

Background Brief HEA Reauthorization

The Higher Education Act (HEA) of 1965¹, signed into law by President Lyndon Johnson, was originally intended to expand the federal government's role in higher education policy, including provision of federal financial assistance to students, specifically those from lower- and middle-income families. It's important to note that HEA was always intended to be a way to expand access to higher education for lower- and middle-income students. Equally important is to recognize that the Act does not work to support higher education through a distinct federal-state partnership model, like that used in Medicaid or other social service programs. Instead, HEA created federally funded student aid programs and financial support for programs and institutions serving specific types of students intentionally to encourage those who historically didn't consider college to complete some postsecondary training. Even in 1965, President Johnson recognized the need for our nation to pursue higher levels of postsecondary educational attainment to address national problems like poverty and community development.

The original Higher Education Act of 1965 was 52 pages long and included eight major sections, called Titles, governing a range of programs and initiatives. Over the last 52 years, HEA has been reauthorized by Congress nine times, typically every 4 to 6 years, though the ninth reauthorization was completed in 2008, ten years after the prior reauthorization. The most recent reauthorization of the law, called the Higher Education Opportunity Act² and passed in 2008, is 432 pages long and includes 11 major sections. The tenth reauthorization was scheduled for 2013 and is now several years overdue, though Congressional leaders in both the House and the Senate have indicated in early 2018 it was a priority for them to complete in this Congress.

What is "Reauthorization"?

HEA includes authorization language, which creates, extends, or makes changes to a federal program, and specifies the amount of money that the government may spend to carry out the program. In some authorization legislation Congress authorizes a specific amount for a program, and in others, it leaves the amount open ended. Authorization is the first step in funding a program with federal money and is required before funds can be appropriated through the annual budget process. Authorizations allow Congress to allocate funds to a particular program, but don't always require that funding be allocated to those programs. Appropriations are the

¹ The Higher Education Act of 1965: <https://www.gpo.gov/fdsys/pkg/STATUTE-79/pdf/STATUTE-79-Pg1219.pdf>

² The Higher Education Opportunity Act (2008): <https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

annual allocations of federal funding to programs. This two-part process of authorization and appropriations means that even though a program is authorized, it may not have funds appropriated in one or more years sufficient to support it. For this reason, it's important to pay attention both to what programs are authorized in HEA and to what programs are included in annual budget requests and appropriations bills.

There are a lot of programs included within HEA and reauthorization bills can seem a little misleading in that they seem to imply that there is one action taken to reauthorize all the programs in the Higher Education Act. Unfortunately, that's not the case; each program may have its own reauthorization language, the language in any given reauthorization bill may authorize the program through the full time period of the overall reauthorization bill, or only for part of that time. Similarly, programs authorized in previous bills but not included in a new reauthorization bill will likely lapse.

Federal funding for higher education institutions and students are authorized through HEA, so it is vital that student affairs professionals engage in advocacy to support students and student aid around HEA reauthorization. By far the largest section of the bill is Title IV, which governs all federal financial assistance to students, including, but not limited to:

- Pell Grants;
- Federal student loan programs, including the federal direct loans and specialized loan programs like the Perkins Loan program, and loan forgiveness provisions such as the Public Service Loan Forgiveness (PSLF) program;
- Federal TRIO programming; and
- Federal Work Study programs.

Titles III and V of HEA also provide significant financial support for minority-serving institutions and teacher education programs.

Though sometimes considered one of the Titles of HEA, Title IX³, which is the federal civil rights law pertaining to sex discrimination in education, is part of the Educational Amendments of 1972 to the Civil Rights Act of 1964. Because it involves enforcement and adjudication of civil rights protections at institutions of higher education, however, legislators will sometimes include amendments or revisions to Title IX in HEA reauthorization bills.

³ Title IX of the Educational Amendments of 1972: <https://www.justice.gov/crt/title-ix-education-amendments-1972>



Why is HEA Reauthorization Important?

The United States' higher education system is unprecedented world-wide in guaranteeing access to affordable post-secondary education and training to millions, producing world-class research, and preparing engaged citizens. While there is much to celebrate in our national landscape of colleges and universities, years of state disinvestment and the diminishing purchasing power of federal grant programs have resulted in noticeable signs of wear. Our federal policy has failed to keep up with today's more diverse student body, including many adults shouldering responsibility not only for their own education, but also that of their children, resulting in a system of financial aid and regulations that are ill-suited to meeting the needs of either today's students or the American taxpayer. The reauthorization of HEA presents an opportunity to correct that course and fulfill both the promise and the responsibility of the federal government as the only entity that can provide reliable information on key outcomes for all students.

As our industry changes and new pathways to access and complete higher education become available, it is important for the federal government to update legislation that guides regulation and financial aid distribution in equitable ways. Federal policy can and should work to correct historical inequities and increase options for students that are proven to result in high quality credentials.

Tenth Reauthorization Status

As mentioned previously, HEA was due for reauthorization in 2013. The key education committees in both chambers of Congress have held hearings on HEA-related topics and issues for the last several years, though neither committee passed a comprehensive bill until 2017. In the House of Representatives, Chairwoman of the Committee on Education and the Workforce (Ed & Workforce) Virginia Foxx (R-NC) introduced a comprehensive reauthorization of HEA on December 1, 2017: the "Promoting Real Opportunity, Success, and Prosperity through Education Reform Act" (PROSPER Act)⁴. Chairman of the Health, Education, Labor, and Pensions (HELP) Committee Senator Lamar Alexander (R-TN) had indicated that the committee was working on a comprehensive HEA reauthorization bill due to be released in spring 2018, but has recently indicated that bipartisan talks have stalled and Senate legislation is not expected this year. Unfortunately, as the Congressional calendar for the remainder of the year fills up, it's increasingly unlikely that we will see a reauthorization passed by either chamber before the midterm elections in November. It's possible, however, that this Congress may pass an HEA reauthorization bill after the elections, during what's called the "lame duck session" before newly

⁴ H.R. 4508, Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act: <https://www.congress.gov/bill/115th-congress/house-bill/4508>



elected members take office in January. Therefore, engaging in advocacy on HEA with current Congressional Members will be very important.

NASPA's Priorities for HEA Reauthorization

In February, Senate HELP Committee Chairman Alexander and Ranking Member Patty Murray (D-WA) requested comments from the higher education community on reauthorizing HEA. NASPA responded to the call in a letter⁵ that was joined by 5 other student affairs associations and outlined our primary priorities for the Senate to consider in reauthorizing HEA this year. NASPA Priorities for HEA Reauthorization are provided in a one-page document that you can leave with legislators if and when you meet with them and are also summarized below.

- **Maintain in-school loan interest subsidies.** Six million low-income student borrowers benefit from the in-school subsidy for undergraduate Stafford loans; removal of the subsidy, as done in the PROSPER Act, would increase the cost of student loans by thousands of dollars. Analysis completed by the American Council on Education (ACE)⁶ determined that an undergraduate student who borrows \$19,000 over four years and makes all payments on time would see a 44 percent increase in the cost of the loan.
- **Preserve SEOG & PSLF programs.** Congress should preserve both the Supplemental Educational Opportunity Grant (SEOG) program, which serves 1.5 million students annually, and the Public Service Loan Forgiveness (PSLF) program, which encourages graduates to go into nationally important but low-paying fields such as teaching and social work.
- **Support graduate education.** As a profession reliant on the skills developed during graduate studies to support future students in completing their educations, NASPA is especially concerned by proposals raised in the PROSPER Act that would limit the ability of students to pursue graduate education. In addition to the costs changes to SEOG and in-school loan subsidies would impose on them as undergraduates, the removal of graduate student eligibility for Federal Work Study (FWS) and limitations on the amounts they can borrow through federal loan programs would force graduate students to borrow more in the more expensive private market.

⁵ NASPA Comments in Response to HELP Committee HEA Reauthorization:

https://www.naspa.org/images/uploads/main/NASPA_Response_to_HELP_Committee_HEA_Comments_20180223.pdf

⁶ Letter from ACE and 37 additional higher education associations to Chairs Foxx and Guthrie and Ranking Members Scott and Davis re the PROSPER Act: <http://www.acenet.edu/news-room/Documents/Letter-PROSPER-Act-Markup.pdf>



- **Expand Pell access.** NASPA supports expanding access to federal Pell funds to more students, including incarcerated individuals through the Second-chance Pell Pilot Program and to those pursuing short-term certificate programs.
- **Continue the gainful employment and borrower defense regulations.** Expanding pathways to successful completion of postsecondary credentials will only be in the nation's best interest, however, if the programs eligible for these funds have demonstrated that they provide value to students. NASPA supports continuing the gainful employment and borrower defense regulations both for the protection of students and the responsible stewardship of federal student aid resources.
- **Close equity gaps.** NASPA encourages legislators to pay specific attention to closing equity gaps.
 - **Consider incentives for part-time student completion.** Proposals such as the Pell progression bonus included in HR 4508, the "Promoting Real Opportunity, Success, and Prosperity through Education Reform Act" (PROSPER Act), should be available to students attending part-time but still making progress toward completion of a degree.
 - **Support minority-serving institutions.** As demonstrated by recent research released by the American Council on Education⁷, four-year minority-serving institutions (MSIs) propel more students from the lowest income quintile to the top income quintile than four-year non-MSIs. NASPA urges Senators to consider the current need of these institutions, in particular the documented growth in the number of future MSIs, and make efforts to increase institutional support through Titles III and V.
 - **Sustain TRIO funding.** TRIO programs have been proven to support low-income students, prepare students in high demand fields such as teaching, and support the strengthening of institutions supporting first-generation, low-income students. NASPA urges policymakers to consider the needs of our growing knowledge-based economy and work to ensure that institutions and programs proven to increase student success and completion are, at a minimum, maintained.
- **Simplify the FAFSA.** NASPA supports efforts to simplify the Free Application for Federal Student Aid (FAFSA), especially those that would allow individuals to apply from a mobile

⁷ Espinosa, L., Kelchen, R., & Taylor, M. 2018. *Minority Serving Institutions as Engines of Upward Mobility*. Washinton, D.C. (ACE). Retrieved 6/13/2018 from <http://www.acenet.edu/news-room/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf>



device, use skip-logic to limit the number of questions asked of those without complicated financial situations, and otherwise make the application more accessible to current and prospective students.

Key Provisions of the House PROSPER Act

Though the House Ed and Workforce Committee, and its Higher Education and Workforce Development Subcommittee, held a number of hearings and passed several smaller pieces of legislation in previous Congressional sessions, the PROSPER Act represents a wide-ranging rewrite of the legislation governing higher education including many provisions that will directly affect student affairs and student success. There are many provisions included in the PROSPER Act that were not subjects of hearings held in this or previous Congresses and there were no hearings specifically on the PROSPER Act held prior to the Committee mark-up of the legislation, which occurred less than two weeks after the bill was introduced.

At nearly 600 pages, it is impossible to summarize all aspects of the legislation, though the following will highlight many of those most likely to be of interest to student affairs professionals, review the unconventionally fast process by which the bill was referred to the full House floor, and provide an expected timeline for a companion bill in the Senate. Be prepared: as mentioned earlier, HEA governs nearly every aspect of federal involvement in higher education, so it touches on a lot of student affairs professionals' day-to-day work!

Student Aid Programs

Among the provisions in the PROSPER Act are some drastic revisions to several student aid programs. The existing federal loan program would be removed and replaced with the ONE Loan program⁸ for undergraduate and graduate students and parents. The ONE Loan program would eliminate both origination fees for federal student loans, reducing up-front costs for students who borrow, but also federal subsidies that pay interest on loans while a borrower is in school, increasing costs for students. The two provisions appear to be intended to balance each other, but ultimately mean students who borrow will pay more. As noted in NASPA's priorities for HEA reauthorization, an analysis completed by ACE⁶ determined that an undergraduate student who borrows \$19,000 over four years and makes all payments on time would see a 44 percent increase in the cost of the loan. The removal of the in-school subsidies is estimated to shift \$27 billion in student loan costs from the federal government to students over a 10 year

⁸ Key Takeaways from the House Higher Education Act Reauthorization Bill by Robert Kelchen: <https://robertkelchen.com/2017/12/01/key-takeaways-from-the-house-higher-education-act-reauthorization-bill/>



period⁹. It's possible that GOP leadership in Congress will position this as a reduction in the federal deficit to off-set the costs of the Tax Cuts and Jobs Bill passed in December 2017, though it is important to note that it will increase costs for student borrowers.

The bill also allows financial aid administrators¹⁰ to limit borrower indebtedness by imposing institutional caps on loan amounts, a move generally supported by campus financial aid officers. However, there is some concern that these limits may force students and families to the private sector¹¹ to fund their educations. As noted by TICAS, "private loans are one of the most dangerous ways to finance a college education" because they lack "fixed interest rates, flexible repayment plans, and other important consumer protections" that are guaranteed by federal loans. Additionally, eligibility for Federal Work Study for graduate students is removed, which, when combined with new caps on federal lending for graduate students, may adversely affect graduate students' ability to afford further education.

In addition to origination changes, student loan repayment options are simplified in the PROSPER Act. A single income-based repayment (IBR) program⁸ would be created that would allow no loan forgiveness, but which would cap the repayment amount to that which would have been paid under a standard 10-year amortization plan. While the cap on total repayment amount may save some borrowers over time, the removal of all forgiveness options leaves open the prospect of retirees who are still repaying their own student loans. The Supplemental Education Opportunity Grants (SEOG) and the Public Service Loan Forgiveness (PSLF) program would also be eliminated, further burdening those individuals who are low-income and/or who wish to work in lower-paying public service sectors and fields.

Authorized funding for federal TRIO programs¹² is reduced by \$50 million (or \$110 million when compared with the higher amount appropriated to TRIO programs in the FY2018 budget), which when combined with a new 20% matching requirement, to be made from institutional or non-federal funds, and a set-aside of 10% of total TRIO funds for new programs, will effectively cut

⁹ Trump's Budget is a Cynical Attack on College Students by Marcella Bombardieri, Colleen Campbell, Antoinette Flores, Sara Garcia, CJ Libassi, and Ben Miller at the Center for American Progress: <https://www.americanprogress.org/issues/education-postsecondary/news/2017/05/19/432727/trumps-budget-cynical-attack-college-students/>

¹⁰ National Association of Student Financial Aid Administrators Statement on the House HEA Reauthorization Bill: https://www.nasfaa.org/nasfaa_statement_on_house_he_a_reauthorization_bill

¹¹ Republican Proposal Could Create Bigger Role for Private Industry in Higher Education by Jill Berman at MarketWatch: <https://www.marketwatch.com/story/republican-proposal-could-create-bigger-role-for-private-industry-in-higher-education-2017-12-04>

¹² American Association of Community Colleges Brief Summary of the PROSPER Act: <https://www.aacc.nche.edu/advocacy/aaccs-brief-summary-promoting-real-opportunity-success-prosperity-education-reform-act/> and PROSPER Act's Impact on TRIO Programs Concerns Many Schools by Sierra Darville at Diverse Issues in Higher Education: <http://diverseeducation.com/article/114207/>



the reach of these programs and harm access and success for low-income students and students of color. While the FY2018 budget passed by Congress includes increases for many of these programs, indicating that as a whole Congressional members may not support the reductions included in the PROSPER Act, it is essential that student affairs professionals engage with policymakers to tell the story of how these programs support students.

Graduate students would be hit especially hard¹³ by the combination of changes included in the PROSPER Act. As noted by NASFAA⁹: “Graduate students also stand to lose in this bill. We are concerned about the reduction in available loan funds for graduate students and seek to better understand to what extent the proposed loan limits would meet the needs of graduate students. Perplexingly, the bill proposes an increase for work-study, but then cuts graduate students out of the program. This provision needs to be revisited.”

Regulatory Reform

In keeping with long-standing Republican Party principles, there are several areas in PROSPER where regulation and consumer protections are rolled back or eliminated. In a move even conservative higher education advocates from the American Enterprise Institute (AEI) question¹⁴, the House bill removes the 90/10 rule, which requires that for-profit institutions receive no more than 90% of their revenue from federal student aid. As noted by AEI, while the 90/10 rule is less than ideal as means of reigning in fraud among unscrupulous for-profit actors, it has a strong foundation and repealing it without “a sensible replacement” is questionable.

Both the gainful employment and borrower defense rules¹⁵, which are designed to protect consumers from fraud or from entering programs with a demonstrated lower return on investment than the cost of the program, are similarly eliminated, though recent actions¹⁶ by Secretary of Education Betsy DeVos also put the future of both regulations into question. Expanding pathways to successful completion of postsecondary credentials will only be in the

¹³ Reversal on Graduate Lending by Andrew Kreighbaum at Inside Higher Ed:

<https://www.insidehighered.com/news/2017/12/11/house-gop-higher-education-overhaul-would-cap-graduate-lending-and-end-loan>

¹⁴ What’s in House Republicans’ New Play To Reform the Federal Role in Higher Education by Preston Cooper in Forbes: <https://www.forbes.com/sites/prestoncooper2/2017/12/08/whats-in-house-republicans-new-plan-to-reform-the-federal-role-in-higher-education/#7931937faa54>

¹⁵ Holding the PROSPER Act Accountable by Amy Laitinen, Clare McCann, Kim Dancy, Rachel Fishman, Ben Barrett, Iris Palmer, Mary Alice McCarthy, Michael Prebil, Stephen Burd, Melissa Tooley, Roxanne Garza, and Jared Cameron Bass at New America: <https://www.newamerica.org/education-policy/edcentral/keeping-prosper-act-accountable/>

¹⁶ Borrower Protections: Update from November Borrower Defense Committee Meeting by Diana Ali at NASPA RPI: <https://www.naspa.org/rpi/posts/borrower-protections-update-from-november-borrower-defense-committee-meetin>



nation's best interest, however, if the programs eligible for these funds have demonstrated that they provide value to students. Recent research¹⁷ suggests that students who seek certificates from for-profit institutions may be worse off than if they had not received the credential due to the debt incurred to complete their program. Additionally, data released in the final days of the Obama administration demonstrated¹⁸ that simply identifying programs with low return on investment resulting in institutions choosing to end approximately 3 out of 5 failing programs voluntarily. These findings suggest the need for continuing the gainful employment and borrower defense regulations governing these programs. These regulations, however, serve both to protect students and ensure the responsible stewardship of federal student aid resources.

¹⁷ New Evidence on the Earnings, Employment, and Debt of for-profit Certificate Students by Stephanie Riegg Cellini at the Brookings Brown Center: <https://www.brookings.edu/blog/brown-center-chalkboard/2018/02/09/gainfully-employed-new-evidence-on-the-earnings-employment-and-debt-of-for-profit-certificate-students/>

¹⁸ DeVos is Discarding College Policies That New Evidence Shows Are Effective by Kevin Cary at the New York Times Upshot: <https://www.nytimes.com/2017/06/30/upshot/new-evidence-shows-devos-is-discarding-college-policies-that-are-effective.html>



Title IX, Hazing Prevention, Voter Registration

The PROSPER Act also makes changes to Title IX¹⁹, specifically allowing campuses to halt sexual assault investigations at the request of police investigating a criminal inquiry, which advocates fear will create a disincentive for survivors to initiate criminal proceedings. The bill also includes language that would codify the changes in guidance regarding sexual assault adjudication released by the Department of Education (ED) earlier this year to allow campuses flexibility in setting evidentiary standards¹⁴. While we are awaiting a promised Notice of Proposed Rulemaking on Title IX from ED's Office of Civil Rights, expected to be released in Fall 2018, this addition to the legislation could be seen as prohibiting OCR from requiring a stricter standard of evidence for Title IX complaints than others, though it would also prohibit OCR from prohibiting the same. NASPA's recommendations for Title IX regulatory reform are provided separately in a one-page document that you can leave with legislators or federal regulators if and when you meet with them

Additional provisions of the bill weaken institutional ability to combat hazing on campus and promote civic engagement for students. There is language included in the PROSPER Act which we believe would prohibit institutions from regulating the timing of recruitment for single-sex student social groups, such as Greek organizations. Restrictions on summer recruitment by single-sex social organizations may be one option for institutions to consider to combat hazing by encouraging students to engage more broadly across campus and to develop multiple social circles and supports. Rather than restrict all outreach by student groups over the summer – which would deny students opportunities to identify and connect with a variety of social groups they have common interests with (e.g., an anime club, a acapella group, a swing dance group, etc.) – campuses may restrict recruitment only for single-sex social groups as an intermediate step while they work on addressing broader cultural issues around hazing and implementing anti-hazing awareness campaigns.

Finally, language requiring institutions to make voter registration forms widely available, suggested timelines by which voter registration forms should be made available, and guidelines directing institutions to send an email to students with only election information was removed.

¹⁹ Higher Ed Reauthorization on Campus Sexual Assaults by Andrew Kreighbaum at Inside Higher Ed: <https://www.insidehighered.com/news/2017/12/04/hea-proposal-allows-campuses-delay-reviews-sexual-assaults>



An amendment²⁰, which NASPA supported²¹, to restore the language was defeated during the mark-up hearing.

Implications of the House Process for Passing PROSPER Out of Committee

As should be clear, the areas covered in the PROSPER Act are vast and far-reaching, touching on every aspect of higher education. For legislation of such magnitude, the unusually fast pace with which it was pushed through the Ed and Workforce Committee is both concerning and problematic. As noted by NASPA²², ACE⁶, and other higher education associations, the bill was prepared behind closed doors with little to no opportunity for association input, and then rushed almost immediately to mark-up, preventing legislators from seeking or providing input on key provisions prior to having to vote on the legislation²³. This means that even potentially promising aspects of the bill, such as a \$300 Pell bonus for students who are accumulating sufficient credits for on-time completion, or provisions that would provide program-level employment and earnings outcomes²⁴, may suffer from unintended consequences that could be avoided with a few simple tweaks.

While there are a number of provisions in the PROSPER Act that are concerning for student affairs, it's important to remember that this is only the first stage of the process for completing reauthorization of HEA. During the 14-hour markup hearing on the PROSPER Act, 60 amendments were considered, most of which were offered by Democrat members and defeated along party lines. It is likely that some or all of those amendments, and others yet to be written, will be offered again if or when the bill is debated on the full House floor where they may stand a better chance of passage.

²⁰ Amendment to the Amendment in the Nature of a Substitute to H.R. 4508 Offered by Mr. Krishnamoorthi of Illinois: https://edworkforce.house.gov/uploadedfiles/25krish_001_xml.pdf

²¹ Letter to Chairwoman Foxx, Ranking Member Scott, and members of the House Education and the Workforce Committee from 43 associations in the Students Learn Students Vote Coalition: <http://younginvincibles.org/wp-content/uploads/2017/12/Civic-Engagement-Coalition-Voter-Reg-Letter.pdf>

²² NASPA Perspective on Pending Tax Bills and PROSPER Act: <https://www.naspa.org/about/blog/naspa-perspective-on-pending-tax-bills-and-prosper-act>

²³ House Republicans Finalize Overhaul of Higher Education Act by Lauren Camera at US News & World Report: <https://www.usnews.com/news/education-news/articles/2017-12-13/house-republicans-finalize-overhaul-of-higher-education-act>

²⁴ Why Incomplete Data Leaves Us With Incomplete Student Outcomes by Amanda Janice Roberson at PostsecData: <http://www.ihep.org/postsecdata/data-at-work/why-incomplete-data-leaves-us-incomplete-student-outcomes>



Those of you who will be joining us in DC in July for NASPA's Hill Days will have opportunities to speak to your elected officials in person to reinforce the need for supporting students and considering the possible impact of the PROSPER Act on students and student success. Even if you're not able to join us in DC, however, you can reach out to your elected officials by email, fax, or phone, or set up times to meet with them when Congress is on recess, as it will be at the end of over the week of Independence Day and in the month of August, in their district offices in your area.

HEA Progress in the Senate

We have not yet seen companion legislation to reauthorize HEA from the Senate HELP Committee. Senator Lamar Alexander, HELP Committee chair, indicated early in 2018²⁵ that it will be among his top priorities in 2018. The HELP Committee held weekly hearings in January and early February to review and address options for HEA. In one hearing, Senators focused on options for simplifying student financial aid and transparency²⁶. It was clear from the statements and questions from Senators that while they are interested in addressing issues of unnecessary debt for students, they recognize that simplification of student aid does not mean removal of aid availability for students. Similarly promising, another hearing focusing on fostering access and innovation centered on the need to provide guiderails and accountability for institutions to ensure students are receiving a high quality educational experience. The more bi-partisan, transparent, and balanced approach to HEA reauthorization in the Senate was promising, though progress on the legislation appears to have stalled and the Chair Alexander has recently indicated the Committee will not release legislation this year.

Additional Resources on HEA Reauthorization

[A TRIO History Fact Sheet on HEA](#)

[The Higher Education Act \(HEA\): A Primer](#)

[The Nuts and Bolts of HEA Reauthorization](#)

About NASPA

NASPA – Student Affairs Administrators in Higher Education is the leading association for the advancement, health, and sustainability of the student affairs profession. Student affairs is a

²⁵ Higher Education Act Proposal Primes Fight Over Future of Colleges by Douglas Belkin and Melissa Korn at the Wall Street Journal: <https://www.wsj.com/articles/higher-education-act-proposal-primes-fight-over-future-of-colleges-1512216000>

²⁶ Senate HELP Committee Hearing on Financial Aid Simplification and Transparency (1/18): <https://www.help.senate.gov/hearings/reauthorizing-the-higher-education-act-financial-aid-simplification-and-transparency>



critical component of the higher education experience, collaborating with colleagues across institutions of higher education to offer students valuable learning opportunities, meaningful social engagements, and safe and inclusive environments. NASPA's Public Policy Agenda is grounded in a commitment to ensuring opportunity for all institutional members' students and a belief that higher education is a great benefit to both individuals and society.²⁷

²⁷ For more information on the National Student Affairs Day of Action, please visit:
<https://www.naspa.org/focus-areas/civic-learning-and-democratic-engagement/national-student-affairs-day-of-action>

