# FEDERAL LEGISLATIVE & REGULATORY UPDATE

Thursday, July 9, 2026

# AGENDA

CSPEN

**Recap of Higher Education Fraud Summit**
**By Acting Inspector General Mark Priebe**
**Update on Earnings Accountability Regulations and Other Regulatory Issues**
**&**
**House Veterans' Affairs Committee Briefing**

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

# REGULATORY UPDATE


BREAKING
NEWS

U.S. Department of Education

# Higher Education Fraud Summit

Tuesday, July 7, 2026
8:00 A.M. to 4:30 P.M.

U.S. Department of Education
400 Maryland Avenue Southwest
Washington, D.C. 20202

# Higher Education Fraud Summit

*Combating Fraud in Higher Education: A Collaborative Oversight Dialogue*

**July 7, 2026 | U.S. Department of Education | LBJ Auditorium**

| | |
|---|---|
| **7:00 – 8:00 AM** | **Registration & Networking**<br>Attendee check-in and informal networking. |
| **8:00 – 8:15 AM** | **Welcome & Opening Remarks**<br>Mark Priebe, Acting Inspector General, ED OIG.<br>Jason Williams, Assistant Inspector General of Investigations |
| **8:15 – 8:30 AM** | **Remarks**<br>AAG Colin McDonald. |
| **8:30 – 8:45 AM** | **Remarks**<br>Executive Director Scott Brady. |
| **8:45 – 9:00 AM** | **Keynote Remarks**<br>Nicholas Kent, Under Secretary of Education, U.S. Department of Education. |

# FRAUD SUMMIT PANELS

**Engaging Panel Discussions Provided By**

**Panel 1 – Federal Student Aid (FSA)**
**Panel 2 – ED Program Staff**
**Panel 3 – Inspector Generals**
**Panel 4 – Enforcement**
**Panel 5 – Higher Education Institutions**
**Panel 6 – Industry Partners**

# ACTING INSPECTOR GENERAL – MARK E. PRIEBE

Mark Elmer Priebe serves as the Acting Inspector General of the U.S. Department of Education. In this position, Priebe oversees a nationwide team charged with promoting economy, efficiency, and effectiveness, as well as preventing and detecting fraud, waste, and abuse in Department of Education programs and operations.

Priebe has more than 22 years of experience in auditing, financial management, and government oversight. Prior to his designation as the Acting Inspector General of the OIG in December 2025, Priebe served as the Director of the OIG's Non-Federal Audit Team and National Single Audit Coordinator, a position he has held since joining the OIG in January 2017. As Director, Priebe led quality-control reviews of audits performed by independent public accountants and State auditors, and played a key leadership role in developing oversight guidance for major emergency education relief programs, including those established under the CARES Act, the Coronavirus Response and Relief Supplemental Appropriations Act, and the American Rescue Plan, helping to ensure that pandemic-related funds were subject to consistent, rigorous audit expectations.

CSPEN WEBINAR · JULY 9, 2026

# Combating Higher Education Fraud

*A view from the Office of Inspector General*

**MARK PRIEBE**

Acting Inspector General · U.S. Department of Education

TOPIC 01

# Higher Education Fraud Summit

*July 7, 2026 · LBJ Auditorium, U.S. Department of Education, Washington DC*

## WHO IS CONVENING

- Federal Student Aid leadership
- ED program and policy staff
- Federal Inspectors General
- DOJ, FBI, State Attorneys General
- Institutions of higher education
- Industry & technology partners

## THE DAY'S FOCUS

- Aid-program vulnerabilities & controls
- Identity & synthetic-enrollment fraud
- Cross-jurisdictional enforcement
- AI-enabled fraud & detection
- Institutional risk & recruitment safeguards
- Voices of affected borrowers

*Why it matters for CSPEN members: your institutions see fraud at the intake layer that federal partners never touch. This convening is designed to close that gap.*

TOPIC 02

# Fighting Fraud Across ED Programs

*Where ED OIG is focused right now*

### Aid Application Fraud

Identity fraud, synthetic enrollment, and organized rings targeting FAFSA and disbursement pipelines. Faster case development and referrals to U.S. Attorneys.

### PSLF & Loan Program Integrity

Public Service Loan Forgiveness fraud — false employer certifications and eligibility schemes. Broader Title IV and loan servicing oversight.

### Cross-Agency Coordination

Deepening partnerships with DOJ, FBI, and IG counterparts. Multi-program fraud rings require multi-agency responses.

### Data-Driven Detection

Analytics and pattern detection at scale — moving from reactive audits to proactive fraud identification across the aid ecosystem.

***Our operational posture: faster products, sharper referrals, deeper partnerships.***

CLOSING

# Working Together

*What CSPEN members can do*

- **Report what you see.** Suspected fraud, unusual patterns, or intel from other schools — the OIG hotline exists for exactly this.
- **Strengthen intake controls.** Institutions catch fraud federal partners never touch. Investment in identity verification and enrollment scrutiny pays back multi-fold.
- **Stay in the dialogue.** Fraud fighting is not episodic. We want continuing conversation with CSPEN and its members.

# Questions

# HOT TOPIC

NATIONAL ARCHIVES

# FEDERAL REGISTER

The Daily Journal of the United States Government

Ⓡ Rule

You may be interested in this older document that published on 04/20/2026 with action 'Notice of proposed rulemaking (NPRM).' View Document

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

A Rule by the Education Department on 07/01/2026

PUBLISHED DOCUMENT: 2026-13286 (91 FR 40136)

PDF

Document Details

Document Dates

DOCUMENT HEADINGS

Department of Education
34 CFR Parts 600, 668, 685
[Docket ID ED-2026-OPE-0100]
RIN 1840-AE06

https://www.federalregister.gov/documents/2026/07/01/2026-13286/accountability-in-higher-education-and-access-through-demand--driven-workforce-pell-student-tuition

# FINAL RULE LIST OF CHANGES & ADDITIONS

## Amendments and Additions to Final Rule from the Notice of Proposed Rulemaking

Amends Section 668.402 (c)(3) – Delayed Enforcement for Service-related Programs Resulting In Tip Income
Amends Section 668.405(m) – Secretary's Notice
Adds Section 668.601(b) – Exemption for Specific Learning Disabilities and Autism Spectrum Disorder Institutions
Amends Section 668.603 – Appeals
Adds Section 668.603(d)(5) – Administrative Capability Clarifications
Adds Section 668.14(h)(5) – Non-Direct Loan Participant Clarification
Amends Section 685.300 – STATS & Earnings Accountabilit Crosswalk

COMMITTEE ON EDUCATION & WORKFORCE
CHAIRMAN TIM WALBERG

PRESS RELEASE

**FOR IMMEDIATE RELEASE**
June 29, 2026

**CONTACT:** Press Office
(202) 226-9440

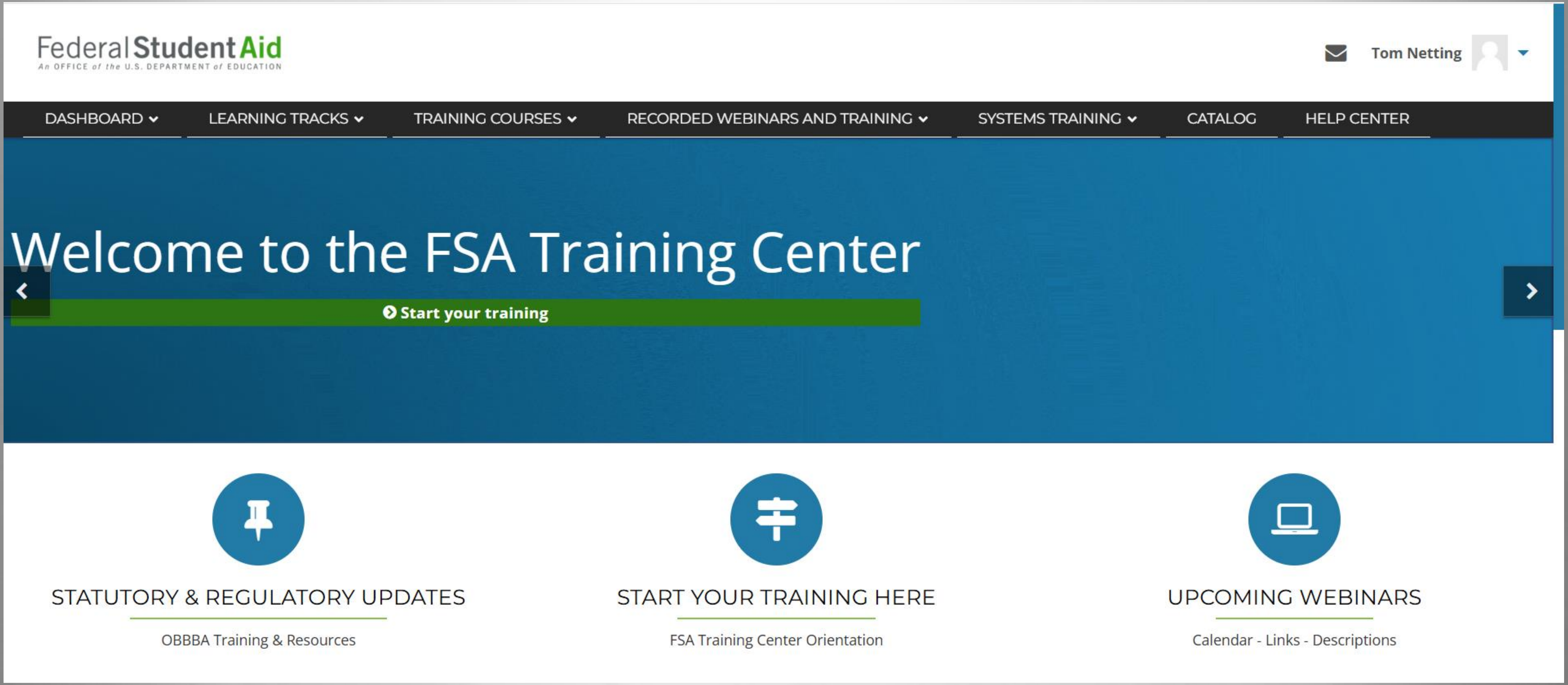
## Chairman Walberg: Final Rule Ensures Higher Education Delivers Value

*Applauds Implementation of Working Families Tax Cuts Act Accountability Reforms*

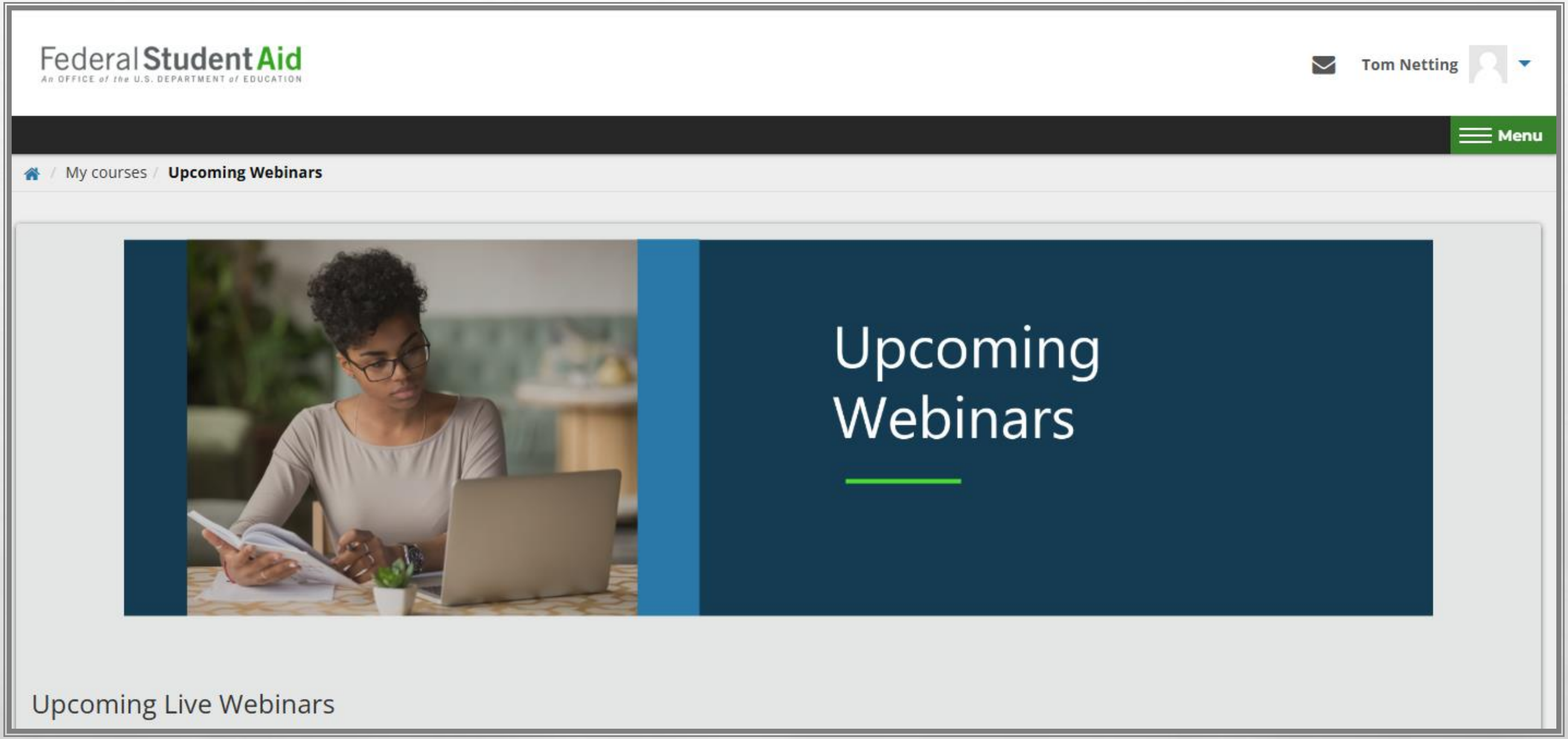
**WASHINGTON** – Education and Workforce Committee Chairman Tim Walberg (R-MI) released the following statement after the Department of Education announced its final rule implementing the accountability provisions of the Working Families Tax Cuts (WFTC):

*"Today's final rule delivers on one of the most significant higher education accountability reforms in a generation. For too long, taxpayer dollars flowed to programs that left too many students worse off financially than if they had never enrolled in the first place. That is unacceptable for students, families, and taxpayers.*

*"Unlike the Biden-Harris administration, which targeted institutions based on tax status, this final rule holds every program to the same common-sense standard: whether graduates earn more because of the education they received.*




https://fsatraining.ed.gov/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|---|---|---|---|---|---|
| *OBBBA: STATS and Earnings Accountability—Reporting, Metric Calculation, and Appeals*<br><br>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**<br><br>Webinar ID: 165 146 8283<br><br>Passcode: 675707 | Available 7/8 |

| Webinar Title and Description | Date | Time | Calendar Reminder | Webinar Link | Presentation Materials |
|---|---|---|---|---|---|
| *OBBBA: STATS and Earnings Accountability —Reporting, Metric Calculation, and Appeals*<br>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 29, 2026 | 11 a.m – 12:30 p.m. ET | **Add to Calendar** | **Join Webinar**<br>Webinar ID: 165 146 8283<br>Passcode: 675707 | Available 7/29 |

# WHAT'S GOING ON...

# NOW

Federal Student Aid
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Knowledge Center Home > Library > Dear Colleague Letters > Implementing New Institutional Authority to Set Program-Level Federal Student Loan Limits

# (GEN-26-02) Implementing New Institutional Authority to Set Program-Level Federal Student Loan Limits

https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2026-06-26/implementing-new-institutional-authority-set-program-level-federal-student-loan-limits

**PUBLICATION DATE: June 26, 2026**
**DCL ID: GEN-26-02**
**SUBJECT: Implementing New Institutional Authority to Set Program-Level Federal Student Loan Limits**

**SUMMARY: This letter announces the new authority of institutions to set lower, program specific student loan limits.**

Dear Colleague:

We are writing to make you aware of the new authority, effective July 1, 2026, under 34 CFR 685.203 (m)(2), implementing the Working Families Tax Cuts Act (the Act), which permits institutions of higher education to establish lower annual loan limits for specific programs, provided that any such limit is applied consistently to all students enrolled in that program of study. We also discuss this new authority in the context of the broader policy goal of helping borrowers effectively manage and successfully repay their federal student loans.

For decades, members of the financial aid community have advocated for giving institutions the authority to set lower federal loan limits for specific programs to help prevent students from overborrowing, make loan repayment more affordable, and reduce delinquency and default. Surveys of financial aid administrators have consistently shown strong support for this approach, with nearly two-thirds of respondents favoring the ability to limit borrowing for certain programs at their institutions.[1]

## Best Practices

There are a number of prudent and innovative ways institutions can begin using this new authority in the 2026-27 award year. For example, the Act allows students enrolled in professional programs to borrow up to $50,000 annually, compared with the $20,500 annual limit for other graduate-level programs. Institutions may wish to establish loan limits lower than these statutory caps for specific programs eligible for the higher loan amounts, particularly those associated with lower post-graduate earnings, as reflected in the College Scorecard and the FAFSA Earnings Indicator, or with higher rates of delinquency and default, which may affect an institution's ability to meet the cohort default rate

Additionally, for undergraduate and graduate programs where the Act did not change annual borrowing limits but did establish new aggregate loan caps and lifetime loan limits, institutions may also wish to consider setting loan limits below the statutory maximums for certain programs. For example, institutions may want to consider annual loan limits for a program in the context of the new aggregate loan limits and overall cost of the program of study to help ensure that students have sufficient resources to complete their studies while also maintaining a manageable debt burden after graduation.

Finally, we also encourage institutions to counsel students to borrow only what they need and to avoid financing unnecessary non-tuition and fee expenses with federal student loans. Many students do not need to borrow up to the full cost of attendance. One innovative practice we have seen at some institutions is by providing students, at the end of each semester, with a snapshot of their cumulative student loan debt, including an estimate of their projected average monthly payment after graduation, along with a reminder that the student can reduce future loan disbursements if they choose.

We are committed to working with you and the broader financial aid community to maximize the new benefits available under the Act, helping borrowers limit unnecessary borrowing, and ensuring they are well positioned to successfully manage their federal student loan debt after graduation.

Sincerely,

Jeffrey R. Andrade
Deputy Assistant Secretary for Policy, Planning and Innovation

https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2026-06-26/implementing-new-institutional-authority-set-program-level-federal-student-loan-limits

# PROGRAM LEVEL FEDERAL STUDENT LOAN LIMITS

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**For decades, members of the financial aid community have advocated for giving institutions the authority to set lower federal loan limits for specific programs to help prevent students from overborrowing, make loan repayment more affordable, and reduce delinquency and default.** Surveys of financial aid administrators have consistently shown strong support for this approach, with nearly two-thirds of respondents favoring the ability to limit borrowing for certain programs at their institutions.

# PROGRAM LEVEL FEDERAL STUDENT LOAN LIMITS

There are a number of prudent and innovative ways institutions can begin using this new authority in the 2026-27 award year. For example, the Act allows students enrolled in professional programs to borrow up to $50,000 annually, compared with the $20,500 annual limit for other graduate-level programs. **Institutions may wish to establish loan limits lower than these statutory caps for specific programs eligible for the higher loan amounts, particularly those associated with lower post-graduate earnings, as reflected in the College Scorecard and the FAFSA Earnings Indicator, or with higher rates of delinquency and default, which may affect an institution's ability to meet the cohort default rate requirements.**

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# PROGRAM LEVEL FEDERAL STUDENT LOAN LIMITS

**Finally, we also encourage institutions to counsel students to borrow only what they need and to avoid financing unnecessary non-tuition and fee expenses with federal student loans.** Many students do not need to borrow up to the full cost of attendance. One innovative practice we have seen at some institutions is by providing students, at the end of each semester, with a snapshot of their cumulative student loan debt, including an estimate of their projected average monthly payment after graduation, along with a reminder that the student can reduce future loan disbursements if they choose.

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Deputy Assistant Secretary for Policy, Planning and Innovation

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Knowledge Center Home > Library > Dear Colleague Letters > 2026–27 Federal Student Aid Handbook – Volumes 3 and 6 Now Available

# (ANN-26-11) 2026–27 Federal Student Aid Handbook – Volumes 3 and 6 Now Available

https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2026-07-01/2026-27-federal-student-aid-handbook-volumes-3-and-6-now-available

**PUBLICATION DATE: July 01, 2026**
**DCL ID: ANN-26-11**
**SUBJECT: 2026–27 Federal Student Aid Handbook – Volumes 3 and 6 Now Available**

**SUMMARY: This letter announces the availability of Volumes 3 and 6 of the 2026–27 Federal Student Aid Handbook.**

Dear Colleague:

We are pleased to announce the availability of Volumes 3 and 6 of the *2026–27 Federal Student Aid Handbook*. These volumes discuss the following:

*Volume 3: Academic Calendars, Cost of Attendance, and Packaging* discusses the academic calendar, payment period, and disbursement requirements for awarding aid under the *Title IV* student financial aid programs, determining a student's cost of attendance, and packaging *Title IV* aid.

*Volume 6: The Campus-Based Programs* provides information that schools need to administer the Campus-Based Aid programs, including the Federal Work-Study Program, the Federal Supplemental Educational Opportunity Grant Program, and the Federal Perkins Loan Program.

The *Federal Student Aid Handbook* consists of the *Application and Verification Guide*, nine numbered volumes, and appendices. We publish the *Federal Student Aid Handbook* digitally on the Knowledge Center. Each time we publish a volume, appendix, or errata, we will inform the community through a Training Announcement (Dear Colleague Letter type "ANN") on the Knowledge Center.

## Contact Information

You can send questions and suggestions about the *Federal Student Aid Handbook* using the Customer Support form in the FSA Partner Connect Help Center. To submit a question, please complete the form and select "FSA Handbook" as the topic.

https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2026-07-01/2026-27-federal-student-aid-handbook-volumes-3-and-6-now-available


IN OTHER NEWS


ACCREDITATION


BEFORE
THE END
OF JULY

# LEGISLATIVE UPDATE

# HOUSE COMMITTEE ON VETERANS' AFFAIRS

HOUSE COMMITTEE ON VETERANS' AFFAIRS

## H.R. 9237
## Take Care of America's Veterans Act
## Briefing

# H.R. 9237 Creates Opportunities Across the Veteran Ecosystem

**KEY INSIGHT: Every stakeholder sector has provisions aligned with its mission and expertise.**

| Stakeholder Sector | Community Care | Digital/IT platforms | Procurement | Education/ Workforce | Research |
|---|---|---|---|---|---|
| Healthcare Providers & Health Systems | ● | ○ | ○ | ○ | ● |
| Health Plans & Community Care Networks | ● | ● | ○ | ○ | ○ |
| Technology & Digital Services | ○ | ● | ● | ○ | ○ |
| Federal Contractors & Professional Services | ○ | ● | ● | ● | ○ |
| Medical Device & Life Sciences | ● | ○ | ○ | ○ | ● |
| Higher Education & Research | ○ | ○ | ○ | ● | ● |
| Workforce Development | ○ | ○ | ○ | ● | ○ |
| Business Associations & Chambers | ○ | ○ | ○ | ● | ○ |
| Rural Health Organizations | ● | ○ | ○ | ● | ○ |

**Legend: ● Primary Interest ○ Secondary Interest**

**Why this matters**: H.R. 9237 unites healthcare, technology, workforce, research, and industry partners to modernize VA and improve veteran outcomes.

# Community Care

**KEY INSIGHT: Community care provisions strengthen provider partnerships while improving veteran access.**

## What Changes

- **§§309:** Implement the recently enacted health care eligibility for eligible veterans residing in the COFA nations.
- **§§314**: Improves veterans' access to specialized medical services through expanded partnerships with community providers.
- **§§ 317–321**: Modernize Community Care by improving referrals, scheduling, provider participation, care coordination, and specialty care access.
- **§§ 601–613**: Build upon the MISSION Act by improving veterans' ability to receive timely care in their communities while strengthening accountability and access.
- **§§ 621–623**: Expand rural health initiatives, telehealth capabilities, and partnerships with community providers to reduce geographic barriers.

## Why It Matters

- Timelier care
- Provider certainty
- Care coordination
- Community partnerships

Why it matters: H.R. 9237 strengthens public-private partnerships while improving outcomes for veterans.

# Technology & Enterprise Modernization

**KEY INSIGHT: Modernizing VA creates long-term opportunities for technology partners.**

## What Changes

- **§§401**: Invests approximately $500 million in modernizing VA information technology, including cybersecurity, logistics, communications, digital records, and operational resilience.
- **§§ 403:** Modernizes VA acquisition and enterprise technology planning to improve efficiency and oversight.
- **§§ 404**: Improves digital scheduling, patient engagement, and enterprise IT capabilities.
- **§§ 407**: Expands digital self-service and customer experience improvements for veterans.
- **§§ 673–674**: Encourages innovative technology solutions and modernization initiatives to improve service delivery.

## Why It Matters

- Cloud & AI readiness
- Improved veteran experience
- Enterprise resilience
- Acquisition certainty

Why it matters: H.R. 9237 strengthens public-private partnerships while improving outcomes for veterans.

# Procurement, Workforce & Research

**KEY INSIGHT: Acquisition reform and workforce investments support long-term VA modernization.**

## Procurement

- **§§652–664**: Improve procurement processes, capital planning, construction oversight, infrastructure modernization, and acquisition transparency.
- **§§ 660–663**: Strengthen strategic planning, financial management, and long-term capital investment decisions across VA.

## Workforce

- **§§107:** extending the contracted medical disability exam license authority and adding an expanded set of providers who can perform them across state lines
- **§§201–211**: Expands apprenticeship and On-the-Job Training benefits. Supports credentialing and licensing. Modernizes GI Bill programs. Encourages workforce development aligned with industry demand. Expands and modernizes eligibility for adaptive driving instruction and rehabilitation services for veterans with disabilities
- **§§ 631–646**: Improves recruitment and retention. Streamlines hiring. Expands leadership development. Supports education reimbursement. Improves workforce planning. Enhances telework and personnel management. Requires strategic workforce planning.

## Research

- **§§303,305,310,316,328,329,662,671**: Expands traumatic brain injury research. Advances precision medicine. Improves prosthetics and rehabilitation. Supports spinal cord injury and specialty care. Expands telehealth capabilities. Encourages medical innovation. Strengthens VA research partnerships.

Why it matters: H.R. 9237 strengthens public-private partnerships while improving outcomes for veterans.

# How Your Organization Can Help Deliver Better Outcomes for Veterans

**EXECUTIVE MESSAGE: Your expertise can help Congress enact H.R. 9237/S. 4744 and help VA implement it successfully.**

## Educate

**Help policymakers understand the operational impact of H.R. 9237:**

- Explain how the bill improves care, technology, workforce, research, or procurement.
- Provide objective, fact-based industry perspectives.
- supports medical innovation
- strengthens rural healthcare

## Advise

**Serve as a trusted technical resource.**

- Share data, research, and best practices.

## Demonstrate

**Show measurable veteran outcomes.**

- Share real-world examples and success stories (e.g., Technology modernization needs, Challenges with VA scheduling, Veterans unable to access specialty care.)
- Highlight innovation, access, and workforce impacts.
- This broadens the conversation beyond veterans' policy

## Ask

**Partner**

- Coalition letters: multi-sector stakeholder letters (healthcare, technology, research, workforce, veteran employment, rural health, etc.).
- Mobilize your network
- Encourage peer organizations to participate.
- When meeting with member offices, tailor your message to the provisions most relevant to your organization.

**WHY THIS MATTERS: Congress hears policy positions every day. Your operational expertise and implementation experience help translate policy into better outcomes for veterans.**

# GI BILL, APPRENTICESHIPS AND WORKFORCE DEVELOPMENT
## (SECTIONS 201–211)

### Title II – Education and Economic Opportunity

SEC. 201. VETS OPPORTUNITY ACT.
SEC. 202. IMPROVEMENTS TO PROCESS FOR MAKING PAYMENTS TO AUTOMOBILE SELLERS FOR AUTOMOBILES PURCHASED FOR CERTAIN DISABLED VETERANS.
SEC. 203. MONTHLY HOUSING STIPEND UNDER THE POST-9/11 EDUCATIONAL ASSISTANCE PROGRAM FOR INDIVIDUALS WHO PURSUE SUMMER PROGRAMS OF EDUCATION SOLELY THROUGH DISTANCE LEARNING.
SEC. 204. CLARIFICATION REGARDING INCLUSION OF MEDICALLY NECESSARY AUTOMOBILE ADAPTATIONS IN DEPARTMENT OF VETERANS AFFAIRS DEFINITION OF ``MEDICAL SERVICES”.
SEC. 205. DIGITAL COMMUNICATIONS: SOLID START PROGRAM; EDUCATIONAL ASSISTANCE.
SEC. 206. IMPROVEMENTS TO TRANSITION ASSISTANCE PROGRAM AND SKILLBRIDGE.

# GI BILL, APPRENTICESHIPS AND WORKFORCE DEVELOPMENT
## (SECTIONS 201–211)

### Title II – Education and Economic Opportunity

SEC. 207. TRANSITION ASSISTANCE PROGRAM: PRESENTATION IN PRESEPARATION COUNSELING TO PROMOTE BENEFITS AVAILABLE TO VETERANS.
SEC. 208. ELIMINATION OF REQUIREMENT THAT ON-CAMPUS EDUCATIONAL AND VOCATIONAL COUNSELING IS PROVIDED BY CERTAIN DEPARTMENT OF VETERANS AFFAIRS EMPLOYEES.
SEC. 209. EXPANSION OF ENTITLEMENT FOR PAYMENT FOR LICENSING OR CERTIFICATION TESTS FOR VETERANS ENTITLED TO EDUCATIONAL ASSISTANCE.
SEC. 210. INCREASE OF AMOUNT OF EDUCATIONAL ASSISTANCE PAID BY THE SECRETARY OF VETERANS AFFAIRS FOR FIRST YEAR OF A FULL-TIME PROGRAM OF APPRENTICESHIP OR OTHER ON-JOB TRAINING.
SEC. 211. IMPROVING EMERGING TECHNOLOGY OPPORTUNITIES FOR VETERANS.

# WHAT COULD BE NEXT?

## CSPEN 2026

## 12th Annual Conference

## August 10 - 13, 2026

AUSTIN
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2026

**Early Bird CSPEN Registration Closing Soon!**


Q&A