



AACC Pre-NLS Legislative Webinar

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OVERVIEW

- 116th Congress Political Landscape
- NLS “Green Sheet”
 - Strengthen Pell Grants
 - Invest in Education and Workforce Development
 - Reauthorize the Higher Education Act
 - Support Dreamers

116TH CONGRESS POLITICAL LANDSCAPE

- Democrats Control House with 235-198 Majority
 - Dems picked up 40 seats, two seats (NC-9, PA-12) are open.
- Senate Republicans Expanded Majority by Two Seats (to 53-47)
- Fundamental Congressional Dynamics Flipped But in Many Ways the Same
 - House will now pass Democratic priorities, many of which will struggle to get 60 votes in Senate, much as Republican House bills did in prior Congresses.
 - Senator Majority Leader McConnell reluctant to bring up measures that President Trump will not sign.
 - Presidential politics will quickly loom large, particularly in Senate.

116TH CONGRESS: KEY COMMITTEES

- House Education and the Workforce Committee Once Again House Education and Labor Committee
 - Chaired by Bobby Scott (VA)
 - Ranking Member: Virginia Foxx (NC)
 - Susan Davis (CA) to chair Higher Education and Workforce Investment subcommittee (“Investment” is new term)
 - Ranking Member Lloyd Smucker (PA)
 - Subcommittee members:
 - D: Raul Grijalva (AZ), Joe Courtney (CT), Gregorio Kilili Sablan (MP-at-large), Suzanne Bonamici (OR), Mark Takano (CA), Alma Adams (NC), Donald Norcross (NJ) Susie Lee (NV), Pramila Jayapal (WA), Josh Harder (CA), Andy Levin (MI), Ilhan Omar (MN), Joaquin Castro (TX) Lori Trahan (MA), David Trone (MD)
 - R: Brett Guthrie (KY), Glenn Grothman (WI), Elise Stefanik (NY), Mark Walker (NC), Jim Banks (IN), James Comer (KY), Ben Cline (VA), Russ Fulcher (ID), Steve Watkins (KS), Dan Meuser (PA), William Timmons (SC)

116TH CONGRESS: KEY COMMITTEES

- Senate HELP Committee Membership Relatively Stable
 - Same leadership: Chair Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA)
 - New members: Mitt Romney (R-UT), Mike Braun (R-IN), Jacky Rosen (D-NV)
- House Labor, HHS and Education Appropriations Subcommittee
 - New chair: Rosa DeLauro (D-CT)
 - Ranking Member: Tom Cole (R-OK)
 - New Dem members: Lois Frankel (FL), Cheri Bustos (IL), Bonnie Watson Coleman (NJ)
- Senate LHHS Subcommittee Nearly Identical to 115th Congress
 - Cindy Hyde-Smith (R-MS) replaces Thad Cochran



THE “GREEN SHEET”



STRENGTHEN PELL GRANTS

- Expand Eligibility for Students Enrolled in Short-Term, Workforce-Oriented Programs
- Background
 - The Pell Grant Program is a remarkable success and provides awards to about 2.5 million community college students each year. The program retains strong bipartisan support, but securing adequate and predictable funding remains a challenge.
- Talking Points
 - Short-term training programs offer opportunities for students to quickly increase their skill level and earning potential. Yet program cost remains a barrier for the many low-income students who lack Pell Grant support.
 - Lowering the threshold for Pell Grant eligibility to 150 clock hours (from the current 600) will enable more individuals to access training for jobs in high-need fields.
 - The Senate's bipartisan JOBS Act (sponsored by Senators Kaine and Portman) addresses this need by creating Pell Grant eligibility for short-term programs, including non-credit programs.
 - The concept has generated significant bipartisan support, but there is opposition from four-year colleges.

STRENGTHEN PELL GRANTS

- Increase the Pell Grant Maximum Award by Indexing it to Inflation
- Talking Points
 - Pell Grants assist low-income students with tuition and fee payments and also cover other expenses of the full cost of attendance. Increasing the maximum award reduces the need for student borrowing.
 - Raising the maximum award level also increases the minimum award level, thereby expanding the number of students who receive a Pell Grant.
 - Automatic inflationary adjustments to the maximum grant ended two years ago, and a renewed commitment and related policy is required to sustain the impact of the grant on students.

STRENGTHEN PELL GRANTS

- Second Chance Pell Grants - Facilitate Postsecondary Education for Qualified Incarcerated Individuals
- Background
 - There is growing Congressional and public support for giving incarcerated individuals a better opportunity to develop their skills and other positive traits through higher education.
- Talking Points
 - Overturning the ban on Pell for incarcerated individuals will increase their likelihood of securing employment upon release, thereby reducing recidivism.
 - This investment will have a positive return on investment by reducing prison expenditures and generating tax revenues from formerly incarcerated individuals.
 - In order to participate in the current experimental sites initiative, incarcerated individuals must meet all Pell Grant eligibility criteria. This is a model on which expanded eligibility can be built.

INVEST IN EDUCATION AND WORKFORCE DEVELOPMENT

- Provide Sufficient Funding For Higher Education And Workforce Development
 - Investments in Education and Training Generate Social and Economic Dividends
 - The Labor, Health and Human Services, and Education appropriations bill must provide necessary support for key community college programs. This can only be achieved by significantly raising the overall non-defense discretionary (NDD) spending cap in FY 2020.
- Background
 - Congress must pass budget deal to raise NDD spending caps.
 - Non-defense discretionary programs would decrease by \$55 billion (9%) without a deal.
 - FY 2020 budget and appropriations process delayed by shutdown.
 - Administration budget not out until March 11.
- Talking Points
 - Investments in higher education and workforce training yield significant economic and social dividends.
 - Needed investments cannot be made without significantly increased budget caps in FY 2020.

INVEST IN EDUCATION AND WORKFORCE DEVELOPMENT

- Support Student Access And Success
 - Pell Grants, SEOG, Federal Work Study, TRIO, GEAR UP, CCAMPIS
 - Strengthen the Pell Grant program by providing additional aid to students and provide additional funding for the Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, TRIO, GEAR UP, the Child Care Access Means Parents in School (CCAMPIS) programs.
- Strengthen Under-Resourced Institutions
 - Minority Serving Institutions, HBCUs, Tribal Colleges, Strengthening Institutions
 - Increase current funding for institutional aid programs, including: Title III-A Strengthening Institutions Program; Strengthening Historically Black Colleges and Universities; the Developing Hispanic-Serving Institutions programs; and other programs serving traditionally underrepresented populations.
- Bolster Job Training And Career And Technical Education
 - Adult Basic Education, Perkins CTE, WIOA, ATE
 - Increase funding for Perkins Career and Technical Education (CTE) programs, Adult Basic and Literacy Education state grants, state grants under the Workforce Innovation and Opportunity Act (WIOA), and NSF's Advanced Technological Education (ATE) program to support needs in these areas.

REAUTHORIZE THE HIGHER EDUCATION ACT

- **Oppose New Risk Sharing Penalties**
 - Community Colleges Oppose Federal Financial Penalties Based on Borrowing, Student Aid, or Outcome
- **Background**
 - The Higher Education Act (HEA) is up for reauthorization in the current Congress, and AACC strongly supports this effort. Community colleges have a tremendous amount at stake in this process, and continue to adamantly oppose risk-sharing proposals.
- **Talking Points**
 - Community colleges faithfully administer federal programs but cannot guarantee all related outcomes. For example, institutions cannot control who receives student loans and do not collect them, so holding them responsible for student loan repayments is not reasonable.
 - Community colleges currently engage in “risk sharing” through the existence of state and local financial support. This funding exceeds 50% of annual revenues and is much greater than funding provided indirectly through student aid programs.
 - Community colleges simply do not have the resources to absorb financial penalties. Risk sharing would almost inevitably result in either increased student costs or reduced educational services.
 - Risk sharing unfairly penalizes institutions that serve high percentages of academically at-risk students. Community colleges are dedicated to serving these students and will continue to do so regardless of new, albeit misguided, federal policies. Meanwhile, selective institutions that enroll fewer at-risk students will generally avoid sanctions.

REAUTHORIZE THE HIGHER EDUCATION ACT

- Reduce Debt For Community College Students
 - Improve Federal Student Loans and Campus-Based Aid
 - Link loan limits to enrollment intensity as well as degree and program type. Maintain subsidized federal loans for low-income students. The allocation formulas for Federal Work-Study and Supplemental Educational Opportunity Grants should ensure that needy students at all institutions have equitable access to funds.
- Talking Points
 - Unnecessary borrowing can be curbed when maximum loan amounts are tailored to the length of a student's program and their enrollment intensity. While relatively few community college students borrow, they continue to default at unacceptably high rates. Limiting borrowing can help reduce defaults.
 - Colleges need new tools to reduce student borrowing for broad categories of students whose likelihood of repayment is relatively low.
 - Retaining the in-school interest subsidy for students who demonstrate financial need reduces their cost of college and helps students move into family-sustaining careers upon graduation. Community college students are particularly reliant on interest subsidies to help finance their educations.
 - Funds for the key Federal Work-Study and SEOG programs continue to be allocated largely on the basis of previous participation, rather than current student need. This runs entirely contrary to all principles of equity and should be jettisoned – limited funds should be made available to institutions strictly on the grounds of the relative financial need of their students.

REAUTHORIZE THE HIGHER EDUCATION ACT

- Enhance Transparency And Data
 - Create a National Student Unit Record Data System to Track Completion and Earnings
 - An effectively implemented unit record data system would reduce administrative costs and produce more relevant and comprehensive data than are currently being generated.
 - Talking Points
 - A comprehensive unit record data system will produce an accurate accounting of the nation's postsecondary education system, which still does not exist. This system will allow prospective students as well as policymakers to make better decisions about postsecondary education.
 - Incorporating transfers-out as well as a realistic measure for the pathways of community college students – 300% of the “normal time” to completion – will improve the public's understanding of actual community college success.
 - Linking the postsecondary education data system to federal wage records will finally enable prospective students to be savvy consumers about which higher education program is likely to provide the greatest economic opportunity.
 - An effectively implemented unit record data system would reduce administrative costs, in part by eliminating redundancy in the data that are currently reported to a variety of federal, state, local and private entities.

SUPPORT DREAMERS

- Assist Students Impacted By The DACA Rescission
 - Enact the Dream Act to Provide Dreamers with Permanent Legal Status
 - The Dream Act provides a path to citizenship for undocumented young people, including the thousands of students who are currently enrolled in the Deferred Action for Childhood Arrivals (DACA) program. These individuals were brought to the U.S. as minors and frequently have no ties to the countries from which they came. The administration's DACA rescission, which has been blocked by federal courts, leaves thousands of young people, including many students, in a precarious status. The Dream Act is needed to permanently enable them to reach their full potential, benefitting the entire country in the process.
- Background
 - Failed Attempts to Pass Immigration Bills Last Year and in Previous Congresses
 - Courts Have Kept DACA Operating
 - Not a Part of Ongoing Discussions Over Border Security
- Talking Points
 - Legislation is necessary to provide Dreamers a path to permanent legal status and citizenship. There is support for this concept in both parties.
 - Dreamers are Americans in every way but official status – little or no ties to their countries of origin.
 - Community colleges educate thousands of Dreamers who are striving to attain a higher education. Only a permanent solution can help these students achieve their full potential, which in turn benefits the country economically and socially.



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June 10-11

Washington, DC

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