

Proposed amended text - Students enrolled and receiving Title IV aid (Submitted by Eric Atchison)

Constituent Group: Students enrolled and receiving Title IV aid

- Current language
- Our proposed edit / addition
- Rationale

Proposed Amended Language:

Ineligibility for Federal Pell Grants Due to Receipt of Non-Federal Financial Assistance - Bottom of page 5

(d) Receipt of assistance from non-Federal grants. If at any time during the award year the student receives assistance from non-Federal sources that equals or exceeds the student's cost of attendance **by more than \$250, consistent with the current federal overaward policy**, as described in 34 CFR 690.5, the institution must either reduce the non-Federal assistance until it does not equal or exceed the student's cost of attendance or return all of the Federal Pell Grant funds that the student received for that award year.

There is currently a federal overaward policy that says colleges do not have to adjust a student's aid if it is less than \$300 over need. This recommendation is aimed at keeping this new policy consistent with current policy and practice.

Workforce Pell Technical and Conforming Changes – Page 14

(i) Is not enrolled ~~or accepted for enrollment~~ in a program of study that leads to a graduate credential; and

This suggestion removes confusion about how to define accepted for enrollment.

Workforce Pell Definitions – Middle of page 18 – 690.92

An educational program is an eligible workforce program if the Secretary determines that it is an undergraduate program that—

(a) Requires a minimum of 8 weeks, but less than 15 weeks of instruction;

(i) A program may exceed 15 weeks in total program length provided that the number of weeks of instruction remains less than 15, and the institution demonstrates that the extended program duration is necessary to meet employer, labor-market, or industry-specific scheduling, sequencing, or work-based learning requirements.

This suggestion articulates the possibility discussed by Department of Labor that programs of 15 weeks could be delivered non-consecutively – clarifying the 15 weeks of instruction can be delivered across greater than 15 weeks to meet employer and student needs.

Components determined by the Governor - Bottom of page 21

(3) Either—

(i) Leads to a recognized postsecondary credential that is stackable and portable across more than one employer; or

(ii) With respect to students enrolled in the program—

1. Prepares such students for employment in an occupation for which there is only one recognized postsecondary credential **as defined by fields that are subject to licensure and for which only one 6-digit CIP code applies**; and

This suggestion is aimed at putting a guardrail on the exception for occupations where there is only one recognized credential by defining these occupations objectively.

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(i) The State's methodology to determine and periodically (at least once every three years) review which occupations and industry sectors are high-skill, high-wage (as identified by the State pursuant to section 122 of the Carl D. Perkins Career and Technical Education Act (20 U.S.C. 2342)), or in-demand, including the competencies needed in such industries and occupations, as identified by the State pursuant to section 102 of the Workforce Innovation and Opportunity Act

This suggestion is aimed at defining 'periodically'.

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(iii) A written policy for determining if a credential is stackable and portable that establishes documented connections to additional credentials, including data showing that at least 20% of students have obtained additional credentials through the career pathways, considers real-time labor market information, and includes a process for employer validation; and

This suggestion is aimed at requiring states to look at documented history of students stacking WFP programs so that the pathways are not just theoretical/on paper, but tangible and proven.

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Add new: (v) A written policy confirming that institutions will provide prospective students with information about the amount of Pell eligibility the program will use up, median annual earnings for program completers, and the credentials and degrees available to them at the institution of higher education they are attending and others if they complete the Workforce Pell program.

This recommendation is aimed at helping students make informed decisions about the value of the program and their educational options if they complete it.

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Add new (D): The Secretary shall notify students when they have used 200% and 400% of their annual Pell eligibility on their FAFSA Submission summary and via email.

This recommendation is aimed at equipping students with information about whether they have enough Pell left to get an associate or bachelor's degree. Currently, schools are notified when students hit 450%, but students are never proactively notified. They can find their remaining LEU on studentaid.gov but they have to know where to look and what it means.