

**FY2018 Labor-HHS-Education and Related Agencies Appropriations  
Full Committee  
Managers Package**

<b>Sponsor</b>	<b>Location</b>	<b>Purpose of Language</b>
<b>Bill Language</b>		
Leahy	Page 18, Lines 12-23	Strike language regarding release of Office of Workers Compensation program information.
<b>Report Language</b>		
Shaheen	Page 24	Add language on student work-based travel in Job Corps
Udall	Page 55	Add language on Project ECHO technical training
Tester	Page 173	Add language on Rural Education program application process
Schatz, Murkowski	Page 175	Add language on Native American language higher education consortium
McConnell	Page 188	Add language on cohort default rate flexibility for institutions in economically distressed communities
Durbin	Page 200	Add language on borrower defense claims reporting

Strike the language on page 18 of the bill, from “: Pro-” on line 12 through “title 5” on line 23.

On Page 24 of the report, in the third sentence of the third paragraph, strike “qualifications and effectiveness” and insert “qualification and student work-based learning opportunities”.

On page 55 of the report, at the appropriate place, insert the following:

*Expanding Capacity for Health Outcomes.*— The Committee notes the passage of Public Law 114-270 supporting Project ECHO and the efforts to deliver high-quality, professional care to rural and underserved communities. The Committee notes there is increasing demand for technical training on Project ECHO and encourages HRSA to support a national resource center focused on Project ECHO technical training.

On page 173 of the report at the end of Rural Education, insert the following:

The Committee recognizes that the Department's new application requirement for local education agencies to access Rural Education Achievement Program [REAP] funding in fiscal year 2017 prevented some eligible LEAs from accessing grant funding under this program. The Committee directs the Department to simplify the REAP application process, eliminate unnecessary administrative burdens, and directly engage with eligible LEAs and other relevant stakeholders to ensure that the Department's requirements accommodate the unique needs of these small, rural, and remote schools. Additionally, the Committee encourages the Department to use any unobligated available funding to make awards to LEAs who received a grant in fiscal year 2016, but failed to initially submit an application for fiscal year 2017 due to demonstrable administrative burden, provided they submit an application for funding.

On page 175 of the report, at the end of Indian Education National Activities, insert the following:

The Committee notes that Native American languages hold a unique place in our nation and that the Native American Languages Act of 1990 (NALA) articulates U.S. policy toward Native American languages. Since its passage, Native American languages have increasingly become the object of school and community revitalization and retention efforts aligned with NALA. Educating students in the medium of a Native American language has demonstrated the same benefits as study in other world languages, including improved learning outcomes and enhanced cognitive ability. In the case of Native American students, however, the outstanding results in student achievement, high school graduation, and college attainment rates produced through access to Native American language medium education schools and programs are lifting some of the most disadvantaged youth in the U.S. to the ranks of the most academically successful. The Committee recognizes that the establishment of a Native American Language Center to function as a consortium for institutions of higher education that have significant experience and expertise in Native American languages and Native American language medium education would be a strong way to provide nationwide coordination for Native American language activities. In addition, it could promote best practices, develop curricular materials for Native American languages, disseminate high-quality research on the efficacy of programs of instruction in these languages, and serve as an information clearinghouse and hub for distance learning and continuing professional development in Native American language education. Further, such a center could provide benefits to practitioners at schools from the Pre-K to PhD levels who teach through the medium of a Native American language, and include Native American scholars and staff who are fluent in Native American languages and have the demonstrated capacity to reach out and collaborate with Native American communities. The Committee therefore directs the Department to provide to the Committee a report on the feasibility of designating such a center and the potential associated costs.

On page 188 of the report, before Electronic Sharing of Tax Data, insert the following:

*Cohort Default Rates.*—The Committee is concerned that some public institutions of higher education operating in economically distressed communities have faced challenges in meeting statutory requirements to manage and prevent student loan defaults because of community-wide factors where the institution operates. The Committee strongly encourages the Secretary to use any authority available, including under section 435(a)(2)(iii) of the HEA, to provide flexibility in applying section 435(a) to institutions of higher education in severely distressed communities in the United States, including institutions operating in counties ranking in the bottom 5 percent of all counties in the Distressed Designation and County Economic Status Classification System of the Appalachian Regional Commission, or based on other commonly used indices or measures. The Committee directs the Secretary to report to the Committees on Appropriations of the House of Representatives and the Senate, the Senate Committee on Health, Education, Labor, and Pensions, and the House Committee on Education and the Workforce on any additional statutory authority the Secretary may need to provide flexibility to such institutions.

On page 200 of the report before Performance Partnerships, insert the following:

*Borrower Defense Claims Reporting.*—The Committee directs the Department to report on a quarterly basis to the Committees on Appropriations of the House of Representative and the Senate, the Senate Committee on Health, Education, Labor, and Pensions, and the House Committee on Education and the Workforce, on the receipt and processing by the Department of borrower defense claims made pursuant to section 455(h) of the HEA. This should include information on the total number of pending borrower defense claims, total number of approved borrower defense claims, total dollar amount of relief, and total number of denied claims, including disaggregated by State. The report shall also include specific actions taken and planned to process this workload in a timely manner. The Committee strongly encourages the Department to make the reports publicly available on its website.