



**FEDERAL
LEGISLATIVE
&
REGULATORY
UPDATE**

Thursday, June 4, 2026

AGENDA



Department of Education Student Loan Webinar, Negotiated Rulemaking Potpourri & Congressional Hearings Summaries

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



REGULATORY UPDATE

**BREAKING
NEWS**

The image features the words "BREAKING NEWS" in a large, bold, white, 3D sans-serif font. The letters are set against a vibrant red background. A series of white, curved lines radiate from the top right corner, creating a sense of motion and urgency. The text is positioned in the upper half of the frame, with "BREAKING" on the top line and "NEWS" on the bottom line. The lighting is dramatic, highlighting the edges of the 3D letters and casting soft shadows on the red surface below.

LOAN REPAYMENT PLANS AND OTHER LOAN CHANGES UNDER THE WORKING FAMILIES TAX CUTS ACT

JUNE 3, 2026

Rene Tiongquico
Office of Postsecondary Education



U.S. Department of Education

LOAN REPAYMENT PLAN CHANGES

IBR PLAN CHANGES MADE BY THE WFTCA

Eligibility Criteria for IBR

- Borrowers who do NOT have a partial financial hardship (PFH)

Borrowers Ineligible for IBR

- Borrowers who have a Parent PLUS loan that has not been consolidated.
- Borrowers who have other loan types that are not Direct Loans or FFEL Program loans

Monthly Payment Cap

- The monthly payment amount continues to be capped at what a borrower would have paid on the 10-year Standard Repayment Plan.

NEW REPAYMENT PLANS

- The *WFTCA* established two new repayment plans:
 - The Tiered Standard Plan
 - The Repayment Assistance Plan
- Generally, once a borrower receives a **new** Direct Loan on or after July 1, 2026, (including a new Direct Consolidation Loan that paid off loans received before July 1, 2026), the borrower is eligible to repay all eligible Direct Loans under **only** the two new repayment plans.
 - All eligible Direct Loans must be repaid under the same plan (Note: This rule existed prior to the *WFTCA*).
 - Some exceptions exist based on borrowing history:
 - Example: A borrower has older FFEL Program loans and newer Direct Loans. The older FFEL Program loans would not qualify for Tiered Standard or the Repayment Assistance Plan, but the new Direct Loan must be repaid under Tiered Standard or the Repayment Assistance Plan.

TIERED STANDARD PLAN

Will Be Available No Later Than July 1, 2026

- Tiered Standard will have a repayment term with a sliding scale based on the **outstanding principal** balance when the loan enters the plan.
- The **repayment term** is how many months and/or years that the borrower has to pay the loan in full.
- Loan amortization logic is used to determine what the monthly payment amount must be for the loan to be paid off within the repayment term.

Repayment Terms Based on Outstanding Principal Balance

Outstanding Principal	Repayment Term
Less than \$25,000	10 years
\$25,000–\$49,999	15 years
\$50,000–\$99,999	20 years
\$100,000 or more	25 years

REPAYMENT ASSISTANCE PLAN

Will Be Available No Later Than July 1, 2026

- Fundamentally different from the existing IDR plans.
- Dependents are defined in the same way as in IRS rules.
- For a borrower who files taxes separately, that means:
 - Only the adjusted gross income (AGI) from the borrower's tax return will be used, and
 - Only the dependent(s) claimed on the borrower's tax return meet(s) the definition of a dependent.

REPAYMENT ASSISTANCE PLAN

- Monthly Payment Amount (MPA) under the Repayment Assistance Plan:
 1. Determine the borrower's AGI
 2. Using the AGI, apply the applicable percentage to the AGI
 3. Divide the result from Step 2 by 12 months to determine the Basic MPA
 4. Subtract \$50 from the Basic MPA for each Dependent to determine the Actual MPA
 5. If the Actual MPA is less than $< \$10$, then Actual MPA is Adjusted to \$10
- Formula
 1. $((AGI \times \%) \div 12) - (\$50.00 \times \text{Number of Dependents}) = \text{Actual MPA}$
 2. $\text{Max } (\$10.00, \text{Actual MPA}) = \text{Adjusted MPA}$

REPAYMENT ASSISTANCE PLAN

Basic Calculation without Adjustment for Dependents

AGI Range	% of AGI	Annual Base Payment Range	MPA Range Not Including Dependents Adjustment
\$0- \$10,000	N/A	\$120.00	\$10.00
\$10,001 - \$20,000	1%	\$100.01 - \$200.00	* \$10.00 - \$16.67
\$20,001 - \$30,000	2%	\$400.02 - \$600.00	\$33.34 - \$50.00
\$30,001 - \$40,000	3%	\$900.03 - \$1,200.00	\$75.00 - \$100.00
\$40,001 - \$50,000	4%	\$1,600.04 - \$2,000.00	\$133.34 - \$166.67
\$50,001 - \$60,000	5%	\$2,500.05 - \$3,000.00	\$208.34 - \$250.00
\$60,001 - \$70,000	6%	\$3,600.06 - \$4,200.00	\$300.01 - \$350.00
\$70,001 - \$80,000	7%	\$4,900.07 - \$5,600.00	\$408.34 - \$466.67
\$80,001 - \$90,000	8%	\$6,400.08 - \$7,200.00	\$533.34 - \$600.00
\$90,001 - \$100,000	9%	\$8,100.09 - \$9,000.00	\$675.01 - \$750.00
More than \$100,000	10%	\$10,000.00 +	\$833.33 +

* $\$100.01 \div 12 = \8.33

The lower end of the AGI Range between \$10,001 - \$20,000 would be less than a \$10 so the lower end of the monthly payment amount range is adjusted to \$10.

REPAYMENT ASSISTANCE PLAN

- When a payment is received, it is applied to a borrower's loans in the following order:
 1. Accrued interest
 2. Fees
 3. Outstanding principal
- Negative amortization occurs when a borrower's monthly payment is not enough to cover the interest that accrues or has accrued on the borrower's loan(s).
- Regardless of when the interest accrued, all outstanding accrued interest must be satisfied before any portion of the payment can be applied to the outstanding principal.

REPAYMENT ASSISTANCE PLAN: INTEREST SUBSIDY

- The amount of interest accrued and not paid for the month shall not be charged to borrowers whose full, **on-time monthly payments** are less than the interest accrued for a month.
- Interest subsidy is only available when a full, on-time payment is made. Late or partial payments will not qualify for the interest subsidy.
- Interest subsidy is applicable to both subsidized and unsubsidized loans.
- Only the interest that accumulates from due date to due date after entering the Repayment Assistance Plan will be subsidized. Interest that accrues during a period of nonrepayment or prior to entering the Repayment Assistance Plan will not be subsidized.
 - For example, if interest accrues on a loan while a borrower is in their grace period, that interest is NOT eligible for the subsidy.

REPAYMENT ASSISTANCE PLAN: MATCHING PRINCIPAL PAYMENT

- Once the borrower has made a full, on-time payment, if the amount applied to the principal is less than \$50, then the Secretary makes a matching principal payment of up to \$50.
- Formula:
 - The lesser of \$50 or the borrower's payment minus the amount applied to principal
 - $\text{Min}(\$50, \text{Borrower Payment}) - \text{amount applied to principal}$

REPAYMENT ASSISTANCE PLAN: MATCHING PRINCIPAL PAYMENT

- Formula:
 - The lesser of \$50 or the borrower's payment minus the amount applied to principal
 - $\text{Min}(\$50, \text{Borrower Payment}) - \text{amount applied to principal}$
- Outstanding Balance: \$40,000
- Interest accrued: \$200
- Monthly Payment Amount is \$205
 - \$5 toward principal
 - \$200 toward interest accrued
 - Borrower qualifies for a matching principal payment
- Matching principal payment is:
 - lesser of: [\$50 or MPA] minus
 - \$5 (amount applied to principal)
- $\$50 - \$5 \text{ (amount applied to principal)} = \45
- **Borrower gets a matching principal payment of \$45**

UPDATE ON SAVE REPAYMENT PLAN

- On March 10, 2026, a Federal court issued an order preventing the Department from implementing the SAVE Plan and parts of other IDR plans.
- Importantly, the most recent court action requires that borrowers who have loans in forbearance because they enrolled in or applied for the SAVE Plan must select a new repayment plan and begin repaying their loans.

SUBSEQUENT ACTIONS FOR BORROWERS

- Borrowers are no longer required to have a partial financial hardship in order to enter the IBR Plan. On Dec. 22, 2025, we updated our systems to allow borrowers without a partial financial hardship to enroll in the IBR Plan.
- Borrowers with loans enrolled in the PAYE or ICR Plan must select a new repayment plan no later than June 30, 2028.
- Borrowers who have a new Direct Loan, including a new Direct Consolidation Loan, made on or after July 1, 2026, will have limited options for enrolling in an IDR plan.

REPAYMENT PLAN OPTIONS

Repayment Plan	Loan Program	Loan Types	Notes
Tiered Standard	Direct Loans Only	<ul style="list-style-type: none"> • Subsidized Loans • Unsubsidized Loans • PLUS loans for graduate and professional borrowers • Parent PLUS loans • Consolidation loans 	<ul style="list-style-type: none"> • Borrower must have at least one loan disbursed on or after July 1, 2026
Repayment Assistance Plan	Direct Loans Only	<ul style="list-style-type: none"> • Subsidized Loans • Unsubsidized Loans • PLUS loans for graduate and professional borrowers • Consolidation loans that do not include a Parent PLUS loan 	<ul style="list-style-type: none"> • No disbursement restrictions • Parent PLUS loans and consolidation loans with Parent PLUS loans are not eligible to be repaid under the Repayment Assistance Plan. • Borrowers with older Direct Loans may enroll in the Repayment Assistance Plan without having a loan disbursement on or after July 1, 2026.

If a borrower is paying one loan under any of the plans listed above, then all loans eligible for that plan must be repaid under that plan.

REPAYMENT PLAN OPTIONS (CONT.)

Repayment Plan	Loan Program	Loan Types	Notes
IBR	Direct Loans and FFEL Program Loans	<ul style="list-style-type: none"> • Subsidized Loans • Unsubsidized Loans • PLUS loans for graduate and professional borrowers • Consolidation loans that do not include a Parent PLUS loan unless the borrower makes one payment under ICR 	<ul style="list-style-type: none"> • All loans must be first disbursed before July 1, 2026 • A single loan disbursed on or after July 1, 2026, eliminates a borrower's eligibility for IBR.
Other Legacy Plans	Direct Loans and FFEL Program loans	Varies depending on plan	<ul style="list-style-type: none"> • All loans must be first disbursed before July 1, 2026 • A single loan disbursed on or after July 1, 2026, eliminates a borrower's eligibility for the legacy plans.

If a borrower is paying one loan under any of the plans listed above, then all loans eligible for that plan must be repaid under that plan.

REPAYMENT PLAN OPTIONS (CONT.)

Loans disbursed before July 1, 2026	Repayment Plan Eligibility*
<ul style="list-style-type: none"> • Subsidized Loans • Unsubsidized Loans • Graduate PLUS loans 	<ul style="list-style-type: none"> • Legacy fixed payment plans • Legacy IDR plans • The Repayment Assistance Plan
<ul style="list-style-type: none"> • Parent PLUS loans 	<ul style="list-style-type: none"> • Legacy fixed payment plans
<ul style="list-style-type: none"> • Consolidation Loan that does not include a Parent PLUS loan 	<ul style="list-style-type: none"> • Legacy fixed payment plans • Legacy IDR plans • The Repayment Assistance Plan
<ul style="list-style-type: none"> • Consolidation Loan that includes a Parent PLUS loan 	<ul style="list-style-type: none"> • Legacy fixed payment plans • IBR (if made one payment under ICR) • ICR
<p>*If a borrower has a mix of different loan types, then the eligibility for various plans will be altered.</p>	
<p>*If a borrower has a new loan first disbursed on or after July 1, 2026, then the options for a plan will be different (see next slide).</p>	

REPAYMENT PLAN OPTIONS (CONT.)

Loans disbursed on or after July 1, 2026	Repayment Plan Eligibility*
<ul style="list-style-type: none">• Subsidized Loans• Unsubsidized Loans• Graduate PLUS loans	<ul style="list-style-type: none">• Tiered Standard• The Repayment Assistance Plan
<ul style="list-style-type: none">• Parent PLUS loans	<ul style="list-style-type: none">• Tiered Standard
<ul style="list-style-type: none">• Consolidation Loan that does not include a Parent PLUS loan	<ul style="list-style-type: none">• Tiered Standard• The Repayment Assistance Plan
<ul style="list-style-type: none">• Consolidation Loan that includes a Parent PLUS loan	<ul style="list-style-type: none">• Tiered Standard

*If a borrower has a mix of different loan types, then the eligibility for various plans will be altered.

*All Direct Loans are required to be repaid under the same repayment plan unless the borrower has a mix of Direct Loans where all of the loans are not eligible for the Repayment Assistance Plan.

OTHER RESOURCES

1

Knowledge Center

[Knowledge Center Homepage](#)

Subscribe for daily or weekly email updates.

2

FSA Training Center

FSAttraining.ed.gov

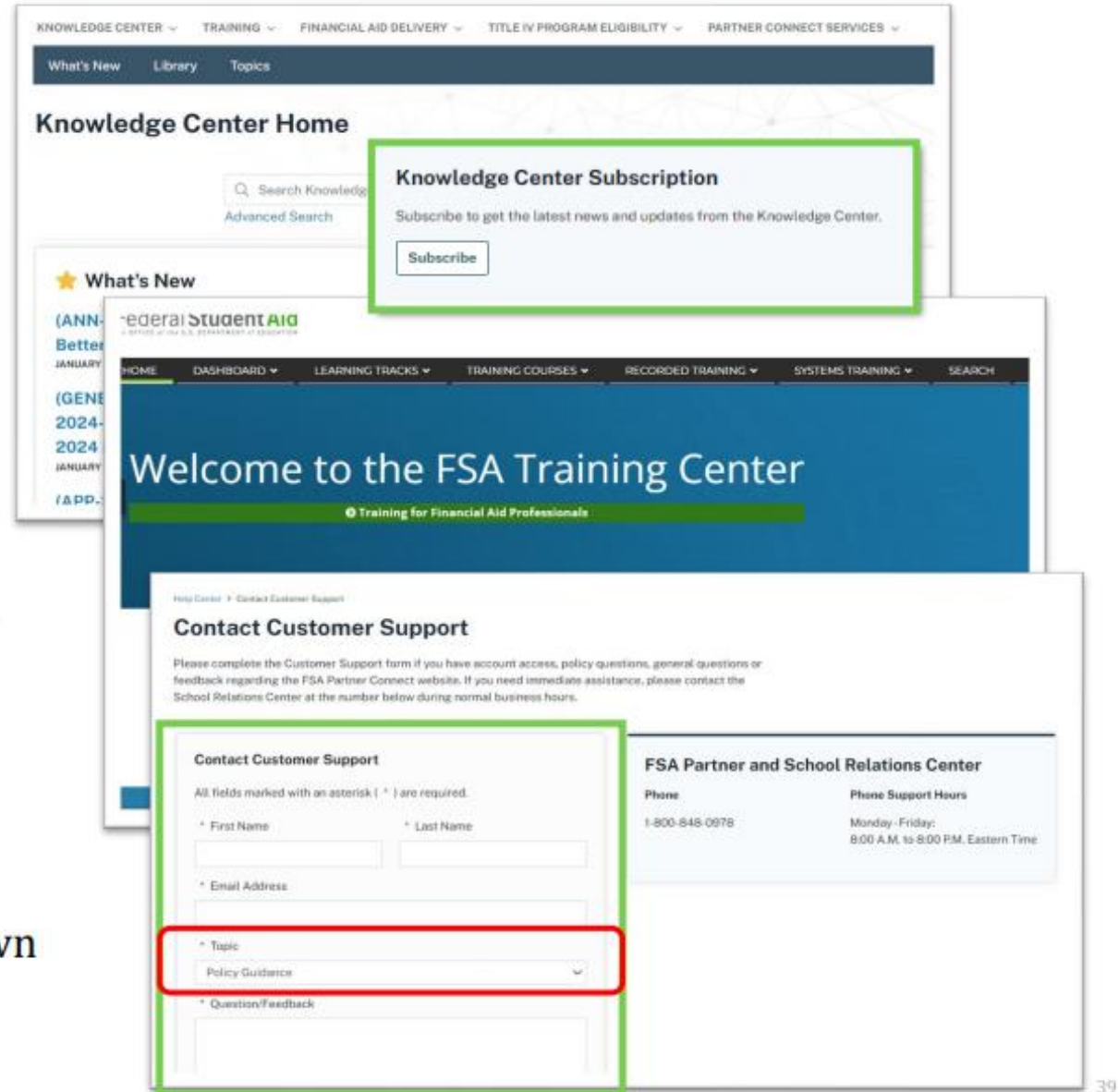
View learning tracks, training courses, videos, and software training.

3

FSA Partner Connect Help Center

[Contact Customer Support](#)

Choose “Policy Guidance” from Topic dropdown list to ask policy questions.



ob3schoolquestions@ed.gov



U.S. Department of Education

HOT TOPICS

The image features the words "HOT TOPICS" in a bold, red, 3D sans-serif font. Each letter is topped with a realistic flame effect, with yellow and orange fire rising from the top edges. The text is set against a solid black background. Below the main text, a faint, semi-transparent reflection of the words is visible, creating a sense of depth and mirroring the fiery theme.

A C C R E D I T A T I O N

consensus





Negotiated Rulemaking for Higher Education 2026

This page provides information regarding the Department's negotiated rulemaking in 2026 to make regulatory changes for the programs authorized by Title IV of the Higher Education Act of 1965, as amended.

View our [Frequently Asked Questions about Negotiated Rulemaking for Higher Education](#) for more information about negotiated rulemaking in general.

Proposed Changes from
Initial Draft Regulations
(4/6/2026)

Accreditation, Innovation, and Modernization (AIM)
Negotiated Rulemaking

April 13-17 and May 18-22, 2026

VERSION 2.0(5/11/26) DISCUSSION DRAFT

(REDLINED TO CURRENT REGULATIONS AT 34 CFR PARTS 600 AND 602)

(Proposed Changes from Initial Draft, Highlighted in **YELLOW**)

PART 600—INSTITUTIONAL ELIGIBILITY UNDER THE HIGHER EDUCATION

ACT OF 1965, AS AMENDED

Authority: 20 U.S.C. 1001, 1002, 1003, 1088, 1091, 1094, 1099b,
and 1099c, unless otherwise noted.

Subpart A—General

* * * * *

§ 600.11 Special rules regarding institutional accreditation or
preaccreditation.

(a) *Change of accrediting agencies.*

(1) For purposes of §§ 600.4(a)(5)(i), 600.5(a)(6), and

Commented [A1]: No proposed changes to Part 600 outside of 600.11 Special rules regarding institutional accreditation or preaccreditation.

Commented [A2]: Changes in this section correspond to existing Department policy guidance in [GEN-25-03, Changes to the Approval Process for Changing Accrediting Agencies.](#)





FEDERAL REGISTER

The Daily Journal of the United States Government



PR Proposed Rule

Accountability in Higher Education and Access Through Demand-Driven Workforce Pell: Student Tuition and Transparency System (STATS) and Earnings Accountability

A Proposed Rule by the Education Department on 04/20/2026



This document has a comment period that ends in 27 days. (05/20/2026)

SUBMIT A PUBLIC COMMENT

7 comments received. [View posted comments](#)



PUBLISHED DOCUMENT: 2026-07666 (91 FR 21088)

PDF

Document Details

DOCUMENT HEADINGS

Department of Education
34 CFR Parts 600, 668, and 685

< View Docket

PR PROPOSED RULE

Share

Accountability in Higher Education and Access through Demand-Driven Workforce Pell: Student Tuition and Transparency System and Earnings Accountability

Posted by the Department of Education on Apr 20, 2026

Closed for Comments

Comment Period Ended: May 20, 2026 at 11:59 PM EDT

Document Details

Document Comments 8.79K

Docket (ED-2026-OPE-0100) / Document

REFINE RESULTS ?

COMMENTS

SORT BY Best Match

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Posted

—

Inside 8,719 Public Comments on Do No Harm

An AI-enabled read of the AHEAD comment record—who filed, what they said, and which arguments will actually shape the final rule



Phil Hill
May 27, 2026



By Phil Hill & Associates

Disclosure: I filed a public comment on this rule, [ED-2026-OPE-0100-4904](#), described in detail in "[The Most Arcane Public Comment Imaginable](#)". I have also assisted a small number of organizations with their filings. This post is a broad analysis of the full 8,719-comment record available as of yesterday.



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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](#).

WHAT'S GOING ON...

NOW



IN SHORT

What Was Supposed to Save Taxpayers Hundreds of Millions Will Instead Cost Billions: New College Accountability Rules

JUN 2, 2026



Yeti Studio via Shutterstock

NEW AMERICA POSTING

Five Consequences of the Earnings Accountability Proposal Policymakers and the Public Should Be Aware Of

1. Despite projections that the accountability standard passed by Congress would save taxpayers money, the Education Department's rule would instead cost \$6 billion over the next decade.
2. The rule would increase costs to the Pell program at a time when it is projected to run short on funds.
3. The earnings test would be significantly easier to meet for undergraduate certificate programs and for-profit schools.
4. Despite covering more programs, the proposed rule would protect fewer students enrolled in low-earning programs.
5. The proposed rule would result in more federal aid dollars flowing to failing for-profit programs.

NEW AMERICA POSTING

Despite projections that the accountability standard passed by Congress would save taxpayers money, the Education Department's rule would instead cost \$6 billion over the next decade.

According to the Education Department's cost estimate, the rule will cost taxpayers \$6 billion over 10 years. Most of that projected cost (\$5 billion) comes from the Pell program. **That's because, in a significant departure from both current regulation and statutory interpretation, the Department has proposed to allow low-earning GE programs that fail the accountability measure to continue receiving Pell grants and other federal financial aid dollars.**

Under the current GE rule, any program that fails accountability metrics two out of three consecutive years will lose access to all federal financial aid, which includes student loans and Pell Grants (known as "Title IV aid"). **Instead, under the Department's proposal, programs that fail earnings measures will be ineligible to accept student loans, but could maintain their Pell Grant access, resulting in the increased costs.**

NEW AMERICA POSTING

Despite projections that the accountability standard passed by Congress would save taxpayers money, the Education Department's rule would instead cost \$6 billion over the next decade.

That stands in contrast to what Congress expected, which left the gainful employment rules untouched and assumed the GE rules would continue to withdraw all federal financial aid from failing GE programs. When OBBBA passed, these new rules were anticipated to save taxpayers almost \$1 billion over 10 years, not result in additional costs. The savings came from the public and private nonprofit programs anticipated to lose student loan eligibility that were not previously subject to any earnings test under the GE regulation.

Instead, the Education Department re-regulated GE in addition to developing proposed regulations for the OBBBA provisions, with the stated goal of trying to “harmonize” the two. Because OBBBA required only that programs (other than undergraduate certificate programs, which were instead covered by the GE rules) lose eligibility for student loans, the Department walked back its existing GE regulations to include a lesser sanction related to loans, not all Title IV. While some alignment between the OBBBA and existing GE frameworks—for instance, aligning the earnings measures so they are consistent across programs—makes sense, “harmonizing” sanctions across the two authorities is both inconsistent with Congress’s intent and costly to taxpayers.

NEW AMERICA POSTING

The rule would increase costs to the Pell program at a time when it is projected to run short on funds.

The proposed rule is projected to increase the cost of the Pell Grant program at the same time it faces major long-term funding shortfalls. The Pell Grant, which helps low-income students pay for college, is staring down an ongoing shortfall, the Congressional Budget Office has projected. That gap is expected to be roughly \$5.45 billion this year and will widen in the years ahead, totaling over \$100 billion over the next decade, according to the office's initial analysis. When the Pell program faces a shortfall, policymakers often face difficult choices which can include cutting the maximum award amount or limiting how many students can receive the grants. These changes will increase the pressure on the Pell program and likely impact its sustainability.

NEW AMERICA POSTING

The earnings test would be significantly easier to meet for undergraduate certificate programs and for-profit schools.

Another driver of additional costs to taxpayers is that the proposed rule is significantly easier to pass than existing GE regulations. The Department's own analysis acknowledges this point repeatedly, which shows that more certificate programs pass and that more students are enrolled in programs that pass the proposed earnings test compared to current regulations – even as the new standards apply to a larger set of higher education programs. Compared to existing GE regulations the proposal measures earnings four years after completion instead of three (while keeping the pass/fail threshold the same for undergraduate programs), excludes unemployed graduates from the earnings calculation altogether, allows failing programs to regain eligibility faster, makes it easier for institutions to create similar programs to replace the failing ones even when they likely still potentially fail the earnings measure, and permits failing programs to continue teaching out enrolled students and capturing their student federal aid, despite likely failure. The Department's analysis of program failures is also likely overstated. Researchers found that more than 600 programs the Department estimated to fail would probably pass after discovering an error in the data. Not all of these changes are fully accounted for in the Department's cost estimate, too, so likely raise costs further.

NEW AMERICA POSTING

Despite covering more programs, the proposed rule would protect fewer students enrolled in low-earning programs.

Because the rule proposes a bar that is significantly easier to meet for certificate programs subject to the GE rule, it would **protect fewer students**. This, too, is a point the Education Department has acknowledged in its own analysis. The Department found that the impact is greatest on students enrolled in undergraduate certificate programs. Under existing regulations, 39 percent of students enrolled in low-earning programs would be protected from using their aid at a program that doesn't pay off, compared to 25 percent under the proposed rule. The reduced sanctions for GE programs – affecting only loan dollars, rather than all Title IV aid – especially contributes to a reduction in impact. This analysis is supported by independent research from the Postsecondary Education & Economics Research Center at American University, which found that current rules protect over 600,000 students from using federal aid to attend low-earning programs, compared to only about 300,000 student loan borrowers under the proposed rule, covering only half of the number of students at risk of enrolling in programs that don't pay off. Here too, **the Education Department has acknowledged the impact, noting in its analysis that students will face additional costs from attending programs that would otherwise fail the current measure. In a striking admission, the department has admitted some students attending programs that would pass under the new framework “may be better off not attending” them at all.**

NEW AMERICA POSTING

The proposed rule would result in more federal aid dollars flowing to failing for-profit programs.

The Education Department's analysis shows that while it would reduce federal aid to nonprofit colleges, the opposite would be true for for-profit institutions. Under the proposed rules, these schools would see a funding boost, both because the rule's metrics are easier to pass than under existing regulations, and because programs that do fail can keep Pell Grant access. According to the Education Department's data, roughly \$2.4 billion dollars more in taxpayer-funded federal student aid would flow to for-profit colleges' low-earning programs over the next decade than under current regulations.

NEW AMERICA POSTING

The Education Department Can Change Course Now

The Department is framing its proposal as a meaningful and durable expansion of higher education accountability because it applies earnings measures to programs across all sectors of higher education. But expanding the number of programs covered means little if the standards themselves are substantially weaker and designed to protect fewer students. Even those substantially weakened standards have raised the ire of the higher education associations, which called for a lower threshold for GE programs and for protecting schools' Pell Grant and other Title IV revenue from being implicated when their programs have very low wages.

No doubt much to the for-profit industry's pleasure, under the proposal the Department will soon finalize, more low-earning programs would maintain access to federal aid, more taxpayer dollars would reach programs that don't pay off for students, and fewer students would be protected from enrolling in programs that leave them no better off financially. The result is not stronger accountability; it is a permissive system that preserves the appearance of oversight while scaling back actual consequences.

NEW AMERICA POSTING

The Education Department Can Change Course Now

That matters not only for taxpayers, but also for students, especially those from low-income backgrounds who rely on the Pell Grant to improve their economic futures. And at a time when the Pell program faces financial pressure, policymakers should question whether federal funds are being directed toward programs that truly provide value to students.

The Education Department can correct this in its final rule. Unless the Department limits access to all federal aid for failing GE programs (as it is legally obligated to do, and as the policy rationale clearly warrants), what was intended to save taxpayers money and protect students may instead become a costly exercise in accountability—by name only.

NEW AMERICA POSTING

The Education Department Can Change Course Now

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Table 3.19 - Twelve Most-Impacted Programs Under the Proposed Regulation

Program (CIP4)	Credential Level	N (1)	Share that Fail	
			Current Regs (2)	Proposed Regs (3)
A. Programs				
Cosmetology and Related Personal Grooming Services. (1204)	Ug Cert	1,200	97.4%	92.5%
Somatic Bodywork and Related Therapeutic Services. (5135)	Ug Cert	300	98.8	89.3
Mental/Social Health Services & Allied Professions. (5115)	Master's	400	1.1	38.7
Dental Support Services and Allied Professions. (5106)	Ug Cert	400	84.7	38.5
Allied Health and Medical Assisting Services. (5108)	Ug Cert	900	84.4	37.1
Teacher Education & Prof. Devlpmt Specific Levels. (1312)	Associate	400	0.8	29.1
Health and Medical Administrative Services. (5107)	Ug Cert	800	78.5	28.3
Drama/Theatre Arts and Stagecraft. (5005)	Bachelor	700	0.5	15.9
Fine and Studio Arts. (5007)	Bachelor	900	0.8	14.9
Music. (5009)	Bachelor	900	1.2	14.3
Health and Medical Administrative Services. (5107)	Associate	700	8.3	13.5
Rehabilitation and Therapeutic Professions. (5123)	Master's	300	<0.1	11.8



SUMMARY

PUBLIC SERVICE LOAN FORGIVENESS

**Final Regulations Published
10/31/2025**



**REIMAGINING
AND
IMPROVING
STUDENT EDUCATION
(RISE)
COMMITTEE**

Final Regulations Published



**ACCOUNTABILITY IN
HIGHER EDUCATION
AND ACCESS
THROUGH
DEMAND-DRIVEN
WORKFORCE PELL (AHEAD)
COMMITTEE**

**FEDERAL WORKFORCE PELL
8
OTHER PELL ISSUES**

**Final Regulations Published
March 9, 2026**



**ACCOUNTABILITY IN
HIGHER EDUCATION
AND ACCESS
THROUGH
DEMAND-DRIVEN
WORKFORCE PELL (AHEAD)
COMMITTEE**

**STUDENT TUITION AND
TRANSPARENCY SYSTEM
&
EARNINGS ACCOUNTABILITY**

**Notice of Proposed Rulemaking
Public Comment Period Closed
May 20, 2026**



ACCREDITATION, INNOVATION, AND MODERNIZATION COMMITTEE

**Notice of Proposed Rulemaking
Public Comment Period Closed
May 20, 2026**






COMING
ATTRACTIONS

Live Webinars Schedule and Links

There is no need to register for the live webinars. Participation is on a first-come, first-served basis, and we can accommodate up to 10,000 attendees in each session.

All sessions are scheduled to begin at 11 a.m. Eastern time (ET). See below for complete details about each webinar, including the link to join on the day of the event.

Note: Each webinar will be hosted on Zoom. For the best webinar experience, [download the Zoom app](#)  before the event.

Loan Repayment Plans and Other Loan Changes



Schedule of Reductions/Loan Limits



Workforce Pell: Program Eligibility, Awarding, and Accountability



**STATS and Earnings Accountability: Reporting, Metric Calculation, and Appeals
(Tentative)**





LEGISLATIVE UPDATE

**SENATE
HEALTH, EDUCATION,
LABOR & PENSIONS
COMMITTEE**

U.S. SENATE COMMITTEE ON

Health, Education
Labor & Pensions

U.S. SENATE COMMITTEE ON

Health, Education
Labor & Pensions

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FULL COMMITTEE HEARING

Protecting Our Children: Exposing the Dangers of Irreversible Gender Transition Procedures on Minors

SENATE HELP COMMITTEE SUMMARY

New Agreements Signed with Departments of Labor, Interior, Health and Human Services, and State

The U.S. Department of Education (ED) today announced six new interagency agreements (IAAs) with four agencies to break up the federal education bureaucracy, ensure efficient delivery of funded programs, activities, and move closer to fulfilling the President's promise to return education to the states. By partnering with agencies that are best positioned to deliver results for students and taxpayers, these IAAs will streamline federal education activities on the legally required programs, reduce administrative burdens, and refocus programs and activities to better serve students and grantees.

These new partnerships with the Departments of Labor (DOL), Interior (DOI), Health and Human Services (HHS), and State mark a major step toward improving the management of select ED programs by leveraging partner agencies' administrative expertise and experience working with relevant stakeholders. These agreements follow a successful workforce development partnership signed with DOL earlier this year, which has created an integrated federal education and workforce system and reduced the need for states to consult multiple federal agencies to effectively manage their programs.

**HOUSE
POSTSECONDARY
EDUCATION
&
WORKFORCE
DEVELOPMENT
SUBCOMMITTEE**



**Building an AI-Ready America:
Higher Education in the Age of AI**



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**THE COMMITTEE ON
EDUCATION & WORKFORCE
WILL BEGIN SHORTLY**

MR. WALBERG
CHAIRMAN
@EDWORKFORCECMT

ROOM 2175

Building an AI-Ready America: Higher Education in the Age of AI

POSTSECONDARY SUBCOMMITTEE AI HEARING

Key Topics and Takeaways

Personalized Learning: Lawmakers and expert witnesses discussed how artificial intelligence can personalize instruction and adapt to individual student paces, driving better learning outcomes.

Curriculum Modernization: The committee focused on how colleges and universities must update their curricula to prepare students for an AI-integrated workforce.

Workforce Preparedness: Members emphasized the critical role universities play in ensuring American graduates possess the necessary technological skills to remain globally competitive.



POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

SUBCOMMITTEE CHAIRMAN BURGESS OWENS (R-UT) STARTED THE HEARING BY HIGHLIGHTING HOW HIGHER EDUCATION IS ADAPTING TO THE AI ERA.

“AI CAN PERSONALIZE INSTRUCTION IN WAYS THAT A SINGLE INSTRUCTOR TEACHING MANY STUDENTS SIMPLY CANNOT DO. IT CAN IDENTIFY STUDENTS WHO ARE STRUGGLING BEFORE THEY FALL BEHIND. IT CAN REDUCE THE ADMINISTRATIVE BURDENS THAT CONSUME FACULTY AND STAFF TIME, FREEING THEM TO FOCUS ON STUDENTS. AI CAN ALSO HELP BETTER ALIGN ACADEMIC PROGRAMS WITH THE KNOWLEDGE AND SKILLS EMPLOYERS NEED,” HE SAID.

POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

REP. MARK HARRIS (R-NC) ASKED DR. DAVE DUKE, CHIEF PRODUCT OFFICER FOR HIGHER EDUCATION AT MCGRAW HILL, HOW HIGHER EDUCATION CAN BETTER EQUIP STUDENTS WITH THE SKILLS, ADAPTABILITY, AND AI LITERACY NECESSARY TO SUCCEED IN A RAPIDLY CHANGING ECONOMY. “ONE WAY IS TO INTEGRATE IT INTO THE CURRICULUM. WE COULD DEFINE THE SET OF SKILLS THE STUDENTS NEED TO MAKE SURE THAT THEY GET THEM ALONG THE WAY,” DR. DUKE EXPLAINED.





POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

REP. BOB ONDER (R-MO) ASKED WITNESSES HOW TO PREVENT STUDENTS FROM OUTSOURCING CRITICAL THINKING SKILLS TO AI.



POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

“WHEN [AI IS USED] TO SUPPORT THE KIND OF PERSONALIZATION WE’VE DISCUSSED EARLIER, GREAT! WHEN IT’S TO DO THE COGNITIVE AUTOMATION WHERE YOU’RE NOT DOING THE WORK, THAT’S A HUGE PROBLEM,” SAID MR. MICHAEL B. HORN, AUTHOR & ADJUNCT PROFESSOR AT HARVARD GRADUATE SCHOOL OF EDUCATION. “HAVING A CLEAR SET OF WHAT’S THE LEARNING OBJECTIVE? WHAT ARE THE TOOLS ALLOWED? HOW ARE WE GOING TO ASSESS IT? [IS CRITICAL].”



POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

INNOVATION MUST BE PAIRED WITH RESPONSIBILITY. CLEAR POLICIES AND RESPONSIBLE IMPLEMENTATION CAN HELP ENSURE AI STRENGTHENS, RATHER THAN UNDERMINES, EDUCATIONAL OUTCOMES.

IN AN EXCHANGE WITH REP. GLENN GROTHMAN (R-WI), MR. JONATHAN FOZARD, CHIEF INFORMATION OFFICER AT FLORIDA STATE UNIVERSITY, DISCUSSED HOW TO KEEP PEOPLE AT THE CENTER OF AI.

“WE HAVE TO USE CRITICAL THINKING SKILLS TO BE ABLE TO DETERMINE AND DIFFERENTIATE FACT FROM FICTION...IF WE VIEW AI THROUGH THIS LENS OF BEING THE SOLE SOURCE OF TRUTH, WE NEGATE THE HUMAN ASPECT,” MR. FOZARD SAID.



POSTSECONDARY SUBCOMMITTEE AI HEARING

SUBCOMMITTEE RECAP

REP. RANDY FINE (R-FL) SUMMARIZED THE ISSUE AT HAND PERFECTLY. “WE SHOULD WELCOME THIS INEVITABLE REALITY—TECHNOLOGY HAS CHANGED HOW THE WORLD WORKS SINCE THE HORSE AND BUGGY. WE DIDN’T LOOK BACK, WE LOOKED FORWARD AND THAT’S WHAT WE NEED TO DO HERE AS WELL. OUR EDUCATION SYSTEM HAS A CHALLENGE—TO PREPARE [OUR STUDENTS] FOR THE REALITY, NOT TRAIN THEM FOR THE JOBS THAT WILL NO LONGER EXIST,” HE SAID.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Bottom Line

The future workforce will be shaped by AI. Higher education has an opportunity to help America lead by preparing students for emerging careers, fostering innovation, and ensuring AI is used responsibly to strengthen learning and economic opportunity.

<https://edworkforce.house.gov/calendar/eventsingle.aspx?EventID=413336>

POSTSECONDARY SUBCOMMITTEE AI HEARING

Witnesses

[Mr. Jonathan Fozard](#), Chief Information Officer, Florida State University

[Dr. Dave Duke](#), Chief Product Officer for Higher Education, McGraw Hill

[Dr. Bridget Burns](#), CEO, University Innovation Alliance

[Mr. Michael B. Horn](#), Author & Adjunct Professor, Harvard Graduate School of Education

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Fozard's Testimony

Five priorities should guide the nation's approach.

1. We must treat AI literacy as a national workforce priority. AI will affect nearly every field. Students in computer science need AI skills, but so do students in education, health care, business, public administration, engineering, social sciences, the arts, and skilled technical fields.
2. We must support secure and responsible access to AI tools. Students cannot be prepared for the future if they are learning about AI only in theory. But access must be designed with appropriate attention to privacy, cybersecurity, data protection, academic integrity, intellectual property, and responsible use.
3. We must invest in hands-on learning. Internships, apprenticeships, design sprints, research experiences, applied projects, and industry partnerships help translate AI literacy into practical capability.
4. We must strengthen the K-12 to higher education pipeline. Universities can support teacher preparation, curriculum development, research-based learning models, and early exposure to AI concepts. If we wait until college to introduce students to AI, we will have waited too long.
5. We must continue investing in research infrastructure. AI leadership requires more than application adoption. It requires basic research, advanced computing, quantum science, scientific instrumentation, secure cloud infrastructure, cybersecurity, and the talent to use them.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Fozard's Testimony

Conclusion

No single university, company, agency, or state can build an AI-ready America alone. The United States will lead by connecting the strengths of research universities, community colleges, K-12 schools, industry partners, federal agencies, state governments, and local communities.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Dr. Duke's Testimony

Members of the Subcommittee, the through line of my testimony is that AI in higher education is not a problem to be solved or a threat to be neutralized. It is a profound and accelerating transformation that requires attention, investment, and thoughtful governance that transformations of this magnitude demand.

The institutions that will serve their students best in the years ahead are those that approach AI with clarity, curiosity, and institutional seriousness; not those that move fastest, and not those that resist longest, but those that invest in understanding it deeply and deploying it responsibly in service of student learning.

The federal government has a meaningful role to play in ensuring our great higher education institutions are not left behind, in supporting research that will tell us what works and what doesn't, in providing the policy frameworks that allow institutions to navigate AI governance with confidence, and in signaling that AI proficiency is a national educational priority.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Dr. Duke's Testimony

McGraw Hill appreciates the opportunity to testify today on the role of artificial intelligence in higher education. We share the Subcommittee's commitment to expanding meaningful learning opportunities that prepare students to succeed in an increasingly AI-ready workforce. We believe thoughtful policy can help ensure these technologies are implemented responsibly and in ways that strengthen teaching, learning, and workforce readiness.

We look forward to continuing to work with the Subcommittee to advance policies that encourage responsible innovation, support educators and learners, and help create pathways to real-world opportunities for the next generation of American workers. Thank you again for the opportunity to testify, and I welcome your questions.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Dr. Burns' Testimony

Federal policy has spent decades rewarding institutions for developing innovations. The AI era requires us to also reward institutions for sharing them.

Universities play a unique role in moments like this. Research institutions are designed to rigorously test, evaluate, and study emerging technologies independently and ethically over time. The kinds of questions we should be asking about AI's impact on learning, workforce readiness, student well-being, privacy, and institutional operations are precisely the kinds of questions research universities are built to investigate.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Dr. Burns' Testimony

But that work depends on research infrastructure and operational capacity that is itself under pressure. The research offices, compliance systems, data governance structures, and interdisciplinary teams that support responsible experimentation are often funded through indirect cost recovery and broader research infrastructure investments. When those systems are weakened, it erodes institutional capacity to conduct the kind of careful, independent evaluation society needs during a period of rapid technological change.

What is also missing right now is a coordinating infrastructure for higher education similar to what has emerged in K-12 through the EdSAFE AI Alliance: a trusted, shared mechanism for institutions to develop governance frameworks, navigate procurement, build AI literacy, and share what is working (and what is not).

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

Just as the steam-powered factories adopted electricity, college students and faculty are using AI. According to the College Board, roughly three-quarters of faculty say their students use GenAI to write essays and papers. Roughly the same percentage of faculty use GenAI themselves in the course of their work.

Yet in the sector writ large, despite some notable exceptions, AI has been more threat than benefit. Few learning leaps. Few dramatic improvements in student success. Few efficiency gains. As my cohost of my Future U. podcast, Jeff Selingo, concluded in his recent research report on the topic, “most campuses have landed somewhere between a wait-and-see approach and a patchwork of siloed experiments.” Students are stuck in the middle of a range of different expectations and standards from faculty, departments and institutions.

This is predictable. In every sector, when an organization treats the adoption of technology as a problem of technology, progress is slow. That's because the problem is actually one of the underlying operating model—its resources, processes, and priorities. This wasn't just true with electricity. It has been true in countless other efforts that the late Harvard faculty member Clayton Christensen studied in his research on innovation—from transistors replacing vacuum tubes to the rise of computers and then the Internet.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

Because the teaching and research at most higher education institutions are driven by faculty and departments, few institutions have the managerial and leadership authority to rethink and redesign their resources, processes, and priorities. At most schools, the faculty are expert in methods of research in their discipline, but few are experts in the science of learning. It's not been part of their training nor part of the process for gaining tenure and prestige. This is not their fault of course. It's the default of the system. Most colleges as a result, however, have therefore been heavy on guidance while leaving the fundamental pillars and processes of college untouched. What one might describe as more deer in headlights than opportunistic redesign.

As a result, AI is accelerating the processes and priorities currently in action on college campuses—the good and the bad. In the case of the latter, it's exacerbating such things as the already troubling trends in the amount of work that college students do, and faculty overwhelmingly report concerns around student dependency on AI and plagiarism.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

But there are big opportunities for redesign that would use AI to dramatically boost the value of higher education. For example, despite the concerns around cheating and academic decline, there are opportunities to use AI to increase academic rigor and reinvent assessment. As businesses increasingly expect employees to accomplish more, not less, with the aid of AI, our expectation of student work should similarly increase. If today's assessments are such that AI alone could pass them, perhaps the existing assessments themselves are wanting and in need of a change. Imagine all students engaging in live oral defenses before faculty. Or making presentations and demonstrations based on the work and learning they've done before in-field professionals. Or think of the potential to leverage AI itself to assess learning as it occurs and deliver rigorous feedback. This notion—at one point far-fetched—is becoming a more tenable proposition. Using AI in this way—as an objective, third-party arbiter with a consistent standard, can also potentially help address the rampant rise of grade inflation by taking learning out of the domain of the faculty themselves so they can make their focus on supporting students, not judging them. These sorts of steps would leverage the reinvention of assessment to also raise the rigor. They wouldn't do so by banning AI, but by ensuring that if AI is used, the students themselves are still doing the hard work of learning the material and being able to apply and use that material. This moves beyond a fear-based view of AI to one of hope and opportunity.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

There are also opportunities to use AI to boost student success by connecting data around student academic performance, finances and well-being to offer more meaningful supports. And there are opportunities to use AI to streamline various processes and cut administrative overhead costs, which have contributed mightily to higher education's soaring expenditures over the past several decades. Indeed, this may be the place where AI is poised to have the most immediate impact for existing colleges. Startup companies like Protagonist, where I'm an advisor, are working closely with a select few institutions around these value propositions today.

To be clear, none of what I just listed is easy. Nor is it really about AI. It's about higher education institutions changing their underlying operating models and focusing on redesigning its resources, processes, and priorities.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

To that end, institutions also increasingly have an imperative of integrating real-world work into the learning that they offer.

As companies expect entry-level employees to come with relevant real-world experience, education must provide the opportunity for students to gain those experiences. This has an added benefit. As AI rapidly changes the nature of work and the half-life of skills shrink, the best way to keep curriculum—what universities teach—up to date is not by trying to keep pace with textbooks. It's to have students do real work in real-world settings and use AI in the course of the work itself. Employers aren't asking whether employees should use AI; they are expecting it. The opportunity here for higher education is to teach students to use AI with the proper underlying knowledge, skills, and dispositions whether through embedded projects and simulations in courses, externships, paid internships, coops, or apprenticeships. All the better when these experiences both pay, count for credit, and connect students to working professionals to help students build social capital.

Many universities are stepping up to meet this moment—from Northeastern University with its co-ops to Minerva University, where I'm a trustee, with its combination of online seminars and in-person, in-country projects, to Reach University with its apprenticeship degrees.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

Finally, as we think about the future, given that it is hard to redesign existing institutions, we need to take advantage of the fact that many educators are designing new AI-native institutions that rethink how to deliver a university education from first principles with the goal of improving higher education's value proposition. This is difficult, uncertain work.

Some existing institutions are leading this work. Western Governors University and Umass Global are two notable examples with models independent of their existing ones that promise to dramatically reduce the cost of education by an order of magnitude. Other important efforts are from startup universities, such as those at Outsmart and Newstate University. We need more such experiments with the goal of dramatically bolstering student outcomes. That's because many of these attempts will not succeed. But with a focus on student outcomes from the start, we can make sure that the new universities that do create dramatically more value for students can get their start in the first place and then grow.

POSTSECONDARY SUBCOMMITTEE AI HEARING

Summary of Mr. Horn's Testimony

Enabling these innovations will require accreditation reform to lower the barriers to entry. To be clear, this shouldn't be an invitation to just print diplomas; it should be an invitation to strengthen and improve the measures this Congress has put in place in the past year to focus relentlessly on student outcomes. By my definition, innovation is only something when it results in true progress and value. Otherwise, it's simply throwing things at a wall and hoping it sticks. The current efforts at reforming accreditation are critical to bringing in new entrants that can rethink the fundamental resources, processes, and priorities of higher education in this world of AI.

With our focus on the success of students, the AI that is leading many to question the value of college right now can instead be an enabler of redesign that contributes to higher education's efficacy and value.

**WHAT
COULD
BE
NEXT?**



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