- The Secretary determines that the Governor is making progress towards making a certification of the placement rate for the 2029-30 award year, but needs an additional award year.

QUESTION: FAILING THE COMPLETION/PLACEMENT RATES

QUESTION

What happens if my State determines that my program fails to meet the completion rate or placement rate requirements for one year?

ANSWER

A program that fails the completion or placement rate will become ineligible at the end of the payment period that begins after the date that the Department receives a final determination of the failure from the State Governor.

Note that the Department will not end a program's eligibility if the rate is still being appealed under the State's procedures. Only a final decision will result in the program losing eligibility in the next payment period.

OTHER REQUIREMENTS

For each award year after the date that the eligible workforce program is approved, the institution must—

- Submit to the Governor a list of students that completed the program during the award year and the information necessary for the Governor to verify the job placement rate for such award year; and

- Report the published tuition and fees for the eligible workforce program through a process determined by the Secretary.

ACCOUNTABILITY:
VALUE-ADDED EARNINGS

VALUE-ADDED EARNINGS

The WFTCA creates a "value-added earnings" metric that pertains specifically to eligible workforce programs.

Earnings Test

- This metric compares median earnings of program graduates with 150% of the Federal Poverty Level (with consideration to regional price parities).
- The difference between the two values is the "value-added earnings" for the program.

Cohort Selection

- ED will evaluate the earnings of individuals who graduated from eligible workforce programs in the first full calendar year after program completion.
- Small programs will be aggregated using completers from up to four prior award years.

Limits on Tuition and Fees

- An eligible workforce program's published tuition and fees can be no higher than value-added earnings for the program.
- A program with a value-added earnings of zero or less is not *Title IV*-eligible

Note: The value-added earnings test will first apply to eligible workforce programs in the 2030-31 award year.

CALCULATION OF VALUE-ADDED EARNINGS

An eligible workforce program's value-added earnings are determined by calculating the difference between—

The median earnings of such students during the earnings measurement period, as adjusted by the State and metropolitan area regional price parities of the Bureau of Economic Analysis based on the location of such programs

150 percent of the poverty line applicable to a single individual as determined under section 673(2) of the Community Service Block Grant Act (42 U.S.C. 9902(2)) for such tax year.

COHORT EXPANSION

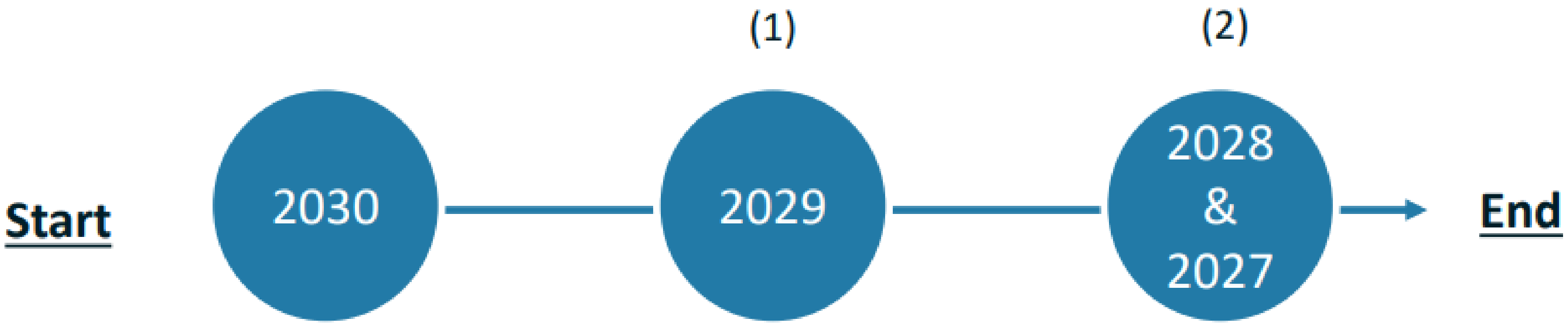
- The Department calculates value-added earnings using all *Title IV* recipients who completed eligible workforce programs ("Title IV completers") with the same 6-digit CIP code.
- The calculation is performed on a *going forward* basis; the Department will not evaluate earnings for students who did not receive *Title IV* aid.
- To obtain earnings, the Department will evaluate whether eligible workforce programs with the same 6-digit CIP code have at least 30 Title IV completers.
  - If so, we will send the completers to the IRS to obtain median earnings for the program.
  - If not, we will add Title IV recipients who completed the program in earlier award years.

COHORT EXPANSION

Example: Value-added earnings calculated

Note: example uses a calculation performed in 2033 to demonstrate aggregation

Using the same program (OPEID6, Credential Level, and CIP6):



2030: 10 students

2030: 10 students
2029: 11 students
Total: 21 students

2030: 10 students
2029: 11 students
2028: 5 students
2027: 6 students
Total: 32 students

This cohort would be sent to the IRS to obtain earnings because at least 32 completers were obtained for the first four award years.

COMPLETERS LISTS

- For each eligible workforce program, the Department will create a list of students who received Pell Grant funds and completed the program during the applicable cohort periods.
- This list is created from administrative data submitted to NSLDS.
- Schools are expected to evaluate their Completers Lists and correct NSLDS enrollment information if necessary by the deadline.

LIMITS ON TUITION AND FEES

- Once a program's value-added earnings has been computed for an award year, the institution must ensure that the tuition and fees for the program do not exceed the value-added earnings.

- "Tuition and fees" include all institutional charges for the program.

- The Department will require institutions to report on the amount of tuition and fees charged to students in eligible workforce programs each year.

- The Department will publish value-added earnings no later than three months prior to the beginning of the award year to which it will apply (i.e., by April 1st).

QUESTION: REDUCING TUITION AND FEES

QUESTION

What happens if my program's published tuition and fees are higher than the value-added earnings and we are unable to reduce the program's tuition?

ANSWER

You are not required to reduce your tuition and fees to equal or less than the value-added earnings for a program. However, if you fail to do so, your program will lose eligibility at the beginning of the award year following the release of the value-added earnings. In that situation, you could continue to offer the program without *Title IV* eligibility.

OPERATIONAL UPDATES

INSTITUTIONS: STEPS TO PREPARE

- Coordinate staff from various parts of the institution (e.g., financial aid, admissions, academics, and institutional research) to discuss how to offer these programs.
- Evaluate transfer-of-credit policies for workforce programs; consider articulation agreements and internal policies for assigning credit.
- Coordinate with your State Governor, regional workforce boards, and local employers to determine which fields of study may qualify.
- Discuss with your State Governor how they plan to approve workforce programs for Title IV eligibility.
- Discuss with your accrediting agency whether your institution's accreditation currently includes short-term workforce program; and, if not, what steps need to be taken to add them to your accreditation.

INSTITUTIONS: APPLICATION PROCESS

1. Establish your program(s) and operate it at the same number of hours and weeks for at least one year **OR** evaluate an existing program that has been operating at the required number of hours for at least one year.
2. Provide any required data to your State Governor for calculation of completion and placement rates for your program.
3. Obtain a State Workforce Pell Program Certification form from your Governor (or their designated Statewide public official) that includes your program.
4. Obtain documentation of your accrediting agency's approval or inclusion of the program in your institution's accreditation.
5. Submit the program for approval on the Department's Partner Connect website and upload your State and accrediting agency materials.

QUESTION: WAITING FOR PROGRAM APPROVAL

QUESTION

Are we required wait to disburse Pell Grant funds to students enrolled in an eligible workforce programs until we receive Department of Education approval?

ANSWER

Yes, you must wait for Department of Education approval before disbursing Pell Grant funds to students enrolled in eligible workforce programs. Students become eligible for a Pell Grant for a payment period during which the workforce program is approved by the Secretary, or subsequent payment periods.

GOVERNOR CERTIFICATION FORM

- The State Workforce Pell Program Certification Form includes information about the programs your State Governor has approved.

- You must provide a completed and signed State Workforce Pell Program Certification Form when you submit your program for approval.

A.1.: Institution Information

a. Name of institution:
b. OPE ID:
c. Address:

A.2.: Workforce Program(s) Information

Program Name (a.)	CIP Code (b.)	SOC Code (c.)	Date Program Met Eligibility Req. (d.)	Completion Rate Percent (%) (e.)	Job Placement Rate (%) (f.)	Governor Certification of Eligibility (g.)
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No
						☐ Yes ☐ No

SECTION B: Governor Determination and Certification of Workforce Program(s)

B.1.: Governor Determination

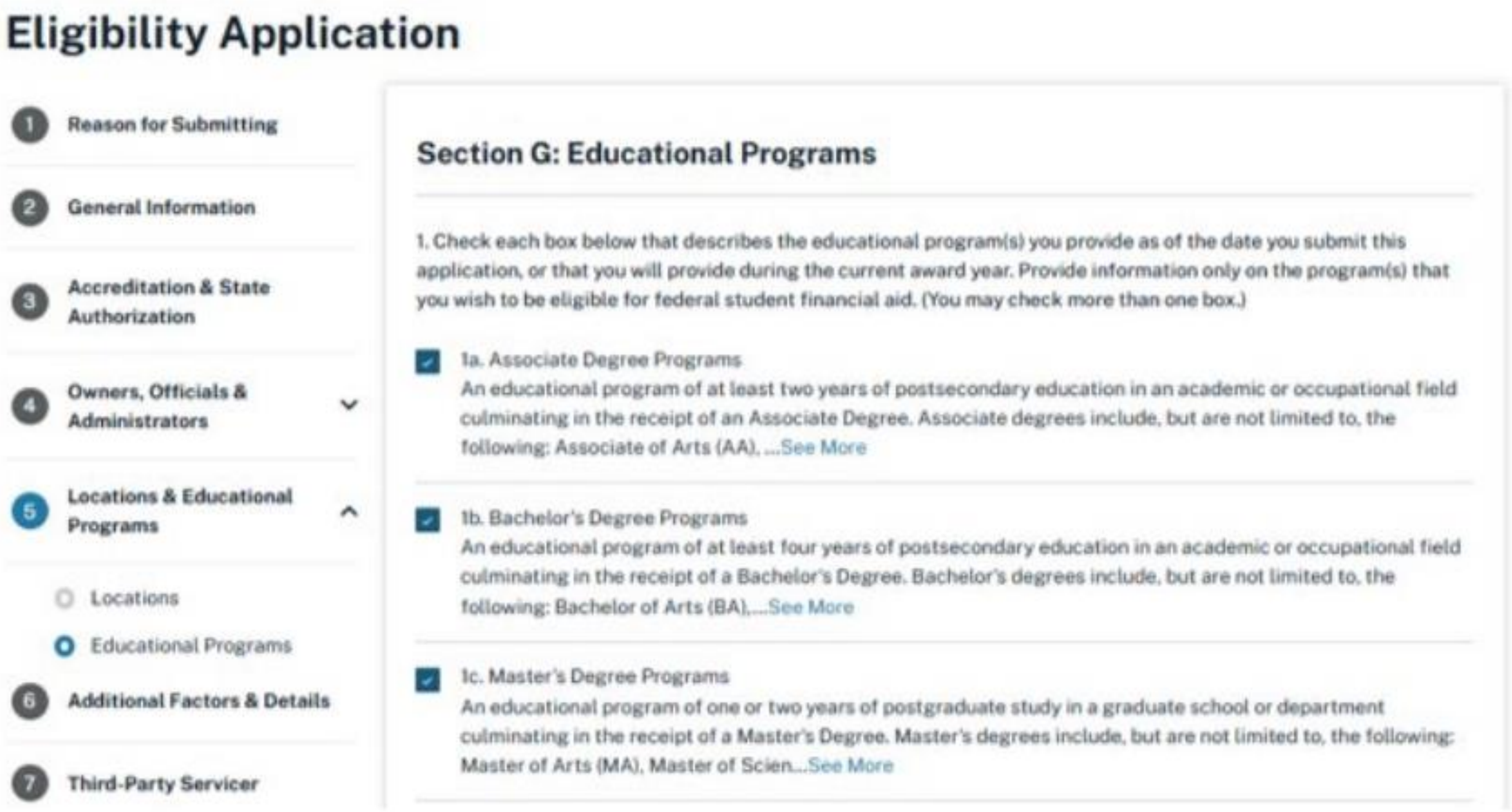
I have determined that each eligible workforce program, denoted with a check mark indicating "yes," meets the following eligibility requirements under 34 CFR 690.93(a) and 690.94(a)(2)(i):

☐ All requirements in the approval process were published and are publicly available at the following link: ______________________________

☐ The program(s) was approved **after** consultation with the State Board.

☐ The program(s) provides an education aligned with the requirements of high-skill, high-wage (as identified by the State pursuant to section 112 of the Carl D. Perkins Career and Technical Education Act (20 U.S.C. 2342)), or in-demand industry sectors or occupations (29 U.S.C. 3112); this condition is automatically met if the program serves as the related instruction component of a Registered Apprenticeship Program.

PARTNER CONNECT APPLICATION PROCESS



Eligibility Application

1 Reason for Submitting

2 General Information

3 Accreditation & State Authorization

4 Owners, Officials & Administrators

5 Locations & Educational Programs

- Locations
- Educational Programs

6 Additional Factors & Details

7 Third-Party Servicer

Section G: Educational Programs

1. Check each box below that describes the educational program(s) you provide as of the date you submit this application, or that you will provide during the current award year. Provide information only on the program(s) that you wish to be eligible for federal student financial aid. (You may check more than one box.)

- [x] 1a. Associate Degree Programs
An educational program of at least two years of postsecondary education in an academic or occupational field culminating in the receipt of an Associate Degree. Associate degrees include, but are not limited to, the following: Associate of Arts (AA), ...See More

- [x] 1b. Bachelor's Degree Programs
An educational program of at least four years of postsecondary education in an academic or occupational field culminating in the receipt of a Bachelor's Degree. Bachelor's degrees include, but are not limited to, the following: Bachelor of Arts (BA),...See More

- [x] 1c. Master's Degree Programs
An educational program of one or two years of postgraduate study in a graduate school or department culminating in the receipt of a Master's Degree. Master's degrees include, but are not limited to, the following: Master of Arts (MA), Master of Scien...See More

COMMON ORIGINATION AND DISBURSEMENT (COD)

Step One: FAA certifies that the student is in an eligible workforce program

- COD will receive Workforce Pell Eligibility on the Demographic Data Exchange (DDE) file from FPS showing an FAA's certification that a student(s) is enrolled in an eligible workforce program.

Step Two: FPS calculates the student's Pell Grant award even if the student has a bachelor's degree

- For 2026-27 award year and forward, a positive indication from the FAA that a student is enrolled in an eligible workforce program allows FPS to calculate a Pell Grant Scheduled Award for the student

Step Three: Monitoring accuracy of "Workforce Pell Eligible" flag

- COD will create a new Warning Edit 230 when a Pell award is flagged as "Workforce Pell Eligible=true" and the school's disbursement does not contain the new "Workforce Pell Tuition and Fees" tag.

ob3schoolquestions@ed.gov

U.S. Department of Education

WHAT'S GOING ON...

NOW

U.S. DEPARTMENT OF EDUCATION

TODAY: Briefing on the Federal Student Assistance Partnership and the Working Families' Tax Cuts Act

Outreach Call with Stakeholders - Closed to Press

Officials will discuss recent actions to improve the federal student loan portfolio and FSA's actions to implement the loan provisions included in the Working Families Tax Cuts Act as we approach July 1st. This historic partnership with the U.S. Department of Education and the U.S. Department of the Treasury demonstrates the administration's focus on transparency and efficiency, and our commitment to returning education to the states.


U.S. Department of Education & U.S. Department of the Treasury Partnership
Jun 24, 2026
Lobby
Sessions
Itinerary
Speakers
TN
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DAYS HOURS MINUTES SECONDS
U.S. DEPARTMENT of EDUCATION
and
U.S. DEPARTMENT of the TREASURY
PARTNERSHIP

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Department of Education Presenters

Meg Kilgannon
Director of External Affairs, Office of the Secretary, U.S. Department of Education

Lindsey Burke
Deputy Chief of Staff for Policy and Programs, U.S. Department of Education

James Bergeron
Deputy Under Secretary, U.S. Department of Education

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Ms. Burke's Comments

Executive Order 14242 - Improving Education Outcomes by Empowering Parents, States, and Communities

Sec. 2. Closing the Department of Education and Returning Authority to the States.
(a) The Secretary of Education shall, to the maximum extent appropriate and permitted by law, take all necessary steps to facilitate the closure of the Department of Education and return authority over education to the States and local communities while ensuring the effective and uninterrupted delivery of services, programs, and benefits on which Americans rely.

Interagency Agreements

14 signed to enable partnerships with other federal agencies who are will positioned to assist carrying out the roles and responsibilities of programs under the jurisdiction of the Department of Education.

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Ms. Burke's Comments

Federal Student Loans

The Department of Education and the Department of the Treasury entered into the 10th Interagency Agreement (IAA) in March 2026 to transfer the operational control and servicing of the nation's federal student loan portfolio to the Treasury Department.

The transition aims to break up the federal education bureaucracy and bring financial discipline to the student aid system. The IAA is structured in three phases:

- Phase 1 (Defaulted Loans): Treasury assumed operational responsibility for servicing and collecting on defaulted and delinquent federally held student loans through its Cross-Servicing Program.
- Phase 2 (Non-Defaulted Debt): Treasury is slated to take over operational control and administrative servicing for non-defaulted student debt.
- Phase 3 (Program & Policy): Treasury will review programmatic and policy requirements for federal financial assistance, including the administration of the Free Application for Federal Student Aid (FAFSA).

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Mr. Bergeron's Comments

Student Loan Rehabilitation

The Department of Education has announced plans to launch a new, simpler online portal for borrowers seeking loan rehabilitation, in conjunction with regulatory changes from the May 2026 Final Rule. Historically, agreements required postal mail and document scanning; the new system is designed to streamline this process.

Automation of Rehabilitation Process – Major First Step Online Rehabilitation

Resources

Debt Resolution Federal Student Aid

The Future of Student Loans: A Conversation with Under Secretary Nicholas Kent
(American Enterprise Institute – April 23, 2026)

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Mr. Bergeron's Comments

Fraud Prevention

Best Practices on Fraud Prevention

OIG Higher Education Fraud Summit

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Mr. Bergeron's Comments

Nonrepayment Rates

The Department of Education tracks nonpayment rates—the percentage of Direct Loan borrowers whose loans are more than 90 days delinquent. Recent data shows that approximately 2,000 institutions have nonpayment rates at or exceeding 25 percent. These high rates serve as strong early indicators for future Cohort Default Rates (CDRs) and risk loss of federal aid eligibility.

(GEN-25-19) Request for Institutions to Provide Repayment Information to Former Students to Prevent Defaults

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Mr. Bergeron's Comments

Nonrepayment Rates

Understanding Nonpayment Rates

While nonpayment data differs from the official federal CDR calculation, it is increasingly used as a more reliable indicator of borrower struggles since standard CDRs were distorted by pandemic-era payment pauses.

- The Threshold: Institutions with nonpayment rates at or above 25% are flagged by the Department of Education as carrying significant risk.
- Regulatory Action: If an institution's official CDR is 30% or higher for three consecutive years, or 40% or higher in a single year, it faces losing eligibility to participate in federal student aid programs (like Direct Loans and Pell Grants).
- Institutional Requirements: Colleges whose official CDR exceeds 30 percent in a single year must develop and submit a formal default prevention plan.

SUMMARY OF STAKEHOLDER BRIEFING: DEPARTMENTS OF EDUCATION & TREASURY PARTNERSHIP

Summary of Mr. Bergeron's Comments

Nonrepayment Rates

Where to Find Your Institution's Data

The Department of Education regularly updates this delinquency data on the Federal Student Aid (FSA) Data Center.

You can review the exact, institution-level figures by downloading the FSA Nonpayment Rates Spreadsheet.

U.S. Department of Education Urges Institutions of Higher Education to Implement Best Practices to Reduce Default Rates


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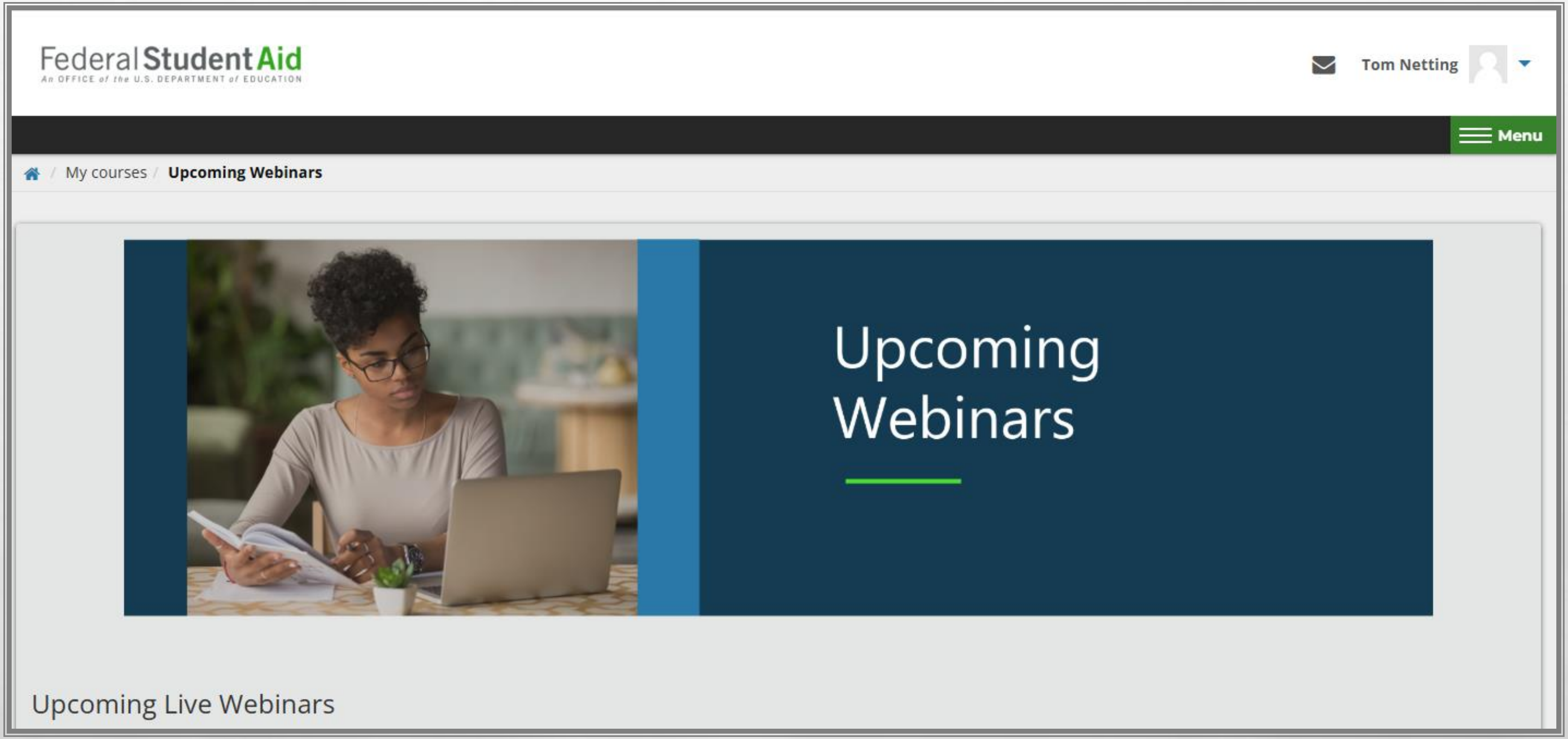
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LEGISLATIVE UPDATE

HOUSE COMMITTEE ON EDUCATION & WORKFORCE

COMMITTEE ON
EDUCATION & WORKFORCE
CHAIRMAN TIM WALBERG

Full Committee Markup
Of
Multiple Legislative Bills

June 25, 2026

HOUSE COMMITTEE MARKUP

Chairman Walberg's Opening Statement

"Today we'll mark up 11 bills that address antisemitism in educational institutions, protect college students' freedom of association, help licensed professional work across state lines, strengthen oversight of federal workers' compensation programs, expand workforce data collection, and increase transparency in health care costs.

"The first three bills we'll consider address the ongoing problem of antisemitism within education and the harassment of Jewish students and faculty.

"First, we'll consider **H.R. 8476, No Antisemitism in Education Act of 2026** introduced by Rep. Randy Fine. Since October 7, 2023, antisemitism has exploded at educational institutions. H.R. 8476 requires any K-12 school district or institution of higher education that receives federal funding to **treat antisemitism with the same rigor applied to other forms of discrimination prohibited by Title VI of the Civil Rights Act.** We have all heard the excuses from college presidents and school district superintendents for why they can't put a stop to the horrific incidents of antisemitism happening in their classrooms, yet we all know that if similar incidents were happening to other protected classes under Title VI, no excuses would be acceptable.

HOUSE COMMITTEE MARKUP

Chairman Walberg's Opening Statement

"Next, we'll consider **H.R. 4795, Protect Economic and Academic Freedom Act**, introduced by Rep. Virginia Foxx. Israel remains one of America's strongest allies, yet it continues to be singled out for discriminatory boycott campaigns targeting Israel or Israel-related individuals, organizations, and businesses on college campuses. These economic boycotts are often promoted by those creating antisemitic atmospheres on campus and do nothing to help students learn. **H.R. 4795 ensures federal funds do not support universities that allow such boycotts.**

"The third bill we'll consider is **H.R. 9203, Student Protection and University Accountability Act**, introduced by Rep. Elise Stefanik. H.R. 9203 amends the Higher Education Act to **require greater transparency regarding procedures for investigating alleged Title VI violations, establishes minimum standards for those procedures, and requires congressional briefings on Title VI investigations.** H.R. 9203 also helps ensure that investigations are not dismissed for dubious reasons as was the case under the Biden-Harris administration.

HOUSE COMMITTEE MARKUP

Chairman Walberg's Opening Statement

"The Committee will then consider two bills that protect students' freedom of association on college campuses.

"Introduced by Rep. Erin Houchin, **H.R. 2555, Freedom of Association in Higher Education Act of 2025**, protects students' ability to form and join single-sex organizations. The bill would also **prohibit colleges and universities from taking action against a student or student organization because that organization is single-sex**.

"My bill, **H.R. 5505, Equal Campus Access Act of 2025**, **requires public colleges that receive federal student aid to treat religious student groups equally to any other student organization on campus.** This bill ensures religious student organizations maintain full access to campus facilities and official recognition regardless of their beliefs, practices, speech, leadership standards, or standards of conduct.

"Next, the Committee will mark up Rep. Tracey Mann's **H.R. 2332, States Handling Access to Reciprocity for Employment Act of 2025**, or SHARE Act. This bill **helps interstate licensure compacts work more smoothly by ensuring that state licensing boards can obtain the federal background-check information necessary to process compact-based licenses or practice privileges.** By improving compact operations, the bill will help fill critical labor gaps, largely in health care occupations.

HOUSE COMMITTEE MARKUP

Chairman Walberg's Opening Statement

"We will also consider **H.R. 4122, Health Care for Energy Workers Act of 2025**, introduced by Representative Rick Allen, Chairman of the HELP Subcommittee, and Representative Lucy McBath. The bill **allows nurse practitioners (NPs) and physician assistants (PAs) to order care for current and former Department of Energy workers receiving care under the Energy Employees Occupational Illness Compensation Program Act**, improving access to care while requiring NPs and PAs to act within their scope of practice under state law.

"Next are two bills related to the Federal Employees' Compensation Act program—**H.R. 8822, Federal Workers' Compensation Integrity and Care Act**, and **H.R. 8823, Putting Patients First by Strengthening Provider Accountability in FECA Act**, both bills were introduced by Representative Ryan Mackenzie, Chairman of the Workforce Protections Subcommittee.

"**H.R. 8822 allows the Secretary of Labor to obtain earnings and employment information from the Social Security Administration and the Department of Health and Human Services to help detect and prevent improper payments under the program.**

HOUSE COMMITTEE MARKUP

Chairman Walberg's Opening Statement

"**H.R. 8823 allows the Labor Secretary to suspend FECA program payments to medical providers convicted of fraud involving FECA, related state programs or other federal health care benefit programs, strengthening accountability and program integrity.**

"Next is my bill, **H.R. 9381, AI Workforce Assessment and Research Enhancement (AWARE) Act.** This bill **directs the Bureau of Labor Statistics to collect information on the use of AI in workplaces across the country.** The data collected will help policymakers better understand how AI is affecting workers, jobs, and students.

"Finally, we will consider **H.R. 9228, Health Data Access, Transparency, and Affordability Act of 2026.** This bill **amends the Employee Retirement Income Security Act of 1974, or ERISA, to protect employer health plans' access to critical cost, quality, and claims information.** The bill gives employer health plants the right to access this information and holds network service providers accountable when they block that access. Giving employers access to this data will help them design better benefits, identify waste, improve care, and control costs.

HOUSE SUBCOMMITTEE ON HIGHER EDUCATION & WORKFORCE DEVELOPMENT

COMMITTEE ON
EDUCATION & WORKFORCE
CHAIRMAN TIM WALBERG

Subcommittee Hearing

"Workforce Rewired: Modern Apprenticeships for a Modern Economy

June 25, 2026

HOUSE SUBCOMMITTEE HEARING

Chairman Owens' Opening Statement

Across the country, millions of Americans are looking for pathways into long-lasting careers and employers are searching for workers with the key skills and the ability to adapt to a rapidly changing labor market. Workers increasingly need opportunities to build new skills throughout their careers. For too long, the conversation around career success has focused on a single pathway to work through a traditional four-year college education. What was not factored was that our country's workforce is far too varied, and our economy far too dynamic, for a onesize-fits-all approach.

Apprenticeships and work-based learning offer a different model. One that allows individuals to earn while they learn, gain hands-on experience, and build skills that employers actually need. One that also helps businesses develop talent, strengthen local economies, and create opportunities for workers and learners without requiring significant debt before entering the workforce. While apprenticeships have long been associated solely with skilled trades, today's apprenticeship models are expanding into health care, education, information technology, cybersecurity, advanced manufacturing, and other emerging industries.

HOUSE SUBCOMMITTEE HEARING

Chairman Owens' Opening Statement

We are also seeing new approaches that better integrate education and work. Apprenticeship degree programs that combine classroom instruction with paid, structured on-the-job learning, allowing learners to earn academic credentials while gaining real-world experience. These models recognize that learning and work do not have to be siloed and they offer another pathway for individuals to build skills while progressing toward a degree.

Researchers estimate that 40 percent of the skills required for today's jobs will change over the next decade. That reality presents a challenge not only for workers, but also for employers who need talent that's able to adapt to changing business needs. The traditional model of education followed by decades in a single role is significantly less common than it once was. In today's economy, workers increasingly need opportunities to upskill, reskill, and acquire new competencies as they work. The rapid adoption of artificial intelligence is only making that need clearer.

HOUSE SUBCOMMITTEE HEARING

Chairman Owens' Opening Statement

The Trump administration understands the strength of earn-and-learn models and the Department of Labor has made apprenticeship expansion a workforce priority. The Department has taken steps to streamline program administration, increase transparency, and reduce barriers to employer participation. This while supporting the growth of apprenticeships in both traditional trades and emerging fields through its AI apprenticeship portal. The administration has also promoted innovative apprenticeship models in areas such as artificial intelligence and advanced technology and emphasized results-driven workforce investments that focus on outcomes for workers and employers alike.

Today's hearing gives us an opportunity to examine how apprenticeship models are helping meet new workforce challenges. We will hear from workforce leaders who are building innovative pathways that prepare workers for the jobs of today and tomorrow. We will also discuss barriers that continue to limit employer participation and consider ways policymakers can support high-quality, employer-driven earn-and-learn opportunities while preserving flexibility and innovation.

HOUSE SUBCOMMITTEE HEARING

Chairman Owens' Opening Statement

As industries evolve and technology reshapes the workplace, the need for rapid, continuous skill development will only grow. Apprenticeships provide a proven way to help workers acquire new skills, help employers build talent pipelines, and ensure our workforce can adapt to the demands of a changing economy.

HOUSE SUBCOMMITTEE HEARING

Chairman Owens’ Opening Statement

As industries evolve and technology reshapes the workplace, the need for rapid, continuous skill development will only grow. Apprenticeships provide a proven way to help workers acquire new skills, help employers build talent pipelines, and ensure our workforce can adapt to the demands of a changing economy.


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WHAT COULD BE NEXT?

CSPEN 2026

12th Annual Conference

August 10 - 13, 2026

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Q&A