

From: Halle, Benjamin
Subject: FW: ED/COVID-19/DPC Team K-12 Daily Check-In
To: Leon, Kelly S.; Rosenblum, Ian
Sent: February 20, 2021 11:20 AM (UTC-05:00)
Attached: ED Technical Assistance Center Support on Pandemic Response.docx

+ Kelly here. Ian, I'm sure your crashing on assessments for the next 3-4 days, but I'd love to connect on this next week. Seems like a lot of good stuff in here. And as we do more work, could (b)(5)

(b)(5)

From: Rosenblum, Ian <Ian.Rosenblum@ed.gov>
Sent: Friday, February 19, 2021 10:31 PM
To: Harris-Aikens, Donna <Donna.Harris-Aikens@ed.gov>; Okolo, Osaremen F. EOP/WHO

(b)(6); Tracey-Mooney, Maureen EOP/WHO <(b)(6)>

Nix, Sheila <Sheila.Nix@ed.gov>; Miller, Benjamin <Benjamin.Miller@ed.gov>; Leheny, Emma <Emma.Leheny@ed.gov>; Chavez, Claudia <Claudia.Chavez@ed.gov>; Halle, Benjamin <Benjamin.Halle@ed.gov>; Valle, Katherine EOP/WHO

(b)(6); Morgan, Julie <Julie.Morgan@ed.gov>; Cooper, Michelle <Michelle.Cooper@ed.gov>; Adiga, Mala EOP/WHO <(b)(6)>; Cardichon, Jessica <jessica.Cardichon@ed.gov>

Subject: RE: ED/COVID-19/DPC Team K-12 Daily Check-In

Following up on Donna's email, attached is the requested list of activities that ED's technical assistance centers have been supporting during the pandemic, and (very) initial thoughts on additional work they can do. More on the latter next week.

-Ian

From: Harris-Aikens, Donna <Donna.Harris-Aikens@ed.gov>

Sent: Friday, February 19, 2021 10:11 AM

To: Okolo, Osaremen F. EOP/WHO <(b)(6)>; Tracey-Mooney, Maureen EOP/WHO

(b)(6); Nix, Sheila <Sheila.Nix@ed.gov>; Miller, Benjamin <Benjamin.Miller@ed.gov>; Leheny, Emma <Emma.Leheny@ed.gov>; Chavez, Claudia <Claudia.Chavez@ed.gov>; Halle, Benjamin <Benjamin.Halle@ed.gov>; Rosenblum, Ian <Ian.Rosenblum@ed.gov>; Valle, Katherine EOP/WHO

(b)(6); Morgan, Julie <Julie.Morgan@ed.gov>; Cooper, Michelle <Michelle.Cooper@ed.gov>; Adiga, Mala EOP/WHO <(b)(6)>; Cardichon, Jessica <jessica.Cardichon@ed.gov>

Subject: RE: ED/COVID-19/DPC Team K-12 Daily Check-In

As requested yesterday afternoon, below is this week's **ED Round-Up** (NOTE: TA info to come later today from Ian, in future will come together):

This week, the **Reopening Progress Update** is directly from *Politico* but we'll have our own at some point in the future ...

REOPENING PLANS: School districts around the country are rolling out their reopening plans days after [the CDC finalized its guidelines](#), which emphasized masks and social distancing but not vaccinations.

— **Maryland:** [Prince George's County Public Schools will begin hybrid instruction two days a week in April](#); the other days of the school week will be virtual, the district announced Wednesday. School staff will begin returning to schools in March. Families have until Feb. 28 to complete a survey to select to either continue virtual learning or switch to hybrid.

— **California:** The [Berkeley Unified School District on Wednesday reached a tentative agreement with the Berkeley Federation of Teachers](#) to reopen public schools as early as March 29. The district is also coordinating a series of mass vaccination events for BUSD employees in the upcoming weeks.

— **Minnesota:** [Middle and high schools can opt to bring students back for hybrid or in-person learning as soon as Feb. 22](#), Gov. Tim Walz announced Wednesday. The schools will also have an updated list of safety protocols, such as keeping track of where students sit to eat lunch in case it's needed for contact tracing.

— **In Pennsylvania:** The [School District of Philadelphia is delaying its return to in-person learning](#) until March 1 after the teachers union rejected the plan to reopen starting Feb. 22.

OUTREACH LAST WEEK:

- In advance of the rollout, ED and CDC held a call previewing the forthcoming CDC operational strategy and ED COVID-19 Handbook with dozens of key K-12 stakeholders (longer list below).
- We also called to notify several partners before the Handbook was released.
- Additionally, after the ED Handbook was released, the outreach team sent the Handbook to state and local elected officials (governors, Chief State School Officers, State Boards of Education, state legislative leaders and staff, mayors, and superintendents), educators, and stakeholder organizations (in the thousands).

OUTREACH THIS WEEK:

The CDC and ED have participated in the following briefings (two are Friday).

- School and system leaders (AASA, NSBA, NAESP, NASSP, and PTA) – 640 participants
- OESE public webinar (OCO specifically invited State Board members, school counselors, school psychologists, and social workers). There were several thousand participants that attended.
- Governors' offices – 60 participants
- State Departments of Education
- Civil rights and disability groups
- White House IGA call

List of organizations/people engaged through briefings:

National Governors Association (NGA)
Council of Chief State School Officers (CCSSO)
National Association of State Boards of Education (NASBE)
National Association of State Directors of Special Education (NASDSE)
National Conference of State Legislatures (NCSL)
AASA: The School Superintendents Association
Council of the Great City Schools (CGCS)
National School Boards Association (NSBA)
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
American Federation of Teachers (AFT)
National Education Association (NEA)
Association of School Business Officials (ASBO) International
American School Counselor Association (ASCA)
National Association of School Psychologists (NASP)
National Parent Teacher Association (PTA)
Bernstein Strategy Group
Council for Advancement and Support of Education (CASE)
Harvard School of Public Health
Autism Society of America
Education Law Center
OSEP
Talking To You Too, Inc
Disability Rights California
Teach For America
OESE
Laguna Department of Education

NIEA member
Cherokee Nation Early Childhood Unit
Washington PAVE
Sipi
LULAC Florida
Parent
Bureau of Indian Education
John Eisenberg
Lawyers' Committee for Civil Rights Under Law
LULAC Florida
Feinstein Education Law Group
PNW BOCES
Flandreau Indian School
New America
Council for Learning Disabilities
National Education Association
KPBSD
Office of the State Superintendent of Education
National Disability Rights Network
Pittsburgh Public Schools
Children's Defense Fund
Four Winds of Indian Education, Inc.
Cherokee Nation ECU
NACA Inspired Schools Network
Pinon Unified School District
The Learning Accelerator
National Disability Rights Network (NDRN)
University of Hawaii West Oahu
Office of U.S. Senator Brian Schatz (D-HI)
Goodhue County Education District
Law Offices of Dana A Jonson, LLC
KALO
BPS Indian Education Program
NAACP LDF
Disability Law Colorado
Public Counsel
Casa Blanca Community School
Disability Rights Maryland
Laguna Elementary and Middle School
American Speech-Language-Hearing Association (ASHA)
Parent
Disability Rights California
Advocate for Special Education/504
Autism Society of America
Evanston CASE
Legal Aid Justice Center
School Social Work Association of America (SSWAA)
Melissa Orser Advocates
Pokagon Band
New America
META, INC.
American Psychological Association (APA)
Legal Aid Justice Center
Pascua Yaqui Tribe

Sen. Lujan
Lawyers' Committee for Civil Rights Under Law
Conference of Educational Administrators of Schools and Programs for the Deaf
Augustus F. Hawkins Foundation
Cherokee Nation Early Childhood Unit
Education Civil Rights Alliance/NCYL
Office of Indian Education
Disability Rights California
Gila River Indian Community
Laguna Department of Education
EPIC Advocacy and Consulting
Autism Speaks
Lumen Advocacy LLC
Education Northwest
St. Labre Indian Catholic School
CommunicationFIRST
Public Counsel
Disability Rights Iowa
Pierce County Parent to Parent a program of WA PAVE
Oklahoma Disability Law Center
Disability Rights Tennessee
MALDEF
Disability Rights Center - NH
Council of Administrators of Special Ed
YWCA USA

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of the Freedom of Information and Privacy Act

From: U.S. Department of Education
Subject: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students
To: Payne, Alexander
Sent: October 5, 2022 10:03 AM (UTC-04:00)

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FOR IMMEDIATE RELEASE:

Oct. 5, 2022

CONTACT:

Press Office, (202) 401-1576 or press@ed.gov

U.S. Department of Education Awards More Than \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students

Today, the U.S. Department of Education (Department) announced 19 Magnet Schools Assistance Program (MSAP) awards totaling \$110 million and four new grant awards for the 2022 Equity Assistance Center (EAC) program totaling more than \$6.5 million.

The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

The MSAP awards support efforts to develop and revitalize magnet schools with academically challenging and innovative instructional approaches designed to bring together students from different social, economic, ethnic, and racial backgrounds. These 19 grantees will implement a variety of curricular focus areas in 62 schools offering programming in all five areas of STEAM learning, career development, leadership skills, and language immersion.

“Today, we’re investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, place, and circumstance in America,” said U.S. Secretary of Education Miguel Cardona.

opportunity gaps based on race, place, and circumstance in America,” said U.S. Secretary of Education Miguel Cardona. “Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind.”

Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That vision includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity, including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

Magnet Schools Assistance Program Grants

Hope School District	AR	\$6,535,982
Livermore Valley Joint Unified School District	CA	\$6,638,932
Pasadena Unified School District	CA	\$6,660,864
Area Cooperative Educational Services (ACES)	CT	\$1,893,989
LEARN	CT	\$2,925,471
The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
Cedar Rapids Community School District	IA	\$6,489,965
Board of Education of the City of Chicago	IL	\$5,893,904
Lansing School District	MI	\$6,103,227
Wake County Public School System	NC	\$5,511,127
NYC Department of Education - Community School District 32	NY	\$5,999,998
NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837

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Richland County School District #1	SC	\$5,435,160
Kaleidoscope Youth Development Services, Inc.	TX	\$5,925,556
Total		\$111,136,644

Equity Assistance Centers Program

Mid Atlantic Equity Consortium Inc	Region I: Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
Southern Education Foundation	Region II: Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	\$1,658,206
Trustees of Indiana University	Region III: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	\$1,645,846
WestEd	Region IV: Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	\$1,628,613
Total		\$6,526,209

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**Policy Committee Meeting
Agenda**

November 18

Time & Owner	Issues/Questions
9:00 – 9:30 <i>OII & OPEPD</i>	Transition to Teaching (TTT) FY16 Competition Deciding what priority the Department should use in the FY16 TTT grant competition; and whether the Department should forward-fund grantees under the FY16 TTT grant competition, or fund grantees on a continuation basis.
9:30 – 10:00 <i>OII, OPEPD & OGC</i>	FY15 Supporting Effective Educator Development Program (SEED) National Activities Deciding on what types of activities should the Department prioritize with the FY15 SEED national activities funding.
10:00 – 10:30 <i>OESE, OPEPD, OCR, ODS, OGC & BS</i>	Equity Assistance Centers (EACs) – FY16 Competition Deciding how the Department can attract more high-quality TA provider applicants, and reframe the competition notice to better address Administration and Departmental priorities.

Upcoming Issues

- (a) November 25th – No Policy Committee*
- (b) December 2nd – Promise Neighborhoods, Preschool Development Grants & Magnet Schools*
- (c) December 9th – i3, Charter Schools & FY15 P3 Competition*
- (d) December 16th – BD*

Summary of Last Meeting

I. *November 4th – The Next Comprehensive Center Competition*

- i. Policy Committee members voted in favor of the Department re-competing Comprehensive Centers (CCs) for FY17 using existing regulations. The Department will continue implement extensive requirements to hold the CCs accountable for 1) the provision of high-quality, intensive technical assistance, 2) coordination and collaboration, and 3) technical assistance focused on student outcomes, for example, that were not previously used. It will also maintain its ability to make some changes to the program under existing regulations (e.g., reducing the number of content CCs, adjusting the funding formula). This process will signal to field about quality and important of expertise and technical assistance, and will lessen the burden on a program office currently under capacity. Prior to a new competition, ED has to establish Regional Advisory Committees, consistent with statutory requirements, to help identify the most pressing technical assistance needs of States and local educational agencies.

II. *November 4th – Enhanced Assessments Grant (EAG) options for FY 2016 funds*

- ii. Policy Committee members voted in favor of Options 3 [re-regulate to add a priority for native language assessments] and 4 [re-regulate to add a priority aligned with the President’s Testing Action Plan for assessment audits; score reporting; and/or developing new and innovative item types] in the notice of proposed and final priorities for the EAG program, but only include the following priorities (from option 4) in the notice inviting applications for the FY 2016 EAG competition:
 - a. Develop tools for reviewing, or auditing, existing assessments to ensure that each test is of high quality, maximizes instructional goals, has a clear purpose and utility, and is designed to help students demonstrate mastery of state standards^[1]; and/or
 - b. Develop tools that leverage technology to score assessments to improve the utility of the information about student performance and to improve student reports to provide better and more timely diagnostic information to parents and teachers; and/or
 - c. Develop or implement innovative item types, including competency-based assessments, performance tasks, simulations, or interactive, multi-step, technology-rich items.

^[1] Several States have begun some work around assessment audits: (1) Delaware provide grants to LEAs- \$5/student; \$10k minimum- for work around professional learning communities, teacher stipends and third party vendors; (2) New York provide \$9 million to 31 grantees including 25 BOCES (representing 257 LEAs) to eliminate bad tests or improve tests; (3) Florida created a survey and made all LEAs respond before releasing recommendations; not clear whether the SEA provide funds; and (4) Districts in Ohio and Illinois received funds from Achieve to use their audit tool.

MEMORANDUM

To: Policy Committee
From: OII, OPEPD
Input: PPSS, Budget Service
Re: Transition to Teaching (TTT) FY16 Competition
Date: November 18, 2015

(b)(5)

Background: The TTT program supports the recruitment and retention of highly qualified mid-career professionals and recent college graduates as teachers in high-need schools in high-need LEAs. The program enables individuals to become eligible for teacher certification under State-approved alternative routes to certification within a reduced period of time, using factors such as experience, expertise, and academic qualifications in lieu of education coursework. Program participants may receive up to a \$5,000 stipend from TTT funds and are required to teach for three years in a high-need school in a high-need LEA.

Eligible applicants for these five-year grants are SEAs; high-need LEAs (including high-need charter schools LEAs); for-profit or nonprofit organizations with a proven record of effectively recruiting and retaining highly qualified teachers, in partnership with a high-need LEA or SEA; Institutions of Higher Education (IHEs), in partnership with a high-need LEA or SEA; and consortia of SEAs or of high-need LEAs.

Given the forthcoming final teacher preparation regulations, we are eager to build momentum in improving teacher training. Unfortunately, ED has limited pools from which to fund these efforts—aside from TTT and Teacher Quality Partnerships (TQP), we have no other major opportunities to fund teacher preparation in FY16. At issue is how to allocate FY16 TTT funds so that we are utilizing grants that enhance teacher preparation efforts, including TTT, TQP and SEED, in complementary ways, and to ensure alignment with key policy priorities, such as STEM and learning mindsets (“non-cognitive skills”). Additional information about how Administration priorities are reflected in current and proposed grant competitions is provided in **Appendix A**.

TTT Successes and Challenges

The TTT program has funded 286 grants at a total of over \$407 million dollars, since 2001. The last TTT competition was in 2011; 30 grants were awarded (\$13.5 million in year 1; \$78 million over 5 years), 20 of which were to IHEs, 5 to high-need LEAs, and 5 to nonprofit organizations. 25 of these grantees addressed the STEM priority and 11 addressed the American Native or Alaska Native communities priority. Approximately 4,870 new

teachers will be certified by the end of the five-year grants. Since 2007, TTT grantees have recruited, trained and placed more than 15,000 teachers in high-need schools within high-need districts, many of which were retained for the requisite three years. An analysis of the 2009 TTT cohort found that at the end of their 5-year grant period, the 3-year retention rate of teachers was roughly 80%, which is higher than a typical 3-year retention rate for new teachers. This is likely the result of the array of supports available due to TTT, including ongoing support from TTT-funded mentors and coaches, professional development and networking opportunities.

TTT has had spillover impact: many of its grantees have developed and expanded alternative routes to full State teacher certification. As a result, IHEs in particular have used their TTT funds to develop new collaborations with LEAs to address teacher shortages. When TTT was originally created in 2001, there was a significant nationwide focus on fostering alternative pathways into teaching. In recent years, as alternative pathways have become more mainstream, the sector has evolved to focus on creating multiple pathways into teaching—and many “traditional” IHE providers are now providing a range of “alternative” pathways.

One significant challenge to TTT’s impact is the \$5,000 cap on incentives that can be provided by TTT to program participants. This limited sum is often insufficient to cover living expenses and ancillary costs incurred by participants. In effect, this ends up making the TTT program more appealing to participants in urban and suburban programs, since those participants can more readily access other sources of income as compared with those in rural programs. Since the \$5,000 cap is statutory, we have limited ability to change this in the forthcoming competition. Additional statutory limitations include:

- The placement of TTT participants is limited to high-need schools in high-need LEAs. This definition results in an inability to serve some high-need schools that are in LEAs that do not meet the high-need LEA definition.
- Only individuals who are new to the teaching profession are allowed to participate in the program, which prevents participation from individuals who already have a teaching certificate/licensure but are seeking a second teaching certificate/license in a high-need subject.

Budget Context for TTT for FY16

Assuming a Continuing Resolution for FY16, TTT’s FY16 expected appropriation is \$13.7 million. (The House and Senate eliminated TTT in their FY16 budget bills. Under ED’s budget request, this program is consolidated into a larger Teacher and Principal Pathways program.) The TTT statute requires a modest evaluation be conducted in which each grantee completes an interim evaluation at the end of the third year of the grant, and a final evaluation of the program at the end of the grant period. If funds are available for a new TTT competition in FY16, we estimate approximately \$13.6 million available for new grants.

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MEMORANDUM

To: Policy Committee
From: OII, OPEPD
Input: OGC
Re: FY15 Supporting Effective Educator Development Program (SEED) National Activities
Date: November 18, 2015

(b)(5)

Background:

The SEED program provides funding for grants to national non-profit organizations for 3-year projects that support teacher or principal training or professional enhancement activities for prospective or current educators; all projects must be supported by at least moderate evidence of effectiveness. These grants are intended to serve as effective models of educator support that can be shared with other relevant organizations (e.g., other non-profits, districts and IHEs). SEED was created in 2012; past and current SEED grantees are listed in Appendix A.

In FY14, for the first time, Congress granted the Department authority to use a portion of SEED funds for national activities, giving the program authority to use up to 10% of program funds (i.e., \$4.7 million) for national activities. The bulk of these dollars (\$4.2 million) were used to provide technical assistance to support States designing their State Educator Equity Plans. In addition, approximately \$500,000 of the FY14 funds is being used for technical assistance to the 2015 grantees (SEED, as a set-aside under Title II, Part A of ESEA, gets “15-month” money, so FY14 funds needed to be expended by September 2015) to support the implementation of their evaluations. This is especially important because we increased the evaluation expectations for SEED grantees in the 2015 SEED competition, and asked them to propose evaluations that could meet the What Works Clearinghouse (WWC) standards. Eleven of the 12 grantees committed to either a randomized control trial (RCT) or quasi experimental design (QED) evaluation designs in their applications.

Following last year’s use of SEED resources to support State Educator Equity Plans, Congress communicated that the program’s national activities must clearly target the work of the SEED grantees. Under the *Consolidated and Further Continuing Appropriations Act, 2015*, the appropriations language was modified to read: “...up to 8 percent may only be used for research, dissemination, evaluation, and technical assistance for competitive awards carried out under this proviso.” This change both reduced the percentage available for national activities from 10% to 8% and made it clear that the FY15 money should be used to support the SEED grantees.

Assuming level funding, SEED does not expect to be able to run a new competition until at least FY17. The most recent cohort of SEED grantees—made at the end of September—is the first time we have had a robust range of grantees with meaningful project designs (because SEED was initially configured to provide an opportunity for a “make up” for earmarks included in prior year appropriations, early rounds of the competition attracted less attention and project designs reflected grantees’ typical approach to earmarks). As such, we are eager to use the available \$4,323,687 for national activities to support these grantees in ways that enhance their impact.

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of the Freedom of Information and Privacy Act

MEMORANDUM

To: Policy Committee
From: OESE, OPEPD
Input: OCR, ODS, OGC, Budget
Re: Equity Assistance Centers (EACs) – FY16 Competition
Date: November 18, 2015

(b)(5)

Background:

The EACs are authorized under Title IV of the Civil Rights Act of 1964, which addresses the desegregation of public education, and funded through the Training and Advisory Services program. The statute authorizes the Department, “upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools.” 42 U.S.C. § 2000c-2. The Department’s regulations define the scope of the activities that EACs perform, the method of evaluating applications, and the geographic regions that the EACs serve. *See* 34 C.F.R. §§ 270 & 272.

In the past, the Department has awarded three-year grants to ten different EACs located in regions across the country, generally aligned to the OCR regional offices. Funding over the last few years has hovered around \$6.6 million, or roughly \$600,000 per center. Upon request from a school board and other responsible governmental agency, an EAC provides technical assistance (TA) in preparing, adopting, and implementing plans for desegregating public schools and solving equity problems related to race, sex, and national origin. Topics the EACs cover include areas such school climate, disproportionate discipline, bullying and harassment, culturally relevant pedagogy, and teacher diversity. While some customers are referred as part of OCR’s desegregation cases, the vast majority are not. The EACs are one of the few ED-funded TA providers that provide direct assistance to school districts, whereas most other centers provide TA to States (the Comprehensive Centers, for example, exclusively serve States).

The current cooperative agreements set forth 11 different content areas in which the EACs are to focus their activities. In addition, the last competition in 2011 included two competitive priorities (Improving the Effectiveness and Distribution of Effective Teachers or Principals; and Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement) and two invitational priorities (Enabling More Data-Based Decision-Making; and Promoting STEM Education).

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of the Freedom of Information and Privacy Act

From: Harmoush, Vanessa
Subject: Fwd: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST
To: Forester, James; Roblero, Blanche
Sent: October 4, 2022 8:13 PM (UTC-04:00)

Vanessa Harmoush
Deputy Press Secretary
U.S. Department of Education
(b)(6) | Vanessa.Harmoush@ed.gov

From: U.S. Department of Education <ed.gov@public.govdelivery.com>
Sent: Tuesday, October 4, 2022 5:32:01 PM
To: Webb, Jo Ann <JoAnn.Webb@ed.gov>; Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>
Subject: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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FOR IMMEDIATE RELEASE:

Oct. 5, 2022

CONTACT:

Press Office, (202) 401-1576 or press@ed.gov

U.S. Department of Education Awards

More Than \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students

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From: Forester, James
Subject: Re: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST
To: Harmoush, Vanessa; Roblero, Bianchi
Sent: October 4, 2022 9:05 PM (UTC-04:00)

I'm assuming this is embargoed until 10 am tomorrow, correct?

Thank you!

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From: Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>
Sent: Tuesday, October 4, 2022 8:13:26 PM
To: Forester, James <James.Forester@ed.gov>; Roblero, Bianchi <Blanchi.Roblero@ed.gov>
Subject: Fwd: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

Vanessa Harmoush
Deputy Press Secretary
U.S. Department of Education
(b)(6) Vanessa.Harmoush@ed.gov

From: U.S. Department of Education <ed.gov@public.govdelivery.com>
Sent: Tuesday, October 4, 2022 5:32:01 PM
To: Webb, Jo Ann <JoAnn.Webb@ed.gov>; Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>
Subject: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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FOR IMMEDIATE RELEASE:

Oct. 5, 2022

CONTACT:

Press Office, (202) 401-1576 or press@ed.gov

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More Than \$116 Million in Grants for
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From: Harmoush, Vanessa
Subject: Re: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST
To: Forester, James; Roblero, Blanche
Sent: October 4, 2022 9:41 PM (UTC-04:00)

Correct

Vanessa Harmoush
Deputy Press Secretary
U.S. Department of Education
(b)(6) Vanessa.Harmoush@ed.gov

From: Forester, James <James.Forester@ed.gov>
Sent: Tuesday, October 4, 2022 9:05:03 PM
To: Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>; Roblero, Blanche <Blanche.Roblero@ed.gov>
Subject: Re: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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From: Forester, James
Subject: Embargoed until 10 am: MSAP and EAC grants
To: 'Amanda_Beaumont@help.senate.gov'; 'Patty Murray (manuel_contreras@help.senate.gov)'; 'Oakley, Hannah (HELP Committee)'; 'Mueller, Sarah (HELP Committee)'; 'Kara_Marchione@help.senate.gov'; 'Green, Rashage'; 'Raveendran, Manasi'; 'Palmer, Jay'; 'Bellin, Melissa'; 'ailen.ma@mail.house.gov'; 'Ball, Phoebe'; 'Sawan Lara, Sandra (HELP Committee)'; 'Sims, Celia (HELP Committee)'; 'Jones, Amy (Education and the Workforce)'; 'Schaumburg, Mandy'; 'Brad Thomas (Brad.Thomas@mail.house.gov)'; 'David.maestas@mail.house.gov'; 'Cleary'; 'Philip.Tizzani@mail.house.gov'; 'Salmon, Kathryn'; 'Mark_Laisch@appro.senate.gov'; 'Slack, Emily (Appropriations)'
Cc: Zarish-Becknell, Kim; Roblero, Blanche; Petersen, Molly
Sent: October 5, 2022 8:07 AM (UTC-04:00)

Good morning,

Below is a press release regarding grants the department is making under the Magnet School Assistance Program and the Equity Assistance Centers program. Please note that this information is **embargoed until 10:00 am**.



FOR IMMEDIATE RELEASE:

Oct. 5, 2022

CONTACT:

Press Office, (202) 401-1576 or press@ed.gov

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###

James Forester
Office of Legislation and Congressional Affairs
U.S. Department of Education

(b)(6)

Committee on Appropriations
Subcommittee on Labor, Health and Human Services, Education,
and Related Agencies

Hearing on the Fiscal Year 2022 Budget Request from the
United States Department of Education
June 14, 2022

Questions for the Record

Senator Murray

1. I'd like to follow-up on our discussion during the hearing about implementation of fiscal equity requirements under current law. These requirements include resource allocation reviews by states, school districts and schools identified for support and improvement. Earlier this year, the Government Accountability Office (GAO) reported most states (43 of 51) indicated helping districts identify resource inequities as somewhat or very challenging based on survey results prior to the pandemic.
 - a. **Please share the Department's plans in FY2021 and FY2022 for supporting, enhancing and monitoring resource allocation reviews by state and local education agencies and schools?**

Response:

Section 1111(d)(3)(A)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA) requires a State educational agency (SEA) to periodically review resource allocation to support school improvement in each local educational agency (LEA) in the State serving a significant number of schools identified for support and improvement. This requirement is part of the Department's monitoring protocol for Title I, Part A (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>, under "Support for LEA and School Improvement"). Specifically, the protocol asks each SEA to describe how it periodically reviews resource allocation to support school improvement in each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

In addition, the Department has been providing on-going technical assistance to States regarding this requirement. For example, the State Support Network, created by the Department in 2016 to provide technical assistance to support the transition to the Every Student Succeeds Act (ESSA), hosted a community of practice (CoP) with 13 States in 2019 that focused on planning for school resource allocation reviews. Please find more information and several resources here: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/resource-allocation-reviews-community-practice-summary/>. The State Support Network also created a number of tools to assist with school

improvement planning, including [Tools for School Improvement Planning](#), a CoP for [“Implementing Needs Assessments”](#) and other resources for [developing needs assessments](#). It also published several blogs about using school financial data in decision-making, including [“Going Beyond Finances in Resource Allocation Decisions”](#).

Further, the Department’s Comprehensive Centers have provided individualized technical assistance to several States on this topic. In the past two years (since the 2019 competition established new TA providers), the Comprehensive Centers have been supporting States in their implementation of ESEA requirements. Two centers specifically have provided assistance to States on resource allocation reviews. The Region 15 Comprehensive Center is supporting Utah in the State’s work. WestEd and the Region 15 Comprehensive Center have worked on an equity driven resource allocation framework during another State collaborative session. The Region 13 Comprehensive Center has worked with the Oklahoma State Department of Education to design a Resource Allocation Review toolkit. The Region 2 Comprehensive Center is supporting efforts in Connecticut and Rhode Island to develop a process to conduct resource allocation reviews.

The FY 2022 request would build on these efforts to strengthen fiscal equity through the Title I Equity Grants proposal, which would require each State to collect and make publicly available detailed data on the allocation of State and local education funding to school districts and schools. The proposal also would require the use of a consistent definition of per-pupil expenditures to support identification and mitigation of disparities in funding for high-poverty districts and schools, along with goals, interim targets, and timelines for closing identified gaps.

In addition, our proposal would encourage States to undertake a comprehensive review of their school finance systems through a \$50 million reservation for voluntary State School Funding Equity Commissions that would (1) identify funding and educational opportunity gaps based on measures of equity and adequacy; (2) through extensive community engagement, develop detailed action plans for addressing existing gaps that include goals, interim targets, and timelines for closing identified gaps; and (3) report on progress toward these goals and targets.

2. The Every Student Succeeds Act (ESSA) established a policy requiring the reporting of actual personnel and nonpersonnel expenditures, disaggregated by federal, state and local source of funds for each school and school district in each State. Transparently providing this information would allow a range of uses from parents seeing easily how their school’s spending compares to other schools in the district to other stakeholders using the information to participate in equity conversations on differences within and between states.

- a. **What is the Department’s plan for ensuring states and school districts comply with ESSA’s policy requiring the reporting of actual personnel and nonpersonnel expenditures, disaggregated by federal, state and local source of funds for each school and school district and such information is made available to the public in an accessible and understandable manner?**

Response:

The Department will ensure that SEAs and LEAs meet the report card requirements in ESEA section 1111(h), including the requirement to report per-pupil expenditure data. As you are aware, to help facilitate compliance with these requirements, the Department released non-regulatory guidance on State and local report cards in September 2019 (available at: <https://oese.ed.gov/files/2020/03/report-card-guidance-final.pdf>). This document includes detailed guidance for SEAs and LEAs regarding how to calculate per-pupil expenditures. The guidance encourages SEAs to establish uniform statewide procedures for calculating per-pupil expenditures so that that data are uniform, understandable, and comparable across each LEA and school in a State.

To help ensure SEAs and LEAs comply with applicable requirements, including reporting per-pupil expenditures, a complete review of State and local report cards is included in the Department’s Title I, Part A monitoring protocols, which are found at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/performance-review/>). An important aspect of our consolidated monitoring is a thorough review, for each State monitored in a particular year, of the State’s report card to ensure that it includes all required elements. In addition, each January, the Department reviews each State website to determine if States and districts were in compliance with certain report card requirements, including reporting per-pupil expenditure data. The Department shares the results of its review with each State.

Over the past few years, the Department has initiated several technical assistance activities through the State Support Network, a four-year technical assistance contract begun in 2016 to support States and districts as they transitioned to the new ESSA requirements. Some of the technical assistance initiatives focused on State and local report cards, several of which have had a particular focus on per-pupil expenditure data. For example, in 2018 a community of practice involving Arkansas, Montana, North Dakota, New Mexico, Nevada, and Oklahoma focused on improving financial transparency. Other relevant communities of practice have focused on data quality, State and local report cards, and resource allocations. Information about these communities of practice can be found at: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/>. The Network also created the “Financial Transparency and Reporting Readiness Assessment Tool.” This tool can help States and districts meet the ESSA reporting requirements by identifying and analyzing school level expenditure data. This tool contains two components – a self-diagnostic framework and an analysis tool – that are designed to help districts and States understand the dynamics of school-level per-pupil reporting in their own district

financial data. The tool can be found at: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/financial-transparency-reporting-readiness-assessment-tool/>.

The Department is also funding the National Comprehensive Center's work with Georgetown University's Edunomics Lab to improve the quality and utility of school-level per-pupil expenditure data that is reported on State and local report cards as required under ESSA. Edunomics' initial work through this project involved analyzing the utility and usefulness of the school-level per-pupil expenditure data reported by each State (<https://edunomicslab.org/state-data-tracker/>). The current phase of the National Comprehensive Center's project with Edunomics is focused on working with a little under 20 school districts across different States to analyze each district's school-level expenditure data and build staff capacity to use data to drive decision-making for school improvement and equitable allocation of resources. After piloting tools and communication materials with these school districts, Edunomics will create a data visualization tool that all districts will be able to access to analyze their school-level per-pupil expenditure data and use it for finance decision-making.

Additionally, the Department's National Center for Education Statistics (NCES) has been working with over 20 States to improve the quality of expenditure data reported through a voluntary data collection. Recently, NCES issued a report on highlights of school-level finance data that were previously reported (<https://nces.ed.gov/pubs2021/2021305.pdf>).

The Department looks forward to expanding and building upon these efforts.

3. I appreciate the Secretary's commitment to properly implementing the American Rescue Plan Act of 2021, including required state and school district set-asides for evidence-based interventions that address the academic, social, and emotional needs of students of color, students experiencing homelessness and other underserved student groups disproportionately impacted by the pandemic.
 - a. **Please describe in detail how the Department will support, monitor and enforce requirements of the Elementary and Secondary School Emergency Relief Fund (ESSER) related to these set-asides and implementation of State and district ESSER plans related to these state and district learning loss requirements.**

Response:

We support these requirements through the State plan process that the Department established, technical assistance efforts, non-regulatory guidance documents, and ongoing communication with States through our program officers.

The ARP ESSER State plan template requires grantees to describe how they will use each required set-aside under the ARP Act. We will monitor grantees against their

approved ARP ESSER State plans as well as statutory requirements. As needed, the Department will issue any findings and develop corrective action plans to address those findings. We are committed to working with grantees to resolve any findings.

In July, the Department issued a notice inviting comment related to data submission requirements for the ESSER (including ESSER I, ESSER II, and ARP ESSER) annual performance report (APR). The public is asked to comment on data quality and burden-related concerns related to collecting data on evidence-based summer learning or summer enrichment programs, evidence-based afterschool programs, and extended instructional time, among other items. After the data collection instrument is finalized and APR data is submitted, the Department will review grantee submissions to identify technical assistance needs and inform future monitoring of grantees.

4. Department regulations state the Secretary may make a continuation award for a direct grant for a budget period after the first budget period of an approved multi-year project if Congress has appropriated sufficient funds for that purpose and the grantee is making substantial progress toward meeting the goals of the project, among other factors. The regulations further state “In deciding whether a grantee has made substantial progress, the Secretary may consider any information relevant to the authorizing statute, a criterion, a priority, or a performance measure, or to a financial or other requirement that applies to the selection of applications for new grants.”
 - a. **For fiscal year 2018 and 2019, how many direct grantees did not receive a continuation award for any reason? How many of such denials were related to the lack of substantial progress on performance? How much total funding was associated with such denial of a continuation award due to lack of substantial progress on performance?**

Response:

In fiscal years 2018 and 2019, 11 grantees received a continuation award of \$1, which is equivalent to a denial of a continuation award but is the amount required to keep the grant award active so grantees can complete work already funded. Of those, 10 were at least in part because of issues related to substantial progress. The total amount impacted grantees requested in their initial grant applications for the budget period not funded is approximately \$38 million. In addition, the Department reduced continuation awards for other grantees if appropriate based on lack of substantial progress or other considerations. Further, some grantees asked for their continuation award to be reduced or for the grants to end early due to their concerns about not being able to implement their projects

- b. What policies or criteria have the Department adopted for considering information in making a determination of substantial progress? If none, how does the Department consistently evaluate substantial progress?**

Response:

The Department follows the procedures for non-competing continuation awards as set forth in 34 CFR 75.253 and has internal policy about how to determine substantial progress, including what should be included in documentation for non-competing continuation award documents. The policy includes considerations to support decision-making, including program- and grantee-specific context, monitoring grantee performance, and discussing performance concerns with grantees. There are also internal discussions across offices to share about office practices and lessons learned, particularly in light of the COVID-19 pandemic and how best to consider associated disruptions to the project activities in making substantial progress determinations.

5. Earlier this year, the Department withdrew a notice inviting applications for equity assistance centers (EACs) issued by the previous administration and extended existing contracts for one year. Equity Assistance Centers can play an important role in addressing racial and other equity concerns and designing and implementing school desegregation plans.

- a. What are the Department's plans for the new notice inviting applications?**

Response: The Department plans to publish a notice inviting applications for new awards in the Federal Register in early 2022.

- b. How does the Department evaluate the resources needed for EACs to carry out this important work? Please share any analysis completed that supports the sufficiency of the \$6.5 million requested for EACs to delivery timely and effective services across the entire United States.**

Response: We have not carried out any detailed analysis of EAC resource needs, but we do ask the EAC grantees to tell us in their annual performance reports the percentage of technical assistance requests received from organizations that they accepted during the performance period. Annually across 2017 to 2020, the EACs were able to accept between 95 percent and 98 percent of the technical assistance requests they received from the field.

6. As of June 11, more than sixty percent of the CARES Elementary and Secondary School Emergency Relief (ESSER) funds (\$8 billion of \$13.2 billion) have been recorded as spent and outlaid from the federal Treasury, while \$2.1 billion of \$54.3 billion provided through ESSER in the Coronavirus Response and Relief Supplemental Appropriations (CRRSSA) Act, 2021 and \$25 million of \$81 billion obligated from ESSER funds in the

American Rescue Plan (ARP) Act of 2021 have been so reported. The Department also is in the process of reviewing state plans for the obligation of the remaining one-third of the ARP ESSER funds. However, earlier this year the Government Accountability Office reported “federal spending data alone provide an incomplete picture of states’ and school districts’ spending” noting “there is often a significant gap between when a district uses the funds and when those funds are reported as spent in state and federal reporting systems”.

a. Please describe actions taken and planned by the Department to provide a more complete reporting of the use and status of ESSER funds.

Response:

Section 15011 of the CARES Act specifies the reporting requirements for covered programs. Existing reporting requirements, established under the Federal Funding Accountability and Transparency Act of 2006 (FFATA), Pub. L. No. 109—282, as amended by the Digital Accountability and Transparency Act (DATA Act), Pub. L. No. 113—101, were deemed sufficient to meet many of the reporting requirements for ESSER fund program. Specifically, States were required to report to the General Services Administration’s FFATA Subaward Reporting System (FSRS), the amount of ESSER funds granted to school districts. These data are required to be reported directly from States and are made available to the Department and the public through USAspending.gov.

To further meet the Section 15011 reporting requirements and additional reporting requirements described within the ESSER Certification and Agreements, the Department created an annual reporting process for ESSER grantees (States). The annual report captures the following information (1) award and outlay information from the Department to ESSER grantees (States); (2) award and outlay information from ESSER grantees to their subgrantees (school districts/LEAs); and (3) subgrantee expenditure data. States were required to provide these data for district awards/expenditures made March 13, 2020 - September 30, 2020 to the Department in early 2021. States will be required to provide additional reports on ESSER funds annually thereafter. The current ESSER reporting form is available for review through: https://api.covid-relief-data.ed.gov/collection/api/v1/public/docs/ESSER_Data_Collection_Final.pdf.

The Department acknowledges the importance of collecting and publicly reporting information on school districts’ financial commitments (obligations), as well as outlays in order to more completely reflect the status of their use of federal COVID-19 relief funds. Earlier this year, the Department proposed modifications to its ESSER annual report on State and school district spending data to include obligations data in subsequent reporting cycles. The proposed modifications, in accordance with the Paperwork Reduction Act, are currently available for public comment on the Federal Register: (<https://www.federalregister.gov/documents/2021/07/02/2021-14200/agency-information-collection-activities-comment-request-education-stabilization-fund-elementary-and>).

7. The Department's FY2022 Annual Performance Plan includes plans to identify opportunities to further build and use evidence in both formula and competitive grant programs.

a. How many competitive grant programs will include an evidence priority in FY 2021?

Response:

In FY 2021, 19 I competitions required the use of evidence through a requirement or an absolute priority and 6 competitions included a competitive priority for evidence, and 18 encouraged applicants to rely on evidence by including it in selection criteria. An additional 2 competitions encouraged the use of evidence, such as through an invitational priority. Note that two competitions included evidence in more than one way and are thus counted in multiple categories. An unduplicated total of 43 competitions, or almost 60 percent of all competitions in FY 2021, included evidence in at least one of these ways.

b. How many competitive grant programs does the Department plan to include an evidence priority in FY 2022?

Response:

The Department is discussing how best to use and build evidence in FY 2022 competitions in alignment with statutory requirements, the body of available evidence, and lessons learned from previous competitions.

c. Please identify the formula programs in which evidence building and use will be promoted and supported and the specific strategies to accomplish these goals.

Response:

The Department is supporting evidence building and use in the ESEA formula grant programs under Titles I, II, and IV. Evidence is also important within the context of IDEA formula grant programs. The Department works with the Comprehensive Centers, the Regional Educational Laboratories, and the technical assistance centers funded by the Office of Special Education programs to identify and share resources related to evidence building and use. To further support the identification of evidence-based practices, The Institute of Education Sciences' What Works Clearinghouse has recently added a new feature to its website—evidence tier "badges"—making it easier for users to know whether a given approach meets regulatory definitions of strong, moderate, or promising evidence. The WWC has also produced a series of technical assistance materials supporting the use of this feature and of the site overall. In addition, the Department is providing resources related to the evidence-based strategies required under the Elementary and Secondary School Education Relief Fund (ESSER Fund) under the American Rescue Plan. Within the context of safely reopening all schools, the Department has created the Safer Schools and Campuses Best Practices Clearinghouse. The Clearinghouse provides resources for practices that can be leading examples of how best to provide support to students and educators.

- d. Please describe efforts the Department has undertaken to build the internal capacity of staff in the use and implementation of evidence in activities funded through formula and competitive grant programs.

Response:

Measuring Skills: In 2020, ED developed and fielded the inaugural Data and Evidence Use Survey to measure staff skills. In Q3, the Office of the Chief Data Officer and the National Center for Educational Evaluation finalized the survey to respond to requirements of the Evidence Act and the Federal Data Strategy. CDOs in other agencies, including DHS, Commerce, Labor, and the Air Force have requested and received ED's survey to support their efforts. The results of the ED Survey are used to target staff training to improve data literacy and the capacity to use evidence.

The Evidence Act requires ED to assess its evaluation activities and agency capacity to support the development and use of evaluation. Congress explicitly made this requirement an agency-wide focus by instructing the Evaluation Officer to coordinate activities with agency officials in carrying out the functions of the Evaluation Officer in section 313(d) of title 5. Additionally, the Open Government Data Act requires the Chief Data Officer to support the Evaluation Officer in identifying and using data to carry out their statutory functions (§3520(c)(9)). The Evaluation Officer and the Chief Data Officer share common interest and authority in carrying out these functions and collaborate to field the annual Data and Evidence Use Survey.

Enhancing Skills. In 2021 ED launched its new Data Literacy Program, an intentional commitment to upskilling and continual learning. The program's goal is to develop a data culture at ED which enables all staff to speak a shared language around data and evidence. An expert-based approach was designed with support from The Data Lodge to provide a comprehensive corpus of flexible training to reach 3,500 staff. A partnership among ED's data office, research office, and human resources office resulted in a committee of 5 SES and GS15 leaders (including ED's Evaluation Officer) who developed the program blueprint. The blueprint mapped out a programmatic approach over 3 years, engaging ED offices in waves of customized, highly interactive sessions. Learning pathways were developed using Skillsoft. ED also developed plans for its own developed content and OCDO-led introductory workshops. Current training consists of four major components: (1) a hallmark initial, interactive 2-hour session "Exploring Data Literacy," (2) a one-hour ED-specific session, "Data Literacy 101" (3) four self-paced Learning Pathways of SkillSoft and external courses around evidence, decision-making, visualization, and analytics and (4) Learning Bytes, 15 min interactive topics recorded for easy use.

As ED staff begin to build data literacy, we continue our efforts to ensure that all staff are increasingly well-versed in the role of evidence in the work of schools, States, districts, and institutions of higher education. This past year, the Institute of Education Sciences and the Office of Planning, Evaluation, and Policy Development's Grants Policy Office (GPO) began offering "Evidence 101: Evidence Use at the Department of Education" to all new hires each quarter. As part of that training, new staff are introduced to statutory and regulatory requirements related to evidence use, the history of evidence use at the Department, and Department resources that can support their work. IES and GPO have also worked to build a virtual "community of practice" focused on evidence use based on a monthly newsletter to staff and associated website, the Evidence Connection. Approximately 250 staff across the

Department are currently members and receive regular updates about resources that can support their efforts to use evidence in their own work and support the work of Department grantees.

e. What is the Department’s plan for continuing to build this capacity in the coming year?

Response:

In 2022, the ED Data Literacy Program will advance general staff ability to use, understand, and apply data and evidence to support decision making around programs, policy, and operations. In 2022, the program will mature current engagement, curriculum, and resources. First, our engagement will broaden and deepen. Current Data Literacy Ambassadors for the first wave of ED offices participating in the program will customize and deliver existing program resources for relevant and actionable professional development. We will onboard additional offices to reach all 3,500 staff. Second, we will expand our current curriculum and add new courses, both interactive and virtual, asynchronous training. In 2022, we would like to add 4 major ED-specific courses featuring ED leaders, data processes, core data collections, and projects and tools. Lastly, we plan to augment and enhance resources around data language (e.g., Glossary), expertise (e.g., Directory) best practices and technology. To address the specific capacity-building needs of ED data professionals who support the production of evidence for grant programs, ED launched its new Data Professionals Community of Practice (DPCoP) in August 2021. In alignment with ED Data Strategy Objective 2.3 “Establish clear career paths and training curriculums for data professionals”, the DPCoP will be a member-driven collaborative forum open to all ED data professionals. It will provide opportunities to share resources, tools, and successful practices in ED, inform leadership of data-related issues or concerns, and establish workgroups to address specific topics and challenges.

f. How will the Department measure the growth of this capacity and expected improved targeting of resources to activities authorized by current law and aligned with evidence of effectiveness?

Response:

Evidence Use. *As noted above, the Department is currently fielding the second iteration of its Data and Evidence Use Survey. The survey provides repeated cross-sectional estimates of ED staff capacity to use evidence in their work in areas including: (1) designing performance measures, (2) providing technical assistance on evidence definitions and requirements, and (3) monitoring grantees for effective evidence use. These data can be used to inform professional development opportunities for ED staff and the production of new resources for both staff and stakeholder use.*

Resource targeting. *The Department will continue to work with SEAs, LEAs, institutions of higher education and other entities to support and increase the use of evidence to inform decision-making.*

- g. How does the Department support and monitor SEA and LEA decision making related to reasonably available determinations for evidence use under provisions of ESEA? What are the Department's plan to monitor and further support such determinations?**

Response:

To support States, local educational agencies (LEAs), and schools in understanding the levels of evidence and interventions that meet them, the Department continues to disseminate information and provide technical assistance that highlights the evidence levels associated with a wide range of interventions, strategies, and approaches. Specifically, the Institute of Education Sciences What Works Clearinghouse (WWC) provides information on the evidence levels of interventions, strategies, and approaches on a wide range of topics through both [Intervention Reports](#) and [Practices Guides](#), as well as individual studies. These user-friendly resources describe the level of evidence demonstrated, the characteristics of students, and the setting (urban, rural, suburban) of the research studies included. When evaluations produced through discretionary grant programs are submitted to the WWC for review to determine if they meet the evidence levels as defined in the ESSA, they can be highlighted in the WWC for use in supporting formula grantees. In addition, the Department's technical assistance network also produces resources to support their respective target audiences in understanding and using evidence. For example, [this resource](#) from the Regional Education Laboratory West provides important considerations for using evidence-based interventions.

With respect to monitoring use of evidence consistent with statutory and regulatory requirements, the Department includes questions regarding State and local compliance with evidence requirements as relevant in its monitoring protocols. In addition to understanding compliance with these requirements, these monitoring protocol questions allow program officers to identify areas for future technical assistance to support States, LEAs, and schools in their efforts to support student achievement.

8. Last year, Congress removed a limitation on federal education funds that prevented the use of such funds for transportation costs associated with school integration efforts.
- a. How will the Department and its technical assistance providers work with state educational agencies (SEAs), local educational agencies (LEAs) and schools to inform and support them in this use of funds?**

Response: While Congress has removed certain limitations on the use of federal education funds for transportation costs related to school integration plans, section 8526(2) of the ESEA prohibits ESEA program funds from being used for transportation unless otherwise authorized. Most ESEA programs, including Title I Grants to LEAs (with exceptions for specific purposes) and Title IV-A Student Support and Academic Enrichment Grants, do not authorize use of funds for this purpose. In the case of the Magnet Schools Assistance program, where transportation is an authorized use of funds, the Department is

developing technical assistance strategies for promoting sustainable transportation to and from magnet schools.

9. The previous administration failed to hire sufficient staff at the Office for Civil Rights, despite increases in appropriations and direction to do so.
- a. Please describe the impact of each staff member having such a large caseload on their ability to thoroughly investigate complaints for associated evidence of systemic discrimination, timely process complaints, conduct compliance reviews, and monitor corrective actions.**

Response:

A critical component of OCR's mission is the prompt investigation and resolution of complaints. A large per-staff caseload hinders OCR's ability to discharge this responsibility in a timely manner, which is also unacceptable to both complainants and recipients. OCR enforcement staff are required to conduct investigations and make determinations that are factually accurate and legally sound. Ensuring that these standards are met is a process that requires careful consideration of evidence provided by complainants and recipients. There are no "short cuts" to fulfilling OCR's mission. Current caseload numbers may impact OCR's ability to pursue proactive enforcement activities—compliance reviews and directed investigations—as well as effectively address an anticipated increase in complaints. In short, large caseloads can slow the delivery of justice for complainants and disserve school districts and postsecondary institutions that need guidance from the Department to ensure that they provide all students with an environment that is free from discrimination.

- b. How would the additional staff requested in the budget be utilized to enable OCR to more effectively fulfill its mission?**

Response:

The majority of the additional staff will be utilized to resolve complaints and proactive activities (compliance reviews and directed investigations). OCR also requested additional legal staff that will develop policy guidance and regulatory materials for civil rights enforcement. Additional administrative staff will respond to Freedom of Information Act (FOIA) requests and help reduce the FOIA backlog and support Civil Rights Data Collection. Requested administrative staff are also needed to provide oversight of OCR's IT security, systems operations, website and records management.

10. With respect to the Charter School Grants program, the FY2022 Congressional Justification indicates: "The Department will work to ensure that Charter Schools Grants funds support schools that are opened and operated with demonstrated family and community support, serve students from diverse racial and socioeconomic backgrounds,

provide meaningful access to instruction for students with disabilities and English learners, maintain diverse educator workforces, and are subject to strong accountability, transparency, and oversight.” The document also indicates that 14 state entity grantees provide or plan to provide technical assistance to charter school subgrantees in meeting the needs of students with disabilities, while 13 provide or plan to provide technical assistance to subgrantees in meeting the needs of English learners.

- a. Please describe how the Department will accomplish each of the objectives outlined above.**

Response:

The Department looks forward to working with you and with other stakeholders to address these important priorities.

- b. What does the Department know about the evidence base supporting the state entity technical assistance strategies for students with disabilities and English learners? With which tier, if any, of the definition in section 8101(21)(A) of the Elementary and Secondary Education Act (ESEA) do they align?**

Response:

The program statute does not require applicants to propose evidence-based technical assistance strategies, as such, information regarding the evidence base for specific state entity (SE) technical assistance strategies implemented by SE grantees to support students with disabilities and English learners was not examined as part of the review referenced in the program’s Congressional Justification.

11. Please describe how the Department would use national activities funds available in fiscal year 2022 or supported by fiscal year 2022 appropriations for each of the national activities authorities available under the ESEA.

- a. How would these plans be informed by evidence of effectiveness and the needs of those served by each of the authorities?**

Response: The Department does not yet have detailed plans for national activities in fiscal year 2022, since most planning for discretionary grant programs, including national activities authorities, takes place in the summer and fall prior to the beginning of the fiscal year. In addition, such plans depend in part on completion of final appropriations action, which includes both final funding levels and any applicable Congressional priorities for the use of national activities funds. Consideration of the needs of those served by our programs, as well as maximizing the use of evidence-based practices in meeting those needs, is the starting point for the Department’s planning process.

12. Under the Every Student Succeeds Act, SEAs and LEAs were required to develop plans for how they will identify and address the disparities of low-income and minority children being disproportionately taught by ineffective or inexperienced teachers.

a. How does the Department plan to support the timely implementation of such plans, including through the use of funds appropriated and requested for Title II-A of ESEA and other current law authorities?

Response:

ESEA section 1111(g)(1)(B) requires each SEA to describe how low-income and minority children enrolled in Title I, Part A schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description. Consistent with ESEA section 8302, the Department determined that this description was required as part of the consolidated State plan. Thus, each SEA was required to provide a description and how it will publicly report its progress in addressing any identified disparities. This provision does not require each SEA to submit a plan to the Department regarding how it will address those disparities. Information about the ESSA Consolidated State Plan, including each State's plan, can be found at:

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

The Department includes a review of this requirement in our monitoring protocols for Title I, Part A (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>). The Department requires each SEA monitored to describe how it evaluated its progress toward ensuring that low-income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers and requests updated educator equity data. The Department also requires each SEA to describe how it publicly reported its progress toward meeting this requirement and asks for documentation of public reporting. Finally, the Department asks each SEA to describe how it supports LEAs in meeting this requirement. The SEA must describe how it ensures each LEA receiving a Title I, Part A subgrant identifies and addresses disparities resulting in low-income and minority students having disproportionate access to ineffective, out-of-field, and inexperienced teachers and requests that the SEA provide the following documentation, if applicable: LEA plan template reflecting this requirement; SEA guidance for LEAs related to equitable access to educators; and/or SEA monitoring protocol that demonstrates the SEA is verifying compliance with this requirement.

In our review of States over the past several years, the Department has issued two monitoring findings related to these requirements. In 2020, the Department cited Kentucky for two issues: 1) the State publicly reported inaccurate educator equity data; and 2) the State did not adequately document how it ensures that each LEA receiving a Title I subgrant identifies and addresses disparities resulting in low-income and minority students having disproportionate access to ineffective, out-of-field, and inexperienced teachers. In 2019, the Department issued a finding for

New Jersey because although the State provides LEAs with multiple sources of related data, NJDOE is not currently evaluating or publicly reporting its progress in ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The Department also issued a recommendation that New Jersey incorporate the requirement in ESEA section 1112(b)(2) in the State's subrecipient monitoring protocol to ensure that LEAs are meeting the statutory requirements to ensure that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The reports for Kentucky and New Jersey (and all information related to the Department's consolidated monitoring, can be found at:

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/performance-review/>).

Regarding the use of Title II, Part A funds, the ESEA consolidated State plan asks each State to describe how it will use Title II, Part A funds to address this requirement, if it chooses to do so. In addition, the Department conducts an annual use-of-funds survey that asks SEAs to account for how State-level Title II, Part A funds are used. In school year (SY) 2019-2020, the most recent year for which survey data are available, 20 States indicated that they had spent at least some of their State-level Title II, Part A funds on activities to improve equitable access to effective teachers. The Department also conducts an annual survey on how LEA-level Title II, Part A funds are used; this survey is distributed to a nationally- and State-level-representative sample of LEAs in the country. In the survey covering expenditures in SY 2019-2020, 34 percent of responding LEAs indicated that they had spent at least some of their Title II, Part A funds on strategies to recruit, hire, and retain effective educators, although it is not clear if these expenditures specifically focused on ensuring equitable access effective educators in the districts. Additional detail on the results of the 2019-2020 surveys on how Title II, Part A funds were used is available at <https://ies.ed.gov/ncee/pubs/2021011/index.asp>.

The Department looks forward to expanding and building upon these efforts.

13. Analysis of CDC data and other reports indicate a reduction in routinely recommended vaccination of children and youth last year resulting from the disruption to routine health care caused by the COVID-19 pandemic. Lack of proper vaccinations could provide an additional challenge to the return to in-person learning in the fall.

a. How is the Department working with HHS to support the vaccination of children and youth needed for school enrollment for in-person learning?

Response:

The Department is working to support HHS/CDC in the dissemination of guidance on vaccination of children and youth in the following manner:

- Collaborated and hosted a number of webinars to share mitigation strategies and guidance with the educators, school personnel, families, education stakeholders, and public
- Participated in bi-weekly ED/CDC planning calls to coordinate and organize scheduled webinars with HHS/CDC and the Department
- Posted resource materials on the Department of Education website, Federally supported National Technical Assistance websites, as well the newly launched Safer Schools and Campuses Best Practices Clearinghouse (<https://Bestpracticesclearinghouse.ed.gov>)
- Participated in weekly established ED/CDC K-12 Touchbase calls to share information/research/guidance/upcoming agency planned activities
- Released Guidance Handbooks for the education community and included information on the topic

14. The Department is developing supplemental priorities that may be applied to FY2022 and future grant competitions. The FY2022 Congressional Justification cites building and enhancing the instructional skills of a more diverse educator workforce as one possible supplemental priority.

a. What other supplemental priorities may be applied in FY2022 competitions?

Response:

The Department published a Notice of Proposed Priorities on June 30, 2021. There are six draft priorities: (1) Addressing the Impact of COVID-19 on Students, Educators, and Faculty; (2) Promoting Equity in Student Access to Educational Resources, Opportunities, and Welcoming Environments; (3) Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning; (4) Meeting Student Social, Emotional, and Academic Needs; (5) Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; and (6) Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

b. Please identify the programs in which supplemental priorities will be applied.

Response:

The public comment period on the Notice of Proposed Priorities closed on July 30. The Department is reviewing the comments received and is considering how best to incorporate the Secretary's priorities in FY 2022 competitions once the priorities are finalized.

15. The budget includes \$180 million, an increase of \$15 million more than the FY2021 LHHS bill, for the National Assessment of Educational Progress (NAEP). The requested funds would maintain the current assessment schedule and provide funding for initial research and development investments intended to improve assessment quality and reduce future program costs. Over the past year, staff of the Department, National Center for Education Sciences and National Assessment Governing Board have provided

informative updates on COVID-19-induced changes to the NAEP schedule and cost increases. Please provide:

a. A description of the policies and procedures implemented to ensure sufficient oversight and monitoring of contracts, including cost controls.

Response: All Institute of Education Sciences (IES) acquisition activities, including NAEP, adhere to the Department's internal control strategies, policies, and procedures, with support from the Department's Contracts and Acquisition Management (CAM) team and Budget Service:

- *Budget Service reviews every planned and on-going contract over \$100k. The Budget Service team reviews, approves, and allots funds in the Department's payment management system before funds can be obligated to support payments to vendors (by CAM).*
- *CAM ensures that new and current contracts are legal and consistent with the Federal Acquisition Regulations (FAR). Contracting Officers (who possess warrants to sign off on new acquisitions and day-to-day commitments) independently review every invoice submitted by vendors before payment to ensure that costs are allowable. CAM also partners with IES to validate that FAR requirements are maintained across the lifecycle of every individual Assessment contract.*

In the Department's most recent A-123 internal control entity level review of IES, completed in Fall 2020, IES (including the Assessment Division) provided evidence that IES meets and effectively implements all 17 GAO Green Book principal areas across all five GAO Internal Control component areas. IES recognizes that we need to do more to better anticipate the challenges of increased cost and uncertainties related to our assessment activities and unforeseeable events such as COVID-19.

IES recently established an Acquisition Program Management Office (PMO) that is focused on modernizing IES acquisition practices to better align with our business model and improve outcomes for customers. IES also recently awarded a small contract to conduct an independent validation and review of our current controls and funds management practices for the Assessment program. We initiated this contract in part due to the rising costs of assessments, reflected in the 2019 NAEP Alliance contracts, and in part due to the recent volume of unplanned and unforeseen task revisions and cost adjustments within the NAEP Alliance contracts resulting directly from COVID-19. We expect the results of this quick-turnaround review at some point early in the 2022 calendar year.

b. The amount and descriptions of additional funding needed in each of FY2022, FY2023 and FY2024 for research and development investments;

Response:

The requested \$15M increase would support NAEP operations to FY24 and beyond for the current assessment schedule and would begin to support necessary R&D investments. However, we anticipate that additional investments would be needed in

future years both to maintain NAEP as the gold standard of large-scale assessments and to produce cost savings and efficiencies in program administration costs over time (see responses to 1d and e below).

We also note that while this response is based on the most accurate budgetary estimates currently available, there may be adjustments to these estimates based on additional modifications to NAEP alliance contracts in response to the impact of COVID-19 on NAEP activities.

Estimated Allocations to Operations and R&D based on increase of \$15M per year (as of 8.4.21)

Funding stream	FY22	FY23	FY24	FY25	FY26	FY27	FY28	Total approp
Operational	\$14M	\$10M	\$12M	\$12M	\$12M	\$12M	\$12M	\$84M
Current R&D*	\$1M	\$5M	\$3M	\$3M	\$3M	\$3M	\$3M	\$21M
Total	\$15M	\$15M	\$15M	\$15M	\$15M	\$15M	\$15M	\$105M

*See response to question 1d below for current R&D activities.

c. The amount of additional funding needed in each of FY2022, FY2023 and FY2024 for operating costs;

Response:

Please see the response to 1b. above. Based on the best estimates available at this time, the requested \$15M increase would support operational funding needs through FY2024; however, as noted above, it may not fully support currently planned R&D efforts.

d. Studies planned and other actions necessary for maintaining the continuity and integrity of NAEP in any changes implemented to reduce future program costs;

Response: We have a number of actions planned to achieve efficiencies, starting in 2022. These include (i) transitioning to online assessments, (ii) transitioning from Surface Pro tablets to more cost-efficient devices in the short term and to school-owned devices in the longer term, (iii) introducing automated scoring, (iv) reducing the number of field staff needed to conduct the assessments, and (v) implementing design changes, including adaptive testing and two-subject design. Each change will be carefully studied in multiple rounds of reviews to first explore feasibility and examine effect(s), if any, on student performance. If any effect on student performance is detected, IES will need to implement a bridge study to account for the effect and maintain trends.

e. Expected savings and supporting information by fiscal year associated with research and development investments for reducing future program costs; and

Response: We expect to realize savings beginning in FY2024 as currently funded R&D efforts in automated scoring and the eNAEP test platform take effect. These savings, which are measured against estimated costs on the current NAEP platform in the absence of proposed R&D-based modernization efforts, will grow through FY2030 assuming IES is able to implement fully its planned R&D investments on eNAEP, which would enable NAEP to be administered on less costly devices, including school equipment (device agnostic), and with reduced NAEP field staff. We also note that the capacity to test individual students in multiple subjects using such devices should dramatically reduce student and school sample sizes, yielding further savings. Estimated savings by two-year NAEP cycle are in the table below. Total expected savings associated with current (and planned future R&D) investments over the period are approximately \$98M. Note that these estimated savings assume increased R&D funding in future years.

<i>Two-year cycle</i>	<i>Expected Savings</i>
<i>FY23—24</i>	<i>\$4M</i>
<i>FY25—26</i>	<i>\$20M</i>
<i>FY27—28</i>	<i>\$42M</i>
<i>FY29—30</i>	<i>\$32M</i>
<i>Total</i>	<i>\$98M</i>

f. Potential additional reductions to future program costs or program enhancements resulting from recommendations made under current contract with National Academies of Sciences, Engineering, and Medicine.

Response:

An independent expert panel convened by the National Academies of Sciences, Engineering, and Medicine (NASEM) is currently underway. This 17-month study focuses on how NAEP might modernize its operations and reduce costs through innovations such as those mentioned in (d) above. We expect that NASEM’s recommendations, once released in February 2022, will help further refine current plans for modernization. Some of the innovations under consideration by NASEM are not expected to result in cost savings (e.g., adaptive testing), but could improve measurement quality, especially for students scoring at below NAEP Basic level.

16. The current NAEP assessment schedule outlines plans to conduct the Long-Term Trend (LTT) assessment for 17 year-olds in 2022 as a result of the delay caused by the COVID-19 pandemic. However, also repeating the LTT for 9-year-olds in 2022 would provide nationally representative information on the impact of COVID-19 on reading and math learning, including for students of color. This kind of information would be one type of

information and research on learning loss intended to be funded by the \$100 million provided to the Institute of Education Science by the ARP.

a. Will the assessment schedule be changed to collect this important information?

Response:

Yes. NCES and NAGB agreed that the NAEP schedule should be changed to collect this important information for age 9-year-olds in 2022, while canceling the LTT for 17-year-olds. NAGB will take an official vote on the change to the schedule at the August meeting. Additionally, preparation for both LTT age 9 and age 17 would be unsustainably expensive given available funding and the expected \$8m cost for each of these age groups. That is, preparation for paper booklets, quality control reviews, printing, and distribution could not be done for both cohorts given anticipated budget shortfalls in 2024. Accordingly, we put preparations for LTT age 17 on hold in June based largely on cost considerations. NCES has also confirmed that it is too late to restart preparation work for age 17, even if funds were made available.

b. If the LTT for nine year olds was not paid for with funds available to IES in the ARP, how would such a change impact the NAEP 2021 operating plan? How would such an additional cost for LTT impact the rest of the currently approved assessment schedule? Please provide a revised operating plan.

Response:

The Department considered using ARP funds for LTT but decided against doing so because of legal concerns with using ARP funds for research. Regarding the impact on the NAEP budget, since the data collection costs for the two cohorts are comparable, changing from an assessment of 17-year-olds to 9-year-olds would have no real effect on anticipated outlays. The anticipated shortfall in 2024 would remain the same if the requested \$15M increase in FY2022 is not enacted.

We note that in 2025 the schedule calls for all three ages, 9, 13, and 17 to be collected again as part of a bridge study to transition the assessments from paper to digital formats.

17. ESEA contains provisions on parent and family engagement under ESEA programs and authorizes support for Statewide Family Engagement Centers. These ESEA provisions include a one percent set-aside of LEA Title I-A allocations for effective parent and family engagement activities, along with requirements for parent, family and community engagement activities using English Language Acquisition funds.

a. What are the Department's plans for supporting SEAs and LEAs in implementing parent and family engagement requirements under section 1116 of ESEA, including in identifying and overcoming barriers to greater participation by parents who have limited English proficiency or are of any racial or ethnic minority background?

Response:

The Department administers the Statewide Family Engagement Centers program which is authorized under Title IV, Part E of the Elementary and Secondary Education Act of 1965, as amended. The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to SEAs and local educational agencies LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. For those families from diverse background and who have limited English proficiency, there are 12 statewide family engagement centers across the country that (1) carry out parent education and family engagement in education, programs and (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships and other such programs.

In addition, the Department administers the Comprehensive Centers program, which is authorized under Title II, Sec. 203, of the Educational Technical Assistance Act of 2002. The Comprehensive Centers address needs identified by SEAs in meeting ESEA student achievement goals, as well as priorities established by states. As part of this work, Comprehensive Centers have developed resources on various topics (e.g., literacy instruction) to support SEAs, LEAs, and educators. Building SEA and LEA capacity to engage parents and families is a key element of this support (e.g., Evidence Based Literacy Instruction: Families as Partners). Comprehensive Centers have also developed resources that specifically focus on establishing and nurturing successful school-family relationships. Finally, parent and family engagement has played an important role in the Summer Learning and Enrichment Collaborative (SLEC). Several SLEC sessions have provided SEAs, LEAs, and other participants with support on developing partnerships for family engagement in high-needs communities, creating authentic partnerships with marginalized families and communities, and meeting whole student and family needs through collaborative partnerships at school.

The Department looks forward to expanding and building upon these efforts.

b. How does the Department monitor and support the coordination and integration of parent and family engagement strategies under Title I-A with other relevant Federal programs?

Response for Questions 17a & 17b, combined:

Under ESEA section 1116, an LEA receiving Title I, Part A funds must develop a written parent and family engagement policy in collaboration with parents and family members of participating students. Among other things, the policy must describe how, to the extent feasible, the agency will coordinate and integrate Title I parent and family engagement strategies with strategies under other relevant Federal, State, and local laws and programs. An LEA's policy also must describe how it will annually evaluate of the content and

effectiveness of the parent and family engagement policy, including identifying barriers to participation, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Department monitors ESEA section 1116, Parent and Family Engagement, as part of the Title I, Part A monitoring protocol (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>). Within the protocols, the Department specifically asks each SEA it monitors to describe how it reviews LEA parent and family engagement policies and practices to ensure the LEA meets the requirements of section 1116, including those referenced above. In addition, the Department asks each SEA to describe how, in its review of the LEA's parent and family engagement policies and practices, it ensures that the LEA's parent and family engagement policies provides opportunities for the participation of all parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) and provides information and school reports, in a format and, to the extent practicable, in a language that parents understand. The Department asks that each SEA submit its process to review LEA policies and procedures for family engagement as evidence during the monitoring review.

Additionally, the Department of Education has an Office of Communications and Outreach that has a Family and Community Engagement Team. The goal of the Team is to expand efforts to help schools, districts, and states better engage families in education. This team works to monitor and support the coordination and integration of parent and family engagements strategies under Title I, Part A (and other Titles) with other relevant Federal programs.

18. The FY2022 Annual Performance Plan identifies a goal of improving access to quality educational programs in correctional settings.

a. Please identify the programs and strategies involved in improving access to quality educational programs in correctional settings.

Response:

The Office of Career, Technical, and Adult Education's Integrated Education and Training (IET) in Corrections Project will identify, develop, and document IET in corrections models to demonstrate how to extend existing secondary-postsecondary pathway models to include the corrections system. The project is intended to provide strategies that can be disseminated and replicated.

Second Chance Pell (an Experimental Site Initiative) launched in 2016 and allowed 67 colleges and universities enroll incarcerated students using Pell Grants on an experimental basis. In 2020, the program was expanded to allow an additional 67 colleges and universities to serve even more students. On July 30, 2021, the Department announced a further expansion of Second Chance Pell to gain critical

insights about how to reinstate Pell Grant eligibility within correctional facilities, consistent with the implementation of the provisions of the Consolidated Appropriations Act of 2021 that will expand Pell Grant eligibility for all eligible incarcerated students on July 1, 2023. The Department has announced plans to publish regulations on the program prior to its implementation and held public hearings in June of 2021 to that end.

The Department has already taken steps to implement changes to the Free Application for Federal Student Aid (FAFSA), which incarcerated students and education institutions alike have reported as a major stumbling block in implementing college-in-prison programming. For example, for the 2021-2022 award year FAFSA, the Department has removed the impact of responses to questions about Selective Service registration and requirements around drug convictions. These questions will be removed entirely from future FAFSAs.

b. How will the Department work with relevant Federal agencies on this goal?

Response:

The Department currently staffs interagency working groups including the Federal Advisory Committee on Juvenile Justice, the Legal Aid Interagency Roundtable, and the Interagency Working Group for Youth Programs. The Department liaises on a regular basis with other Federal agencies including the Departments of Justice, Labor, Health and Human Services, and the Consumer Financial Protection Bureau to update these agencies on Departmental initiatives, such as Pell reinstatement, that are focused on quality educational program in correctional settings. The Department also works collaboratively with these agencies as they implement programming for incarcerated.

19. CRDC data from the 2017-18 school year survey show that Black students represented 15 percent of student enrollment but 38 percent of students who received one or more out-of-school suspensions. Such discipline contributes to lost instructional time and negative life outcomes.

a. Please describe planned activities for how the Department will support a reduction in racial disparities in school discipline.

Response:

The Department is aware of these and other disparities in the administration of school discipline nationwide—and the adverse impacts that these disparities have on students—and is actively planning to address these issues. The Department anticipates issuing new guidance following its 2018 rescission of the Dear Colleague letter on Nondiscriminatory Administration of School Discipline and related materials, which provided guidance to schools on how to identify, avoid, and remedy discrimination based on race, color, or national origin in the design and administration of school discipline and create a positive school climate. As part of that process, on May 11, 2021, the Department's Office for Civil Rights (OCR) and the Civil Rights Division of the U.S. Department

*of Justice organized a virtual convening session, **Brown 67 Years Later: Examining Disparities in School Discipline and the Pursuit of Safe and Inclusive Schools**, where students, educators, school administrators, civil rights lawyers, and researchers considered the impact of exclusionary school discipline policies and practices on our nation's students, particularly students of color, students with disabilities, and LGBTQ+ students. As a follow up to the convening, on June 8, 2021, OCR published a Request for Information (RFI), seeking public comments on what guidance schools and school districts need to ensure all students attend welcoming, supportive, and safe schools. As stated in the RFI, OCR recognizes that students may experience multiple forms of discrimination at once and encourages commenters to identify and address individual and intersectional discrimination as appropriate. OCR expects that the public comments in response to the RFI will inform future decisions about what policy guidance, technical assistance, or other resources would assist schools that serve students in pre-K through grade 12 with designing and administering school discipline in a nondiscriminatory manner and improving school climate and safety. The comment period for the RFI closed on July 23, 2021, and OCR is in the process of reviewing the comments received.*

20. The FY2022 President's budget proposes to continue authority for performance partnership pilot and proposes a priority for such pilots to include communities disproportionately impacted by COVID-19.
- a. What are the Department's plans for inviting new applications for performance partnership pilots?**
 - b. How will these pilots be informed by the national evaluation released earlier this year, including the recommendations for more planning time, additional guidance and technical assistance, and support of systems change through developing and implementing related metrics?**

Response:

The Department, as part of the ongoing Administration transition, is continuing to evaluate the lessons learned from previous Performance Partnership Pilots for Disconnected Youth (P3), including recommendations from the national evaluation, and how best to position the program for maximum impact in the context of State and local needs arising from the COVID-19 pandemic (including any flexibilities that could facilitate more effective use of ARP funds), as well as other Administration priorities.

21. The "Foundations for Evidence-Based Policymaking Act of 2018" includes key provisions related to developing a multi-year learning agenda, evaluation plan, improving coordination of data government at the Department, and improving accessibility of education data.

a. What is the Department’s timeline for release of its multi-year learning agenda? Please describe stakeholder consultations that have occurred or will occur during its development.

Response:

Per OMB guidance, the Department will publish its multi-year Learning Agenda for FY22-26 in February 2022, concurrent with the release of the President’s FY23 Budget. Consultation with stakeholders will include a broad Request for Information published in the Federal Register, along with targeted outreach to specific communities based on their role (e.g., chief state school officers) or area of emphasis (e.g., researchers focused on, or advocacy organizations related to, federal student aid).

b. When will the Department release its evaluation plan?

Response

Per OMB guidance, the Department will publish its FY23 Annual Evaluation Plan in February 2022, concurrent with the release of the Presidents’ FY23 Budget. The Department’s FY22 Annual Evaluation Plan, which was delayed so that elements of the document could be better aligned to the Secretary’s priorities and the Department’s strategic planning efforts, will be posted in August 2021 to <https://ed.gov/data>.

c. What is the Department’s timeline for implementing other provisions of the Act?

Response:

ED’s implementation of the Evidence Act is informed by the recommendations of the Commission on Evidence-Based Policymaking, the Federal Data Strategy’s Principles and Practices, and the Office of Management and Budget’s Phase 1 guidance on Evidence Act implementation (M-19-23). Our implementation also is informed by discovery and assessment activities in our own agency that led to a coherent ED Data Strategy that now serves as ED’s roadmap to data maturity.

The ED Data Strategy—the first of its kind for the U.S. Department of Education—was released in December of 2020. The four ED Data Strategy goals are highly interdependent with cross-cutting objectives requiring a highly collaborative effort across ED’s offices.

- The strategy calls for **strengthening data governance** to administer the data it uses for operations, answer important questions, and meet legal requirements. To that end, we are developing a holistic agency-wide framework with established data governance structures, functions, roles, policies, and procedures and developing a comprehensive data quality framework for the agency.*
- To accelerate evidence-building and enhance operational performance, it requires that ED **make data more interoperable and accessible** for tasks ranging from routine reporting to advanced analytics. To inform decision making processes, we are working to connect fragmented data from disparate sources, so we can answer critical questions, and strengthen grant programs’ performance and accountability measures.*

- *The high volume and evolving nature of ED’s data tasks necessitates a focus on **developing a workforce with skills commensurate with a modern data culture** in a digital age. We are developing an ED data workforce plan to support long-term planning for our data-related human capital needs; we are also building the capacity of our data workforce while we increase data literacy among all staff.*
- *At the same time, **safely and securely providing access** for researchers and policymakers helps foster innovation and evidence-based decision making at the federal, state, and local levels. Aligned with these efforts, we are developing an Open Data Plan, while awaiting OMB guidance on final requirements for that plan; we are also building toward a comprehensive data inventory to catalog data assets for both external open data and internal sources and will incrementally expand the number of Department data assets listed in the Federal Data Catalog.*

Achieving the four ED Data Strategy goals requires a concerted effort to address short-term challenges and thoughtfully set a course for long-term data maturity. Each Goal includes a set of objectives—designed to be completed in the next 12 to 18 months—that form an action plan for tackling short-term challenges to continue building the foundation of a data-driven culture. Future objectives under the four goals will iteratively represent the next set of implementation challenges to raise ED offices and the agency as a whole to an even higher level of data maturity.

Senator Leahy

1. Even before the COVID-19 pandemic, Vermont was facing a mental health crisis in its schools. Many students have been irrevocably impacted by the opioid epidemic, losing parents and caregivers. This trauma has had a negative impact on their mental and behavioral health, leaving many teachers and school staff struggling to deal with the consequences. This is why I am so pleased to see the new \$1 billion fund proposed by the administration to help schools hire more counselors, nurses, and mental health professionals. Unfortunately, Vermont is plagued with a severe shortage not only of teachers but of mental health professionals. As of May 2021, there were 780 staffing vacancies among our mental health agencies in the state. The number of kids seeking inpatient mental health care in Vermont tripled between 2010 and 2019, as a dearth of community-based resources has led many families no choice but to turn to the Emergency Room as a last resort.

- a. **How does the administration propose to help schools, particularly schools in rural areas, utilize this fund to hire school based health staff in areas where there are community, or even statewide, shortages of mental health professionals?**

Response:

The School-Based Health Professionals proposal recognizes the challenges to hiring such professionals in areas facing shortages, and would allow State educational agencies to reserve up to 15 percent of their allocations to address shortages of health professionals by establishing partnerships with institutions of higher education to recruit, prepare, and place graduate students in school-based health fields in high-need LEAs and to complete

required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each health-based candidate. SEAs also may use a portion of these funds for review and revision of State licensure standards to promote mobility of health professionals into school settings. We look forward to working with both chambers to ensure this proposal provides adequate support for both hiring these key-staff and developing the pipeline.

2. I strongly support the administration's goal to increase equity in public education funding. The COVID-19 pandemic has particularly laid bare the systemic inequalities that exist in our nation's schools. Vermont has many small and rural schools that have historically struggled to close both the equity gap and the digital divide due to a lack of resources. The proposed \$20 billion for a new Title I equity grant program would represent the most significant federal investment the program has ever seen. It is vital that this grant program is an option for all schools that need it around the country.

- a. **How will you ensure that these equity grants are distributed among geographically diverse areas, particularly rural areas?**

Response:

State educational agencies would allocate funds to school districts based on existing Title I formulas, ensuring that virtually all school districts—urban, suburban, and rural—receive significantly more Title I funding to help close equity gaps in teacher compensation, access to rigorous coursework, and access to preschool.

3. TRIO and GEAR UP are vital student assistance programs that helps first generation, disabled and low income college students in Vermont succeed in all aspects of college life. These programs have proven effective in increasing postsecondary enrollment and graduation rates, as well as helping to address workforce shortages in the state. Unfortunately, both the COVID-19 pandemic and a historical lack of federal funding for the programs has meant that many of the grant application cycles have become highly competitive. For example, the Fiscal Year 20 TRIO Student Support Services (SSS) competition faced a significant increase in applicants. Separated by mere percentage points, 80 longstanding SSS programs were defunded, among more than 600 un-funded applicants. This left nearly 15,000 high-need students without access to services provided by the program.

- a. **How does the administration propose to allocate the increase in FY22 funding for TRIO and GEAR UP? Will any of the funding become eligible to programs that were defunded in the FY20 SSS cycle?**

Response:

The Administration recognizes that limited resources under the TRIO and GEAR UP programs have historically resulted in an inability to fund all high-scoring applicants. This is why the increased funding proposed for TRIO in fiscal year 2022 would be allocated, in part, based on historical trends in the programs scheduled for competition in fiscal year 2022. Specifically, the Administration reviewed peer review scores on all applications

submitted for fiscal year 2017 competitions under Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, and McNair Postbaccalaureate programs (the last year in which competitions were held under these programs also scheduled for competition in fiscal year 2022), and proposed to allocate additional funds to each program based on the number of high-scoring unfunded applicants from that year to ensure that funding more appropriately met demand. In addition, the Administration has proposed to provide all grantees under the Student Support Services program a ten percent supplemental award to support the critical services they provide our students. However, at this time there are no plans to make additional Student Support Services awards to applicants that were unsuccessful in the fiscal year 2020 competition.

4. The Public Service Loan Forgiveness (PSLF) Program forgives Federal student loan debt of borrowers who work for at least 10 years in qualifying public service employment. The program has been plagued by complicated eligibility criteria and ongoing administrative problems that have resulted in a dismal approval rate. I was pleased to see the administration recently announce a regulatory review of PSLF and other federal student loan relief programs to understand how they can better serve the needs of our nation's borrowers. However, the President's Budget proposes a decrease in funding for PSLF.

- a. **Could you explain the justification for a 50 percent budget decrease for PSLF? What progress has the agency made in addressing the issues that have resulted in such a low approval rate for loan forgiveness?**

Response:

The Department recognizes that there are PSLF areas for improvement and we are committed to addressing them as quickly as possible so that our public servants receive the benefits they have worked hard to earn. We have already made some improvements to make it easier for eligible borrowers to access relief through administrative actions and others are in store. For instance, the Department has launched and updated the PSLF Help Tool, is now allowing lump sum and prepayments to count as qualifying payments, and created a single application for PSLF, Temporary Expanded PSLF (TEPSLF), and Employment Certification Forms (ECFs). However, we recognize more needs to be done. To that end, we recently announced that PSLF is among the topics we intend to revisit through an upcoming rulemaking process. We also recently issued a Request for Information, inviting feedback on borrower experiences and possibly policy solutions with the PSLF program, to identify broader areas for improvement.

At the same time, Congress has provided funds annually toward TEPSLF so borrowers who may have made payments in a repayment plan not previously eligible for PSLF could still qualify for relief. Though these funds have remained largely unspent to-date, the Department still requested additional funds for FY 22 in recognition of the importance of this program to public servants. The additional \$25 million the Administration requested will ensure even more borrowers can access the program and receive relief under the TEPSLF program. In addition to those funds, we are also working to improve administration of the TEPSLF program and streamline access to its benefits;

we believe those improvements will lead to these funds being more easily awarded to borrowers in the future.

Senator Durbin

1. The Department notified me and other Members of Congress on February 13, that Secretary DeVos had decided not to extend the closed school discharge look-back period for students who attended schools owned by Education Corporation of America (ECA). As the Department has previously stated, *“during the months of March, April, and May 2018, ACICS placed many locations of ECA on either campus-level show-cause or campus-level compliance warning due to student achievement rates”* and on *“May 8, 2018, ACICS placed ECA on show-cause due to adverse action by another agency.”*

- a. **Actions toward the removal of accreditation are a clear example of exceptional circumstances as provided under 34 CFR § 685.214. Will you reconsider this decision?**

Question answered elsewhere in this document

2. In that same February notification, the Department noted that Secretary DeVos had not yet made a decision on the request from me and other Members of Congress made on December 21, 2018, to extend the look back period for Vatterott students—which also met the exceptional circumstances bar in the law.

- a. **Will you look into this matter and render a decision?**

Response:

The Department is cognizant of the significant harm to students that occurs when a college suddenly closes. We are reviewing a number of school closures to determine whether an extension of the look-back window is appropriate, and hope to be able to share more on the results of that review soon.

3. On June 23, 2021, the Department provided a response to a letter I sent on October 29, 2020, with several colleagues to then-Secretary DeVos. Secretary DeVos failed to respond. Your Department’s response mentioned the announced rulemaking in several of the areas mentioned in the letter—including closed school discharge.

- a. **While I’m pleased the Department is taking up many of these issues in rulemaking, when can we expect a decision from you to the specific requests in the letter—related to extending closed school look-back dates?**

Response:

We are reviewing a number of school closures to determine whether an extension of the look-back window is appropriate, and hope to be able to share more on the results of that review soon.

4. Since June 2018, the Department has released borrower defense data on a quarterly basis:

- a. **Please provide a breakdown of “total denied” borrower defense claims to date by institution.**

Response:

Beginning in December 2019, the term “total denied” was no longer used in the quarterly borrower defense reports. The term “total ineligible” is used to refer to applications in which the borrower has been notified that their claim does not meet the requirements for a borrower defense to repayment discharge.

- b. **Please provide a breakdown of “total ineligible” borrower defense claims to date by institution.**

Response: An Excel file providing the requested data as of June 30, 2021, is enclosed.



Durbin 4b -
Ineligible.xlsx

- c. **Please provide a breakdown of “total closed” borrower defense claims to date by institution.**

Response:

An Excel file providing the requested data as of June 30, 2021, is enclosed.



Durbin 4c -
Closed.xlsx

5. How many schools are being investigated for misconduct due to borrower defense claims filed by their students?

Response:

The Department does not comment on deliberative, preliminary, or ongoing investigative work, including disclosing a number or list of institutions that may be subject to such work until the outcomes of any investigations have been issued to the institutions or entities. Nevertheless, the Department notes that it has opened numerous investigations in 2021 and will be holding schools accountable where appropriate. For schools with findings of misrepresentation or misconduct, the Department will use evidence in connection with our borrower defense fact-finding process.

6. Please provide a list of for-profit colleges for which the Department is aware of pending state or federal investigations or lawsuits—and the corresponding state or federal entities.

Response:

The Department does not maintain a formal list of for-profit colleges with pending state or federal investigations or lawsuits. However, the Department collaborates closely with law enforcement partners where appropriate and requests evidence and input when their investigations of for-profit colleges result in evidence that the Department may consider in connection with its efforts to hold schools accountable.

7. For how many borrowers whose borrower defense applications have been approved has the Department or its agents made corrected reports to credit reporting agencies? What percentage?

Response:

FSA requires our vendors to remove the credit tradeline for any loans that are approved for 100% borrower defense relief.

8. How many and which institutions is the Department currently investigating for purposes of making findings related to borrower defense?

Response:

The Department does not comment on deliberative, preliminary, or ongoing investigative work, including disclosing a number or list of institutions that may be subject to such work until the outcomes of any investigations have been issued to the institutions or entities. To the extent that a Department investigation results in obtaining evidence that may be relevant to borrower defense claims, the evidence will be given to FSA's Borrower Defense Group for use in its fact-finding process. Additionally, the Department is in the process of increasing staffing within FSA's Investigations Group to advance these efforts.

9. Since the 2014 collapse and 2015 bankruptcy of Corinthian Colleges, Inc., many for-profit colleges have followed suit—closing their doors as part of a planned teach-out or shuttering precipitously. In these cases, students are eligible for federal closed school discharges. Many are also eligible for federal student loan discharges through the Higher Education Act's borrower defense provision as a result of their institution's fraud and misconduct. We cannot let students be left holding the bag. At the same time, the Department's enforcement failures, failures to hold accreditors accountable, attempts to roll back the Gainful Employment and Borrower Defense rules—including provisions allowing students to hold institutions directly accountable in court for misconduct—mean that taxpayers are ultimately on the hook.

- a. Please provide the cumulative cost of approved closed school and borrower defense discharges (including automatic closed school discharges under the 2016 Borrower Defense rule) associated with for-profit colleges since 2014.**

Response:

As of June 30, 2021, the cumulative effectuated closed school and borrower defense discharges amount is approximately \$2.2 billion. This includes almost \$1.1 billion in borrower defense discharges and more than \$1.1 billion in closed school discharges, including automatic closed school discharges. The Department is continuing to process the discharges of the roughly 91,800 borrower defense approvals that have been announced in press releases in recent months.

- b. Please provide the cumulative amount that the Department has recouped from institutions for closed school discharge costs associated with for-profit colleges since 2014.**

Response:

The Department's recoupment of loan discharge liabilities is a trailing process which follows the Department's quantification of actual discharged loan amounts and assertion of liabilities. In general, when an institution closes, it is required to submit a "Close-Out Audit" report to the Department. When FSA resolves a close-out audit, it quantifies closed school loan discharges and asserts liabilities in the final audit determination for the close-out audit report. FSA may also pursue additional recovery of liabilities arising after the close-out audit is resolved. In all cases, the Department must provide institutions with appeal rights to challenge asserted liabilities and the Department does not pursue collections while an appeal is pending. In addition, the circumstances of some school closures may require the Department to pursue recoveries through protracted bankruptcy proceedings. To that end, the Department has recouped more than \$10.4 million from institutions for closed school discharge costs associated with for-profit colleges since 2014.

- c. Please provide the cumulative amount that the Department has recouped from institutions for borrower defense discharge costs associated with for-profit colleges since 2014.**

Response:

The Department has not recouped any costs associated with borrower defense discharges from institutions. All approved claims to date relate to closed schools.

10. According to the April 2021 borrower defense report, the Department currently has nearly 108,000 pending borrower defense claims. Please provide:

- a. The average length of time the 108,000 claims have been pending;**

Response:

The average length of time that all applications have been pending as of June 30, 2021, is 748 days. This is not specific to the 108,000 claims referenced, but rather the total number of pending applications, which includes those in the

Awaiting Adjudication and Pending Notification categories, as of June 30, 2021.

- b. The percentage of pending claims related to for-profit institutions (including institutions that have been for-profit institutions within the past 10 years), public institutions, and private not-for-profit institutions respectively;**

Response:

As of June 30, 2021, 88% of total pending applications were related to for-profit institutions; 4% were related to public institutions; and 8% were related to private not-for-profit institutions. A small number of applications (less than 1%) include those without a school assigned and those involving foreign institutions.

- c. A breakdown of the 108,000 pending claims by institution; and**

Response:

An Excel file providing the requested data as of June 30, 2021, is enclosed. Please note that institutions may appear on the list several times because the data was pulled based on the institutions' 8-digit OPEID.



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Pending.xlsx

- d. A list of all group discharge applications the Department has received from State attorneys general including the date submitted, by whom, the school/programs, and the number of covered borrowers and the status of each application.**

Response:

Information regarding the group discharge requests from attorneys general is provided in the enclosed file.



AG Group
Submissions 2021.04.

- e. How many of the applications referenced in (d) are pending? How many have been granted? How many have been denied? Please provide a list of each.**

Response:

All of the AG submissions referenced in (d) are currently under review.

- f. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many borrowers covered by a group discharge application are in default on their federal student loans?**

Response:

At this time, the Department cannot narrow its reporting to individual applications submitted by attorneys general. Most of the attorney general submissions did not specifically identify the borrowers covered by their group requests, and the Department is currently working to identify the borrowers at issue.

- g. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many loans of the borrowers covered by a group discharge application have been certified by the Department of Education for Treasury offset?**

Response:

Please see answer to question 10(f), above.

- h. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many borrowers covered by a group discharge application have been subject to an administrative wage garnishment order put in place by the Department?**

Response:

Please see answer to question 10(f), above.

- i. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 what are the total dollar amounts of federal student loans (interest and principal) covered by each group discharge application from a State attorney general?**

Response:

Please see answer to question 10(f), above.

- j. For each of the years 2016, 2017, 2018, 2019, 2020, 2021 what are the total dollar amounts collected through the Treasury Offset Program on defaulted student loans covered by each group discharge application from a State attorney general?**

Response:

Please see answer to question 10(f), above.

- 11. In January 2017, State attorneys general—led by Illinois—provided the Department with program-level enrollment data for borrowers in their states that were covered by the Department’s Corinthian job placement misrepresentation findings. How many of these borrowers have still not received relief despite being eligible?**

Response:

Due to data limitations, FSA is unable to respond to this question at this time. While the Illinois Attorney General did provide a borrower list in December 2016, the list did not contain the unique identifiers (Social Security Number and/or date of birth) necessary to confidently match to borrowers in FSA's systems. The Department is now working to identify any borrowers submitted by the Illinois Attorney General and any other attorneys general who may be covered by the job placement rate findings, as that work was not done previously.

12. 34 CFR 685.300 governs Program Participation Agreements—the contracts between schools and the Department of Education. CFR 685.300(e) prohibited schools from making or enforcing class action bans and mandatory pre-dispute arbitration agreements.

Response:

As a preliminary observation, the Program Participation Agreement (PPA) is primarily governed by 34 C.F.R. § 668.14. 34 C.F.R. § 685.300 provides additional participation requirements when a school participates in the Direct Loan program. The provisions of 34 C.F.R. § 685.300 are inapplicable if an institution elects not to participate in the Direct Loan program. The provisions were removed effective July 1, 2020. Therefore, the response to question a. extends only to June 30, 2020.

- a. In how many schools' Program Participation Agreements did the Department include this prohibition?**

Response:

From July 21, 2019 and through June 30, 2020, the Department created and executed Program Participation Agreements (PPAs) that have included specific language referencing class action bans and pre-dispute arbitration agreements for 1,155 schools. As of July 29, 2021, 1,070 of these schools were approved to participate in the Direct Loan program, and 85 schools were not approved to participate in the Direct Loan program. PPAs created before July 21, 2019, contained overarching language indicating that schools were required to comply with all Title IV, Higher Education Act and Direct Loan program participation requirements, which would extend to the restrictions relating to class action suits and pre-dispute arbitration agreements.

- b. In how many instances did the Department seek to enforce this prohibition? What actions did it take?**

Response:

The Department does not comment on deliberative, preliminary, or ongoing investigative work, including the enforcement of the Title IV regulations. Generally speaking, through our program review authority, we will monitor compliance with the requirements that schools end enforcement of any existing mandatory pre-dispute arbitration clauses and class action restrictions in enrollment agreements.

c. Are you aware of any class actions that schools participating in Title IV forced into arbitration while the prohibition was in effect?

Response:

The Department is aware of two competing cases that relate to the prior regulation, which is no longer in effect. The regulation itself was subject to multiple implementation delays and litigation. In Kourembanas v. InterCoast Colleges, a class action in the District of Maine, 17-cv-00331, the court granted a motion to compel arbitration. And in Young v. Grand Canyon University, the appellate court reversed the Northern District of Georgia's initial decision to compel arbitration in Carr et al. v. Grand Canyon University, 19-cv-01707.

13. Please provide a list of all institutions for which the Department currently holds a letter of credit or other surety and the amount of such letter of credit or other surety.

Response:

Enclosed is an Excel file containing data on the Letters of Credit (LOC) and other surety that the Department held as of July 14, 2021. As of July 14, 2021, the Department held 403 LOCs and other surety from institutions, totaling more than \$607.3 million in financial protection. The first tab of the Excel file contains institutional and other data regarding the LOCs held by the Department as of July 14, 2021. The second tab provides the field definitions and descriptions of the reasons why a LOC was requested from a listed institution. Please note that this report differs from reports posted to FSA's Data Center identifying LOCs requested by the Department during an Award Year period. It is a "snapshot" of LOCs held by the Department as of July 14, 2021 and it provides the most recent information recorded in FSA's data sources regarding these LOCs. The report does not provide historical context for the LOCs held as of July 14, 2021 in cases where FSA may have required an institution to renew or amend a previously provided LOC. In a limited number of cases, the report also identifies and includes funds held on deposit by the Department in lieu of a LOC.



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14. Regarding institutional compliance with the incentive compensation rules to date, please provide:

a. the number of program reviews, investigations, audits, or other reviews that have examined institutional compliance with the requirements of incentive compensation;

Response:

The Department has issued determinations for 60 program reviews that were initiated during Fiscal Years 2017–20 and Fiscal Year 2021 through June 30,

2021 that examined institutional compliance with incentive compensation requirements.

The Department received and finalized its review and audit resolution process for more than 15,900 compliance audit reports whose audit period included any portion of Fiscal Years 2017, 2018, 2019, 2020, or 2021 through July 28, 2021. The compliance audit reports were prepared either in accordance with the OIG’s Guide for Audits of Proprietary Institutions and For Compliance Attestation Engagements of Third Party Servicers Administering Title IV Programs, or in accordance with the OMB Compliance Supplements (2 CFR Part 200, Appendix XI - Compliance Supplement) for audits reports prepared under the Single Audit Act. The scope of these audits included audit objectives for an independent auditor to determine whether the auditees did or did not comply with the incentive compensation prohibitions.

Additionally, the Department conducted close to 300 “New School Visits” during Fiscal Years 2017–20 and Fiscal Year 2021 through July 28, 2021 that reviewed incentive compensation requirements. A New School Visit is a process focused on the start-up issues and needs of schools that are new Title IV participants or that might not have recent Title IV experience. A New School Visit is not a program review, but rather a tool used to identify and eliminate any weaknesses that, if left unaddressed, could result in improper use of federal funds and possible liabilities for the school. A standard component of a New School Visit includes a discussion of incentive compensation requirements, which may lead to the identification of a compliance deficiency.

b. how many program reviews, investigations, audits, or other reviews found;

Response:

The Department has identified 10 instances of incentive compensation noncompliance in the population of finalized program reviews, investigations, and other reviews conducted in Fiscal Years 2017–20 and Fiscal Year 2021 through July 28, 2020, and finalized compliance audit resolutions whose audit period included any part of Fiscal Years 2017-20 and Fiscal Year 2021 through July 28, 2021.

c. Noncompliance with the requirements of incentive compensation; and the actions the Department has taken to ensure that institutions correct deficiencies in compliance with the requirements of incentive compensation

Response:

The Department has issued fine actions totaling \$3,411,002 for four institutions in Fiscal Years 2017–20 and Fiscal Year 2021 through July 28, 2021.

15. In recent years, several for-profit colleges have attempted to convert to not-for-profit status in an effort to avoid the stigma associated with the predatory for-profit college industry and to avoid regulations meant to protect students and taxpayers. Dream Center Education Holdings, which collapsed leaving thousands of students stranded and

whose conversion received preliminary Department approval, is just one example. Please provide a list of all for-profit conversions in the last ten years including those pending (with current status), previously approved, and denied or withdrawn.

Response:

An Excel file providing the requested information is enclosed. Within the last 10 years, the Department has received 78 applications for a for-profit to nonprofit conversion. Of those 78 applications, the Department has made final decisions on 40 conversion requests as of August 1, 2021. Of those 40 decisions, 37 were approved. The Department denied Argosy University's request for nonprofit recognition. The Department also denied Grand Canyon University's and the American Academy of Art College's requests for nonprofit recognition when it approved their respective Change in Ownership applications. Additionally, 18 applications, including pre-acquisition review applications, were closed due to a voluntary withdrawal or school closure. There are 19 outstanding conversion requests, and one pending pre-acquisition application where the Change in Ownership date is imminent.*

**In August 2016, the four main locations operated by the Center for Excellence in Higher Education (CEHE) were originally denied their conversion request. Following the receipt of additional information and an updated valuation in October 2018, the Department determined that it would be appropriate to grant those institutions conditional approval to convert to nonprofit institutions and issued Provisional Program Participation Agreements in December 2018. The Department's December 2018 determination of CEHE's nonprofit status—based on the new information CEHE provided—also provided a basis to dismiss a longstanding lawsuit filed against the Department, because that was the relief sought in the lawsuit. Just recently, under pressure from further reviews of its conduct by FSA, CEHE made the decision to close its remaining campuses effective Aug. 1, 2021. Additionally, one approved Change in Ownership transaction involving Kaplan University and Purdue University resulted in Kaplan University's conversion to public institution status (rather than to nonprofit institution status).*



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16. Please provide, disaggregated for Corinthian Colleges, Inc., ITT Educational Services, Inc., Charlotte School of Law, Education Corporation of America, Vatterott Colleges, and Dream Center Education Holdings, respectively:

- a. **the number of borrowers and the total loan amount of such borrowers for whom the Department estimates are eligible for the applicable closed school discharge window (either 120 days or as extended due to “exceptional circumstances”);**
- b. **the number of borrowers and the total loan amount of borrowers who applied for a non-automatic, traditional closed school discharge;**
- c. **the number of borrowers and the total loan amount that has been discharged through non-automatic, traditional closed school discharge;**

- d. the number of borrowers and the total loan amount that has been discharged through automatic closed school discharge; and
- e. the number of borrowers and the total loan amount of such borrowers in some form of debt collection (Treasury offset, wage garnishment, assigned to PCAs).

Response:

Please find an Excel file with the requested data enclosed.



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17. Your predecessor allowed borrower defense claims to balloon at the Department without processing any claim for more than a year. At one time, the backlog had grown to several hundred thousand claims. As pressure mounted to clear the backlog—of her own creation—Secretary DeVos issued blanket and cursory denials of tens of thousands of claims. Many of these are potentially meritorious claims that were simply cast aside by the previous administration that always looked at borrower defense as more of a problem to ignore than a mechanism for justice and fairness. What steps will you take to review the DeVos Department’s borrower defense denials?

Response:

The Department agrees that all borrowers who have filed borrower defense to repayment applications deserve a thorough and fair review that is done as expediently as possible. While the Department continues to approve new categories of borrower defense claims, I have asked Federal Student Aid to conduct extensive outreach to state attorneys general, other government agencies, and any other parties that might be in possession of evidence showing institutional misconduct. I have also asked FSA to reopen any borrower defense denials when new evidence, or any other evidence in FSA’s possession, indicates misconduct or other concerns that were not considered during the initial adjudication. In addition, FSA is conducting a review of our policies related to borrower defense and will reopen any denied claims based upon any of those policy changes.

Response:

The Department is working diligently to process borrower defense claims in a timely manner. We are aware of the significant number of borrowers with a denied claim and are reviewing potential options for these borrowers.

18. You recently announced an ambitious higher education regulatory agenda which will include topics like gainful employment, for-profit conversions, borrower defense, financial responsibility, administrative capability. While I’m pleased the Department is undertaking this process, it is lengthy and the Department’s rules subject to litigation. As it goes through the negotiated rulemaking process, how will the Department—under your leadership—use its extensive existing authorities to engage in aggressive oversight and enforcement activities related to predatory for-profit colleges?

Response:

The Department of Education is working to ensure stronger oversight of predatory institutions through multiple venues. I expect that the rulemaking process will help the Department to design far stronger protections against predatory practices by institutions. Additionally, the Office of Federal Student Aid is working to ensure careful oversight of institutions, investigating reports of problematic practices and increasing monitoring of institutions that receive federal aid under Title IV of the Higher Education Act. The new Chief Operating Officer of FSA, Richard Cordray, is committed to ensuring consumer protection is embedded in how FSA serves students and borrowers.

19. During the Obama Administration, then-Secretary Arne Duncan created a federal interagency taskforce to coordinate oversight and enforcement efforts related to for-profit colleges. The task force was based on a bill that the late Rep. Elijah Cummings and I wrote called the Proprietary Education Oversight Coordination Improvement Act. The task force was successful in coordinating federal action in response to misconduct by several for-profit colleges—including a \$100 million DeVry settlement with the Federal Trade Commission. Would you be open to recreating this task force that was disbanded by Secretary DeVos?

Response:

The Department is deeply interested in strengthening oversight of misconduct across higher education. The interagency task-force created by the Obama Administration provided a critical opportunity for collaboration to identify potential illegal practices and misrepresentations. The Department is already working to reestablish those relationships with other federal agencies through MOUs and data-sharing agreements, as well as opening the lines of communication with state Attorneys General, to improve accountability in higher education.

20. As part of the American Rescue Plan (P.L. 117-2), Congress closed the 90/10 loophole which incentivized for-profit colleges to prey on student veterans and servicemembers. I understand that the bill prohibited the Department from promulgating regulations to implement the statutory change before October 2021. In the meantime, will the Department release federal 90/10 data which counts accurately as federal revenue all revenue received by for-profit colleges from federal taxpayer-funded educational assistance programs? This would include Department of Veterans Affairs GI Bill and Department of Defense Tuition Assistance funding. While this data could not be used for enforcement purposes yet, it would be very helpful to the public's understanding of the problem. In fact, the Department released this data, upon my request, in December 2016. On December 10, 2018, Chairman Takano, Senator Carper, Representative Cohen, Ranking Member Murray, Chairwoman DeLauro, Ranking Member Reed, Chairman Adam Smith, Senator Blumenthal, Representative Susan Davis, and I wrote to then-Secretary DeVos asking her to continue this data release. She refused during her tenure.

Response:

As referenced in your question, section 2013 of the American Rescue Plan Act modifies section 487(a)(24) of the Higher Education Act of 1965 (HEA) to require a proprietary institution to derive not less than ten percent of such institution's revenues from sources other than "Federal funds that are disbursed or delivered to or on behalf of a student to be used to attend such institution." The Department unfortunately does not have an updated report covering federal 90/10 data that counts accurately as federal revenue all revenue received by for-profit colleges from federal taxpayer-funded educational assistance programs report to release to you. Additionally, the Department does not maintain the requisite VA, DoD, and other federal education benefits program funding data to prepare an updated 90/10 impact analysis.

The Department wishes to clarify that although it released a 90/10 data report in 2016 covering VA and DoD funds, the Department did not prepare that report. The Department's 2016 press release indicates DoD and VA prepared that 90/10 estimate. The Department's December 21, 2016, transmittal letter identifies significant data limitations and includes a cautionary note against using the data to draw inferences about individual institutions or trends. The Department's subsequent March 28, 2019, response to your December 2018 letter reiterated these themes.

Due to the complexity and individualized nature of the 90/10 evaluation including, but not limited to, a requirement for an institution to use the cash basis of accounting under section 487(d)(1)(A) of the HEA, an institution's 90/10 compliance is disclosed in an institution's audited financial statement notes. To perform an accurate analysis of the impact of the statutory change, an evaluation must be conducted at the individual student account receivable level for every recipient of any type of federal taxpayer-funded educational assistance program who attended every proprietary school. This type of analysis is necessary in view of the requirements. The Department has no confidence that any other analytical approach would yield the accurate assessment requested.

The Department appreciates your longstanding concern with institutions receiving federal education benefits from multiple funding sources. However, the knowing release of a report that uses questionable data and depends on unsound assumptions could have harmful effects in advance of the upcoming rulemaking, including possibly misinforming and misleading members of the public who may seek to forecast the anticipated impact of new rules, which may undermine public trust. The Department is also concerned that the release of an inaccurate report would violate the Government Accountability Office's (GAO's) Standards for Internal Control in the Federal Government ([GAO-14-704G](#)), especially Principle 13, "Use Quality Data."

21. Over the last four fiscal years, this Subcommittee—with the support of Chairman Blunt and Ranking Member Murray—has provided \$24 million to an Open Textbooks Pilot to expand the use of open textbooks on college campuses to achieve savings for students. While this program may be small, it has energized students and faculty across the country who see open textbooks—free, high-quality alternatives to costly traditional textbooks—as key to reducing student debt and improving learning outcomes. Many students don't purchase required course materials because they are too costly. It puts them at an academic disadvantage and hits low-income, first-generation, and students

of color hardest. So, on a bipartisan basis, Congress created this program. In early June, the Department made nine new awards with its FY21 appropriation—funding down the slate of FY20 applications. I am pleased that the Department took Congressional directive and made a great number of awards. In order to do so though, the Department only funded one year of the applicants' projects. It was my understanding that if the Department took that step, it would fully fund those nine projects pending the appropriation of additional funds in FY22.

- a. **Please confirm that remains the Department's intention.**
- b. **How is that intention being relayed, with the appropriate caveats, to the 9 grantees?**

Response:

The Department worked extensively with Congress to identify and implement a funding strategy that would maximize the number of new awards in fiscal year 2021 that could be awarded with the \$7 million in available funding, ultimately making nine new awards from the fiscal year 2020 slate. This strategy required a shift from the previous strategy of frontloading OTP grantees, an approach that fully paid all multi-year project costs with a single year's appropriation, but which consequently required making a much smaller number of awards. The larger number of awards enabled by the shift to incremental funding allowed roughly twice as many highly rated applicants to launch their projects in fiscal year 2021 as would have been possible with frontloading. The Department used approximately \$5.9 million to pay first-year costs and approximately \$1.1 million to partially pay down the second-year costs for the 2021 OTP cohort. We plan to use an estimated \$8.3 million in fiscal year 2022 funds to pay remaining second- and third-year costs for this cohort, as shown in the fiscal year 2022 Congressional budget justification for this program.

While the project period for these grantees does not begin until September 1, 2021, program staff have held post-award calls with the nine grantees to explain the impact of the change in funding strategies for the 2021 OTP cohort.

22. When you came before us, I asked you about the high percentage of denials under the Public Service Loan Forgiveness (PSLF) program. You voiced your support for PSLF and your determination that borrowers receive the forgiveness that they expected and to which they are entitled. PSLF reform is part of the higher education regulatory agenda that you have announced. What steps will you take administratively, outside of formal rulemaking, to help fix the problems with PSLF?

Response:

As we continue investigating the challenges of PSLF, the Department is committed to undertaking a serious review of the PSLF program and to making improvements that will result in better access to relief for eligible borrowers. In addition to including PSLF on the regulatory agenda, we recently issued a Request for Information (RFI), inviting feedback on borrower experiences and possible policy solutions with the PSLF

program, to identify broader areas for improvement. The Department has already begun to make improvements, including by launching and updating the PSLF Help Tool, by allowing lump sum and prepayments to count as qualifying payments, and by creating a single application for PSLF, Temporary Expanded PSLF (TEPSLF), and Employment Certification Forms (ECFs). We look forward to making additional administrative and operational improvements that help eligible borrowers access the benefits they have earned.

Further, on October 6, 2021, the Department of Education announced an overhaul of the PSLF Program that it will implement over the next year to make the program live up to its promise. This policy will result in 22,000 borrowers who have consolidated loans—including previously ineligible loans—being immediately eligible for \$1.74 billion in forgiveness without the need for further action on their part. Another 27,000 borrowers could potentially qualify for an additional \$2.82 billion in forgiveness if they certify additional periods of employment. All told, the Department estimates that over 550,000 borrowers who have previously consolidated will see an increase in qualifying payments with the average borrower receiving another two years of progress toward forgiveness. Many more will also see progress as borrowers consolidate into the Direct Loan program and apply for PSLF, and as the Department rolls out other changes in the weeks and months ahead.

The first major change will result in a limited PSLF waiver that allows all payments by student borrowers to count toward PSLF, regardless of loan program or payment plan. This waiver will allow student borrowers to count all payments made on loans from the Federal Family Education Loan (FFEL) Program or Perkins Loan Program. It will also waive restrictions on the type of repayment plan and the requirement that payments be made in the full amount and on-time for all borrowers.

Given this new policy, borrowers who currently have FFEL, Perkins, or other non-Direct Loans, will receive the benefit of this limited waiver if they apply to consolidate into the Direct Loan program and submit a PSLF form by October 31, 2022. The waiver applies to loans taken out by students.

Also, these changes will allow active duty service members to count deferments and forbearances toward PSLF. This solves a problem for service members who have paused payments while on active duty but were not getting credit toward PSLF.

The Department is automatically providing credit toward PSLF for military service members and federal employees using federal data matches. The Department will implement data matches next year to give these borrowers credit toward PSLF without an application.

Finally, the Department is reviewing denied PSLF applications for errors and giving borrowers the ability to have their PSLF determinations reconsidered. These actions

will help identify and address servicing errors or other issues that have prevented borrowers from getting the PSLF credit they deserve.

23. Students' federal financial aid for higher education is dependent on their expected family contribution. For many students from low-income families, their expected family contribution qualifies them for federal assistance in the form of a Pell Grant. To confirm accurate family contributions, some financial aid applications are flagged for additional verification. Past data from the Department shows that over half of Pell-eligible applicants were selected for verification in 2015-2016. It is estimated that more than 1 in 5 low-income students selected for verification never complete the process, thus never end up receiving federal financial aid. Students who receive Pell grants have much higher college retention rates than their peers who are Pell eligible but do not receive the aid. This data implies it is possible that the verification process is disproportionately harming the educational success of low-income students, which is the opposite intention of the Pell Grant program. The 2017/2018 Award Year ushered in a new verification model. The Quality Assurance Program ended, which had given institutions of higher education discretion on application verification, leaving the Department to select which students needed to be verified. The risk-model developed by the Department to identify which FAFSA applications needed verification led to a drastically higher percentage of applications flagged. In fact, some schools reported that nearly 50 percent of Pell eligible students were selected for verification multiple times over their course of study even though their financial information hadn't changed.

a. Please provide the metrics by which the Department selects which applications are to be verified.

Response:

Prior to 2018, FSA relied solely on a Classification and Regression Tree (CART) model to choose FAFSA filers for financial verification. The CART model used combinations of Targeted Selection Criteria (TSC) to choose FAFSA filers for verification. In September 2017, FSA funded the creation of an advanced Python-coded machine learning model (MLM) to improve FSA's verification selection model by better identifying applicants for whom an error on the FAFSA was more likely to impact their Expected Family Contribution and, ultimately, their federal aid award. FSA has used this model since October 1, 2018. The MLM updates the criteria used for selection of FAFSA filers for verification to a gradient boosting classification and regression model. The metrics the model employs to choose FAFSA filers for verification include data from the FAFSA, as well as demographic data, in several complex algorithms. In certain cases, TSC are used to supplement MLM selection, and a small percentage of applicants are randomly selected to provide necessary data for model building and evaluation. As part of this single, overall selection process, a separate TSC model is used to select applicants for identity/fraud verification.

Finally, for your awareness, in July we announced some modifications to our verification approach to the 2021-2022 FAFSA processing cycle in response to the challenges and barriers resulting from the ongoing national emergency by focusing solely on identity and

fraud. We continue to evaluate potential approaches for upcoming cycles to ensure that they are balanced and equitable.

b. What percentage of students chosen for verification, did not complete, and failed their verification during the last award year under model?

Response:

FSA uses the receipt of either a Pell Grant or Subsidized Direct Loan as a measure of whether an applicant successfully completes verification once selected. Of those selected for verification during the 2020-21 FAFSA cycle, 64.5 percent received either a Pell Grant or a Subsidized Direct Loan. Some students that submit a FAFSA do not enroll in an institution of higher education for a variety of reasons, so we would not expect this percentage to equal 100. Therefore, to understand the impact of the verification process on student enrollment, the Department compares this rate to the population not chosen for any type of verification. The rate for those not selected for verification receiving either a Pell Grant or a Subsidized Direct Loan is 56.8 percent. Please note this data is as of July 28, 2021 and may change slightly as Award Year 2021 aid is finalized.

24. We have a student debt crisis that isn't going to resolve itself. Currently 45 million Americans hold more than \$1.7 trillion in student loan debt. Student debt is larger than credit card debt in our nation. It is second only to mortgages when it comes to consumer debt. The average debt per student borrower is more than \$37,000. Most of this is in federal student loans. The student debt crisis is limiting young people's life and career choices. Americans are putting off starting a family and buying a home because of student debt. And it's not just young people. More than 8 million Americans over age 50 have student loan debt. For years, I have introduced legislation to fix the absurd way that the bankruptcy code treats student debt. If a person overextends himself on his credit card or goes into debt buying a car or a boat or a luxury watch, he can address those debts in bankruptcy. But the bankruptcy code provides no meaningful relief for student loan debt. In 1998, Congress put federal student loans in the category of nondischargeable debts, along with alimony, child support, overdue taxes, and criminal fines. Right now, the only way a student borrower can get bankruptcy relief for student loans is if she can demonstrate "undue hardship." This standard is not defined in law, and courts have interpreted it to make it nearly impossible to meet. But, Secretary Cardona, you have the ability to help this situation. The Department of Education can set internal standards for when it views an undue hardship as being met, and can direct its contractors and servicers not to challenge those undue hardship claims in bankruptcy court. For years, I have urged previous Secretaries of Education to use this authority and to issue undue hardship guidance for its guaranty agencies and contractors. There are categories of debtors where undue hardship can be presumed—for example, debtors who suffer from certain disabilities, or who have had a low income for a number of consecutive years. If the Department would use this authority, it would create an option of last resort for student debtors who truly have nowhere else to turn.

Will you commit to issue guidance on the Department's views of when an undue hardship claim can be met?

Response:

The Administration is committed to ensuring that student loan borrowers have options to make the burden of student loans more manageable. The consequences of delinquency and default on federal student loans can be substantial, particularly for borrowers who are suffering from other economic hardships, including many who ultimately file for bankruptcy relief on their debts. We have already taken initial actions to support borrowers; but we recognize that more work remains to be done.

To that end, the Department is committed to reviewing its 2015 guidance on undue hardship student loan discharges in bankruptcy proceedings, as well as other policies related to such proceedings to assess the types of changes that might better protect borrowers. We hope to have more to share on this soon.

25. A recent report by the National Student Loan Defense Network, entitled "The Missing Billion," highlights the aggressive tactics the Department uses to collect from struggling borrowers—including challenging claims of undue hardship in bankruptcy. At the same time, the report finds that the Department has failed to collect on more than \$1 billion owed to taxpayers by for-profit institutions and executives. Please comment on the findings of this new report.

Response:

The National Student Loan Defense Network's (NSLDN's) report, "The Missing Billion," compares the differences in the Department's collection of liabilities owed by institutions and its collection of student loans owed by individual borrowers in default. This difference primarily comes from statutory provisions that make it difficult to hold individual owners liable for the corporate debts of the institutions, in contrast to provisions that substantially limit any bankruptcy relief under an "undue hardship" standard. See 11 U.S.C. § 523(a)(8). The "undue hardship" standard applies to educational debts when individuals seek bankruptcy protection. In seeking to enforce that standard uniformly, the Department considers as a factor the availability of several student loan repayment plans that can take a borrower's circumstances into account to reduce a borrower's scheduled loan installments to a more affordable monthly payment.

The Department uses oversight measures as provided in the Department's regulations to identify institutions that are financially weak and institutions with impaired administrative capability. These measures include monitoring the numeric composite score of financial responsibility, requiring institutions with failing financial scores to provide letters of credit (LOCs), using Heightened Cash Monitoring (HCM) methods of payment, and provisional certification to monitor schools' compliance with the Department's requirements to mitigate risk.

Frequently, LOC amounts, HCM requirements, and provisional certification are linked to an institution's performance under the Department's financial responsibility requirements and an institution's numeric composite score determined by financial analysis of the institution's annual financial statements in accordance with the Department's regulations. Consistent with the

Department's regulations, LOC amounts are indexed to an institution's annual Title IV, HEA funding. The proceeds of LOC collections can be applied towards an institution's unpaid debts after any related appeals are fully resolved. When the Department perceives increased financial or administrative risk, the Department may require institutions to comply with more stringent requirements, such as raising the amount of financial protection an institution must provide and increasing the level of scrutiny applied to payment requests through the HCM2 method of payment. The Department also considers risks associated with increased compliance requirements. One outcome of stringent enforcement and oversight can be that an IHE may close if it is unable to fully comply with more rigorous requirements, such as a posting a larger LOC.

The Department's Office of Finance and Operations collects debts owed to the Department and follows applicable federal debt collections laws, including the Debt Collection Improvement Act of 1996, when collecting debts and when referring delinquent debts for collections. If an institution files for bankruptcy, it immediately loses eligibility to participate in the Title IV, HEA programs. The Department is bound to follow applicable bankruptcy law and pursues debt recovery from the institution's estate through the bankruptcy court. Institutions that close often do so with a lot of debt and limited assets to be distributed among the creditors. Collection of liabilities against an institution is generally limited to the direct owner corporate entity unless there is litigation to "pierce the corporate veil," which often proves difficult. Litigation to recover liabilities against individuals can only be brought by the U.S. Department of Justice and requires piercing the corporate veil in order to hold individuals personally accountable. The Department has taken steps to prevent individuals with unpaid school debts or bad track records running schools from operating other schools. The Department's past performance regulations can bar school owners who owe unpaid debts from owning or exercising substantial control over other schools until their outstanding debts are paid.

We are reviewing the report to determine if there are any outstanding actions that need to be resolved for currently participating schools. While the report is critical of the Department's administration of debts owed by institutions, an initial reading also indicates the report contains unfounded conclusions and inaccurate claims because it fails to take into account the requirements to establish liabilities against institutions. The report also appears to misinterpret the data provided to NSLDN via the Freedom of Information Act (FOIA).

As an example, the report is critical of the Department's administration of debts owed by institutions owned by Zovio, Inc, and claims the Department failed to collect a \$883,613 liability amount assessed against the University of the Rockies (owned by Zovio, Inc.). In actuality, the Department's efforts to collect this liability (arising from a final close-out audit determination) have been suspended in accordance with 34 C.F.R. Part 668, Subpart H – Appeal Procedures for Audit Determinations and Program Review Determinations because an appeal is currently pending resolution with the Department's Office of Hearings and Appeals. The suspension of collections is required under the Department's regulations at 34 C.F.R. §§ 668.23(f)(1); (g)(1)(i)-(ii); and 668.123. These regulations provide that an institution must repay an audit liability within 45 days of the date of the Department's notification, unless the institution files a timely appeal or unless a longer repayment period is permitted. A liability may be established but not paid in full because an institution is repaying the liability owed under a repayment agreement. The Department monitors institutional compliance with repayment requirements. Failure to comply with these repayment requirements is a violation of the Department's financial responsibility standards, as described above.

The report suggests that Department improperly issued a Program Participation Agreement to Ashford University (also owned by Zovio, Inc.) while Ashford owed a \$32,965 liability. The Department's Federal Student Aid office received confirmation on Oct. 5, 2016, that Ashford University had fully repaid the \$32,965 liability to the Department on Sept. 9, 2016. The Department would not dispute that the \$32,965 receivable erroneously included in the records provided to NSDLN through the FOIA request was the result of a recordkeeping error. However, before the Department provided a Program Participation Agreement to Ashford University on Oct. 20, 2017, the Department had determined that Ashford had fully paid the liability.

As another example, the report states "The Department has asserted a \$283,782,751 claim in the bankruptcy proceeding against ITT Technical Institute, plus an additional \$1,544,738 against the school due to its ownership and operation of Daniel Webster College. Yet the Department's list of unpaid debt only includes approximately \$343,000 from ITT and nothing with respect to Daniel Webster College." In this instance, the Department did not issue final determinations associated with the debts identified in the proof of claim to avoid violating the automatic stay provisions of the Bankruptcy Code.

The NSLDN report unfortunately misinforms its readers that "[t]he Department's inaction has irrevocably cost at least \$218 million because the statute of limitations on collections has expired" by misconstruing 28 U.S.C. § 2462. The NSLDN report cites as support 28 U.S.C. § 2462 and the Lincoln University case (Docket 13-68-SF), April 25, 2016, in Footnote 35. A reading of 28 U.S.C. § 2462 undermines the notion that there is a statute of limitations on collections. Rather, 28 U.S.C. § 2462 establishes a statute of limitations for commencing actions to assess civil fines, etc. which must be commenced within five years from the date when the claim first accrued. In Lincoln University, the Department asserted on Oct. 25, 2013, fines for Clery Act violations which occurred on Oct. 1, 2006, and were repeated annually on that date until 2009 under the Department's regulations at 34 C.F.R. Part 668, Subpart G—Fine, Limitation, Suspension and Termination Proceedings (Subpart G). The question was whether the § 2462 statute of limitations for these violations had elapsed based on the date the violation occurred. After close review of § 2462, the Subpart G hearing official held in the initial decision dated March 16, 2015 that the statute of limitations barred the Department's fines for the 2006, 2007, and 2008 Clery Act violations, but that the fines for the 2009 violations were not barred. There is however no discussion in the Lincoln University decisions to support the assertion that a fine is uncollectable under § 2642 simply because the debt is asserted or continues to exist more than 5 years after the claim first accrued. Indeed, the initial and remand decisions ordering payment of fines in Lincoln University were dated more than 5 years after the violation. To assert otherwise implies that those who are subject to a civil penalty or fine action can evade and self-discharge their payment obligation after 5 years of making no payments. Additionally, 28 U.S.C. § 2462 only applies to civil fines, penalties and forfeitures; it does not apply to repayment liabilities. Funds owed back to the Title IV program are not subject to any statute of limitations.

26. Two decades ago, a CDC study came out that changed the way we think about public health. It was called the Adverse Childhood Experiences or "ACEs" study and it established the link between exposure to trauma—things like witnessing violence or an overdose—and our long-term health, education, and economic outlook. We now

understand how trauma and ACEs harm brain development and how having multiple of these emotional scars can reduce life expectancy by up to 20 years make you two times less likely to graduate high school and make you 10 times more likely to attempt suicide. Prior to COVID-19, we already had an epidemic of gun violence, suicides, and overdoses—all of which exacerbate and stem from the root issue of trauma. But the pandemic has magnified this problem, with a recent CDC study finding a 50 percent increase in suicide attempts by teenage girls. Senator Capito of West Virginia and I teamed up in 2018 to pass legislation to increase funding and coordination across the Departments of Education and HHS to promote this understanding of trauma in more federal grant programs. Specifically, we authorized a \$50 million trauma and mental health services grant program for schools, which we have not yet been able to fund. This grant program—Section 7134 of the SUPPORT Act—would support schools in adopting trauma-informed practices, training more staff, engaging families, and forging partnerships with clinical mental health professionals. I know the Biden Administration is proposing \$1 billion to support more counselors in schools—sign me up for that. Would you also support appropriations for this already authorized program to address the breadth of trauma needs in schools—setting up comprehensive plans, trainings, and partnerships, beyond just adding school psychologists or counselors?

Response:

COVID-19 has had a devastating impact on many families, contributing to significant trauma resulting from isolation, economic stress, housing insecurity, and the loss of loved ones, among other traumatic events. Prior to COVID-19, many of these kinds of traumas and others already existed and were only further exacerbated by the pandemic. A significant number of students, predominantly students from low-income backgrounds, rely on their schools for access to mental health services and other services that are intended to meet their physical, social, emotional, and mental health needs. The need for all students, especially those most underserved, to have access to these critical services is why the Department requested \$1 billion to double the number of school counselors, nurses, social workers, and school psychologists over the next decade. It is also why we requested \$250 million for IDEA, Part D Personnel Preparation to support the pipeline into the profession, including mental health service providers, and their preparation, development, and support. The Department is also requesting \$443 million to support Full Service Community Schools – schools which have in place the kinds of comprehensive plans and partnerships you describe to support students and families. We also call for increased investments in the Promise Neighborhoods, School Safety National Activities, and Student Support and Academic Enrichment Grants programs, all in effort to provide a comprehensive set of investments intended to mitigate the impact of traumatic experiences and help our students heal from the trauma, develop, and thrive. We look forward to working with you to make these kinds of critical investments in existing programs and identify additional opportunities for targeted and increased investments.

27. Multiple Congressionally mandated Department of Education studies of the D.C. Opportunity Scholarship program—the only federally-funded voucher program—have

found that the program does not improve the academic achievement of students in the program. In fact, two recent Department of Education studies of the program found that students using vouchers have performed worse academically than their peers not in the voucher program. And, previous studies have indicated that many of the students in the voucher program are less likely to have access to key services such as ESL programs, learning supports, special education supports and services, and counselors than students who are not part of the program. Moreover, a study from the Urban Institute found that receiving a voucher does not increase D.C. students' college enrollment rates. Given these troubling findings, do you support continuing federal support for the program?

Response: The Administration seeks to phase out the D.C. Opportunity Scholarship Program while providing scholarships to students currently participating in the program through 12th grade. Accordingly, the Administration has requested level funding for FY 2022 to continue funding scholarships for continuing students in school year 2022-2023.

Senator Reed

1. *PSLF and Military Service Members* -- Earlier this year, the Government Accountability Office (GAO) issued a [report](#) finding that 94 percent of the Public Service Loan Forgiveness (PSLF) applicants in military service or Department of Defense (DOD) civilian jobs were denied. Additionally, the GAO recommended that the Department of Education could take additional steps to improve information sharing about PSLF with DOD about military service members and DOD civilian personnel seeking to participate as well with potential beneficiaries. According to the GAO, as of February 17, 2021, 178,215 active-duty service members had direct loans eligible for PSLF, and another 16,195 active-duty service members had federal loans that could be consolidated into new qualifying direct loans. These statistics offer just a small snapshot of the full scope of eligible military borrowers who should be benefiting from the protections of PSLF since borrowers first became able to secure forgiveness through the program in 2017.
 - a. **Using the Department of Defense's DMDC website, please provide the total number of active duty service members (and veterans) with federal student loans who have served since PSLF launched on October 1, 2007 and who continue to be in repayment on Director Loans and/or FFELP loans.**

Response:

FSA is working to produce such an analysis, in collaboration with the Department's Office of the General Counsel and the Department of Defense.

- b. **Please provide information on the Department's efforts to implement the GAO recommendations. Also please include information about the Department's plans to use any other authority, such as authorities under the HEROES Act of 2003, to ease the process and expand access to PSLF for military service members.**

Response:

The Government Accountability Office (GAO) made two recommendations for the Secretary of Education in its recent report, "Public Service Loan Forgiveness: DOD and Its Personnel Could Benefit from Additional Program Information (GAO-21-65)." The other three recommendations in the report were addressed to the Department of Defense (DOD).

First, the GAO recommended that Federal Student Aid (FSA) collaborate with officials in DOD's Office of the Under Secretary of Defense for Personnel and Readiness to share information about the Public Service Loan Forgiveness (PSLF) Program, including current information on program participation and eligibility, as well as program requirements. The Department concurred with the recommendation and has already begun this collaboration with DOD. For example, FSA had already begun discussions with DOD about enhancements to our digital toolsets and is actively working with DOD on providing more and improved information to employees interested in PSLF.

Second, the GAO recommended that FSA update the student loan guide for service members to provide information on applying for PSLF and TEPSLF, as well as the steps borrowers can take to count their annual payment from DOD's student loan repayment program as multiple qualifying payments for the PSLF program. The Department again concurred with the recommendation and intends to update the next version of the student loan guide for service members to reflect the new combined PSLF form, which no longer requires borrowers to separately apply for TEPSLF. In addition, FSA currently makes information available on lump sum payments made by DOD for service members through StudentAid.gov. We agree this information should be included in the next version of the student loan guide for service members. FSA will work with DOD to ensure there are clear instructions for borrowers participating in DOD's student loan repayment program to earn qualifying payments for the PSLF Program.

On October 6, 2021, the Department of Education announced a set of actions that, over the coming months, will restore the promise of PSLF. We will offer a time-limited waiver so that student borrowers can count payments from all federal loan programs or repayment plans toward forgiveness. This includes loan types and payment plans that were not previously eligible. We will pursue opportunities to automate PSLF eligibility, give borrowers a way to get errors corrected, and make it easier for members of the military to get credit toward forgiveness while they serve. We will pair these changes with an expanded communications campaign to make sure affected borrowers learn about these opportunities and encourage them to apply.

The Department is working hard to eliminate barriers for military service members to receive PSLF. The Department will allow months spent on active duty to count toward PSLF, even if the service member's loans were on a deferment or forbearance rather than in active repayment. This change addresses one major challenge service members face in accessing PSLF. Service members on active duty can qualify for student loan deferments and forbearances that help them through periods in which service inhibits their ability to make payments. But too often, members of the military find out that those same deferments or

forbearances granted while they served our country did not count toward PSLF. This change ensures that members of the military will not need to focus on their student loans while serving our country. Federal Student Aid will develop and implement a process to address periods of student loan deferments and forbearance for active-duty service members and will update affected borrowers to let them know what they need to do to take advantage of this change.

Finally, the Department is working to automatically help service members and other federal employees access PSLF. Military service members and other federal employees devote themselves to serving the United States, and we should make it as easy as possible for them to receive PSLF. Next year, the Department will begin automatically giving federal employees credit for PSLF by matching Department of Education data with information held by other federal agencies about service members and the federal workforce. To date, approximately 110,000 federal employees and 17,000 service members have certified some employment toward PSLF. These matches will help the Department identify others who may also be eligible but cannot benefit automatically, like those with FFEL loans.

2. *Restarting Student Loan Repayment* – Payments on Federal student loans have been paused for over a year due to the pandemic, with borrowers currently expected to begin repaying their student loans on October 1 of this year. There are indications that the restart will trigger unprecedented outreach to servicers, [with survey data](#) showing that servicers could field inquiries from more than 9 million borrowers. There have been indications that it will take approximately 2-4 months for servicers to rehire, train, and obtain background checks for their workforce.

- a. **As the U.S. Department of Education and its student loan servicers prepare for the repayment restart, what are the essential steps that the Department is considering to ensure a seamless return to repayment? What is the timeframe for implementing these steps so that the Office of Federal Student Aid and servicers have sufficient time to implement this plan so that both borrowers and servicers can prepare? What is the Department's monitoring plan for servicers on their implementation of the restart of repayment?**

Response:

The Department's goal is to achieve a smooth transition that minimizes borrower harm due to confusion, lack of awareness, and insufficient servicing capacity. To this end, the Department has produced a comprehensive plan that combines elements of borrower outreach, servicer hiring, training and preparation, and vendor and process oversight to ensure borrowers have the resources they need to effectively manage the process of returning to repayment.

From an outreach perspective, in March 2020, FSA launched an ongoing communications and engagement campaign to provide borrowers clear,

concise messaging related to available CARES Act benefits and the eventual transition to repayment. Since then, FSA has engaged in continuous communication efforts to encourage student loan borrowers to take actions to put them on the best repayment plan for their economic situation before payments resume. From July 2020 until the end of February 2021, FSA sent over 220 million emails to borrowers, supplemented by multiple paid media campaigns.

FSA has also posted information on StudentAid.gov to assist borrowers in preparing for payments to resume, specifically recommending that borrowers update their contact information with their loan servicer and in their StudentAid.gov profile, use Loan Simulator to find a repayment plan that meets their needs and goals, and consider applying for an income-driven repayment plan. As we approach the end of the forbearance period, outreach to borrowers will increase and include broad campaigns aimed at increasing general awareness of payment resumption and options to address ability to repay, as well as targeted outreach to at-risk borrowers.

To ensure our servicers are prepared for the restart of repayment, FSA engaged in ongoing conversations with loan servicers about their preparations and staffing levels since the CARES Act was passed in March 2020. During the payment pause, FSA has clearly communicated expectations for how loan servicers should engage with borrowers. FSA is continually analyzing historical, current, and projected future loan servicer staffing levels against several customer service metrics to ensure servicers are ready for payments to resume. As we prepare for borrowers to enter repayment, FSA will provide detailed communications “playbooks” for loan servicers to follow. To ensure loan servicers are held accountable for customer service performance during the return to repayment effort, FSA plans to add explicit return-to-repayment performance expectations, called service level agreements (SLAs), to the servicers’ existing contracts. Proposed SLAs would focus on call center performance, such as abandon rates and Average Speed to Answer, to ensure borrowers have prompt, easy access to information. As borrowers exit the payment suspension period, FSA will expand our monitoring to include all aspects of return to repayment. Vendors who fail to adhere to any statutory, regulatory, or contractual standards will be held accountable through appropriate corrective actions, which may include financial penalties.

On Aug. 6, 2021, the Department announced a final extension of the payment pause until Jan. 31, 2022. The Department is already working diligently to ensure a smooth transition back to repayment for all borrowers

The pause on student loan repayment will end on January 31, 2022, and we are planning around that date. The Department’s priority is to ensure students and borrowers get the service they deserve. We are committed to ensuring that student loan borrowers are able to transition smoothly into repayment. The

Department has established timelines with key deadlines related to returning student loans to repayment. Those plans include substantial communications and outreach to make borrowers aware of the resumption of loan payment obligations. FSA also continues to communicate with servicers about return to repayment as information becomes available. Additionally, the Department plans to collaborate with federal and state regulators to ensure our oversight of federal student loan servicers is as effective as possible, and are working to ensure the tools available to the Office of Federal Student Aid are used to the fullest extent possible.

3. *FFEL and Repayment Relief* – In April, Senator Murkowski and I sent you a letter asking you to address the over 5 million FFEL and the roughly 1.7 million Perkins loans borrowers who have been left out of the CARES Act relief and the subsequent extensions of the pause on student loan repayment.

- a. **What steps is the Department taking to ensure that all federal student loan borrowers have equal access to any current or proposed new relief and benefits?**

Response:

We have taken steps to assist those FFEL borrowers that have defaulted during the national emergency. In March 2021, the Department announced that the payment pause on interest and collections would be extended to all defaulted FFEL loans, protecting more than 800,000 borrowers from debt collection activity such as wage garnishment and seizure of tax refunds. FFEL loans on which borrowers defaulted since March 13, 2020, the start of the national emergency, are being restored to good standing, and the record of default removed from their credit reports. The Department continues to explore additional opportunities to aid all federal student loan borrowers, whether they hold FFEL, Perkins, or Direct Loans, and to ensure that their payments remain affordable, particularly during a period that has been challenging for so many borrowers.

Senator Manchin

1. I want to once again thank you for working with myself and Senator Murkowski on getting out the first tranche of the American Rescue Plan funding for homeless children and youth in an expedited manner, so we could ensure that homeless children and youth are identified and are able to access summer programming and wrap-around supports they need in light of the COVID-19 Pandemic. In the Department's initial announcement surrounding this funding, you indicated that the second tranche of this funding could be available as soon as June, to help states and school districts prepare for the fall. This is critical as we expect to see even greater numbers of homelessness and higher level of service needs, as communities return to in person learning.
 - a. **Can you tell me if those plans for the release of the second tranche of homelessness funding are on schedule, and will be out this month?**

Response:

The awards for the second tranche of American Rescue Plan funding for homeless students were made on July 27, 2021.

2. In the final Fiscal Year 2021 spending package, I was able to secure language urging the Department to ensure that local educational agencies (LEA's) set aside adequate amounts of Title I Part A funds for students experiencing homelessness and use those resources effectively.

- a. **Can you tell me what the Department has done to date to implement this request and does this budget proposal do anything to implement that language further?**

Response:

In July 2018, the Department sent a letter to State educational agencies (available at: <https://oese.ed.gov/files/2020/02/letterforessatitleialeahomelesssetaside-1.pdf>) that highlights the requirement that an LEA reserve sufficient funds under Title I, Part A to provide services for students experiencing homelessness. This clarification was included in an update in August 2018 to the non-regulatory guidance for the Education for Homeless Children and Youth (EHCY) program and it is also part of the monitoring protocol for the EHCY program. The Department asks the States that it is monitoring to provide a list of all Title I, Part A set-asides by LEA. These are compared with the latest available homeless student enrollment counts, which usually lag by one year. The SEA is asked to explain if any LEAs had homeless students enrolled but did not set aside a reservation from Title I, Part A to serve them. We also correlate a per-pupil amount to look for statewide patterns of insufficiency. The EHCY State Coordinator Handbook developed by the National Center for Homeless Education (NCHE) has a [Summary of EHCY Performance Management Pilot Monitoring, FY 2015-18](#) that summarizes which States had findings or recommendations in this area (Indicator 3.3). For FY 2022, due to the American Rescue Plan funds for homeless children and youth, the Department will expand its monitoring of States for homeless education programs, including the Title I, Part A LEA set-aside.

In addition, NCHE also provides technical assistance concerning Title I, Part A requirements for serving students experiencing homelessness (see <https://nche.ed.gov/legislation/title-1-part-a/>).

The key proposal in the fiscal year 2022 request that would support stronger implementation of Title I requirements related to meeting the needs of homeless students is the additional \$20 billion for Title I, which would more than double funding for Title I districts and schools, direct more funds to LEAs with the greatest concentrations of poverty, and help close equity gaps for all students, including homeless students.

3. Student loan disclosure forms are essential in helping students and families understand the costs and terms of their student loans, but as currently written they are filled with unhelpful legal jargon, are complicated, lengthy, and don't show the true cost associated with taking out the loans leading to excess borrowing, further contributing to the nation's student debt crisis.
 - a. **What is the Department doing to address this issue and simplify student loan disclosure forms? Is there anything in this budget proposal to help with this?**

Response:

We are regularly looking at ways to help students, families, and borrowers better understand and support their efforts to meet their student loan obligations. For instance, we continue to promote use of the College Financing Plan, which provides a standardized financial aid offer letter so students can understand and compare their options for paying for college. If there are additional improvements you have in mind, my staff would be grateful to have them for consideration.

Senator Blunt

Student Loan Servicing

1. Mr. Secretary, your budget requests \$2.1 billion, which is an increase of \$200 million from the FY2021 level, to administer the student aid programs. Yet the budget provides very few details about how those funds would be used on student loan servicing activities aside from mentioning a "long-term servicing solution." Can you provide the Subcommittee additional details on your plans for the long-term servicing solution?

Response:

The Department is currently working on its long-term servicing plans and looks forward to sharing more information in the future.

2. For the last several years the Labor/HHS bill has included appropriations language requiring the allocation of federal student loans to servicers based on the quality of their performance to encourage the Department to leverage competition among student loan servicers. The budget request proposes to strike this language because the requirement will be included in FSA's "long-term servicing solution" despite the fact that no information is included in the request on what the long-term solution will look like. How will you continue to hold the federal student loan servicers to performance-based allocations as required by years of appropriations laws regardless of what a future long-term servicing solution may look like?

Response:

The Department currently allocates loan volume based on servicer performance. We will continue this practice going forward under the two-year extensions of servicer contracts (as outlined in the appropriations language), as well as in the future under the final servicing solution.

3. The Department has struggled to complete the contracting process to fully implement its Next Generation Financial Services Environment. In light of that prolonged struggle, what are your plans for using the current five Business Process Operations contractors, which were awarded in June 2020, in the servicing of student loans moving forward?

Response:

As you are aware, the Consolidated Appropriations Act, 2021 included several provisions related to the future state of loan servicing, including provisions directly applicable to the Interim Servicing Solution (ISS) solicitation and Business Process Operations (BPO) contracts. Specifically, the language prohibited the use of ISS as a transitional servicing solution and called for an accelerated BPO implementation that would make it possible for BPO providers to perform the full suite of loan servicing activities upon migrating accounts to the ISS platform. After reviewing the change in the solicitation's requirements as a result of the appropriations provisions, Federal Student Aid (FSA) decided to cancel the ISS solicitation.

FSA is using this opportunity to work with our new leadership in the Biden-Harris Administration to refine our long-term strategy for loan servicing, with the first priority being to ensure student loan borrowers have a stable, reliable, and accountable solution that meets their needs. In developing this long-term solution, FSA will continue to build on the newly modernized systems, tools, and resources for customers. In particular, FSA expects to leverage the new StudentAid.gov, the myStudentAid mobile app, and enhanced systems that allow FSA to improve how we collect and analyze data, offer more self-service options, provide better customer service, and communicate directly with students, parents, and borrowers.

In addition, FSA will continue its work to bring BPO vendors online in preparation for a fall 2021 migration of all non-servicing contact center work. This work includes taking on FSA's legacy contact center functions, including the Federal Student Aid Information Center, Student Loan Support Center, Feedback Center, FSA Ombudsman, borrower defense hotline, and Office of Inspector General fraud referral. The BPO vendors will handle much of FSA's direct communication with customers and partners, including inbound and outbound calls, email, chat, social media inquiries, and physical correspondence. BPO vendors will receive training from FSA to ensure they are providing customers with correct and consistent information and are treating customers and partners equitably.

The five-month transition to fully onboard the BPOs is expected to begin in November 2021 and be finalized by April 2022.

Career Pathways

1. Programs that provide academic and career counseling and exposure to postsecondary opportunities to students, as early as 8th grade and continuing through secondary and postsecondary education, have been shown to significantly increase rates of postsecondary enrollment and completion among rural students. To that end, the FY2021 Labor/HHS bill included \$10 million for the Department of Education to improve rates of postsecondary enrollment and completion among rural students through

development of career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations in the region. What is the timeline for publishing a Notice Inviting Applications for these funds? What can you tell me about how the Department plans to prioritize and spend this funding this year?

Response:

While the Department is still developing a notice inviting applications (NIA), we plan to make up to 7 awards to institutions of higher education and other public and private non-profit organizations and agencies for 3-year projects that would implement innovative approaches to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage or in-demand industry sectors and occupations in a specific region.

2. The budget request proposes a new \$1 billion program to expand career pathways for middle and high school students, particularly in underserved communities. This Subcommittee will only be considering the discretionary request, but providing students in high school or middle school with access to quality work-based learning opportunities and exposure to their full range of postsecondary college and career opportunities should be happening in every school. How will additional funding for CTE help meet that goal?

Response:

Additional funding under both the Career and Technical Education (CTE) State Grants formula program and CTE National Programs would support opportunities to provide high school or middle school students with access to quality work-based learning opportunities and exposure to postsecondary college and career opportunities, albeit in different ways. The reauthorization of the Perkins Act in 2018 added provisions and requirements pertaining to work-based learning and including students in middle school in certain CTE activities. However, States and local grantees have been expected to implement these and other new requirements with relatively small increases in funding. After more than a decade of relatively flat funding, the increase in funding for the program since fiscal year 2019 (the implementation date for the reauthorized Perkins program) has been approximately 5.7 percent. Increases for this program would provide additional resources to State and local grantees to implement these provisions.

Increases in funding under CTE National Programs would provide opportunities to quality work-based learning opportunities and exposure to support and evaluate targeted activities to provide high school or middle school students with access to postsecondary college and career opportunities. Under that program the Department could fund focused, high quality proposals for such activities and set priorities for funding, such as funding to high-poverty LEAs and LEAs serving a high percentage of students of color or a high percentage of students from low-income backgrounds.

K-12 COVID-19 Funding/School Reopening

1. Mr. Secretary, you and I both agree it is crucial that we get kids back in the classroom to prevent further learning loss. While I'm encouraged to see that more and more schools are reopening for in-person learning, the latest data from the Department shows that only 51 percent of 4th graders and 41 percent of 8th graders are enrolled in fully in-person learning and these numbers are even worse for low-income and minority students. Given the significant amount of COVID-19 emergency funding that has gone to K-12 schools, I would expect these numbers to be closer to 100 percent. What actions have you taken to help states and school districts use their ESSER funds to reopen schools and get kids back in the classroom? Do you expect that all schools will be fully open for in-person learning this fall?

Response:

We are doing everything possible to support students, families, teachers, staff, school leaders, and communities to in returning to full-time, in-person learning this fall, and the Administration is confident that we, as a nation, will achieve this goal to the greatest extent possible.

Most recently, on August 2, 2021, the Department released the "Return to School Roadmap," an online resource available at <https://sites.ed.gov/roadmap/> to support students, schools, educators, and communities as they prepare to return to safe, healthy in-person learning this fall and emerge from the pandemic stronger than before.

The Roadmap includes three "Landmark" priorities that schools, districts, and communities are encouraged to focus on to ensure all students are set up for success in the 2021-2022 school year: (1) prioritizing the health and safety of students, staff, and educators, (2) building school communities and supporting students' social, emotional, and mental health, and (3) accelerating academic achievement. The Roadmap also includes planned releases of additional resources for practitioners and parents on each of these priorities and will highlight schools and districts that are using innovative practices to address these priorities. These resources also will explain how American Rescue Plan funds, including ESSER funds, can be used to address these priorities in schools and communities across the country.

The Roadmap is part of the Department's broader efforts to support schools and districts in the safe and sustained return to in-person learning since the beginning of the Biden Administration. In addition to releasing the Roadmap, the Department has issued three volumes of the COVID-19 Handbook to support K-12 schools and institutions of higher education in their reopening efforts, prioritized the vaccination of educators, school staff and child care workers, published a Safer Schools and Best Practices Clearinghouse, which includes over 200 examples of schools and communities safely returning to in-person learning, held a National Safe School Reopening Summit, provided \$122 billion in support through the American Rescue Plan Elementary and Secondary School Emergency Relief Fund for K-12 schools, provided over \$3 billion in IDEA funds within the American Rescue Plan to support children and families with disabilities impacted by the pandemic, awarded \$800 million within the American Rescue Plan to support students experiencing homelessness who have been disproportionately impacted by the pandemic, released a report on the disparate impacts of COVID-19 on underserved students, and launched an Equity Summit Series focused on addressing school and district inequities that were made worse by the pandemic.

Student Loan Pause

1. Mr. Secretary, I am concerned that the Administration has not outlined a plan to transition borrowers back into repayment when the student loan pause ends this fall. Now that the pandemic is winding down, it is time for this pause to end. Furthermore, the extension of the pause beyond what was originally authorized in the CARES Act cost taxpayers an additional \$36 billion. I understand that some borrowers may still be struggling, but they have access to income-driven repayment plans where they can pay as little as \$0 per month. Will you commit to end the pause as scheduled at the end of this fiscal year?

Response:

On Aug. 6, 2021, the Department announced a final extension of the payment pause until Jan. 31, 2022. We believe this additional time and definitive end date will allow borrowers to plan for the resumption of payments and reduce the risk of delinquency and defaults after restart. The Department is already working diligently to ensure a smooth transition back to repayment for all borrowers

2. Federal student loan borrowers have gone over a year without making a payment on their loans. It is absolutely imperative that the Department begins communicating with borrowers early and often to ensure that all borrowers understand their responsibilities and their repayment options when their loans come due on October 1, 2021.
 - a. **What are your plans to help ensure that borrowers are prepared to begin repaying their loans when the pause ends?**

Response:

In March 2020, FSA launched an ongoing communications and engagement campaign to provide borrowers clear, concise messaging related to available CARES Act benefits and the eventual transition to repayment. Since then, FSA has engaged in continuous communication efforts to encourage student loan borrowers to take actions to put them on the best repayment plan for their economic situation before payments resume. From July 2020 until the end of February 2021, FSA sent over 220 million emails to borrowers, supplemented by multiple paid media campaigns.

FSA has also posted information on StudentAid.gov to assist borrowers in preparing for payments to resume, specifically recommending that borrowers update their contact information with their loan servicer and in their StudentAid.gov profile, use Loan Simulator to find a repayment plan that meets their needs and goals, and consider applying for an income-driven repayment plan. As we approach the end of the forbearance period, outreach to borrowers will increase and include broad campaigns aimed at increasing general awareness of payment resumption and options to address ability to repay, as well as targeted outreach to at-risk borrowers.

b. How will the Department engage the federal student loan servicers and provide the necessary instructions so that the return to repayment process goes smoothly?

FSA has engaged in ongoing conversations with loan servicers about their preparations and staffing levels since the CARES Act was passed in March 2020. During the payment pause, FSA has clearly communicated expectations for how loan servicers should engage with borrowers. FSA is continually analyzing historical, current, and projected future loan servicer staffing levels against several customer service metrics to ensure servicers are ready for payments to resume. As we prepare for borrowers to enter repayment, FSA will provide detailed communications “playbooks” for loan servicers to follow.

To ensure loan servicers are held accountable for customer service performance during the return to repayment effort, FSA plans to add explicit return-to-repayment performance expectations, called service level agreements (SLAs), to the servicers’ existing contracts. Proposed SLAs would focus on call center performance, such as abandon rates and Average Speed to Answer, to ensure borrowers have prompt, easy access to information. As borrowers exit the payment suspension period, FSA will expand our monitoring to include all aspects of return to repayment. Vendors who fail to adhere to any statutory, regulatory, or contractual standards will be held accountable through appropriate corrective actions, which may include financial penalties.

3. Both the CARES Act and the December COVID-19 supplemental, as well as the American Rescue Plan, provided a total of \$161 million to FSA to prevent, prepare for, and respond to the COVID-19 pandemic. How much of this funding has been used and what has it been used for?

As of July 30, 2021, approximately \$25 million has been committed and obligated for the following activities: system changes due to COVID-19; targeted communication campaigns to notify borrowers of administrative forbearance; increased server capacity and support for telework; and personnel and compensation for approximately 38 on-board staff at FSA to support CARES Act related activities.

a. Does the Department intend to use the remaining funds to improve communications and outreach with borrowers about the upcoming end of the repayment pause?

Response:

Yes, the remaining funds will be used to improve communications and outreach to borrowers, as well as any additional actions needed to support borrowers regarding the end of the payment pause.

Charter Schools

1. During the last school year, several states saw significant enrollment shifts into charter schools. For example, charter schools in California saw an increase of around 2.5% while districts saw a decrease of 3%, Colorado saw a 4% increase while districts saw the same decline. New York City charter schools had an influx of 10,000 students – a 7% increase. And yet the President’s budget does not request new funding for the Charter Schools program. Given the demand we are seeing at the state level, why isn’t the administration requesting more funds for the Charter School Program?

Response:

The Administration’s fiscal year 2022 request would provide over \$210 million for new awards under the various grant components of the Charter Schools Program. We believe these resources will be sufficient to meet demand for funding.

2. The budget proposes prohibiting Charter School Program funds from being provided to schools that are substantially operated or managed through a contract with a for-profit entity. However, most public schools are utilizing the services of for-profit entities in some way, including for spending their COVID-19 relief funds.
 - a. **What does “substantially operated or managed” mean? Does it include contracting for services such as payroll and benefits, staffing, curriculum, professional development, or individual student services?**

Response:

We recognize that public schools, including charter schools, may contract with for-profit vendors for specific services that do not constitute management or control of operations and do not intend to prevent schools engaged in such procurements from accessing funds under the CSP or other programs.

- b. **Why are you proposing this restriction only for charter schools? Are you considering this requirement for other programs?**

Response:

The Administration believes that Charter Schools Program (CSP) funds should not support charter schools that are operated or managed by for-profit entities, and we urge Congress to adopt language that would prohibit CSP funds from supporting schools that are operated or managed by such entities through contractual relationships. We believe this is consistent with intent of the program statute, under which charter school developers or management organizations seeking CSP funds must be nonprofit.

Title I Equity Grants

1. The budget request includes \$20 billion for a new Title I Equity grant that proposes to create a new formula not authorized in statute to force State and local behavior changes related to school funding systems, teacher compensation, access to advanced curricula, and access to preschool. There have been a lot of questions and concerns about this

proposal, specifically how funding would be allocated. Do you have any further details on the impact of this formula and where the money would be allocated?

Response: The Administration remains committed to addressing longstanding concerns around equity in education funding at the Federal, State, and local levels. However, we also recognize that further consultation with a wide range of stakeholders, including Congress, will be necessary to develop a comprehensive set of proposals aimed at improving education funding equity that can generate broad support. Consequently, the Administration supports allocating the proposed \$20 billion increase for Title I through the authorized funding formulas.

2. Why is the Department proposing to create a new grant program that interferes with decision-making that is best left to State and local school districts rather than putting additional funding into programs we know work to increase student achievement, such as the Charter Schools Program, or further increasing this existing Title I programs or IDEA, which has long been underfunded?

Response:

The nearly \$30 billion, or 41 percent, increase for the Department of Education proposed by President Biden for fiscal year 2022 provides strong support for Federal education programs across the board, including a \$3 billion or 21 percent increase for IDEA State formula grant programs. However, because nearly all Federal education programs provide supplemental funding, the impact and effectiveness of that funding depends in large part on a level playing field in terms of the overall education resources made available at the State and local levels. For this reason, the Administration strongly believes that a key goal of any major new Federal investment in education should be to leverage significant improvement in equity for all students, but especially for students from low-income families and students of color. In this context, the Administration is working closely with Congress and stakeholders to leverage additional investments in Title I to improve education funding equity, support high-quality preschool, address teacher compensation, and enhance rigorous coursework in Title I schools. In that context, the Department believes the proposed \$20 billion increase for Title I would provide a meaningful incentive for systemic changes in the equity of our decentralized education system.

NAEP Funding

1. NAEP provides crucial information about what our nation's students know and can do in various subject areas. Ensuring we continue to have this information is more important than ever given the widespread learning loss that is expected as a result of the pandemic. Your budget requests an additional \$15 million for NAEP in FY2022. Will this increase ensure that the planned assessment schedule can remain on track?

Response: The \$15 million proposed for fiscal year 2022, if sustained in future years, would support operational funding needs, including planned assessments, through 2024.

Mental Health

1. Mr. Secretary, one of my priorities in the Senate has been mental health – and ensuring that a person’s mental health is treated the same as their physical health. The Department’s budget requests \$1 billion for a new program to increase the number of health professionals in our public schools, including school counselors, nurses, school psychologists, and social workers. I share your concern about the well-being and mental health of our nation’s students, particularly given the widespread disruption to school that students have experienced over the past year due to the COVID-19 pandemic. However, states and school districts have yet to spend the vast majority of COVID-19 funding provided to them, and one of the ways they can spend this money is to provide mental health services to students. What has the Department done to help states and school districts use their COVID-19 funding to support the mental health of their students?

Response:

The Administration has recognized from the beginning of its response to the pandemic that students need a strong social and emotional foundation to excel academically. It is clear that many students, and especially students from low-income backgrounds and students of color, have suffered much over the past 18 months and require additional support to help them heal and recover from all the trauma and hardship the pandemic has brought. And we know for many students, schools are the only place where they can access mental health professionals, school counselors, nurses, and support structures they need – including their friends – to help them through the adversity of the last year. This is why we have emphasized meeting students’ mental health needs as part of our overall effort to reopen schools for fully in-person learning, including through the hiring of school-based health professionals as well as other efforts to address social and emotional development needs.

For example, the Department published Volume 2 of the ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students’ Needs (see <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>), in April, 2021, which includes a section on Supporting Student Mental Health Needs that highlights examples and best practices that States and school districts can implement using funds provided by the American Rescue Plan. Additional guidance is provided in our ESSER Fund Frequently Asked Questions document (see Question C-14 at https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf).

We have seen the results of these efforts in the plans that States have developed for using ARP ESSER funds. For example, Nevada is reserving ARP funds to hire 100 school-based mental health professionals and Alaska is using ARP funds to help social workers provide virtual lessons in self-care and methods to reduce student stress, depression, and anxiety. The New York City Department of Education is using ARP funding to hire over 600 mental health professionals to provide care as students returned back this fall. This means that every school will have at least one full-time social worker or school-based mental health clinic.

In addition, we plan to issue guidance on using ARP funds to address student mental health needs in fall 2021.

Senator Hyde Smith

1. The Institute of Education Sciences (IES) funds education research, data collection and analysis, and a national assessment of student progress. The FY2016 Omnibus included a \$44 million (8%) increase for IES. The budget request includes a further \$76 million (12%) increase. The Investing in Innovation (i3) grant program required that at least 20% of recipients be located in rural areas. The i3 competition has been replaced with a new grant program, the Education Innovation and Research program, in FY2017. Geographic diversity in all research grant programs is important. From 2013 to 2015 the Department made almost 1,900 grants to institutions of higher education and other research organizations. However, those grants went to colleges, universities, and research organizations in only 35 states. Not one went to a school or organization in Mississippi and generally the same schools and organizations tend to get the bulk of research grants year after year. In my state, 92% of school districts and more 50 percent of students are rural, yet most research is conducted in urban and suburban communities. The Every Student Succeeds Act requires that schools implement evidence-based strategies to improve student outcomes yet most education research is conducted in urban and suburban settings.

a. How will you ensure that education research addresses the unique needs of rural districts?

Response:

Supporting education research to help understand and address the unique needs of rural districts is a priority for IES. We support education research, including on rural education, primarily through two funding mechanisms: (1) field-initiated research grants, and (2) research conducted by the Regional Educational Laboratories. We discuss the role of each below.

Research Grants. As a scientific agency, funding decisions are based on peer reviewer's independent assessments of the scientific merit of applications, including the significance of the proposed research project, the scientific quality of the research plan, the skills of the personnel, and the resources available to support the proposed project. We hold competitions on various topics to ensure that the education research that we fund meets the needs of the diverse populations and geographic settings of our nation.

For example, in 2021, IES launched a new research competition inviting State agencies to apply for funds to expand use of their State Longitudinal Data Systems (SLDS) for generating evidence in support of education policy decisions. Using SLDS as a data source ensures that all districts within a State can be included in their research activities. Of the 7 awards made, 5 are made to States with substantial rural

populations, including Tennessee, Montana, Virginia, Pennsylvania, and Oregon. Mississippi received \$6.6 million in 2016 for an NCES SLDS grant that ended 9/30/20 to enhance its SLDS system, so we encourage the State education agency to apply for funding under this program for projects using data from its SLDS for research on rural populations, and to reach out to IES program officers for input as they prepare their application.

In addition, IES invested \$20 million in two five-year research and development centers focused on the needs of rural education in 2019: The National Center for Rural Education Research Networks (NCRERN) and The National Center for Rural School Mental Health (NCRSMH): Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns. Rural districts participating in the work of these two centers are located in: New York, Ohio, Iowa, New Mexico, Wyoming, Missouri, Virginia, and Montana. Both rural centers are actively engaged with communities in these States and beyond and are developing and sharing resources for the rural education community. For example, NCRSMH has developed an Early Identification System (EIS) Intervention Hub (<https://www.ruralsmh.com/intervention-hub/>) designed to connect rural educators to resources focused on preventing and remediating student mental health challenges.

In addition, 27 of our new FY2021 research awards and 16 of our FY2020 research awards are being carried out in rural settings. These studies are addressing teacher retention in rural schools, fostering positive family-school involvement for students from economically disadvantaged households in rural communities, interventions to help special educators with behavior management, and web-based professional development to help teachers improve students, reading comprehension in rural districts.

The Regional Educational Laboratories (RELs). For more than 50 years, the REL program has worked in partnership with State, district, and college and university leaders to develop and use research that improves academic outcomes for students and their communities. REL Southeast serves has successfully completed a number of projects focused on the needs of rural communities in Mississippi, including:

- *The Improving Schools in Mississippi Research Alliance, a professional learning community that supports research and practice on rural school improvement. Partners include district leadership from the Vicksburg/Warren Public Schools, Durant Public Schools, Yazoo City Public Schools, Holmes County Public Schools, and Humphreys County Public Schools, as well as Alcorn State University and Mississippi Valley State University.*
- *The Southeast School Readiness Research Alliance, which seeks to build the capacity of preschool teachers and administrators across Mississippi and the other five States in the Southeast region to use evidence-based emergent literacy instruction to support three-to five-year old children's language and literacy learning and to help policymakers understand the factors that influence access to high-quality childcare and preschool programs.*
- *Examining School-level Reading and Math Proficiency Trends and Changes in Achievement Gaps for Grades 3-8 in Florida, Mississippi, and North Carolina,*

which detailed student achievement trajectories for Mississippi students overall and within student group, supporting stakeholders decision making about how to prioritize school improvement efforts.

- *Educator Outcomes Associated with Implementation of Mississippi's K-3 Early Literacy Professional Development Initiative, which examined changes in teacher knowledge of early literacy skills and ratings of quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies.*
- *Beating the Odds in Mississippi: Identifying Schools Exceeding Achievement Expectations, which identified K-12 schools that were performing better than would have been predicted and was used to inform decision-making on statewide school improvement efforts.*
- *Math Course Sequences in Grades 6-11 and Math Achievement in Mississippi, which examined the relationship between students' course-taking patterns in middle- and high-school and their subsequent performance on college admission tests, supporting local and State college readiness efforts.*

b. In awarding research grants, how will you ensure that the Department considers the geographic distribution of research projects and geographic disparities in education research funding? How will you ensure funding is going to colleges, universities, and research institutions in under-researched and underserved areas?

Response:

IES is required by law, under the Education Sciences Reform Act, to base our funding decisions on the independently assessed scientific merit of applications. In all of our grant competitions, we explicitly seek to broaden participation in our research studies and to expand the populations and geographic settings within which our studies are taking place. We are currently supporting a research project at the University of Southern Mississippi (grant award [R305A200185](#)) and two projects that are collaborations between Arizona State University and Mississippi State University (grant awards [R305A180261](#) and [R305A180144](#)). IES also periodically holds competitions with a specific focus on addressing the unique needs of rural America, such as the two R&D Centers on rural education awarded in 2019. It is important to stress that these are competitive grant programs which are funded based on the scientific merit of the applications submitted. We do not include the State or geographic region in which the applicant institution is located in the selection criteria for our education or special education research grant programs.

We also actively seek to broaden participation in our applicant pool through our research training programs. For example, our Pathways to the Education Science Research Training program was established to develop a pipeline of talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's diverse students and schools. These grants are awarded to minority-serving institutions (MSIs) and their

partners. In the initial two rounds of competitions, IES made awards to 7 institutions and their partners. IES is currently accepting applications for a new program: Early Career Mentoring Program for Faculty at Minority Serving Institutions that seeks to prepare faculty at MSIs to conduct high-quality education research that advances knowledge within the field of education sciences and addresses issues important to education policymakers and practitioners.

4. President Biden’s campaign included a Plan for Rural America. That plan opened with the statement “Rural America is home to roughly 20% of Americans, but we are all connected to rural communities in many ways. Rural Americans fuel us and feed us. Rural lands provide us with places to spend time outdoors with friends and family and relax.” This statement suggests an attitude that rural people and places exist to provide for and serve more populated urban and suburban areas. The current version of the plan, available here <https://joebiden.com/rural-plan/> contains some of the same language but has been revised. It will be important that the administration move beyond metro-centric policy making to ensure rural schools are treated equitably.
 - a. **How will you ensure that policies and practices in the Department recognize and value the strengths and unique contexts of rural schools and communities?**

Response:

The Department is committed to educational opportunity and academic achievement for all students throughout the nation, including those in rural areas. Our Rural Education Achievement Program, for example, recognizes the need of many rural school districts for additional funding, as well as flexibility around the use of Federal education funds, to address their unique circumstances. Similarly, many of our discretionary (competitive) grant programs include rural set-asides to ensure that rural applicants receive an equitable share of grant funds, and we also use grant priorities for rural and new applicants that help level the playing field and ensure that rural applicants can compete successfully for Federal funds.

5. In 2018, the Department released the Section 5005 Report on Rural Education in response to a provision in the Every Student Succeeds Act that called on the Department to critically examine its policies and procedures in related to rural education. The 2018 report touted some things the Department is doing to ensure the needs of rural schools and students are met, and also listed steps the Department intended to implement to address the needs of rural schools. To date, not all of those seven steps have been accomplished, most notably, NCES has not updated its 2007 report on the status of rural education. In 2019 this analysis by Devon Brenner (of MSU) of the Section 5005 report summarized the reports findings and plans or implementation and critiqued the report, saying “it falls short of the 5005 mandate to self-assess and determine actions to be taken. The Department engaged in listening sessions and sought feedback from rural stakeholders, but does not seem to have incorporated feedback from key stakeholder organizations (e.g., [AASA and Rural School](#)

[and Community Trust](#), [The University Council for Educational Administration \(UCEA\)](#), the [National Indian Education Association \(NIEA\)](#), and the [National Association of Federally Impacted Schools](#)). The Department commits to increasing listening sessions and improving communication but is not clear that rural input is or will be “baked into” the system to ensure that rural communities are considered in every facet of the Department’s work, particularly rulemaking.” See <https://journals.library.msstate.edu/index.php/ruraled/article/view/535/501>

- a. **How will you ensure that the Department completes these commitments to improve policies and procedures for rural schools and considers the needs of rural schools in the development of regulations and the implementation of programs?**

Response:

The Department is committed to ensuring educational opportunity for all students, including those in rural areas, and recognizes the need to account for all education settings when developing policies and procedures.

To that end, in recent years, the Department’s Rural Interagency Working Group has helped offices responsible for our programs, including the Rural Education Achievement Program (REAP), collaborate on issues such as access to broadband services which disproportionately impacts rural schools and communities. Department staff are examining how we can build upon these internal collaborations. Drawing on the experience of other Federal agencies, the Department also plans to collaborate more closely with the Departments of Agriculture, Interior, and Health and Human Services to better support and serve students in rural communities.

The Department interacts regularly with REAP grantees and organizations advancing the interests of rural schools. The Department appreciates input from rural stakeholders and is working toward being responsive to that feedback. For example, in order to reduce burden on rural local educational agencies (LEAs), the Department has simplified the application process for the Small, Rural School Achievement (SRSA) grant, under which OESE awards over 4,000 LEA grants annually. OESE plans to increase its outreach to REAP grantees and its participation in events organized by rural advocacy organizations such as the National Rural Education Association (NREA). Additionally, the Department has recently been in contact with the Organizations Concerned about Rural Education (OCRE) regarding issues affecting rural schools and communities and emphasizing collaborative efforts to support rural schools.

The Department will continue to rely on local leaders and rural stakeholders for their expertise and knowledge of rural schools, with those conversations informing plans to support student achievement in all settings.

6. Across the nation, equitable access to effective teachers remains an issue. Rural schools, especially, often struggle to recruit and retain talented teachers and school leaders. Previous programs such as the Transition-to-Teaching grant program provided for scholarships for teacher preparation programs to meet the needs of schools with

demonstrated teacher shortages. In Mississippi, Transition-to-Teaching grants awarded in the last decade led to the successful licensure of hundreds of new teachers in the past five years, addressing the needs of rural schools.

a. Please discuss how you envision the that the Department can explicitly addresses inequitable distribution of effective teachers, particularly in rural areas.

Response:

The Administration's fiscal year 2022 request provides both flexible ESEA formula grant funding and competitive opportunities that can help States and school districts carry out strategies aimed at putting effective teachers in front of every classroom:

- *The \$20 billion increase proposed for the Title I program would more than double the formula grant funding available to help address under-resourced school districts while helping to ensure that teachers in Title I schools, including thousands of rural Title I schools, are paid competitively.*
- *The \$2.1 billion requested for Title II will support ongoing State and local efforts to improve teacher and principal effectiveness and help ensure that all students have equitable access to well-prepared, qualified, and effective teachers and principals. In particular, States may use Title II-A funds for programs that provide alternative routes for State certification of teachers in areas where the State experiences a shortage of educators, similar to the previously authorized Transition to Teaching program.*
- *The \$250 million request for IDEA Personnel Preparation, an increase of nearly \$160 million, would help ensure that there are adequate numbers of personnel in underserved rural schools with the skills and knowledge necessary to help children with disabilities succeed educationally, including enhanced support for beginning special educators.*
- *The \$80 million requested for Supporting Effective Educator Development (SEED) would support evidence-based educator preparation and development efforts that can serve as models for similar efforts across the country; new projects could have a stronger focus on building and enhancing the instructional skills of a more diverse educator workforce.*
- *The \$200 million requested for Teacher and School Leader (TSL) Incentive grants would support reforms to human capital management systems and performance-based compensation systems; the statute requires that priority be given to applicants that support teacher and leaders in high-need schools; in addition, consideration is given to ensuring an equitable geographic distribution of grants, including equitable distribution between urban and rural areas.*
- *The \$30 million requested for first-time funding (since reauthorization) of the School Leader Recruitment and Support program would support grants for high-quality professional development for principals, other school leaders, and aspiring principals and school leaders. Under the first competition for the program since the reauthorization of the ESEA, projects would focus on ensuring that the nation's most underserved schools have resources to improve school leadership.*
- *The \$132.1 million request for the Teacher Quality Partnership program, an increase of \$80 million, supports projects that improve the preparation of teachers, including*

through teacher residencies and “grow your own” programs that can be especially valuable in rural communities.

- *The \$20 million request for first-time funding of the Hawkins Centers of Excellence program would support diversifying the educator workforce, including in rural areas, by increasing the number of high-quality teacher preparation programs at Minority Serving Institutions.*

7. Rurally located and rural serving public colleges and universities have an important role to play in the economic and social recovery from the COVID-19 pandemic. Public institutions of higher learning are important economic anchors in their communities and provide important access to educational opportunities that drives rural economies. However, rural colleges and universities are often underfunded compared to more urban and suburban institutions of higher learning, and students face particular challenges including geographic access and access to broadband internet and technology. This report on the role that rural serving institutions play and federal policy solutions to strengthen rural anchor institutions

<https://www.regionalcolleges.org/project/ruralanchor>.

a. How will you work to enact policies and practices that strengthen rural serving and rurally located public colleges and universities, including HBCUs and other minority serving institutions, and the communities they serve?

Response:

The Department, in general, provides funding to institutions of higher education (IHEs) through two primary vehicles: 1) formula-based institutional capacity-building grants, and 2) discretionary competitive grants. For the Department’s formula-based institutional capacity-building grants, such as HBCUs, HBGI, PBIs, and HBCU Masters, the Department has little flexibility given statutory requirements to provide additional funding to rural IHEs. For discretionary competitive grants, unless specifically prohibited by statute, the Department generally can give priority to particular types of institutions.

More broadly, rural-serving postsecondary institutions, include HBCUs, would benefit significantly from key mandatory programs proposed as part of the American Families Plan and now included in the Building Back Better Act. These include Free Community College, which would provide \$108.5 billion over 10 years to create a new partnership with States, territories, and Tribes to make two years of community college free for first-time students and workers wanting to reskill, potentially allowing up to 5.5 million students to pay zero in tuition and fees for two years of community college; the Advancing Affordability for Students program, which would award \$39 billion over 10 years for eligible 4-year HBCUs, TCUs, or MSIs to provide two years of subsidized tuition for students from families earning less than \$125,000; and Completion Grants, which would provide \$62 billion over 10 years for grants to States and Tribes to support completion and retention activities designed to ensure postsecondary success for low-income and underserved students in high-need institutions.

Ineligible Borrower Defense Applications by Institution as of

Note: Totals may not sum due to rounding.

OPEID	School Name
02098800	University of Phoenix
02291504	ITT TECHNICAL INSTITUTE
01072700	DeVry University
02606202	Everest College
00458600	Purdue University Global
00149901	Everest University - Orlando South
00748100	SANFORD-BROWN COLLEGE
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS
03010600	Virginia College
00450700	ALTIERUS CAREER COLLEGE
00188100	ASHFORD UNIVERSITY
00149904	Everest University - Tampa
00709100	EVEREST INSTITUTE
02346200	WyoTech
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY
02075400	DEVRY UNIVERSITY - DOWNERS
01014800	COLORADO TECHNICAL UNIVERSITY
00853200	HEALD COLLEGE - HAYWARD
00747000	Art Institute of Pittsburgh (The)
00915705	WyoTech - Blairsville
00723401	HEALD COLLEGE - HONOLULU
00814604	Everest University - Pompano
00112300	BROOKS INSTITUTE
00809300	HEALD COLLEGE - FRESNO
00723410	HEALD COLLEGE - STOCKTON
00723404	HEALD COLLEGE - CONCORD
00723405	HEALD COLLEGE - MILPITAS
02504200	WALDEN UNIVERSITY
00464600	MINNESOTA SCHOOL OF BUSINESS
02300104	Altierus Career College - Tacoma
02599801	Everest University - Largo
02362100	FULL SAIL UNIVERSITY
01151002	EVEREST INSTITUTE - EVEREST COLLEGE
00907906	EVEREST COLLEGE- EVEREST INSTITUTE
00982800	Altierus Career Education
02262300	HEALD COLLEGE
02263100	ANTHEM COLLEGE
02593100	HEALD COLLEGE - ROSEVILLE
02151900	KEISER UNIVERSITY
03267300	Capella University
03395307	ICDC College
00747700	HEALD COLLEGE - RANCHO CORDOVA

02596600	ATI CAREER TRAINING CENTER
00145900	STRAYER UNIVERSITY
00464200	GLOBE UNIVERSITY
02237500	Las Vegas College
00723603	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - LOS ANGELES
01185802	EVEREST COLLEGE - BURR RIDGE
02295000	EVEREST COLLEGE PHOENIX
00753100	ACADEMY OF ART UNIVERSITY
01019500	Art Institute of Fort Lauderdale (The)
03003200	Everest University - Everest Institute - Kendall
03034000	HEALD COLLEGE - SALINAS
00835000	Art Institute of Philadelphia (The) -
01185803	EVEREST COLLEGE - MELROSE PARK
01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE
01049000	REGENCY BEAUTY INSTITUTE
01287302	WYOTECH - EVEREST COLLEGE
00723402	HEALD COLLEGE - PORTLAND
02591100	CAREER POINT COLLEGE
00450303	Altierus Career College - Fort Worth South
00512727	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC CINCINNATI
00915706	WyoTech - West Sacramento Campus
00926701	EVEREST COLLEGE - CHESAPEAKE
02174900	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - COLLINS COLLEGE
02179907	Argosy University - Phoenix
03072700	WESTWOOD COLLEGE - LOS ANGELES
00149902	Everest University - Melbourne
00832200	DEVRY INSTITUTE OF TECHNOLOGY
02300103	EVEREST COLLEGE - EVERETT
02121800	Everest University - Everest Institute - Miami
01162600	WESTWOOD COLLEGE - SOUTH BAY
02078900	Art Institute of Colorado (The)
02261302	EVEREST INSTITUTE - HOUSTON GREENSPPOINT
02305800	FLORIDA CAREER COLLEGE
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA
00982801	EVEREST INSTITUTE- DEARBORN
00977700	KAPLAN COLLEGE
01206100	BRYMAN COLLEGE
02261303	Altierus Career College - Houston Hobby
02609200	Vatterott College
03832300	DADE MEDICAL COLLEGE
01035601	EVEREST INSTITUTE - DECATUR
02352200	LE CORDON BLEU COLLEGE OF CULINARY ARTS IN CHICAGO
03549300	Ultimate Medical Academy
01102401	EVEREST COLLEGE - CHICAGO
03115100	HERITAGE COLLEGE
00380700	MOUNTAIN STATE UNIVERSITY
00822100	Universal Technical Institute

01258400	Illinois Institute of Art (The)
02327600	Argosy University - The Art Institute of California - San Diego
02617506	Altierus Career College - Tigard
03006800	LE CORDON BLEU INSTITUTE OF CULINARY ARTS
02300105	EVEREST COLLEGE - EARTH CITY
03076400	BRYMAN SCHOOL OF ARIZONA (THE)
00927000	Art Institute of Atlanta (The)
00982804	Altierus Career Education - South Plainfield
01303900	South University
02100401	EVEREST INSTITUTE - KALAMAZOO
03035800	HERITAGE INSTITUTE
00888700	Concorde Career College
02291300	Art Institute of Seattle (The)
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSLEM
04051311	Art Institute of Las Vegas (The)
00736200	MEDTECH COLLEGE
00982803	EVEREST INSTITUTE - DETROIT
01024800	ART INSTITUTES INTERNATIONAL MINNESOTA (THE)
02296605	DEVRY UNIVERSITY - ADDISON
00153410	EVEREST UNIVERSITY - EVEREST COLLEGE - MILWAUKEE
01072714	DEVRY UNIVERSITY - DECATUR
00458300	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC SOUTH BEND
01005700	AMERICAN COMMERCIAL COLLEGE
02117100	Art Institute of Houston (The)
02121801	EVEREST INSTITUTE - HIALEAH
02179900	Argosy University
02614201	Miller - Motte Technical College
03084602	Art Institute of Phoenix (The) - Art Institute of Las Vegas (The)
03390300	LINCOLN TECHNICAL INSTITUTE
00266700	DOWLING COLLEGE
00267800	BRYANT & STRATTON COLLEGE
00781900	Art Institute of Portland (The)
00450301	EVEREST COLLEGE - MCLEAN
00748600	NEW ENGLAND INSTITUTE OF ART (THE)
00780400	STAR CAREER ACADEMY
00974800	Carrington College
02075700	Briarcliffe College
02525600	ART INSTITUTE OF NEW YORK CITY (THE)
03062300	WESTECH COLLEGE
03426400	ANTHEM INSTITUTE
00499203	Miller-Motte Technical College
00754802	WESTWOOD COLLEGE - ANAHEIM
02120700	SAN JOAQUIN VALLEY COLLEGE
02158400	Harrison College
02202300	PITTSBURGH CAREER INSTITUTE
02539600	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INSTITUTE DALLAS
03534300	JONES INTERNATIONAL UNIVERSITY

00467300	Baker College
00723407	HEALD COLLEGE - MODESTO
00754803	WESTWOOD COLLEGE - INLAND EMPIRE
01072706	DeVry University - Ontario
02110500	Miami International University of Art & Design - Art Inst of Charlotte
03031402	SANFORD-BROWN COLLEGE - ORLANDO
00149905	Everest University - Brandon
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON
00489800	McCann School of Business & Technology
01072720	DEVRY UNIVERSITY - COLUMBUS
01072724	DEVRY UNIVERSITY - IRVING
01157400	BAUDER COLLEGE
02053000	LIBERTY UNIVERSITY
02065500	BROOKS COLLEGE
02179902	Argosy University - Atlanta
02298501	EVEREST COLLEGE - FORT WORTH
02532100	BUSINESS CAREER TRAINING INSTITUTE
02576900	CHARTER COLLEGE
03031403	SANFORD-BROWN COLLEGE - LE CORDON BLEU COLLEGE OF CULINARY ARTS
03162300	FOUR-D COLLEGE
03903500	SOUTHERN TECHNICAL COLLEGE
00158300	MORRIS BROWN COLLEGE
00270400	College of New Rochelle (The)
00927002	Art Institute of Atlanta (The) - Art Institute of Washington (The)
00972200	Empire Beauty School
01035602	EVEREST INSTITUTE - EAGAN
02217100	PIMA MEDICAL INSTITUTE
02332900	DEVRY INSTITUTE OF TECHNOLOGY-POMONA
02605501	REMINGTON COLLEGE - MOBILE
02616703	LE CORDON BLEU COLLEGE OF CULINARY ARTS - LAS VEGAS
03026500	Remington College
03031409	SANFORD-BROWN COLLEGE - INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY
03304300	Centura College
00450302	EVEREST COLLEGE - SANTA ANA
00472900	MOUNT WASHINGTON COLLEGE
00767800	SPARTAN COLLEGE OF AERONAUTICS AND TECHNOLOGY
00822103	Universal Technical Institute - California
02100505	UNIVERSAL TECHNICAL INSTITUTE -UNIVERSAL TECHNICAL INST OF N. CA, INC.
02116011	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - NEW YORK
02152100	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - MIAMI-JACOBS CAREER COLLEGE
02218700	NUC University - Florida Technical College - Orlando
02293202	ATI CAREER TRAINING CENTER - ATI COLLEGE OF HEALTH MIAMI
03003201	EVEREST INSTITUTE - FT. LAUDERDALE
03022601	LE CORDON BLEU COLLEGE OF CULINARY ARTS - ATLANTA
03125400	Argosy University - The Art Institute of California - Hollywood
00150900	Nova Southeastern University-Davie
00293700	King's College

00458608	Purdue University Global - Omaha
00458612	Purdue University Global - Hagerstown
00844300	ITT TECHNICAL INSTITUTE - SEATTLE
00888900	LEHIGH VALLEY COLLEGE
01258401	Illinois Institute of Art (The) - The IL Institute of Art - Schaumburg
02113601	AMERICAN INTERCONTINENTAL UNIVERSITY - LOS ANGELES
02205203	SANFORD-BROWN COLLEGE - ST. PETERS
02616203	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC FINDLAY
03076402	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - ORLANDO
03380301	STAR CAREER ACADEMY - STAR PHILADELPHIA
00258000	Southern New Hampshire University
00736202	MEDTECH COLLEGE - GREENWOOD
00922800	DEVRY COLLEGE OF TECHNOLOGY
01072711	DEVRY UNIVERSITY - ORLANDO
01091300	Madison Media Institute
01164700	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN
02055200	Harrington College of Design
02116001	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - TREVISOE
02127900	SOJOURNER-DOUGLASS COLLEGE
02218800	BROOKLINE COLLEGE
02241800	AMERICAN CAREER COLLEGE
02611004	HERITAGE COLLEGE-KANSAS CITY
02617508	EVEREST COLLEGE - WOODBRIDGE
03095500	ASA COLLEGE
03232304	Lincoln Technical Institute - Lincoln
03756300	ANAMARC COLLEGE
00144800	HOWARD UNIVERSITY
00149912	Everest University - Everest College - Kansas City
00319100	CONCORDIA UNIVERSITY
00364200	Texas Southern University
00750601	LINCOLN TECHNICAL INSTITUTE - UNION
00758600	REMINGTON COLLEGE - TAMPA
00780401	STAR CAREER ACADEMY - STAR BRICK
00784400	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN - SANFORD-BROWN INSTITUTE
00887800	Miami International University of Art & Design
00962100	HERZING UNIVERSITY
00998200	VICTORY UNIVERSITY
01021700	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - NASHVILLE
01072702	DEVRY UNIVERSITY - PHOENIX
01077900	PORTER AND CHESTER INSTITUTE
02100502	UNIVERSAL TECHNICAL INSTITUTE- MOTORCYCLE MECHANICS INSTITUTE DIVISION
02116006	SANFORD-BROWN COLLEGE - FT. LAUDERDALE
02171500	WESTERN INTERNATIONAL UNIVERSITY
02266200	HELMS CAREER INSTITUTE
02283800	BEAUTY SCHOOLS OF AMERICA
02559300	UNITED EDUCATION INSTITUTE
02559400	INTERCOAST COLLEGES

02599705	Vatterott College - Sunset Hills
02611005	HERITAGE COLLEGE - WICHITA
03006801	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE OF CUL ARTS
03022602	LE CORDON BLEU COLLEGE OF CULINARY ARTS - MINNEAPOLIS/ST. PAUL
03115102	HERITAGE COLLEGE - LITTLE ROCK
03380302	STAR CAREER ACADEMY - STAR NEWARK
03809400	MICROPOWER CAREER INSTITUTE
03819300	AMERICAN PUBLIC UNIVERSITY SYSTEM
00108100	ARIZONA STATE UNIVERSITY
00140100	POST UNIVERSITY
00149906	Altierus Career College - Orange Park
00174600	Roosevelt University - State Street
00422002	Purdue University Global - Cedar Rapids
00458605	Purdue University Global - Des Moines
00464601	MINNESOTA SCHOOL OF BUSINESS - BROOKLYN CENTER
00464605	MINNESOTA SCHOOL OF BUSINESS - ROCHESTER
00675500	BROWN MACKIE COLLEGE (THE -)
00736205	MEDTECH COLLEGE - LEXINGTON
00740500	WOOD TOBE - COBURN SCHOOL
00748800	KAPLAN CAREER INSTITUTE
00777700	REMINGTON COLLEGE - CLEVELAND
00822101	Universal Technical Institute - Illinois
00822104	Universal Technical Institute - NASCAR Technical Institute
00974801	CARRINGTON COLLEGE - SAN LEANDRO CAMPUS
00982808	Altierus Career College - Atlanta
01035100	PSI INSTITUTE
01072704	DEVRY UNIVERSITY - NEWARK
01072717	DEVRY UNIVERSITY - KANSAS CITY
01072719	DEVRY COLLEGE OF NEW YORK
01111200	FASHION INSTITUTE OF DESIGN & MERCHANDISING -
02078905	ART INSTITUTE OF COLORADO (THE) - PHOENIX BRANCH
02113604	AMERICAN INTERCONTINENTAL UNIVERSITY - DUNWOODY
02116005	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - LANDOVER
02116009	SANFORD-BROWN COLLEGE - MIDDLEBURG HEIGHTS
02148300	MANHATTAN BEAUTY SCHOOL
02179901	Argosy University - Twin Cities
02179918	Argosy University - Sarasota
02263104	ANTHEM COLLEGE - ANTHEM CAREER COLLEGE - NASHVILLE
02301300	PRISM CAREER INSTITUTE
02599701	Vatterott College - Kansas City
02614900	SANFORD-BROWN INSTITUTE
02616401	SANFORD-BROWN INSTITUTE - TAMPA
03030600	CORTIVA INSTITUTE
03076405	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM CAREER COLLEGE - MEMPHIS
03077700	DECKER COLLEGE
03079900	CITY COLLEGE
03089700	CAREER INSTITUTE OF HEALTH AND TECHNOLOGY

03091100	ACT COLLEGE
03339400	WESTERN GOVERNORS UNIVERSITY
03348400	MATTIA COLLEGE
03426300	COLLEGE OF HEALTH CARE PROFESSIONS (THE)
03969600	UEI COLLEGE
00132800	UNIVERSITY OF SOUTHERN CALIFORNIA
00146700	BETHUNE COOKMAN UNIVERSITY
00149700	JONES COLLEGE
00149908	Everest University - Lakeland
00149909	Everest University - Jacksonville
00149911	Everest University - Everest College - Merrionette Park
00219300	MOUNT IDA COLLEGE
00224900	Davenport University
00241000	JACKSON STATE UNIVERSITY
00252100	WEBSTER UNIVERSITY
00262900	Rutgers, the State University of New Jersey
00275100	LONG ISLAND UNIVERSITY
00332900	Pennsylvania State University (The)
00340400	JOHNSON & WALES UNIVERSITY
00473000	MCINTOSH COLLEGE
00473100	DANIEL WEBSTER COLLEGE
00479900	Monroe College
00520307	REMINGTON COLLEGE - LAFAYETTE
00730306	LINCOLN TECHNICAL INSTITUTE - EAST WINDSOR
00736204	MEDTECH COLLEGE - FORT WAYNE
00739400	BERKELEY COLLEGE
00822105	Universal Technical Institute - Massachusetts
00869410	RASMUSSEN COLLEGE - OCALA
00887805	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST. OF TAMPA
00963500	FLORIDA INTERNATIONAL UNIVERSITY
01072718	DeVry University - Iselin
01072723	DEVRY UNIVERSITY - FEDERAL WAY
01287200	NORTH-WEST COLLEGE
02075702	Briarcliffe College - Bohemia
02112300	Ridley - Lowell Business & Technical Institute
02115100	BUTLER BUSINESS SCHOOL
02116008	SANFORD-BROWN COLLEGE - ATLANTA
02131600	PENNCO TECH
02158410	Harrison College - East
02179919	Argosy University - Dallas
02180100	ROSS MEDICAL EDUCATION CENTER
02202301	SANFORD-BROWN INSTITUTE - SANFORD-BROWN INSTITUTE
02263105	ANTHEM COLLEGE - HIGH-TECH INSTITUTE - ATLANTA
02294900	INSTITUTE OF AUDIO RESEARCH
02295002	EVEREST COLLEGE PHOENIX - MESA CAMPUS
02295700	NATIONAL ACADEMY OF BEAUTY ARTS
02361101	ITT TECHNICAL INSTITUTE -

02541200	Stratford University
02599710	Vatterott College - Vatterott Career College - Memphis
02614205	Miller - Motte Technical College - Miller - Motte College - Greenville
02616402	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - ISELIN
02616403	SANFORD-BROWN INSTITUTE - SANFORD-BROWN COLLEGE - WEST ALLIS
02617503	EVEREST COLLEGE - VANCOUVER
03010602	Virginia College - Huntsville
03010603	Virginia College - Jackson
03042700	LAURUS TECHNICAL INSTITUTE
03076403	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - IRVING
03076404	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM INSTITUTE - LAS VEGAS
03123900	SOUTHEASTERN COLLEGE
03399300	BRYAN COLLEGE
03523300	Aviation Institute Of Maintenance
03813300	Northcentral University
04121500	COLUMBIA SOUTHERN UNIVERSITY
04190000	RADIANS COLLEGE
00108300	University of Arizona (The)
00148000	FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
00152600	SAINT LEO UNIVERSITY
00152800	ST. PETERSBURG COLLEGE
00166500	Columbia College Chicago
00167100	DEPAUL UNIVERSITY
00228400	MARYGROVE COLLEGE
00232900	Wayne State University
00245600	Columbia College
00277200	MERCY COLLEGE
00278200	NEW YORK INSTITUTE OF TECHNOLOGY
00278500	New York University
00304300	CHANCELLOR UNIVERSITY
00305100	KENT STATE UNIVERSITY
00312300	UNIVERSITY OF AKRON (THE)
00342000	BENEDICT COLLEGE
00458607	Purdue University Global - Cedar Falls
00458609	Purdue University Global - Lincoln
00458615	Kaplan University - Portland
00461700	National College
00462500	DELGADO COMMUNITY COLLEGE
00464606	MINNESOTA SCHOOL OF BUSINESS - BLAINE
00486600	STAUTZENBERGER COLLEGE
00489300	DUBOIS BUSINESS COLLEGE
00489804	McCann School of Business & Technology - Hazelton Campus
00675000	VALENCIA COLLEGE
00675501	BROWN MACKIE COLLEGE
00716400	BRYAN UNIVERSITY
00747001	ART INSTITUTE OF PITTSBURGH (THE) - SANTA MONICA
00748400	Newbury College

00779100	WILFRED ACADEMY OF HAIR & BEAUTY CULTURE
00780402	STAR CAREER ACADEMY - STAR EGG HARBOR
00793100	PACIFIC TRAVEL TRADE SCHOOL - MAIN CAMPUS
00927003	Art Institute of Atlanta (The) - Art Institute of Tennessee-Nashville
00940700	Lincoln College of New England
00945103	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC TUCSON
00972100	Bradford School
00974804	CARRINGTON COLLEGE - CITRUS HEIGHTS
00974807	CARRINGTON COLLEGE - SAN JOSE
00982810	EVEREST INSTITUTE - EVEREST COLLEGE- BEDFORD PARK
01005901	AMERICAN COMMERCIAL COLLEGE - AMERICAN COMMERCIAL COLLEGE
01014200	Touro College
01019800	ECPI UNIVERSITY
01063300	Houston Community College
01072712	DEVRY UNIVERSITY - MIRAMAR
01072722	DEVRY UNIVERSITY - FORT WASHINGTON
01072754	DEVRY UNIVERSITY - HOUSTON
01087700	AMERICAN BUSINESS INSTITUTE
01146000	National University - La Jolla
01164400	University of Maryland Global Campus
01248200	ATI TECHNICAL TRAINING CENTER
01289100	ANTONELLI COLLEGE
02055500	DELTA SCHOOL OF BUSINESS AND TECHNOLOGY
02103200	BROWN MACKIE COLLEGE-MERRILLVILLE
02106600	AMERICAN INSTITUTE
02112301	RIDLEY - LOWELL BUSINESS & TECHNICAL INSTITUTE - POUGHKEEPSIE
02113606	AMERICAN INTERCONTINENTAL UNIVERSITY (THE) - PLANTATION
02113609	AMERICAN INTERCONTINENTAL UNIVERSITY - WESTON
02128000	SUPERIOR TRAINING SERVICES
02179903	Argosy University - Washington D.C. Area
02179909	Argosy University - Tampa
02179914	Argosy University - Nashville
02179928	Argosy University - Los Angeles
02179948	Argosy University - The Art Institute of California - Inland Empire
02205207	SANFORD-BROWN COLLEGE - MILWAUKEE
02215100	HALLMARK INSTITUTE OF PHOTOGRAPHY
02219500	Mildred Elley
02239202	ANTHEM COLLEGE - METRO SOUTH
02250603	EVEREST COLLEGE - ARLINGTON
02253900	Miller-Motte College - Berks Technical Institute
02263101	ANTHEM COLLEGE - SACRAMENTO
02305801	Florida Career College - Pembroke Pines
02337800	COLLEGE OF OFFICE TECHNOLOGY
02362002	UNIVERSAL TECHNICAL INSTITUTE - PENNSYLVANIA
02491500	Southwest University of Visual Arts
02538900	INTERNATIONAL BUSINESS COLLEGE-
02546800	MTA SCHOOL, RESIDENT SCHOOL

02557800	ART INSTITUTE OF YORK (THE) - PENNSYLVANIA
02572800	VISTA COLLEGE
02576200	MID-CONTINENT UNIVERSITY
02580100	IVERSON INSTITUTE
02588904	MEDTECH INSTITUTE- MEDTECH COLLEGE
02599702	Vatterott College - Springfield
02606800	Miller-Motte College - McCann - Monroe
02611007	HERITAGE COLLEGE - COLUMBUS
02615001	SANFORD-BROWN COLLEGE - DALLAS
03010607	Virginia College - Mobile
03010616	Virginia College - Montgomery
03031405	SANFORD-BROWN COLLEGE - LAS VEGAS
03031406	SANFORD-BROWN COLLEGE - SEATTLE
03067500	Institute of Technology
03071801	ITT TECHNICAL INSTITUTE - EVERETT
03079200	WESTWOOD COLLEGE - DUPAGE
03108100	Summit College
03108500	EVERGLADES UNIVERSITY
03110000	ACADEMY OF HEALING ARTS
03128700	MT. SIERRA COLLEGE
03172400	CALIBER TRAINING INSTITUTE
03196300	Lincoln Technical Institute - Somerville
03368300	MIDWEST TECHNICAL INSTITUTE
03448300	BUSINESS INDUSTRIAL RESOURCES
03595400	ANGLEY COLLEGE
03789300	UNITECH TRAINING ACADEMY
03866300	GALIANO CAREER ACADEMY
04116000	VIDEO SYMPHONY ENTERTRAINING
04122300	Grantham University
04137900	BRENSTEN EDUCATION
04148000	NEW LIFE BUSINESS INSTITUTE
00100200	ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY
00100500	ALABAMA STATE UNIVERSITY
00111700	AZUSA PACIFIC UNIVERSITY
00113900	CALIFORNIA STATE UNIVERSITY, LONG BEACH
00115000	CALIFORNIA STATE UNIVERSITY - SACRAMENTO
00115300	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
00115400	SAN FRANCISCO STATE UNIVERSITY
00115500	SAN JOSE STATE UNIVERSITY
00131500	University of California, Los Angeles
00136000	METROPOLITAN STATE UNIVERSITY OF DENVER
00136300	REGIS UNIVERSITY
00146900	FLORIDA INSTITUTE OF TECHNOLOGY
00148900	FLORIDA STATE UNIVERSITY
00150000	BROWARD COLLEGE
00150400	State College of Florida, Manatee-Sarasota
00152000	Seminole State College of Florida

00152100	SOUTHEASTERN UNIVERSITY
00154400	Albany State University
00155900	CLARK ATLANTA UNIVERSITY
00157400	GEORGIA STATE UNIVERSITY
00157700	KENNESAW STATE UNIVERSITY
00169400	CHICAGO STATE UNIVERSITY
00173700	NORTHERN ILLINOIS UNIVERSITY
00175800	SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
00180500	INDIANA INSTITUTE OF TECHNOLOGY
00181300	Indiana University - Purdue University Indianapolis
00183300	SAINT JOSEPH'S COLLEGE
00184200	VALPARAISO UNIVERSITY
00198300	ST. CATHARINE COLLEGE
00200600	Grambling State University
00202500	SOUTHERN UNIVERSITY AND AGRICULTURAL & MECHANICAL COLG AT BATON ROUGE
00208300	Morgan State University
00213000	Boston University
00220500	QUINCY COLLEGE
00221100	Springfield College
00225900	EASTERN MICHIGAN UNIVERSITY
00229000	MICHIGAN STATE UNIVERSITY
00233000	WESTERN MICHIGAN UNIVERSITY
00236200	MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE
00240700	Hinds Community College
00244100	UNIVERSITY OF SOUTHERN MISSISSIPPI
00256900	UNIVERSITY OF NEVADA - LAS VEGAS
00261700	MONTCLAIR STATE UNIVERSITY
00273200	HOFSTRA UNIVERSITY
00279100	PACE UNIVERSITY
00290500	NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
00290900	BARBER-SCOTIA COLLEGE
00295000	North Carolina Central University
00296800	Saint Augustine's University
00301800	BOWLING GREEN STATE UNIVERSITY
00302600	CENTRAL STATE UNIVERSITY
00309000	OHIO STATE UNIVERSITY
00312500	UNIVERSITY OF CINCINNATI
00313100	UNIVERSITY OF TOLEDO
00319600	LANE COMMUNITY COLLEGE
00319900	Marylhurst University
00321300	Portland Community College
00324900	COMMUNITY COLLEGE OF PHILADELPHIA
00325600	DREXEL UNIVERSITY
00344800	UNIVERSITY OF SOUTH CAROLINA - COLUMBIA
00350900	UNIVERSITY OF MEMPHIS (THE)
00351000	MIDDLE TENNESSEE STATE UNIVERSITY
00352200	TENNESSEE STATE UNIVERSITY

00352400	PIEDMONT INTERNATIONAL UNIVERSITY - CHATTANOOGA CAMPUS
00359400	UNIVERSITY OF NORTH TEXAS
00363000	Prairie View Agricultural & Mechanical University
00371200	TIDEWATER COMMUNITY COLLEGE
00372800	OLD DOMINION UNIVERSITY
00373900	SAINT PAUL'S COLLEGE
00374900	GEORGE MASON UNIVERSITY
00376400	VIRGINIA STATE UNIVERSITY
00376500	NORFOLK STATE UNIVERSITY
00382700	West Virginia University
00386600	Milwaukee Area Technical College
00389600	UNIVERSITY OF WISCONSIN - MILWAUKEE
00395400	UNIVERSITY OF CENTRAL FLORIDA-MAIN CAMPUS
00396900	University of Minnesota - Twin Cities
00399300	Midlands Technical College - Airport Campus
00449402	EVEREST COLLEGE - ONTARIO
00458606	Purdue University Global - Mason City
00458610	Kaplan University - Council Bluffs
00458616	Purdue University Global - Lewiston
00464602	MINNESOTA SCHOOL OF BUSINESS - PLYMOUTH
00464603	MINNESOTA SCHOOL OF BUSINESS - SHAKOPEE
00464604	MINNESOTA SCHOOL OF BUSINESS - ST. CLOUD
00472901	MOUNT WASHINGTON COLLEGE - NASHUA CAMPUS
00472905	MOUNT WASHINGTON COLLEGE - SALEM CAMPUS
00489805	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - SCRANTON
00492000	TRIDENT TECHNICAL COLLEGE
00493800	South College
00520800	COLLEGE OF WESTCHESTER (THE)
00673100	Casa Loma College
00686700	COLUMBUS STATE COMMUNITY COLLEGE- MAIN CAMPUS
00697500	Lincoln University
00712000	Des Moines Area Community College
00722900	WESTERN BEAUTY INSTITUTE
00740100	Mandl School
00743900	Fountainhead College of Technology
00751800	Apex Technical School
00757200	AMERICAN MUSICAL & DRAMATIC ACADEMY
00758602	REMINGTON COLLEGE - FORT WORTH CAMPUS
00775900	LINCOLN TECHNICAL INSTITUTE - ALLENTOWN
00781400	BROOKSTONE COLLEGE OF BUSINESS
00781401	BROOKSTONE COLLEGE OF BUSINESS - GREENSBORO
00784500	NEW ENGLAND INSTITUTE OF TECHNOLOGY
00787000	HILLSBOROUGH COMMUNITY COLLEGE
00793803	LINCOLN COLLEGE OF TECHNOLOGY - NASHVILLE
00821700	Paul Mitchell the School Green Bay
00827000	WILFRED ACADEMY
00841700	STENOTYPE INSTITUTE OF JACKSONVILLE

00850101	Rasmussen College
00863500	IBMC COLLEGE
00902200	ASSOCIATED TECHNICAL COLLEGE
00904300	ELMIRA BUSINESS INSTITUTE
00926800	KELSEY -JENNEY COLLEGE
00927004	Art Institute of Atlanta (The) - The Art Institute of Charleston
00943200	ESS COLLEGE OF BUSINESS
00961800	TULSA WELDING SCHOOL
00974802	CARRINGTON COLLEGE - PLEASANT HILL CAMPUS
00974803	CARRINGTON COLLEGE - STOCKTON
00974806	CARRINGTON COLLEGE CALIFORNIA - ANTIOCH/WALNUT CREEK
00974808	CARRINGTON COLLEGE CALIFORNIA - EMERYVILLE
00982807	EVEREST INSTITUTE - MARIETTA
01014804	COLORADO TECHNICAL UNIVERSITY - SIOUX FALLS BRANCH CAMPUS
01014814	COLORADO TECHNICAL UNIVERSITY - NORTH KANSAS CITY
01027900	Hickey College
01036200	COLLEGE OF SOUTHERN NEVADA
01040500	PINNACLE CAREER INSTITUTE
01057700	UNITED COLLEGE OF BUSINESS
01072709	DEVRY UNIVERSITY - WESTMINSTER
01083100	NEW COLLEGE OF CALIFORNIA
01088100	STARK STATE COLLEGE
01093000	SUBURBAN TECHNICAL SCHOOL
01103100	TECHNICAL CAREER INSTITUTES
01112200	SAWYER COLLEGE
01114500	LONE STAR COLLEGE SYSTEM
01116600	Broadview College
01162601	WESTWOOD COLLEGE - SOUTH BAY - ARLINGTON BALLSTON
01162602	WESTWOOD COLLEGE - SOUTH BAY - ANNANDALE
01197900	BLAKE BUSINESS SCHOOL
01202700	GALEN COLLEGE OF CALIFORNIA
01226200	USA TRAINING ACADEMY HOME STUDY
01234600	BERKELEY COLLEGE - CLIFTON
01246104	Lincoln Technical Institute - Center City
01246105	Lincoln Technical Institute - Northeast
01258405	Illinois Institute of Art (The) - The Art Institute of Michigan
01284601	BRANCH CAMPUS
02069200	PACIFIC COAST COLLEGE
02074100	CAPITOL CITY TRADE & TECHNICAL SCHOOL
02098814	UNIVERSITY OF PHOENIX - ONLINE CAMPUS
02100607	Carrington College -Tucson
02100608	CARRINGTON COLLEGE - WESTSIDE
02100611	Carrington College - Mesa
02103201	BROWN MACKIE COLLEGE-MERRILLVILLE - BROWN MACKIE COLLEGE-MICHIGAN CITY
02110700	Cleveland Institute of Dental - Medical Assistants
02116012	SANFORD-BROWN COLLEGE - HOUSTON NORTH LOOP
02119200	COURT REPORTING INSTITUTE OF ST LOUIS

02120800	YORKTOWNE BUSINESS INSTITUTE
02120901	ITT TECHNICAL INSTITUTE - HAYWARD
02131500	NORTHWESTERN COLLEGE
02141500	SAVANNAH COLLEGE OF ART AND DESIGN
02151100	ATI COLLEGE OF HEALTH
02158401	Harrison College - Columbus
02158402	Harrison College - Lafayette
02158405	Harrison College - Terre Haute
02158407	Harrison College - Anderson
02158409	Harrison College - Evansville
02158412	Harrison College - Fort Wayne
02160304	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - SCHAUMBURG
02161800	MUSICIANS INSTITUTE
02164200	FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY
02177500	RIO SALADO COMMUNITY COLLEGE
02179905	Argosy University - Hawaii
02179926	ARGOSY UNIVERSITY - ORANGE COUNTY
02179932	Argosy University - Inland Empire
02179943	Argosy University - The Art Institute of California - San Francisco
02179944	Argosy University - The Art Institute of California - Orange County
02179945	Argosy University - The Art Institute of California - Sacramento
02202500	NEW ENGLAND TRACTOR TRAILER TRAINING SCHOOL OF CONN
02205204	SANFORD BROWN COLLEGE-NKC
02205300	SAVANNAH RIVER COLLEGE
02206300	BEAUTY INSTITUTE (THE)
02239203	ANTHEM COLLEGE - BEAVERTON
02241801	AMERICAN CAREER COLLEGE - ANAHEIM
02244900	Goodwin University
02245200	MTI COLLEGE OF BUSINESS AND TECHNOLOGY
02255200	PENNSYLVANIA SCHOOL OF BUSINESS
02263106	ANTHEM COLLEGE - ANTHEM COLLEGE - KANSAS CITY
02277400	South Coast College
02280800	Lincoln College of Technology - West Palm
02293203	ATI CAREER TRAINING CENTER - ALBUQUERQUE
02296500	MASTERS INSTITUTE
02304000	MISSOURI TECHNICAL SCHOOL
02305802	FLORIDA CAREER COLLEGE - WEST PALM BEACH
02305804	FLORIDA CAREER COLLEGE - LAUDERDALE LAKES
02311200	AMERICAN SCHOOL OF TECHNOLOGY
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT
02317300	Tricoci University of Beauty Culture
02338500	Glendale Career College
02362003	UNIVERSAL TECHNICAL INSTITUTE - NORTHERN TEXAS
02490800	HAIR FASHIONS BY KAYE BEAUTY COLLEGE
02491100	Beckfield College
02539900	STAR TECHNICAL INSTITUTE
02540000	Tennessee Academy of Cosmetology

02547600	FLORIDA NATIONAL UNIVERSITY
02559000	University of Advancing Computer Technology
02559301	UNITED EDUCATION INSTITUTE - SAN BERNARDINO
02559303	UNITED EDUCATION INSTITUTE - SAN DIEGO
02559304	UNITED EDUCATION INSTITUTE - ONTARIO
02559305	UNITED EDUCATION INSTITUTE - ENCINO
02559309	United Education Institute - Chula Vista
02569306	LE CORDON BLEU COLLEGE OF CULINARY ARTS - SANFORD-BROWN COLLEGE
02586200	FLORIDA CAREER COLLEGE - CLEARWATER
02588902	MEDTECH INSTITUTE - SILVER SPRING
02596400	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY
02596502	ATI- CAREER TRAINING CENTER - OKLAHOMA CITY (#037)
02598200	UNIVERSITY OF SOUTHERNMOST FLORIDA
02599703	Vatterott College - Joplin
02599706	Vatterott College - Tulsa
02599712	VATTEROTT COLLEGE - ST. CHARLES
02608900	PINNACLE COLLEGE
02617501	EVEREST COLLEGE - FIFE
03009701	HARRISON COLLEGE - MUNCIE
03010604	Virginia College - Austin
03010606	Virginia College - Chattanooga
03010608	Virginia College - Pensacola
03010610	Virginia College - Biloxi
03010611	Virginia College - Golf Academy of America - Carlsbad
03010619	Virginia College - Augusta
03012500	NEW WAVE HAIR ACADEMY
03023500	Camelot College
03025800	Dawn Career Institute
03026501	REMYNTON COLLEGE - NORTH HOUSTON CAMPUS
03035300	Southern Careers Institute
03039900	Fremont College
03042501	Carrington College - Spokane
03062701	PLATT COLLEGE - ONTARIO
03067300	METROPOLITAN COLLEGE
03068200	OHIO MEDIA SCHOOL
03071606	College of Business & Technology
03076401	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE
03089702	CAREER INSTITUTE OF HEALTH AND TECHNOLOGY - BROOKLYN
03104300	Career Technical Institute
03108700	ROYAL BEAUTY CAREERS
03109000	SCHOOL OF COMMUNICATION ARTS OF NORTH CAROLINA
03110300	SALON ACADEMY (THE)
03113100	MARIC COLLEGE
03115000	ARIZONA COLLEGE
03126400	CENTURA COLLEGE -
03138400	AMERICAN COLLEGE OF MEDICAL TECHNOLOGY
03197300	INSTITUTE FOR HEALTH EDUCATION (THE)

03294300	BLUE CLIFF COLLEGE
03294306	BLUE CLIFF COLLEGE - SHREVEPORT
03316300	LINCOLN TECHNICAL INSTITUTE - HARTFORD
03380303	STAR CAREER ACADEMY - STAR CLIFTON
03380304	STAR CAREER ACADEMY - STAR AUDUBON
03394300	REMINGTON COLLEGE - SAN DIEGO CAMPUS
03400300	Quest College
03425400	CENTRAL FLORIDA INSTITUTE
03525300	BLUE CLIFF COLLEGE - GULFPORT
03549301	ULTIMATE MEDICAL ACADEMY -
03625300	PERFORMANCE TRAINING INSTITUTE
03627400	JACKSONVILLE BEAUTY INSTITUTE
03676400	HEALTHY HAIR ACADEMY
03698400	CALIFORNIA COLLEGE OF VOCATIONAL CAREERS
03706300	Hollywood Institute
03812300	OMNITECH INSTITUTE
03875300	MCI INSTITUTE OF TECHNOLOGY
03973300	SAE EXPRESSION COLLEGE
04051304	Art Institute of Phoenix (The) - Art Institute of Indianapolis (The)
04127900	TRIDENT UNIVERSITY INTERNATIONAL
04134500	SAN DIEGO COLLEGE
04135900	Orion College
04141400	LAURUS COLLEGE
04149300	PARK WEST BARBER SCHOOL
04152300	Georgia Beauty Academy
04161800	BRANDMAN UNIVERSITY
04162500	HOLLYWOOD INSTITUTE OF BEAUTY CAREERS
04184800	VANTAGE COLLEGE
00102800	MILES COLLEGE
00104400	Stillman College
00104700	Troy University
00105100	UNIVERSITY OF ALABAMA
00105200	UNIVERSITY OF ALABAMA AT BIRMINGHAM
00105700	UNIVERSITY OF SOUTH ALABAMA
00107700	MESA COMMUNITY COLLEGE
00107800	PHOENIX COLLEGE
00108200	NORTHERN ARIZONA UNIVERSITY
00108700	Arkansas Baptist College
00109003	Arkansas State University
00109200	UNIVERSITY OF CENTRAL ARKANSAS
00110100	UNIVERSITY OF ARKANSAS AT LITTLE ROCK
00113800	California State University, East Bay
00114000	CALIFORNIA STATE UNIVERSITY, LOS ANGELES
00114200	California State University, San Bernardino
00114700	CALIFORNIA STATE UNIVERSITY, FRESNO
00116400	Chapman University
00132500	UNIVERSITY OF SAN FRANCISCO

00134201	WHITTIER COLLEGE - COLLEGE OF LAW
00137800	CENTRAL CONNECTICUT STATE UNIVERSITY
00141600	UNIVERSITY OF BRIDGEPORT
00142800	DELAWARE STATE UNIVERSITY
00143400	AMERICAN UNIVERSITY
00144100	UNIVERSITY OF THE DISTRICT OF COLUMBIA
00144400	George Washington University
00147500	Daytona State College
00147700	FLORIDA SOUTHWESTERN STATE COLLEGE
00148100	Florida Atlantic University
00148400	FLORIDA STATE COLLEGE AT JACKSONVILLE
00148600	FLORIDA MEMORIAL UNIVERSITY
00150600	MIAMI DADE COLLEGE
00153500	UNIVERSITY OF FLORIDA
00153600	University of Miami
00153700	University of South Florida
00156200	GEORGIA STATE UNIVERSITY - PC-DECATUR
00157200	Georgia Southern University
00158000	MERCER UNIVERSITY
00159900	VALDOSTA STATE UNIVERSITY
00169200	ILLINOIS STATE UNIVERSITY
00177500	University of Illinois Urbana-Champaign
00177600	University of Illinois at Chicago
00180700	Indiana State University
00180900	Indiana University - Bloomington
00182200	INDIANA WESLEYAN UNIVERSITY
00182500	PURDUE UNIVERSITY
00191700	BARCLAY COLLEGE
00194800	UNIVERSITY OF KANSAS
00196200	UNIVERSITY OF THE CUMBERLANDS
00196800	KENTUCKY STATE UNIVERSITY
00198900	University of Kentucky
00199900	UNIVERSITY OF LOUISVILLE
00200200	WESTERN KENTUCKY UNIVERSITY
00201500	UNIVERSITY OF NEW ORLEANS (THE)
00202400	SOUTHEASTERN LOUISIANA UNIVERSITY
00210300	UNIVERSITY OF MARYLAND, COLLEGE PARK
00219900	NORTHEASTERN UNIVERSITY
00221800	SUFFOLK UNIVERSITY
00224300	CENTRAL MICHIGAN UNIVERSITY
00227000	Henry Ford College
00227800	Lansing Community College
00232300	University of Detroit Mercy
00236000	Minnesota State University, Mankato
00239600	Alcorn State University
00239700	Belhaven University
00242400	Mississippi Valley State University

00244000	University of Mississippi
00248000	LINDENWOOD UNIVERSITY
00250300	MISSOURI STATE UNIVERSITY
00254000	College of Saint Mary
00256800	UNIVERSITY OF NEVADA , RENO
00257900	New England College
00260700	FAIRLEIGH DICKINSON UNIVERSITY
00261300	NEW JERSEY CITY UNIVERSITY
00262200	KEAN UNIVERSITY
00263200	SETON HALL UNIVERSITY
00265700	NEW MEXICO STATE UNIVERSITY
00266300	UNIVERSITY OF NEW MEXICO
00267808	BRYANT & STRATTON COLLEGE - PARMA
00267813	Bryant & Stratton College - Milwaukee Downtown
00277700	MEDAILLE COLLEGE
00279000	Nyack College
00280600	ROCHESTER INSTITUTE OF TECHNOLOGY
00282300	Saint John's University
00283400	EXCELSIOR COLLEGE
00284200	SUNY COLLEGE AT BUFFALO
00287200	MONROE COMMUNITY COLLEGE
00287300	NASSAU COMMUNITY COLLEGE
00292300	East Carolina University
00296200	SHAW UNIVERSITY
00303000	OHIO CHRISTIAN UNIVERSITY
00303200	CLEVELAND STATE UNIVERSITY
00304000	Cuyahoga Community College
00304600	Franklin University
00314500	YOUNGSTOWN STATE UNIVERSITY
00315700	LANGSTON UNIVERSITY
00321600	PORTLAND STATE UNIVERSITY
00325800	DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
00327300	HARRISBURG AREA COMMUNITY COLLEGE
00331500	BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
00331700	CHEYNEY UNIVERSITY OF PENNSYLVANIA
00339400	WILKES UNIVERSITY
00344600	SOUTH CAROLINA STATE UNIVERSITY
00347800	AUSTIN PEAY STATE UNIVERSITY
00348000	Bethel University
00349400	Hiwassee College
00349700	KNOXVILLE COLLEGE
00350100	LEMOYNE-OWEN COLLEGE
00353006	University of Tennessee
00357700	HUSTON - TILLOTSON UNIVERSITY
00358500	LON MORRIS COLLEGE
00359000	MCLENNAN COMMUNITY COLLEGE
00359300	NAVARRO COLLEGE

00359900	University of Texas Rio Grande Valley
00360600	Sam Houston State University
00361200	UNIVERSITY OF HOUSTON - DOWNTOWN
00361500	Texas State University
00362600	Tarrant County College District
00363400	TEXAS STATE TECHNICAL COLLEGE
00364400	Texas Tech University
00365200	UNIVERSITY OF HOUSTON
00365600	UNIVERSITY OF TEXAS AT ARLINGTON
00366100	University of Texas at El Paso
00369200	Norwich University
00372700	Northern Virginia Community College
00373500	VIRGINIA COMMONWEALTH UNIVERSITY
00375200	VIRGINIA INTERMONT COLLEGE
00379800	UNIVERSITY OF WASHINGTON
00380000	WASHINGTON STATE UNIVERSITY
00393803	INTER AMERICAN UNIVERSITY OF PUERTO RICO - SAN GERMAN CAMPUS
00394100	Universidad Ana G. MÃ©ndez - Carolina Campus
00396500	BAY STATE COLLEGE
00398500	ORAL ROBERTS UNIVERSITY
00399100	GREENVILLE TECHNICAL COLLEGE
00407200	NORTHWOOD UNIVERSITY
00449200	WATTERSON COLLEGE
00464201	GLOBE UNIVERSITY - EAU CLAIRE
00484400	WAKE TECHNICAL COMMUNITY COLLEGE
00485200	Clark State College
00489807	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - CARLISLE
00492500	HORRY GEORGETOWN TECHNICAL COLLEGE
00494700	WEST TENNESSEE BUSINESS COLLEGE
00554100	Minnesota State Community and Technical College
00575300	OWENS COMMUNITY COLLEGE
00696100	JEFFERSON COMMUNITY AND TECHNICAL COLLEGE
00729701	WESTWOOD COLLEGE OF TECHNOLOGY - O'HARE
00737200	AUSTIN'S SCHOOL OF SPA TECHNOLOGY
00743000	ANTONELLI INSTITUTE
00743700	PITTSBURGH TECHNICAL COLLEGE
00754900	COYNE COLLEGE
00758604	REMINGTON COLLEGE-LARGO CAMPUS
00758605	REMINGTON COLLEGE-JACKSONVILLE CAMPUS
00760500	ACADEMY PACIFIC TRAVEL COLLEGE
00764800	DENVER TECHNICAL COLLEGE
00768600	SOUTHERN UNIVERSITY AT SHREVEPORT - BOSSIER CITY
00783200	LINCOLN TECHNICAL INSTITUTE - PHILADELPHIA
00812300	ADVANCED CAREER TRAINING
00831000	AUBURN UNIVERSITY MONTGOMERY
00869407	RASMUSSEN COLLEGE - BLOOMINGTON
00869411	RASMUSSEN COLLEGE - NEW PORT RICHEY

00869413	RASMUSSEN COLLEGE - FORT MYERS
00903200	EMPIRE COLLEGE
00903400	CATHERINE COLLEGE
00907700	UTICA SCHOOL OF COMMERCE
00908200	INTERNATIONAL BUSINESS COLLEGE
00923000	WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
00926803	KELSEY - JENNEY COLLEGE-
00943100	NATIONAL EDUCATION CENTER NATIONAL INSTITUTE OF TECHNOLOGY CAMPUS
00944700	WEBSTER CAREER COLLEGE
00974100	University of Texas at Dallas
00976900	METROPOLITAN COLLEGE OF NEW YORK
00978400	NATIONAL EDUCATION CENTER-BAUDER COLLEGE CAMPUS
00991700	IVY TECH COMMUNITY COLLEGE OF INDIANA
01003500	SOUTHERN COLLEGE
01011500	UNIVERSITY OF TEXAS AT SAN ANTONIO
01014802	COLORADO TECHNICAL UNIVERSITY - DENVER BRANCH CAMPUS
01028600	SUNY EMPIRE STATE COLLEGE
01034500	CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
01037200	ADELPHI BUSINESS COLLEGE
01046300	NATIONAL TECHNICAL SCHOOLS
01050300	WICHITA TECHNICAL INSTITUTE
01050900	Hallmark University
01055400	Concordia College Alabama
01072725	DEVRY UNIVERSITY - ARLINGTON
01084700	Miller-Motte College - Arizona Automotive Institute
01099800	PENNSYLVANIA INSTITUTE OF TECHNOLOGY
01121900	COLUMBIA SCHOOL OF BROADCASTING, HOME STUDY
01171900	Universidad Ana G. MÃ©ndez - Gurabo Campus
01174500	OHIO TECHNICAL COLLEGE
01181000	Taylor Business Institute
01191100	BRICK COMPUTER SCIENCE INSTITUTE
01191600	DRAKE BUSINESS SCHOOL
01201500	Austin Community College
01202600	BELLUS ACADEMY
01242500	Stone Academy
01289600	North Coast College, The
01291200	MTI COLLEGE
01300500	OLYMPIAN ACADEMY OF COSMETOLOGY
01303904	SOUTH UNIVERSITY - WEST PALM BEACH CAMPUS
01303906	SOUTH UNIVERSITY - MONTGOMERY
01303907	SOUTH UNIVERSITY - COLUMBIA
01303908	SOUTH UNIVERSITY - TAMPA
02054300	TRUMBULL BUSINESS COLLEGE
02055100	HAWAII BUSINESS COLLEGE
02060900	BROWN COLLEGE OF COURT REPORTING
02065501	BROOKS COLLEGE - SUNNYVALE
02066200	New School, The

02092400	RIDLEY-LOWELL SCHOOL OF BUSINESS
02098300	WESTERN TECHNICAL COLLEGE
02100612	Carrington College - New Mexico
02104000	HARRIS SCHOOL OF BUSINESS
02113602	AMERICAN INTERCONTINENTAL UNIVERSITY - LONDON
02113610	AMERICAN INTERCONTINENTAL UNIVERSITY - HOUSTON
02120600	SAYBROOK UNIVERSITY
02128300	INSTITUTE FOR BUSINESS & TECHNOLOGY
02128301	INSTITUTE FOR BUSINESS & TECHNOLOGY - NATIONAL CAREER EDUCATION
02147400	CLEVELAND CHIROPRACTIC COLLEGE
02151906	KEISER UNIVERSITY - LAKELAND
02151908	KEISER UNIVERSITY - MIAMI CAMPUS
02152700	CENTER FOR THE MEDIA ARTS
02157800	AMERICAN HI-TECH BUSINESS TECHNOLOGY
02158417	Harrison College - Columbus, OH
02160700	WILFRED ACADEMY OF HAIR DESIGN & BEAUTY CULTURE
02165400	TRAINCO BUS SCHOOL
02178500	Eagle Gate College
02179908	Argosy University - San Francisco Bay Area
02179913	Argosy University - Seattle
02179921	Argosy University - Schaumburg
02188400	SIERRA VALLEY COLLEGE OF COURT REPORTING
02216800	CALIFORNIA INSTITUTE
02219600	OMEGA INSTITUTE
02234200	KEYSTONE TECHNICAL INSTITUTE
02241400	BARCLAY CAREER SCHOOL
02261301	NATIONAL INSTITUTE OF TECHNOLOGY - HOUSTON GALLERIA
02270200	INTERNATIONAL AVIATION AND TRAVEL ACADEMY
02275100	Concorde Career Institute
02284300	INTERACTIVE COLLEGE OF TECHNOLOGY
02284700	CHICAGO INSTITUTE OF TECHNOLOGY
02295200	UNITED SCHOOLS
02295900	AMERICAN CAREER TRAINING TRAVEL SCHOOL
02305803	FLORIDA CAREER COLLEGE -HIALEAH
02312400	LA COLLEGE INTERNATIONAL
02317800	American Institute of Trucking
02320900	Tidewater Tech
02321901	ITT TECHNICAL INSTITUTE - SANTA CLARA
02326800	MERIDIAN COLLEGE
02330100	Pioneer Pacific College
02334200	SOUTHEASTERN ACADEMY
02334402	CENTURA COLLEGE - NEWPORT NEWS
02339800	SOUTHERN INSTITUTE OF COSMETOLOGY
02340500	ST. LOUIS COLLEGE OF HEALTH CAREERS
02353200	AMERICAN BUSINESS INSTITUTE (CLOSED)
02360800	Provo College
02532101	BUSINESS COMPUTER TRAINING INSTITUTE - SEATTLE

02546400	MTI Business College
02559310	UNITED EDUCATION INSTITUTE - WEST COVINA
02572008	Vista College - Beaumont
02577900	SANTA BARBARA BUSINESS COLLEGE
02581200	CC'S COSMETOLOGY COLLEGE
02584400	NEW ENGLAND TRACTOR TRAILER TRAINING SCHOOL OF MASSACHUSETTS
02596500	ATI- CAREER TRAINING CENTER
02599714	Vatterott College - ex'treme Institute by Nelly
02599718	Vatterott College - L'Ecole Culinaire
02609500	Career Training Academy
02612800	LOS ANGELES RECORDING SCHOOL
02614901	SANFORD-BROWN INSTITUTE - SPRINGFIELD
02617200	AMERICAN COLLEGE
02621500	CAREER COLLEGE OF NORTHERN NEVADA
02622001	SOUTHWEST ACUPUNCTURE COLLEGE -ALBUQUERQUE
03006802	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE BOSTON
03010612	Virginia College - Golf Academy of America - Apopka
03010617	Virginia College - Greenville
03010618	Virginia College - Jacksonville
03010620	Virginia College - Charleston
03019800	PCI HEALTH TRAINING CENTER
03027400	Avalon School of Cosmetology
03031408	SANFORD-BROWN COLLEGE - SAN ANTONIO
03031600	DPT BUSINESS SCHOOL
03044501	MARIC COLLEGE - PANORAMA CITY
03065400	PROFESSIONAL CAREERS INSTITUTE
03078000	MIAMI MEDIA SCHOOL
03079202	WESTWOOD COLLEGE - ATLANTA MIDTOWN
03083700	Galen Health Institutes
03091300	REGENT UNIVERSITY
03113104	MARIC COLLEGE - LOS ANGELES
03122600	EASTERN INTERNATIONAL COLLEGE
03126401	CENTURA COLLEGE - WEST
03162302	FOUR-D COLLEGE - VICTORVILLE
03173300	ATLANTA'S JOHN MARSHALL LAW SCHOOL
03275300	COSMETOLOGY CAREER INSTITUTE
03294303	BLUE CLIFF COLLEGE - LAFAYETTE
03367400	COMMUNITY CARE COLLEGE
03416500	Chicago School of Professional Psychology - College of Nursing
03427500	UNIVERSITY OF ANTELOPE VALLEY
03445500	FAYETTE BEAUTY ACADEMY
03479300	PCI College
03513400	APEX SCHOOL OF THEOLOGY
03639300	WEST COAST ULTRASOUND INSTITUTE
03750300	PROSPECT COLLEGE
03786300	ADVANCED COLLEGE
03838500	NORTHWEST CAREER COLLEGE

03852500	CIT COLLEGE OF INFOMEDICAL TECHNOLOGY
03910400	NATIONAL POLYTECHNIC COLLEGE
03915300	Career Quest Learning Centers
03939400	CENTURA INSTITUTE
03969601	UEI COLLEGE-RIVERSIDE
04038300	ATA COLLEGE
04057300	ASHER COLLEGE
04115700	REGINA'S COLLEGE OF BEAUTY
04124500	MYCOMPUTERCAREER.COM /TECHSKILLS
04131700	SOUTHWEST UNIVERSITY AT EL PASO
04143100	PROFESSIONAL HANDS INSTITUTE
04147700	Lake Lanier School of Massage
04150000	CENTRAL NURSING COLLEGE
04158700	HOLLYWOOD BEAUTY COLLEGE
04177200	Real Barbers College (The)
04189200	SALON PROFESSIONAL ACADEMY (THE)
04189300	ALLIED AMERICAN UNIVERSITY
04221800	Toni&Guy Hairdressing Academy
	All Other Schools with Less than 10 Ineligible Applications
TOTAL	

of 06/30/2021	
School Type	Rounded Ineligible Case Count
Proprietary	20,030
Proprietary	6,410
Proprietary	6,210
Private, Nonprofit	5,570
Public	3,710
Private, Nonprofit	3,290
Proprietary	2,880
Proprietary	2,050
Proprietary	1,790
Private, Nonprofit	1,600
Proprietary	1,450
Private, Nonprofit	1,380
Private, Nonprofit	1,370
Private, Nonprofit	1,310
Proprietary	1,190
Proprietary	930
Proprietary	900
Proprietary	890
Proprietary	840
Proprietary	740
Proprietary	710
Private, Nonprofit	700
Proprietary	660
Proprietary	650
Proprietary	640
Proprietary	630
Proprietary	630
Proprietary	610
Proprietary	580
Private, Nonprofit	580
Private, Nonprofit	570
Proprietary	560
Proprietary	550
Private, Nonprofit	540
Private, Nonprofit	510
Private, Nonprofit	510
Proprietary	510
Proprietary	500
Private, Nonprofit	490
Proprietary	470
Proprietary	470
Proprietary	460

Proprietary	450
Proprietary	440
Proprietary	440
Proprietary	440
Proprietary	430
Private, Nonprofit	410
Proprietary	410
Proprietary	400
Proprietary	400
Private, Nonprofit	400
Proprietary	400
Proprietary	390
Private, Nonprofit	390
Proprietary	370
Proprietary	350
Proprietary	350
Proprietary	340
Proprietary	340
Private, Nonprofit	320
Proprietary	320
Proprietary	300
Private, Nonprofit	300
Proprietary	300
Proprietary	300
Proprietary	300
Private, Nonprofit	290
Proprietary	290
Private, Nonprofit	290
Private, Nonprofit	280
Proprietary	270
Proprietary	270
Private, Nonprofit	270
Proprietary	270
Private, Nonprofit	260
Private, Nonprofit	260
Proprietary	250
Proprietary	250
Private, Nonprofit	250
Proprietary	250
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Proprietary	240
Proprietary	240
Private, Nonprofit	240
Proprietary	230
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Private, Nonprofit	220
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Private, Nonprofit	120
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Private, Nonprofit	110
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Private, Nonprofit	80
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Private, Nonprofit	70
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Proprietary	10
Proprietary	10
Proprietary	10
Proprietary	10
	12,650
	137,410

Closed Borrower Defense Applications by Institution as of 06/3

Note: Totals may not sum due to rounding.

OPEID	School Name	School Type
	No School Listed	
02606202	Everest College	Private, Nonprofit
00149901	Everest University - Orlando South	Private, Nonprofit
02291504	ITT TECHNICAL INSTITUTE	Proprietary
02346200	WyoTech	Private, Nonprofit
00709100	EVEREST INSTITUTE	Private, Nonprofit
00723401	HEALD COLLEGE - HONOLULU	Proprietary
02098800	University of Phoenix	Proprietary
00809300	HEALD COLLEGE - FRESNO	Proprietary
02262300	HEALD COLLEGE	Private, Nonprofit
00723404	HEALD COLLEGE - CONCORD	Proprietary
00853200	HEALD COLLEGE - HAYWARD	Proprietary
00450700	ALTIERUS CAREER COLLEGE	Private, Nonprofit
00149904	Everest University - Tampa	Private, Nonprofit
00723405	HEALD COLLEGE - MILPITAS	Proprietary
00723410	HEALD COLLEGE - STOCKTON	Proprietary
01287302	WYOTECH - EVEREST COLLEGE	Proprietary
02593100	HEALD COLLEGE - ROSEVILLE	Proprietary
00915705	WyoTech - Blairsville	Proprietary
00747700	HEALD COLLEGE - RANCHO CORDOVA	Proprietary
00723402	HEALD COLLEGE - PORTLAND	Proprietary
01072700	DeVry University	Proprietary
03034000	HEALD COLLEGE - SALINAS	Proprietary
00814604	Everest University - Pompano	Private, Nonprofit
00982800	Altierus Career Education	Private, Nonprofit
02295000	EVEREST COLLEGE PHOENIX	Proprietary
01035602	EVEREST INSTITUTE - EAGAN	Proprietary
01206100	BRYMAN COLLEGE	Proprietary
00458600	Purdue University Global	Public
00723407	HEALD COLLEGE - MODESTO	Proprietary
00748100	SANFORD-BROWN COLLEGE	Proprietary
01151002	EVEREST INSTITUTE - EVEREST COLLEGE	Proprietary
02338700	MARINELLO SCHOOL OF BEAUTY	Proprietary
00926701	EVEREST COLLEGE - CHESAPEAKE	Private, Nonprofit
01102401	EVEREST COLLEGE - CHICAGO	Proprietary
02300103	EVEREST COLLEGE - EVERETT	Private, Nonprofit
02300105	EVEREST COLLEGE - EARTH CITY	Private, Nonprofit
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary
00149905	Everest University - Brandon	Private, Nonprofit
00153410	EVEREST UNIVERSITY - EVEREST COLLEGE - MILWAUKEE	Proprietary
00188100	ASHFORD UNIVERSITY	Proprietary
00754800	WESTWOOD COLLEGE - DENVER NORTH	Proprietary

00915706	WyoTech - West Sacramento Campus	Proprietary
00982804	Altierus Career Education - South Plainfield	Private, Nonprofit
01035601	EVEREST INSTITUTE - DECATUR	Proprietary
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY	Proprietary
02121800	Everest University - Everest Institute - Miami	Private, Nonprofit
02237500	Las Vegas College	Proprietary
02261303	Altierus Career College - Houston Hobby	Private, Nonprofit
02300104	Altierus Career College - Tacoma	Private, Nonprofit
02599801	Everest University - Largo	Private, Nonprofit
03072700	WESTWOOD COLLEGE - LOS ANGELES	Proprietary
03771300	AMERICAN CAREER INSTITUTE	Proprietary
00145900	STRAYER UNIVERSITY	Proprietary
00449402	EVEREST COLLEGE - ONTARIO	Proprietary
00450303	Altierus Career College - Fort Worth South	Private, Nonprofit
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA	Private, Nonprofit
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON	Private, Nonprofit
00747000	Art Institute of Pittsburgh (The)	Proprietary
00982801	EVEREST INSTITUTE- DEARBORN	Private, Nonprofit
01185802	EVEREST COLLEGE - BURR RIDGE	Private, Nonprofit
01185803	EVEREST COLLEGE - MELROSE PARK	Private, Nonprofit
02100401	EVEREST INSTITUTE - KALAMAZOO	Proprietary
02121801	EVEREST INSTITUTE - HIALEAH	Proprietary
02179907	Argosy University - Phoenix	Proprietary
02261302	EVEREST INSTITUTE - HOUSTON GREENSPPOINT	Private, Nonprofit
02263100	ANTHEM COLLEGE	Proprietary
02298501	EVEREST COLLEGE - FORT WORTH	Proprietary
02539100	Brightwood College	Proprietary
02591100	CAREER POINT COLLEGE	Proprietary
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSLEM	Private, Nonprofit
03003200	Everest University - Everest Institute - Kendall	Private, Nonprofit
03010600	Virginia College	Proprietary
04051311	Art Institute of Las Vegas (The)	Proprietary
00107400	Grand Canyon University	Proprietary
00112300	BROOKS INSTITUTE	Proprietary
00149902	Everest University - Melbourne	Private, Nonprofit
00149911	Everest University - Everest College - Merrionette Park	Private, Nonprofit
00907906	EVEREST COLLEGE- EVEREST INSTITUTE	Private, Nonprofit
00982803	EVEREST INSTITUTE - DETROIT	Private, Nonprofit
00982808	Altierus Career College - Atlanta	Private, Nonprofit
01014800	COLORADO TECHNICAL UNIVERSITY	Proprietary
01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE	Proprietary
01162600	WESTWOOD COLLEGE - SOUTH BAY	Proprietary
02075400	DEVRY UNIVERSITY - DOWNERS	Proprietary
02223900	DRAKE COLLEGE OF BUSINESS	Proprietary
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT	Proprietary
02590900	WRIGHT CAREER COLLEGE	Private, Nonprofit
02596600	ATI CAREER TRAINING CENTER	Proprietary

02617506	Altierus Career College - Tigard	Private, Nonprofit
03003201	EVEREST INSTITUTE - FT. LAUDERDALE	Proprietary
03076400	BRYMAN SCHOOL OF ARIZONA (THE)	Proprietary
03267300	Capella University	Proprietary
03832300	DADE MEDICAL COLLEGE	Proprietary
	All Other Schools with Less than 10 Closed Applications	
TOTAL		

30/2021

Rounded Closed Case Count	
	2,640
	1,100
	870
	760
	370
	310
	260
	220
	180
	180
	160
	160
	150
	140
	140
	130
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1,730
11,960

Pending Borrower Defense Applications* by Institution as of

Note: Totals may not sum due to rounding.

OPEID	School Name
02291504	ITT TECHNICAL INSTITUTE
01072700	DeVry University
02098800	University of Phoenix
04051311	Art Institute of Las Vegas (The)
00747000	Art Institute of Pittsburgh (The)
02539100	Brightwood College
00754800	WESTWOOD COLLEGE - DENVER NORTH
02338700	MARINELLO SCHOOL OF BEAUTY
00149901	Everest University - Orlando South
00748100	SANFORD-BROWN COLLEGE
02606202	Everest College
00458600	Purdue University Global
00188100	ASHFORD UNIVERSITY
04143500	CHARLOTTE SCHOOL OF LAW
02504200	WALDEN UNIVERSITY
00149904	Everest University - Tampa
01014800	COLORADO TECHNICAL UNIVERSITY
03072700	WESTWOOD COLLEGE - LOS ANGELES
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY
00107400	Grand Canyon University
00723603	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - LOS ANGELES
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS
00464600	MINNESOTA SCHOOL OF BUSINESS
03267300	Capella University
02179907	Argosy University - Phoenix
02346200	WyoTech
03010600	Virginia College
03125400	Argosy University - The Art Institute of California - Hollywood
01258400	Illinois Institute of Art (The)
00450700	ALTIERUS CAREER COLLEGE
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT
02327600	Argosy University - The Art Institute of California - San Diego
00466600	American College for Medical Careers
02223900	DRAKE COLLEGE OF BUSINESS
00835000	Art Institute of Philadelphia (The) -
00853200	HEALD COLLEGE - HAYWARD
02590900	WRIGHT CAREER COLLEGE
00709100	EVEREST INSTITUTE
01303900	South University
02075400	DEVRY UNIVERSITY - DOWNERS
00464200	GLOBE UNIVERSITY
01019500	Art Institute of Fort Lauderdale (The)

03079200	WESTWOOD COLLEGE - DUPAGE
00723404	HEALD COLLEGE - CONCORD
00778100	Brightwood Career Institute
00367400	Stevens Henager College
00748600	NEW ENGLAND INSTITUTE OF ART (THE)
02596600	ATI CAREER TRAINING CENTER
00723405	HEALD COLLEGE - MILPITAS
00927000	Art Institute of Atlanta (The)
00814604	Everest University - Pompano
00941200	Fortis College
01048900	AMERICAN NATIONAL UNIVERSITY
02078900	Art Institute of Colorado (The)
00512727	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC CINCINNATI
00747700	HEALD COLLEGE - RANCHO CORDOVA
02179900	Argosy University
02262300	HEALD COLLEGE
02609200	Vatterott College
00145900	STRAYER UNIVERSITY
00723410	HEALD COLLEGE - STOCKTON
02599801	Everest University - Largo
03034000	HEALD COLLEGE - SALINAS
00809300	HEALD COLLEGE - FRESNO
00844300	ITT TECHNICAL INSTITUTE - SEATTLE
02074000	BRANFORD HALL CAREER INSTITUTE
02291300	Art Institute of Seattle (The)
02295000	EVEREST COLLEGE PHOENIX
02525600	ART INSTITUTE OF NEW YORK CITY (THE)
03084602	Art Institute of Phoenix (The) - Art Institute of Las Vegas (The)
01258401	Illinois Institute of Art (The) - The IL Institute of Art - Schaumburg
02593100	HEALD COLLEGE - ROSEVILLE
02110500	Miami International University of Art & Design - Art Inst of Charlotte
00793800	LINCOLN COLLEGE OF TECHNOLOGY
01103100	TECHNICAL CAREER INSTITUTES
02362100	FULL SAIL UNIVERSITY
03416300	COMPUTER SYSTEMS INSTITUTE
00405700	NATIONAL AMERICAN UNIVERSITY
01024800	ART INSTITUTES INTERNATIONAL MINNESOTA (THE)
02596500	ATI- CAREER TRAINING CENTER
00927002	Art Institute of Atlanta (The) - Art Institute of Washington (The)
01248200	ATI TECHNICAL TRAINING CENTER
02616203	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC FINDLAY
00458300	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC SOUTH BEND
00723401	HEALD COLLEGE - HONOLULU
00781900	Art Institute of Portland (The)
02152100	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - MIAMI-JACOBS CAREER COLLEGE
03072701	WESTWOOD COLLEGE - LOS ANGELES - RIVER OAKS
00842500	DAYMAR COLLEGE

01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE
02179948	Argosy University - The Art Institute of California - Inland Empire
03427400	CAREER COLLEGES OF AMERICA
00887800	Miami International University of Art & Design
02117100	Art Institute of Houston (The)
03072702	WESTWOOD COLLEGE - CHICAGO LOOP
02151900	KEISER UNIVERSITY
02559316	(UNITED EDUCATION INSTITUTE) - UEI JACKSONVILLE
00927003	Art Institute of Atlanta (The) - Art Institute of Tennessee-Nashville
00982800	Altierus Career Education
01258405	Illinois Institute of Art (The) - The Art Institute of Michigan
01258406	ILLINOIS INSTITUTE OF ART (THE) - THE ART INSTITUTE OF OHIO-CINCINNATI
02263100	ANTHEM COLLEGE
02591100	CAREER POINT COLLEGE
00739800	KATHARINE GIBBS SCHOOL
00915705	WyoTech - Blairsville
04131400	Arizona Summit Law School
02075700	Briarcliffe College
02104000	HARRIS SCHOOL OF BUSINESS
02559300	UNITED EDUCATION INSTITUTE
02590904	WRIGHT BUSINESS SCHOOL - WRIGHT CAREER COLLEGE
03771300	AMERICAN CAREER INSTITUTE
04051304	Art Institute of Phoenix (The) - Art Institute of Indianapolis (The)
01115900	SAWYER SCHOOL (THE)
01206100	BRYMAN COLLEGE
02179902	Argosy University - Atlanta
00723402	HEALD COLLEGE - PORTLAND
00887806	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST JACKSONVILLE
00979500	MISSOURI COLLEGE
01287302	WYOTECH - EVEREST COLLEGE
02179944	Argosy University - The Art Institute of California - Orange County
02313901	WESTWOOD COLLEGE - O'HARE AIRPORT - DALLAS
03480301	FORTIS COLLEGE - FORTIS INSTITUTE
03969600	UEI COLLEGE
00112300	BROOKS INSTITUTE
00493400	Hussian College - Daymar College Clarksville
00734100	INTERNATIONAL BEAUTY SCHOOL
01019800	ECPI UNIVERSITY
01162600	WESTWOOD COLLEGE - SOUTH BAY
02151100	ATI COLLEGE OF HEALTH
02237500	Las Vegas College
00149902	Everest University - Melbourne
00149905	Everest University - Brandon
00267800	BRYANT & STRATTON COLLEGE
00337100	TEMPLE UNIVERSITY
00461900	Sullivan University
00754801	WESTWOOD COLLEGE - DENVER SOUTH

00887805	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST. OF TAMPA
00927004	Art Institute of Atlanta (The) - The Art Institute of Charleston
00945103	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC TUCSON
00977700	KAPLAN COLLEGE
00991700	IVY TECH COMMUNITY COLLEGE OF INDIANA
01031900	Fortis Institute - Towson
01151002	EVEREST INSTITUTE - EVEREST COLLEGE
02053000	LIBERTY UNIVERSITY
02117102	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF AUSTIN
02171500	WESTERN INTERNATIONAL UNIVERSITY
02280800	Lincoln College of Technology - West Palm
02497300	Milan Institute
03079201	WESTWOOD COLLEGE - FORT WORTH
03395307	ICDC College
00461800	Sullivan University - Dupont Circle
00638500	CHAMBERLAIN UNIVERSITY
00675501	BROWN MACKIE COLLEGE
00739400	BERKELEY COLLEGE
00748800	KAPLAN CAREER INSTITUTE
02121800	Everest University - Everest Institute - Miami
02134500	LA' JAMES INTERNATIONAL COLLEGE
02179943	Argosy University - The Art Institute of California - San Francisco
02179945	Argosy University - The Art Institute of California - Sacramento
02263102	ANTHEM COLLEGE - ST. LOUIS PARK
02283800	BEAUTY SCHOOLS OF AMERICA
02332800	Center for Employment Training
02532100	BUSINESS CAREER TRAINING INSTITUTE
02557800	ART INSTITUTE OF YORK (THE) - PENNSYLVANIA
03099800	ILLINOIS SCHOOL OF HEALTH CAREERS
03549300	Ultimate Medical Academy
00491001	Brightwood Career Institute - Philadelphia
00675500	BROWN MACKIE COLLEGE (THE -)
00716400	BRYAN UNIVERSITY
00753100	ACADEMY OF ART UNIVERSITY
00754802	WESTWOOD COLLEGE - ANAHEIM
00754803	WESTWOOD COLLEGE - INLAND EMPIRE
00754805	WESTWOOD COLLEGE - HOUSTON SOUTH
00832200	DEVRY INSTITUTE OF TECHNOLOGY
00888700	Concorde Career College
00915706	WyoTech - West Sacramento Campus
00931302	DAYMAR COLLEGE - LOUISVILLE
02065500	BROOKS COLLEGE
02174900	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - COLLINS COLLEGE
02305800	FLORIDA CAREER COLLEGE
02326203	Brightwood College - Charlotte
02351901	Brightwood College - Bakersfield
02594300	CollegeAmerica Denver

02614900	SANFORD-BROWN INSTITUTE
03003200	Everest University - Everest Institute - Kendall
03006800	LE CORDON BLEU INSTITUTE OF CULINARY ARTS
03148300	AMERICAN BEAUTY ACADEMY
03339400	WESTERN GOVERNORS UNIVERSITY
03390300	LINCOLN TECHNICAL INSTITUTE
03804400	Gwinnett College
00238300	CROWN COLLEGE
00258000	Southern New Hampshire University
00467300	Baker College
00729600	Coleman University
00780400	STAR CAREER ACADEMY
00793804	LINCOLN COLLEGE OF TECHNOLOGY - GRAND PRAIRIE
02108200	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC LOUISVILLE
02120700	SAN JOAQUIN VALLEY COLLEGE
02179901	Argosy University - Twin Cities
02241800	AMERICAN CAREER COLLEGE
02275100	Concorde Career Institute
02289802	KAPLAN CAREER INSTITUTE - KAPLAN COLLEGE
02306800	Miller-Motte College
02326303	FORTIS INSTITUTE - PALM SPRINGS CAMPUS
02539600	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INSTITUTE DALLAS
02559301	UNITED EDUCATION INSTITUTE - SAN BERNARDINO
02559309	United Education Institute - Chula Vista
03115802	Brightwood College - Laredo
03374300	FLORIDA COASTAL SCHOOL OF LAW
03493300	All-State Career
03545300	University of the Rockies
03819300	AMERICAN PUBLIC UNIVERSITY SYSTEM
03832300	DADE MEDICAL COLLEGE
04039300	Sullivan and Cogliano Training Centers
04051308	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - AKRON
00380700	MOUNTAIN STATE UNIVERSITY
00464604	MINNESOTA SCHOOL OF BUSINESS - ST. CLOUD
00489800	McCann School of Business & Technology
00736200	MEDTECH COLLEGE
00750700	GIBBS COLLEGE
00780401	STAR CAREER ACADEMY - STAR BRICK
00927005	ART INSTITUTE OF ATLANTA (THE) - ART INSTITUTE OF DECATUR
00946609	Brightwood College - Corpus Christi
00962100	HERZING UNIVERSITY
01085400	Thomas Jefferson School of Law
01102401	EVEREST COLLEGE - CHICAGO
01164700	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN
02158400	Harrison College
02179919	Argosy University - Dallas
02352200	LE CORDON BLEU COLLEGE OF CULINARY ARTS IN CHICAGO

02539102	Brightwood College - Riverside
02559303	UNITED EDUCATION INSTITUTE - SAN DIEGO
02559304	UNITED EDUCATION INSTITUTE - ONTARIO
02584200	NEWBRIDGE COLLEGE
02614201	Miller - Motte Technical College
03001200	MCNALLY SMITH COLLEGE OF MUSIC
03069500	SAGE COLLEGE
03071801	ITT TECHNICAL INSTITUTE - EVERETT
03077800	ROSS COLLEGE-CANTON
03079202	WESTWOOD COLLEGE - ATLANTA MIDTOWN
03085200	HARRISON CAREER INSTITUTE
03095500	ASA COLLEGE
03096300	FORTIS INSTITUTE
03115803	Brightwood College - Beaumont
03196300	Lincoln Technical Institute - Somerville
03358300	ALLEN SCHOOL
03409500	Chester Career College
04037300	LOS ANGELES FILM SCHOOL (THE)
04051309	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - N. KENTUCKY
04051310	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - MIAMI
00158300	MORRIS BROWN COLLEGE
00266700	DOWLING COLLEGE
00319100	CONCORDIA UNIVERSITY
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON
00748801	KAPLAN CAREER INSTITUTE - KAPLAN CAREER INSTITUTE - BOSTON
00754700	LINCOLN COLLEGE OF TECHNOLOGY - DENVER
00793600	Lincoln College of Technology - Columbia
00926701	EVEREST COLLEGE - CHESAPEAKE
00946607	Brightwood College - McAllen
00972200	Empire Beauty School
00974800	Carrington College
00982801	EVEREST INSTITUTE- DEARBORN
01031600	LINCOLN COLLEGE OF TECHNOLOGY - MELROSE PARK
01035601	EVEREST INSTITUTE - DECATUR
01049000	REGENCY BEAUTY INSTITUTE
01185802	EVEREST COLLEGE - BURR RIDGE
01289100	ANTONELLI COLLEGE
02116011	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - NEW YORK
02117104	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF SAN ANTONIO
02121801	EVEREST INSTITUTE - HIALEAH
02155300	CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY
02179903	Argosy University - Washington D.C. Area
02179909	Argosy University - Tampa
02179932	Argosy University - Inland Empire
02202300	PITTSBURGH CAREER INSTITUTE
02289801	KAPLAN CAREER INSTITUTE - KAPLAN CAREER INSTITUTE

02296605	DEVRY UNIVERSITY - ADDISON
02300104	Altierus Career College - Tacoma
02306302	Brightwood College - Fresno
02312202	Brightwood College - Friendswood
02319300	COMPUTER LEARNING CENTER
02549005	Brightwood College - Palm Springs
02559305	UNITED EDUCATION INSTITUTE - ENCINO
02590903	WRIGHT BUSINESS SCHOOL - WRIGHT CAREER COLLEGE
02591905	Brightwood College - Brownsville
02599705	Vatterott College - Sunset Hills
02605501	REMINGTON COLLEGE - MOBILE
03010802	Fortis Institute - Birmingham
03026500	Remington College
03052200	COURT REPORTING INSTITUTE,INC
03062700	PLATT COLLEGE
03069302	WESTERN CAREER COLLEGE - FREMONT
03076400	BRYMAN SCHOOL OF ARIZONA (THE)
03272303	Brightwood College - Arlington
03424400	All-State Career - Fortis College - Houston South
03427401	CAREER COLLEGES OF AMERICA - SAN BERNARDINO
03513300	LACY COSMETOLOGY SCHOOL
03618300	INSTITUTE OF TECHNICAL ARTS
03813300	Northcentral University
04051333	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - BIRMINGHAM
04131900	FASTTRAIN OF MIAMI
00108100	ARIZONA STATE UNIVERSITY
00132800	UNIVERSITY OF SOUTHERN CALIFORNIA
00140100	POST UNIVERSITY
00150900	Nova Southeastern University-Davie
00264900	SANTA FE UNIVERSITY OF ART AND DESIGN
00464601	MINNESOTA SCHOOL OF BUSINESS - BROOKLYN CENTER
00464606	MINNESOTA SCHOOL OF BUSINESS - BLAINE
00499203	Miller-Motte Technical College
00675508	BROWN MACKIE COLLEGE (THE) - BIRMINGHAM
00743700	PITTSBURGH TECHNICAL COLLEGE
00780402	STAR CAREER ACADEMY - STAR EGG HARBOR
00822100	Universal Technical Institute
00841700	STENOTYPE INSTITUTE OF JACKSONVILLE
00907906	EVEREST COLLEGE- EVEREST INSTITUTE
00927007	ART INSTITUTE OF ATLANTA (THE) - THE ART INSTITUTE OF VIRGINIA BEACH
00959100	COMPUTER LEARNING CENTERS, INC. LOS ANGELES
00982804	Altierus Career Education - South Plainfield
01021700	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - NASHVILLE
01072714	DEVRY UNIVERSITY - DECATUR
01086100	WEST VIRGINIA BUSINESS COLLEGE
01116600	Broadview College
01146000	National University - La Jolla

01157400	BAUDER COLLEGE
01303913	SOUTH UNIVERSITY - THE ART INSTITUTE OF FORT WORTH
02091702	Brightwood College - Chula Vista
02179908	Argosy University - San Francisco Bay Area
02179918	Argosy University - Sarasota
02179939	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - SILICON VALLEY
02201802	KAPLAN COLLEGE - HAMMOND
02217100	PIMA MEDICAL INSTITUTE
02246000	Ross University, School of Medicine
02261302	EVEREST INSTITUTE - HOUSTON GREENSPPOINT
02261303	Altierus Career College - Houston Hobby
02298501	EVEREST COLLEGE - FORT WORTH
02313902	WESTWOOD COLLEGE - O'HARE AIRPORT - ATLANTA NORTHLAKE
02559310	UNITED EDUCATION INSTITUTE - WEST COVINA
02576900	CHARTER COLLEGE
02599701	Vatterott College - Kansas City
02599710	Vatterott College - Vatterott Career College - Memphis
03067500	Institute of Technology
03079900	CITY COLLEGE
03115804	KAPLAN COLLEGE - LUBBOCK
03123900	SOUTHEASTERN COLLEGE
03232304	Lincoln Technical Institute - Lincoln
03380301	STAR CAREER ACADEMY - STAR PHILADELPHIA
03380303	STAR CAREER ACADEMY - STAR CLIFTON
03693300	CARNEGIE CAREER COLLEGE
03903500	SOUTHERN TECHNICAL COLLEGE
04051312	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - MICHIGAN CITY
04132000	FASTTRAIN OF FORT LAUDERDALE
00146600	BARRY UNIVERSITY
00148400	FLORIDA STATE COLLEGE AT JACKSONVILLE
00174600	Roosevelt University - State Street
00270400	College of New Rochelle (The)
00275100	LONG ISLAND UNIVERSITY
00293700	King's College
00312100	Tiffin University
00422002	Purdue University Global - Cedar Rapids
00446700	TUCSON COLLEGE
00450301	EVEREST COLLEGE - MCLEAN
00464605	MINNESOTA SCHOOL OF BUSINESS - ROCHESTER
00472900	MOUNT WASHINGTON COLLEGE
00739802	KATHARINE GIBBS SCHOOL (THE) - PHILADELPHIA
00750601	LINCOLN TECHNICAL INSTITUTE - UNION
00767800	SPARTAN COLLEGE OF AERONAUTICS AND TECHNOLOGY
00784400	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN - SANFORD-BROWN INSTITUTE
00793803	LINCOLN COLLEGE OF TECHNOLOGY - NASHVILLE
00922800	DEVRY COLLEGE OF TECHNOLOGY
00946610	Brightwood College - Fort Worth

00957200	COMPUTER LEARNING CENTER OF ALEXANDRIA
00974300	BELLEVUE UNIVERSITY
01005700	AMERICAN COMMERCIAL COLLEGE
01035602	EVEREST INSTITUTE - EAGAN
01085101	BRANFORD HALL CAREER INSTITUTE - JERSEY CITY
01111200	FASHION INSTITUTE OF DESIGN & MERCHANDISING -
01162601	WESTWOOD COLLEGE - SOUTH BAY - ARLINGTON BALLSTON
01162602	WESTWOOD COLLEGE - SOUTH BAY - ANNANDALE
01185803	EVEREST COLLEGE - MELROSE PARK
01212803	LINCOLN COLLEGE OF TECHNOLOGY - VINE
01212804	LINCOLN COLLEGE OF TECHNOLOGY - NORTHLAND
01258407	ILLINOIS INSTITUTE OF ART (THE) - THE IL INSTITUTE OF ART-TINLEY PARK
02100401	EVEREST INSTITUTE - KALAMAZOO
02110800	California College San Diego
02113601	AMERICAN INTERCONTINENTAL UNIVERSITY - LOS ANGELES
02116001	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - TREVOSE
02116006	SANFORD-BROWN COLLEGE - FT. LAUDERDALE
02117103	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF HOUSTON-NORTH
02149300	SCS BUSINESS AND TECHNICAL INSTITUTE
02179905	Argosy University - Hawaii
02179914	Argosy University - Nashville
02179921	Argosy University - Schaumburg
02179928	Argosy University - Los Angeles
02179930	Argosy University - Denver
02201803	KAPLAN COLLEGE - MILWAUKEE
02201806	Brightwood College - Indianapolis
02218700	NUC University - Florida Technical College - Orlando
02218800	BROOKLINE COLLEGE
02219500	Mildred Elley
02266200	HELMS CAREER INSTITUTE
02274100	LA' JAMES INTERNATIONAL COLLEGE - DES MOINES
02288500	PHILLIPS JUNIOR COLLEGE
02300103	EVEREST COLLEGE - EVERETT
02300105	EVEREST COLLEGE - EARTH CITY
02308900	MASTERS OF COSMETOLOGY COLLEGE
02326306	FORTIS INSTITUTE - MIAMI CAMPUS
02332900	DEVRY INSTITUTE OF TECHNOLOGY-POMONA
02342700	Fortis College - Norfolk
02559312	United Education Institute - Garden Grove
02599702	Vatterott College - Springfield
03030600	CORTIVA INSTITUTE
03031402	SANFORD-BROWN COLLEGE - ORLANDO
03031409	SANFORD-BROWN COLLEGE - INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY
03035800	HERITAGE INSTITUTE
03069300	WESTERN CAREER COLLEGE
03071803	ITT TECHNICAL INSTITUTE - MORRISVILLE
03115100	HERITAGE COLLEGE

03272301	KAPLAN COLLEGE - MIDLAND
03304300	Centura College
03380302	STAR CAREER ACADEMY - STAR NEWARK
03399300	BRYAN COLLEGE
03426400	ANTHEM INSTITUTE
03441400	NEWBRIDGE COLLEGE - SAN DIEGO EAST
03480304	FORTIS COLLEGE - GRAND PRAIRIE CAMPUS
03534300	JONES INTERNATIONAL UNIVERSITY
03564300	INTERNATIONAL SCHOOL OF HEALTH, BEAUTY & TECHNOLOGY
03740400	ATI COLLEGE
03763300	MEDICAL PROFESSIONAL INSTITUTE
03969601	UEI COLLEGE-RIVERSIDE
04121500	COLUMBIA SOUTHERN UNIVERSITY
04123200	INSTITUTE OF ALLIED MEDICAL PROFESSIONS
04132100	FASTTRAIN OF TAMPA
04132200	FASTTRAIN OF JACKSONVILLE
04227900	Morthland College
00104700	Troy University
00115300	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
00121000	HEALD INSTITUTE OF TECHNOLOGY
00146700	BETHUNE COOKMAN UNIVERSITY
00148000	FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
00152600	SAINT LEO UNIVERSITY
00153700	University of South Florida
00157400	GEORGIA STATE UNIVERSITY
00166500	Columbia College Chicago
00167100	DEPAUL UNIVERSITY
00170300	National Louis University - Kendall College at National Louis Universi
00219300	MOUNT IDA COLLEGE
00229000	MICHIGAN STATE UNIVERSITY
00232900	Wayne State University
00252100	WEBSTER UNIVERSITY
00262900	Rutgers, the State University of New Jersey
00273200	HOFSTRA UNIVERSITY
00278500	New York University
00283400	EXCELSIOR COLLEGE
00332900	Pennsylvania State University (The)
00340400	JOHNSON & WALES UNIVERSITY
00364200	Texas Southern University
00367403	Stevens Henager College-Salt Lake City
00395400	UNIVERSITY OF CENTRAL FLORIDA-MAIN CAMPUS
00450302	EVEREST COLLEGE - SANTA ANA
00450303	Altierus Career College - Fort Worth South
00458601	Kaplan University
00458608	Purdue University Global - Omaha
00458612	Purdue University Global - Hagerstown
00464201	GLOBE UNIVERSITY - EAU CLAIRE

00464602	MINNESOTA SCHOOL OF BUSINESS - PLYMOUTH
00464603	MINNESOTA SCHOOL OF BUSINESS - SHAKOPEE
00466604	Salter School (The) - Fall River Campus
00479900	Monroe College
00489805	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - SCRANTON
00491005	KAPLAN CAREER INSTITUTE - KAPLAN COLLEGE, JACKSONVILLE
00520307	REMINGTON COLLEGE - LAFAYETTE
00675506	BROWN MACKIE COLLEGE (THE) - OKLAHOMA CITY
00723407	HEALD COLLEGE - MODESTO
00736202	MEDTECH COLLEGE - GREENWOOD
00747001	ART INSTITUTE OF PITTSBURGH (THE) - SANTA MONICA
00750703	GIBBS COLLEGE - KATHARINE GIBBS SCHOOL CENTENNIAL
00751800	Apex Technical School
00758600	REMINGTON COLLEGE - TAMPA
00777700	REMINGTON COLLEGE - CLEVELAND
00778102	KAPLAN CAREER INSTITUTE - CAREER CENTERS OF TEXAS - FORT WORTH
00822103	Universal Technical Institute - California
00850101	Rasmussen College
00869410	RASMUSSEN COLLEGE - OCALA
00888900	LEHIGH VALLEY COLLEGE
00927006	ART INSTITUTE OF ATLANTA (THE) - ART INSTITUTE OF WASHINGTON-DULLES
00931305	Daymar College - Bellevue
00931307	DAYMAR COLLEGE - PADUCAH
00963500	FLORIDA INTERNATIONAL UNIVERSITY
00982803	EVEREST INSTITUTE - DETROIT
00998200	VICTORY UNIVERSITY
01031906	FORTIS INSTITUTE - FORTIS COLLEGE
01040500	PINNACLE CAREER INSTITUTE
01063300	Houston Community College
01072704	DEVRY UNIVERSITY - NEWARK
01072706	DeVry University - Ontario
01072711	DEVRY UNIVERSITY - ORLANDO
01072719	DEVRY COLLEGE OF NEW YORK
01072720	DEVRY UNIVERSITY - COLUMBUS
01072724	DEVRY UNIVERSITY - IRVING
01072754	DEVRY UNIVERSITY - HOUSTON
01077900	PORTER AND CHESTER INSTITUTE
01083100	NEW COLLEGE OF CALIFORNIA
01091300	Madison Media Institute
01114500	LONE STAR COLLEGE SYSTEM
01164400	University of Maryland Global Campus
01212801	LINCOLN COLLEGE OF TECHNOLOGY - FLORENCE
01258408	ILLINOIS INSTITUTE OF ART (THE) - THE ART INSTITUTE OF MICHIGAN - TROY
01262700	THOMAS M. COOLEY LAW SCHOOL
01284600	LAWTON SCHOOL FOR MEDICAL AND DENTAL ASSISTANTS
01303907	SOUTH UNIVERSITY - COLUMBIA
02052002	KAPLAN COLLEGE - FLORIDA EDUCATION CENTER - LAUDERHILL

02055200	Harrington College of Design
02065501	BROOKS COLLEGE - SUNNYVALE
02074800	LIFE UNIVERSITY
02078905	ART INSTITUTE OF COLORADO (THE) - PHOENIX BRANCH
02079800	HEALD COLLEGE, SCHOOL OF BUSINESS
02103200	BROWN MACKIE COLLEGE-MERRILLVILLE
02116005	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - LANDOVER
02116008	SANFORD-BROWN COLLEGE - ATLANTA
02116009	SANFORD-BROWN COLLEGE - MIDDLEBURG HEIGHTS
02119200	COURT REPORTING INSTITUTE OF ST LOUIS
02127900	SOJOURNER-DOUGLASS COLLEGE
02128000	SUPERIOR TRAINING SERVICES
02131500	NORTHWESTERN COLLEGE
02141500	SAVANNAH COLLEGE OF ART AND DESIGN
02152102	ACADEMY OF COURT REPORTING AND TECHNOLOGY - MIAMI-JACOBS CAREER COLLEG
02174600	MARINELLO SCHOOL OF BEAUTY - BELL
02179913	Argosy University - Seattle
02179926	ARGOSY UNIVERSITY - ORANGE COUNTY
02179929	Argosy University - San Diego
02180100	ROSS MEDICAL EDUCATION CENTER
02202301	SANFORD-BROWN INSTITUTE - SANFORD-BROWN INSTITUTE
02205203	SANFORD-BROWN COLLEGE - ST. PETERS
02241801	AMERICAN CAREER COLLEGE - ANAHEIM
02245504	FORTIS COLLEGE - LARGO CAMPUS
02248200	Milan Institute of Cosmetology
02255600	MARINELLO SCHOOL OF BEAUTY - PARAMOUNT
02263104	ANTHEM COLLEGE - ANTHEM CAREER COLLEGE - NASHVILLE
02293202	ATI CAREER TRAINING CENTER - ATI COLLEGE OF HEALTH MIAMI
02295002	EVEREST COLLEGE PHOENIX - MESA CAMPUS
02296500	MASTERS INSTITUTE
02312201	TEXAS SCHOOL OF BUSINESS - SOUTHWEST CAMPUS
02312203	TEXAS SCHOOL OF BUSINESS - EAST CAMPUS
02314800	BALTIMORE INTERNATIONAL COLLEGE
02322000	COMPUTER LEARNING CENTERS, INC. SAN FRANCISCO
02326300	Fortis College - Fortis Institute - Cookeville
02330100	Pioneer Pacific College
02337800	COLLEGE OF OFFICE TECHNOLOGY
02491100	Beckfield College
02491500	Southwest University of Visual Arts
02495500	All-State Career School
02502702	UEI (UNITED EDUCATION INSTITUTE) - JACKSONVILLE
02521500	LAMSON COLLEGE
02539900	STAR TECHNICAL INSTITUTE
02559400	INTERCOAST COLLEGES
02586800	HARRISON CAREER INSTITUTE-
02588904	MEDTECH INSTITUTE- MEDTECH COLLEGE
02596503	ATI- CAREER TRAINING CENTER - HOUSTON (#038)

02599703	Vatterott College - Joplin
02599712	VATTEROTT COLLEGE - ST. CHARLES
02599718	Vatterott College - L'Ecole Culinaire
02606800	Miller-Motte College - McCann - Monroe
02611004	HERITAGE COLLEGE-KANSAS CITY
02615001	SANFORD-BROWN COLLEGE - DALLAS
02616401	SANFORD-BROWN INSTITUTE - TAMPA
02616402	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - ISELIN
02616703	LE CORDON BLEU COLLEGE OF CULINARY ARTS - LAS VEGAS
02617503	EVEREST COLLEGE - VANCOUVER
02617506	Altierus Career College - Tigard
03003201	EVEREST INSTITUTE - FT. LAUDERDALE
03006801	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE OF CUL ARTS
03010603	Virginia College - Jackson
03010803	Fortis Institute - Birmingham, Alabama
03022601	LE CORDON BLEU COLLEGE OF CULINARY ARTS - ATLANTA
03031403	SANFORD-BROWN COLLEGE - LE CORDON BLEU COLLEGE OF CULINARY ARTS
03062300	WESTECH COLLEGE
03064200	COMPUTER LEARNING CENTER OF ANAHEIM
03067501	Institute of Technology - Modesto
03071802	ITT TECHNICAL INSTITUTE - WICHITA
03076402	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - ORLANDO
03120300	CollegeAmerica - Flagstaff
03126800	PACIFICA GRADUATE INSTITUTE
03348400	MATTIA COLLEGE
03426300	COLLEGE OF HEALTH CARE PROFESSIONS (THE)
03427402	CAREER COLLEGES OF AMERICA - LOS ANGELES
03448300	BUSINESS INDUSTRIAL RESOURCES
03866300	GALIANO CAREER ACADEMY
03973300	SAE EXPRESSION COLLEGE
04116000	VIDEO SYMPHONY ENTERTRAINING
04122300	Grantham University
04132300	INSTITUTE OF MEDICAL EDUCATION
04184800	VANTAGE COLLEGE
00100200	ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY
00100500	ALABAMA STATE UNIVERSITY
00105700	UNIVERSITY OF SOUTH ALABAMA
00108300	University of Arizona (The)
00134201	WHITTIER COLLEGE - COLLEGE OF LAW
00141600	UNIVERSITY OF BRIDGEPORT
00144800	HOWARD UNIVERSITY
00147900	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY
00148100	Florida Atlantic University
00148900	FLORIDA STATE UNIVERSITY
00149700	JONES COLLEGE
00149906	Altierus Career College - Orange Park
00152800	ST. PETERSBURG COLLEGE

00153300	TALLAHASSEE COMMUNITY COLLEGE
00153600	University of Miami
00154400	Albany State University
00156200	GEORGIA STATE UNIVERSITY - PC-DECATUR
00159000	SAVANNAH STATE UNIVERSITY
00169400	CHICAGO STATE UNIVERSITY
00180500	INDIANA INSTITUTE OF TECHNOLOGY
00181300	Indiana University - Purdue University Indianapolis
00182200	INDIANA WESLEYAN UNIVERSITY
00208300	Morgan State University
00212300	BECKER COLLEGE
00224900	Davenport University
00227800	Lansing Community College
00245600	Columbia College
00251800	UNIVERSITY OF MISSOURI - KANSAS CITY
00251900	UNIVERSITY OF MISSOURI - SAINT LOUIS
00256900	UNIVERSITY OF NEVADA - LAS VEGAS
00261700	MONTCLAIR STATE UNIVERSITY
00265700	NEW MEXICO STATE UNIVERSITY
00277200	MERCY COLLEGE
00278200	NEW YORK INSTITUTE OF TECHNOLOGY
00279100	PACE UNIVERSITY
00287200	MONROE COMMUNITY COLLEGE
00292300	East Carolina University
00295000	North Carolina Central University
00305100	KENT STATE UNIVERSITY
00325600	DREXEL UNIVERSITY
00338801	VILLANOVA UNIVERSITY - SCHOOL OF LAW
00342000	BENEDICT COLLEGE
00350900	UNIVERSITY OF MEMPHIS (THE)
00351000	MIDDLE TENNESSEE STATE UNIVERSITY
00352200	TENNESSEE STATE UNIVERSITY
00359400	UNIVERSITY OF NORTH TEXAS
00363000	Prairie View Agricultural & Mechanical University
00365200	UNIVERSITY OF HOUSTON
00367401	Stevens Henager College - Orem Campus
00367406	Stevens Henager College - Boise, ID
00367409	Stevens Henager College - Independence University
00371200	TIDEWATER COMMUNITY COLLEGE
00373500	VIRGINIA COMMONWEALTH UNIVERSITY
00373900	SAINT PAUL'S COLLEGE
00376500	NORFOLK STATE UNIVERSITY
00399100	GREENVILLE TECHNICAL COLLEGE
00456800	Midstate College
00458607	Purdue University Global - Cedar Falls
00458609	Purdue University Global - Lincoln
00458615	Kaplan University - Portland

00461700	National College
00464205	GLOBE UNIVERSITY - LA CROSSE
00469210	Dorsey School of Business - Dearborn
00473000	MCINTOSH COLLEGE
00473100	DANIEL WEBSTER COLLEGE
00493200	DRAUGHONS COLLEGE
00493800	South College
00675000	VALENCIA COLLEGE
00686700	COLUMBUS STATE COMMUNITY COLLEGE- MAIN CAMPUS
00736204	MEDTECH COLLEGE - FORT WAYNE
00740100	Mandl School
00740500	WOOD TOBE - COBURN SCHOOL
00750701	GIBBS COLLEGE - KATHARINE GIBBS SCHOOL
00757200	AMERICAN MUSICAL & DRAMATIC ACADEMY
00779100	WILFRED ACADEMY OF HAIR & BEAUTY CULTURE
00793809	LINCOLN TECHNICAL INSTITUTE - WHITESTONE
00793810	LINCOLN TECHNICAL INSTITUTE - MAHWAH
00863500	IBMC COLLEGE
00887809	Miami International University of Art & Design - Art Inst Raleigh
00897600	CLAYTON STATE UNIVERSITY
00914500	Governors State University
00931309	DAYMAR COLLEGE - LOUISVILLE EAST
00943200	ESS COLLEGE OF BUSINESS
00972100	Bradford School
00974801	CARRINGTON COLLEGE - SAN LEANDRO CAMPUS
00982808	Altierus Career College - Atlanta
01014814	COLORADO TECHNICAL UNIVERSITY - NORTH KANSAS CITY
01035100	PSI INSTITUTE
01072702	DEVRY UNIVERSITY - PHOENIX
01072712	DEVRY UNIVERSITY - MIRAMAR
01072717	DEVRY UNIVERSITY - KANSAS CITY
01072718	DeVry University - Iselin
01072722	DEVRY UNIVERSITY - FORT WASHINGTON
01085102	Branford Hall Career Institute - North Brunswick
01088100	STARK STATE COLLEGE
01171900	Universidad Ana G. MÃ©ndez - Gurabo Campus
01212802	LINCOLN COLLEGE OF TECHNOLOGY - FRANKLIN
01246102	Lincoln Technical Institute - Moorestown
01246103	Lincoln Technical Institute - Paramus
01248209	ATI CAREER TRAINING CENTER - GARLAND
01287200	NORTH-WEST COLLEGE
01291100	MARINELLO SCHOOL OF BEAUTY - HUNTINGTON BEACH
01303914	SOUTH UNIVERSITY - NOVI
01303922	SOUTH UNIVERSITY - CLEVELAND
02075702	Briarcliffe College - Bohemia
02100502	UNIVERSAL TECHNICAL INSTITUTE- MOTORCYCLE MECHANICS INSTITUTE DIVISION
02100505	UNIVERSAL TECHNICAL INSTITUTE -UNIVERSAL TECHNICAL INST OF N. CA, INC.

02106600	AMERICAN INSTITUTE
02113604	AMERICAN INTERCONTINENTAL UNIVERSITY - DUNWOODY
02119202	COURT REPORTING INSTITUTE OF DALLAS - COURT REPORTING INST OF HOUSTON
02131600	PENNCO TECH
02152105	ACADEMY OF COURT REPORTING AND TECHNOLOGY - ACADEMY OF COURT REPORTING
02158410	Harrison College - East
02179935	Argosy University - Salt Lake City
02179937	Argosy University - Western State University College of Law
02205207	SANFORD-BROWN COLLEGE - MILWAUKEE
02218500	SOUTH TEXAS VOCATIONAL TECHNICAL INSTITUTE
02244900	Goodwin University
02253900	Miller-Motte College - Berks Technical Institute
02261301	NATIONAL INSTITUTE OF TECHNOLOGY - HOUSTON GALLERIA
02263101	ANTHEM COLLEGE - SACRAMENTO
02294900	INSTITUTE OF AUDIO RESEARCH
02301300	PRISM CAREER INSTITUTE
02303600	Fortis College - Ravenna
02311200	AMERICAN SCHOOL OF TECHNOLOGY
02319000	COMPUTER LEARNING CENTERS,INC. CHICAGO
02341002	FORTIS COLLEGE - MONTGOMERY
02341005	FORTIS COLLEGE - MONTGOMERY NURSING CAMPUS
02504201	WALDEN UNIVERSITY - FLORIDA
02540800	GLOBE INSTITUTE OF TECHNOLOGY
02541200	Stratford University
02549400	Miller-Motte College - STVT - McAllen
02569306	LE CORDON BLEU COLLEGE OF CULINARY ARTS - SANFORD-BROWN COLLEGE
02572800	VISTA COLLEGE
02576200	MID-CONTINENT UNIVERSITY
02577900	SANTA BARBARA BUSINESS COLLEGE
02584201	NEWBRIDGE COLLEGE -
02588902	MEDTECH INSTITUTE - SILVER SPRING
02590901	WRIGHT BUSINESS SCHOOL
02596502	ATI- CAREER TRAINING CENTER - OKLAHOMA CITY (#037)
02596601	ATI CAREER TRAINING CENTER - RICHARDSON
02599706	Vatterott College - Tulsa
02609202	VATTEROTT COLLEGE - ST. JOSEPH
02611005	HERITAGE COLLEGE - WICHITA
02614205	Miller - Motte Technical College - Miller - Motte College - Greenville
02616403	SANFORD-BROWN INSTITUTE - SANFORD-BROWN COLLEGE - WEST ALLIS
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSLEM
02617508	EVEREST COLLEGE - WOODBRIDGE
03006802	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE BOSTON
03010602	Virginia College - Huntsville
03010604	Virginia College - Austin
03022602	LE CORDON BLEU COLLEGE OF CULINARY ARTS - MINNEAPOLIS/ST. PAUL
03062701	PLATT COLLEGE - ONTARIO
03072500	WORLD MEDICINE INSTITUTE

03076403	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - IRVING
03076404	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM INSTITUTE - LAS VEGAS
03076405	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM CAREER COLLEGE - MEMPHIS
03091100	ACT COLLEGE
03128700	MT. SIERRA COLLEGE
03162300	FOUR-D COLLEGE
03294300	BLUE CLIFF COLLEGE
03308300	BRISTOL UNIVERSITY
03368300	MIDWEST TECHNICAL INSTITUTE
03450302	MARINELLO SCHOOL OF BEAUTY - OVERLAND PARK
03523300	Aviation Institute Of Maintenance
03625300	PERFORMANCE TRAINING INSTITUTE
03789300	UNITECH TRAINING ACADEMY
04119400	Aveda Institute - South Florida
04131901	FASTTRAIN OF MIAMI - KENDALL
04134100	JERSEY COLLEGE
	No School Listed
	All Other Schools with Less than 10 Pending Applications
TOTAL	
<i>*Please note the total number of pending applications includes those in the Awaiting Adjudication and Pending</i>	

f 06/30/2021

School Type	Rounded Pending Case Count
Proprietary	28,880
Proprietary	11,020
Proprietary	8,200
Proprietary	2,300
Proprietary	1,830
Proprietary	1,740
Proprietary	1,470
Proprietary	1,340
Private, Nonprofit	1,320
Proprietary	1,280
Private, Nonprofit	1,250
Public	1,220
Proprietary	1,080
Proprietary	1,010
Proprietary	930
Private, Nonprofit	920
Proprietary	890
Proprietary	890
Proprietary	830
Proprietary	780
Proprietary	780
Proprietary	640
Proprietary	630
Proprietary	600
Proprietary	530
Private, Nonprofit	520
Proprietary	520
Proprietary	500
Proprietary	480
Private, Nonprofit	470
Proprietary	470
Proprietary	460
Proprietary	440
Proprietary	440
Proprietary	430
Proprietary	430
Private, Nonprofit	430
Private, Nonprofit	420
Proprietary	420
Proprietary	420
Proprietary	410
Proprietary	410

Proprietary	190
Proprietary	190
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Private, Nonprofit	170
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Private, Nonprofit	160
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	10
	8,730
	128,380
<i>Notification categories.</i>	

Currently Held Letters of Credit as of 7/14/2021

Data Sources: eZ-Audit and PEPS

Sorted by Alphabetical Order by State and then by Institution Name

OPE ID	Institution Name	State	Institution Type	Institution Fiscal Year End Date	LOC Request Date	Reason LOC Requested	LOC Received Date	LOC Amount
04138600	Alaska Christian College	AK	Non Profit	05/31/2020	05/17/2021	Failed Past Performance Requirements	06/29/2021	\$69,945.00
00105000	Tuskegee University	AL	Non Profit	06/30/2019	09/29/2020	Untimely Refunds	11/17/2020	\$8,126.00
00109500	Crowley's Ridge College	AR	Non Profit	06/30/2019	07/08/2020	Failed Numeric Test	08/25/2020	\$190,032.00
00108800	Lyon College	AR	Non Profit	06/30/2020	05/21/2021	Failed Numeric Test	06/18/2021	\$615,029.00
04233100	Arizona School of Integrative Studies	AZ	Proprietary	04/30/2019			09/14/2020	\$278,992.00
03120300	CollegeAmerica - Flagstaff	AZ	Non Profit	12/31/2018	03/16/2020	Failed Past Performance Requirements	06/16/2020	\$511,151.00
04175300	Penrose Academy	AZ	Proprietary		01/13/2021	New Owner Missing 2 Yrs. of Audited Financial Statements	02/02/2021	\$512,893.00
04244900	Sonoran Desert Institute	AZ	Proprietary	12/31/2019	08/10/2020	Failed Numeric Test	12/15/2020	\$2,896,951.00
02491500	Southwest University of Visual Arts	AZ	Proprietary	12/31/2017	12/11/2018	Failed Past Performance Requirements	05/31/2019	\$258,155.00
02342400	Academy of Radio & TV Broadcasting	CA	Proprietary	12/31/2017	03/22/2019	Failed Past Performance Requirements	12/04/2017	\$175,965.00
03736300	Advance Beauty College	CA	Proprietary	12/31/2019	07/07/2020	Untimely Refunds	07/20/2020	\$11,428.00
04206800	Advance Beauty Techs Academy	CA	Proprietary	12/31/2020	06/29/2021	Going Concern	12/01/2020	\$167,896.00
04206800	Advance Beauty Techs Academy	CA	Proprietary	12/31/2020	06/29/2021	Failed Past Performance Requirements	12/27/2018	\$48,145.00
04227100	America Evangelical University	CA	Non Profit	06/30/2019	02/05/2021	Untimely Refunds	03/09/2021	\$9,132.00
04159700	American Medical Sciences Center	CA	Proprietary	12/31/2019	01/07/2021	Failed Numeric Test	04/27/2021	\$90,942.00
03740400	ATI College	CA	Proprietary	12/31/2019	05/19/2021	Failed Past Performance Requirements	06/11/2021	\$52,565.00
03740400	ATI College	CA	Proprietary	12/31/2018	07/16/2020	New Owner Missing 1 Yr. of Audited Financial Statements	08/25/2020	\$14,812.00
04223700	Bay Area Medical Academy	CA	Proprietary	12/31/2019	01/31/2021	Failed Numeric Test	01/05/2021	\$172,069.00
04277700	California College of Barbering and Cosmetology	CA	Proprietary	12/31/2019	11/25/2020	Untimely Refunds	12/29/2020	\$18,027.00
02110800	California College San Diego	CA	Non Profit	12/31/2018	03/16/2020	Failed Past Performance Requirements	06/16/2020	\$1,102,287.00
02332800	Center for Employment Training	CA	Non Profit	06/30/2019	05/14/2020	Failed Numeric Test	03/02/2021	\$1,092,809.00
03097700	Central California School of Continuing Education	CA	Proprietary	12/31/2019	10/09/2020	Untimely Refunds	11/17/2020	\$13,329.00
00116500	Church Divinity School of the Pacific	CA	Non Profit	06/30/2019		Failed Numeric Test	07/23/2020	\$254,189.00
00128800	Claremont School of Theology	CA	Non Profit	06/30/2019	08/13/2020	Failed Numeric Test	09/30/2020	\$1,403,120.00
02110200	Columbia College Hollywood	CA	Non Profit	08/31/2018	11/08/2019	Untimely Refunds	12/09/2019	\$40,441.00
03874400	Community Christian College	CA	Non Profit	06/30/2019	11/09/2020	Failed Numeric Test	02/02/2021	\$294,114.00
00120000	Fuller Theological Seminary	CA	Non Profit	06/30/2018	09/09/2019	Untimely Refunds	11/05/2019	\$19,574.00
04181600	Integrity College of Health	CA	Proprietary	12/31/2019	05/11/2020	Failed Numeric Test	07/17/2020	\$32,794.00
04181600	Integrity College of Health	CA	Proprietary	12/31/2019	05/11/2020	Failed Numeric Test	07/17/2020	\$32,794.00
04181600	Integrity College of Health	CA	Proprietary	12/31/2019	05/11/2020	Failed Numeric Test	07/17/2020	\$32,794.00
04217500	J D Academy of Salon and Spa	CA	Proprietary	12/31/2019	10/09/2020	New Owner Missing 1 Yr. of Audited Financial Statements	12/15/2020	\$192,562.00
03868400	Los Angeles College of Music	CA	Proprietary	09/30/2019			08/25/2020	\$101,920.00
02161800	Musicians Institute	CA	Proprietary	09/30/2019	07/17/2020	Failed Numeric Test	09/23/2020	\$1,187,454.00
03043900	NewSchool of Architecture and Design	CA	Proprietary		01/06/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	03/05/2020	\$1,714,050.00
00718700	North Adrian's College of Beauty	CA	Proprietary	02/28/2020	12/31/2020	Failed Numeric Test	02/02/2021	\$178,023.00
03027700	Pacific College of Arts and Sciences	CA	Proprietary	12/31/2017	11/15/2018	Failed Numeric Test	02/04/2019	\$2,342,845.00
00125800	Pacific Union College	CA	Non Profit	06/30/2019	09/14/2020	Failed Numeric Test	12/29/2020	\$4,565,247.00
00130200	Saint Mary's College of California	CA	Non Profit	06/30/2020	09/17/2020	Untimely Refunds	10/13/2020	\$9,175.00
01203100	San Diego Christian College	CA	Non Profit	06/30/2019	08/16/2020	Failed Numeric Test	10/06/2020	\$634,624.00
02267600	Sofia University	CA	Proprietary	06/30/2020	03/02/2021	Failed Numeric Test	04/20/2021	\$690,540.00
02267600	Sofia University	CA	Proprietary	06/30/2020	03/02/2021	Failed Numeric Test	04/20/2021	\$497,455.00
02267600	Sofia University	CA	Proprietary	06/30/2020	03/02/2021	Failed Numeric Test	04/20/2021	\$248,757.00
02596400	Spartan College of Aeronautics & Technology	CA	Proprietary	12/31/2019	12/18/2020	Failed Numeric Test	02/02/2021	\$1,467,520.00
04005300	United States University	CA	Proprietary	04/30/2020	01/28/2021	Untimely Refunds	02/02/2021	\$9,872.00
04169700	Unitek College	CA	Proprietary				09/21/2020	\$7,099,499.00
04195400	Unitek College	CA	Proprietary				09/21/2020	\$1,433,089.00
00132500	University of San Francisco	CA	Non Profit	05/31/2019	08/12/2019	Untimely Refunds	09/12/2019	\$53,569.00
03171300	University of St. Augustine for Health Sciences	CA	Proprietary	12/31/2019	09/21/2020	Failed Numeric Test	12/02/2020	\$14,178,203.00
04114500	Valley College of Medical Careers	CA	Proprietary	12/31/2018	01/24/2020	Other	03/12/2020	\$102,444.00
04088300	West Med College	CA	Non Profit	06/30/2017	06/30/2018	Failed Numeric Test	08/14/2018	\$124,294.00
04249600	Westcliff University	CA	Proprietary	12/31/2018	08/27/2020	Other	09/29/2020	\$688,744.00
04249600	Westcliff University	CA	Proprietary	12/31/2019	06/29/2021	Untimely Refunds	07/13/2021	\$23,499.00
02276800	Westminster Theological Seminary in California	CA	Non Profit	06/30/2019	06/03/2020	Failed Numeric Test	08/25/2020	\$380,540.00
04093300	Academy of Natural Therapy	CO	Proprietary	12/31/2019	01/25/2021	Failed Numeric Test	02/17/2021	\$48,071.00
02594300	CollegeAmerica Denver	CO	Non Profit	12/31/2018	03/16/2020	Failed Past Performance Requirements	06/16/2020	\$1,027,626.00
04185000	Colorado Academy of Veterinary Technology	CO	Proprietary	12/31/2019	04/19/2021	Failed Numeric Test	07/13/2021	\$106,744.00
04185000	Colorado Academy of Veterinary Technology	CO	Proprietary	12/31/2019	04/19/2021	Failed Numeric Test	12/20/2018	\$53,160.00
01157200	Colorado School of Trades	CO	Proprietary			New Owner Missing 2 Yrs. of Audited Financial Statements	06/08/2021	\$242,682.00
04195300	Elevate Salon Institute	CO	Proprietary	12/31/2019	10/16/2020	Failed Numeric Test	01/25/2021	\$123,814.00
01300700	Nazarene Bible College	CO	Non Profit	06/30/2018	04/09/2019	Untimely Refunds	05/09/2019	\$6,415.00
04218900	Rocky Vista University	CO	Proprietary	06/30/2020	05/17/2021	Failed Numeric Test	06/10/2021	\$33,739,009.00
04218900	Rocky Vista University	CO	Proprietary	06/30/2020	05/17/2021	Failed Numeric Test	06/10/2021	\$13,493,410.00
00729700	Spartan College of Aeronautics and Technology	CO	Proprietary	12/31/2019	12/18/2020	Failed Numeric Test	02/02/2021	\$686,984.00
04289700	United College of Health and Beauty	CO	Proprietary	12/31/2018	10/16/2020	Failed Numeric Test	12/29/2020	\$58,475.00
04279000	American Institute of Healthcare & Technology	CT	Proprietary		06/11/2021	New Owner Missing 2 Yrs. of Audited Financial Statements	06/15/2021	\$117,036.00
00745900	Paier College of Art	CT	Proprietary	06/30/2019	07/06/2020	New Owner Missing 1 Yr. of Audited Financial Statements	07/29/2020	\$65,491.00
00140100	Post University	CT	Proprietary	06/30/2020	05/26/2021	Untimely Refunds	07/09/2021	\$1,575,859.00
03409600	Bennett Career Institute	DC	Proprietary	12/31/2017	06/05/2019	Untimely Refunds	07/03/2019	\$22,797.00
04142700	Pontifical John Paul II Institute for Studies on Marriage and Family	DC	Non Profit	12/31/2019	08/21/2020	Failed Numeric Test	10/01/2020	\$86,029.00
04139800	Delaware College of Art and Design	DE	Non Profit	06/30/2019	06/24/2020	Going Concern	07/29/2020	\$1,160,000.00

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03702300	Delaware Learning Institute of Cosmetology	DE	Proprietary	12/31/2020	05/06/2021	Failed Numeric Test	06/15/2021	\$58,627.00
00143300	Wesley College	DE	Non Profit	06/30/2019	02/12/2021	Going Concern	04/07/2021	\$2,784,000.00
00794800	Wilmington University	DE	Non Profit	06/30/2018	06/25/2019	Untimely Refunds	07/25/2019	\$140,371.00
03816300	Artistic Nails & Beauty Academy	FL	Proprietary	12/31/2017	01/29/2019	Untimely Refunds	02/22/2019	\$44,169.00
04249400	Center for Neurosomatic Studies	FL	Proprietary	12/31/2019	06/10/2021	Untimely Refunds	06/29/2021	\$7,571.00
03008600	Cortiva Institute	FL	Proprietary	12/31/2019	12/02/2019	Failed Numeric Test	01/15/2021	\$8,222,134.00
03374300	Florida Coastal School of Law	FL	Proprietary	07/31/2019	09/25/2020	Failed Numeric Test	10/15/2020	\$3,574,039.00
03374300	Florida Coastal School of Law	FL	Proprietary	07/31/2019	09/25/2020	Failed Numeric Test	10/15/2020	\$1,623,316.00
03374300	Florida Coastal School of Law	FL	Proprietary	07/31/2019	09/25/2020	Failed Numeric Test	05/14/2020	\$484,000.00
03856500	Florida School of Traditional Midwifery	FL	Non Profit	06/30/2019	09/02/2020	Going Concern	12/15/2020	\$106,569.00
04182600	HCI College	FL	Proprietary	12/31/2018	09/04/2019	Untimely Refunds	10/11/2019	\$115,278.00
02188900	Hobe Sound Bible College	FL	Non Profit	06/30/2019			12/08/2020	\$74,766.00
04274200	Installer Institute	FL	Proprietary	12/31/2019	09/29/2020	Failed Numeric Test	12/15/2020	\$52,353.00
04213200	Kaizen Beauty Academy	FL	Proprietary	12/31/2019	06/30/2020	Failed Past Performance Requirements	08/25/2020	\$56,244.00
04157100	L3 Commercial Training Solutions Airline Academy	FL	Proprietary				02/17/2021	\$700,000.00
04106300	Palm Beach Academy of Health & Beauty	FL	Proprietary	12/31/2018	08/29/2019	New Owner Missing 2 Yrs. of Audited Financial Statements	09/19/2019	\$330,565.00
04106300	Palm Beach Academy of Health & Beauty	FL	Proprietary	12/31/2018	09/29/2020	Untimely Refunds	12/29/2020	\$88,470.00
04254300	Pets Playground Grooming School	FL	Proprietary	12/31/2018	02/14/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	02/20/2020	\$10,000.00
04167300	Salon Professional Academy (The)	FL	Proprietary	12/31/2019	09/15/2020	New Owner Missing 1 Yr. of Audited Financial Statements	11/17/2020	\$62,315.00
02314100	Schiller International University	FL	Proprietary		02/14/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	03/03/2020	\$383,948.00
00152100	Southeastern University	FL	Non Profit	05/31/2019	06/09/2020	Failed Numeric Test	08/25/2020	\$5,959,312.00
03903500	Southern Technical College	FL	Proprietary	12/31/2019	02/03/2021	Failed Numeric Test	12/08/2020	\$5,656,941.00
03549300	Ultimate Medical Academy	FL	Non Profit	12/31/2019	07/30/2020	Failed Numeric Test	09/29/2020	\$29,634,900.00
00884800	Warner University	FL	Non Profit	06/30/2019	12/17/2019	Failed Numeric Test	02/18/2020	\$1,334,850.00
03173300	Atlanta's John Marshall Law School	GA	Proprietary	07/31/2019	04/29/2020	Failed Past Performance Requirements	07/29/2020	\$1,400,451.00
04021300	Augusta School of Massage	GA	Proprietary	12/31/2019	02/08/2021	Failed Numeric Test	04/13/2021	\$54,753.00
03635300	Carver Bible College	GA	Non Profit	06/30/2016	06/07/2017	Failed Past Performance Requirements	11/14/2017	\$5,000.00
04204500	Elaine Sterling Institute(The)	GA	Proprietary	12/31/2018	09/15/2020	Untimely Refunds	10/15/2020	\$18,238.00
04260000	Institute of Medical Ultrasound	GA	Proprietary	12/31/2018	09/30/2019	Failed Past Performance Requirements	12/11/2019	\$19,265.00
04221100	New Horizons Medical Institute	GA	Proprietary	12/31/2018	04/29/2020	Going Concern	07/02/2019	\$30,040.00
00158700	Paine College	GA	Non Profit	06/30/2019	09/02/2020	Other	11/17/2020	\$1,071,831.00
04147000	Paul Mitchell the School Atlanta	GA	Proprietary	12/31/2019	06/16/2020	New Owner Missing 1 Yr. of Audited Financial Statements	08/07/2020	\$349,860.00
03438300	Pacific Islands University	GU	Non Profit	06/30/2019	07/10/2020	Failed Numeric Test	12/08/2020	\$85,991.00
04182200	Hawaii Medical College	HI	Proprietary	12/31/2019	02/14/2020	Untimely Refunds	03/20/2020	\$63,486.00
00184600	Briar Cliff University	IA	Non Profit	05/31/2019	10/07/2020	Untimely Refunds	11/17/2020	\$10,090.00
00187100	Iowa Wesleyan University	IA	Non Profit	05/31/2019	05/27/2020	Failed Numeric Test	07/24/2020	\$498,664.00
00189300	Upper Iowa University	IA	Non Profit	06/30/2019	09/30/2020	Untimely Refunds	11/17/2020	\$53,455.00
00162500	Brigham Young University - Idaho	ID	Non Profit	12/31/2020	06/15/2020	Untimely Refunds	07/28/2020	\$168,817.00
04168600	College of Massage Therapy	ID	Proprietary	12/31/2019			02/17/2021	\$15,000.00
04150600	Urban 113 School of Cosmetology	ID	Proprietary		08/12/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	08/25/2020	\$43,762.00
00162800	American Academy of Art College	IL	Proprietary	12/31/2019	02/25/2021	Failed Numeric Test	11/10/2020	\$405,529.00
00893900	Cannella School of Hair Design	IL	Proprietary	12/31/2019	03/25/2021	New Owner Missing 1 Yr. of Audited Financial Statements	05/12/2021	\$49,341.00
02349500	Cannella School of Hair Design	IL	Proprietary	12/31/2019	03/25/2021	New Owner Missing 1 Yr. of Audited Financial Statements	05/12/2021	\$16,953.00
02202600	Cannella School of Hair Design	IL	Proprietary	12/31/2019	03/25/2021	New Owner Missing 1 Yr. of Audited Financial Statements	05/12/2021	\$14,081.00
04192000	Curve Metric School of Hair Design	IL	Proprietary	12/31/2019	03/25/2021	New Owner Missing 1 Yr. of Audited Financial Statements	05/12/2021	\$20,883.00
01072700	DeVry University	IL	Proprietary	06/30/2019	10/14/2020	Failed Past Performance Requirements	10/27/2020	\$68,435,908.00
02556100	ETI School of Skilled Trades	IL	Proprietary	12/31/2018	11/21/2019	Failed Past Performance Requirements	03/06/2020	\$248,658.00
02556600	John Amico School of Hair Design 2	IL	Proprietary	12/31/2019	09/04/2019	Failed Past Performance Requirements	09/25/2019	\$12,802.00
00170000	Judson University	IL	Non Profit	05/31/2019	05/28/2020	Untimely Refunds	01/12/2021	\$56,034.00
00170000	Judson University	IL	Non Profit	05/31/2019	05/28/2020	Failed Numeric Test	01/12/2021	\$1,144,906.00
00171200	Lutheran School of Theology at Chicago	IL	Non Profit	06/30/2019	05/18/2020	Failed Numeric Test	07/14/2020	\$228,621.00
03128500	National Latino Education Institute	IL	Non Profit	06/30/2018	07/08/2019	Failed Past Performance Requirements	09/27/2019	\$15,509.00
01236200	Northwestern College	IL	Proprietary	07/31/2020	05/18/2021	Failed Numeric Test	09/18/2020	\$1,162,580.00
02297500	Oehrlein School of Cosmetology	IL	Proprietary	12/31/2019	01/14/2021	Failed Numeric Test	02/23/2021	\$61,000.00
04189200	Salon Professional Academy (The)	IL	Proprietary	12/31/2019	05/20/2021	Going Concern	06/10/2021	\$113,170.00
04189200	Salon Professional Academy (The)	IL	Proprietary	12/31/2018	01/03/2020	Failed Past Performance Requirements	11/03/2020	\$48,958.00
04189200	Salon Professional Academy (The)	IL	Proprietary	12/31/2018	01/03/2020	Failed Past Performance Requirements	11/03/2020	\$14,374.00
04189200	Salon Professional Academy (The)	IL	Proprietary	12/31/2018	01/03/2020	Failed Past Performance Requirements	11/03/2020	\$11,612.00
04189600	State Career School	IL	Proprietary	12/31/2019	07/27/2020	Failed Numeric Test	09/29/2020	\$83,646.00
01181000	Taylor Business Institute	IL	Proprietary	12/31/2019	10/15/2020	Failed Numeric Test	11/17/2020	\$74,545.00
00176500	University of St Mary of the Lake/Mundelein Seminary	IL	Non Profit	06/30/2019	05/22/2020	Failed Numeric Test	09/16/2020	\$16,211.00
00178300	Worsham College of Mortuary Science	IL	Proprietary	12/31/2019	08/18/2020	Failed Numeric Test	10/27/2020	\$500,000.00
03538300	Alexandria School of Scientific Therapeutics	IN	Proprietary	12/31/2018	10/28/2019	Failed Past Performance Requirements	04/13/2018	\$26,920.00
04258200	Christina and Company Education Center	IN	Proprietary	12/31/2018	09/05/2019	Failed Past Performance Requirements	12/19/2019	\$2,291.00
04256100	Indiana College of Sports & Medical Massage	IN	Proprietary	12/31/2019	03/24/2021	Failed Numeric Test	06/14/2021	\$83,432.00
00793800	Lincoln College of Technology	IN	Proprietary	12/31/2019	02/16/2021	Failed Numeric Test	12/15/2020	\$106,360.00
00183500	Saint Mary of the Woods College	IN	Non Profit	06/30/2019	03/03/2020	Failed Numeric Test	04/28/2020	\$4,610,490.00
02351300	Taylor Institute of Cosmetology	IN	Proprietary			New Owner Missing 2 Yrs. of Audited Financial Statements	11/17/2020	\$27,724.00
04246600	Textures Institute of Cosmetology	IN	Proprietary	12/31/2017	03/07/2019	Failed Past Performance Requirements	04/05/2019	\$26,800.00
00190400	Bethany College	KS	Non Profit	06/30/2019	05/27/2020	Failed Numeric Test	08/14/2020	\$782,151.00
00190800	Central Christian College of Kansas	KS	Non Profit	06/30/2019	09/02/2020	Failed Numeric Test	09/23/2020	\$734,212.00
02603100	Crave Beauty Academy	KS	Proprietary	12/31/2018	10/15/2019	Untimely Refunds	11/14/2019	\$7,542.00
02168900	Kansas Christian College	KS	Non Profit	06/30/2019	09/18/2020	Failed Numeric Test	12/01/2020	\$127,799.00
00194000	Southwestern College	KS	Non Profit	06/30/2019	05/14/2020	Failed Numeric Test	06/30/2020	\$1,074,389.00

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01050300	Wichita Technical Institute	KS	Proprietary	12/31/2019	08/26/2020	Untimely Refunds	09/18/2020	\$28,966.00
01048900	American National University	KY	Proprietary	11/30/2018	02/24/2020	Other	06/10/2020	\$400,261.00
04060300	ATA College	KY	Proprietary			New Owner Missing 2 Yrs. of Audited Financial Statements	01/05/2021	\$269,463.00
04060300	ATA College	KY	Proprietary		05/07/2020	Failed Numeric Test	06/05/2020	\$89,125.00
03083700	Galen Health Institutes	KY	Proprietary		03/03/2021	Other	03/23/2021	\$42,455,916.00
03083700	Galen Health Institutes	KY	Proprietary		12/03/2020	Failed Numeric Test	10/01/2020	\$8,115,412.00
04123900	Lexington Healing Arts Academy	KY	Proprietary	12/31/2019	10/25/2019	Untimely Refunds	11/20/2020	\$6,643.00
04249000	Medical Career and Technical College	KY	Proprietary	06/30/2016	08/28/2017	Failed Past Performance Requirements	09/11/2017	\$62,711.00
02351700	Paul Mitchell the School - Louisville	KY	Proprietary	12/31/2020	05/04/2021	Untimely Refunds	05/04/2021	\$12,642.00
03294300	Blue Cliff College	LA	Proprietary	12/31/2019	12/21/2020	Failed Numeric Test	01/12/2021	\$7,261,336.00
02601100	Opelousas School of Cosmetology	LA	Proprietary		03/26/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	06/09/2020	\$63,900.00
04225900	Setting the Standard Barbering and Natural Hair Academy	LA	Proprietary	12/31/2016	09/15/2017	Failed Numeric Test	11/13/2017	\$19,261.00
00215100	Benjamin Franklin Institute of Technology	MA	Non Profit	06/30/2019	08/04/2020	Failed Numeric Test	10/06/2020	\$480,760.00
02274300	Conway School of Landscape Design	MA	Non Profit	06/30/2018			09/16/2019	\$37,915.00
00215400	Hellenic College & Holy Cross Greek Orthodox School of Theology	MA	Non Profit	06/30/2017	09/17/2018	Failed Past Performance Requirements	10/18/2018	\$189,199.00
00989900	Lowell Academy Hair Styling Institute	MA	Proprietary	12/31/2018	08/08/2019	Untimely Refunds	09/13/2019	\$6,125.00
00220200	Pope St. John XXIII National Seminary	MA	Non Profit	06/30/2020	01/28/2021	Failed Numeric Test	04/20/2021	\$11,034.00
00632200	Signature Healthcare Brockton Hospital School of Nursing	MA	Non Profit	09/30/2019	06/12/2020	Failed Numeric Test	11/17/2020	\$194,922.00
03130500	Urban College of Boston	MA	Non Profit	08/31/2017	08/27/2018	Failed Past Performance Requirements	12/07/2018	\$165,364.00
01031900	Fortis Institute - Towson	MD	Proprietary	06/30/2020	06/23/2021	Failed Numeric Test	06/23/2021	\$30,773,980.00
03822400	Maple Springs Baptist Bible College & Seminary	MD	Non Profit	06/30/2013	08/14/2014	Failed Past Performance Requirements	01/21/2015	\$7,000.00
02578400	Maryland University of Integrative Health	MD	Non Profit	07/31/2019	05/29/2020	Failed Numeric Test	07/17/2020	\$1,418,000.00
00223400	Adrian College	MI	Non Profit	06/30/2019	07/03/2020	Failed Numeric Test	09/04/2020	\$1,886,250.00
04055300	Creative Hair School of Cosmetology	MI	Proprietary	12/31/2019	09/24/2020	Failed Numeric Test	12/08/2020	\$37,185.00
03005700	Detroit Business Institute - Downriver	MI	Proprietary		01/13/2021	New Owner Missing 2 Yrs. of Audited Financial Statements	01/20/2021	\$190,595.00
02588200	Douglas J Aveda Institute	MI	Proprietary	12/31/2019	03/11/2021	Failed Numeric Test	04/30/2021	\$1,040,000.00
00232200	Finlandia University	MI	Non Profit	06/30/2019	06/15/2020	Failed Numeric Test	09/29/2020	\$453,953.00
04280000	Great Lakes Boat Building School	MI	Non Profit	12/31/2019	02/25/2021	Failed Numeric Test	03/15/2021	\$26,688.00
03588300	Irene's Myomassology Institute	MI	Proprietary	08/31/2019	07/22/2020	Untimely Refunds	08/25/2020	\$19,940.00
03968300	Lakewood School of Therapeutic Massage	MI	Proprietary	12/31/2019	10/22/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	09/29/2020	\$119,087.00
01321800	M.J. Murphy Beauty College	MI	Proprietary	12/31/2018	12/04/2019	Failed Past Performance Requirements	11/25/2019	\$29,075.00
00228400	Marygrove College	MI	Non Profit	06/30/2018	07/12/2019	Going Concern	09/25/2019	\$899,304.00
02125600	Michigan College of Beauty-Troy	MI	Proprietary	09/30/2019	06/15/2020	Failed Numeric Test	09/03/2020	\$251,437.00
04230400	Paul Mitchell the Lansing	MI	Proprietary	12/31/2018		New Owner Missing 2 Yrs. of Audited Financial Statements	12/29/2020	\$119,540.00
04230500	Paul Mitchell the School Grand Rapids	MI	Proprietary	12/31/2017	12/03/2018	New Owner Missing 2 Yrs. of Audited Financial Statements	04/26/2019	\$194,450.00
00894600	Port Huron Cosmetology College	MI	Proprietary	12/31/2019	11/05/2020	Failed Numeric Test	03/04/2021	\$20,964.00
00228800	Rochester University	MI	Non Profit	05/31/2020	02/11/2021	Failed Numeric Test	03/02/2021	\$774,750.00
04138400	Salon Professional Academy (The)	MI	Proprietary	12/31/2019	04/08/2021	Failed Past Performance Requirements	06/01/2021	\$45,462.00
03075200	Twin City Beauty College	MI	Proprietary	12/31/2019	08/20/2020	Failed Numeric Test	12/08/2020	\$180,765.00
04255100	U.S. Truck Driver Training School	MI	Proprietary	12/31/2018	09/05/2019	Failed Numeric Test	10/15/2019	\$21,296.00
02050300	Academy College	MN	Proprietary	06/30/2018			08/25/2020	\$5,999.00
00983100	Model College of Hair Design	MN	Proprietary	12/31/2019	07/23/2020	Failed Past Performance Requirements	11/06/2019	\$59,787.00
00869400	Rasmussen University	MN	Proprietary	09/30/2020	04/02/2021	Failed Numeric Test	05/10/2021	\$23,071,270.00
00238600	United Theological Seminary of the Twin Cities	MN	Non Profit	06/30/2018	06/30/2019	Failed Numeric Test	09/29/2020	\$248,242.00
02504200	Walden University	MN	Proprietary	12/31/2019	09/10/2020	Failed Numeric Test	11/17/2020	\$83,575,685.00
04295100	AESTHETICS INSTITUTE	MO	Non Profit	12/31/2020	04/16/2021	Failed Numeric Test	05/04/2021	\$223,920.00
04118700	American Business & Technology University	MO	Proprietary	12/31/2019	03/08/2021	Failed Numeric Test	05/12/2021	\$101,305.00
00244900	Avila University	MO	Non Profit	06/30/2019	01/14/2020	Untimely Refunds	01/29/2020	\$26,368.00
02266400	Central Christian College of The Bible	MO	Non Profit	06/30/2020	05/25/2021	Failed Numeric Test	07/09/2021	\$735,884.00
03916300	eClips School of Cosmetology and Barbering	MO	Proprietary	12/31/2018	11/18/2019	Failed Past Performance Requirements	02/01/2020	\$17,813.00
00246300	Evangel University	MO	Non Profit	04/30/2020	06/09/2021	Failed Numeric Test	06/15/2021	\$1,718,200.00
04173900	Evolve Beauty Academy	MO	Proprietary	12/31/2017	11/06/2018	Failed Past Performance Requirements	01/22/2019	\$28,533.00
02277500	House of Heavilin Beauty College	MO	Proprietary	06/30/2020	05/21/2021	Failed Numeric Test	07/09/2021	\$247,893.00
00639200	Research Medical Center	MO	Proprietary	12/31/2019	11/04/2020	Failed Numeric Test	11/23/2020	\$443,967.00
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2020	04/07/2021	Failed Numeric Test	06/22/2021	\$463,821.00
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2020	04/07/2021	Failed Numeric Test	06/15/2021	\$188,709.00
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2020	04/07/2021	Failed Numeric Test	06/17/2021	\$49,277.00
04131300	Corinth Academy of Cosmetology	MS	Proprietary	12/31/2019	09/29/2020	Untimely Refunds	10/20/2020	\$15,452.00
03963300	Institute of Health and Technology	MS	Proprietary	12/31/2019	03/26/2021	Failed Numeric Test	07/08/2021	\$494,764.00
02320800	Magnolia College of Cosmetology	MS	Proprietary	12/31/2017			11/17/2020	\$17,318.00
00243500	Southeastern Baptist College	MS	Non Profit	06/30/2018	07/17/2017	Failed Past Performance Requirements	10/04/2017	\$12,157.00
04282400	Vaughn Beauty College	MS	Proprietary	06/30/2020	04/22/2021	Failed Numeric Test	06/22/2021	\$51,725.00
02621300	Academy of Cosmetology	MT	Proprietary	12/31/2019	09/11/2020	Failed Past Performance Requirements	12/28/2018	\$13,285.00
04163700	Bitterroot School of Cosmetology	MT	Proprietary	12/31/2019	08/10/2020	Failed Numeric Test	10/13/2020	\$20,574.00
04249900	Yellowstone Christian College	MT	Non Profit	06/30/2019	02/24/2020	Failed Numeric Test	05/08/2020	\$133,500.00
03570300	Carolina Christian College	NC	Non Profit	06/30/2019	11/06/2020	Going Concern	10/20/2020	\$51,861.00
03570300	Carolina Christian College	NC	Non Profit	06/30/2019	11/06/2020	Going Concern	01/12/2021	\$49,200.00
00292700	Elon University	NC	Non Profit	05/31/2019	08/03/2020	Untimely Refunds	08/14/2020	\$93,621.00
00294800	Montreat College	NC	Non Profit	06/30/2019	06/25/2020	Failed Numeric Test	08/25/2020	\$849,790.00
00295500	Pfeiffer University	NC	Non Profit	06/30/2019	09/29/2020	Failed Numeric Test	11/17/2020	\$7,111,351.00
02560600	Pinnacle Institute of Cosmetology	NC	Proprietary	12/31/2019	12/16/2020	Failed Numeric Test	01/13/2021	\$156,000.00
01168900	Refrigeration School (The)	NC	Proprietary	09/30/2019	11/02/2020	Failed Numeric Test	11/24/2020	\$1,061,926.00
00296000	Salem College	NC	Non Profit	06/30/2016	06/21/2017	Failed Past Performance Requirements	09/06/2017	\$961,226.00
00296200	Shaw University	NC	Non Profit	06/30/2018	10/16/2019	Untimely Refunds	11/25/2019	\$52,725.00

OPE ID	Institution Name	State	Institution Type	Institution Fiscal Year End Date	LOC Request Date	Reason LOC Requested	LOC Received Date	LOC Amount
04173000	Shepherds Theological Seminary	NC	Non Profit	06/30/2020	04/02/2021	Failed Numeric Test	06/01/2021	\$59,667.00
01040600	Josef's School of Hair, Skin & Body	ND	Proprietary	12/31/2019	09/18/2020	Failed Numeric Test	03/16/2021	\$126,640.00
00961700	Capital Beauty School	NE	Proprietary	12/31/2019	03/18/2021	New Owner Missing 1 Yr. of Audited Financial Statements	03/30/2021	\$141,718.00
00186600	Graceland University	NE	Non Profit	05/31/2019	08/26/2020	Untimely Refunds	10/20/2020	\$42,623.00
04240800	Summit Christian College	NE	Non Profit	06/30/2014	08/31/2016	Failed Numeric Test	11/08/2016	\$57,750.00
04162200	American Academy of Health and Beauty	NH	Proprietary		10/04/2017	Failed Past Performance Requirements	11/01/2017	\$53,337.00
01246100	Lincoln Technical Institute	NJ	Proprietary	12/31/2019	02/16/2021	Failed Numeric Test	12/15/2020	\$493,660.00
00759300	Parisian Beauty Academy Paul Mitchell Partner School	NJ	Proprietary	06/30/2019	07/09/2020	Untimely Refunds	08/25/2020	\$29,537.00
04271600	Avenue Academy, A Cosmetology Institute (The)	NM	Proprietary	12/31/2019	05/18/2021	Failed Numeric Test	07/09/2021	\$60,207.00
02622000	Southwest Acupuncture College	NM	Proprietary	12/31/2019	10/13/2020	Failed Past Performance Requirements	11/17/2020	\$64,421.00
03430300	Universal Therapeutic Massage Institute	NM	Proprietary	12/31/2019	12/09/2020	Other	12/20/2020	\$100,000.00
04156000	Academy of Cosmetology & Esthetics NYC (The)	NY	Proprietary		10/30/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	12/08/2020	\$86,134.00
00751800	Apex Technical School	NY	Proprietary		09/03/2020	New Owner Missing 1 Yr. of Audited Financial Statements	10/20/2020	\$1,078,463.00
01302900	Borivca College	NY	Non Profit	06/30/2018	02/19/2019	Untimely Refunds	03/29/2019	\$9,654.00
04234200	Center for Ultrasound Research & Education	NY	Proprietary	12/31/2018	10/25/2019	Failed Past Performance Requirements	02/14/2020	\$61,654.00
04282800	Glasgow Caledonian New York College	NY	Non Profit	07/31/2018	04/08/2019	Failed Numeric Test	05/29/2019	\$410,000.00
01302600	Machzikei Hadath Rabbinical College	NY	Non Profit	12/31/2019	05/03/2021	Failed Past Performance Requirements	06/29/2021	\$80,744.00
02182200	New School Center for Media	NY	Proprietary	12/31/2019	03/22/2021	Failed Numeric Test	05/04/2021	\$177,029.00
01055100	New York School for Medical & Dental Assistants	NY	Proprietary	06/30/2019	03/26/2021	Untimely Refunds	05/20/2021	\$25,593.00
00267400	New York Theological Seminary	NY	Non Profit	06/30/2019	07/02/2020	Failed Numeric Test	09/29/2020	\$311,847.00
00279000	Nyack College	NY	Non Profit	06/30/2019	06/26/2020	Failed Numeric Test	09/29/2020	\$1,870,252.00
00643800	Phillips School of Nursing at Mount Sinai Beth Israel	NY	Non Profit	12/31/2019	04/13/2021	Failed Numeric Test	06/01/2021	\$999,946.00
04240900	PPG Technical College	NY	Proprietary			New Owner Missing 2 Yrs. of Audited Financial Statements	06/08/2021	\$228,517.00
00397800	Rabbinical Seminary of America	NY	Non Profit	12/31/2019	01/20/2021	Failed Numeric Test	04/27/2021	\$140,735.00
00646100	Saint Elizabeth Medical Center	NY	Non Profit	12/31/2019	04/09/2021	Failed Numeric Test	05/04/2021	\$176,583.00
00646700	Saint Joseph's College of Nursing at St Joseph's Hospital Health Center	NY	Non Profit	06/30/2019	05/15/2020	Failed Numeric Test	07/29/2020	\$1,113,638.00
04179800	Sotheby's Institute of Art - NY	NY	Proprietary	05/06/2020	08/31/2019	Failed Numeric Test	12/29/2020	\$697,824.00
02170000	Swedish Institute	NY	Proprietary	12/31/2019	01/15/2021	Failed Numeric Test	02/02/2021	\$1,162,048.00
01224800	Central School of Practical Nursing	OH	Non Profit	12/31/2019	01/14/2021	Failed Numeric Test	03/02/2021	\$361,667.00
00302900	Cincinnati Christian University	OH	Non Profit	06/30/2018	10/15/2020	Failed Numeric Test	11/17/2020	\$3,362,675.00
01090600	Cincinnati College of Mortuary Science	OH	Non Profit	06/30/2019	03/29/2021	Disclaimer	05/12/2021	\$99,022.00
04206700	Elite Welding Academy	OH	Proprietary	09/30/2017			10/22/2018	\$72,824.00
04235000	Felbry College-School of Nursing	OH	Proprietary	12/31/2019	01/28/2019	Failed Numeric Test	12/29/2020	\$1,246,103.00
00953000	Gerber Akron Beauty School	OH	Proprietary	06/30/2020	04/22/2020	Failed Past Performance Requirements	07/14/2017	\$28,613.00
02545800	Inner State Beauty School	OH	Proprietary	06/30/2019	03/25/2020	Failed Numeric Test	01/06/2021	\$32,885.00
00307200	Malone University	OH	Non Profit	06/30/2018	07/03/2019	Failed Past Performance Requirements	09/06/2019	\$1,600,931.00
02328500	Moler - Pickens Beauty College	OH	Proprietary	12/31/2019	04/08/2021	Failed Past Performance Requirements	03/03/2020	\$38,116.00
01284800	Moler Hollywood Beauty Academy	OH	Proprietary	12/31/2019	04/08/2021	Failed Past Performance Requirements	03/03/2020	\$46,452.00
04220900	National Personal Training Institute of Columbus	OH	Proprietary	12/31/2017	11/28/2018	Failed Past Performance Requirements	02/11/2019	\$26,101.00
03583300	Ohio Institute of Allied Health	OH	Non Profit	06/30/2019	02/05/2020	Failed Past Performance Requirements	06/18/2020	\$33,286.00
02315500	Toledo Academy of Beauty Culture East	OH	Proprietary	08/31/2019	03/27/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	06/09/2021	\$30,433.00
03475400	Tri-State Bible College	OH	Non Profit	06/30/2019	02/21/2020	Failed Numeric Test	08/20/2020	\$86,099.00
00311600	University of Rio Grande	OH	Non Profit	06/30/2019	04/16/2020	Failed Numeric Test	08/25/2020	\$1,146,396.00
00314100	Wilberforce University	OH	Non Profit	06/30/2019	07/07/2020	Going Concern	10/23/2020	\$1,242,320.00
04144400	Academy of Hair Design (The)	OK	Proprietary	12/31/2019	10/26/2020	Failed Numeric Test	12/15/2020	\$338,791.00
03030800	American Broadcasting School	OK	Proprietary	12/31/2015			12/27/2017	\$109,312.00
04038300	ATA College	OK	Proprietary	06/30/2020	03/16/2021	Failed Numeric Test	03/16/2021	\$1,572,183.00
04038300	ATA College	OK	Proprietary	06/30/2020	03/16/2021	Failed Numeric Test	05/21/2021	\$631,253.00
04038300	ATA College	OK	Proprietary	06/30/2020	03/16/2021	Failed Numeric Test	03/16/2021	\$500,000.00
00314700	Bacone College	OK	Non Profit	07/31/2019	11/05/2020	Going Concern	12/10/2020	\$225,325.00
00314700	Bacone College	OK	Non Profit	07/31/2019	12/15/2020	Untimely Refunds	12/15/2020	\$36,028.00
02581100	Claremore Beauty College	OK	Proprietary	12/31/2015	11/04/2016	Failed Past Performance Requirements	01/12/2017	\$10,678.00
03367400	Community Highered Institute	OK	Non Profit	06/30/2019	06/29/2020	Failed Numeric Test	11/24/2020	\$1,236,640.00
00970800	Eve's College of Hairstyling	OK	Proprietary	12/31/2018	06/20/2019	Failed Past Performance Requirements	09/03/2019	\$98,729.00
02531200	Formations Institute of Cosmetology & Barbering	OK	Proprietary	12/31/2019	07/02/2021	New Owner Missing 1 Yr. of Audited Financial Statements	07/09/2021	\$43,460.00
04224700	JB's Hair Design and Barber College	OK	Proprietary	12/31/2019	04/01/2021	Failed Numeric Test	06/15/2021	\$29,414.00
01026600	Randall University	OK	Non Profit	06/30/2019	06/29/2020	Failed Numeric Test	08/25/2020	\$1,245,622.00
04213600	River Valley Cosmetology Institute	OK	Proprietary	12/31/2018	09/27/2019	Failed Past Performance Requirements	07/28/2020	\$9,878.00
00318000	Southwestern Christian University	OK	Non Profit	06/30/2018	07/19/2019	Failed Numeric Test	11/17/2020	\$454,284.00
00767800	Spartan College of Aeronautics and Technology	OK	Proprietary	12/31/2019	12/18/2020	Failed Numeric Test	02/02/2021	\$2,086,665.00
00961800	Tulsa Welding School	OK	Proprietary	09/30/2019	11/02/2020	Failed Numeric Test	11/24/2020	\$4,812,784.00
04127500	CDE Career Institute	PA	Proprietary	12/31/2018	12/02/2019	Other	12/04/2019	\$401,000.00
00267000	Clarks Summit University	PA	Non Profit	05/31/2020	07/07/2021	Failed Numeric Test	07/03/2021	\$349,000.00
00326300	Evangelical Theological Seminary	PA	Non Profit	06/30/2019	07/17/2020	Failed Numeric Test	09/29/2020	\$69,733.00
00746900	Hussian College	PA	Proprietary	06/30/2020	05/05/2021	Failed Numeric Test	05/18/2021	\$1,941,907.00
00398700	La Roche University	PA	Non Profit	06/30/2019	06/26/2020	Failed Numeric Test	09/09/2020	\$6,737,032.00
00777900	Lansdale School of Business	PA	Proprietary	08/31/2019	10/15/2020	Failed Numeric Test	02/02/2021	\$540,032.00
04221300	Philadelphia Technician Training Institute	PA	Non Profit	06/30/2018	08/14/2019	Untimely Refunds	09/11/2019	\$175,855.00
03666300	Pillar College	PA	Non Profit	06/30/2018	10/20/2019	Untimely Refunds	12/05/2019	\$12,320.00
00743700	Pittsburgh Technical College	PA	Non Profit	06/30/2019	06/23/2020	Failed Numeric Test	09/29/2020	\$2,220,000.00
03923300	Precision Manufacturing Institute	PA	Non Profit	06/30/2018	06/24/2020	Failed Numeric Test	07/29/2020	\$37,000.00
04288000	Rapha School (The)	PA	Proprietary	12/31/2019	02/24/2021	Failed Numeric Test	04/09/2021	\$158,450.00
01321400	Roxborough Memorial Hospital	PA	Proprietary	12/31/2019	08/31/2020	Failed Numeric Test	09/12/2020	\$168,000.00
00657800	Sharon Regional School of Nursing	PA	Proprietary	12/31/2019	05/03/2021	Failed Numeric Test	05/18/2021	\$243,000.00

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00657400	St. Luke's Hospital of Bethlehem, PA	PA	Non Profit	06/30/2018	07/15/2019	Failed Past Performance Requirements	11/01/2019	\$144,000.00
00330600	University of Valley Forge	PA	Non Profit	06/30/2019	07/17/2020	Failed Numeric Test	11/03/2020	\$635,014.00
02192800	Walnut Hill College	PA	Proprietary	12/31/2019	08/21/2020	Failed Numeric Test	10/13/2020	\$372,443.00
02570400	Educational Technical College (EDUTEC)	PR	Proprietary	08/31/2018	05/30/2019	Failed Past Performance Requirements	09/12/2019	\$164,516.00
03552300	Leston College	PR	Proprietary	06/30/2019			07/24/2019	\$21,490.00
00393600	Pontifical Catholic University of Puerto Rico (The)	PR	Non Profit	06/30/2015		Failed Past Performance Requirements	06/22/2021	\$8,750,800.00
03638300	Roslyn Training Academy of Cosmetology	PR	Proprietary	12/31/2019	04/22/2021	Going Concern	06/15/2021	\$39,090.00
02588600	Seminario Evangelico de Puerto Rico	PR	Non Profit	12/31/2017	01/17/2019	Failed Numeric Test	11/19/2019	\$25,604.00
02335500	Theological University of the Caribbean	PR	Non Profit	07/31/2018	11/12/2019	Untimely Refunds	12/30/2019	\$2,480.00
03849300	Xtreme Career Institute	PR	Proprietary	12/31/2015	12/06/2016	Failed Past Performance Requirements	02/22/2017	\$32,778.00
04239000	B-Unique Beauty and Barber Academy	SC	Proprietary	12/31/2018	09/26/2019	Failed Past Performance Requirements	06/04/2019	\$22,936.00
04239000	B-Unique Beauty and Barber Academy	SC	Proprietary	12/31/2018	09/26/2019	Failed Past Performance Requirements	12/12/2016	\$5,000.00
04244100	Construction Training Center	SC	Proprietary	06/23/2019	03/11/2021	Untimely Refunds	08/08/2019	\$7,812.00
00405700	National American University	SD	Proprietary	05/31/2020	06/17/2021	Failed Numeric Test	06/29/2021	\$4,755,426.00
00405600	North American Baptist Seminary	SD	Non Profit	06/30/2019	05/28/2020	Failed Numeric Test	06/19/2020	\$10,950.00
02257400	Arnold's Beauty School	TN	Proprietary	12/31/2017	02/04/2019	Failed Past Performance Requirements	04/05/2019	\$43,902.00
03008800	Brillare Beauty Institute	TN	Non Profit	12/31/2020	09/20/2021	Untimely Refunds	03/02/2021	\$8,462.00
00348100	Carson - Newman University	TN	Non Profit	07/31/2019	07/23/2020	Failed Numeric Test	09/29/2020	\$2,266,541.00
00348200	Christian Brothers University	TN	Non Profit	05/31/2019	05/27/2020	Untimely Refunds	08/25/2020	\$12,660.00
04238600	Gould's Academy	TN	Proprietary	12/31/2019	04/08/2021	Failed Numeric Test	05/18/2021	\$1,638,618.00
01016100	Loraines Academy & Spa	TN	Proprietary	06/22/2017	09/29/2020	New Owner Missing 1 Yr. of Audited Financial Statements	09/29/2020	\$73,577.00
04165000	Meridian Institute of Surgical Assisting	TN	Proprietary	12/31/2019	11/27/2019	Failed Past Performance Requirements	11/26/2019	\$51,761.00
02275500	Paul Mitchell the School Knoxville	TN	Proprietary	12/31/2018	09/05/2019	Untimely Refunds	10/31/2019	\$17,145.00
02539800	Queen City College	TN	Proprietary	06/30/2020	10/30/2020	New Owner Missing 1 Yr. of Audited Financial Statements	11/17/2020	\$74,529.00
03803000	SAE Institute of Technology	TN	Proprietary	06/30/2020	01/19/2021	Failed Numeric Test	02/02/2021	\$4,667,290.00
03803000	SAE Institute of Technology	TN	Proprietary	06/30/2020	01/19/2021	New Owner Missing 2 Yrs. of Audited Financial Statements	02/02/2021	\$7,530,682.00
00352500	Tennessee Wesleyan University	TN	Non Profit	06/30/2019	08/26/2020	Failed Numeric Test	10/20/2020	\$778,071.00
03513500	Williamson Christian College	TN	Non Profit	06/30/2019	05/27/2020	Failed Numeric Test	07/20/2020	\$105,241.00
04168800	ABC Beauty Academy	TX	Proprietary	12/31/2019	09/01/2020	Failed Numeric Test	09/30/2020	\$75,274.00
04267200	Allgood Beauty Institute	TX	Proprietary	12/31/2018	01/17/2020	Untimely Refunds	12/15/2020	\$8,851.00
00660600	Baptist Health System School of Health Professions	TX	Proprietary	12/31/2019	09/17/2020	Failed Numeric Test	11/17/2020	\$3,630,758.00
02058600	BK Cosmo College of Cosmetology	TX	Proprietary	12/31/2019	06/01/2021	New Owner Missing 2 Yrs. of Audited Financial Statements	07/09/2021	\$77,424.00
04177900	Buckner Barber School	TX	Proprietary	12/31/2019	10/22/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	12/02/2020	\$22,736.00
04169100	Diamonds Cosmetology College	TX	Proprietary	06/30/2020	03/05/2021	New Owner Missing 1 Yr. of Audited Financial Statements	03/30/2021	\$44,233.00
00356600	Episcopal Theological Seminary of the Southwest (The)	TX	Non Profit	05/31/2016	07/18/2016	Failed Past Performance Requirements	09/15/2016	\$26,610.00
02320200	Houston Graduate School of Theology	TX	Non Profit	06/30/2019	07/14/2020	Failed Numeric Test	09/30/2020	\$130,730.00
02527500	Houston Training Schools	TX	Proprietary	12/31/2018	12/05/2019	Untimely Refunds	07/28/2020	\$47,676.00
00357700	Huston - Tillotson University	TX	Non Profit	06/30/2016	06/30/2017	Failed Past Performance Requirements	02/23/2018	\$1,339,569.00
02318200	KD Conservatory College of Film and Dramatic Arts	TX	Proprietary	12/31/2019	09/04/2020	Failed Numeric Test	12/31/2020	\$166,013.00
04129800	MediaTech Institute	TX	Proprietary	12/31/2018	09/30/2020	Untimely Refunds	10/20/2020	\$18,312.00
04226400	MT Training Center	TX	Proprietary	12/31/2017	10/04/2018	Failed Past Performance Requirements	12/20/2018	\$146,262.00
04168700	Peloton College	TX	Proprietary	12/31/2019	11/10/2020	Failed Past Performance Requirements	12/15/2020	\$345,447.00
04168700	Peloton College	TX	Proprietary	12/31/2019	12/15/2020	Untimely Refunds	01/14/2021	\$40,754.00
02176100	Pipo Academy of Hair Design	TX	Proprietary	12/31/2018	05/30/2019	Failed Past Performance Requirements	07/20/2019	\$8,307.00
03026500	Remington College	TX	Non Profit	06/30/2019	05/07/2020	Failed Numeric Test	05/22/2020	\$6,710,709.00
04165800	Salon Professional Academy (The)	TX	Proprietary	12/31/2019	12/09/2020	Failed Numeric Test	12/29/2020	\$107,256.00
03032300	School of Automotive Machinists & Technology	TX	Proprietary	12/31/2019	04/07/2021	Failed Numeric Test	06/01/2021	\$149,177.00
04213300	Southern Texas Careers Academy	TX	Proprietary	12/31/2019	10/13/2020	Failed Numeric Test	12/15/2020	\$130,175.00
03174300	Trend Barber College	TX	Proprietary	12/31/2019	05/18/2021	Failed Numeric Test	07/01/2021	\$153,193.00
04272600	Vogue International Academy	TX	Proprietary	12/31/2019	03/12/2020	Failed Past Performance Requirements	09/30/2020	\$6,657.00
00366900	Wiley College	TX	Non Profit	06/30/2019	03/08/2021	Going Concern	11/18/2019	\$1,352,151.00
00367400	Independence University	UT	Non Profit	12/31/2018	03/16/2020	Failed Past Performance Requirements	06/16/2020	\$18,236,215.00
03082100	Myotherapy College of Utah	UT	Proprietary	06/30/2019	07/13/2020	Failed Numeric Test	10/06/2020	\$230,394.00
02556800	Paul Mitchell the School Salt Lake City	UT	Proprietary	12/31/2019	01/14/2021	Untimely Refunds	03/09/2021	\$35,203.00
03110400	Paul Mitchell The School St. George	UT	Proprietary	12/31/2018	09/05/2019	Failed Past Performance Requirements	11/18/2019	\$11,215.00
02360800	Provo College	UT	Proprietary	06/30/2019	03/02/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	09/29/2020	\$1,642,182.00
00368100	Westminster College	UT	Non Profit	06/30/2019	10/26/2020	Untimely Refunds	11/17/2020	\$21,550.00
00372600	American National University	VA	Proprietary	11/30/2018	02/24/2020	Other	06/10/2020	\$1,400,594.00
04180600	Appalachian College of Pharmacy	VA	Non Profit			Other	04/29/2021	\$1,525,164.00
00370300	Bluefield College	VA	Non Profit		02/24/2021	Other	04/07/2021	\$2,046,836.00
04269400	Bristol School of Hair Design	VA	Proprietary		12/08/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	02/02/2021	\$43,172.00
04219000	IGlobal University	VA	Proprietary		05/27/2021	Failed Numeric Test	06/14/2021	\$5,738.00
01274400	Southside College of Health Sciences	VA	Proprietary	12/31/2019	02/12/2021	Failed Numeric Test	03/23/2021	\$349,176.00
02541200	Stratford University	VA	Proprietary	12/31/2019			09/30/2020	\$37,388.00
00865800	O'Briens Aveda Institute	VT	Proprietary	04/26/2020	01/14/2021	Failed Numeric Test	03/04/2021	\$250,938.00
04284400	Altura College	WA	Proprietary	12/31/2018			12/12/2020	\$36,890.00
03689400	Faith International University	WA	Non Profit	06/30/2019			06/01/2021	\$687,495.00
04149400	Gary Manuel Aveda Institute	WA	Proprietary	12/31/2019	03/23/2021	Failed Numeric Test	12/17/2019	\$85,421.00
04284000	Gather 4 Him Christian College	WA	Non Profit	12/31/2019	06/03/2021	Failed Numeric Test	06/29/2021	\$38,283.00
02203300	Gene Juarez Beauty Schools	WA	Proprietary	12/28/2019	02/22/2021	New Owner Missing 1 Yr. of Audited Financial Statements	04/13/2021	\$210,434.00
00973900	Glen Dow Academy of Hair Design & Salons	WA	Proprietary	12/31/2019	11/02/2020	Untimely Refunds	12/08/2020	\$14,445.00
03125100	College of Menominee Nation	WI	Non Profit	06/30/2019	07/07/2020	Failed Past Performance Requirements	09/27/2019	\$60,230.00
04182100	First Class Cosmetology School	WI	Proprietary	12/31/2018	01/08/2020	Untimely Refunds	02/04/2020	\$8,127.00
00387400	Nashotah House	WI	Non Profit	06/30/2019	09/02/2020	Failed Numeric Test	12/12/2018	\$22,808.00

OPE ID	Institution Name	State	Institution Type	Institution Fiscal Year End Date	LOC Request Date	Reason LOC Requested	LOC Received Date	LOC Amount
00387500	Northland College	WI	Non Profit	06/30/2019	05/08/2020	Going Concern	06/18/2020	\$2,290,107.00
00380600	Alderson Broadus University	WV	Non Profit	06/30/2019	07/15/2020	Failed Numeric Test	11/24/2020	\$2,011,000.00
00754400	Appalachian Bible College	WV	Non Profit	05/31/2019	06/05/2020	Failed Numeric Test	07/10/2020	\$88,000.00
00380800	Bethany College	WV	Non Profit	06/30/2018	11/25/2019	Failed Past Performance Requirements	07/20/2019	\$766,000.00
04028300	Mountain State School of Massage	WV	Proprietary	12/31/2019	05/27/2021	Failed Numeric Test	07/13/2021	\$148,000.00
00381900	Ohio Valley University	WV	Non Profit	06/30/2019	08/30/2020	Failed Numeric Test	09/29/2020	\$452,505.00
04021400	American College, Dublin Limited (The)		Foreign Private	04/30/2019	03/10/2020	Failed Numeric Test	04/30/2020	\$36,844.00
04295000	Buckinghamshire New University		Foreign Private	07/31/2020	05/07/2021	Failed Numeric Test	06/25/2021	\$180,026.00
03377300	Cardiff Metropolitan University		Foreign Public	07/31/2020	11/25/2020	Failed Numeric Test	12/28/2020	\$45,729.00
00836500	Concordia University		Foreign Public	04/30/2020	05/10/2021	Failed Numeric Test	05/18/2021	\$889,100.00
01168300	Franklin University Switzerland		Foreign Private	06/30/2020	04/15/2021	Failed Numeric Test	05/28/2021	\$81,705.00
04279500	Hartpury University		Foreign Public	07/31/2019	07/29/2020	Failed Numeric Test	09/17/2020	\$44,751.00
02235300	London Metropolitan University		Foreign Public	07/31/2019	08/18/2020	Failed Numeric Test	10/27/2020	\$377,896.00
03900300	Medical University of the Americas		Foreign For-Profit	04/30/2020	12/18/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	02/04/2021	\$1,961,452.00
02180500	Middlesex University		Foreign Public	07/31/2019	06/25/2020	Failed Past Performance Requirements	08/27/2020	\$80,595.00
01276600	National University of Ireland, Galway		Foreign Public	09/30/2019	08/28/2020	Failed Past Performance Requirements	09/16/2020	\$179,609.00
02087900	Oxford Brookes University		Foreign Private	07/31/2020	03/17/2021	Failed Numeric Test	06/07/2021	\$650,557.00
04075300	Quest University Canada		Foreign Private	04/30/2020	04/15/2021	Failed Numeric Test	05/20/2021	\$278,835.00
01059400	Richmond, The American International University in London		Foreign Private	07/31/2019	07/23/2020	Failed Past Performance Requirements	01/11/2021	\$376,231.00
03824300	Royal Veterinary College (The), University of London		Foreign Public	07/31/2020	03/12/2021	Failed Past Performance Requirements	04/27/2021	\$1,555,221.00
03780300	Saba University School of Medicine		Foreign For-Profit	04/30/2020	12/18/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	02/04/2021	\$1,693,419.00
00669400	School of Oriental and African Studies University of London		Foreign Public	07/31/2019	08/10/2020	Failed Past Performance Requirements	06/07/2021	\$372,092.00
03764300	St. Matthew's University School of Medicine		Foreign For-Profit	04/30/2020	12/18/2020	New Owner Missing 2 Yrs. of Audited Financial Statements	02/04/2021	\$854,655.00
04275700	Staffordshire University		Foreign Private	04/30/2020	03/01/2021	Failed Numeric Test	06/29/2021	\$240,744.00
00858600	Swansea University		Foreign Public	07/31/2019	07/24/2020	Failed Past Performance Requirements	09/28/2020	\$110,772.00
00670400	University College Cork		Foreign Public	09/30/2019	02/27/2020	Failed Past Performance Requirements	08/07/2020	\$199,960.00
01018800	University College Dublin, National University of Ireland, Dublin		Foreign Public	09/30/2019	03/06/2020	Failed Past Performance Requirements	10/05/2020	\$1,300,626.00
03728300	University of Derby		Foreign Public	07/31/2018	02/01/2019	Failed Past Performance Requirements	03/27/2019	\$38,262.00
00684200	University of Dublin Trinity College		Foreign Public	09/30/2019	07/07/2020	Failed Past Performance Requirements	08/06/2020	\$700,152.00
01086400	University of Dundee		Foreign Public	07/31/2019	06/19/2020	Failed Numeric Test	11/13/2020	\$444,384.00
03045000	University of East London		Foreign Public	07/31/2019	01/14/2021	Failed Past Performance Requirements	03/05/2021	\$375,189.00
00868700	University of Essex		Foreign Public	07/31/2019	07/15/2020	Failed Past Performance Requirements	08/25/2020	\$312,501.00
01045600	University of Haifa		Foreign Public	09/30/2018	03/01/2018	Failed Past Performance Requirements	05/01/2018	\$25,862.00
02229100	University of Leicester		Foreign Private	07/31/2020	05/15/2021	Failed Numeric Test	07/09/2021	\$326,390.00
03084300	University of Limerick		Foreign Private	09/30/2018	03/06/2020	Failed Past Performance Requirements	09/03/2020	\$167,476.00
04230700	University of the Highlands and Islands		Foreign Public	07/31/2020	03/22/2021	Failed Numeric Test	04/28/2021	\$173,766.00
03945300	University of West London (The)		Foreign Public	07/31/2020	05/15/2021	Failed Numeric Test	06/01/2021	\$314,737.00

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Notes regarding the report:

- * The report identifies Letters of Credit held as of July 14, 2021.
- * A Letter of Credit covering multiple institutions may be reported for one OPEID rather than all OPEIDs in the school group.
- * An institution may have posted multiple Letters of Credit to satisfy the Department's financial surety requirement.
- * Cash deposits held as an alternative to a Letter of Credit are reported.
- * LOC Percent Requested data are recorded in whole numbers.

Definitions of Letter of Credit Terms

Term	Definition
OPE ID	An OPE ID is a unique eight digit code utilized by the Department to identify an institution in its systems.
Institution Name	The institution name is the legal name of the institution.
State/Country	State or country where the main institution is physically located.
Institution Type	Describes the institution as a nonprofit, public, or proprietary institution
Institution Fiscal Year End Date	For the purposes of the LOC disclosure, this refers to the fiscal year end date of the institution. The compliance or financial statement audits, which served as the basis for most LOC requests, are due to the Department no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. NOTE: If this field is left blank, it is because the LOC was not predicated on the receipt of an annual financial statement.
LOC Request Date	This serves as the date the Department formally requested a LOC from the institution.
Reason LOC Requested	Describes the reason the Department requested the LOC. See detailed descriptions for reasons below.
LOC Received Date	This serves as the date the Department formally received the irrevocable LOC from the financial institution posting on behalf of the requisite institution. In most cases, the LOC must be received by the Department within 75 days of the date of the Department's correspondence requesting remittance of a LOC. NOTE: In some instances, the LOC Received Date precedes the LOC Request Date because an existing LOC on file was renewed or extended. In those cases, the subsequent Award Year LOC Received Date is noted.
LOC Amount	This serves as the total LOC dollar amount the Department received and accepted from the institution. The vast majority of designated amounts are based on a percentage applied against Title IV funds received by the institution during its most recently completed fiscal year or refunds not returned during that year.
LOC Percent Requested	This represents the percentage applied against the Title IV funds received or unreturned by the institution and serves as the basis for the LOC requested amount. The regulations in 34 CFR Part 668 Subpart L set minimum and/or designated percentages for LOCs due to non-compliance of the financial responsibility standards.
Reason LOC Requested	Description
Disclaimer	An institution is not considered financially responsible if, in the institution's audited financial statements, the opinion expressed by the auditor was an adverse, qualified or disclaimed opinion, unless the Secretary determines that a qualified or disclaimed opinion does not have a significant bearing on the institution's financial condition.
Failed Numeric Test	The most common reason why an institution is required to remit a letter of credit (LOC) to the Department is because they have a failing financial responsibility composite score (generally a score of 1.4 or less on a scale of -1.0 to +3.0) and are not deemed financially responsible. In accordance with 34 CFR 668.175, an institution with a composite score of 1.4 or less may continue to participate in the Title IV programs under the Provisional certification alternative. Institutions participating under provisional certification are subject to heightened cash monitoring, and may be required to submit an irrevocable LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year. <i>Institutions that passed the score in the previous year may score from 1.0 to 1.4 for up to three consecutive years without providing a LOC, provided other reporting conditions are met. Institutions that score below a 1.0 are required to submit a LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.</i>
Failed Past Performance Requirements	Institutions are required to submit acceptable annual compliance and financial statement audits no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. Institutions cited for such past performance violations under 34 CFR 668.174 are provisionally certified and must submit a LOC for a period of five years in an amount equal to no less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.
Going Concern	A LOC is generally requested when an auditor expresses a "going concern" in an audited financial statement which could result in risk to the Department and taxpayers.
New Owner Missing 1 Yr. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can only provide one year of financial statements, they are required to remit a LOC of at least 10% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
New Owner Missing 2 Yrs. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can not provide the required financial statements, they are required to remit a LOC of at least 25% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
Other or "Blank"	A LOC may be requested for less common reasons such as institutional ownership having a monetary liability owed to the Department or an institution's failure to meet debt obligations or not being in compliance with a financial lender's loan covenants. The institution may have submitted the LOC without it being requested by the Department to resolve a financial responsibility issue.
Untimely Refunds	Institutions are required to maintain sufficient cash reserves to return Title IV funds to the Department for students that withdrew from the institution in a timely fashion. As noted in 34 CFR 668.173, an institution found in violation of the reserve standard is required to submit a LOC equal to 25% of the total amount of unearned Title IV funds the institution was required to return or should have returned for its most recently completed fiscal year.

From: Bulletin Intelligence
Subject: The Department of Education News Briefing for February 12, 2016
To: Education@BulletinIntelligence.com
Sent: February 12, 2016 7:28 AM (UTC-05:00)

Mobile version and searchable archives available at education.bulletinintelligence.com.



TO: THE SECRETARY AND DEPARTMENT OFFICIALS

DATE: FRIDAY, FEBRUARY 12, 2016 7:30 AM EST

Holiday Message

In observance of the Washington's Birthday holiday, we will not publish on Monday, February 15, 2016. Service will resume on Tuesday, February 16, 2016. We wish our readers a safe and happy holiday.

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- Families' Ability To Select School Said To Be Cause Of Chicago Success.
- South Dakota Principal Meets With Education Officials In Washington.
- NSF-funded LIGO Makes Gravitational Waves Discovery.
- Obama Budget Requests EBT Increase For Children In Summer.

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- Trump Calls Common Core A "Disaster," Then Says "We're Gonna Keep" It.
- News Website Explains Common Core Standards.
- Parents Argue Online About Solvability Of Fourth-Grade Common Core Math Problem.
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- Afterschool Alliance Chief Expresses Disappointment With Obama's Budget .
- Socioeconomic Integration Essential For Academic Progress Of Disenfranchised Students.

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- DC Public Schools Official Accidentally Uploaded Private Information Of 12,000 Students.
- Virginia School District Nixes Video On Race After Criticism Calls It "White Guilt."
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- Bullets Hit Portable Classroom Near Miami, Narrowly Missing A Student.
- SD Senate Panel Approves Transgender Student Bathroom Bill.
- Application Of Gaming Principles To Education Promoted.
- Philadelphia School District Warns Of High Repair Costs.
- NY Schools Express Concern Over State Tax Cap.

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- Kentucky State Education Committee Passes Bill That Would Alter Assessments.
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- Two Georgia Charter Schools Deciding Their Future.
- NEPC: The Need For Diverse, Integrative Schools Is Paramount.
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- Connecticut Teacher Charged With Assaulting Special Education Student.
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- Indianapolis School Bus Driver Not Charged In Principal's Death.
- Georgia School District Considering Extending Professional Development Time With Adjusted Schedule.
- Employer Unaware Of School Bus Driver's Record.
- Phoenix Police, Schools Work Together To Respond To Bomb Threats.

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- Mt. Saint Mary's Professor Fired For Opposition To Policy To Encourage Dropouts.
- Open-source Textbook Movement Gains Momentum.
- Women Have Repaid Less Student Loan Debt Than Men, Study Finds.
- Texas Lets Baylor Withhold Sex Assault Records.
- Two Students From Small Arizona High Schools Going To Division I College Basketball Universities.

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- California Legislative Women's Caucus Proposes Additional \$800 Million For Child Care, Early Childhood Education.
- New Book Says Preschool Has Become Too Academic.
- Colorado BOE Considering Change To Early Literacy Testing.
- Obituary: Play-Based Preschool Advocate Passes Away.

Other Washington News

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 - Ryan Expects Bipartisan Effort To Provide Zika Funding.
 - Beshear Launches Group To Combat Bevin's Healthcare Changes.
 - House Republicans Criticize Proposed IRS Budget.
 - Obama Offered Federal Employees Praise In Budget Proposal.
 - Johnson: DHS Expanding Its Social Media Presence.
 - World Powers Agree On Syrian Cease-Fire.
 - US, Allies Agree To Step Up Fight Against ISIL.
 - Brennan: ISIL Has Used Chemical Weapons.
 - Humanitarian Crisis Feared As Syrian Troops Encircle Aleppo.
 - Abadi Discourages Kurdish Independence Referendum.
 - Russia To Continue Providing Military Aid To Iraq.
 - Biden, Poroshenko Discuss Need For Reforms By Ukrainian Government.
 - Russia Will Not Ask Europe To Lift Sanctions At Upcoming Conference.
 - Officer Convicted Of Manslaughter In New York Highrise Shooting.
 - Federal Grand Jury Begins Hearings On Eric Garner's Death.
 - Cleveland Mayor Apologizes To Rice Family For Ambulance Bill.
 - Princeton Police Release Footage Of Black Professor's Traffic Stop.
 - Fairfax County Unveils Jail Diversion Program.
 - Feds Indict Georgia Prison Guards On Drug Trafficking, Accepting Bribes.
 - New York Civil Liberties Union: NYPD Uses Covert Cellphone Trackers.
 - McConnell Schedules Vote On FDA Commissioner Nominee For Feb. 22.
 - Obama Discusses Ideological Divide, Race With Chicago Tribune.
 - Obama To Create Three National Monuments In California.
 - Zakaria: Obama Is Not The Person To Change America.
 - Obama In California For "Ellen" Taping, Fundraisers.
 - Democrats Introduce Legislation To Provide Lawyers For Undocumented Immigrants.
 - Congress Passes Ban On Internet Taxes As Part Of Trade Bill.
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- House Panel Defeats Effort To Keep Air Traffic Control At FAA.
 - WPost Analysis: Pentagon "Slush Fund" Still Exists Despite Obama Promise To End It.
 - Lawmakers Propose Legislation Eliminating Selective Service System.

- DOJ IG: Agencies Have Not Acted To Minimize Risks From Gun Investigations.
- House Panel Report: Administration Concealed Details Of Animas River Spill.
- Yellen Still Expects Interest Rate Increases This Year.
- Gallup Poll: Americans Say Economy Is Nation's Most Important Problem.
- Judge Orders State Department To Release All Of Clinton Emails By Month's End.
- Clinton, Sanders Face Off Over Obama In Milwaukee Debate.
- Obama Attributes New Hampshire Democratic Primary Results To Voters Being "Scared."
- Sanders: Obama Has Failed To Close "Huge Gap" Between Congress, Americans.
- Sanders: Single-Payer Healthcare Possible "If Many Millions Of People Demand It."
- Politico Analysis: Independent Sanders Almost Always Votes With Democrats.
- Group Backing Sanders Warns Superdelegates To Not "Thwart The Will Of The People."
- CBC's Political Arm Supports Clinton.
- WSJ A1: Clinton Earned \$4.1 Million In Speaking Fees From Finance Sector.
- Webb Rules Out Run As Independent.
- Latino Celebrities Criticize GOP Candidates For "Pandering" To "Anti-Immigrant Base."
- Trump Says He'll "Run The Table" After A South Carolina Win.
- Kasich: Bush Risks Damaging Family Legacy With Negative Campaign.
- Rubio Takes "More Aggressive" Stance Against Trump.
- Cruz Launches Ads Attacking Trump, Rubio In South Carolina.
- George W. Bush To Campaign For His Brother In South Carolina.
- Oregon Refuge Occupation Ends With Arrests Of Last Four Holdouts.
- California Utility Says It Has Stopped Methane Gas Leak.
- Kansas High Court Gives State Until June 30 To Fix School Financing.
- WPost: Maryland College Savings Plan Would Subsidize Wealthy.
- Robert Kennedy's Killer Denied Parole.

The Big Picture

- Headlines From Today's Front Pages.

Washington's Schedule

- Today's Events In Washington.

Secretary and Department News

Obama Nominates King To Become Tenth Secretary Of Education.

The [Washington Post](#) (2/11, Douglas-Gabriel, Layton, 8.98M) reports President Obama nominated Acting Education Secretary John B. King to officially fill the position he has held since the start of the year. White House officials said prior to the announcement that Obama "was encouraged by the bipartisan support King has received in Congress." Senate education panel Sen. Lamar Alexander (R-TN) "said he assured the president that he would work to see King through the nominating process, and that King would likely get GOP support." Yet, Republican congressional leaders "said they want King...to undergo the vetting process." The article profiles King, highlighting his work to quell "growing pushback" against Common Core standards in NY state.

[The Hill](#) (2/11, Fabian, 862K) reports Senate Education Committee Chairman Lamar Alexander indicated King "will receive a prompt and fair hearing." Alexander said, "For proper accountability, especially as we work with the administration on implementing the new law ... it is important to have in charge of the department a member of the president's cabinet confirmed by the United States Senate." [Newsday \(NY\)](#) (2/11, 1.23M) highlights White House expectations that King will not be "slow-walked" through a lengthy nomination process. [USA Today](#) (2/11, Toppo, 5.56M) calls the nomination an "apparent reversal," as the White House previously "said it would skip the Senate confirmation process."

The [AP](#) (2/11) reports Obama received "commitments from lawmakers to give his nomination speedy consideration." The article outlines King's work overseeing federal education programs, working as a teacher and a principal, and co-founding "a charter school that became one of the highest performing urban middle schools in Massachusetts." King was the first Afro-Latino to serve as NY education commissioner, "overseeing elementary and secondary schools, as well as the state's public colleges and universities."

Obama said of King, "There is nobody better to continue leading our ongoing efforts to work toward preschool for all, prepare our kids so that they are ready for college and career and make college more affordable," according to the [Wall Street Journal](#) (2/11, Korn, Subscription Publication, 6.74M). The [Washington Examiner](#) (2/11, Takala, 124K) adds that Obama called King "an exceptionally talented educator," and "cited his commitment to 'preparing every child for success' as well as his lifelong dedication to education as a teacher, principal and leader of schools and school systems."

[TIME](#) (2/11, Rhodan, 18.01M) quotes Obama as saying, "Since joining the Department of Education, John has worked to build on the progress our country has made in expanding opportunity for all of our children."

Additional coverage is provided by the [Daily Caller](#) (2/11, Neff, 443K), [WBBM-TV Chicago \(IL\)](#) Chicago (2/11, 72K), and the [Schenectady \(NY\) Daily Gazette](#) (2/11, 111K). [Reuters](#) (2/11, Rampton) reports similarly in a brief.

Nomination Process Predicted To Be "Relatively Smooth." [Education Week](#) (2/11, Klein, 125K) predicts that while "there could be tense moments" in the nomination process, the vetting is likely to be "relatively smooth." AEI education policy director Rick Hess commented, "King is a relatively uncontroversial figure with an appealing story and the Republican[s] would rather see a Secretary than an unconfirmed caretaker." Thomas B. Fordham Institute president Mike Petrilli anticipated "smooth sailing...with plenty of anti-Common Core rhetoric thrown in for good measure." The article features support for King from the Senate education panel's top Democrat Patty Murray and Rep. Bobby Scott (D-VA).

Education Department Experts Answer Questions About Closed Beauty School In KS.

The [Topeka \(KS\) Capital-Journal](#) (2/11, Chilson, 112K) reports US Department of Education experts held a meeting in Topeka on Thursday to answer questions about the closing of Marinello Schools of Beauty. Some attendees "expressed concerns about potential delays in accessing Title IV funding," and the Department representatives said Marinello "said it will update those online funding records." The representatives were "peppered with questions" about financial aid, the Capital Journal reports.

Rural School Collaboratives Praised For Helping Overcome Obstacles Of Underfunding.

[US News & World Report](#) (2/11, 853K) provides analysis of rural school collaboratives' effectiveness, saying they "could help schools tackle many of their challenges" that are caused by "a long-term cycle of underinvestment and underdevelopment" in rural area education. According to a study by Battelle for Kids and Education Northwest, "sharing resources helps rural schools meet education goals and objectives by providing access to programs and services that individual districts would not be able to afford and offer on their own." The article cites the National Center for Education Statistics in reporting "rural schools are often overlooked despite the fact that 29 percent of all public schools in the U.S. are located in rural areas."

Educators and Experts Welcome Federal Guidance On New Assessment Tools.

[Education Dive](#) (2/11) reports on the response to last weeks video of acting Secretary of Education Dr. John B. King Jr discussing ways educators can better use assessment tools. Education Dive cites responses by JoLisa Hoover, a Teaching Ambassador Fellow and fourth grade teacher in Texas' Leander School District, and Matt Chapman, the CEO of Northwest Evaluation Association (NWEA), both of whom welcomed the federal guidance.

Families' Ability To Select School Said To Be Cause Of Chicago Success.

[Education News \(INTL\)](#) (2/11, Smith, 3K) reviews a brief by the Illinois Network of Charter Schools (INCS) which attributes the success of the Chicago Public School (CPS) system to families' ability to select schools, and access charter and other selective enrollment schools. Former CPS CEO Arne Duncan's role is referenced behind The Renaissance 2010 initiative to renew commitment to school selection strategy. The brief recommends "expanding school options to areas without access to quality schools," creating a simpler common application process, "and enrolling students in the highest quality school within three miles of their homes."

South Dakota Principal Meets With Education Officials In Washington.

The [Lakota Country \(SD\) Times](#) (2/11) reports on South Dakota Elementary School Principal Jeannine Metzger's meeting with Acting Secretary John B. King Jr. and senior US Department of Education officials on Jan. 13 in Washington, DC to participate in the Principals at ED effort.

NSF-funded LIGO Makes Gravitational Waves Discovery.

[NBC Nightly News](#) (2/11, story 10, 0:30, Holt, 7.86M) reported scientists announced a September discovery of gravitational waves set off by colliding black holes. A gravity wave is "ripple effect of spreading water when you drop a rock," except "these collisions are so monstrous they can shake the fabric of space time." The [CBS Evening News](#) (2/11, story 9, 1:05, Pelley, 5.08M) said the finding "may be among the greatest discoveries in the history of physics," and "may open an entirely new understanding of nature." The observation, according to [ABC World News](#) (2/11,

story 11, 0:15, Muir, 5.84M), also proves correct the final test of Albert Einstein's theory of relativity.

In a front-page, 2,000-word article, the [Washington Post](#) (2/11, Achenbach, Feltman, 8.98M) says the discovery is being "hailed as a triumph for" the Laser Interferometer Gravitational-Wave Observatory (LIGO), which is funded by the National Science Foundation. At a "euphoric" news briefing at the National Press Club in Washington, LIGO members said the discovery will "inaugurate a new era of astronomy." LIGO executive director David Reitze compared the findings to "land[ing] on the moon," while University of Chicago cosmologist Michael Turner, who wasn't involved in the project, called it the "Galileo moment of gravity waves." The Post says gravity waves will be "particularly useful" for studying black holes and "other dark objects" because they "give scientists a bright beacon to search for even when objects don't emit actual light." The waves, according to the Post, could even help discover "theoretical 'cosmic strings' left over from the big bang."

The [AP](#) (2/11, Geranios) and the [Seattle Times](#) (2/11, Doughton, 1.12M) also cover this story.

Obama Budget Requests EBT Increase For Children In Summer.

The [Kearney \(NE\) Hub](#) (2/11, Rigglesman, 39K) reports that President Obama's budget proposal included funding for a summer EBT program which would increase benefits by \$45 a month to children who rely on reduced-priced school lunches. The program is designed to ensure children eat consistently during the summer months. The article says the proposed "2017 budget includes a provision that would allocate \$12 billion over 10 years to the Summer EBT for Children program" and to be rolled out in phases in 2017.

Column: Providing Children Lunches Today Produces Future Benefits. In a column in [USA Today](#) (2/11, Johnston, 5.56M) David Kay Johnston reviews President Obama's budget request and says that Obama's most "significant proposal aims to end childhood hunger." He says taxpayers should support this measure because by spending to feed children today, Americans "save in future medical, disability and other costs, and benefit in increased tax revenues" from children who are more likely to grow into productive members of society.

Common Core Standards

Louisiana AG Withdraws Jindal's Lawsuit Against Common Core Standards.

The [AP](#) (2/11, Mcgill) reports that on Thursday Louisiana Attorney General Jeff Landry (R) agreed to drop a lawsuit over Common Core standards, which was "filed last year by then Gov. Bobby Jindal (R)." Current Gov. John Bel Edwards (D) recently moved to dismiss the suit after taking office, saying the action "was expensive and unnecessary, given a new federal law, known as the 'Every Student Succeeds Act,' which bars the federal government from mandating standards."

In its "The Latest" brief, the [AP](#) (2/11) notes that Landry had "asked the appeals court to let him intervene" despite Edwards' opposition to the lawsuit. Jindal had alleged "the Obama administration illegally used federal money and policy to coerce Louisiana into adopting Common Core standards." The [New Orleans Times-Picayune](#) (2/11, Sheehan, 625K) reports similarly.

Trump Calls Common Core A "Disaster," Then Says "We're Gonna Keep" It.

The [Washington Post](#) (2/11, Bump, 8.98M) reports in its "The Fix" blog that Donald Trump called Common Core a "total disaster" while speaking at Clemson University Wednesday evening. Trump contrasted his opinion to Jeb Bush's, saying Bush "loves Common Core" and "wants people educated from Washington." Yet, later in his speech, Trump said Common Core was something "we're gonna keep." The [Washington Post](#) (2/11, 8.98M) provides video coverage online of the statements.

News Website Explains Common Core Standards.

On its website, [WXMI-TV](#) Grand Rapids, MI (2/11, Chicklas, 32K) notes that the Common Core standards "have become highly politicized and very controversial" before seeking to explain what the standards are and to debunk common myths about them. The article defines Common Core as "a set of English language arts and math standards that specify what K-12 students need to know at each grade level" that were created by "the National Governors Association and non-partisan group, the Council of Chief State School Officers." The article notes that 42 states are currently using both the English and math standards, one state (Minnesota) only adopted the English standards, three states (Indiana, Oklahoma, and South Carolina) that previously adopted them have now rejected them, and four states (Alaska, Nebraska, Texas, and Virginia) have never adopted them.

Parents Argue Online About Solvability Of Fourth-Grade Common Core Math Problem.

The [Independent Journal Review](#) (2/11, Foley) highlights an online discussion among four adults trying to solve a fourth-grade Common Core-based math problem. The parents disagree about whether or not the problem is solvable with the information provided without making any assumptions. One parent claims the problem is unsolvable because it does not explain the relationship between “stickers” and “bags of stickers”, while another parent claims the problem is solvable if you assume that the bags of stickers all contain the same number of stickers.

New Common Core Assessments Better Aligned With Standards.

In “The Brown Center Chalkboard” blog on its website, [Brookings Institution \(DC\)](#) (2/11, Polikoff, 9K) reports the new Common Core tests are better assessments of how much students have learned from the standards than the previous assessments used. The article outlines how researchers reviewed the new assessments and determined that they were better aligned with the Common Core standards. The researchers reviewed the latest ACT Aspire, PARCC, and Smarter Balanced assessments with the Massachusetts Comprehensive Assessment System, which many believe was the best of the original Common Core tests.

Seventy Four Analysis: Smarter Balanced, PARCC Better Methods Of Assessment.

The [Seventy Four](#) (2/11, Barnum) compares and contrasts Smarter Balanced and PARCC with previous assessment methods using a new study from the Fordham Institute. Seventy Four determined that the exams align with content from the Common Core standards, rely less on multiple choice items, take students a longer time to complete, have “basic quality” issues with accuracy and readability, could be problematic because of computer-basis, has a similar predictive college success rate as the MA state exam and SAT, may “better distinguish between more and less effective teaching,” and is mostly agreed on as better by teachers.

Afterschool Alliance Chief Expresses Disappointment With Obama’s Budget .

In its “Time and Learning” blog [Education Week](#) (2/11, Hinton, 125K) reports that Afterschool Alliance Executive Director Jodi Grant has released a statement expressing disappointment in President Obama’s proposed fiscal budget for 2017 because it allots 21st Century Community Learning Centers (21st CCLC) \$167 million less in funding than 2016, and eliminates language ensuring designated funds are used only for 21st CCLC. Grant said on Thursday the cuts will “lead to more than 100,000 kids losing after-school programs.”

Socioeconomic Integration Essential For Academic Progress Of Disenfranchised Students.

In its coverage of The Century Foundation’s report [Education Dive](#) (2/11) says that “US schools are increasingly integrating socioeconomically” and it is a trend gaining momentum which is critical to “closing the achievement gap.” Education Dive’s analysis warns that there is a nationwide trend towards “heightened racial segregation,” and that this “disparity has serious consequences.”

Elementary and Secondary Education

Kansas Supreme Court Issues Divisive Opinion Ordering State To Make School Financing More Equitable.

The Kansas Supreme Court issued a decision ordering the state to make school finance more equitable among the state’s wealthier and poorer school districts. The lawsuit began in 2010 when four school districts challenged the state’s then-system, which has since been altered but was still challenged. The decision drew widespread national coverage and prompted strong reactions, both positive and negative, from Kansas leaders, academics, and educators. The [New York Times](#) (2/11, Bosman, Subscription Publication, 12.03M) summarizes the court’s decision by reporting that the state legislature has until June 30 to “fix its system of financing public schools”, because its current system fails to equitably allocate resources among the state’s school districts. Kansas Association of School Boards lobbyist Mark Tallman says, “It really came down to our Supreme Court saying, once again, that the state has not done enough to address the inequities in our finance system. We hope that the Legislature will respond to the court in a timely fashion.” The article notes that Kansas is facing a broader financial crisis widely seen as being caused by Governor Sam Brownback’s push to cut state taxes, which led to a \$200 million budget deficit. [Reuters](#) (2/11, Murphy) adds that the Supreme Court threatened to shut down the state’s schools if the state legislature does not comply with their decision. This particular section of the decision drew condemnation from many state legislators and others who claimed the court was overreaching. Others claimed the court’s decision was politically motivated and timed because the state legislature is

overreaching. Others claimed the court's decision was politically motivated and timed because the state legislature is currently debating the state budget that will be adopted for the fiscal year beginning July 1.

Kansas Supreme Court Opinion Draws Reactions From State Legislators, Plaintiffs, Others.

The [AP](#) (2/11, Hanna) quotes Governor Sam Brownback who described the unanimous decision as "activist", but also said, "We will review this decision closely and work with the Legislature to ensure the continued success of our great Kansas schools." On its website, [KSNW-TV Wichita, KS](#) (2/11, 5K) reports Kansas House Speaker Ray Merrick issued a statement criticizing the Kansas Supreme Court's decision on school finance. Merrick said the Supreme Court was "the most politically motivated of all branches of government" and that their decision "demonstrated no misgivings on interjecting itself in legislative proceedings." In an over 1,600 word article The [Wichita \(KS\) Eagle](#) (2/11, Lefler, 255K) provides great detail explaining the background and outcome of the case. The article also quotes more individuals reacting to the court's decision. Senate President Susan Wagle said the decision was "nothing more than a political bullying tactic", while John Robb, the plaintiffs' attorney, said the court showed "tremendous deference to the legislature" in their decision. The [AP](#) (2/11) quotes more Kansas officials reacting to the decision, some positive and some negative. Kansas City school district spokesman David Smith said "the decision is a good thing for schools across the state of Kansas", while state senator Jeff Melcher described the decision as a "temper tantrum by the courts to push their political will." In a separate article, the [AP](#) (2/11) provides a reverse chronological timeline of the day's events related to the case including when the decision was issued and when Governor Brownback issued his statement regarding the case.

DC Public Schools Official Accidentally Uploaded Private Information Of 12,000 Students.

The [Washington Post](#) (2/11, Stein, 8.98M) reports a DC Public Schools official accidentally uploaded the private data of 12,000 students onto a publicly accessible website. Officials revealed that the information was available for several hours and was downloaded by one person before being taken down several hours later. DC officials have identified and contacted the individual who downloaded the data and say they have agreed to delete the information. The information that was uploaded included the personal details of DC students who are part of the Individualized Education Program.

Virginia School District Nixes Video On Race After Criticism Calls It "White Guilt."

The [AP](#) (2/11) reports Henrico County Superintendent Patrick C. Kinlaw said Wednesday the school district will no longer show a video about race and affirmative action because "it made students uncomfortable and drew criticism from parents who called it 'white guilt.'" The video "depicts several runners on a track, with black runners facing insurmountable obstacles while white runners are unimpeded." A student's grandparent told [WWBT-TV Richmond, VA](#) (2/9, Thomas, 60K), "They are sitting there watching a video that is dividing them up from a racial standpoint. It's a white guilt kind of video."

School Board In NH Passes Policy Protecting Transgenderers.

Relying on information in [Seacoast Online \(NH\)](#) (2/10, McMenemy, 161K), the [AP](#) (2/11) reports that on Tuesday the Portsmouth School Board in NH "unanimously approved the school district's first-ever policy regarding transgender and gender non-conforming students," which requires that "all programs, activities and employment practices be free from discrimination based on sex, sexual orientation or gender identity." According to the AP, the policy "addresses a myriad of issues with gender identity," applying a case-by-case standard for review of use of locker rooms by transgender students.

Mississippi Lawmakers Advance Bill To Eliminate Superintendent Elections.

Relying on information in the [Memphis \(TN\) Commercial Appeal](#) (2/10, Maxey, 280K), the [AP](#) (2/11) reports the Mississippi state Senate voted 40-9 in favor of [Senate Bill 2438](#) which would eliminate election of school superintendents, in lieu of local school boards hiring to fill the post. The bill moves to the House "for more work" next week.

Bullets Hit Portable Classroom Near Miami, Narrowly Missing A Student.

The [AP](#) (2/11) reports Miami-Dade school district Superintendent Alberto Carvalho said that Thursday morning "shots were fired in the neighborhood surrounding the Coconut Grove-area" elementary school, and that "two bullets struck a portable classroom...narrowly missing a student inside." Carvalho said this was "the second drive-by shooting near a Miami-Dade County school in less than 24 hours." There were no injuries.

SD Senate Panel Approves Transgender Student Bathroom Bill.

The [AP](#) (2/11, Nord) reports that on Thursday the South Dakota state Senate Education Committee approved a measure "that would require students to use bathrooms and locker rooms that correspond to their biological sex at birth." The House already passed this measure, which "opponents say discriminates against vulnerable adolescents." However, under the legislation "schools would have to provide a 'reasonable accommodation' for transgender students." Gov. Dennis Daugaard (R) offered a positive first reaction to the bill, but said he would likely investigate the issue further before deciding. It is unknown when the full Senate will consider the bill.

Application Of Gaming Principles To Education Promoted.

[Forbes](#) (2/11, Kurshan, 8.72M) contributor Barbara Krushan writes that the rising popularity of video and computer games indicates that applying gaming for entertainment principles to education – a practice she calls "gamification" – offers "tremendous potential." Describing the history of this practice, Krushan concedes "educational game designers face many challenges, one of which is making the learning experience enjoyable." Yet, Krushan asserts a "sweet spot" exists "between pedagogy and engagement where learning intersects with fun."

Philadelphia School District Warns Of High Repair Costs.

[Philly \(PA\)](#) (2/11, Graham, 641K) reports Philadelphia School District officials said Thursday the cost of repairing every building would cost \$5 billion, a cost that dwarfs the \$160 million allocated for annual maintenance. The district's director of capital programs Danielle Floyd said, "We find ourselves in a very difficult position of having to play catch-up," only being able to focus on emergencies. The article says "some" believe "thousands of work orders unfilled and putting students' health at risk daily."

NY Schools Express Concern Over State Tax Cap.

[WSHU-FM](#) Fairfield, CT (2/11, DeWitt, 6K) reports online that NY state local governments and schools expressed concern "over a property tax cap that will allow what amounts to a zero percent increase in tax levies in the coming year." NY state ASBO executive director Michael Borges said costs facing schools are mainly related to "pensions and health care and special ed services," and are "not in the basket of products that constitute the CPI," but are rising faster than the consumer price index. Yet, Gov. Andrew Cuomo (D) "is against making changes" to the tax cap.

Education Technology Sector Booms In 2015.

In the "Daily Startup" brief of its "Venture Capital Dispatch" blog, the [Wall Street Journal](#) (2/11, Billings, 6.74M) reports investors injected \$1.42 billion into the education technology industry in 2015, the highest amount since 2000. The Dow Jones VentureSource adds that Y Combinator announced a merger with education accelerator Imagine K12.

Kentucky State Education Committee Passes Bill That Would Alter Assessments.

The [Louisville \(KY\) Courier-Journal](#) (2/11, Ross, 472K) reports the Kentucky Senate Education Committee passed Senate Bill 1, which would "significantly alter the way the state would review its education standards and would change how students and schools would be assessed." The bill's sponsor, state senator Mike Wilson, says that the state needs to act now to help teachers and schools have more freedom by removing "onerous reporting requirements." The article outlines the many changes the bill would make to the state's assessment system.

Tennessee Considering Two Bills Affecting Standardized Testing And Teacher Evaluations.

The [Tulahoma \(TN\) News and Guardian](#) (2/12, Atkielski, 118) reports the Tennessee General Assembly is considering two bills that would impact standardized testing and teacher evaluations. SB 1984 would give local school boards the option of using the ACT Aspire assessment instead of TCAP, TNReady, or end-of-course assessments. HB 2522 would prohibit testing data being used in teacher evaluations who teach classes that do not have end-of-course assessments. The article quotes many lawmakers sharing their opinions about the bills.

Georgia Considering Reducing Weight Of Student Test Scores In Teacher Evaluations.

The [Atlanta Journal-Constitution](#) (2/11, Downey, 1.1M) reports there is widespread criticism of the use of student test

scores to account for 50% of teacher evaluations in Georgia. Legislators, educators, and experts have all spoken out against the system as giving too much weight to a single test, and there are now two bills in the Georgia Senate to significantly reduce the weight of student test scores to 30% or 10%. The National Council on Teacher Quality is pushing back against the efforts to lower the significance of the tests. President Kate Walsh says that giving the student test scores a weight as low as 10% would be "just meaningless." The [Macon \(GA\) Telegraph](#) (2/11, Timmerman, 193K) gives additional coverage to Senate Bill 364, the bill that would reduce the weight of student test scores to 30% of teacher evaluations. SB 364, written by state senator Lindsey Tippins, would also reduce the overall level of testing required by the state.

Denver Public Schools Joins Growing List Of School Districts Adopting "Restorative Practices."

On its website, [NBC News](#) (2/11, Reyes, 3.58M) reports Denver Public Schools has joined other school districts around the country by embracing "restorative practices" to address student misconduct rather than student suspensions and expulsions. Many government agencies and organizations including ED, the US Department of Justice, and the National Education Association have promoted restorative practices that "support students and help them integrate into the school community" rather than kicking the offending students out of school without addressing the underlying troubles that led to the conflict in the first place. A study by University of Denver Professor Yolanda Anyon found that three Denver schools that implemented restorative practices decreased student suspension rates while increasing student achievement.

Utah Senate Passes Bill To Raise Salaries Of Teachers With Lots Of Native American Students.

[Education Week](#) (2/11, Mader, 125K) reports the Utah Senate passed a bill that would provide \$2 million to raise the salaries of teachers who work in schools where at least 29% of the students are Native American. A Utah legislative commission found that teacher turnover was higher at schools on or near Native American reservations. The bill is now headed to the Utah House.

Two Georgia Charter Schools Deciding Their Future.

The [Atlanta Journal-Constitution](#) (2/11, Joyner, 1.1M) reports two charter schools in Clayton County, Georgia "are at a crossroads." Both schools, Elite Scholars Academy and Unidos Dual Language Charter School, must decide "whether to seek full independence under a new set of state rules or morph into magnet schools" within the local school district. Elite Scholars plans to become a college-prep magnet school within the Clayton school district, but it is unclear which path Unidos plans to take.

NEPC: The Need For Diverse, Integrative Schools Is Paramount.

[National Education Policy Center](#) (2/11, Black) reviews a new report by The Century Foundation (TCF) which says that parents and educators want more integration in schools to prepare students for a society that is diverse and complex, but that instead policy makers have ignored these concerns and focused on "high-stakes accountability." The report says the need for integrative measures is urgent, and NEPC applauds the Obama Administration for requesting \$120 million in the fiscal 2017 budget to "tackle the sticky issue of making schools more socio-economically integrated," says Alyson Klein from Edweek.

Teachers Stayed At Failing Alabama School For The Students.

The [AP](#) (2/11) reports that 15 teachers chose to stay at Brookhaven Middle School in Alabama after it was put on the state's failing schools list for failing to meet "No Child Left Behind" standards. The school was classified "failing" for three years, and many students transferred out. The Chronicle reports that Brookhaven teachers and administrators instituted various initiatives and student data sharing programs to improve academic progress and on Wednesday, Brookhaven Middle School was not on the new failing list. Brookhaven social studies teacher George Hartselle said he stayed for "the kids," continuing, "if you're in education for the right reason, I don't know what's so hard about this to understand."

Addition For Fifth Graders Added To Middle School Renovation Study.

The [Braintree \(MA\) Patch](#) (2/12, Libon, 737) reports that Braintree School Committee voted on Thursday night to "to increase the scope" of review for East Middle School renovations to include an addition for fifth graders as part of "an effort to open more classrooms on the elementary level." The vote adds the addition to Mass. School Building

Association of the Braintree Public Schools' "feasibility study" on the proposed renovations.

Buffalo School District Sues LPCiminelli Over Renovation Expenditures.

The [Buffalo \(NY\) News](#) (2/11, Pasciak, 473K) reports that the Buffalo school district filed a lawsuit against LPCiminelli alleging they withheld financial information "to conceal the excessive profits it was pocketing" during its management of renovations to forty-eight schools. The District is challenging the \$1.3 billion of expenditures, claiming LPCiminelli violated fiduciary and contractual obligations. Buffalo News says a "LPCiminelli official said the company has provided the district with all the records required under its contract."

Connecticut Teacher Charged With Assaulting Special Education Student.

The [AP](#) (2/11) reports that Lydia Struble, a music teacher at Thomas Hooker Elementary School in Bridgeport, CT, has been charged with third-degree assault for an incident with a 13-year-old special education student.

BISD Teachers Confused About Scheduled ESL-Training.

The [Beaumont \(TX\) Enterprise](#) (2/12, Libardi, 236K) reports that in response to The Texas Education Agency's rating of Beaumont ISD (BISD) bilingual and ESL programs at stage 3 out of 5, BISD scheduled training sessions but many teachers are unsure of who is required to be ESL-certified. Greg Sholl, president of the Beaumont Teachers Association says, "there is a great deal of confusion about who is supposed to attend and why." Training is scheduled for this Friday and Saturday.

Indianapolis School Bus Driver Not Charged In Principal's Death.

The [AP](#) (2/11) reports that in Indianapolis, IN, Marion County Prosecutor Terry Curry announced on Thursday that a school bus driver whose bus rolled forward killing Amy Beverland Elementary School Principal Susan Jordan, will not be criminally charged. Curry said that the driver was not impaired at the time so Indiana law indicates the driver's actions amounted to negligence, not a crime.

Georgia School District Considering Extending Professional Development Time With Adjusted Schedule.

The [Atlanta Journal-Constitution](#) (2/11, 1.1M) reports Georgia's Fayette County is considering altering its academic calendar to increase teachers' professional development time. The district's assistant superintendent of student achievement Terry Oatts presented a revised academic calendar to the school board that included several early-release and late-arrival days equal to three full-days of additional teacher development.

Employer Unaware Of School Bus Driver's Record.

The [Minneapolis Star Tribune](#) (2/11, Xiong, 1.25M) reports that Bille Bus Transportation who employed Mohamed M. Wasuge, who "crashed a school bus about 8 a.m. Monday into three parked cars in St. Paul, careened over a curb and nearly struck a building" did not know he had a number of violations on his driving record. Minnesotans for Safe Driving legislative liaison, Nancy Johnson, said bus companies providing service to schools should hold themselves to a "higher standard" and "be very aware of the safety history of their drivers."

Phoenix Police, Schools Work Together To Respond To Bomb Threats.

The [Cronkite News](#) (2/11, Soto) reports that Phoenix-area schools and police work together to assess the credibility a school bomb threat and decide whether to evacuate or not. Administrators and Law Enforcement did not disclose how a school bomb threat is assessed, but Detective Seth Tyler of the Chandler Police Department said "We always err on the side of caution" and schools have leverage to decide "whether or not they are going to evacuate their students."

Post-Secondary Education

Mt. Saint Mary's Professor Fired For Opposition To Policy To Encourage Dropouts.

The [CBS Evening News](#) (2/11, story 11, 2:10, Pelley, 5.08M) reported Mt. Saint Mary's University professor Ed Eagan was fired because the school said he violated his "duty of loyalty" after opposing a policy to encourage poor performing students to drop out of the university. Eagan was the faculty adviser to the school newspaper that reported on the policy, and Eagan "says he's being punished for accurate but embarrassing reporting by the students." CBS

added, "a petition protesting the firing of Eagan and another professor has been signed by about 7,500 professors across the country."

Open-source Textbook Movement Gains Momentum.

The [AP](#) (2/11, Melia) reports the open-source textbooks movement "has made rapid gains over the past year, often driven by students" who oppose the rising cost of attending college. Association of American Publishers executive director for higher education David Anderson "said the industry is already shifting from print to digital in a change that will bring down student costs," predicting coexistence between open textbooks and commercial textbooks, due to costs associated with developing open-source materials. The AP cites how "more than a dozen states have pursued legislation related to open textbooks."

Women Have Repaid Less Student Loan Debt Than Men, Study Finds.

The [Atlanta Journal-Constitution](#) (2/12, 1.1M) reports a study by the American Association of University Women (AAUW) based on US Department of Education data found "women who graduated in the 2007-08 school year have only paid off, on average, 33% of their student debt," whereas "men who graduated that same year...have paid off an average of 44% of their student loans." In more stark contrast, black and Hispanic women "have paid less than 10% of their debt in the same time period despite working full time." AAUW blamed the disparity on the wage gap.

Texas Lets Baylor Withhold Sex Assault Records.

The [AP](#) (2/11, Warren) reports the Texas attorney general's office issued an opinion saying Baylor University is not required to release "private campus police records that detail sexual assaults committed by two former football players against students," in order to protect the victims' privacy rights.

Two Students From Small Arizona High Schools Going To Division I College Basketball Universities.

The [Arizona Republic](#) (2/11, Obert, 975K) highlights two Arizona high school students who will be playing Division I college basketball. Andrew Ekmark attended Phoenix County Day Schools and has been accepted to Stanford University; Brock Gardner attended Chandler Tri-City Christian Academy and has been accepted to Liberty University. The article explains how exceptional it is for students like Ekmark and Gardner, who attended small high schools, to be accepted onto the college basketball teams at Division I universities.

Early Learning

California Legislative Women's Caucus Proposes Additional \$800 Million For Child Care, Early Childhood Education.

The [Los Angeles Times](#) (2/11, McGreevy, 4.1M) reports members of the California Legislative Women's Caucus unveiled several proposals addressing different matters, including increased funding for child care. The legislative group proposed an additional \$800 million to provide child care and early childhood education services for tens of thousands of people not currently covered by state programs.

New Book Says Preschool Has Become Too Academic.

The [Huffington Post](#) (2/11, Klein, 518K) summarizes the argument of Yale University Professor Erika Christakis' new book "The Importance of Being Little: What Preschoolers Really Need from Grownups." Christakis argues in her book that preschool has become too academic and that such young children should be spending more time being creative and developing social skills. She attributes much of the problem to the push for greater accountability in K-12 education spearheaded by the No Child Left Behind Act. Christakis says the law and its consequences led preschools to focus on teaching kids facts instead of giving them more time to explore and have fun with other children.

Colorado BOE Considering Change To Early Literacy Testing.

The [Denver Post](#) (2/12, Gorski, 881K) reports the Colorado BOE is considering a change in its early literacy testing program that would require students learning English to be tested in reading in English every year. Denver Public Schools and others criticized the proposal saying it would unduly burden students learning English.

Obituary: Play-Based Preschool Advocate Passes Away.

In an obituary, The [Sacramento \(CA\) Bee](#) (2/11, 569K) pays tribute to Bev Bos, "a teacher, author and advocate for

play-based learning for preschoolers." Bos worked as the director of the Roseville Community Preschool for almost 50 years and her family said she worked hard until the very end of her life. A former colleague Camille Maben said, "I don't think you will find a stronger advocate for child-centered, developmentally appropriate, play-based programs." Another former colleague Dina Miller said that Bos believed that young children could make good choices in a proper environment, "She taught us and gave us the ability to trust our children, that they are capable." Bos became a national advocate for play-based learning with her books and interviews promoting her ideas.

Other Washington News

Obama: "Very Confident" Of "Strong Legal Footing" On Clean Power Plan.

President Obama made his first public comments on Thursday about the Supreme Court's decision to suspend implementation of the Clean Power Plan, saying he is confident the measures will pass the legal challenges. The limited media coverage highlights that in his comments, at a California fundraiser, Obama stressed the court's action is meant to allow the legal process to play out rather than rule against the legality of the regulations.

The [AP](#) (2/11, Superville) reports Obama indicated "he is very confident" the Clean Power Plan will survive current legal challenges. [Reuters](#) (2/11, Mason, Volcovici) reports that while Obama said while the Supreme Court's decision to stay implementation of the measures was "unusual," the Administration is "very confident that we're on strong legal footing here." After saying some people have incorrectly commented that the court had struck down the Clean Power Plan, Obama said, "That's not true. So don't despair, people." Obama said, according to [The Hill](#) (2/11, Henry, 862K), the court's decision "says, 'Hold on until we review the legality.'"

The [Washington Post](#) (2/11, Mufson, 8.98M) reports Obama explained the Supreme Court has previously required the EPA to regulate emissions if they are shown to have a negative impact on public health. The President said, "The centerpiece of our climate action plan involves working with states like California to come up with a strategy for reducing their carbon emissions." Obama added, "We do so under the Clean Air Act, which the Supreme Court says requires the Environmental Protection Agency to regulate carbon emissions if we can show, as science has clearly shown, damage to public health."

[CNN](#) (2/11, Malloy, 3.96M) reported on its website Obama said the effort to combat climate control "is going to be an enormous generational challenge." The President added, "There are going to be people constantly pushing back and making sure we keep clinging to old dirty fuels and a carbon-emitting economic strategy that we need to be moving away from." [TIME](#) (2/11, Rhodan, 18.01M) quotes Obama as saying, "We need to be investing in the future, not the past," adding, "We should be investing in solar and wind and battery technology – all the things that promise us we can generate enormous power without destroying the planet for our kids and grandkids."

McCarthy: Stay Is Not A Defeat Of Clean Power Plan. The [Wall Street Journal](#) (2/11, Harder, Subscription Publication, 6.74M) reports EPA Administrator McCarthy also made her first public comments about the court's decision on Thursday and, like Obama, stressed it does not represent a defeat of the program. McCarthy said, "It is a pause in terms of the implementation and enforcement of the Clean Power Plan." Later when speaking at a National Association of Energy Officials conference, McCarthy said that during the stay, the Administration will "be doing some things, making sure we get our arms around the decision and make really sound choices."

Albright Court Brief Indicated Stay Could Cause Irreversible Harm To International Climate Deal. The [Washington Times](#) (2/11, Boyer, 285K) reports former Secretary of State Madeleine Albright "has said a Supreme Court order temporarily halting" the Clean Power Plan "could derail President Obama's cherished global climate change agreement." In a federal court brief filed in December, Albright wrote a stay "would likely cast doubt on the ability of the United States to achieve domestic emission reductions and lead other nations to delay implementing emission reductions." Albright added, "Such a loss of momentum could quickly snowball, causing more nations to signal their intent to delay. If the loss of momentum were great enough, it could not be repaired even following a decision on the merits upholding the Clean Power Plan."

Jackson: Final Decision On Clean Power Plan Will Have "Global Reach." In a [Boston Globe](#) (2/11, 1.05M) column, Derrick Jackson says while the Supreme Court may view the Clean Power Plan as "a mere matter of domestic government overreach," the "world is looking to the plan as a key symbol of American credibility in the Paris climate agreement." Jackson adds, "Whatever the justices ultimately decide, their ruling will have global reach."

Ryan Expects Bipartisan Effort To Provide Zika Funding.

[The Hill](#) (2/11, Sullivan, 862K) reports House Speaker Ryan said Thursday that he expects "some kind of bipartisan

action” to approve that funding. House Minority Leader Pelosi said that she also believes the funding effort “will be bipartisan, hopefully noncontroversial, as we go forward to meet the president’s request.”

Officials Urge Lawmakers To Approve New Zika Funding, Without Repurposing Ebola Money. [USA Today](#) (2/11, Kelly, 5.56M) reports health officials – including CDC Director Frieden, the NIH’s Anthony Fauci, and HHS Secretary Burwell – “urge[d] lawmakers to approve” new emergency funding to battle Zika rather than taking it from existing Ebola funds. Frieden told a Senate appropriations subcommittee that repurposing the money would “risk letting down our guard on Ebola (if the funds are diverted to Zika).”

Link Between Zika, Birth Defects Growing. The [CBS Evening News](#) (2/11, story 3, 2:10, Pelley, 5.08M) reported the suspected link between the virus and microcephaly “has been strengthened within the past day by reports both in Brazil and the United States” as the virus was found in the brain tissue of newborns with microcephaly who died. Furthermore, the [Washington Post](#) (2/11, Sun, 8.98M) reports that two US women who contracted Zika while abroad miscarried after returning home, “and the virus was found in their placentas,” according to a CDC spokesman on Thursday. Researchers in Salvador, Brazil are also probing “some miscarriages and still births” at three maternity hospitals for possible links to the virus. The Post also mentioned that Frieden testified Wednesday that one US case of Guillain-Barré syndrome may be linked to Zika.

Another [Washington Post](#) (2/11, Phillips, Miroff, 8.98M) report adds that in Colombia, authorities last week said three Zika-infected patients died from Guillain-Barré. Meanwhile, Brazil’s health ministry on Thursday announced a third fatality linked to Zika after a 20-year-old woman whose death was registered as pneumonia had Zika show up in blood samples. Brazilian researchers say the patient’s respiratory problems “were unusual,” for Zika, so other factors may have contributed to her death.

CDC Providing Zika Tests To Health Clinics For Pregnant Women. The [AP](#) (2/11, Neergaard) reports Frieden told Senate members that the CDC has shipped 62,000 Zika tests for pregnant women to health departments around the US, but warned there “may be a period of weeks or a couple of months where there aren’t enough tests for the women who want to have them done.”

Frieden Warns Of Possible Increase In Puerto Rico Zika Cases. Rehema Ellis reported on [NBC Nightly News](#) (2/11, story 5, 2:00, Holt, 7.86M) that CDC Director Tom Frieden testified before the Senate Thursday, where he said, “At some point we may well see tens or hundreds of thousands of Zika infections in Puerto Rico.”

Beshear Launches Group To Combat Bevin’s Healthcare Changes.

In a story posted Thursday, the [New York Times](#) (2/11, Pérez-Peña, Subscription Publication, 12.03M) said former Kentucky Gov. Steve Beshear, “who made Kentucky a national leader in health care expansion under the Affordable Care Act is moving to protect that legacy” current Gov. Matt Bevin, “who has set out to dismantle parts of it.” Beshear was expected to announce Thursday “the creation of a nonprofit group, Save Kentucky Healthcare, to marshal opposition to” Bevin’s changes. Beshear said the push “will begin with online advertising and organizing...but where it goes from there remains unclear.” Beshear would not say “how much money would be behind the campaign, or from what sources.”

The [AP](#) (2/11, Beam, Galofaro) says Beshear described the effort as “an act of conscience that would protect his legacy and health insurance for more than half a million people,” noting, “Gov. Bevin is going to be held accountable for the moves that he makes and the hard questions will be asked about the impact of his decisions on Kentucky.”

House Republicans Criticize Proposed IRS Budget.

[The Hill](#) (2/11, Jagoda, 862K) reports House Republicans on Thursday criticized the IRS’ proposed 2017 budget, “expressing concern that the agency is prioritizing implementing ObamaCare over taxpayer services.” During a House Appropriations Committee hearing, Rep. Ander Crenshaw (R-FL) said, “Sometimes it’s hard for us to take seriously this budget request when the IRS again asks for an unrealistically high amount that doesn’t make customer service a priority and fails to adopt some of the good government reforms that we added.”

Obama Offered Federal Employees Praise In Budget Proposal.

In the [Washington Post](#) (2/11, 8.98M) “Federal Diary” blog, Joe Davidson writes President Obama “bequeathed his workforce strong words of praise” in the recently released budget proposal, “even if he couldn’t leave them much money.” Davidson highlights that the “Strengthening the Federal Workforce” section of the budget “contains a paean to federal employees, lauding them for making administration policies a success.” The budget document says federal employees “addressed a wide range of national priorities – including modernizing the military by opening all combat positions to women, negotiating complex trade and political treaties and determining a way to rate college’s return on

investment" and helped improve the economy.

Johnson: DHS Expanding Its Social Media Presence.

In his annual State of Homeland Security Address Thursday, DHS Secretary Johnson said his department "is expanding its social media presence in an effort to protect the country," the [Washington Post](#) (2/11, Markon, 8.98M) reports. In "response to a recent recommendation from a social media task force within DHS," Johnson said he has "determined that we must expand the use of social media even further, consistent with law." He did not provide specifics, but said DHS "is now monitoring the social media use of people who apply for various immigration benefits, along with those seeking asylum under the Obama administration's controversial program to accept refugees from Syria."

Johnson also stressed that "across the board active-shooter training by local law enforcement as one of the best ways to limit damage inflicted in an attack carried out by a self-radicalized terrorist," according to the [Washington Times](#) (2/11, Noble, 285K). Speaking to reporters after his address, Johnson said, "Active-shooter training works. ... If you're not doing active-shooter training, you need to be."

World Powers Agree On Syrian Cease-Fire.

Margaret Brennan reported on the [CBS Evening News](#) (2/11, story 7, 0:45, Pelley, 5.08M) that Secretary of State Kerry on Thursday "pushed both Russia and Iran" for an immediate cease-fire to allow in aid to besieged areas of Aleppo. After talks in Munich on Thursday, the [New York Times](#) (2/11, Sanger, Subscription Publication, 12.03M) reports Kerry and Russian Foreign Minister Sergey Lavrov announced they had agreed "on the delivery over the next few days of desperately needed aid to besieged Syrian cities," to be followed by a "cessation of hostilities" within a week. "We have agreed to implement a nationwide cessation of hostilities in one week's time," Kerry said early Friday morning, after all-day meetings. Calling the agreement "ambitious," Kerry added that the "real test is whether all the parties honor those commitments." The Times says if executed, the ceasefire "would mark the first sustained and formally declared halt to fighting in Syria" since the war began in 2011.

On [CNN's Situation Room](#) (2/11, 554K), Elise Labott noted that ISIL and al-Nusra are not part of the cease-fire, and Wolf Blitzer said that with the two groups not involved, the cease-fire "probably won't last very long." [USA Today](#) (2/11, Michaels, 5.56M) similarly says the cease-fire "is far from certain to occur because it depends on most forces fighting in Syria to agree to its terms," and the [Wall Street Journal](#) (2/11, A1, Troianovski, Solomon, Subscription Publication, 6.74M) says in a front-page story that delaying the start of a cease-fire by one week gives Russia the opportunity to continue supporting the Assad regime's current offensive in Aleppo.

The [AP](#) (2/11, Lee) says the deal "appeared to be the result of a compromise" between the US and Russia, and while Kerry "hailed the results as a significant accomplishment," he also "noted that a cessation-of-hostilities agreement, if it can be achieved, would only be a 'pause' in fighting and that more work would need to be done to turn it into a fully-fledged ceasefire."

While the "cessation of hostilities" is set to begin within a week, the [Washington Post](#) (2/11, A1, DeYoung, 8.98M) reports world powers also agreed on "immediate humanitarian access to besieged areas." Kerry said that while the agreement was unanimous, "What we have here are words on paper. What we need to see in the next few days are actions on the ground." Lavrov, meanwhile, said that the "projected date for ending at least some of his country's airstrikes...is a week from Friday...he emphasized that 'terrorist' groups would continue to be targeted," but the [Los Angeles Times](#) (2/11, Wilkinson, 4.1M) says "how that will play out is unclear: The US has often accused Russia of claiming it was fighting Islamic State when in fact it targeted other opponents of the Syrian government."

[Reuters](#) (2/11) reports the parties also reaffirmed their commitment to a political solution, including Lavrov, who said peace talks should resume in Geneva as soon as possible and that all Syrian opposition groups should participate.

US, Allies Agree To Step Up Fight Against ISIL.

While diplomats reached a deal in Munich, the [AP](#) (2/11, Lee) reports Defense Secretary Carter was in Brussels meeting with members of the anti-ISIL coalition. As the diplomats sought to end fighting between the Syrian regime and opposition fighters, those meeting in Brussels sought to step up the fight against ISIL. Carter said defense ministers from more than two dozen countries gave a "broad endorsement" of a refined US plan for defeating the group, and "nearly all...either promised new military commitments or said their governments would consider new contributions." [Bloomberg News](#) (2/11, Viscusi, 2.92M) quotes Carter as saying, "Nearly 90 percent of the countries participating in the coalition's military campaign have stepped up to do more."

The [Washington Post](#) (2/11, Gibbons-Neff, 8.98M) reports that according to "a senior US defense official who requested anonymity to speak frankly about Thursday's deliberations, Poland, Denmark and Romania pledged to increase airstrikes and deploy more trainers, including special operations forces into the region." Carter also met with a

increase airstrikes and deploy more trainers, including special operations forces into the region. Carter also met with a "number of ministers from the Gulf States with expectations to gain additional local support for operations in Syria," and the official said Carter was "especially pleased" with Saudi Arabia's recent commitments, and [Reuters](#) (2/11, Stewart) reports Carter met with Saudi Deputy Crown Prince Mohammed bin Salman in Brussels yesterday.

Carter, [Reuters](#) (2/11, Stewart, Emmott) reports separately, attempted to draw a line between military and diplomatic efforts, saying, "Our focus here is going to be on counter-ISIL and that campaign will go on because ISIL must be defeated, will be defeated, whatever happens with the Syrian civil war. But it certainly would help to de-fuel extremism if the Syrian civil war came to an end."

Medvedev: Foreign Ground Offensive In Syria Could Spark "World War." [AFP](#) (2/11) reports Russian Prime Minister Dmitry Medvedev warned Thursday that if Arab ground troops are deployed in Syria it could spark a "new world war." Asked about proposals by some Arab countries to deploy ground forces, Medvedev said, "That would be bad because ground offensives usually lead to wars becoming permanent." [Reuters](#) (2/11, Irish) quotes Medvedev as saying, "The Americans and our Arab partners must think well: do they want a permanent war?"

The [Wall Street Journal](#) (2/11, Trofimov, Subscription Publication, 6.74M), meanwhile, says Russia's air campaign in Syria could trigger a wider regional conflict. "Their victory in Aleppo is not the end of the war. It's the beginning of a new war," said former Tunisian President Moncef Marzouki. "Now, everybody would intervene."

Brennan: ISIL Has Used Chemical Weapons.

CIA Director Brennan told the [CBS Evening News](#) (2/11, story 5, 1:25, Pelley, 5.08M) in an interview, "We have a number of instances where ISIL has used chemical munitions on the battlefield." When asked if ISIL is capable of exporting those chemicals to the West, Brennan responded, "I think there's always the potential for that. This is why it's so important to cut off the various transportation routes and smuggling routes that they have used." Brennan added that US intelligence is working "to get as much insight [as possible] into what they have on the ground inside of Syria and Iraq." The full interview with Brennan will air Sunday on "60 Minutes."

Humanitarian Crisis Feared As Syrian Troops Encircle Aleppo.

On [NBC Nightly News](#) (2/11, story 7, 2:10, Holt, 7.86M), Richard Engel reported that "panic is spreading in Aleppo that the regime plans to starve the city into submission." One activist was shown telling Engel via Skype that Russia's involvement has "changed everything," adding, "We are so worried, because if we lose Aleppo, we lose all the war." While Russia claims it's bombing ISIL targets in the city, the activist said "they're just helping Assad forces in killing us." [Reuters](#) (2/11, Solaker, Sezer) reports Turkey's Minister for EU Affairs Volkan Bozkir warned Thursday that there are now 50,000 refugees have fled Aleppo and are moving towards the Turkish border.

Holly Williams reported on the [CBS Evening News](#) (2/11, story 6, 2:25, Pelley, 5.08M) that Syrian regime forces, backed by Russian air power, have "nearly encircled" Aleppo and the UN "fears that 300,000 civilians could be cut off from food and aid." Meanwhile, she said that US-backed rebels say they were attacked by Kurdish fighters who are also supported by the US, though those Kurdish fighters "say it wasn't deliberate." With Syrian troops advancing, the [Wall Street Journal](#) (2/11, Abdulrahim, Subscription Publication, 6.74M) reports rebels are shifting tactics, using guerrilla warfare including assassinations, ambushes and hit-and-run attacks in Aleppo.

US, Russia Exchange Accusations In Bombing Of Aleppo Hospitals. [Reuters](#) (2/11, Kiselyova) reports the Russian Defense Ministry said Thursday that two US aircraft bombed Aleppo on Feb. 10, destroying the city's two main hospitals. However, Pentagon spokesman Col. Steve Warren was shown on [CNN's Situation Room](#) (2/11) saying the destruction of two hospitals was the result "by Russian and [Syrian] regime attacks," and more than 50,000 Syrians "are without access to life-saving assistance." [Fox News' Special Report](#) (2/11, 1.53M) reported that Moscow blamed the two hospital airstrikes on the US, though Warren "said any claim that the coalition had aircraft in the area is a fabrication."

Report: Death Toll In Syria Now 470,000. The [New York Times](#) (2/11, Barnard, Subscription Publication, 12.03M) says that according to a new report by the Syrian Center for Policy Research, "at least 470,000 Syrians" have died "as a result of the war, almost twice the 250,000 counted a year and a half ago by the United Nations."

Abadi Discourages Kurdish Independence Referendum.

[AFP](#) (2/11) reports Iraqi Prime Minister Haider al-Abadi urged Kurdistan on Thursday to "drop any plans for independence, criticizing a proposed statehood referendum and warning the autonomous region would not prosper on its own." [Reuters](#) (2/11, Chambers, Cole) quotes him as saying, "I urge them not to go ahead with the referendum. If

its own. [Reuters](#) (2/11, Chambers, Coles) quotes him as saying, "I urge them not to go ahead with the referendum. If as they say they are not going to abide by its outcome, then why hold a referendum?"

Russia To Continue Providing Military Aid To Iraq.

[Reuters](#) (2/11, Hameed) reports Deputy Prime Minister Dmitry Rogozin said Thursday during a visit to Baghdad that Russia is prepared to sell civil airliners to Iraq and continue providing it with military aid to fight ISIL. Iraqi Foreign Minister Ibrahim al-Jaafari said, "We need international support from multiple sources, be it from within the international coalition or outside of it."

Biden, Poroshenko Discuss Need For Reforms By Ukrainian Government.

[Reuters](#) (2/11, Rampton, Rascoe) report Vice President Biden and Ukrainian President Petro Poroshenko discussed the need for reforms by Kiev during a Thursday phone call. The White House said in a statement that Biden "urged the governing coalition to quickly establish unity to allow Ukraine to move forward with reforms, in line with the commitments in its IMF program." The White House added that Biden and Poroshenko also expressed "serious concern about the worsening security situation in eastern Ukraine."

Russia Will Not Ask Europe To Lift Sanctions At Upcoming Conference.

[Reuters](#) (2/11, Tsvetkova) reports Russian Deputy Prime Minister Sergei Prikhodko said Thursday that Moscow will not use an upcoming Munich conference with France and Germany to ask for the lifting of sanctions over the Ukraine conflict and does not plan to lift its counter-sanctions at this time. Prikhodko said, "I think it would not be completely correct and simply pointless to request that the sanctions are canceled."

Officer Convicted Of Manslaughter In New York Highrise Shooting.

The [New York Times](#) (2/11, Nir, Subscription Publication, 12.03M) reports the State Supreme Court in Brooklyn convicted rookie NYPD officer Peter Liang of manslaughter Thursday in the death of Akai Gurley, an unarmed black man who was hit by a ricocheting bullet fired from Liang's gun in the stairwell of a housing project. Liang faces up to 15 years in prison.

The [Washington Post](#) (2/11, Berman, 8.98M) reports that Liang was fired shortly after the verdict was announced according to an NYPD spokesman. Patrick Lynch, head of New York's largest police union, said in a statement, "We...believe that the jury came to an absolutely wrong decision." Lynch added that the "bad verdict will have a chilling effect on police officers across the city because it criminalizes a tragic accident." The Post mentions that there remains "some uncertainty...in the case" because a judge hasn't yet ruled on a request from Liang's lawyers to dismiss the charges, according to the Associated Press.

Federal Grand Jury Begins Hearings On Eric Garner's Death.

The [Washington Post](#) (2/11, Zapotosky, 8.98M) reports a federal grand jury has begun hearing evidence in the death of Eric Garner, "whose videotaped takedown" by New York police officers "sparked national outrage." Officer Daniel Pantaleo, who appears in video footage to put Garner in a chokehold, is at the "center of the case." His lawyer, Stuart London, says Pantaleo has not yet been called to testify in front of the grand jury.

Cleveland Mayor Apologizes To Rice Family For Ambulance Bill.

The [CBS Evening News](#) (2/11, story 8, 0:25, Pelley, 5.08M) reported Cleveland Mayor Frank Jackson on Thursday apologized to the family of Tamir Rice for billing them \$500 for ambulance services. The city also rescinded the bill. The [AP](#) (2/11, Gillispie) adds that Jackson said at a news conference "that filing the claim was part of a routine," but it was a "mistake" that supervisors weren't alerted about it.

Princeton Police Release Footage Of Black Professor's Traffic Stop.

The [New York Times](#) (2/11, Victor, Cave, Subscription Publication, 12.03M) reports the Princeton Police Department on Thursday released a dashboard video of the traffic stop of black Princeton professor Imani Perry, who had claimed on social media that the incident was humiliating and emblematic of racial mistreatment by police. The video shows "what appears to be a routine traffic stop," with Perry appearing "compliant." The department declined to release video of the episode inside the police station, in which Perry was apparently handcuffed to a desk. Cpt. Nicholas Sutter said the department was "researching the legal requirements" for releasing that footage, but had "clearly demonstrated compassion to Dr. Perry's concerns, transparency and responsiveness to media and other public information requests."

Fairfax County Unveils Jail Diversion Program.

The [Washington Post](#) (2/11, Olivo, 8.98M) reports Fairfax County officials on Thursday formally announced the Diversion First program, which will have officers take non-violent offenders with mental health problems to a crisis response center to "receive counseling and even a place to sleep instead of jail time." The program – "partially inspired by the death last year of Natasha McKenna, who was restrained and hit with a stun gun four times inside the county jail" – was launched at the beginning of 2016, and county officials have so far handled 265 cases.

Feds Indict Georgia Prison Guards On Drug Trafficking, Accepting Bribes.

The [AP](#) (2/11, Brumback) reports authorities on Thursday indicted more than 40 prison guards and officers from nine different Georgia prisons for drug trafficking and taking bribes. The AP reports, "A majority of those charged were Georgia Department of Corrections officers" accused of protecting "a person they believed was a high-level drug trafficker." [ABC World News](#) (2/11, story 5, 1:30, Muir, 5.84M) correspondent Pierre Thomas reported that correction officers used their official capacity as law enforcement to enable drug and contraband smuggling activities.

New York Civil Liberties Union: NYPD Uses Covert Cellphone Trackers.

The [New York Times](#) (2/11, Goldstein, Subscription Publication, 12.03M) reports the New York Civil Liberties Union publicly released documents Thursday revealing that the NYPD used covert cellphone tracking devices, known as StingRays, "on at least 1,000 occasions since 2008." StingRays were used in the course "of investigating rapes, murders and other crimes as well as searching for missing people," according to the documents, but the Times says the devices "also scoop up information from many other phones in the area," and some "can uncover far more information than just a phone's location, including text messages, calls, emails and more."

McConnell Schedules Vote On FDA Commissioner Nominee For Feb. 22.

[The Hill](#) (2/11, Carney, 862K) reports Senate Majority Leader McConnell "is setting up the Senate to vote" on President Obama's nomination of Robert Califf to be FDA Commissioner. A procedural vote is scheduled for Feb 22. According to The Hill, senators from both parties "have pledged to oppose Califf's nomination" over concerns about "his ties to the pharmaceutical industry and the FDA's response to the opioid epidemic."

Obama Discusses Ideological Divide, Race With Chicago Tribune.

President Obama's Wednesday interview with the Chicago Tribune receives relatively little coverage, and what coverage there is is split between his comments on the ideological divide in Washington and on how race has affected his political career and presidency. The [Chicago Tribune](#) (2/11, Parsons, 2.17M) interviewed the President during his visit to Illinois on Wednesday, and Obama reflected on how things have changed since he announced his candidacy for president in Springfield in 2007. The President said, "It's not like I've changed. I'm the same guy now that I was then. I'm no more cynical. I'm not more ideological. My positions are surprisingly consistent."

The [Chicago Tribune](#) (2/11, Parsons, 2.17M) additionally writes that the President "said he doesn't think that his race explains the Republican fortress against his agenda, or that having lawmakers over for drinks or to watch football every weekend would have made a difference." But he did say he was "partly to blame for the hyperpartisan environment by failing to reach out more to Republicans." Obama said, "There is no doubt that every step of the way, every day that I'm in that office, maybe I could have done that a little better." (The [complete transcript](#) is available online.)

The [Washington Post](#) (2/11, Eilperin, 8.98M) reports the President "argued that neither citizens nor politicians can see the other side clearly because of ideological 'filters.'" He "took some responsibility for the nation's growing ideological divide," but "blamed most of it on 'structural problems.'" [NBC News](#) (2/11, 3.58M) reports on its website that he said, "The biggest incentive of every member of Congress is to get re-elected...and they're operating, fearful that somehow lurking over the corner is something that's going to lead them to lose. And if, within their respective parties, you reaching out across the aisle or doing bipartisan work is going to put them in a riskier situation, then they shy away from it."

[Politico](#) (2/11, McCaskill, 1.07M) reports Obama also said he "believes some Americans voted against him because of his race. But he also thinks a number of people backed him in 2008 because his would be a historic presidency." He told the Tribune, "I have no doubt there are people who voted against me because of race...or didn't approve of my agenda because of race. I also suspect there are a bunch of people who are excited or voted for me because of the notion of the first African-American president ... Those things cut both ways."

The [Washington Times](#) (2/11, Boyer, 285K) says the President "said some opponents have used 'dog whistles' of racism against him," but that "being black also has benefited him politically." [The Hill](#) (2/11, Fabian, 862K) also reports on the interview.

Obama Discusses Importance Of Science In Popular Science Interview. Cliff

Ransom interviewed President Obama for [Popular Science](#) (2/11, 6.16M), saying that he has "been a very pro-science president," and asking why he sees "science and technology as being so important." The President replied, "Science and technology helped make America the greatest country on Earth. Whether it's setting foot on the moon, developing a vaccine for polio, inventing the Internet, or building the world's strongest military, we've relied on innovative scientists, technologists, engineers, and mathematicians to help us tackle the toughest challenges of our time. ... Being pro-science is the only way we make sure that America continues to lead the world."

[Politico](#) (2/11, Collins, 1.07M) reports the President "marveled that being a 'nerd' has become something to be proud of, unlike when he was a kid," while [Reuters](#) (2/11, Rampton) reports the President also told Popular Science that "The Martian" was his favorite film of 2015.

Obama To Create Three National Monuments In California.

The [Washington Post](#) (2/11, Eilperin, 8.98M) reports the President on Friday will "designate more than 1.8 million acres of California desert for protection with the creation of three national monuments: Castle Mountains, Mojave Trails and Sand to Snow," which will "connect three existing sites – Death Valley and Joshua Tree national parks and the Mojave National Preserve – to create the second-largest desert preserve in the world."

Zakaria: Obama Is Not The Person To Change America.

In his [Washington Post](#) (2/11, 8.98M) column, Fareed Zakaria examines the claim that President Obama "is attempting to change America fundamentally," which has become "a staple of right-wing talk shows." Noting the existence of "plans to introduce religious and ethnic tests to bar immigrants and even visitors, or to track immigrants and visitors once they arrive," and "calls to deport people, even American citizens" and "monitor houses of worship," Zakaria writes, "Who is it proposing these changes? The last time I checked, it was not Barack Obama."

Obama In California For "Ellen" Taping, Fundraisers.

[Variety](#) (2/11, Johnson, 538K) reported on its website that the President "arrived in Los Angeles on Thursday to tape an appearance on 'The Ellen Show,' followed by two Hancock Park fundraisers." After the taping, the President was "scheduled to attend an event Thursday evening in Hancock Park hosted by 'Scorpion' executive producer Danny Rose and his husband, attorney Aaron Rosenberg," and to "attend a dinner where tickets are \$10,000 per person."

The [San Jose \(CA\) Mercury News](#) (2/11, Artz, Lee, 648K) said the President also visited Silicon Valley "to rake in money for fellow Democrats." Speaking to a "crowd of about 200 gathered at the Atherton home of Steve Westly, a former state controller who is mulling a run for California governor in 2018," the President told "his supporters not to lose faith about the US Supreme Court's decision this week to temporarily block his administration's efforts to fight climate change by regulating coal plant emissions," saying "he expected his administration to prevail after the high court takes up the issue in earnest."

Democrats Introduce Legislation To Provide Lawyers For Undocumented Immigrants.

The [Washington Times](#) (2/11, Dinan, 285K) reports Senate Democrats on Thursday introduced legislation "that would grant government-funded lawyers to illegal immigrants." The Times says while the measure is "unlikely to advance" in the Republican-controlled legislature, it is "an important marker for both the presidential campaign and for the ongoing debate over how the US treats the illegal immigrants." Senate Minority Leader Reid, who sponsored the bill, said the "life-and-death consequences of deportation" to Central America mean "we must ensure that we are not putting asylum-seeking women and children in harm's way." Reid added, "We can do this by making sure that these desperate women and children have a lawyer."

Congress Passes Ban On Internet Taxes As Part Of Trade Bill.

The [AP](#) (2/11, Fram) reports Congress on Thursday voted "to permanently bar state and local governments from taxing access to the Internet" and the White House indicated President Obama will sign the bill. The 75-20 Senate vote "gave final congressional approval to the wide-ranging bill, which would also revamp trade laws." [Reuters](#) (2/11, Cowan) reports the permanent extension of the "Internet Tax Freedom Act" will also ban some taxes on digital goods and services.

[The Hill](#) (2/11, Carney, 862K) reports the Internet Tax measure had stalled the wider bill, which "includes an overhaul of the US Customs and Border Protection agency," new "protections for intellectual property," and "more tools for the government to crack down on currency manipulation." Sen. Orrin Hatch said the bill is "a major step forward" in

efforts to strengthen US interests in international trade.

WSJournal Praises Permanent Extension Of Internet Tax Freedom Act. The [Wall Street Journal](#) (2/11, Subscription Publication, 6.74M) calls the Senate's passage of a permanent extension of the Internet Tax Freedom Act and the President's intent to sign it welcome news that will help encourage economic growth.

House Panel Defeats Effort To Keep Air Traffic Control At FAA.

In a 34-25 party-line vote, the House Transportation and Infrastructure Committee has defeated an attempt by Democrats to stop a push to privatize the nation's air traffic control system. [Reuters](#) (2/11, Morgan) reports an amendment to a six-year bill to privatize air traffic control and authorize FAA funding by Rep. Peter DeFazio (D-OR) would have shielded the FAA from funding disruptions and addressed issues Republicans cite as reasons to transfer air traffic control from the agency to a private, nonprofit corporation.

An editorial in the [Washington Post](#) (2/11, 8.98M) argues in favor of the plan to take air traffic control away from the FAA in favor of a private entity. The Post cites examples of other countries "turning away from this statist model" and notes that in all of them, "safety and innovation have stayed the same or improved."

WPost Analysis: Pentagon "Slush Fund" Still Exists Despite Obama Promise To End It.

A [Washington Post](#) (2/11, Lamothe, 8.98M) analysis says while the President took office promising to end "what he called the 'abuse of supplemental budgets' that were used to not only fund US military operations in Iraq and Afghanistan, but a variety of other efforts that had little to do with them," as he nears the end of his presidency, "those controversial funds still exist, and likely will remain under whoever replaces Obama in the White House next year." The Pentagon's fiscal 2017 budget includes "\$58.8 billion in Overseas Contingency Operations (OCO) funding," which critics have called "a 'slush fund' for the Pentagon."

Lawmakers Propose Legislation Eliminating Selective Service System.

In the [Washington Post](#) (2/11, 8.98M) "Checkpoint" blog, Dan Lamothe writes that Reps. Mike Coffman (R-CO), Jared Polis (D-CO), and Dana Rohrabacher (R-CA) introduced legislation on Thursday that would eliminate the Selective Service System that is responsible for military drafts. Coffman said, "I think we are sort of at the proverbial fork in the road," adding, "Either you require registration for men and women, or you do away with the system altogether." According to Coffman, the reliance on a professional volunteer service has led to a stronger military and eliminating the Selective Service System will save the government about \$24 million per year.

DOJ IG: Agencies Have Not Acted To Minimize Risks From Gun Investigations.

A report released Thursday by the Justice Department's inspector general said that nearly five years after the scandal over the Operation Fast and Furious gun-smuggling investigation, "some federal agencies have failed to take adequate steps to prevent a repeat of the episode," the [New York Times](#) (2/11, Lichtblau, Subscription Publication, 12.03M) reports. According to the report, while ATF, which was "at the center of the scandal," has made "'significant progress' in fixing the flaws exposed in the operation," other agencies, particularly the FBI, DEA, and the Marshals Service, "have not done enough to minimize the risks connected with their own gun investigations."

House Panel Report: Administration Concealed Details Of Animas River Spill.

The [Washington Times](#) (2/11, Richardson, 285K) reports a report released Thursday by the House Natural Resources Committee "slammed the Environmental Protection Agency for the Animas River spill, attributing it to the crew's sloppiness and accusing the Obama administration of deliberately concealing information about the accident." The investigation by the panel's majority staff "accused the EPA and Interior Department of 'incompetence and willful efforts to evade consequences,' the result being that they 'cannot be trusted to spearhead remediation of sites like the Gold King Mine.'"

Yellen Still Expects Interest Rate Increases This Year.

In her second day of her semiannual testimony to Congress, Federal Reserve Chair Yellen on Thursday told the Senate Banking Committee that while global economic developments do pose risks to the US economy, it is too soon to tell if those risks are great enough to change the Fed's policies on interest rates. The [AP](#) (2/11, Crutsinger) reports Yellen said the central bank will determine at its March meeting "how much economic weakness and falling markets around the world have hamstrung US-growth." This, after she testified Wednesday that "global pressures could depress the US economy's growth and slow the pace of Fed rate hikes." [Reuters](#) (2/11, Dunsmuir, Spicer) says Yellen reiterated her

assertion that Fed policy is not on a "pre-set path," but said she still anticipates it will gradually raise interest rates this year.

The [New York Times](#) (2/11, Appelbaum, Subscription Publication, 12.03M) likewise says Yellen "spent several minutes...assuring the Senate Banking Committee that the Fed wasn't planning to reverse course and cut rates." While Yellen "said the Fed still planned to raise rates gradually," she "didn't try to convince investors that the Fed still might increase rates at its next meeting, in March."

The [Los Angeles Times](#) (2/11, Puzanghera, 4.1M) reports Yellen "tried to keep all options on the table while waiting for more data about the recent market anxiety's effects on the US economy," and "refused to be pinned down on whether Fed policymakers would enact another small increase to the so-called federal funds rate at their next meeting in March." The Times describes Yellen as "cautiously optimistic about the US economy, though she said recent strong increases in hourly earnings indicated only 'tentative' evidence that sluggish wage growth was improving."

Shelby Questions Fed Authority To Impose Negative Interest Rates. [Bloomberg News](#) (2/11, Boesler, 2.92M) reports that after Yellen told the panel the Fed was re-examining cutting interest rates below zero "as a policy option if the economy faltered," and said "she wasn't aware of any law that would prevent the Fed" from doing so, Chairman Richard Shelby said in an interview, "The Fed generally interprets the law to their advantage. ... We will have our counsel look into it. That's the question. I would doubt it, but I haven't personally checked it."

First-Time Unemployment Claims Fall More Than Expected. The Labor Department reported Thursday that initial jobless claims fell 16,000 to 269,000 last week. Economists had expected about 280,000 new claims, [Bloomberg News](#) (2/11, Jamrisko, 2.92M) reports. The four week moving average, which eliminates some volatility, fell 3,500 to 281,250. Bloomberg News adds hiring managers "demonstrated confidence in the outlook after temporary adjustments around the holidays." While new hires will probably slow in 2016 "as the labor market makes it tougher to attract skilled workers, employers are showing little appetite to reduce headcounts." Deutsche Bank Securities Inc. economist Brett Ryan said, "The labor market thus far seems to be on a good track. As you approach full employment, job growth is supposed to slow. So that's one important part of this."

[Reuters](#) (2/11, Mutikani) says the jobless claims report shows the labor market remains sound despite volatility in the stock markets and slowing growth. MUFG Union Bank economist Chris Rupkey said, "The economy might be sailing into a storm, the financial markets say, but if so, the U.S. economy is in a very strong position to weather whatever comes, with the labor market the strongest in decades." The [AP](#) (2/11, Boak) reports US employers "still appear to expecting the economy to grow – and a need for more workers." The domestic economy "appears to have withstood the pressures created by a slowing Chinese economy, fragile growth in Europe and a meltdown in developing economies such as Brazil, Russia and Venezuela."

Stocks Finished Lower Thursday. Stocks declined Thursday amid what the [AP](#) (2/11) says were growing "concerns about global economic weakness." The Dow fell 254.56 points to 15,660.18. The S&P 500 finished 22.78 points lower at 1,829.08. The Nasdaq lost 16.76 points to end the day at 4,266.84. The [Washington Post](#) (2/11, Ehrenfreund, Mui, 8.98M) says stocks "slipped deeper into the red Thursday afternoon" as they "track[ed] a sell-off in global markets," and [Bloomberg News](#) (2/11, Costa, 2.92M) notes that investors are "shunning risk worldwide." A front-page story in the [Wall Street Journal](#) (2/11, Stubbington, Patrick, Subscription Publication, 6.74M) notes bank stocks led the growing selloff as investors say the decision by central banks in Europe and Japan to use negative interest rates to foster growth are among the concerns undercutting bank stocks worldwide.

A [Wall Street Journal](#) (2/11, Subscription Publication, 6.74M) editorial sees a disconnect between Yellen, who testified that the economy is relatively strong and investors, who continued to sell off equities. According to the Journal, while Yellen and the Fed staff view the 4.9% jobless rate and indications of rising wages as evidence interest rates should be increased, markets see other indications the world economy is weakening.

WSJournal Analysis: Markets Could Spur Recession. A front-page analysis in the [Wall Street Journal](#) (2/11, A1, Ip, Subscription Publication, 6.74M) says while the economic data do not show signs of recession, the markets indicate the nation is headed that way. The Journal says markets can, in some circumstances, spur recession because they can signal whether businesses should invest or hire. As a result, recession fears can become self-fulfilling.

Nine Out Of 10 US Gas Stations Selling Gas Below \$2 Per Gallon. [ABC World News](#) (2/11, story 8, 1:05, Jarvis, 5.84M) reported "nine out of ten gas stations around the country are selling gas below two dollars a gallon and its suspected prices will continue to fall from here." While "this is great news for consumers, now paying the lowest amount for gas in more than a decade," it has been "a big problem for energy companies, and energy jobs and we have seen the ripple effect into stocks, as well."

WPost's Ehrenfreund: Lawmakers Representing Americans' Political Divisions

WPost's Ehrenfreund. Lawmakers Representing Americans Political Divisions.

In a piece for the [Washington Post](#) (2/11, 8.98M) "Wonkblog" blog, Max Ehrenfreund wrote that the President, in his speech in Illinois this week, lamented "the profound shifts in American politics that have made congressional dealmaking all but impossible," and "offered remedies: new rules on campaign finance and redistricting," but "research in political science gives reason to doubt the effectiveness of those solutions." Americans' "political divisions have intensified," Ehrenfreund argues, adding that Americans "are bitterly divided on a range of issues, and their legislators are faithfully representing their constituents."

Gallup Poll: Americans Say Economy Is Nation's Most Important Problem.

The [Washington Times](#) (2/11, Sherfinski, 285K) reports a Gallup poll released Thursday found that more Americans "named the economy as the most important problem" facing the country, after "terrorism and government had emerged as concerns in December and January." According to the poll, 17% "named the economy as the most important problem facing the country, followed by government at 13 percent, immigration and unemployment/jobs at 10 percent each, and national security and terrorism at 7 percent apiece."

Judge Orders State Department To Release All Of Clinton Emails By Month's End.

[Reuters](#) (2/11, Allen) reports US District Judge Rudolph Contreras ordered the State Department on Thursday to complete its public release of Hillary Clinton's emails by the end of the month. In his order, Judge Contreras also told the Department to release at least 550 more emails by Saturday and to release others on Feb. 19 and Feb. 26. The [Washington Times](#) (2/11, Dinan, 285K) says the judge's order was "a verbal spanking to the department," as he questioned "why it was taking an 'unreasonably long' time to get the messages processed and released."

WPost: State Department Subpoenaed Clinton Foundation Last Fall.

The [Washington Post](#) (2/11, Hamburger, Helderman, 8.98M) is reporting that according to sources, investigators with the State Department's Inspector General issued a subpoena to the Bill, Hillary and Chelsea Clinton Foundation last fall "seeking documents about the charity's projects that may have required approval from the federal government during

Hillary Clinton's term as secretary of state." The subpoena also asked for records related to longtime Clinton aide Huma Abedin, who was employed "simultaneously by the State Department, the foundation, Clinton's personal office, and a private consulting firm with ties to the Clintons." The Post says the "full scope and status of the inquiry...were not clear from the material correspondence" it has reviewed, and a State IG spokesman "declined to comment."

Clinton, Sanders Face Off Over Obama In Milwaukee Debate.

Democratic presidential candidates Hillary Clinton and Sen. Bernie Sanders debated in Milwaukee on Thursday evening in their first face-off since Sanders' victory in the New Hampshire primary. Reports say the debate was more cordial and less combative than their past encounters, except for a pointed exchange at the end when Clinton challenged Sanders over his past criticism of President Obama.

The [AP](#) (2/11, Pace, Lucey) reports Clinton and Sanders "battled for the crucial support of black and Hispanic voters" in a "polite but pointed" debate "that marked a shift in the primary toward states with more minority voters." Clinton "deepened her assertion" that Sanders "was energizing voters with promises 'that cannot be kept,'" while Sanders "peppered his typically economic-focused rhetoric with calls to reform a 'broken criminal justice system.'"

Mark Halperin of [Bloomberg Politics](#) (2/11, 289K) writes that the candidates "ratcheted down the intensity that characterized" their earlier debates, "with fewer jabs, thrusts, and contentious dialogues - apart from a final heated clash over who supports Barack Obama." [USA Today](#) (2/11, Page, 5.56M) reports that at the end of the debate, Clinton "blasted" Sanders "for questioning Obama's leadership in an interview and the blurb for a book, calling it 'the kind of criticism that...I expect from Republicans.' He called that 'a low blow.'" But "their manner generally was carefully courteous to one another."

The [Milwaukee Journal Sentinel](#) (2/11, Glauber, Spicuzza, 743K) says the "dramatic exchange...was a pointed conclusion to a debate in which the two candidates agreed on many issues but disagreed on how to implement programs to expand health care and access to higher education." The [Wall Street Journal](#) (2/11, Nelson, Meckler, Nicholas, Subscription Publication, 6.74M) says Clinton repeatedly linked herself to Obama throughout the debate.

Jeff Zeleny said on [CNN](#) (2/11, 11:05 p.m. EST, 3.96M) after the debate that Clinton "really wanted to make clear that she is the protector of the Obama legacy. That is for one reason: South Carolina. ... The South Carolina primary in about two weeks time is going to be key for her, particularly among African-American voters, where some 55% of the Democratic electorate in 2008 were African-American voters, that is her key point here. I think it was a civil debate throughout the course of the evening. A little slower in speed and tempo, a little bit more cerebral but

contentious throughout the debate.”

The [New York Times](#) (2/11, A1, Chozick, Healy, Subscription Publication, 12.03M) says Clinton “pounced from the start, after Mr. Sanders demurred from saying how much his ambitious plans would increase the size of the federal government.” Clinton said the government would grow 40% under Sanders, and “appeared to try to get under his skin by implying that he had not been transparent about the cost of his programs.” [Reuters](#) (2/11, Whitesides) reports Clinton said Sanders’ proposals could not pass Congress and could not be afforded, and charged that Sanders would dismantle the Affordable Care Act. Sanders said he would not dismantle the ACA but would move the US toward universal health coverage as provided in most other industrialized nations.

The [Washington Post](#) (2/11, Balz, Phillip, 8.98M) says “overall, the debate highlighted anew the fundamental fault line between the two candidates,” with Sanders “standing his ground on behalf of a big and bold agenda...and Clinton expressing her support for many of her rival’s goals but arguing that she has the preparation to make real progress in a divided country.” The [Los Angeles Times](#) (2/11, Halper, Memoli, 4.1M) says Clinton “found herself on the defensive when discussion turned to the millions of dollars in support she is receiving from Wall Street.”

[McClatchy](#) (2/11, Clark, Kumar, 22K) says the two “grew increasingly aggressive through the two-hour debate.” The [Washington Times](#) (2/11, Dinan, Riddell, 285K), [Politico](#) (2/11, Debenedetti, 1.07M), [The Hill](#) (2/11, Swan, 862K), and the [Huffington Post](#) (2/11, 518K) are among the other sources covering the debate.

Obama Attributes New Hampshire Democratic Primary Results To Voters Being “Scared.”

The [Washington Times](#) (2/11, Boyer, 285K) reports President Obama, speaking on Thursday about Hillary Clinton’s loss to Sen. Bernie Sanders in New Hampshire’s Democratic presidential primary, “attributed the results to voters being ‘scared’ about the economy.” Addressing donors at a fundraising event in California, Obama said, “When people are scared, then strange things can happen in politics. When people are nervous and feel threatened, we can get a politics that is not about bringing people together, but is about ‘us’ and ‘them.’” Obama added that “despite progress on the economy under his leadership, ‘people are anxious.’”

Sanders: Obama Has Failed To Close “Huge Gap” Between Congress, Americans.

[Politico](#) (2/11, McCaskill, 1.07M) reports that during a Thursday interview with MSNBC, Sen. Bernie Sanders “questioned President Barack Obama’s leadership...suggesting that he would be able to close a divide between Americans and government that the Obama administration has left open throughout his presidency.” Said Sanders, “There’s a huge gap right now between Congress and the American people. What presidential leadership is about [is] closing that gap.” According to Politico, Sanders “acknowledged that Obama has tried to bridge the divide but said he hasn’t succeeded.” Sanders said, “But I think what we need, when I talk about a political revolution, is bringing millions and millions of people into the political process in a way that does not exist right now.”

[The Hill](#) (2/11, Hensch, 862K) reports Sanders “insisted that...Obama had ultimately failed in reconciling lawmakers and their constituents during his time in office. When asked if [he thought] Obama had improved the relationship between Congress and voters, he said, ‘No, I don’t.’”

Sanders: Single-Payer Healthcare Possible “If Many Millions Of People Demand It.”

The [Washington Post](#) (2/11, Wagner, 8.98M) reports that during a Wednesday interview it conducted with Sanders, the Vermont lawmaker said “he has no hard timetable for moving to a single-payer health-care system if he wins the White House but that he hopes it’s something he could accomplish in his first term.” Said Sanders, “We’re going to have to rally the American people to accomplish it. If we do what I hope to do politically, it is realistic. If you make a political revolution, if you change the dynamics of American politics, a lot happens. If you don’t, very little happens.” In response to a question about whether “he could get it done in a four-year term, Sanders said he could ‘if many millions of people demand it.’”

Ignatius: Sanders Must Offer More Details About Foreign Policy Positions. In his [Washington Post](#) (2/11, 8.98M) column, David Ignatius writes, “Foreign policy is the hole in Sanders’s political doughnut.” Ignatius says that with Sanders appearing to have a real chance of winning the Democratic nomination, “the question is: How scared should mainstream Democrats be about” him “as a foreign policy president? It’s hard to know. Sanders is running a populist campaign that centers on economic justice. Foreign policy is an afterthought.” Ignatius urges Sanders to offer more details about his stances on foreign policy.

Lessig Urges Sanders To Fully Commit To Fighting For Campaign Finance Reform.

In a [Washington Post](#) (2/11, 8.98M) op-ed, Harvard Law School professor Lawrence Lessig, who in

November dropped out of the Democratic presidential race, urges Sanders to fully commit to fighting for campaign finance reform, saying "like [President] Obama before him, Sanders has failed to make central the one change that could make his revolution credible: changing the way congressional campaigns are funded."

Politico Analysis: Independent Sanders Almost Always Votes With Democrats.

[Politico](#) (2/11, Cook, 1.07M) reported that while Sanders "campaigns as an independent who describes himself as a Democratic socialist," he "voted with Democrats 95 percent to 99 percent of the time from 2001 to 2010, according to CQ Vote Studies." Politico added that a number of "Democrats view him as a 'team player,' according to colleagues and senior Senate aides: a surprise, perhaps, for voters who feel inspired by his campaign message as a self-described socialist, lover of tax hikes, and basher of Wall Street." In addition, said Politico, Sanders' "list of legislative victories is slender for a man who has been in the Senate for almost 10 years, on top of 16 years in the House."

Boston Globe Analysis: Sanders Participated In One Senate Vote This Year.

Meanwhile, the [Boston Globe](#) (2/11, Linskey, 1.05M) reports that Sanders this year "has cast only a single vote on the Senate floor, missing the other 19 in January and February," making "him the most absent senator running for president. Even Senator Marco Rubio...whose disdain for his day job has become an issue in the GOP primary, has voted slightly more often this year than Sanders."

Group Backing Sanders Warns Superdelegates To Not "Thwart The Will Of The People."

[Politico](#) (2/11, Collins, 1.07M) reported that MoveOn. Org Political Action, a progressive group supporting Bernie Sanders' bid, "is pressuring superdelegates to back whomever the voters choose, warning that the Democratic party will not tolerate those who 'thwart the will of the people.'" Hillary Clinton holds "a formidable lead with superdelegates," and seeking "to blunt that momentum, MoveOn. Org Political Action...issued a petition Wednesday night calling on Democratic superdelegates to pledge to back who the voters and caucus-goers have selected in their states during the Democratic National Convention this summer."

Bloomberg Politics Analysis: "For Hillary To Survive, Clintonism Had To Die."

In a lengthy piece for [Bloomberg Politics](#) (2/11, Talev, 289K), Margaret Talev says that during the New Hampshire primary race, "the vision of change" Clinton laid out "diverged pointedly from" that articulated by former President Bill Clinton during his 1992 run for the White House. Bloomberg Politics adds, "In a single debate last week, Hillary Clinton affirmed her opposition to every major multilateral trade pact of the last the last quarter-century, volunteered concern for the politics of racial and sexual identity and implied she might be pleased to see the U.S. Supreme Court again ban capital punishments by states." Bloomberg Politics adds, "For Hillary to survive, Clintonism had to die. That is the defining formulation of her 2016 campaign."

Under the headline "Clinton, Feminists And The Politics Of Voting For 'The Old White Guy,'" Frances Stead Sellers – writing for the [Washington Post](#) (2/11, Sellers, 8.98M) – says that Clinton's "11-point loss to Bernie Sanders among female voters in New Hampshire has highlighted a conundrum for many women: How should gender factor into their decision-making when one of their own is on the ballot?" Sellers goes on to examine that topic.

Strassel: In New Hampshire, Sanders Exposed Clinton's Vulnerabilities.

In her [Wall Street Journal](#) (2/11, Subscription Publication, 6.74M) column, Kimberley Strassel says that with his campaign in New Hampshire, Sanders exposed a number of Clinton's vulnerabilities. Strassel says that while Sanders was able to rev up his audiences in New Hampshire, Clinton struggled to gin up enthusiasm during her appearances in the state. Among other things, Strassel says that Clinton's message of more traditional Democratic arguments failed to resonate with a party that has been steadily moving to the left.

CBC's Political Arm Supports Clinton.

On [ABC World News](#) (2/11, story 2, 2:50, Muir, 5.84M), Cecilia Vega reported that the Hillary Clinton and Bernie Sanders campaigns on Thursday rolled "out key African-American endorsements with an eye towards the South Carolina primary. In Clinton's corner – members of the Congressional Black Caucus. Rep. John Lewis slamming Sanders, saying he wasn't on the front lines of the civil rights struggle." Sanders, meanwhile, won "the support of another civil rights icon – superstar Harry Belafonte."

On the [CBS Evening News](#) (2/11, lead story, 2:20, Pelley, 5.08M), Nancy Cordes reported, "Nearly 20 members of the Congressional Black Caucus vowed today to campaign for Clinton. Hakeem Jeffries of New York was one of them." Jeffries was shown saying, "Hillary Clinton has been there from the very beginning to deal with the gun violence epidemic and its impact on African-American communities across the country." Cordes added that Sanders "save he got his start in activism during the civil rights movement. Georgia congressman John Lewis scoffed at that

says he got his start in activism during the civil rights movement. Georgia congressman John Lewis scoffed at that today." Of Sanders, Lewis was shown saying that "I never saw him. I never met him. I chaired the Student Non-Violent Coordinating Committee. But I met Hillary Clinton. I met President Clinton."

On [NBC Nightly News](#) (2/11, story 2, 2:35, Holt, 7.86M), Kristen Welker said that with his remarks, Lewis – a "civil rights icon" – "delivered a major blow to Sanders." The [AP](#) (2/11, Cassata) reports that Lewis, "a stalwart of the Freedom Rides through the South, lunch counter sit-ins and the 1963 March on Washington," on Thursday "raised questions about Sanders' involvement in the movement when the Vermont senator was a college student." [Politico](#) (2/11, French, 1.07M) reported that the CBC members "sharply criticized...Sanders for being 'missing in action' on issues close to the African-American community." Jeffries, "referring gun control legislation," is quoted as saying, "There is no comparison. Hillary Clinton has been there from the beginning. Bernie Sanders has not just been missing in action, he's been on the wrong side."

On its website, the [New York Times](#) (2/11, Huetteman, Subscription Publication, 12.03M) reported, "The endorsement comes after the 19-member board of the" CBC's "political action committee voted to back" Clinton, "with Mr. Sanders failing to get any votes and two people abstaining." [McClatchy](#) (2/11, Douglas, 22K) reports that Rep. Keith Ellison (D-MN) , a CBC member who is backing Sanders, was "riled" by the group's endorsement on Clinton. Ellison "noted in tweets that Thursday's endorsement is from the CBC political action committee, not the entire CBC, and claims that it was done without a full discussion among African-American lawmakers in Congress."

The [Washington Post](#) (2/11, Viebeck, 8.98M) reports, "Members of the CBC said they will campaign for Clinton in South Carolina in the next two weeks before that state's Democratic presidential primary on Feb. 27." Meanwhile, [Politico](#) (2/11, Collins, 1.07M) reported that Belafonte, in a video endorsing Sanders, said that the senator's "candidacy is giving an opportunity for 'young people, all people a choice to turn this ship of state called America around and place it on a new course. That's why I've endorsed Bernie Sanders.'"

AP Analysis: To Regain Footing, Clinton Banking On African-American Support.

In an analysis, the [AP](#) (2/11, Lerer, Thomas) reports that on the heels of her drubbing in New Hampshire's primary, Clinton "is staking a campaign comeback on her ability to woo black and Latino voters, placing outreach to those communities at the center of her strategy to retool her 2016 bid." Going forward, says the AP, "Clinton's campaign plans to cast her as a stalwart advocate for racial justice." In addition, Clinton "will tie her future even closer to [President] Obama, who remains a deeply beloved figure among black Americans."

NYTimes Analysis: Some South Carolina African-Americans "Intrigued" By Sanders.

The [New York Times](#) (2/11, Fausset, Subscription Publication, 12.03M) reports that some African Americans in South Carolina have become "intrigued by" Sanders' candidacy. The Times adds, "African-Americans accounted for more than half of the voters in the 2008 Democratic primary, and" Clinton "has been counting on them as a bulwark, not just in South Carolina but also in the so-called SEC primary in six Southern states on March 1." However, "interviews with black voters" in South Carolina "reflect both enormous stores of good will and name recognition that have given Mrs. Clinton an early advantage in [the] state and a growing awareness that there is an alternative, one that could prove particularly intriguing for young voters."

African-American Virginia Lawmaker Frustrated With State Democratic Party.

The [Washington Post](#) (2/11, Vozzella, 8.98M) reports that Democratic Virginia state Sen. L. Louis Lucas, "who stunned Gov. Terry McAuliffe and other allies this week by briefly siding with Republicans in a judicial battle," on Thursday said she did so "because leaders of her own party have not taken the concerns of black lawmakers seriously." Lucas told the Post "her move was the culmination of long-simmering grievances with fellow Senate Democrats, who she said have passed over black senators for key committee assignments, taken their votes for granted and failed to help them in partisan and personal battles with Republicans. 'This has been going on for five years, and I'm getting tired of being treated like I'm invisible and that what we, the members of the black caucus, think and feel and say doesn't matter,' Lucas said."

WSJournal A1: Clinton Earned \$4.1 Million In Speaking Fees From Finance Sector.

On its front page, the [Wall Street Journal](#) (2/11, A1, Das, Grimaldi, Subscription Publication, 6.74M) reports that during the two-year period between stepping down as secretary of state and kicking off her White House run, financial institutions paid Clinton \$4.1 million for private speeches that those who attended described as amiable and airy. The Journal adds that Sanders has been criticizing Clinton over the large speaking fees she received from the financial industry as well as her links to Wall Street.

South Carolina Democratic Party Chief's Links To Clinton Drawing Scrutiny.

The [Washington Times](#) (2/11, Riddell, 285K) reports that South Carolina Democratic Party chief Jamie Harrison is "a

principal at the Podesta Group, a lobbying firm founded by brothers Tony and John Podesta – the same John Podesta who is chairman of Hillary Clinton’s presidential campaign.” The Times adds that Harrison’s links to the Clinton camp is further raising “questions...about whether the Democratic Party apparatus is fairly treating...Sanders.” Democracy for America spokesman Neil Sroka, whose group is backing Sanders, said, “There should be full disclosure on how someone gets paid for a living, all of their biography – especially someone as important as the chairman of the Democratic Party in South Carolina.” Sroka added, “There are plenty of ways of which the deck is stacked against those calling out powerful interests in this country, and we’re focused on taking out all of them.”

Webb Rules Out Run As Independent.

The [Washington Post](#) (2/11, Weiner, 8.98M) reports Jim Webb announced on Thursday that he will not run for president as an independent candidate, saying it would be “enormously costly and time sensitive” and not financially realistic. Webb made the announcement at a speech in Texas to the World Affairs Council of Dallas/Fort Worth.

Latino Celebrities Criticize GOP Candidates For “Pandering” To “Anti-Immigrant Base.”

[The Hill](#) (2/11, Kurtz, 862K) reports more than 20 Latino celebrities “are slamming the entire GOP presidential field for ‘capitalizing on negative stereotypes and inaccurate information about our community.’” In an open letter addressed to “the Latino community,” the group – including Benjamin Bratt, America Ferrera, George Lopez, Zoe Saldana, and Carlos Santana – said the candidates “cross a line.” The letter said, “In trying to win the nomination, every one of the leading candidates dug themselves into a deep hole pandering to the anti-immigrant base of the Republican Party that idolizes

Donald Trump.”

Trump Says He’ll “Run The Table” After A South Carolina Win.

[ABC World News](#) (2/11, lead story, 3:15, Muir, 5.84M) reported in its lead story that Donald Trump says “if he wins in South Carolina, he’s going to, quote, ‘run the table.’” ABC (Karl) added the Trump campaign is “so confident,” it “says it’s only going to run positive TV ads.”

However, the [Washington Times](#) (2/11, Miller, 285K) says after defeating Trump in Iowa “with the help of evangelicals,” Ted Cruz will employ “the same formula to peel off religious and born-again voters in South Carolina: He will quote Scripture on the stump, tout his consistent Christian values and question Mr. Trump’s pro-life conversion and commitment to defending religious liberty.” While “evangelical or born-again voters are expected to...make up about two-thirds of voters in the Republican primary Feb. 20,” Cruz “has a bigger gap to close, trailing Mr. Trump by 16 points, 36 percent to 20 percent, in the RealClearPolitics average of recent Palmetto State polls.” Trump will also benefit from “the state’s diverse population, which includes a large population of military members and military retirees with a focus on national security, as well as plenty of good ol’ boys and blue-collar workers who can be more concerned with gun rights or economic issues than social conservative caucuses.”

On the [CBS Evening News](#) (2/11, story 2, 1:55, Pelley, 5.08M), Major Garrett noted that about two-thirds of the 2012 Republican primary voters in South Carolina “described themselves as evangelical or born-again Christians,” which “represents a challenge for Trump despite his large lead in the polls.”

In his [Washington Post](#) (2/11, 8.98M) column, Michael Gerson says in South Carolina, Trump “is riding a wave of adulation more common for rock stars, faith healers or South American dictators.” Trump, he adds, “is running an exceptionally visceral campaign” with a goal that is “not so much the inspiration of the country as the domination of the other candidates. And it has generally worked.”

Trump Says His Tone Will Change As He Gets Closer To White House.

The [Washington Times](#) (2/11, Sherfinski, 285K) reports Trump said Wednesday that “he’ll likely change his tone as he gets closer to the White House and that he’s capable of changing to whatever he wants to.” In an interview on Fox News’ “On the Record with Greta Van Susteren,” Trump said, “As I get closer and closer to the goal, it’s going to get different. ... We started off...17 people. Now we’re down to not very many people. ... And once you get to a certain level, it changes. I will be changing very rapidly.” Trump added, “I’m very capable of changing to anything I want to change to.”

Trump: Pope Doesn’t Understand Border Threat Facing US.

The [New York Times](#) (2/11, Rappeport, Subscription Publication, 12.03M) reports Trump “does not approve” of Pope Francis’ plans to visit the Rio Grande “to offer prayer and show solidarity with suffering refugees” during his visit to Mexico next week. During an interview on Fox Business Network on Thursday, Trump “suggested that Francis was serving as a pawn of the Mexican government,” saying, “I think that the pope is a very political person,” adding, “I don’t think he understands the danger of the open border that we have with Mexico. ... I think Mexico got him to do it because they want to keep the

border just the way it is. They're making a fortune, and we're losing." The [Washington Times](#) (2/11, Shertinski, 285K) quotes Trump as saying, "I think he doesn't understand the problems our country has. I don't think he understands the danger of the open border that we have with Mexico."

Trump Claims "Dozens" Of Georgia Endorsements, Gives Few Names. The [New York Times](#) (2/11, Gabriel, Subscription Publication, 12.03M) reports Trump announced Thursday that "dozens of Georgia officials" have endorsed him, but he only named four of them. While a press release from the Trump campaign quoted him as saying, "It is my great honor to receive these coveted and influential endorsements from tremendous people in the state of Georgia," there was "no hint of who the dozens of officials might be."

NYTimes Analysis: Trump, Sanders Populist Message Will Continue To Influence Race. A [New York Times](#) (2/11, Harwood, Subscription Publication, 12.03M) analysis cites Trump and Bernie Sanders' "smashing primary victories in New Hampshire" as a "backlash" by voters after "decades of failure by politicians to improve the living standards to which Americans became accustomed during post-World War II boom times." While "both men will be tested in different ways as the campaign moves forward," regardless of how they finish, "their populist messages will continue to influence the White House race – and President Obama's final year in office."

In his [Washington Post](#) (2/11, 8.98M) column, Charles Krauthammer says Trump and Sanders "are not just anti-establishment but anti-status quo," adding their "revolt is as much about the Obama legacy as it is about institutions."

Kasich: Bush Risks Damaging Family Legacy With Negative Campaign.

The [New York Times](#) (2/11, Kaplan, Subscription Publication, 12.03M) reports Ohio Gov. John Kasich "edg[ed] toward more direct confrontation" with Jeb Bush on Thursday when he said the former Florida governor is risking hurting his family's name with negative campaigning. Kasich said during a South Carolina town-hall meeting, "It's all negative. How the heck can you sell negative?" Kasich added, "I don't know what he's thinking. Does he realize the family legacy?"

Kasich Gains Support Of Billionaire Langone. The [New York Times](#) (2/11, Kaplan, Subscription Publication, 12.03M) reports Kasich's campaign said Kenneth Langone, the "billionaire co-founder of Home Depot who was a leading supporter" of New Jersey Gov. Chris Christie, "has thrown his support behind" the Ohio governor. Kasich chief strategist John Weaver said Langone is "as big a get as you can get in both the fund-raising and business world, and so we're very happy and honored to have him join us."

Rubio Takes "More Aggressive" Stance Against Trump.

The [Washington Post](#) (2/11, Sullivan, 8.98M) reports Marco Rubio is "adopting a more aggressive posture" against Donald Trump and notes that he "took some of his most direct shots" at the front runner on Thursday, accusing him "of lacking any substantive foreign policy experience and criticiz[ing] his use of crude language at a recent campaign event." The [New York Times](#) (2/11, Peters, Subscription Publication, 12.03M) similarly says Rubio is "opening a more aggressive phase of his campaign," and notes that he "expressed disgust with Mr. Trump's use of obscene language earlier this week."

A separate story in the [Washington Post](#) (2/11, Sullivan, 8.98M) notes that during an appearance at a Cracker Barrel restaurant in South Carolina on Thursday, Rubio "argued that it is 'tough to debate' Donald Trump on policy," telling reporters, "It's tough to debate with him on policy. He doesn't really have any policy proposals."

Analysis: Rubio Tax Plans Could Produce Large, Unsustainable Deficits. An analysis by the Tax Policy Center says while Rubio's tax proposals "would put more money in taxpayer wallets and business coffers, their benefits would be concentrated at the top end of the income scale, and they could produce large, 'unsustainable, budget deficits,'" [Bloomberg Politics](#) (2/11, Browning, 289K) reports.

Rubio Camp Predicts Long Fight For GOP Nomination. The [AP](#) (2/11, Peoples) reports Rubio and his senior team believe "the Republican nomination fight will likely go on for another three months, if not longer." While that is "a worst-case scenario for the Florida senator and many Republican officials alike who hoped to avoid a prolonged and painful nomination fight in 2016," following "a disappointing fifth-place finish in New Hampshire, a long delegate slog to the party's July presidential nominating convention may be the only chance Rubio has left." Asked Thursday about the possibility of a brokered convention, Rubio said, "I don't think it necessarily is negative," adding, "The Clinton-Obama campaign went all 50 states and every territory. ... They didn't even wrap it up until June. ... Then they had all sorts of uncertainty going into their convention."

Cruz Launches Ads Attacking Trump, Rubio In South Carolina.

The [Washington Post](#) (2/11, Weigel, 8.98M) reports Ted Cruz's campaign on Thursday "launched new ads that portray Donald Trump as an action figure, and former Rubio supporters as disgruntled members of a therapy group." The ads "emphasize the Cruz campaign's goals for South Carolina – convincing conservative voters that Trump and Rubio only

tell them what they think they want to hear." The campaign "is eager to point out ways in which Rubio or Trump alter their pitches for the socially conservative upstate or the veteran-heavy low country."

The [Washington Post](#) (2/11, Weigel, Zezima, 8.98M) says Cruz "and his allies intend to bring the front-runner down with the arguments that worked in Iowa." With Cruz's "on-again, off-again battle with Trump" back on, "Trump's attempted seizures of private property, the 1999 admission that he was 'very pro-choice,' and his confusing argument in favor of 'single payer' health care" were all "fair game again."

AP Analysis Examines Cruz Camp's Data Mining Efforts. An [AP](#) (2/11, Biesecker, Bykowicz) analysis reports Cruz's campaign "is testing the limits of siphoning personal data from supporters." The "Cruz Crew" mobile app "is designed to gather detailed information from its users' phones – tracking their physical movements and mining the names and contact information for friends who might want nothing to do with his campaign." The information goes into "a vast database containing details about nearly every adult in the United States to build psychological profiles that target individual voters with uncanny accuracy." While data mining "has been increasing among both Republicans and Democrats," the AP reports, "the Cruz campaign's app – downloaded to more than 61,000 devices so far – goes furthest to glean personal data."

George W. Bush To Campaign For His Brother In South Carolina.

The [New York Times](#) (2/11, Parker, Subscription Publication, 12.03M) reports Jeb Bush's campaign said Thursday that former President George W. Bush, "who remains popular with the Republican base, especially in South Carolina," will campaign for his brother Monday in South Carolina. The decision to bring in the former President "comes as the state has emerged as crucial to the Jeb Bush campaign as it seeks to keep nervous donors from bolting." Jonathan Karl said on the lead story for [ABC World News](#) (2/11, lead story, 3:15, Muir, 5.84M) the former President's campaign appearance is the "latest indication...that Jeb Bush, who started the campaign saying I am my own man, is now banking on the Bush name to help save his campaign."

Oregon Refuge Occupation Ends With Arrests Of Last Four Holdouts.

The end of the Oregon refuge standoff generated significant news coverage last night and this morning, with several minutes of reporting on network newscasts and prominent coverage in print and wire media. Prominently featured in the coverage was the unrelated arrest of Cliven Bundy, the father of two of the occupiers, who had engaged in a controversial standoff with federal officials in 2014 over grazing rights.

[ABC World News](#) (2/11, story 4, 1:35, Muir, 5.84M) reported on "a dramatic end to the armed standoff in Oregon" with "three of the final four holdouts finally surrendering this morning," becoming "part of a group of 16 people now under federal indictment after 41 days that wreaked havoc." The [CBS Evening News](#) (2/11, story 4, 0:20, Pelley, 5.08M) similarly reported that the "six-week stand between the FBI and armed anti-government protesters ended peacefully," as "the final four hold-outs surrendered." CBS noted that "one refused to go quietly, though, ranting, 'liberty or death.'"

[NBC Nightly News](#) (2/11, lead story, 2:40, Holt, 7.86M) reported "the armed siege that has captivated the nation's attention for weeks has reached a dramatic conclusion. In the woods of Oregon, the final anti-government protesters occupying a federal wildlife refuge, have surrendered to the FBI." The end came "after tense all-night negotiations heard live by tens of thousands of people across the country who listened to every heart-stopping moment play out." NBC (Fryer) added that the FBI "closed in on the occupiers last night, a dramatic development that was also live streamed with tens of thousands listening."

[The Oregonian](#) (2/11, Zaitz, 864K) reports that the occupation of the Malheur National Wildlife Refuge ended "after an hourlong negotiation with the last protester." Taken into custody by the FBI "were David Fry, 27, of the Cincinnati area, Jeff Banta, 46, of Elko, Nevada, Sean Anderson, 47, and his wife, Sandy, 48, of Riggins, Idaho," who "each face a federal conspiracy charge for their role in the occupation, joining at least 12 others already arraigned on that charge." The Oregonian adds that "at the final moment after the first three had walked out, Fry said he was feeling suicidal and wouldn't give himself up." Fry "rebuffed supporters" for over an hour, "saying he feared going to prison and losing his freedom," but he finally "said he wanted a cigarette and cookie and started walking out."

The [Washington Post](#) (2/11, Wolf, 8.98M) reports that Fry's surrender, "which had an audience of more than 30,000 people listening live, capped an extraordinary 18 hours in which America's growing and extreme anti-government movement morphed into something that more closely resembled a strange and nerve-wracking reality TV show." The Post adds that federal agents on Wednesday night arrested Cliven Bundy, "father of the group's leader and himself a veteran of armed standoffs with federal agents, as he arrived in Portland."

The [AP](#) (2/11, Boone, Bellisle) reports that Cliven Bundy, "who was at the center of a 2014 standoff at his ranch in

Nevada," was charged on Thursday for that incident. A criminal complaint filed in a Las Vegas federal court "charged the 69-year-old Bundy with conspiracy, assault on a federal officer, obstruction, weapons charges and other crimes." He is "accused of leading supporters who pointed military-style weapons at federal agents trying to enforce a court order to round up Bundy cattle from federal rangeland."

The [Los Angeles Times](#) (2/11, Yardley, Pearce, 4.1M) reports that the FBI said in a statement, "No one was injured, and no shots were fired." The four arrested on Thursday are scheduled to be arraigned today in a Portland, OR federal court. The [Wall Street Journal](#) (2/11, Lazo, Barrett, Subscription Publication, 6.74M) reports that a spokesman for the US Fish and Wildlife Service, which manages the Malheur National Wildlife Refuge, said the agency is "relieved that the illegal occupation of Malheur NWR is over" and said it would assist the FBI in processing the scene and "working to repair damages caused by the occupation."

The [New York Times](#) (2/11, Seminara, Pérez-Peña, Subscription Publication, 12.03M) reports the occupation "highlighted longstanding grievances, particularly among some ranchers, over federal government ownership and management of vast acreage in the West," but "despite the occupiers' calls for people from around the country to join them, the mass movement they hoped for never materialized."

California Utility Says It Has Stopped Methane Gas Leak.

[NBC Nightly News](#) (2/11, story 6, 0:35, Holt, 7.86M) reported Southern California Gas says it has finally stopped the methane gas leak that has "forced thousands of families" from their homes in Porter Ranch California. The plug is a "temporary fix," but it will be cemented closed if it holds.

Kansas High Court Gives State Until June 30 To Fix School Financing.

The [New York Times](#) (2/11, Bosman, Subscription Publication, 12.03M) reports the Kansas Supreme Court on Thursday gave the state until June 30 to resolve public school finances, "or face a court-ordered shutdown before the next school year begins." The decision is the "latest blow" for Gov. Sam Brownback and the state Legislature, which is already "scrambling" to fill a \$200 million budget gap before the session ends. John S. Robb, a lawyer for the school districts and parents who are suing the state, estimates the Legislature will have to add \$73 million to the school system to satisfy the court order.

WPost: Maryland College Savings Plan Would Subsidize Wealthy.

In an editorial, the [Washington Post](#) (2/11, 8.98M) decries a proposal from Maryland Democratic leaders "to offer matching grants for college savers with incomes up to \$225,000," calling it "over-the-top and out of line with benefits offered by other states." The Post question why Maryland, "whose median household income is \$76,165, subsidize residents whose incomes are triple that amount."

Robert Kennedy's Killer Denied Parole.

In a 1,600-word article, the [Washington Post](#) (2/11, Holley, 8.98M) reports Sirhan Sirhan, Robert F. Kennedy's assassin, was denied parole for the 15th time on Wednesday, despite testimony from Paul Schrade, a Kennedy family friend and labor chairman of the senator's presidential campaign in 1968, arguing that Kennedy was shot by a second gunman. Schrade forgave Sirhan during Wednesday's hearing "and apologized to Sirhan not doing more to win his release."

The Big Picture

Headlines From Today's Front Pages.

Wall Street Journal:

[Banks Drop As Global Rout Deepens](#)

[Risk Grows Of Markets Sparking Recession](#)

[Clinton's Wall Street Talks Were Highly Paid, Friendly](#)

[World Powers Agree To Cease-Fire In Syria](#)

New York Times:

[Clinton Paints Sanders Plans As Unrealistic](#)

[Long In Clinton's Corner, Blacks Notice Sanders](#)

[Last Occupier In Rural Oregon Is Coaxed Out](#)
[With Faint Chirp, Scientists Prove Einstein Correct](#)
[Lawmaker's Hedge Fund Intrudes On Day Job](#)
[Officer Is Convicted In Fatal Stairwell Shooting](#)

Washington Post:

[Fault Line Spotlighted In Wis. Debate](#)
[US, Russia Agree To A Halt In Syrian War](#)
[Cosmic Breakthrough: Physicists Detect Gravitational Waves From Violent Black-Hole Merger](#)
[Oregon Siege Ends As Four Surrender](#)
[Ex-Wife's Tip Led To Gunfire At Md. Panera](#)

Financial Times:

[Day Of Turmoil As Negative Rates Strike Fear Into Global Markets](#)
[Huge Explosion In A Galaxy Far, Far Away Confirms Einstein's Space-Time Theory](#)

Washington Times:

[SC Democratic Party Chairman's Ties To Clinton Camp Raise Fairness Questions](#)
[National Guard Fraud Claims Taint Recruiting Assistants As Top Brass Escapes Accountability](#)
[Kazakhs Studying Abroad In Ambitious 'Freedom' Program Aim To Lift Former Soviet Republic](#)
[Democrats Demand Government-funded Lawyers For Illegals](#)
[More Arrests, Indictments Follow Dramatic Surrender Of Final Oregon Holdouts](#)

Story Lineup From Last Night's Network News:

ABC: 2016 Politics-Republicans; 2016 Politics-Democrats; Weather Forecast; Oregon Standoff Ends; Georgia-Major Prison Scandal; New York Gas Explosion; Storm-Damaged Cruise Ship; Gas Prices; IRS Agent Arrested; Bill Cosby Case; Gravity Waves Discovery; California-House Fire Rescue.

CBS: 2016 Politics-Democrats; 2016 Politics-Republicans; Zika Virus-Summer Olympics; Oregon Standoff Ends; CIA Director Interviewed-ISIL Arsenal; Syrian Civil War-Refugees; Syria-Ceasefire Talks; Tamir Rice Shooting-Mayor Apology; Gravity Waves Discovery; Georgia-TSA Training Academy; Maryland-Mount Saint Mary's University Controversy.

NBC: Oregon Standoff Ends; 2016 Politics-Democrats; 2016 Politics-Republicans; Weather Forecast; Zika Virus-Summer Olympics; California-Methane Gas Leak Stopped; Syrian Civil War-Refugees; Storm-Damaged Cruise Ship; Congressman Protests Vaporizer Measure; Gravity Waves Discovery; NASA Hiring New Astronauts.

Network TV At A Glance:

2016 Politics – 15 minutes, 25 seconds
Oregon Standoff Ends – 4 minutes, 35 seconds
Syrian Civil War-Refugees – 4 minutes, 35 seconds
Zika Virus-Summer Olympics – 4 minutes, 10 seconds
Storm-Damaged Cruise Ship – 3 minutes, 15 seconds
Weather Forecast – 2 minutes, 20 seconds
Gravity Waves Discovery – 1 minute, 50 seconds

Story Lineup From This Morning's Radio News Broadcasts:

ABC: 2016 Politics-Democratic Debate; 2016 Politics-Republicans; Air Traffic Controller Report.
CBS: 2016 Politics-Democratic Debate; 2016 Politics-Republicans; Wall Street; Oregon Standoff Ends.
FOX: 2016 Politics-Democratic Debate; New York-Police Officer Convicted Of Manslaughter; Oregon Standoff Ends; Syria-Ceasefire Agreement; Wall Street; Congress-Trans-Pacific Partnership; Myspace Sold.
NPR: 2016 Politics-Democratic Debate; Syria-Ceasefire Agreement; North Korea Rocket Launch-South Korea Response; New York-Police Officer Convicted Of Manslaughter; California-Methane Gas Leak Stopped; West Virginia Chemical Spill-Mining Executive Sentenced; Uber Settles Class-Action Lawsuit.

Washington's Schedule

Today's Events In Washington.

White House:

PRESIDENT OBAMA — President Barack Obama travels to Palm Springs, CA, where he remains overnight.

VICE PRESIDENT BIDEN — Unavailable.

US Senate: 10:30 AM 'The State of America's Working Class and Economy' Congressional briefing – 'The State of America's Working Class and Economy' briefing, on the state of the nation's working class and what can be done to address a rising level of family and economic instability, sponsored by bipartisan Sens. Tim Scott and Bob Casey and co-hosted by The American Academy of Political and Social Science and The Annie E. Casey Foundation. Social policy experts Johns Hopkins University Professor of Public Policy Andrew Cherlin, Brookings Institution Center on Children and Families co-director Ron Haskins, Princeton University Professor of Sociology and Public Affairs Sara McLanahan, and Harvard University Professor of Public Policy Robert Putnam present evidence on the current state of American families, marriage, mobility, and child well-being, and examine what has been called 'the fall of the working class'. Location: Rm 385, Russell Senate Office Bldg., Washington, DC <http://www.aapss.org> <https://twitter.com/TheAAPSS>. Contacts: AAPSS 1 215 746 6500.

US House: 8:00 AM House Armed Services subcommittee hearing on Department of the Air Force FY'17 budget – Readiness Subcommittee hearing on 'Department of the Air Force 2017 Budget Request and Readiness', with testimony from US Air Force Vice Chief of Staff Gen. David Goldfein, Deputy Chief of Staff for Operations Lt. Gen. John Raymond, and Deputy Chief of Staff for Logistics, Engineering, and Force Protection Lt. Gen. John Cooper. Location: Rm 2118, Rayburn House Office Bldg., Washington, DC www.armedservices.house.gov <https://twitter.com/HASCRpublicans>. Contacts: House Armed Services Committee 1 202 226 8980.

9:00 AM House expected to debate Common Sense Nutrition Disclosure Act – House of Representatives meets for legislative business, with agenda expected to include 'H.R. 2017, the Common Sense Nutrition Disclosure Act of 2015' * Administration has said it opposes the bill, saying it would 'undercut the objective of providing clear, consistent calorie information to consumers'. Location: Washington, DC <http://www.house.gov/>. Contacts: House of Representatives Press Gallery 1 202 225 3945. 9:00 a.m. for legislative business. Last votes expected no later than 3:00 p.m.

9:00 AM House Commerce subcommittee hearing on combating biological threats – Oversight and Investigations Subcommittee hearing on 'Outbreaks, Attacks, and Accidents: Combating Biological Threats', with testimony from Blue Ribbon Study Panel on Biodefense members Donna Shalala and James Greenwood; In-Q-Tel Senior Fellow and Executive Vice President Tara O'Toole; and Texas A&M University Center for Innovation in Advanced Development and Manufacturing Associate Vice President for Public Health Preparedness and Response Dr. Gerald Parker. Location: Rm 2123, Rayburn House Office Bldg., Washington, DC <http://energycommerce.house.gov/> <https://twitter.com/HouseCommerce>. Contacts: House Energy and Commerce Committee 1 202 225 2927.

9:30 AM House Appropriations subcommittee hearing on USDA IG budget – Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Subcommittee 'Budget Hearing – Office of the Inspector General', with testimony from USDA Inspector General Phyllis Fong, Assistant Inspector General for Audits Gil Harden, and Acting Assistant Inspector General for Investigations Ann Coffey. Location: Rm 2362-A, Rayburn House Office Bldg., Washington, DC <http://appropriations.house.gov/> <https://twitter.com/HouseAppropsGOP>. Contacts: House Committee on Appropriations 1 202 225 3481.

10:30 AM House Armed Services subcommittee hearing on Afghan national security forces – Oversight and Investigations Subcommittee hearing on 'Assessing the Development of Afghanistan National Security Forces', with testimony from Defense Intelligence Agency Senior Defense Analyst – Afghanistan Kent Breedlove; Deputy Assistant Secretary of Defense for Afghanistan, Pakistan, and Central Asia Christine Abizaid; Office of the Joint Chiefs of Staff Chairman Pakistan Afghanistan and Transregional Threats Coordination Cell Deputy Director Col. Stephen Michael; Special Inspector General for Afghanistan Reconstruction John Sopko; and Department of Defense Deputy Inspector General for Overseas Contingency Operations Michael Child. Location: Rm 2118, Rayburn House Office Bldg., Washington, DC armedservices.house.gov <https://twitter.com/HASCRpublicans>. Contacts: House Armed Services Committee 1 202 226 8980.

Other: Feb. 12 – Feb. 15 6:30 AM AAAS Annual Meeting continues – American Association for the Advancement of Science Annual Meeting continues. Day two agenda includes sessions on: New and Emerging Tobacco Products: Biomarkers of Exposure and Injury; Refugee Migrations; Using Humor to Address Serious Topics; Food Shocks: The Impact of Simultaneous Extreme Events on Global Food Systems; Grand Visions for the Future of US Science in a New Global Era; Lessons from the Ebola Outbreak: Designing Vaccine Trials for Emerging Diseases; Living with Earthquakes: Causes, Early Warning, and Damage Mitigation; Improving Cancer Patient Care: Trade-Offs Between Efficacy and Toxicity; Where Did Most of the Universe Go? Searching for Dark Matter. Speakers include National Park Service Science Advisor to the Director Gary Machlis. Location: Washington Marriott Wardman Park Washington DC

adviser to the Director, Gary Adams. Location: Washington Marriott Wardman Park, Washington, DC
<http://meetings.aaas.org/> <https://twitter.com/AAASMeetings> #AAASmtg. Contacts: AAAS meetings@aaas.org 1 202 326 6450 Gavin Stern AAAS gstern@aaas.org 1 202 326 6429.

Feb. 12 – Feb. 13 8:00 AM National Association of Secretaries of State Winter Conference continues – National Association of Secretaries of State Winter Conference and awards continues. Day three speakers include Washington Post 'The Fix' Editor Chris Cillizza, Pennsylvania Secretary of State Pedro Cortes, California Secretary of State Alex Padilla, Washington Secretary of State Kim Wyman, West Virginia Secretary of State Natalie Tennant, Center for Technology and Civic Life Co-Founder Tiana Epps Johnson, Democracy Works Director of Government Services Monica Crane Childers, USAGov Director Sarah Crane, US Election Assistance Commission Commissioner Matthew Masterson, and US Communities General Manager Chris Robb. Location: JW Marriott, 1331 Pennsylvania Ave, Washington, DC
<http://www.nass.org/> <https://twitter.com/NASSinfo>. Contacts: Kay Stimson NASS communications nass@ssso.org 1 202 624 3528.

8:00 AM Wreath-laying at the Lincoln Memorial to mark Abraham Lincoln's birthday – US Armed Forces will conduct a Presidential Full Honor Wreath-Laying Ceremony at the Lincoln Memorial in honor of Abraham Lincoln, to mark the 207th anniversary of his birth. Location: Lincoln Memorial, Washington, DC <http://mdwhome.mdw.army.mil/> https://twitter.com/JFHQNCR_MDW. Contacts: Shaunteh Kelly US Army Military District of Washington shaunteh.d.kelly.civ@mail.mil. Space is limited to standing room only. Attendees are encouraged to be at the Lincoln Memorial no later than 7:15 a.m.

2:00 PM Ribbon-cutting ceremony for new American University Washington College of Law campus – American University Washington College of Law hosts ribbon-cutting ceremony for its new campus, featuring US Supreme Court Justice Ruth Bader Ginsburg and District of Columbia Mayor Muriel Bowser as keynotes, and other attendees including AU President Neil Kerwin, Washington College of Law Dean Claudio Grossman, Dean's Advisory Council Members Kenneth Lore and Stephen Weinstein, and Student Bar Association President Amanda Molina. Location: American University Washington College of Law, 4300 Nebraska Ave NW, Washington, DC www.american.edu/media <https://twitter.com/auwcl>. Contacts: Maria Mikey American University Washington College of Law mmikey@wcl.american.edu 1 202 274 42 76.

3:00 PM OAS launches 'Caring for our Common Home from the Judiciary' initiative – Organization of American States launches new 'Caring for our Common Home from the Judiciary: Guaranteeing More Rights for More People in the Americas' initiative, which aims to enhance and strengthen the role of justice in environmental protection, based on the idea that 'protecting Planet Earth is offering 'More rights for more people', and that it is a common responsibility of lawmakers, parliamentarians, judges, lawyers, attorneys, and, ultimately, the people'. It will focus on training judges, creating an operating model for the judiciary, involving the judiciary in the celebration of International Mother Earth Day, and developing a portal on the state of environmental laws in the Americas. As part of the launch, OAS Secretary General Luis Almagro designates five ministers and/or presidents of courts of justice of the region as Goodwill Ambassadors for Environmental Justice in the Americas. Location: OAS, 17th St and Constitution Ave NW, Washington, DC <http://www.oas.org> https://twitter.com/OAS_official. Contacts: OAS press oaspress@oas.org 1 202 458 3320.

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