

**ENGINES OF ECONOMIC MOBILITY:  
THE CRITICAL ROLE OF COMMUNITY  
COLLEGES, HISTORICALLY BLACK  
COLLEGES AND UNIVERSITIES, AND  
MINORITY-SERVING INSTITUTIONS IN  
PREPARING STUDENTS FOR SUCCESS**

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**HEARING**

BEFORE THE

SUBCOMMITTEE ON HIGHER EDUCATION AND  
WORKFORCE INVESTMENT

COMMITTEE ON EDUCATION  
AND LABOR

U.S. HOUSE OF REPRESENTATIVES

ONE HUNDRED SIXTEENTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MAY 22, 2019

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**Wednesday, May 22, 2019  
House of Representatives,  
Committee on Education and Labor,  
Subcommittee on Higher Education and Workforce Investment  
Washington, DC.**

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The subcommittee met, pursuant to notice, at 10:17 a.m., in room 2175, Rayburn House Office Building. Hon. Susan A. Davis [chairwoman of the subcommittee] presiding.

Present: Representatives Davis, Courtney, Takano, Harder, Levin, Omar, Trone, Trahan, Castro, Sablan, Bonamici, Adams, Norcross, Smucker, Guthrie, Grothman, Stefanik, Cline, Watkins, and Timmons.

Also present: Representatives Scott, Foxx, Wild, and Hayes.

Staff present: Tylease Alli, Chief Clerk; Katie Berger, Professional Staff; Nekea Brown, Deputy Clerk; Emma Eatman, Press Assistant; Christian Haines, General Counsel Education; Ariel Jona, Staff Assistant; Stephanie Lalle, Deputy Communications Director; Richard Miller, Director of Labor Policy; Max Moore, Office Aid; Veronique Pluviose, Staff Director; Katherine Valle, Senior Education Policy Advisor; Banyon Vassar, Deputy Director of Information Technology; Courtney Butcher, Minority Director of Member Services and Coalitions; Bridget Handy, Minority Communications Assistant; Amy Raaf Jones, Minority Director of Education and Human Resources Policy; Hannah Matesic, Minority Director of Operations; Kelley McNabb, Minority Communications Director; Casey Nelson, Minority Staff Assistant; Brandon Renz, Minority Staff Director; Alex Ricci, Minority Professional Staff; Mandy Schaumburg, Minority Chief Counsel and Deputy Director of Education Policy; and Meredith Schellin, Minority Deputy Press Secretary and Digital Advisor.

Chairwoman DAVIS. Good morning and welcome everyone. The Subcommittee on Higher Education and Workforce Investment will come to order. We are happy that you're here. I note that a quorum is present.

I also want to ask unanimous consent that Ms. Wild of Pennsylvania and Ms. Hayes of Connecticut be permitted to participate in today's hearing with the understanding that their questions will come after all members have completed their questions.

The committee is meeting today in a legislative hearing to hear testimony on engines of Economic Mobility, the Critical Role of Community Colleges, Historically Black Colleges and Universities and Minority Serving Institutions in Preparing Students for Success.

Pursuant to committee rule 7c, opening statements are limited to the chair and the ranking member and this allows us to hear from our witnesses sooner and provides all members with adequate time to ask questions. I recognize myself now for the purpose of making an opening statement.

Today we will examine the critical role of historically black colleges and universities, HBCU's, tribal colleges and universities, Hispanic serving institutions and community colleges in providing low income students and students of color with a quality higher education.

Our first three bipartisan hearings have so clearly demonstrated that a college degree remains the surest path to financial stability for Americans across the country. This is particularly true for low income students and students of color who's educational and work force opportunities have historically been limited by intergenerational poverty and systemic racism.

In fact, studies show that students with parents in the bottom quintile of the income distribution can double their chances of moving up the income ladder if they obtain a degree. However, Federal data released this morning on college enrollment reveals a 50 percentage point gap between low income students and their wealthy peers. We have much work to do.

HBCU's, tribal colleges and universities, Hispanic serving institutions, and community colleges continue to do this work and demonstrate their commitment and ability to provide these students with the benefits that come with a quality education. Founded for the specific purpose of educating black students because other institutions would not, HBCU's continue to live up to their mission of providing a community where black students can thrive.

HBCU's make up less than 3 percent of colleges and universities yet they produce almost 20 percent of all black graduates.

Tribal colleges and universities, TCU's were developed as part of a political and social movement to regain tribal autonomy and to combat centuries of forced assimilation and destruction of native communities. Today there are 35 accredited TCU's serving students from more than 230 federally registered tribes.

Hispanic serving institutions educate more than 3 out of 5 undergraduate Latino students and one quarter of all undergraduate students. Among 4-year institutions, Hispanic serving institutions propel low income students to top income brackets at a rate three times, three times that of predominantly white institutions.

Hispanic serving institutions can also act as cultural hubs for Latino students, many of whom earn their degree and return to work in their own communities. These institutions are effective en-

gines of economic mobility because they meet students where they are and are dedicated to educating the whole person.

HBCU's and TCU's in particular embed appreciation for the identity and culture of the students they serve in their foundational missions. Honoring ancestors, sustaining traditions and engaging honestly with American history all serve to signal to students that they belong in college.

Many other institutions such as Asian American and Native American Pacific Islander serving institutions and predominantly black institutions also serve low income students and students of color. These institutions are forced to do more with less.

To be designated as a minority serving institution, colleges must not only enroll a substantial number of students of color but it must also enroll a substantial number of Pell students and have fewer resources than peer institutions.

In my own State, the California State University system is a model for how minority serving institutions can help students overcome barriers to higher education. Reflecting the population of the State, more than half of CSU students are people of color. One in 3 students are the first in their family to attend college and more than half of all students receive Pell grants.

Community college also play a crucial role in providing higher education to low income students and students of color. These 2-year colleges often provide a local and affordable option for students who are priced out of 4-year institutions.

In fact, community colleges enrolled 1 in 3 black students and nearly half of Latino, Asian American and Pacific Islander and first generation students. More than a third of low income students attend community colleges.

The great work being done cross the country by HBCU's, TCU's, minority serving institutions and community colleges is unfortunately hampered by deeply inadequate funding. Persistent and systemic underfunding of HBCU's has been extensively documented.

The Federal Government has never fully fulfilled its obligation to support native students at TCU's and less than half of designated HSI have received a grant through HSI specific programs. And the average community college receives about half the amount of per student funding received by public 4 year colleges.

With this funding inequity, we must ask ourselves how are these institutions still producing such strong results? How is that? As our witnesses will highlight, when we invest in HBCU's and tribal colleges and universities, Hispanic serving institutions, and community colleges, we empower hundreds of thousands of students each year with the most powerful tool available to achieve success, a college degree.

And lastly, as we honor the 65th anniversary of Brown v. Board, and wrestle with the promise unfulfilled, it becomes evident that just like our K12 system we spend more money to educate wealthy college students and students who are underserved by our education system.

Depriving the institutions that serve our most vulnerable college students of the resources made available to predominantly white 4 year universities is contrary to our values and the best interest as a Nation.

Congress has a responsibility to strengthen and invest in institutions that are promoting economic mobility as we continue to work toward a reauthorization of key Federal higher education policy. We must understand the critical work these institutions are doing to address the specific needs of today's students and invest, invest in these initiatives. Thank you President Verret to Dr. McHatton, Chancellor DuBois, and President Boham for being with us today.

I now yield to the ranking member, Mr. Smucker, for his opening statement.

**Prepared Statement of Hon. Susan A. Davis, Chairwoman, Subcommittee on Higher Education and Workforce Investment**

Today, we will examine the critical role of Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic-serving institutions, and community colleges in providing low-income students and students of color with a quality higher education.

Our first three bipartisan hearings have so clearly demonstrated that a college degree remains the surest path to financial stability for Americans across the country. This is particularly true for low-income students and students of color whose educational and work force opportunities have historically been limited by intergenerational poverty and systemic racism. In fact, studies show that students with parents in the bottom quintile of the income distribution can double their chances of moving up the income ladder if they obtain a degree. However, Federal data released this morning on college enrollment reveals a 50-percentage point gap between low-income students and their wealthy peers. We have much more work to do.

HBCUs, Tribal Colleges and Universities, Hispanic-serving institutions, and community colleges continue to do this work and demonstrate their commitment and ability to provide these students with the benefits that come with a quality education.

Founded for the specific purpose of educating Black students because other institutions would not, HBCUs continue to live up to their mission of providing a community where Black students can thrive. HBCUs make up less than 3 percent of colleges and universities yet produce almost 20 percent of all Black graduates.

Tribal Colleges and Universities (TCUs) were developed as part of a political and social movement to regain Tribal autonomy and to combat centuries of forced assimilation and destruction of Native communities. Today, there are 35 accredited TCUs serving students from more than 230 federally registered tribes.

Hispanic-serving institutions educate more than three out of five undergraduate Latino students and one quarter of all undergraduate students. Among 4-year institutions, Hispanic-serving institutions propel low-income students to top income brackets at a rate three times that of predominantly white institutions. Hispanic-serving institutions can also act as cultural hubs for Latino students, many of whom earn their degree and return to work in their communities.

These institutions are effective engines of economic mobility because they meet students where they are and are dedicated to educating the whole person. HBCUs and TCUs, in particular, embed appreciation for the identity and culture of the students they serve in their foundational missions. Honoring ancestors, sustaining traditions, and engaging honestly with American history all serve to signal to students that they belong in college.

Many other institutions, such as Asian American and Native American Pacific Islander Serving Institutions and Predominantly Black Institutions, also serve low-income students and students of color. These institutions are forced to do more with less. To be designated as a minority-serving institution, colleges must not only enroll a substantial number of students of color, but it must also enroll a substantial number of Pell students and have fewer resources than peer institutions.

In my own State, the California State University system is a model for how minority-serving institutions can help students overcome barriers to higher education. Reflecting the population of the State, more than half of CSU students are people of color, one in three students are the first in their family to attend college, and more than half of all students receive Pell Grants.

Community college also play a crucial role in providing higher education to low-income students and students of color. These 2-year colleges often provide a local and affordable option for students who are priced out of 4-year institutions. In fact, community colleges enroll one in three Black students and nearly half of Latino,



Asian American and Pacific Islander, and first-generation students. More than a third of low-income students attend community colleges.

The great work being done across the country by HBCUs, TCUs, minority-serving institutions, and community colleges is unfortunately hampered by deeply inadequate funding:

\* The persistent and systemic underfunding of HBCUs has been extensively documented.

\* The Federal Government has never fully fulfilled its obligation to support Native students at TCUs.

\* Less than half of designed HSIs have received a grant through HSI-specific programs.

\* And the average community college receives about half the amount of per-student funding received by public 4-year colleges.

With this funding inequity, we must ask ourselves how are these institutions still producing such strong results? As our witnesses will highlight, when we invest in HBCUs, Tribal Colleges and Universities, Hispanic-serving institutions, and community colleges, we empower hundreds of thousands of students each year with the most powerful tool available to achieve success: a college degree.

Last, as we honor the 65th Anniversary of Brown v. Board and wrestle with a promise unfulfilled, it becomes evident that just like our K-12 system, we spend more money to educate wealthy college students than students who are underserved by our education system. Depriving the institutions that serve our most vulnerable college students of the resources made available to predominantly white 4-year universities is contrary to our values and our best interest as a Nation.

Congress has a responsibility to strengthen and invest in institutions that are promoting economic mobility. As we continue to work toward a reauthorization of key Federal higher education policy, we must understand the critical work these institutions are doing to address the specific needs of today's students and invest in these initiatives.

Thank you—President Verret, Dr. McHatton, Chancellor DuBois, and President Boham—for being with us today.

I now yield to the Ranking Member, Mr. Smucker, for his opening statement.

Mr. SMUCKER. Thank you, Madame Chair, for yielding. We are all here today because we believe that every American should have the opportunity to pursue post-secondary education and we know doors are opened by college degree and we understand the importance of making this kind of opportunity achievable for everyone in our country.

Higher education can help set individuals on the right path to achieve the American dream. And while it's not the only pathway to a high quality, family sustaining job, it provides many with the opportunity to get their foot in the door to a lifelong career.

As a result of the economic policies that we put in place, the good news is today's graduates are entering a booming job market. We have over 7 million job openings and at least 6.7 million unemployed. So I'm very proud of the opportunities our economic growth will create for the next generation and believe that if we give students access, those who are willing to work hard, make good decisions have an excellent opportunity to succeed. That access is a critical piece of the pie.

Higher education should be accessible and attainable regardless of circumstance which is why the Federal Government has made it a clear priority to ensure that low income and first generation students have the tools that they need to prepare for post-secondary education commitments and manage the costs associated with earning a degree.

As we continue to consider what must be done in any reauthorization of the Higher Education Act, we have the opportunity to ensure that restructuring and innovation of our higher education sys-

tem provides all students that access to opportunities that offer those pathways to success, both inside and outside of the conventional classroom.

That could mean alternative pathways to a 4 year degree such as offering programs to teach in demand skills so that students can take only the courses they need to do their jobs, dual enrollment pathways and opportunities later in life to rescale.

For any of these changes to take place, we must recognize that the dollar, the money is an important part of the conversation and institutions need to be willing to take responsibility for the outcomes of their students.

Stories like one from this weekend where a billionaire gifted an entire graduating class with paying off their student debt are great examples of one person's capacity for excellence and generosity. But they also illustrate something that's too easily forgotten, that nothing is free and someone always pays the price.

This means that Congress and other institutions need to step up to the plate, do all that we can respectively to make higher education an investment that doesn't cost more than it reaps. And that is true for students and for taxpayers who are investing.

In the Promoting Real Opportunity Success and Prosperity through Education Reform, the PROSPER Act, that was a comprehensive proposal to reauthorize the HEA in the last Congress, Republicans included reforms that allowed students greater access to Federal student aid, promoted earn and learn programs, increased flexibility in spending institutional aid and reform the Federal work study program to better prepare students for future employment in their chosen fields.

These bold ideas for affordable and accessible post-secondary education recognize that for too long, the Federal Government has complied with a myopic view of what post-secondary education is and why people pursue any kind of higher education. We must recognize that postsecondary education needs to work for students and not the other way around.

This committee should continue to consider these reforms top priorities as it discusses policy changes that could be included in the reauthorization of the HEA. We need to be striving on both sides of the aisle for new ideas that will increase opportunities for all American students regardless of circumstance and support their efforts to succeed and prosper. With that I yield back.

**Prepared Statement of Hon. Lloyd Smucker, Ranking Member,  
Subcommittee on Higher Education and Workforce Investment**

Thank you for yielding.

We're all here today because we believe that every American should have the opportunity to pursue postsecondary education. We've seen the doors opened by a college degree, and we understand the importance of making this kind of opportunity achievable for everyone in our country. Higher education should be accessible and attainable, regardless of circumstance, which is why the Federal Government has made it a clear priority to ensure low-income and first-generation students have the tools they need to prepare for postsecondary education commitments and manage the costs associated with earning a degree.

As we continue to consider what must be done in any reauthorization of the Higher Education Act, we have the opportunity to ensure that restructuring and innovation in our higher education system provides all students equal access to opportunities that offer pathways to success—both inside and outside of the conventional classroom. This could mean alternative pathways to a 4-year degree, such as offer-

ing programs to teach in-demand skills so that students can take only the courses they need to do their jobs, dual enrollment pathways, and opportunities later in life to re-skill.

For any of these changes to take place, we must recognize that money is an important part of the conversation, and institutions need to be willing to take more responsibility for the outcomes of their students. Stories like one from this weekend, where a billionaire gilded an entire graduating class with paying off their student debt, are great examples of one person's capacity for excellence and generosity. They also illustrate something too easily forgotten: that nothing is free, and someone always pays the price. This means Congress and institutions need to step up to the plate, and do all they can respectively, to make higher education an investment that doesn't cost more than it reaps-for students and taxpayers.

In the Promoting Real Opportunity Success and Prosperity through Education Reform (PROSPER) Act, which was a comprehensive proposal to reauthorize the HEA in the 115th Congress, Republicans included reforms that allowed students greater access to Federal student aid, promoted earn and learn programs, increased flexibility in spending institutional aid, and reformed the Federal work study program to better prepare students for future employment in their chosen fields. These bold ideas for affordable and accessible postsecondary education recognized that for too long, the Federal Government has complied with a myopic view of what postsecondary education is and why people pursue any kind of higher education. We must recognize that postsecondary education needs to work for students-not the other way around.

The committee should continue to consider these reforms top priorities as it discusses policy changes that could be included in the reauthorization of the HEA. We need to be striving, on both sides of the aisle, for new ideas that will increase opportunities for all American students, regardless of circumstance, and support their efforts to succeed and prosper.

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Chairwoman DAVIS. Thank you. Without objection, all other members who wish to insert written statements into the record may do so by submitting them to the committee clerk electronically in Microsoft Word by 5 p.m. on June 4. And I will now introduce our witnesses. Again, thank you all very much for being here.

Dr. Reynold Verret is the 6th president and second leg leader of Xavier University of Louisiana, a private Catholic liberal arts historically black college and university. Before his presidency in 2015, Dr. Verret served as provost at Savannah State University and Wilkes University. Dr. Verret received his undergraduate degree cum laude in biochemistry from Columbia University and a PhD in biochemistry from the Massachusetts Institute of Technology.

Dr. Patricia McHatton is the Executive Vice President for Academic Affairs, Student Success and P-16 Integration at the University of Texas Rio Grande Valley, a Hispanic serving institution. Dr. McHatton has served in a variety of leadership positions including Dean at the College of Education, Department Chair, and Associate Dean for Teacher Preparation. She earned a PhD from the University of South Florida in curriculum and instruction with an emphasis in special education and urban education.

Dr. Glen DuBois is now the longest serving chancellor in the history of Virginia's community colleges, hired in 2001. Since then, he has led the system of 23 colleges and 40 campuses through two successful strategic plans and a third called Complete 2021 which aspires to triple the number of credentials that colleges put into Virginia's economy.

Dubois earned his PhD in higher education administration, research and policy from the University of Massachusetts. He holds a master's degree from Eastern Kentucky University, a bachelor's

degree from Florida Atlantic University and an associate of science degree from the State University of New York and Farmingdale.

Dr. Sandra Boham is the President of Salish Kootenai College, a tribal college and university, a TCU, located in Montana after serving as Vice President of Academic Affairs. She has more than two decades of experience working in higher education both in Montana and California.

Dr. Boham is an enrolled member of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation. She earned her doctorate of education in educational leadership from the University of Montana, holds a masters of education from Montana State University and a bachelor of arts in sociology from the University of Montana.

Again, welcome to you all. We appreciate all the witnesses for being here and for you all being here and certainly look forward to your testimony. I just wanted to remind you that we have read your written statements and they will appear in full in the hearing record.

Pursuant to committee rule 7d and committee practice, each of you is asked to limit your oral presentation to a 5 minute summary of your written statement. I also wanted to remind you that pursuant to Title 18 of the U.S. Code, section 1001 it is illegal to knowingly and willfully falsify any statement, representation, writing, document, or material fact presented to Congress or otherwise conceal or cover up a material fact.

Before you begin your testimony, please remember to press the button on the microphone in front of you so that it will turn on and we all can hear you. As you begin to speak, the light in front of you will turn green and after 4 minutes, the light will turn yellow to signal you have one remaining minute. And when the light turns red your 5 minutes have expired and we will ask you to please wrap up.

We will let the entire panel make their presentations before we move to member questions and when answering a question, please remember to once again turn your microphone on. First to recognize is Dr. Verret. Thank you.

**STATEMENT OF REYNOLD VERRET, PH.D., PRESIDENT, XAVIER UNIVERSITY OF LOUISIANA**

Mr. VERRET. Thank you. Subcommittee Chairwoman Susan Davis, Ranking Member Lloyd Smucker, and members of the subcommittee, thank you for this opportunity to address you. My name is Reynold Verret. I serve as the 6th president of Xavier University of Louisiana. It was founded by Saint Katherine Drexel and the Sisters of the Blessed Sacrament. My institution is Catholic and also an HBCU, historically black college.

The ultimate purpose of Xavier is to contribute to the promotion of the just and humane society. This preparation takes place in diverse learning environments that incorporate all relevant learning means including research experiences and community service.

I was asked to testify before the subcommittee today on the institution as an engine of economic mobility, and the programs that demonstrate this at the institution. How these programs prepare

students for careers and a brief history of HBCU's why they were created, why they are important.

HBCU's were created as early as 1837 to provide African Americans access to higher education. Noted for their contributions to educating black low income and educationally disadvantaged Americans, the 101 HBCU's today constitute the class of institutions that satisfies the statutory requirements and definition of HBCU's as defined by the Higher Education Act of 1965.

In my home State of Louisiana, according to an economic impact study, by the UNCF, the United Negro College Fund, the impact of the 6 HBCU's in the State on our regional economy and employment impact of 8,454 jobs. The total economic impact of \$924—\$923 million and a lifetime earnings of \$94—\$9.4 billion.

For Xavier specifically, the regional impact of our institution is an output impact of \$200 million in our regional, a value added impact of \$135 million, a labor income impact of \$95 million and an employment impact of 1,715 jobs. Xavier is considered to be one of the best value schools in the Nation for quality education according to the U.S. News and World Report.

However, as our students come close to realizing their dreams of higher education, the more expensive these goals become. Tuition at Xavier is \$22,503 per year. This is considerably lower than its peer institutions.

More than 93 percent of Xavier undergraduates qualify for need based or other forms of financial aid and more than 65 percent receive Federal Pell grants. We are grateful for your bipartisan support and forgiveness of the HBCU Hurricane Katrina supplemental loan that helped us recover from the disaster.

Xavier leads in preparing African American physicians in the Nation and also sending African American PhD's in the sciences. At Xavier, we are innovating our programs and preparing our students for the work force and a changing work force. We are launching 14 new high quality programs including the BS in neuroscience and the only physician's assistance program, master's program in the State of Louisiana and a PhD in education.

We believe that all children deserve great teachers and thus we are also engaged in preparing highly qualified teachers for our primary and secondary schools. The expansion of our program offerings over the past 3 years allowed Xavier to meet the evolving needs of students to be globally competitive and to meet the talent needs of our regional and National work force.

Xavier's Student Academic Success Office provides the resources and support systems to assist all students in being successful. A UNCF Lilly Foundation grant has allowed us to focus on creating career pathways and our faculty embrace a culture of successful students that is a tradition at Xavier.

I am happy that the Fiscal Year 2020 Labor HHS Appropriation bill includes much needed increases in funding for HBCU's and hopes its passage through the House and Senate will ultimately follow. Title III parts B through F remain important programs for HBCU's for the HBCU community and should be fully funded. Senators Doug Jones and Tim Scott and Representatives Alma Adams and Mark Walker recently introduced the FUTURE Act, a bipartisan, bicameral piece of legislation. This bill extends the manda-

tory funding of Title III, Part F for HBCU's of \$85 million for STEM initiatives until 2021. It is my hope that Congress passes this bill before this stream of funding expires on September 30, 2019.

I must say to you the Nation has need of the ability, creativity, and ingenuity of the students we educate. In order to prosper and compete globally we will continue investment in them secures all of our futures.

I want to thank you and if you want more my written testimony has been submitted. Please review it. Thank you very much.

[The statement of Mr. Verret follows:]

**Testimony Provided to the  
Committee on Education and Labor's Subcommittee on Higher  
Education and Workforce Investment**

**United States House of Representatives**

Dr. C. Reynold Verret

President

Xavier University of Louisiana

May 22, 2019

### Biography

Dr. C. Reynold Verret is the 6<sup>th</sup> President of Xavier University of Louisiana. Prior to his Presidency, Dr. Verret served as provost and chief academic officer for Savannah State University since 2012. As provost, he worked closely with the President and members of her Cabinet to achieve the university vision and strategic goals and provided leadership to ensure that the university's priorities are addressed and implemented. He led the university's initiatives to build enrollment, enhance the quality and diversity of academic programs, and to create cooperative relationships with neighboring institution and with international partners. He contributed to the university's advancement efforts and capital campaign by shaping its goals and cultivating donors.

Dr. Verret has served also as provost at Wilkes University in Pennsylvania and as Dean of the Misher College of Arts and Sciences and Professor of Chemistry and Biochemistry University of the Sciences in Philadelphia. At these institutions, he led the revisions of general education curricula, oversaw accreditations, developed international programs, established collaborative agreements with neighboring institutions at the K-12 and higher education levels, instituted new state-approved academic programs, promoted interdisciplinary efforts between the humanities and sciences, and planned new facilities. Dr. Verret also served on faculty at Tulane University and also at Clark Atlanta University, where he was chair of the department of chemistry for many years.

As a scientist, Dr. Verret's research interests have included the cytotoxicity of immune cells, biosensors and biomarkers. He has published in the fields of biological chemistry and immunology. At the University of the Sciences, he led a faculty effort establishing a knowledge network on social exclusion in support of the Commission on Social Determinants of Health within the World Health Organization.

Throughout, Dr. Verret works to enhance student achievement and progression to degree. He has contributed to increasing the number of US students pursuing degrees in STEM disciplines and continuing to advanced study. This has included initiatives to mitigate the shortage of qualified science and math teachers in K-12.

He has served on many professional organizations and advisory bodies, including those of the National Institutes of Health, the Board of the Pennsylvania Humanities Council, and the Georgia Coastal Indicators Coalition. He has received awards and fellowships for teaching and scholarship.



Dr. Verret received his undergraduate degree cum laude in biochemistry from Columbia University and the Ph.D. in biochemistry from the Massachusetts Institute of Technology. To these, were added postdoctoral experiences as fellow at the Howard Hughes Institute for Immunology at Yale and the Center for Cancer Research at MIT.

### Executive Summary

Subcommittee Chairwoman Susan Davis, Ranking Member Lloyd Smucker, and Members of the Subcommittee, thank you for the opportunity to testify today.

My name is Dr. C. Reynold Verret, and I serve as the 6<sup>th</sup> President of Xavier University of Louisiana (Xavier). Xavier was founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament. My institution is Catholic and considered a historically black college and university (HBCU).

The ultimate purpose of Xavier is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

I was asked to testify before the subcommittee today on the institution as an engine of economic mobility, programs that demonstrate this at the institution, how these programs prepare students for a career, and a brief history of HBCUs and why they were created.

HBCUs were created as early as 1837 to provide African Americans access to higher education. Noted for their contributions in educating “black, low-income and educationally disadvantaged Americans,” the 101 HBCUs today constitute the class of institutions that satisfy the statutory definition of the term “HBCU” as defined in the *Higher Education Act of 1965* (HEA).

In my home state of Louisiana, according to an economic impact report released by UNCF (the United Negro College Fund), the impact of the six HBCUs in the state on their regional economies included:

- An employment impact of 8,454 jobs;
- A total economic impact of \$923 million; and
- A lifetime earnings of \$9.4 billion

For Xavier specifically, the report indicated that my institution had the following impact on the regional economy:

- An output impact of \$200 million;
- A value-added impact of \$135 million;

- A labor income impact of \$95 million; and
- An employment impact of 1,715 jobs.

Xavier is considered to be one of the best value schools in the nation for a quality education, according to the *U.S News & World Report*. However, as a student comes closer to realizing their dreams of higher education, the more expensive those goals become to attain. Tuition is \$22,503 per year at Xavier. This total does not include fees or room and board, which is considerably lower than its peer institutions. More than 93 percent of Xavier undergraduates qualify for need-based, as well as other forms, of financial aid and more than 65 percent receive Federal Pell grants.

We are grateful for the passage of Public Law 115-123 that included language to forgive the outstanding balances under the HBCU Hurricane Supplemental Loan program. This effort was supported by both Republicans and Democrats, and we thank you for your encouragement and bipartisan recognition of the valuable role HBCUs play in America.

Xavier yields more minority students who are well prepared for their careers. In fact, according to *THE* (Times Higher Education), “Xavier ranks first among the nation’s colleges and universities in the number of African American graduates who go on to complete medical school. It is also No. 1 in the nation in producing African American graduates who go on to receive life sciences PhDs. and No. 1 number one in the nation for awarding African Americans baccalaureate degrees in physics and the physical sciences.”

At Xavier, we are constantly advancing our programs and preparing our students for the workforce. We are in the process of launching 14 new high-quality programs that align with the labor market demand, including bachelor’s degrees in Neuroscience, the only Physician Assistant master’s degree program in Louisiana, and a PhD in education. Believing that all children deserve great teachers, we are also engaged in preparing highly qualified teachers for our primary and secondary schools. The expansion of our program offerings over the past three years allows Xavier to meet the evolving needs of students to be globally competitive and to meet the talent needs of our regional and national workforce. The nation has need of the ability, creativity, and ingenuity of these young minds in order to prosper and compete globally.

We apply resources prudently for success of our students, and the Student Academic Success Office provides the resources and support systems to assist all students in being successful. Our UNCF (United Negro College Fund) Lilly Foundation grant has allowed us to focus on creating career pathways, and our faculty embrace a culture of

success for students that is part of the tradition of Xavier. Our students learn to assist each other in the pursuit of degrees. We identify students at risk early in their college careers and provide needed support to remedy weaknesses so that they might persist.

I am happy that the Fiscal Year 2020 Labor-HHS Appropriations bill includes much needed increases in funding for HBCUs, and hope its passage through the House and Senate will ultimately follow. Title III – Parts B, C D, E, and F – remain important programs to the HBCU community that should be fully funded. Senator Doug Jones (D-AL), Senator Tim Scott (R-SC), Representative Alma Adams (D-NC), and Representative Mark Walker (R-NC) recently introduced the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, a bipartisan, bicameral piece of legislation. This bill extends the mandatory funding in Title III, Part F, for HBCUs of \$85 million for STEM initiatives until 2021, and it is my hope that Congress passes this bill before this stream of funding expires on September 30, 2019.

For more information and details regarding my remarks, I ask that you read my written testimony submitted for your review.

Thank you.

## Full Testimony

### Introduction

Subcommittee Chairwoman Susan Davis, Ranking Member Lloyd Smucker, and Members of the Subcommittee, thank you for the opportunity to testify today.

My name is Dr. C. Reynold Verret, and I serve as the 6<sup>th</sup> President of Xavier University of Louisiana (Xavier). Xavier was founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament. My institution is Catholic and considered a historically black college and university (HBCU).

The ultimate purpose of Xavier is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

### HBCU History and Statistics

Before I dive in to the more intricate details of Xavier, I would like to share a few facts about HBCUs and our history.

HBCUs were created as early as 1837 to provide African Americans access to higher education. In fact, the very first HBCU was Cheney University of Pennsylvania established in 1837. Noted for their contributions in educating “black, low-income and educationally disadvantaged Americans,” the 101 HBCUs today constitute the class of institutions that satisfy the statutory definition of the term “HBCU” as defined in the *Higher Education Act of 1965* (HEA). This term was given to these institutions in the *Higher Education Amendments of 1986* when Part B of the HEA was restructured to replace a previous program known as “Aid to Institutions with Special Needs” with the current program we have in Part B – “Strengthening Historically Black Colleges and Universities.”

HBCUs disproportionately enroll low-income, first-generation, and academically underprepared college students—precisely the students that the country most needs to obtain college degrees. In 2017:

- Nearly 300,000 students attended HBCUs<sup>1</sup>;
- More than 75 percent of HBCU students were African Americans; and

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of education statistics 2018* [Table 313.20]. Retrieved from [https://nces.ed.gov/programs/digest/d18/tables/dt18\\_313.20.asp](https://nces.ed.gov/programs/digest/d18/tables/dt18_313.20.asp)

- 70 percent of all students at HBCUs received federal Pell Grants, and 78 percent of these students received federal loans.<sup>2</sup>

HBCUs comprised 3 percent of all two- and four-year non-profit colleges and universities, yet they:

- Enroll 10 percent of African American undergraduates;
- Produce 17 percent of all African American college graduates with bachelor's degrees; and
- Graduate 24 percent of African Americans with bachelor's degrees in STEM fields.<sup>3</sup>

A 2015 Gallup survey confirms that HBCUs are providing African American students with a better college experience than African American students at other colleges and universities.

- 55 percent of African American HBCU graduates say their college prepared them well for post-college life versus 29 percent for African American graduates of other institutions.<sup>4</sup>

HBCUs attained these results at an affordable price for students—that is, the cost of attendance at HBCUs is about 30 percent lower, on average, than other colleges—despite limited operating budgets and endowments that are roughly half the typical size of other four-year public and private non-profit colleges and universities.

Since our founding, HBCUs have been, and continue to be, under-resourced institutions. An issue brief produced by ACE (American Council on Education) and UNCF (United Negro College Fund, Inc.) revealed the following:

- Public HBCUs rely more heavily on federal, state, and local funding in comparison with their non-HBCU counterparts (54 percent of overall revenue vs 38 percent);
- Private HBCUs depend a little bit more on tuition dollars than their non-HBCUs counterparts (45 percent compared with 37 percent);

<sup>2</sup> UNCF Patterson calculations using U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.

<sup>3</sup> Ibid.

<sup>4</sup> Gallup, Inc. (2015). *Gallup-USA finds minority college graduates report*. Retrieved from UNCF Website: [https://www.uncf.org/wp-content/uploads/PDFs/USA\\_Funds\\_Minority\\_Report\\_GALLUP-2.pdf](https://www.uncf.org/wp-content/uploads/PDFs/USA_Funds_Minority_Report_GALLUP-2.pdf)

- Private gifts, grants, and contracts constitute a smaller portion of overall revenue at private HBCUs compared to their non-HBCU counterparts (17 percent vs 25 percent);
- Public and Private HBCUs experienced the largest declines in federal funding per full-time equivalent student between 2003-2015; and
- In both the public and private sectors, HBCU endowments lag behind those of non-HBCUs by at least 70 percent.<sup>5</sup>

Despite being under-resourced institutions, HBCUs have a large economic impact that often goes unnoticed by most. In 2017, UNCF released a report detailing the economic impact of HBCUs. The report revealed that in 2014, the impact of HBCUs on their regional economies included:

- \$10.3 billion in initial spending, which includes spending by the institution for personnel services, spending by the institution for operating expenses, and spending by students;
- An employment impact of 134,090 jobs, which approximately 43 percent were on-campus jobs and 57 percent were off-campus jobs;
- \$10.1 billion in terms of gross regional product, which is a measure of the value of production of all industries;
- A work-life earnings of \$130 billion for the Class of 2014, which is 56 percent more than they could expect to earn without their 2014 certificates or degrees; and
- A total economic impact of \$14.8 billion.<sup>6</sup>

In my home state of Louisiana, the impact of the six HBCUs in the state on their regional economies included:

- An employment impact of 8,454 jobs;
- A total economic impact of \$923 million; and
- A lifetime earnings of \$9.4 billion<sup>7</sup>

For Xavier specifically, the report indicated that my institution had the following impact on the regional economy:

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<sup>5</sup> Williams, K.L. & Davis, B.L. (2019). *Public and private investments and divestments in historically black colleges and universities*. Retrieved from American Council on Education Website: <https://www.acenet.edu/news-room/Pages/Public-and-Private-Investments-and-Divestments-in-HBCUs.aspx>

<sup>6</sup> Humphreys, J.M. (2017). *HBCUs make America strong: The positive economic impact of historically black colleges and universities*. Retrieved from UNCF Website: <https://www.uncf.org/programs/hbcu-impact>

<sup>7</sup> Ibid.

- An output impact of \$200 million;
- A value-added impact of \$135 million;
- A labor income impact of \$95 million; and
- An employment impact of 1,715 jobs.<sup>8</sup>

In fact, throughout the report, Xavier ranked in the top ten in all categories of impacts on the economy, and we strive to continue to increase our footprint.

In addition to the positive impact HBCUs make on the overall economy, HBCUs also have a strong impact academically when observed at the state and local level. An upcoming report to be released by UNCF shows that:

- HBCUs comprised 8.5 percent of the four-year institutions across the 21 states and territories in the analysis;
- Across the 21 states and territories in the analysis, HBCUs enrolled, on average, 24 percent of all black undergraduates pursuing a bachelor's degree in a college or university in 2016;
- Across the 21 states and territories in the analysis, on average, 26 percent of all black bachelor's degree recipients graduated from an HBCU in 2016; and
- In Louisiana, HBCUs are 19 percent of the total institutions, but enroll 38 percent of all black undergraduates and award 38 percent of all black bachelor's degrees in the state.<sup>9</sup>

#### **Facts About Xavier University of Louisiana**

Xavier is considered to be one of the best value schools in the nation for a quality education.<sup>10</sup> However, as a student comes closer to realizing their dreams of higher education, the more expensive those goals become to attain. Tuition is \$22,503 per year at Xavier. This total does not include fees or room and board, which is considerably lower than its peer institutions. More than 93 percent of Xavier undergraduates qualify for need-based, as well as other forms, of financial aid and more than 65 percent receive Federal Pell grants. In order to develop the whole person, Xavier relies on a combination of Federal Pell grant funding, tuition, and partnership programs to complete the full circle of enabling our students to become

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<sup>8</sup> Ibid.

<sup>9</sup> Saunders, K. & Nagle, B.T. (2018). *HBCUs punching above their weight: A state-level analysis of historically black college and university enrollment and graduation*. Washington, DC: UNCF Frederick D. Patterson Research Institute

<sup>10</sup> U.S. News & World Report. (2018). *Best colleges rankings*. Retrieved from <https://www.usnews.com/best-colleges/xavier-university-of-louisiana-2032/rankings>



servant-leaders and the creative women and men undergirding our economy and society.

Through federal funding received and other revenue sources and donations, we continue our important work. We are grateful for federal assistance and bipartisan support for our recovery from Hurricane Katrina; however, we remain a tuition-dependent institution attempting to meet the needs of students with great economic need. Since taking office, my administration has focused our resources on student success. Despite the devastation of Hurricane Katrina 14 years ago, we are now on good financial standing and can imagine a future for the growing student population we anticipate in 2019. This is largely due to the prudent management of funds and investing in ourselves for impact, but we are grateful for the passage of Public Law 115-123 that included language to forgive the outstanding balances under the HBCU Hurricane Supplemental Loan program. This effort was supported by both Republicans and Democrats, and we thank you for your encouragement and bipartisan recognition of the valuable role HBCUs play in America.

Xavier yields more minority students who are well prepared for their careers. In fact, according to *THE* (Times Higher Education), “Xavier ranks first among the nation’s colleges and universities in the number of African American graduates who go on to complete medical school. It is also No. 1 in the nation in producing African American graduates who go on to receive life sciences PhDs. and No. 1 number one in the nation for awarding African Americans baccalaureate degrees in physics and the physical sciences.”<sup>11</sup> Xavier also has graduated a large body of educators, engineers, teachers, business leaders, elected officials, attorneys and jurists who serve the nation and lead in communities across the country.

We rely heavily on student financial aid to meet the needs of our students as we are an under-resourced institution, like all HBCUs. We keep our admission criteria reasonable, and we invite a wider range of standardized test scores in contrast to many mainstream institutions. In light of the cross section of applicants admitted with a variety of socio-economic and academic backgrounds, our faculty and staff engage diligently with students to afford every opportunity to achieve and succeed at the highest level.

Committed to academic excellence, Xavier attracts many students who are high achievers, yet it remains committed to admitting a certain percentage of students who exhibit the will to succeed. The retention rate of first-time, full time students is 72

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<sup>11</sup> Times Higher Education. (2019). *World university rankings*. Retrieved from <https://www.timeshighereducation.com/world-university-rankings/xavier-university-louisiana#survey-answer>

percent, according to data from the Integrated Postsecondary Education System;<sup>12</sup> however, our retention rate has increased to 73.9 percent according to our calculations.

A challenge for many students of colors is the variable quality of education experienced prior to college, we as a community of educators must address these gaps in preparation. Another major challenge for student retention in HBCUs is cost and financial resources available to many families. Tuition inches up yearly while family income stagnates. Loss of this talent pool, much of it black and brown, weakens the country as it seeks to compete in the global marketplace and to remain a leader among the nations.

For those students facing economic threats, programs must be developed to help all students persist, and we have been working to do this at Xavier. Upon my arrival, we established an emergency fund to provide funding for unanticipated expenses that place students, in good academic standing, at risk of not completing their degrees. The Division of Student Affairs are also addressing food and housing security.

Increasing retention, partnerships, and programs are essential to help offset the costs of higher education for minority and first-generation college students, in combination with the funding that is provided through Pell grants. Summer programs are also useful in engaging high school students in the sciences, mathematics, and writing. These, and our dual enrollment programs, prime the pipeline to college whether at Xavier or elsewhere.

We are the only Black and Catholic university, founded by a Saint native to the United States. We understand education as a gift not only as a benefit to the individual student but also to those these graduates go on to serve. The call is, and will always be, to service.

### **Preparing Students for the Workforce**

At Xavier, we are constantly advancing our programs and preparing our students for the workforce. We are in the process of launching 14 new high-quality programs that align with the labor market demand, including bachelor's degrees in Neuroscience, the only Physician Assistant master's degree program in Louisiana, and a PhD in education. Believing that all children deserve great teachers, we are also engaged in preparing highly qualified teachers for our primary and secondary schools. The expansion of our program offerings over the past three years allows Xavier to meet

<sup>12</sup> National Center for Education Statistics. (2019). *Retention rates for first-time students pursuing bachelor's degrees*. Retrieved from <https://nces.ed.gov/collegenavigator/?q=xavier+university+of+louisiana&cs=all&id=160904#retgrad>

the evolving needs of students to be globally competitive and to meet the talent needs of our regional and national workforce.

We apply resources prudently for success of our students, and the Student Academic Success Office provides the resources and support systems to assist all students in being successful. Our UNCF (United Negro College Fund) Lilly Foundation grant has allowed us to focus on creating career pathways, and our faculty embrace a culture of success for students that is part of the tradition of Xavier. Our students learn to assist each other in the pursuit of degrees. We identify students at risk early in their college careers and provide needed support to remedy weaknesses so that they might persist.

### **Policy Recommendations**

As I mentioned above, HBCUs are under-resourced institutions, and more investment in HBCU's is a priority. I am happy that the House Committee on Appropriations voted to pass a Fiscal Year 2020 Labor-HHS Appropriations bill that included much needed increases in funding for HBCUs, and I hope that the House and Senate will ultimately pass this bill. Our students desperately need increases in the Pell grant program, Federal Work Study, and the campus-based aid programs. We have students on our campus that benefit from college access programs, and we want to make sure that we can serve even more students in these programs.

In the HEA, there are other streams of funding known as institutional aid that HBCUs and minority-serving institutions can take advantage of. The Strengthening HBCU program in Title III, Part B, of the HEA serves as the main source of institutional aid for HBCUs and was created in the *Higher Education Amendments of 1986* (P.L. 99-498). Since the creation of this program, HBCUs have been able to access additional funds to help with initiatives such as:

- purchasing or renting laboratory equipment, constructing, or renovating instructional facilities;
- establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the states and that includes preparation for teacher certification;
- establishing community outreach programs that will encourage elementary and secondary students to develop the academic skills and interest to pursue a postsecondary education; and
- acquiring real property in connection with the construction, renovation, or addition to or improvement of campus facilities.

Title III, Part B, also includes funding for Historically Black Graduate Institutions (HBGI) and allows them to use additional funds for initiatives such as:

- scholarships, fellowships, or other financial assistance for needy graduate and professional students to permit them to enroll in and complete doctoral degrees in disciplines in which African Americans are underrepresented;
- acquisition of real property that is adjacent to the campus and in connection with the construction or renovation of campus facilities; and
- development of a new qualified graduate program, so long as the institution does not use more than 10% of its HBGI grant for such a purpose.

It is my hope that Congress provides full funding for these programs and reinvest in the Endowment Challenge Grant program.

Senator Doug Jones (D-AL), Senator Tim Scott (R-SC), Representative Alma Adams (D-NC), and Representative Mark Walker (R-NC) recently introduced the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, a bipartisan, bicameral piece of legislation. This bill extends the mandatory funding for HBCUs of \$85 million for STEM initiatives until 2021. STEM remains a major component of a student's education and a report released by the White House's National Science and Technology Council said that the "national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM education and [until] there is much broader participation by those historically underserved and underrepresented in STEM fields..."<sup>13</sup> The report goes on to highlight the importance of diversity in the workplace leading to more engaged, innovative, and higher-performing organizations. This stream of funding is scheduled to expire September 30, 2019, so it is imperative that this bill passes both Chambers and become law before the expiration date.

Everyone deserves a chance to get a good education, one that provides the skills critical to successfully navigating daily life and finding a good job. With the right investments, HBCUs can be the bridge for many more people and can continue serving in our role for education.

## Conclusion

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<sup>13</sup> National Science & Technology Council. (2018). *Charting a course for success: America's strategy for stem education*. Retrieved from White House Website: <https://www.whitehouse.gov/wp-content/uploads/2018/12/STEM-Education-Strategic-Plan-2018.pdf>

In conclusion, HBCUs are invaluable institutions that not only contribute to society, but provide an invaluable experience for our students, especially our students who are low-income and first generation.

It is an honor to be asked to present this testimony, and I commend you for your service and for addressing these important issues.

Thank you.

Chairwoman DAVIS. Thank you. Dr. McHatton.

**STATEMENT OF PATRICIA ALVAREZ MCHATTON, PH.D., EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS, STUDENT SUCCESS, AND P-16 INTEGRATION, THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY**

Ms. MCHATTON. Good morning, Chairwoman Davis, Ranking Member Smucker, and honorable committee members. I am Patricia Alvarez McHatton, Executive Vice President of Academic Affairs, Student Success and P-16 Integration at the University of Texas Rio Grande Valley.

I'm grateful for the opportunity to address you today and want to especially thank you for giving me an ability to share some of the wonderful work that's happening at the University of Texas Rio Grande Valley. We are a distributed campus spanning approximately 120 miles along the U.S. Mexico border all the way from Brownsville to Rio Grande City.

Our fall 2018 enrollment was over 28,000 students. We graduate over 5,000 students each year. 87 percent of our students are Hispanic, 59 percent are first generation, 76 percent of all undergraduate students receive some form of financial aid and 81 percent of undergraduate students receiving financial aid are Pell grant eligible.

Most importantly, our students are committed to their education and to giving back to their community. The work we do is guided by five priorities with students' success at its core. We ensure students success by providing educational opportunities, engaging in research that impacts the Rio Grande Valley and beyond, expanding healthcare and medical education which is essential given that we are a medically underserved community with some of the highest rates of diabetes in the Nation, and collaborating with our community as true partners in our work.

Our tuition is capped at 12 credit hours which means students do not pay for any courses above the 12 credit hours. Not only are they graduating in a timely manner but they are doing so with less debt. Our promise program exemplifies our commitment to ensuring our students graduate in 4 years. As part of the program, students take part in targeted career development opportunities, high impact practices, meet with mentors on a regular basis, and complete 15 hours a semester or 30 hours in a calendar year.

But getting them graduated is insufficient. We need to make sure that once they graduate they enter viable careers that address community needs. To do so we work in tandem with employers, educators, work force systems, and communities to ensure our current and future work force needs are met.

First, we believe that teaching is the foundation of all professions. Therefore we have a responsibility to prepare teachers who understand not just content and pedagogy but also the applicability of what is learned to real world environments.

We strive to ensure that our faculty are representative of our student population because it is important for our students to see individuals who look like them and sound like them in a variety of positions. And we have benefited from Federal funding to sup-

port initiatives that attract underrepresented faculty in our institution and help build capacity within our faculty.

So how do we work with our stakeholders to ensure we have the right programs and opportunities for our students? We have representatives on economic development center and chamber boards throughout the valley. Recently at the request of Star County's EDC, we conducted an analysis to determine which industries are growing and expected to grow in the county and we are aligning educational programs to meet that work force need.

We systematically bring stakeholders together to share cultural perspectives, talents, challenges, and opportunities and through this process, communities are empowered to provide input into university policies, curriculum, research, and initiatives.

We offer opportunity for K12 learners to take part in summer camp that inspires them to enter STEM fields and high tech jobs and provide high school students opportunities to partner with faculty in research endeavors. We offer research and development support to local industries.

The Center for Advanced Radio Astronomy and Stargate both support the development of future leaders in space exploration, commercial space industry, and related technology developments which is especially important now that Space X has moved into the RGV.

And it isn't just the STEM fields that we focus on. The College of Fine Arts has a relationship with the Rio Grande State Center in Harlingen whereby art student's work directly with patients as part of the rehabilitation.

We are in the process of launching our PhD program in clinical psychology which has a focus on Hispanic mental health and this is but one of many other programs that we are launching. In collaboration with nonprofits, governmental support organizations, and the business community we support entrepreneurial activity innovations through our Weslaco Regional Commercialization and Innovation Center and NSF core teams program.

The School of Medicine continues its mission to close gaps in healthcare and expand educational opportunities for its students. The South Texas Diabetes and Obesity Institute, the Institution of Neuro Science and the RGV Alzheimer's Center are engaged in research to address health disparities and the region.

In closing, I want to point out that HSI's provide Hispanics the greatest access to college education. They represent over 15 percent of all higher ed institutions yet serve 66 percent of Hispanic undergraduates.

In 2016, HSI's awarded 56 percent of all degrees to Hispanic students and are at the forefront to increase educational access and success for the Nation's Hispanic.

I thank you for this opportunity to share the work being undertaken at UTRGV and stand ready to work with you in ensuring all students are ready for success.

[The statement of Ms. McHatton follows:]

COMMITTEE ON EDUCATION AND LABOR

SUBCOMMITTEE ON HIGHER EDUCATION AND WORKFORCE HEARING ENTITLED:

“ENGINES OF ECONOMIC MOBILITY: THE CRITICAL ROLE OF COMMUNITY COLLEGES, HISTORICALLY  
BLACK COLLEGES AND UNIVERSITIES, AND MINORITY SERVING INSTITUTIONS IN PREPARING  
STUDENTS FOR SUCCESS”

WRITTEN TESTIMONY OF PATRICIA ALVAREZ MCHATTON  
EXECUTIVE VICE PRESIDENT OF ACADEMIC AFFAIRS,  
STUDENT SUCCESS, AND P-16 INTEGRATION

The University of Texas  
**Rio Grande Valley**



Good morning Chairwoman Davis, Ranking Member Smucker, and honorable Committee Members. I am Patricia Alvarez McHatton, Executive Vice President of Academic Affairs, Students Success, and P-16 Integration at the University of Texas Rio Grande Valley (UTRGV) and I am grateful for the invitation to address you today. I want to especially thank you for seeking the input of stakeholders as you gather important information regarding the contributions of community colleges, HBCUs, and minority serving institutions in preparing students for success.

### **Setting the Context**

UTRGV was created by the Texas Legislature in 2013 as the first major public university of the 21st century in Texas. This transformative initiative provided the opportunity to expand educational opportunities in the Rio Grande Valley, including a new School of Medicine, and made it possible for residents of the region to benefit from the Permanent University Fund – a public endowment contributing support to the University of Texas System and other institutions.

UTRGV has campuses and off-campus research and teaching sites throughout the Rio Grande Valley. Our service area spans four counties stretching across approximately 150 miles along the U.S./Mexico border. UTRGV was recently elevated to the second-highest classification of the Carnegie Classification of Institutions of Higher Education and is now classified as a Doctoral University – High Research Activity (R2). To be classified as an R2 institution, UTRGV awarded at least 20 research/scholarship doctoral degrees last year and had at least \$5 million in total research expenditures as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD).

The Rio Grande Valley is one of the fastest growing areas in the state and nation. Our Fall 2018 enrollment was 28,644 with 87.9% of our students self-identifying as Hispanic. Almost 93% of our students are from the Rio Grande Valley; 59% of our students are first generation in college; 75.8% of all undergraduate students receive some form of financial aid; 81% of undergraduate students receiving financial aid are Pell Grant eligible; and 79% of Pell Grant eligible students have zero Expected Family Contribution.

But that is not the sum of our students, as 100% of our students:

- Are committed to family,
- Persevere in their educational endeavors,
- Understand responsibility, and
- Want to give back to their community.

And 100% of our families:

- Understand the value of an education,

- Support their child’s pursuit of an education, and
- Want to be included in their child’s progression in higher education.

In fiscal year 2018, we graduated 5,346 students and in spring 2019 we graduated our largest class ever—over 3,400 students. Our current enrollment makes us the 10<sup>th</sup> largest 4-year public university in Texas and the 5<sup>th</sup> largest within the UT System.

In addition, per *Washington Monthly Rankings* and *BestColleges*, we rank:

- 1<sup>st</sup> in Texas and 1<sup>st</sup> nationally in affordability;
- 1<sup>st</sup> in Texas and 23<sup>rd</sup> nationally in social mobility;
- 1<sup>st</sup> in Texas and 9<sup>th</sup> nationally in the performance of students who are first generation;
- 2<sup>nd</sup> in Texas and 15<sup>th</sup> nationally in performance of students who are Pell recipients;
- 79<sup>th</sup> among national universities and 4<sup>th</sup> best in Texas behind UT Austin, Rice University, and Texas A&M University;
- 1<sup>st</sup> in Texas, 2<sup>nd</sup> nationally for awarding the most undergraduate 4-year degrees to Hispanics;
- 1<sup>st</sup> in Texas, 4<sup>th</sup> nationally for awarding the most graduate degrees to Hispanics;
- 1<sup>st</sup> in Texas and 2<sup>nd</sup> nationally for awarding the most biology and biomedical sciences bachelor’s degrees to Hispanics;
- 2<sup>nd</sup> among national institutions for awarding mathematics bachelor’s degrees to Hispanics;
- And are one of the top 10 producers of Hispanic physicists and engineers in the U.S.

We also are the national champions in Chess for the 2<sup>nd</sup> year in a row, and a team of three UTRGV undergraduate business students recently beat out more than 500 teams from 37 countries to capture their first championship win in the 15th annual CME Group Trading Challenge. The UTRGV team finished the international competition with a total of \$706,585, handily beating out second-place competitor Kansas State University with just \$533,910, followed by The University of Malaya in Malaysia, the Universidad de Bogotá Jorge Tadeo Lozano in Colombia, and Johns Hopkins University in Baltimore, Maryland.

#### **What we *do* as an HSI**

The work we do is guided by five priorities. At the core is student success. We ensure student success by providing educational opportunities; engaging in research that impacts the Rio Grande Valley and beyond; expanding health and medical education, which is essential given that we are a medically underserved community with some of the highest diabetes rates in the nation; and collaborating with our community as true partners in our work.

This work is guided in large part by four pillars, which consist of an ethic of care, an ethic of community, an ethic of inquiry, and an ethic of agency. We understand and value the strengths, assets, and beauty within our community, and the commitment and contributions of all our key stakeholder in ensuring student success.

#### **Attending to the Affective Domain**

We are committed to providing an environment that is conducive to student learning and provides role models for our students. Thus, ensuring that our faculty and staff are representative of our student population is of utmost importance because our students need to see people who look like them, sound like them, and talk like them in a variety of roles. We do this through outreach efforts to recruit under-represented faculty. As a result of federal funding including NSF ADVANCE, INCLUDES, and Title V, we have developed programs to support under-represented faculty within the academy and specific disciplines.

We recognize the value our key stakeholders place on family and community; thus, we have several initiatives that facilitate development of strong partnerships with our community. For example, the Office of Community Engagement and Economic Development and the Bilingual, Bicultural, and Biliterate Institute (B3) provide professional development to College of Science STEM faculty and others in culturally relevant pedagogy and community engaged scholarship and learning. The Center for Teaching Excellence (CTE) and B3 provide professional development workshops for faculty and staff that address culturally relevant relationship building with community organizations; culturally relevant pedagogy; institutional resources, content, and assessment; and community engaged scholarship, curriculum, and syllabus. This work is supported through an NSF grant. We also benefit from a U.S. Department of Education American History and Civics Education-National Activities Grants, supporting history and citizenship in the RGV through place-based education.

The Office of Community Engagement and Economic Development has formalized its commitment to creating systems to foster the development of authentic, culturally relevant, and reciprocal partnerships between UTRGV and the larger community through the *Community Learning Exchange* (CLE). The CLE brings key stakeholders together to share cultural perspectives, talents, gifts, challenges, and opportunities. Through this process, traditional power structures are dismantled, and communities are empowered to provide input into university policies, curriculum, research, and initiatives.

Another important aspect of this work is transforming the institution into a family friendly space—a space in which all feel welcomed and valued. The **College of Education and P-15 Integration (CEP)** took the lead in this by working collaboratively with community organization on various initiatives including a photovoice project entitled: *El Lenguaje Universal: Las fotos*, which asked families what we needed to know about them, their community, and their child, to

teach him or her effectively. In addition, faculty and leaders in CEP are conducting research on the integration of translanguaging pedagogies in teacher preparation and provided professional development to faculty from across the institution on the integration of translanguaging pedagogies in their specific disciplines aimed at leveraging students' linguistic repertoires for learning. Translanguaging legitimizes the fluid language practices within which bilinguals operate. The CEP also has sponsored Special Interest Research Interest Groups (SIRGS) to support faculty research on what it means to be a Hispanic Service College of Education. This work is being expanded to the institutional level through a partnership with Academic Affairs to support research on what we *do* as an HSI in response to our student population.

In addition, we have several initiatives to ensure our students progress through their programs of study in a timely manner. For example, our tuition is capped at 12 credit hours. This means students do not pay tuition for any course above 12 credit hours; thus, students who graduate in four years end up with one free semester—not only are they graduating in a timely manner, they are doing so with less debt.

We also have recently implemented our PROMISE Programs. These are discipline specific and represent our promise to our students that if they progress through their program as stipulated in their PROMISE Program, they will graduate in four years. Specifically, if students participate in targeted career development opportunities, meet with mentors per the designated timelines, adhere to their program course sequence, maintain a 2.75 GPA, and complete 15 credit hours per semester or 30 credit hours per calendar year, they will be assured access to the classes necessary to complete their program of study within four years.

#### **Meeting Business and Industry Needs through Degree Programs and Partnerships**

We recognize that employers, educators, and workforce systems must work in tandem if our current and future workforce needs are to be met. This alignment is made possible in a variety of ways, as each of our colleges is engaged in outreach.

##### *College of Engineering and Computer Science (COECS)*

The COECS sponsors a series of K-12 summer camps and competitions to inspire our K-12 learner to enter STEM fields and high-tech jobs. An important emphasis of this work is ensuring our females take part in these initiatives. This work is undertaken in collaboration with economic development and workforce solutions. The college also works with regional economic development centers to recruit companies to the Rio Grande Valley by offering Research and Development support and enhanced internship opportunities for our students.

##### *College of Science (COS)*

The Department of Physics and Astronomy conducts systematic outreach to K-12 learners through a variety of activities designed to foster an understanding of physics and an interest in entering the profession. The Center for Advanced Radio Astronomy (CARA) has been successful in recruiting retaining and placing students into STEM careers in academia and industry. The vision of CARA is to advance scientific knowledge through innovative discoveries, develop sustainable solutions to local and global grand challenges through community engaged scholarship and learning, and train future scientists and professionals who are academically competent, socially aware, globally engaged, career ready, and ethical leaders.

STARGATE aims to deliver education for local talent for the commercial space industry, focusing on student and faculty research translation and commercialization of technologies with NewSpace applications. Students have gone on to develop optical telescopes, robotics curriculum for STEM education, participate in space settlement design competitions, and space settlement design entrepreneur tournament.

*College of Fine Arts (COFA)*

The COFA is collaborating with the Robert C. Vackar College of Business & Entrepreneurship (VCOBE), College of Engineering and Computer Science, and the School of Medicine respectively to establish different interdisciplinary areas with the aim of creating new jobs and new possibilities for creative arts students. The COFA already has a relationship in place with the Rio Grande State Center in Harlingen whereby Art students are working directly with patients as part of the rehabilitation of such patients.

*College of Liberal Arts (COLA)*

The COLA has been working diligently to hire more bilingual faculty. It has also been focused on launching the Ph.D. program in Clinical Psychology with its' focus on Hispanic mental health. Half of the program faculty are English-Spanish bilinguals who will be operating a clinic with the capacity to serve both Spanish and English-speaking clients.

*Robert C. Vackar College of Business & Entrepreneurship (VCOBE)*

The VCOBE engages students in a variety of world assignments and projects helping the local community. Many of our student organizations provide charitable work for the local community empowering low-income communities to develop their entrepreneurial endeavors. Cybersecurity bootcamps are provided to local high school students during the summer. Our new Weslaco Regional Commercialization & Innovation Center made possible through an Economic Development Administration grant provides a venue for entrepreneurial activity, including teaching, learning, research and service for students, faculty, staff, non-profits, governmental support organizations, and the upcoming business community. The VCOBE increasingly grows student internship opportunities through engagement with regional

business enterprises. Through participation in the National Science Foundation I-Corps program, we have undergraduate and graduate students successfully competing on the national level in developing innovative products and services into viable business ventures.

*School of Medicine and College of Health Affairs (SOM and COHA)*

In addition to the efforts listed above, our School of Medicine is working to build pathways, so students interested in the health professions have a seamless transition into higher education. The School of Medicine continues its mission to close gaps in health care and expand educational opportunities for its students with its Area Health Education Centers, which run primary healthcare clinics operated by professional healthcare staff, faculty, and students of the School of Medicine and the College of Health Affairs. Additionally, a new collaboration with Valley Grande Institute is establishing a pipeline from vocational nursing certification to a bachelors/master's degree in nursing in order to address the nursing shortage.

**Why Hispanic Serving Institutions are important**

Hispanics are becoming an increasingly important part of our labor force. Between 2000 and 2010 Hispanics accounted for 54% of the labor growth. It is projected between 2010 and 2020 74% of the growth of the civilian workforce will be Hispanic.

HSIs provide Hispanics the greatest access to a college education and represent over 15% of all higher ed institutions yet serve 66% of all Hispanic undergraduates. In 2016 HSIs awarded 56.4% of all degrees to Hispanic students and are at the forefront of efforts to increase educational access and success for the nation's Hispanic citizens.

**Closing**

I thank you for this opportunity to share the work being undertaken at UTRGV and stand ready to work with you in ensuring all students are ready for success.

Chairwoman DAVIS. Thank you. Dr. DuBois.

**STATEMENT OF GLENN DUBOIS, PH.D., CHANCELLOR,  
VIRGINIA COMMUNITY COLLEGE SYSTEM**

Mr. DUBOIS. Chairwoman Davis, Ranking Member Smucker, members of the committee, good morning. The fact that I'm sitting here before you today is proof positive that community colleges are indeed engines of economic opportunity.

I am a community college graduate. I was the first in my family to attend college. Truth said I was disinterested in high school and if it were not for my mother's persistence, I would have never even considered going to a community college. Today I'm chancellor of the Virginia Community College System. We operate 23 colleges across 40 campuses. I'm also a founding board member of a group called Rebuilding America's Middle Class, RAMC. It's a coalition of more than 100 community colleges focused on advancing post-secondary access and affordability.

Our colleges were created to do what no one else really would do, respond to Virginia's unmet needs in higher education and work force development. Cost and convenience are the two biggest reasons why students choose to attend a community college. We are open access. We give everyone a chance. For many we offer a second chance. For those of limited means, demanding responsibilities, difficult schedules, we offer what might be their only chance.

One example where location and access really makes a big difference is rural Virginia. Rural Virginia barely trails the rest of the State in high school graduation, in college attainment. There we have to convince families who have never before needed anything beyond high school, in some cases beyond 6th grade to get a good job, we have to convince them to send their children to college.

Our Rural Virginia Horseshoe Initiative 10-year goals include cutting in half the areas high school dropout rate and doubling its college credential completion rate. We are pursuing that through student coaching practices and helping more students finish short term pathways that lead to employment.

We also serve a huge number of students who begin at their community college with the aspirations to eventually transfer to a university and complete the bachelor's degree. In Virginia, our tuition and fees are approximately 1/3 the comparable cost at a public university.

But let me be very clear. It is rare for a community college student to complete an associate degree in 2 years. And much of that has to do with life circumstances of those we serve. Simply Stated, our students today are older, they're poorer, more likely to be first generation, just like I was, and they are more likely to attend class part time, not full time working a full time job or multiple part time jobs.

We also have to help more adult students earn post-secondary credentials. Careers exist today that simply didn't when these adults were 18. These opportunities offer family sustaining wages, healthcare, a regular schedule, and paid time off. They don't require a bachelor's degree but they do require skills that we offer in our short term format.

We call our short term training programs Fast Forward. It's our fastest growing segment. These programs are more affordable, they're more realistic for adults, the schedules work for them, and most importantly these programs fill critical business needs.

In nearly 3 hours, pardon me, 3 years, our colleges put more than 13,000 high demand credentials into the Virginia economy. Those credentials are business verified as high demand and aimed directly at the employer challenge of finding trained and skilled employees.

The ability to use Pell grants for these short-term programs would be transformative. We could serve so many more students unleashing an incredible engine of economic mobility. Our typical Fast Forward student has to come up with about \$1,000 bucks out of pocket on day one. Survey after survey after survey confirms that the amount of \$1,000 bucks is simply out of reach for too many American families.

Pell eligibility would make all the difference. Should Pell grants be extended to these students I would suggest that you do so with a solid system of accountability just like we have established in Virginia.

For the same reason that the Federal Government invests in those pursuing traditional academic degrees, we should invest in those pursuing high quality, stackable, postsecondary work force credentials and boost America's community colleges as an even more powerful engine of economic mobility. Thank you.

[The statement of Mr. DuBois follows:]



PREPARED TESTIMONY FOR DR. GLENN DUBOIS, CHANCELLOR OF VIRGINIA'S COMMUNITY COLLEGES  
HIGHER EDUCATION AND WORKFORCE INVESTMENT SUBCOMMITTEE  
"ENGINES OF ECONOMIC MOBILITY: THE CRITICAL ROLE OF COMMUNITY COLLEGES, HISTORICALLY BLACK COLLEGES AND  
UNIVERSITIES, AND MINORITY-SERVING INSTITUTIONS IN PREPARING STUDENTS FOR SUCCESS."  
RAYBURN HOUSE OFFICE BUILDING, ROOM 2176  
WEDNESDAY, MAY 22, 2019  
10:15 AM

Chairwoman Davis, Ranking Member Smucker, Members of the Committee: Good morning.

The fact that I am sitting before you today is proof-positive that community colleges are engines of economic mobility. I am a community college graduate.

I was first in my family to attend college – a community college in New York. I was disinterested in high school, and anything but “college material.” Were it not for my mother’s persistence I would have never even considered community college.

Thankfully, I did. My classes were interesting. My professors were engaging. For the first time ever, I aspired for more, earned my doctorate and became a community college instructor. I eventually climbed the administrative ranks.

Today, I am the chancellor of the Virginia Community College System: We operate 23 colleges, and 40 campuses, across Virginia. In fact, we like to say that nearly every Virginian lives within a 30 minute drive of a community college campus.

I am also a founding board member of Rebuilding America’s Middle Class (RAMC), a coalition of community colleges focused on advancing postsecondary access and affordability.

**Why Students Choose Community College**

Virginia’s Community Colleges were created to do what no one else would: respond to the commonwealth’s unmet needs in higher education and workforce training.

Cost and convenience are the two biggest reasons why students choose to attend a community college.

We are open-access institutions. We give everyone a chance. For those who may have struggled through high school, or even bombed-out during a brief stint at a university, we offer a second chance.

For those of limited means, demanding responsibilities and difficult personal schedules, and who may be the first in their family to pursue higher education, we offer what might be their only chance.

This is especially true for minority students who do not pursue college at the same rate as their white counterparts. And when they do, they often struggle. African-American and Latino students significantly trail Asian and white students when it comes to student success and credential completion. That remains unchanged since the 1980s.

Attracting more of these students and helping them succeed is a matter of equity and social justice, a requirement to restore the American Dream, and an obligation of the VCCS mission.

For many lower-income Virginians, the local community college represents not only the best opportunity to elevate their life, but often the only opportunity.

Roughly half of Virginians born into poverty today will remain there for life if they do not earn a postsecondary credential. Only three percent of them will reach the wealthiest income brackets. Three percent<sup>ii</sup>.

Conversely, nine out of 10 Virginians born into poverty will reach at least the middle class after earning a college credential.

We are the institutions where the promise of the American Dream is made real.

#### **Rural Virginia**

One example where location and access can make a difference is in rural Virginia.

Rural Virginia badly trails the rest of the state in both high-school graduation rates and college attainment. The decline of tobacco production; the decimation of the furniture-making and manufacturing industries; and the long-running struggles of coal communities have drained those places of opportunity and hope. There, we have to convince families, who are often white, and who never before needed an education to get a good job, to send their children to college.

In fact, our Rural Virginia Horseshoe Initiative targets a huge region of Virginia that, were it a separate state, would rank 50th in the nation for postsecondary educational attainment.

Knowing that, and doing nothing, is turning our backs on more than two million people, ensuring their communities will fail in the 21st century. The ten-year goals of our Rural Horseshoe project include cutting in half the areas' high school dropout rate and doubling its college credential completion rate. We are pursuing that through student coaching practices and other hands-on strategies.

#### **Virginia Community College Statistics**

The Rural Virginia Horseshoe Initiative, like many of our ongoing efforts, is challenged by current student enrollment patterns.

We are in the midst of an historic enrollment decline. That's a reality for community colleges across the nation. Our enrollment typically runs counter-cyclical to the larger economy. When times are good and unemployment numbers are low, our enrollment shrinks. When the economy faces challenges and unemployment rises, so does our enrollment.

That said, in Virginia, we are posting solid numbers. We are compiling data now from the academic year that concluded a few days ago. However, I can share figures from our last academic year (2017-2018):

- We enrolled a total of **234,369** students.
- One-third of our students in traditional academic programs were age 25 or older.
- Minorities accounted for 43% of our student body. At least eight of our 23 colleges are majority minority institutions.
- **43,606** of our students were enrolled in **Dual Enrollment** programs that allow students to earn college credit while enrolled in high school classes that can be offered on either a college or high school setting.

- **52,205** of our students were enrolled in **non-credit training programs** that help them prepare to work in high-demand fields through affordable short-term programs that include FastForward training credentials.
- Another **53,466** students enrolled in traditional **Career and Technical Education (CTE)** programs – offered for academic credit – which help prepare students for career fields like nursing, airplane maintenance, and cyber security that often require workers to hold an applied associate degree.
- All told, **32,607** community college degrees, diplomas, and certificates were earned in 2017-2018. That's the second highest annual total in VCCS history.

#### **VCCS Transfer Statistics**

We also serve a number of students who begin at their community college with the aspirations of eventually transferring to complete a bachelor's degree at a university.

There is a lot of money to be saved for families pursuing that pathway. In Virginia, the tuition and fees charged to attend a community college are approximately one-third the comparable costs at a public university.

In 2017-2018, some **106,048** students transferred from a Virginia Community College to a university.

That same year, **45,131** bachelor's degrees were awarded to former VCCS students.

Many of those students used one of three-dozen guaranteed articulation agreements that we hold with public and private universities.

These statewide agreements make clear that if a student completes an associate's degree, while earning a specific grade point average (GPA), he or she will be guaranteed acceptance into the university in the next semester with the standing of a third year student.

The State Council for Higher Education in Virginia estimates that in a best case scenario – and admittedly, this rarely happens – if a student completes an associate degree in two years; transfers immediately to a university with institutional and state financial aid available uniquely to transfer students; and completes a bachelor's degree in two years; he or she would save more than \$50,000 on the cost of the bachelor's degree.

That's especially significant given that the typical bachelor's degree graduate leaves Virginia's public universities with nearly \$30,000 in student debt, on average.

We are working with SCHEV and the Aspin Institute in a three-year effort to expand our college transfer pathways to make them more user-friendly and easier to understand. The ultimate goal would be to eliminate the credit-loss that occurs too often in transfer situations, costing students additional time and money.

#### **Community College Students Face Different Life Challenges**

But let me be clear. It is rare for a community college student to complete an associate degree in two years – and much of that has to do with the life circumstances of the individuals we serve.

From the outset, we attracted a different kind of student.

In the middle of the last century, the phrase “college student” caused no confusion.

Universities, public and private, served young people directly out of high school. They went to class fulltime. They lived in dorms. They ate at the mess hall. They attended the football and basketball games. They wore letterman sweaters. They were mostly men, and they were almost entirely white. Most majored in the humanities.

But community college students were different.

Community college students lived nearby, driving to and from campus only to attend class. Some were in high school the year before; many more had already been working for a few years. Many were military veterans. They typically worked part-time, while taking classes. Their studies were often vocational, focused more on career training than contemplating the nature of humanity. And while it was subtle, the classrooms they sat in were more diverse in gender, race, and age.

Over time, the differences between the typical university student and the typical community college student have grown starker.

Simply put, our students today are older, poorer, more likely to be the first in their family to go to college – just like I was – and they are more likely to attend class part-time while working fulltime.

That working statistic is significant for us, and more importantly, for the success of our students.

A recent national study found that:

- Nearly half of working students are low income;
- Those working students are more likely to attend community college and to be more diverse;
- They are disproportionately African-American, and Latino, women, and first-generation college students; and
- Low-income working students are less likely to earn a credential overall, even if they come from the upper end of the academic performance distribution.

Let me repeat that last point: Even if the individual is a strong student, the challenges of being poor and working while studying means they probably won't graduate.

That is, in part, why it is a mistake to refer to our institutions as two-year colleges. Three out of five of our students attend part-time. They take about nine credit hours a semester, not the 12 to 15 hours that fulltime students take. And it takes them five or six years to graduate – if they ever make it.

The students who pursue traditional academic degrees with us are older than their university counterparts are. Nearly half of our students are minorities.

Nearly half of our students demonstrate financial need. In rural Virginia, that need is greater.

Poverty is a major hurdle to college progress and completion. The vast majority of our community colleges operate on-campus food banks to serve hungry students, and that number is growing.

In a national study released last year:

- 42% of community college students indicated they struggled to get adequate food;

- 9% said they had gone at least one day during the last month without eating because they lacked the money.

I recently heard an anecdote from an instructor about a student he perceived to be slacking off in class. He asked the student to visit during his office hours, with the intention of really pushing him hard – you know, the old nose-to-the-grindstone approach.

When the meeting happened, the professor became increasingly annoyed because the student wasn't paying attention to him, instead focused intently on a granola bar that was sitting on the professor's desk.

Finally, the professor asked, well, do you just want the granola bar?

I really do, the student said. I haven't eaten anything in two days.

This is our new reality.

Housing insecurity is another issue we face. That same national study found that 46% of community college students said they had difficulty paying for housing and utilities.

Whether its food insecurity or housing insecurity, students throughout our colleges are living through the reality of those national survey findings. And I think we are serving many people who are overcoming challenges that don't fit neatly onto surveys.

#### **Responding to Demographic Changes**

Moving forward, our legacy of serving students who are different, will serve us well. Its preparation, really, for what I believe will be the biggest disruption to higher education that any of us have ever seen in our lifetimes – and that's America's shrinking birthrate.

When I was 18 years old, and just starting at my community college, there were more of us than there were seats available.

That's not true anymore. Our nation's birth rate is at an all-time low, declining 12% since the year 2007.

Beginning in 2026, we will see a decline in the traditional college-age student that is more dramatic than we've ever seen before. The Northeast and Mid-Atlantic will take the biggest hit.

What that means for our community colleges? What does that mean for the entire sector of higher education?

I contend that top tier institutions – Harvard, Yale, and closer to home, the University of Virginia – will be just fine. But regional institutions will spread themselves further. Small, liberal arts colleges will close.

Students turned away for years by regional universities, and who would instead attend community college, will begin looking much more attractive to those institutions.

All of this to say that while serving 18-year-olds remains an important part of what community colleges do, it probably won't be the most important thing we do.

Much like when our colleges began, our future will be about expanding the meaning of the phrase "college student" once again.

There are people throughout Virginia, older than that classic 18-24 age range, who need our help. And we need them.

We have to help more adults – people over the age of 24 – earn postsecondary credentials. There are career opportunities that exist today but didn't when these people were 18.

These are careers offering family-sustaining wages, but require skills and knowledge these folks lack.

We have an untapped pool of talent that lies beneath every community. It includes people who began but never finished college. It includes people who are working two – or more – jobs to make ends meet. It includes parents; many of them are single parents. They have a car payment or two, and they pay rent or a mortgage.

Not all of these people live below Virginia's poverty line. Some are just barely above it, making them harder to see, understand, and serve.

We have learned a new way to describe such folks. It comes from a big report published by the United Way. They refer to these folks with the acronym, ALICE. It means Asset Limited, Income Constrained, Employed – ALICE.

Despite working, many of these folks are having a hard time affording the basic cost of living. Statewide, the number of households who qualify as ALICE is two out of five. The numbers are even starker in some communities across the state.

These folks feel locked out of opportunity. They're desperate for a way in.

The truth is, however, very few of them will enroll in a traditional college degree program. It takes too long to complete; it's too expensive to pursue; and it requires a sense of academic confidence they haven't felt in a long time, if ever.

So how many people are we talking about when we talk about adult students?

If we limit the conversation to Virginians between the ages of 25 and 44, who have not earned a postsecondary credential, we're talking about just over 1.2 million people. That figure is current.

Now, that's more than thirteen times the 90,000 Virginians who graduate from high school each year – More than thirteen times as many.

If that weren't enough, then look at the trending. Over the next decade, that high school age range of 15 to 19 will shrink. The number of adults between 25 and 44, however, will grow.

We would be negligent to ignore those population trends.

We have to create opportunities for these adults, 25 and up, which attract them, not intimidate them – opportunities that account for the challenges of their lives – opportunities like FastForward.

#### **FastForward**

FastForward is our fastest-growing program, and it's filling critical needs in Virginia's workforce. This pay-for-performance program makes our short-term training programs more affordable. And the

programs are more realistic for the schedules of working adults, taking only weeks or months to complete, not semesters and years.

In nearly three years, our colleges put more than 13,300 high-demand credentials into the Virginia economy through FastForward.

FastForward is attracting people who otherwise aren't coming to our community colleges. They're older, typically in their mid-30s to mid-40's.

The careers they are beginning after earning a credential is boosting their take-home pay from 25-percent to 50-percent. That's a big deal, especially considering that one in five of our FastForward students received some form of public assistance the year before they came to us. FastForward has become the fastest way out of poverty.

For many FastForward students, these stackable credentials are a first step.

In fact, of the graduates we surveyed, more than half – 56% – have already returned to their community college for additional training or intends to do so in the near future, and another 36% are open to the idea.

#### **Meeting Business Needs**

Individuals earning these FastForward credentials are not the only winners. This program is aimed directly at the challenge confronting Virginia businesses in finding trained and skilled employees.

FastForward was created after meeting with some 1,500 business, civic, and educational leaders across the state – including the state and local chambers of commerce. Our approach prioritizes state investment in the programs that lead to high-quality, stackable credentials. Importantly, we train people for jobs that align with verified, regional business needs.

Launched in July 2016, FastForward made training more affordable, reducing student out-of-pocket tuition costs by two-thirds. It also ensured accountability by funding community colleges only after class and credential completion.

All told, 98% of the FastForward credentials earned have been in Virginia's top 12 career fields, as defined by demand.

#### **Pell Grants for FastForward Students**

In closing, I would suggest to you that the biggest difference-maker we could work together on to expand the role community college play as engines of economic mobility is to expand the usage of Pell grants for high-quality, non-credit workforce training programs. (This is the biggest priority of the RAMC group I mentioned at the beginning of my remarks.)

We're proud of Virginia's results. However, expanding the usage of Pell grants for high-quality, non-credit workforce training programs Pell grants would help us serve so many more people.

Our most expensive FastForward programs cost students \$1,500 out-of-pocket.

That modest amount is out of reach for too many people. Four out of ten households cannot cover an unexpected \$400 expense, according to the Federal Reserve Board. These are the individuals, and the

households, who often have the most to gain from FastForward training programs. Pell Grants could be a vital boost here.

This is especially true in rural Virginia, which is over-represented in the percentage of FastForward credentials earned.

Should Pell Grants be extended to these students, I would suggest you do so with a solid system of accountability that includes program completion data and income gains for program graduates – just like we’ve established in Virginia to ensure we’re meeting the program’s promise.

For the same reasons that the federal government invests in those pursuing traditional academic degrees, we should invest in those pursuing high-quality, stackable, postsecondary workforce credentials, and unleash a powerful engine of economic mobility.

Thank you.



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<sup>i</sup> [http://nces.ed.gov/programs/digest/d15/tables/dt15\\_302.60.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_302.60.asp?current=yes)

<sup>ii</sup> "Economic Mobility and Postsecondary Completion: The Imperative for Virginia," David Dodson, President, MDC. A presentation to the Virginia State Board for Community Colleges. September 15, 2016.

Chairwoman DAVIS. Thank you. Dr. Boham.

**STATEMENT OF SANDRA L. BOHAM, ED.D., PRESIDENT, SALISH KOOTENAI COLLEGE**

Ms. BOHAM. Kifuke Witnam. Madame Chair and distinguished members of the subcommittee, I am Dr. Sandra Boham. I'm an enrolled member of the confederated Salish and Kootenai Tribes and President of Salish Kootenai College in Pablo, Montana. I'm also a member of the board of directors of the American Indian Higher Education Consortium and I am very honored to be here to speak with you today.

Tribal colleges are place based, mission focused institutions. To tribal colleges and universities, economic mobility means preparing individual American Indian and Alaska Native students for success as well as strengthening and sustaining our tribes, tribal communities, lands, language and cultures.

Salish Kootenai College like all TCU's was established for two reasons. One, the near complete failure of the U.S. higher education system to address the needs of or even include American Indians and Alaskan natives and two, to preserve our culture, language, lands, and sovereignty.

Located in some of the most impoverished, remote, and beautiful areas in the Nation, tribal colleges have grown from one institution in 1968 to 37 today. Operating 75 campuses in 16 States. We serve 130,000 students and community members each year and from more than 230 federally recognized tribes. My home State of Montana has 7 tribal colleges and about half of all American Indians enrolled in higher education in Montana attend a tribal college.

Tribal colleges are accredited institutions chartered by federally recognized tribes for the Federal Government. All tribal colleges offer associate degrees, 16 offer bachelors' degrees, and 5 offer masters degrees. All taught from a foundation grounded in our tribe's distinctive and resilient world views.

Today, we are facilitating economic growth and sustainability. Over the past 45 years, we have developed solid work force programs responsive to tribal needs.

Salish Kootenai College offers bachelor's degrees in forest management, hydrology, wildlife, fisheries, education, nursing, tribal governance, and tribal historic preservation. We are aggressively working to sustain our tribal languages because language, culture, and community are essential to native student success and completion.

At SKC we developed a Salish language teacher apprenticeship program that includes a yearlong immersion in Salish language. We focus on the adults because they are essential to teaching our language. For us, the situation is critical.

Just a few years ago, the number of fluent Salish speakers fell to 18. Our goal is to educate 40 Salish language teachers who will give our children a clear path, clear vision of the world as a Salish person and set them on a good path. The program is also a path to economic mobility. In the first few years, every student who completed the program was hired in the local schools.

This program demonstrates a synergistic dual nature of economy mobility in native people. Academic success is important, equally important to us is to strengthen our community and perpetuate our culture. These twin missions, individual and community, are inseparable. We cannot fail at either without putting the other at risk.

A more obvious contributor to the economic mobility is the availability of jobs. Through a multi-year partnership with the Department of Energy, Tribes and Industries, Salish Kootenai College and four other TCU's are establishing advanced engineering skills to operate digital manufacturing equipment.

Salish Kootenai College partnered with Northrup Grumman, the United States Air Force, Salish SNK technologies and the college to—in a mentor protégé program to help us create the work force and develop economic opportunities through that program.

As new jobs are created, the tribal colleges will educate students to fill those positions. One of the ways we have created job creation is that we need a pipeline of skilled workers. Because our high school dropout rates are too high, and many students were enrolling at SKC unprepared for college STEM courses, we developed dual credit. But that wasn't enough. So we recently opened a STEM academy for high school juniors and seniors.

Students take classes at their own high school in the morning, come to Salish Kootenai College in the afternoon to complete their science and math courses and then they are ready to enter STEM programs and have doorways open for opportunities that they might not have had before.

The academy is already in its second year of existence demonstrating success. Through strategies like this, tribal colleges are transforming Native America and Indian country one student at a time. Thank you.

[The statement of Ms. Boham follows:]



**STATEMENT OF DR. SANDRA BOHAM**  
**PRESIDENT, SALISH KOOTENAI COLLEGE; PABLO, MONTANA**  
**BOARD MEMBER, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM (AIHEC)**

HEARING ON:

*ENGINES OF ECONOMIC MOBILITY: THE CRITICAL ROLE OF COMMUNITY COLLEGES, HBCUs, AND MSIs IN  
 PREPARING STUDENTS FOR SUCCESS*

HOUSE COMMITTEE ON EDUCATION AND LABOR  
 SUBCOMMITTEE ON HIGHER EDUCATION AND WORKFORCE INVESTMENT  
 MAY 22, 2019

Madam Chair and distinguished members of the Subcommittee, I am Dr. Sandra Boham. I am an enrolled member of the Confederated Salish and Kootenai tribes, President of Salish Kootenai College in Pablo, Montana, and a member of the Board of Directors of the American Indian Higher Education Consortium (AIHEC). On behalf of my institution and the nation's 36 other Tribal Colleges and Universities, which collectively are AIHEC, thank you for inviting me to participate in today's hearing.

I am honored to speak with you about the essential role of Tribal Colleges and Universities as engines of economic mobility in Indian Country. To our place-based and mission focused institutions, economic mobility not only means preparing individual American Indian and Alaska Native students for success, but also rebuilding, strengthening and sustaining our tribes, tribal communities, lands, languages and cultures for generations to come.

In my statement, I will touch on four areas: (1) brief overview of Tribal Colleges and Universities (TCUs); (2) TCUs and holistic student success – strategies, successes, and challenges to Native student success; (3) TCUs as Nation builders – the importance of job creation in Indian Country and rural America; and (4) Recommendations for consideration during the reauthorization of the Higher Education Act.

**BACKGROUND: THE TRIBAL COLLEGE MOVEMENT**

Over the past 50 years, Tribal Colleges have emerged onto the U.S. higher education landscape – nurtured by and, in turn, nurturing the land, language, culture, and distinct people who created them. My college, Salish Kootenai College, like all TCUs, was established for two reasons: (1) the near complete failure of the U.S. higher education system to address the needs of – or even include – American Indians and Alaska Natives (AI/ANs); and (2) the need to preserve our culture, language, lands and sovereignty. The goal: to build our own education system founded on our ways of knowing, traditional knowledge, and spirituality. The vision: *Strong Sovereign Nations Through Excellence in TRIBAL Higher Education.*

Located in some of the most impoverished and remote regions of this country, Tribal Colleges have grown from one institution in 1968 to 37 TCUs today, operating more than 75 campuses in 16 states, within whose geographic boundaries about 80 percent of all American Indian reservations and federal Indian trust land lie. We serve students from more than 230 federally recognized tribes. In my state of Montana, where we have seven Tribal Colleges, 50 percent of all American Indians enrolled in higher

education attend a TCU. In total, Tribal Colleges serve about 130,000 AI/ANs each year in academic and community based programs.

TCUs are accredited, place-based public institutions of higher education, chartered by federally recognized American Indian tribes or the federal government. We are committed to improving the lives of our students through tribal higher education and to working with our tribes to ensure self-sufficiency for our people. All TCUs offer certificates and associate degrees; 16 TCUs offer bachelor's degrees, and five TCUs offer master's degrees – all taught from a foundation grounded in our tribe's distinctive and resilient world view. We are the best experiment and experience in American Indian self-determination, and we know that we have much to share.

All too often, however, mainstream America hears only of the challenges facing Indian Country: high unemployment, high school drop-out rates<sup>1</sup>, poverty, alcoholism, suicide, abuse, and more. These challenges are real and serious. But they are not insurmountable, and they do not define us. At Tribal Colleges, hope defines us: it is our ability to reach back and draw from our history, our respective cultures, and our languages, to shape a foundation for a better world on our own land. Tribal Colleges are catalysts, transforming our vision into reality.

Tribal Colleges take our hope and a pitifully few dollars – we are among the most poorly funded institutions of higher education in the country -- and shape them into opportunity. Opportunity to complete high school and succeed in higher education, opportunities for a healthier life, a more stable and prosperous community, a revitalized language and culture, an engaged citizenry, a safer and more secure environment, and more.

TCUs are transforming our education systems – training early childhood educators, successfully managing once failing Head Start programs, rebuilding schools; reforming K-12 science and math programs and providing summer and Saturday enrichment alternatives; and preparing an AI/AN K-12 teacher workforce. TCUs are growing a Native health care workforce – from behavioral health to emergency room nursing, to serve our people and provide care in our language and according to our customs. In fact, two Tribal Colleges lead the nation in preparing and graduating American Indian nurses, Salish Kootenai College and Oglala Lakota College, with more than 90 percent of our graduates certified as Registered Nurses and working in local community settings. Before Oglala Lakota College (OLC) launched its nursing program, none of the nurses employed by the Indian Health Service to work on the Pine Ridge reservation in South Dakota, were AI/AN. Of the 70 nurses working on the reservation in 2013, 80 percent were OLC graduates.

#### **NATIVE AMERICAN ECONOMIC MOBILITY: IDENTITY, LANGUAGE, AND VALUES**

Perhaps most important, TCUs are actively and aggressively working to preserve and sustain our tribal languages and cultures in innovative ways because we know that language, culture, and community are essential to Native student success. The Fort Belknap Reservation in eastern Montana is home to Aaniiih Nakoda College (ANC). Fort Belknap is the only place in the world where the Gros Ventre, or White Clay, language is spoken, and until a few years ago, you could count the number of fluent

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<sup>1</sup> American Indians have the highest high school drop-out rate in the country: a 2010 study of 12 states with high Indian student enrollment showed that 83 percent of Anglo high school students complete high school, but less than 60 percent of all Native students graduate. On some reservations, the high school drop-out rate can be as high as 80 percent.

speakers on one hand – none of these lived on the Fort Belknap reservation. So Aaniiih Nakoda College (ANC) established the White Clay Immersion School – a K-8 school right on the ANC campus, funded by competitively-sought grants from foundations. Today, the largest group of White Clay speakers in the world are the graduates of ANC's White Clay Immersion School.

At Salish Kootenai College, we have taken a different approach: we built an innovative teacher apprenticeship program to develop fluent Salish teachers that includes a 1-year immersion experience with elders and cultural experts who are Salish speakers. We chose to focus on adults, rather than children, because adults are essential to *teaching* our language, and for us, the situation is critical. When we started the program, there were only 18 fluent Salish speakers in the world. Our goal is to produce 40 Salish language teachers who will work in K-12 schools throughout our reservation, giving our children a clear vision of the world, restoring their identity as a Salish person, and setting them on a good path. This type of program, with its focus on our common identity, past, and future, is essential for long-term success for families, communities, and our tribe as a whole. It is also a direct path to a student's economic mobility today: in the first few years of our program, every student who has completed the 1-year immersion program has been hired by our local school system. The need is so great, every student who completes this apprenticeship program is assured a job and a path for a sustainable future. As the number of Salish teachers grows within our schools, we have the potential to expand our apprenticeship program in some exciting and perhaps specialized ways.

My focus on SKC's intensive language apprenticeship program and the Aaniiih Nakoda College's White Clay immersion school is purposeful. These two programs demonstrate the synergistic dual nature of "economic mobility" to us, as Native people. As a president of a Tribal College, I have a responsibility to do everything I can ensure the academic success of each one of my students. At Salish Kootenai College, we are doing some wonderful things in student success, some of which I will discuss later in my testimony. However, equally important is our duty to strengthen our communities and perpetuate the cultures of the Confederated Tribes of the Flathead Nation, including grounding our programs in the values, principles, and world view of the Séliš, Ksanka, and Qiispé people. It turns out, these twin missions – individual and community – are inextricably bound together. They cannot be separated – and we cannot fail at either -- without putting the other at risk.

We know (through data informed research), that traditional beliefs inspire well-being; and we know that for centuries, the federal policy toward AI/ANs was one of repression, removal, and assimilation – a concerted attempt to eliminate AI/AN cultures, religious practices, and languages, including through forced family separation – the very heart and soul of our well-being. Our students, families, and whole communities still suffer from this experience (historical trauma) even today<sup>2</sup>. For Native people, issues including extreme poverty and lack of housing within reservation communities compound the hardships endured. The result is a pervasive and generational impact that is still felt today, as evidenced by continued high poverty rates, high unemployment, high suicide rates, substance abuse, and a myriad of other challenges in tribal communities.

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<sup>2</sup> Historical trauma describes the intergenerational collective experience of complex trauma that was inflicted on a group of people who share a specific group identity or affiliation such as a nationality, religious affiliation or ethnicity (Evans-Campbell, 2008). It encompasses the set of emotions and behaviors that characterize individuals directly or indirectly affected by the experience of adverse events. Historical trauma is intergenerational, meaning that emotional and behavioral patterns shaped by an original trauma (e.g. genocide, cultural fragmentation) are transmitted to children through trauma-affected parenting and reinforced by structural racism experienced through the dominant culture.

To ensure Native student success, Salish Kootenai College and all TCUs must help each student develop a success-oriented personal narrative that is culturally informed, focusing on the importance of traditional cultural and spiritual values<sup>3</sup>. At the heart of our culture and values is our language – it shapes our vision of the living world and our understanding of who we are as people. We can still be Salish without our language, but if it is lost, part of us will be lost forever. We are committed to working to ensure that our students are whole.

**TRIBAL COLLEGES AS INNOVATORS**  
**WORKFORCE DEVELOPMENT TO JOB CREATION**

An obvious contributor to student success and economic mobility is the ability to find a job. In the Tribal communities served by TCUs, this means the need to break cycles of generational poverty. The majority of our people want to stay home, in our communities with their families, to contribute their talent and vision to Tribal Nation building. We are, after all, people of a place. Place, another core value common to AI/ANs, is important to our identity – our songs, stories, and prayers come from our place.

Economic mobility for TCU students, therefore, cannot be separated from the economic health of the tribal communities in which our students live. TCUs are addressing this by developing and offering high quality academic and career/technical programs to prepare our students for key careers (with wrap-around student support) and by catalyzing local economic opportunity, particularly involving new technologies and emerging industries.

TCUs, as place-based, community focused institutions, welcome students with open doors, regardless of where those students are from, and wherever they are on the continuum of learning. At TCUs, we do not worry about the value of SAT and ACT scores because we do not believe those scores are important to determining whether an individual will be successful or not. We have always believed that with the proper nurturing, *all* of our people can succeed. The reality is that about two-thirds of all TCU students – the majority of whom have high school degrees – test into at least one remedial education course, while many of these students face significant deficiencies in *both* math and reading. Yet, within one or two years, many students who come to a TCU at a sixth or even fourth grade academic level are ready to take on college-level courses. They are intelligent and capable and the TCUs understand how to capitalize on their strengths, while also helping to address the social and economic challenges the students face.

Over the past 45 years or so, we have developed a strong model of workforce development in which we offer education and training programs that are responsive to local and regional employer needs. For example, SKC offers bachelor's degrees in forestry management and hydrology (the only two tribally-focused bachelor's programs in the nation), wildlife and fisheries, education (we prepare half of all Native-serving special education teachers in the state), nursing, and tribal governance. We offer a certificate in dental assisting technology, which could evolve into a stackable dental therapy program, beginning with a dental health aide therapy certificate. However, we are doing significantly more to facilitate transformational change. SKC, along with several other TCUs and AIHEC are developing models for moving TCUs from workforce development to job creation through several initiatives involving partnerships with the U.S. Department of Agriculture (USDA), the U.S. Department of Energy

<sup>3</sup> A core cultural value common across AI/AN tribes and peoples is a sense of community, Nation building. AIHEC, *Indigenous Evaluation Framework*, 2009. <https://portalcentral.aihec.org/Indigeval/Book%20Chapters/4-CoreCulturalValues.pdf>

(DoE), the U.S. Department of the Interior (DOI), tribal governments, regional companies and local businesses.

Although we have – and still do – focus on the place-based needs of our tribe -- nurses, teachers, environmental professions. Increasingly, we are working to focus our tribes on global needs and strategies. We are beginning some exciting social entrepreneurial programs, which is something new for most tribal communities. We are doing some innovative and very promising work in problem based learning, which has the potential for transforming the education experience. And we are working to expand our national and international partnerships and research capacity.

***THE VALUE OF INTERNSHIPS AND APPRENTICESHIPS***

With support from the Northwest Area Foundation, AIHEC and the Montana TCUs are exploring the value of apprenticeships in Indian Country. Through previous work, we know that place-based internships are extremely helpful in improving student retention and completion, and that carefully focused internship programs are an excellent career readiness strategy for our students. They build self-confidence, non-cognitive skills, research capacity, and give students a “foot in the door” with potential employers. Now, we are exploring the development of a model that would provide TCU students opportunities to build their professional competencies through placements with local public and private sector employers. Including the public sector when contemplating apprenticeships in Indian Country is important because often, the top employers are tribes and the federal governments, including the Indian Health Service, Bureau of Indian Affairs, the National Park Service, and Bureau of Land Management.

A partnership between three TCUs and the USDA's Farm Service Agency (FSA), for example, has led to the development of a Tribal Agribusiness curriculum and certificate that includes the competencies needed for employment with FSA county- and regional offices and loan programs. A key part of this partnership will be the development of a TCU-FSA apprenticeship program. This program, which will be shared with all TCUs, is important because 75 percent of Indian Country is either forested or agriculture land. Across the nation, the number of farmers and ranchers – including Native farmers and ranchers – is declining rapidly. Through a similar partnership with the Department of the Interior, two TCUs are working to develop an online records management program that will provide training and technical support to any Tribal government in developing and operating a records management system and data repository.

***JOB CREATION: INDUSTRY PARTNERSHIPS***

Through a multi-year DoE initiative, five TCUs are establishing advanced manufacturing programs that will provide students the technical and engineering skills to operate digital manufacturing equipment and prototype new product ideas. A “TCU Innovation Corps” initiative will provide the support for aspiring entrepreneurs to move their ideas to commercialization. All of these initiatives are furthering the capacity of TCUs and their students to take a proactive role in local economic development, translating what they learn in the classroom to real-world jobs and business opportunities.

At SKC, we are helping to generate economic vitality through participation in the Air Force's Mentor Protégé Program, with industry partners that include our tribe's S&K Electronics, as well as the Northrop Grumman Corporation. The Air Force Mentor Protégé Program (MPP) assists eligible small businesses (protégés) to develop the ability to compete for prime contract and subcontract awards by partnering with large corporations (mentors) who provide developmental assistance under individual,



project-based agreements. A broad range of industries is represented in the Air Force Mentor Protégé Program including manufacturing, information technology systems, engineering/consulting services, environmental services and cyber security. As a protégé, SKC will provide specialized certification and recertification training for employees at S&K Electronics. As we move forward, the program will provide additional opportunities for SKC to serve as a corporate trainer and business partner with additional companies on the reservation and across Montana.

#### **THE OTHER END OF THE SPECTRUM: HIGH SCHOOL COMPLETION**

##### ***DUAL CREDIT PROGRAMS***

Nearly all of the TCUs engage in dual credit programs, designed to keep AI/AN high school students engaged in school, graduate, and continue on to pursue higher education goals. Some of the programs are quite extensive. Nearly all of them are free for the students and high schools. The TCUs – without any compensation whatsoever – offer this service at their expense because they know it is one very effective way to help save our American Indian children. It keeps them on a path to a better future and a world of opportunity.

TCUs will continue to offer these life-changing and life-saving programs, but we are working to encourage the Bureau of Indian Education (BIE) and states to work with us to expand these programs and level the playing field. Currently, states reimburse tuition costs for dual credit high school students attending state public institutions of higher education. Although TCUs are public institutions and the state colleges/universities accept the TCU credit on transcripts, only a few states reimburse TCUs for the tuition costs of public high school students attending TCUs. This is the case even where there is no other public institution of higher education within a hundred miles or more for the high school student to attend. The same holds true for the BIE: some BIE high school students earn dual credit at TCUs, but the colleges are not reimbursed the tuition costs and the students are not included in the TCUs' "Indian Student Count" for formula funding under the Tribally Controlled Colleges and Universities Assistance Act, which authorizes operating for most TCUs.

##### ***SKC's STEM ACADEMY***

For our job creation partnerships with our tribe and industry to succeed, we need a pipeline of highly skilled workers, yet we know that our high school drop-out rates are unacceptably high and that too many students are enrolling at SKC unprepared for college STEM courses. With support from the National Institutes of Health, among others, our college launched the SKC STEM Academy (Academy), open to high school students on the Flathead Reservation. Our goal is to increase the number of Native high school students who are prepared for college academic majors in STEM fields by promoting a culturally relevant, supportive learning environment; enhanced college readiness skills; and exposure to college and university experiences. The Academy curriculum spans two years – students' junior and senior years, with students earning between 15-25 quarter credits per year or up to 50 college quarter credits over the two years. In year two, students choose a field for specialized study, such as cellular biology, math, or psychology and conduct independent research in that area. Throughout the two years, students attend their own high school in the morning, and come to the SKC campus for afternoon classes and labs. The Academy, which has been a goal for several years, is now an exciting and transformative reality for our tribe.

**RECOMMENDATIONS: HIGHER EDUCATION ACT REAUTHORIZATION**

Based on our experience with these initiatives, we have some specific recommendations for the Committee as you continue your important work to reauthorize the Higher Education Act:

1. **Strengthening Professional & Graduate Opportunities at TCUs:** We propose an amendment to the Higher Education Act, Title III Part A program to establish a modest program to assist TCUs in strengthening graduate degree programs and professional certificate programs in high demand fields vital to tribal nation building, economic development in rural America, and in fields critical to addressing health and other challenges facing AI/ANs.

In the 1970s through 1990s, as TCUs were being established and growing in number, the academic focus of most of these place-based, under-resourced, and rural institutions was to help their chartering tribes meet local workforce needs through vocational and technical programs and to serve as bridge institutions to regional state public universities. In recent years, the capacity of TCUs to provide necessary culturally- and place-based research has grown, as has the capacity and needs of the tribes that TCUs serve. More and more TCUs are beginning to develop master's degree programs in limited, but vitally needed fields including elementary/secondary education administration; environmental science; tribal governmental policy and management; industrial and electrical engineering; and fine arts.

At the time that important graduate and professional program support programs were established for Historically Black Colleges and Universities and Hispanic Serving Institutions, we believe that Tribal Colleges were overlooked. It is time, we believe, that TCUs are recognized for the irreplaceable role we play in strengthening our tribal nations, protecting tribal lands, and preparing a 21<sup>st</sup> century Native workforce.

2. **TCU Role in Job Creation:** Any requirement to show results on job placement must be carefully crafted so as not to have an adverse impact on rural America and Tribal communities. Particularly troublesome for TCUs and rural colleges is a requirement related to placement in field of study. Often, we do not have access to unemployment and wage data that is "in-field" specific, and in our rural communities, having employment is of paramount concern.
3. **"Access Without Support is Not Opportunity":** Programs such as TRIO and Gear-up are essential and should be expanded. Likewise, the Department of Education's Strengthening Institutions programs (HEA, Titles III and V) are critical to our ability to serve our students. These programs have enabled our colleges to develop programs essential to student mobility. At SKC, we examined our data and then used Title III-Part F to strengthen a variety of student services. In response to our changing student demographics, we have established a robust residence life program, expanded hours in our student services building, and created opportunities for our students and their families to be part of the community by creating gathering places and learning activities. We also established a tribal governance and tribal business degree program.

In addition to the Title III, TRIO, and Gear-up programs, other student support strategies, such as small emergency aid grants to students, are proving important tools for successful completion and economic mobility. Sustainable funding for these initiatives is a challenge, however. Currently, 33 TCUs are able to offer our students small emergency aid grants, internships, and a range of other services, through an initiative supported by Federal Student Aid, U.S. Department of Education,

and Ascendium. Since 2018, TCUs have awarded nearly 2,000 emergency grants (less than \$500 per award), totaling nearly \$1 million. The retention rate for students benefiting from emergency aid awards (Fall 2017 to Spring 2018) is an impressive 85 percent.

4. **TCU AI/AN Language Vitalization and Training Program:** We propose a new section under Title III-A to provide grants to TCUs to promote the preservation, revitalization, relevancy, and use of endangered AI/AN languages<sup>4</sup>. TCUs are ideal forums for advancing the time-sensitive efforts to rescue Native languages from extinction. Of the 155 Indigenous languages still being spoken in the United States, 135 are spoken only by elders. Native languages have rich oral cultures with stories, songs, and histories passed on to younger generations, but many have no written forms. When a language is lost, it is lost forever, and with it, key aspects of an entire culture are lost. Language and culture are at the heart of the mission of each TCU, as explained above, and we already play a strong, but under-resourced leadership role in Native language immersion. Despite the proven success of TCU Native language preservation and vitalization efforts, only minimal federal and private sector resources are directed toward these critical activities. Because many Native languages are on the verge of extinction, we do not have the luxury of time. We must address this critical issue now, before it is too late.
5. **Maintain voluntary participation in Federal student loan program:** With average annual tuition at about \$3000, TCUs are the most affordable institutions in higher education in the country. Currently, only two TCUs – including Salish Kootenai College – participate in federal student loan programs. (At SKC, we are proud of our low default rate (6 percent) and our ability to work one-on-one with our students.) Some TCUs are beginning to explore the federal loan programs, as more are offering an increasing number of bachelor's and master's degrees. However, TCUs work hard to keep tuition low to allow their students, especially those planning to seek advanced degrees, to graduate without debt. That goal, along with limited institutional resources to administer loan programs, has led the vast majority of TCUs to avoid participating in federal student loans. Mandating federal loan program participation and tying institutional Title IV eligibility to loan performance metrics will unnecessarily impede Native and other low-income students from pursuing, let alone achieving, higher education goals that may be necessary for securing and advancing their career objectives. TCUs need flexibility to create aid programs that meet the unique needs of their students and communities.
6. **Restore eligibility for Federal financial aid to disenfranchised populations:** The elimination of aid for incarcerated individuals and individuals with non-violent, drug-related convictions represents an excessive and imprudent penalty for individuals who are already paying their debt to society. To help ensure that these individuals will become productive, taxpaying citizens, efforts must be made to promote their rehabilitation and positive contribution to the Nation. Restoring eligibility for Federal financial aid would be a step toward breaking recurring negative patterns and promoting rehabilitation among this population.

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<sup>4</sup> AIHEC proposes a specific Native language program for TCUs, however, given the rapidity with which Native languages are disappearing, we also recommend a separate program for both Native Hawaiian Serving Institutions and Alaska Native Serving Institutions. To avoid confusion and unintended advantages due to the size of the different types of institutions, we recommend that two separate programs be established: one for TCUs and one for Alaska Native and Native Hawaiian serving institutions.

**PERSONAL STATEMENT:  
PRESIDENT SANDRA L. BOHAM  
SALISH KOOTENAI COLLEGE  
PABLO, MT**

*I am an enrolled Confederated Salish and Kootenai tribal member. I am also a lifelong educator. I was raised in St. Ignatius, Montana. I earned undergraduate and doctorate degrees from the University of Montana and in between, a graduate degree from Montana State University. Sounds tidy and smooth when I say it like that. But it was not: it took me about eight years, taking summer classes, to earn my master's degree after earning my undergraduate degree. Another 25 years passed before I completed my doctorate degree. In between, I worked across the educational spectrum: I taught in a women's prison, a Job Corps site, and mainstream colleges. I also worked at Salish Kootenai College, first in its early days when there were no buildings and classes were taught anywhere we could find a spot -- including a church basement, empty buildings, and shared facilities. I came back to SKC several years later and worked with the SKC Gear Up and TRIO programs, reaching out to high school and middle school students. I also worked in an urban state public school system in Montana, and finally, I came home to Salish Kootenai College as an administrator. My professional life spans the continuum of learning.*

*Throughout my life and career, one thing has remained constant: my identity as a Salish and Kootenai tribal member. No matter where I was, it was important to remain connected to my tribe and community and to nurture that connection with my children. My children danced in pow wows, and we even formed our own family drum group to keep our songs and stories alive. As parents, my husband and I took these steps to ensure that our children never questioned their identity; but many parents cannot do this. They do not have the resources, or maybe they have lost touch with their own tribal identity. It's important for our schools to fill this gap, because without the strength of identity, it is difficult for our children to succeed in education.*

*A strong connection to tribal culture and language is critical. I noticed that many young Native students were missing this connection when I went to work for the Great Falls Public School System. The Indian community was isolated, even from one another. We were losing many students. So we started drumming and singing. We reconnected. When I left Great Falls to come back to SKC, 125 students were singing and five drum groups had been formed. Our youth are finding their identity.*

Chairwoman DAVIS. Thank you. Thank you very much and thank you all for helping us by being within the time limits. We appreciate it.

If I could, under committee rule, I'm going to move now to questioning of witnesses under our 5 minute rule and I will be followed by the ranking member and then we will alternate between the parties.

If I could start with you, Dr. Boham. You've spent more than 2 decades working with tribal communities and, excuse me, in higher education in Montana and in my home State of California. And I know that includes working with adults who are trying to finish their GED and with upward bound programs to improve college access.

So I wonder if you could just share with us a little more really on the personal level how your experience working in different facets of higher education and in different tribal communities influence your approach to your role as president of Salish Kootenai College. What really mattered?

Ms. BOHAM. Thank you, Madame Chair.

Chairwoman DAVIS. Thank you.

Ms. BOHAM. What really matters is opportunity and assisting students to believe that they can in fact accomplish anything that they set their minds to accomplish. What we know is that having a very—and we know this through recent research and studies, tribally we have known it for a long time but only recently have there been—has there been research done in the area.

But we know that self-efficacy is a key piece in whether students will be successful. More than GPA's, more than high school graduation or predictive tests of entrance exams, if the student is committed and believes that they can accomplish their goal, with support they can.

We also know that a strong sense of who you are and in our case that's around your tribal identity, is also key to having students be successful in college, in high school and in the work force. So we know that base connection to your culture, what—at whatever level that is, language, dance, song, skills, that is—it creates what we call predictive resiliency and protective factors that help students to navigate through difficult times.

Chairwoman DAVIS. Thank you. And does that come from individuals, from teachers, professors, etcetera or are there actually community members who help contribute to that as well?

Ms. BOHAM. It comes from all of those things.

Chairwoman DAVIS. Um-hum.

Ms. BOHAM. Yes.

Chairwoman DAVIS. Thank you very much. Dr. McHatton, excuse me, McHatton, as we know, universities are cultural hubs and they are centers for the community as well and people want to be there. They want to experience the university and the community setting. I certainly know that is true for CSU's and I am wondering how the University of Texas Rio Grande Valley ensures the local community is included in campus efforts to identify and address local leads including the demand for an educated work force.

How do they find their way to really having a meaningful impact on that process?

Ms. MCHATTON. Great, thank you so much. We have a variety of initiatives in which we strive to bring our community into our environment. One of the things that we've done is we have tried to change the environment so it becomes a family friendly environment. And that means that our families feel comfortable coming on to our campus, spending time and engaging in conversation.

An important initiative that we have done as a result of funding from NSF is to provide culturally responsive professional development for our faculty in tandem with community members and together they redesigned the syllabi in order to utilize the culture and heritage and assets of the community as an entrée into the content.

In addition to that, our community engagement and economic development center also has opportunities for community to come together and have conversations.

The outreach that we do with economic development centers in which we have individuals participating on their boards and those types of things also provide important information for us to be able to think about what other programs that we should be offering.

Chairwoman DAVIS. Sounds like what you are also doing is sustaining that effort with the community which I think is really important and always looking for ways to do that because sometimes people burn out, right. How do you keep them engaged? I mean what—

Ms. MCHATTON. Well, I have to tell you what we find in our community is that there is so much strength and commitment to our students and to the education because they know what a difference that's going to make. Not just for the individual but for the family and also for our region. They give willingly. It's just absolutely amazing.

One example is we have a common area in the College of Education. We had a group of community organization individuals that came and completely built a brand new garden in that area. So we just, we find opportunities for them to come and take part.

Chairwoman DAVIS. Thank you very much. I want to turn now to the ranking member or his designate for the purpose of questioning the witnesses. Thank you.

Mr. SMUCKER. Thank you. Dr. DuBois, interested in your comments in regards to expanding the Pell grant funds for shorter term work force programs. As you know, currently the requirements of programs must be at least 1600 or 600 hours in length and need to be taught over a span of 15 weeks. You mentioned Fast Forward. What—how many weeks do most of your fast forward programs last?

Mr. DUBOIS. Thank you for the question. They last typically 6 weeks. Some a little longer, some a little less. We have completion rates north of 90 percent. We have job placement rates similar and we are seeing in looking, on a lookback we can see earnings increasing anywhere from 20 to 50 percent. And 20 percent of the students that we put through these programs in the last 3 years before they came to us, they were on public assistance and now they're not.

So these are short term opportunities that lead to jobs that employers are really screaming about. Think welding, pharmacy tech-

nicians, CDL's. Its, increasing of these jobs require certifications and licenses.

Mr. SMUCKER. Great results. What would you recommend as we consider changes to the policy? How many hours do you recommend that we set for minimum time eligibility requirement?

Mr. DUBOIS. Six weeks or 150 hours.

Mr. SMUCKER. Six weeks 150 hours.

Mr. DUBOIS. Yes, sir.

Mr. SMUCKER. Thank you. Dr. Verret, I would like to learn a little bit more about your student academic success office. What types of career pathways have you created through the office? Your microphone, yes.

Mr. VERRET. First of all, we have a great depth in the STEM and the professional health areas. We educate more African Americans than any university in the country going to become MDs. We send more African Americans into doctoral programs of advanced science and advanced studies in the sciences. That but also we are also very we have students who enter the law, social service, teaching professions as well.

The career pathways programs is to allow students because we are a liberal arts and sciences institution, to enable students to undersee the plasticity of their degrees because very often, students who are coming into history or English also have the pathway to medical school if they wish to because there is a need of those. Likewise, our chemists become attorneys and also may go into policy fields as well for them to understand much more broadly what their fields are.

We are also speaking with our chambers of commerce and also the economic the work force as to what are the professions that are needed. For example, data science which is reimagining what we traditionally teach in computer science for the emerging industries, DX is coming to our region to actively think of what majors, data science—

Mr. SMUCKER. I guess those discussion with the chamber are leading to a better transition to—

Mr. VERRET. Yes.

Mr. SMUCKER [continuing]. jobs after graduation?

Mr. VERRET. Because we are thinking of what those work force needs are but also we also know that many forms of, many jobs that we, that will be emerging in the next 5 to 10 years we don't, we can't fully envision. So it's also interesting—educating them to be flexible to have habits of mind, to think critically and in depth to be able to form their careers rather than just think of their next jobs because we are in a changing work force at this time.

Mr. SMUCKER. How are you integrating that career focus curriculum into dual enrollment programs?

Mr. VERRET. We have dual enrollment programs with some of the high schools in our region that send students to us. And those, some of those students matriculate to Xavier—some of them go to other campuses as well.

We also have summer programs of long standing in the sciences, in language arts, which bring a number of students in our, during our summers. Some of them come to our university, many of them go to other colleges that is, that has been part of our mission.

Mr. SMUCKER. Are you finding some of those dual enrollment programs help students to make choices that would lead to the careers that they're interested in?

Mr. VERRET. It is important to catch the imagination of young people early in their lives about, and catch their passions as well so that they do not choose and drift away. Because one of the struggles for our populations as well is understanding that there is a pathway to higher ed. For many of us students who are first generation there is no one who can actually—and who knows helps navigate. We have to show them one of the paths that this is possible and we are engaging doing that.

Mr. SMUCKER. Thank you.

Chairwoman DAVIS. Thank you. Mr. Takano.

Mr. TAKANO. Thank you, Chairwoman Davis, for holding this important hearing on the role of community colleges and minority serving institutions. A report by Harvard economist Raj Chetty found that the income and economic mobility of low income students increases when they attend minority serving institutions.

Providing proper resources and funding to MSIs is critical to ensuring success and income mobility for low income students. Now I have two letters from students about the Asian American and Native American Pacific Islanders Serving Institution programs or AANAPISI.

One student attends Irvine Valley College in California and notes that quote it was not until my time at Irvine Valley College I was able finally in a space where I saw others that looked like me, met others who understood me, and really got to embrace my Asian American identity.

The other letter is from a student attending Highline College in Des Moines, Washington and she wrote the AANAPISI program has shown me that I am not alone on this journey and I refuse to believe in the saying that quote, "College is not for everyone unquote because I believe—I proved to myself that it's possible."

This reinforces the critical role that minority serving institutions like AANAPISIs have on the growth and success of students once they have a sense of belonging and, Madame Chairwoman, I would ask that these letters be entered into the record.

Chairwoman DAVIS. So ordered.

Mr. TAKANO. My first question is to Dr. McHatton. Doctor, why is it important to have programs and student support services that have a cultural lens to them?

Ms. MCHATTON. As a Latina myself who did not have a teacher that looked like me or talked like me until I was in my PhD program, I recognize how important it is to have someone that can serve as a mentor and that understands the cultural heritage and ideals and values that I believe in.

I think part of what we really need to ensure is to have opportunities to have our students see people who look like them as you just read from one of the students that you learned but more importantly, to think about how does culture, heritage, how does that serve as an entrée into content? Into helping individuals learn?

How does language and being bilingual or trilingual benefit the access of education? So I think there is a lot of items and opportu-



nities that serve to support students in minority serving institutions in ways that other institutions may not.

Mr. TAKANO. Wonderful. Both students mentioned the experience they've had because of the AANAPISI program. How critical are programs like AANAPISIs to ensuring retention and college completion?

Ms. MCHATTON. I think they're essential. I think one of the things as a Hispanic serving institution what we found is the strong familial roles and the way that we understand the importance of committee—community for our students. We need to attend to that because part of that informs the way that our students take courses.

We need to understand that a lot of our students give back by working, by supporting part of their family, you know, taking care of other siblings, those types of things. So we need to think about how do we develop programs that attend to that reality for our students and ensure that we provide them those opportunities.

Mr. TAKANO. Well, thank you. I know that over 90 percent of the students at the University of Texas Rio Grande Valley self-identify as Latino and the campus is committed to providing educational opportunities that are culturally specific and responsive.

Dr. McHatton, as the vice president who is responsible for student success, what does it mean to provide support to students?

Ms. MCHATTON. I think the first thing is that we need to demonstrate all the way from upper administration down to our staff that all of us are together in this mission to make sure that students are successful. We need to think about things like student employment. We know that if students are employed on campus they're more likely to stay and finish their programs. We need to provide advisors that are able to engage with them.

We need to have faculty have the necessary skills to understand their role in connecting with students, especially for those students in the middle. Our high need students are high touch with our advisors but there is a group of students that are faculties connect with on a daily basis and they're instrumental in making sure that our students are successful. So we have a variety of different programs and opportunities so that we are sure we are addressing the students from multiple points right, multiple touch points.

Mr. TAKANO. Well, Dr. McHatton, I wish I had more time with you but I, my time has run out and I yield back, Madame Chair.

Chairwoman DAVIS. Thank you. Mr. Guthrie.

Mr. GUTHRIE. Thank you for having this, Madame Chair, and thanks for everybody being here and this committee, the full committee has been working together, both sides of the aisle to try to figure out how do we reach out to more people. We all know there are more jobs with skills than people with skills to fill them and that is our, that is the answer to the income issues that we need to address as a Nation as you get people skilled to move forward.

And of course we would, I kind of grew up in the model where everybody is either expected to go to college or they went to work before. That was the area where I lived and if you didn't go to college you could go make a middle class income at Ford. And I had a professor one time when I was in grad school say that if it is going to be low skilled or low educational level obtainment re-

quired, that is going to go to low skilled countries and everything else is going to move to high skilled.

And as manufacturing has moved back to our country which has, a lot of the low skills just being automated. I mean, that is kind of the, what has happened. It is not like they are coming back and having massive plants of people working there. It is automating what can be routinely done. But what that has done is opened up a tremendous opportunity for people who can operate the machinery and repair the machinery and program the machinery and it doesn't take the 4-year degree to do so.

And I know it is important that we bring people in at, I love Mr. Takano's line of questioning because we have to reach the people in—however they can be reached and we have to be open to that. But my kind of concern is how do we, the nontraditional, Dr. DuBois you talked about it. I wish every kid could go from 18 to 22 and be in college and, you know, have summers off and do that but it is just not the reality for people who are trying to get re-plugged in because maybe their job changed, I mean, their skills aren't, are no longer—either they didn't have skills that were required or their skills are no longer as valid but there is tremendous opportunity.

So how do you gentlemen in Virginia because we are very similar. Of course we are a few years ago broke off from you guys, in Kentucky. We are very, but we have very similar where we have urban centers and we have urban community colleges and then we try to serve branches where we try to serve more of our rural area. And so kind of the challenge of the urban rule, how you are reaching rural Virginia, because we are trying how do we reach rural Kentucky because lot of times the factories aren't there.

When I say factories I mean these are people who program CNC machines. These are highly skilled people who get good wages, going to make six figures without a 4-year degree if they have these particular skills. So how do you kind of deal with the urban rural differences in Virginia that we sort, we have also as well in Kentucky.

Mr. DUBOIS. Thank you for the question. There are adults both in rural Kentucky and urban Kentucky. Many of these adults are working but they're going, they're living from paycheck to paycheck and their entire household is living from paycheck to paycheck.

In Virginia, about 40 percent of our households are one emergency away from being in financial stress. Even though they're working, many of them hate their job or they want to make more money, or both. So when you look at the traditional academic menu at a university or a community college, what they see is inappropriate because it's a 4-year pathway to an associate degree. They can't give you 4 years.

They have rents, they have car payments, they have kids. They can maybe give you 26 weeks because they just got laid off and that's how long their unemployment insurance lasts so what can we offer in 26 weeks? Perhaps they can give you 6 weeks if we offer it right.

And we do know and your comments I think touched on it, that there are very, very good jobs out there that remain unfilled that employers want that do not require a bachelor's degree but do re-

quire something beyond a high school diploma. 12th grade is no longer the finish line my friends, to have a shot at a middle class lifestyle. But you don't need a bachelor's degree either.

So we have pivoted in Virginia to a much more sincere interest I think in helping adults. There are a lot more of them. And if you've been paying attention to our birthrate, there is going to be fewer and fewer and fewer 18 year olds. There is many more 25 to 45 year olds that need our help. So we have pivoted to try to do more to help adults and they are coming to us enrolling in our short term training programs.

Think of it as they want to have a better life but they don't necessarily want a degree on their wall but they want a better W2 on their wall. Once they get it, what we are starting to see is what's next? Perhaps now that I have some college benefits and my employer I might just come back and start working on that associate degree. These are stackable kinds of pathways. They seem to be working very, very well in Virginia and we have had some—we quite frankly we have had some help come from the State to try to help us lower the entry level price from \$4,000 which is way beyond reach to about \$1,000 and still according to my testimony and our research, is still a barrier for lots of Kentucky households and Virginia households.

Mr. GUTHRIE. Thank you. Well, I was going to ask another question, my time is expired so I appreciate it and I yield back.

Chairwoman DAVIS. Thank you. Ms. Trahan.

Ms. TRAHAN. That came faster than I thought, I apologize. Thank you so much all of you for being with us here today. This testimony is so helpful. You know, I grew up in a working class family in Lowell, Massachusetts. I attended public schools my whole life and like you, Chancellor DuBois, I was the first person in my household to graduate from college.

In Massachusetts we are fortunate to have some of the best public schools and institutions in the country however, high quality college degree remains far out of reach for too many students, especially students of color and low income. These are students who often work two jobs to make ends meet, they need to miss classes to take care of their loved ones.

My district houses a number of community colleges, Mount Wachusett, Middlesex and Northern Essex. They educate and support diverse student populations.

These community colleges they offer flexible class schedules, so students can come and learn and achieve at a lower cost. Unlike certain schools that boast the proportion of students that they reject, community colleges take pride in educating the top 100 percent of students.

Because community colleges serve a higher share of underrepresented students of color yet receive the lowest share of resources to do so, I am wondering if you have any recommendations on how the Federal Government could step in to address systemic barriers to equal opportunity and ensure that community colleges are equipped to be engines of economic mobility.

Mr. DUBOIS. Thank you for the question. For the record, I started my teaching career at Northshore Community College.

Mr. TRAHAN. Oh, terrific.

Mr. DUBOIS. In Massachusetts.

Mr. TRAHAN. That's right outside.

Mr. DUBOIS. A neighbor of yours. Very good question. Our students unlike our experiences when we all went to college are, they are facing tremendous life difficulties. I think in previous testimony this committee heard about some of those insecurities around food and housing and, you know, legal problems, they have financial problems. Almost when you think about it insurmountable. So what can we do?

Our students need, they don't need academic advisors, they need social workers. They need life coaches when we meet them on day one. Our students need, they don't speak college. They don't know how to navigate college. They need a, think of a navigator that worked for us that can see our students as we need to get you college ready by day one.

That, when a student shows up at August 10 and we are starting classes 2 weeks later, that's a challenge to get that student ready by day one. And the next challenge we have is if we can help that student complete the first 5 attempted courses, their chances of success really soar. Five out of 5. If it's only four out of 5 you can cut their chances in half. Three out of 5, cut it in half again. Two out of 5, wasting time and money.

You are right. We are dealing with some of the Nation's students that have the most difficult life circumstances and we are simply funded at the lowest levels in higher education. We have become like the higher education emergency room for America. And yet we have to, we have to serve our students with essentially a part time work force called adjuncts. I don't know of a hospital in the country that would operate with part time nurses. So we do need help. It is tough work, Congresswoman.

Ms. TRAHAN. I appreciate that. Especially the coaching and the services that are required to keep people on the path to graduation and success. You know some students at community colleges, they plan to transfer when they are admitted to a 4 year institution or they continue after receiving their associate's degree. But they are faced with, you know, setbacks whether its, you know, courses or credits that don't transfer easily.

I am wondering if you have any recommendations on what we can do to take the friction out of the system to make it easier for students to continue their education. And I say that, I direct the question to Chancellor DuBois but certainly if anyone else has comment.

Mr. DUBOIS. I'll be brief. I think one of the things Congress can do in reauthorization is simply to require every State to have a guaranteed transfer apparatus between, among their community colleges and their public universities. That's a start.

We have that in Virginia. We have guaranteed arrangements. They work but the problem that we are having, Congresswoman, is students typically they get there but they need to spend an extra semester because not everything counts.

Ms. TRAHAN. Right.

Mr. DUBOIS. Time is the enemy when you look at student success. And it's also, it also adds an extra financial burden.

Ms. TRAHAN. Yes.

Mr. DUBOIS. So we are working out the kinks but I think at a very minimum, Congress should require that there State public systems have guaranteed articulation agreements in alignment.

Ms. TRAHAN. Thank you. Did anyone else want to comment? Thank you.

Mr. VERRET. One of these things that we find essential because we receive, we have articulation agreements with our local community colleges. To make them effective what we have, what we do is to reach students at the beginning of their community college experience so they understand the pathways that they have to take. So at what course they would need to take if they were coming to a psychology major at our institution or aspiring to the pharmacy track if you take the right chemistry course.

That discussion of those pathways that we, that we do for distinct majors with our neighboring colleges help students understand and waste less time. And also that it also tells them that they can be part of our community even before they are finished their associate's degree as well. Those connections are very, should be made very early.

Chairwoman DAVIS. Thank you very much. Mr. Cline.

Ms. TRAHAN. Thank you.

Mr. CLINE. Thank you, Madame Chair. I am glad to see Chancellor DuBois here even if he is from Mass. I went to college in New England so I went to a lot of, went to school with a lot of students from Lowell and suburban Boston and, Chancellor, your roots are strong when it comes to higher education, you have a great experience up there in Massachusetts.

I want to praise the work of you and your team and the Virginia Community College system has done revolutionary work and really made Virginia one of the standout programs in the country when it comes to community colleges. The flexibility that is provided to your institutions to be able to meet the needs of the public even in rural areas like mine, has been fantastic.

The innovation that is going on, you decentralize so you allow your institutions to meet the needs of your communities so Virginia Western in Roanoke is meeting needs that might not be happening up in Blue Ridge. Folks down in agriculture Dabney Lancaster focused on, you know, it is near the homestead so you might have some golf course management courses. You might have some dining catering type courses.

It is a fantastic balance and you are providing that bridge where in Buena Vista, Virginia a student at Parry McCluer High School can take courses at Dabney in HVAC maintenance and repair and then the companies that have found Buena Vista and located their HVAC manufacturing operations have located in Buena Vista provided free materials to those courses, to those students. They work on those—on the—on building these machines and then when they graduate they have got a job waiting for them.

They can stay in rural Virginia, raise their family, and reinvigorate the school system. Reinvigorate the community. It is a fantastic cooperative effort and breaking down those transfer barriers between high school and community colleges, 2 year and 4 year degrees, something Virginia has worked very hard to do.

I have worked to establish the Transfer Grant Program along with Chairman Callahan. Worked to set up branch campuses so that they have small entities that kind of are satellite entities in places where they might not have a lot of population. And now we are moving into online courses where we are trying to get even the community colleges but especially our 4 year institutions to develop agreements where you can put a lot of courses online to reach those people who have different kinds of schedules.

All this innovation is happening in Virginia and your leadership is to be commended. The one thing I noticed about your testimony and I just want to repeat it, you mentioned that the typical bachelor's degree graduate leaves Virginia public universities with nearly \$30,000 in student debt on average, correct?

Mr. DUBOIS. Correct.

Mr. CLINE. And in the paragraph prior, if you take your first 2 years at a community college, get your associates degree, transfer to a 4-year institution in Virginia, 4 year public, finish your bachelor's degree in 2 years you save more than \$50,000 on the price of that bachelor's degree. Correct?

Mr. DUBOIS. That is correct.

Mr. CLINE. Now I know that's a rare circumstance.

Mr. DUBOIS. If everything works perfectly.

Mr. CLINE. Right. And I know that is a rare circumstance but you are charting, providing that solution. We have been sitting here in hearings asking how do we bring down the cost of a college education? And you are providing the solution.

So when I am confronted with parents who can't get into Virginia Techs engineering program because its acceptance rate is something like 10, 12 percent, it is amazingly low, I am able to provide them with an alternative. Virginia Western has the exact same courses you would take at Tech, you are 50 miles away. You know, and you are going to be able to save the money and transfer to Tech, enjoy those last 2 years at Tech, go Hokies, and then finish with a Tech engineering degree which is second to none.

So I am thrilled with what you are doing. I am sorry I, you know, I used up all my time praising you but I do want to thank you for all the work and thank you for being here today and I, if you want to respond to that you are more than welcome.

Mr. DUBOIS. Thank you, Congressman Cline. We are glad you are here, we miss you in the State legislature and its, sir, for the record, I'm really from Brooklyn, not Massachusetts. But we can in Virginia, we can guarantee that any father or mother, that their child can graduate UVA, William and Mary, Virginia Tech, James Madison University if they enroll at a community college, graduate from a community college at the prescribed GPA of the university. And it does work, it has some kinks here and there but it does work.

We can—if you can look for ways to leverage the community college you'll be saving tax payers a lot of money.

Chairwoman DAVIS. Thank you very much. Mr. Castro.

Mr. CASTRO. Thank you, Chairwoman. Mr. DuBois, I had a question for you. I know you can't speak as a representative of all community colleges but I spent time in Texas as a vice chairman of the higher ed committee for a two terms and a lot of the chal-

lenges that we had with our community colleges I think they provide, they do a great job with many students that they transfer to 4 year universities in Texas at least those students do better than the students that actually started at 4 year universities which is a great thing.

Yet, our community colleges were beset by many challenges. Figuring out developmental education, developmental education is the graveyard of higher education. Their completion rates in Texas at least, our completion rates were lower than a lot of high school graduation rates.

And so part of my concern over the years is that if somebody makes their decision just based on cost, in other words, going to the cheapest place, they may not necessarily have the best chance of finishing off.

And so what is Virginia, what are community colleges doing with articulation agreements with 4 year universities to make sure that folks can transfer with development education, with all these challenges? How do you assess the improvements that have been made over the years?

Mr. DUBOIS. Thank you for the question. I think you, if you look around the Nation increasingly you are going to be finding more and more community colleges moving away from the developmental education because often it is kind of a bridge to nowhere. And instead, they're, your and we are moving that way in Virginia. Tennessee is already there, Florida is already there.

Instead of putting students in college courses for the first semester with co-requisite help along the way, it is difficult work but the research that I'm looking at now, its promising to move away from developmental education. Direct placement with the help that they need.

And I would also add like I, in a previous comment, when our students come to us, they need someone that can help them on day one navigate, get ready, get set, get in the right courses, get their financial aid, get their text book materials. And then because they have all of this self-doubt, they really need people to believe in them and to get through those first five courses. If we can do that, we are going to help a lot of students.

Mr. CASTRO. And, Dr. McHatton, I had a question for you. As a Texan here at the panel, I was in the legislature we spent a lot of time trying to get a medical school that was what was then UT PanAm where my wife graduated from school. She is from Alton, Texas in the valley. You know, UTRGV is really is the anchor university for an area that is millions of people but in many ways had been ignored in terms of its educational resources for decades. And so we also made strong pushes for more doctoral programs for example.

Can you tell me because I think it is so meaningful to an area that is overwhelmingly Latino there, the progress on all these fronts? A number of doctoral programs, graduate programs, so forth.

Ms. MCHATTON. So, yes, absolutely. We are thrilled to have the school of medicine because it has been a real game changer in the region. Over the past couple of years, we have added multiple graduate programs so we have got the PhD in clinical psychology. We

are working on physical therapy. We are looking at a podiatry PhD graduate program. We are also doing some graduate certificates there is a psychiatric nurse practitioner, mental health nurse practitioner.

We have put in graduate programs in sustainable agriculture, teacher leadership, applied behavioral sciences, statistics. We have got several on big data, data analytics. We have got several biomedical graduate programs, bioethics.

So what we are trying to do is really assess what are the needs within the region and we find that healthcare, the STEM fields, and hospitality, we also have a brand new program in hospitality and tourism are all fields that are very important in that region. So those are the programs that we have engaged in trying to develop these new—

Mr. CASTRO. And how about the graduation rate? You know, I'll give you an example. Probably a dozen years ago at UTSA in San Antonio, the 6-year graduation rate was 32 percent. Only 32 percent of people had graduated after 6 years. Where are we on that front?

Ms. MCHATTON. So we just graduated our first class because we have really only been in business and operation for 4 years. We don't have the data back yet. So our goal is to do a, at least to start off with at least a 30 percent 4 year graduation rate but clearly our goal is to do much more than that.

And some of the programs that we have in place, the cap on the tuition, the promise programs, those types of things are all things that are helping us to try and get students through the pipeline in a much more meaningful and timely manner.

Mr. CASTRO. Thank you, I yield back.

Chairwoman DAVIS. Thank you. And we now turn to our chair, ranking chair of education and labor, Dr. Virginia Foxx.

Ms. FOXX. Thank you, Madame Chair, and I want to thank our witnesses for being here today. Dr. DuBois, you talked about the Fast Forward funding program for the students who complete the classing credential and that it is designed only to pay after the students complete. Did the—I assume the legislature set it up this way and why was it designed this way and how has that accountability metric been received by community college leaders?

Mr. DUBOIS. Thank you for the question. We actually proposed the funding formula that way to the State legislature. Most funding formulas if not all of them are on the basis of an enrollment. We thought it would be much more attractive to say no, we will—we are proposing a funding formula that we will receive our funds upon completion. And I think it was irresistible. In fact, in the legislature we only got two no votes. So it went through.

So why did we propose it that way? Because we knew by research that when we were doing these things when students had to pay a lot of money to get in, we knew that their completion rates were north of 90 percent. Why is that? Because it's not a 4-year pathway. Its 6 weeks or 8 weeks or maybe, you know, maybe 16 weeks. So we knew we had a good track record so why not? Let's propose it as a paid for performance. In fact our former Governor brags that it's the Nation's first pay for performance.



It was different for our college leaders so we had to—in fact our payment in Virginia comes in two forms. Complete the program and then the State gives us an installment of funds and then when the student gets the certification of license, we get our second installment of support.

So that caused us, our leaders to develop relationships that we didn't have before. For example, with the Department of Motor Vehicles. We don't give the CDL test, they do. So we needed to form these kinds of, align these data relationships so that we could certify that the student completed the program. We knew that but then completed the exam and get the license or the certification. So it took some changes on our part.

Are there some complaints about the funding from our leaders? Sure. But for the most part, it is working. The legislature has incrementally increased the funding for this program every year for the last 3 years and we still run out of money. That's how huge the demand is among employers. If I might give an illustration just to drive home the fact.

Ms. FOXX. If you don't mind, I don't—

Mr. DUBOIS. Oh, I don't.

Ms. FOXX. I only have 2 minutes left and I need to ask some other questions. I'm happy to you to send that to me.

Dr. Verret, would you tell me what led you to get those dual enrollment programs off the ground and have you seen an uptick in enrollment at Xavier as a result? And what are your outcomes for students who take dual enrollment?

Mr. VERRET. Well, our outcome is that they will persist in college and continue in college. The programs are based on, in our mission because our mission is not just an accomplishment at Xavier, but we worry as much that students will never go to any college. So our connections with that has been, is a long standing mission for us. But they're going to college whether they come to Xavier or not, is to us a success as long as they go to college.

Ms. FOXX. Right. And nobody has mentioned this but the research shows that students who take one dual enrollment course are three times more likely to graduate and others of you have not emphasized that very much. But this is an area I have a great deal of interest in is working on dual enrollment because we know it is so successful.

I just have one more comment. Dr. DuBois, I have to just take exception to your suggestion that the Federal Government requires States to have articulation agreements. I really don't see—nowhere is the word education in the constitution. We ought not to be involved in education at all but to involve the—involve us more to tell the States to do something they are already doing or most of them are already doing, you have articulated that yourself. And that we know works, I don't understand why the leadership in the States don't understand what you understand.

Time is more valuable than money and, I mean, you can always replace money. You cannot replace time. And so requiring students to—who are going to a baccalaureate program to repeat courses is irresponsible on the part of the educational institutions. And the citizens should be demanding that not be allowed to happen. Thank you all again very much. I yield back.

Chairwoman DAVIS. Thank you. I now turn to Mr. Sablan.

Mr. SABLAN. Thank you very much. Good morning to all our witnesses. Madame Chair, thank you very much for this series of hearings on issues that I hope will lead to the, a robust Higher Education Act reauthorization. And but particularly this latest hearing on minority serving institutions is important to me.

I as chair of the other education subcommittee, I was—always it broke my heart and some of the programs, failures of programs under the Bureau of Indian Education for early childhood K through 12. But, Dr. Boham, today your testimony gives me some hope and I really like but.

So your testimony States that your college and Oglala Lakota College call it the Nation in preparing and graduating Native American nurses with more than 90 percent of their graduates certified as registered nurses and working in local community settings.

You also testified that before Oglala Lakota college or OLC launched its nursing program, none of the nurses employed by the Indian Health Service to work on the Pine Ridge Reservation in South Dakota were native. Of the 70 nurses working on the reservation in 2013 80 percent were OLC graduates. Congratulations.

What can small community colleges like the one I have in the Marianas in my district, what can these colleges with health work force shortages and high indigenous populations learn from Salish who take Salish Kootenai College success?

Ms. BOHAM. Thank you for that question. Part of what we do really well in our nursing program is we create culturally confident healthcare so we are caring for our own and you have heard from other witnesses that our communities' value and one of their primary motivators is the opportunity to give back into the community. And I think our nursing programs exemplify that need and concern and wish to give back.

Part of what we also do around our nursing program and we have implemented it college wide but particularly in our nursing program where students have high stress, demanding academic requirements, and clinical requirements as well, we provide wrap around services as well. So we have early alert systems and if students are beginning to show stress or look like they might be faltering, the early alert system is accessible from our custodial staff to me.

And if we see a student that maybe we are used to seeing every day and we haven't seen them for a day or they miss a class, we have an electronic system where an actual person goes then to find this individual and make sure everything is okay. And if there are issues, we connect them to services and resources.

We know that because nursing is the kind of demanding program it is that it's really important to have preschool services available for women and young men who are primary caregivers to their children. But I think overall, the big thing is that culturally confident, culturally congruent care. We want to take care of our—

Mr. SABLAN. Right. Dr. Boham again, I, you provided a ray of light, I mean, you have—that it is possible to break this chain in native or in American—Native American schools and I am encouraged.

My time is up so I will submit other questions for the other witnesses but congratulations is not a word I would use because this is a small step but I hope it grows not just with your program but also to other places and in our country like the Northern Marinas where we have a small community college and we have a huge need for work force investment.

Madame Chair, thank you very much for today's hearing and I yield back.

Chairwoman DAVIS. Thank you. Mr. Watkins.

Mr. WATKINS. Thank you, Madame Chair, and thanks to the panel for being here. Every American deserves a chance to seek post-secondary education regardless of the circumstances. I have seen firsthand how the tribal colleges and universities are providing tribal students with the education they need for the future employment of their chosen profession.

I am proud to say that in my district we have Haskell Indian Nations University in Lawrence, Kansas. Haskell is dedicated to building the leadership capacity of the students, providing well rounded extracurricular and education opportunities.

A few months ago I had the pleasure of speaking with several of the students as they came here to D.C. During the discussion it was clear that the students were desired to remain local after graduation and serve their tribes and their communities. To that end, it becomes essential for the tribal college and universities to develop career pathways for their students by expanding partnerships between TCU's and local employers.

Dr. Boham, in your testimony you mentioned that your tribal college has developed a strong model for work force development offering education and development programs that are responsive to local employer needs. Could you please explain the partnership between your college and the local employers that foster this cooperation? Speaking specifically to how it's benefited your students post-graduation?

Ms. BOHAM. Thank you. We, first of all, we work with our tribal economic development and organization and so they do economic development studies once every 5 years and gather through surveys of the membership as well as employers and tribal entities in the community what the projected employment needs are and what areas people are interested in looking for work in.

We also partner with our county J-sec or job counsel and so we are connected to them and they're also looking—it consists of employers. And so they come to a meeting once a month and we talk about what's going on in the economics of the community and what jobs we are needing and what jobs people are phasing out of.

But at Salish Kootenai College because we serve 200—well, we serve about 70 different tribes at any given time, we have branched our relationships out beyond just our local community for the students that are going to be returning to their communities and we work with their tribal colleges or with their job development people at the State level just for those same kinds of information and trends.

The other thing that we do is we have an extensive internship program on a national level. And so we have to develop a lot of partnerships so that students get that internship opportunity so

they know what the work is going to be like, they create those relationships for themselves within those professional arenas and that's a huge piece.

And then we also have developed something similar to our friend here in that we in listening to our employers and looking at what they need, we have built almost all of our 1 year and 2 year programs that are aimed at folks needing to get employment to be in stackable certificates.

So they can take a 1-year program but it's all broken down into pieces and so if they start and then they need to go to work for a little bit and then come back, they will have a credential that will allow them to stop out and return without losing time, money. And it also provides for those that need to work through their college career, it will allow them a livable wage, maybe it's an EMT certificate or it might be a phlebotomy certificate or it might be a flagging certificate that will allow them to continue to work while they're going to college with a wage that's above minimum wage.

Mr. WATKINS. Well, thank you, doctor, appreciate it. Madame Chair, I yield back my time.

Chairwoman DAVIS. Thank you. Ms. Bonamici.

Ms. BONAMICI. Thank you, Chair Davis, and Ranking Member Smucker. And with all due respect to Dr. Foxx, there is a Federal role in education and it's an important one.

The Federal—many of the Federal laws in education came out of the Civil Rights Era and as we approach the Higher Education Act reauthorization, I think we need to really honor that by promoting equity and safeguarding the opportunities for everyone to get a higher education.

And of course the HBCU's and minority serving institutions and community colleges are a really important part of meeting that equity role and we need to make sure that you all have the resources and the policies to help your students succeed.

I want to start by congratulating Dr. McHatton for your universities national chess championship which I understand is twice in a row. I have long been supportive of chess education, especially in the K12 system, tremendous academic benefits but I wanted to say congratulations. That's a big accomplishment.

But I want to start with Dr. DuBois. Thank you for your testimony today talking about your—Virginia's community college system. I am also a community college graduate. I went on after my great 2 year legal assistant program to get a bachelor's degree and a law degree both at the University of Oregon. So I would—I know firsthand the critical role that community colleges play in opening doors of opportunity because they opened doors of opportunity for me.

In my home State of Oregon, the community colleges typically serve large populations of students of color, low income students. They are doing some innovative work but challenges remain, especially the resource challenge and the obstacles encountered by students that deter completion.

A couple of those you mentioned in your testimony, homelessness and food insecurity. And I saw your story about the student who couldn't concentrate and he went in to speak to the professor and

ended up staring at the granola bar on his desk because he—and he hadn't eaten for 2 days.

So can you talk a little bit about how your colleges are addressing homelessness and food insecurity and also importantly, what the Federal Government can do to help with that area?

Mr. DUBOIS. Thank you. Thank you for the question. You know, admittedly these student insecurities are becoming much more of the dialog of the day with community college leaders. I mean, who would have thought that we have students that occasionally have to live in a car or going hungry. I mean, so what are some of the things that we are doing?

We are not doing enough. We now have food pantries at all of our community colleges but we can't food pantry ourselves out of this. We need faculty and staff that know how to help someone who is eligible for SNAP sign up for it, sign up for SNAP. The—Pell is critical for these students. They also need actually more help than that because—

Ms. BONAMICI. Right.

Mr. DUBOIS [continuing]. Pell will cover the mandatory costs to attend but these students are facing all of these other kinds of difficulty so we are doing everything from asking the philanthropic community to step up. The best philanthropic dollar I think that we can raise now is for student emergency funds.

I mean, and students don't have just one emergency. So we are—we are doing all that we can with the resources that we have, Congresswoman, but we run out of those resources very, very quickly.

Ms. BONAMICI. Thank you. And I want to try to get another question in but I appreciate your response and certainly making sure that we are funding SNAP and Pell grants is critical.

Dr. Verret, thank you so much for being here. I read your impressive background. I am the founder and co-chair of the congressional STEAM Caucus where we advocate for integrating arts and design into STEM fields. Because No. 1, it helps students become more creative and innovative and No. 2, it reaches more students, especially as students are going through the K12 system.

I have toured, we have nationally recognized STEAM elementary schools that are really engaging students and helping them to be creative. So I wanted to talk about how, I know you have 70 percent of your, of Xavier's student body is female and I am excited, I'm also on the science committee and we are always talking about getting more women into science technology, engineering, math, I call STEAM.

So how do you create a campus environment that encourages your female students to pursue those careers that are typically male dominated and white?

Mr. VERRET. Well, if I would use a line from St. Francis of Assisi, that if you are preaching preach by example. The examples that we have before them on the faculty, women faculty want leadership who are researchers who are scientists who are engaged. That has been there at Xavier. I remind you that Xavier was the first Catholic university, college or university that allowed women and men to attend classes together. It was, it did not exist except that Katherine Drexel pushed it. So that, so in many ways, the sisters who founded us were feminists before the word was coined.

But the other piece is that we have now women on leadership and what embraces all of our students is a culture of expectations. We expect students to rise high to reach high. And we show them that it's possible because others have done it before them.

It also even applies to what we are seeing as an emerging crises on the other side that we are seeing a dearth of young males who are succeeding from K through 12 and who are exceeding to college as well. And we have had initiatives as well to reach out to them as well.

Ms. BONAMICI. Terrific. And I see my time is expired.

Mr. VERRET. Everyone succeeds together.

Ms. BONAMICI. Thank you so much. I yield back.

Chairwoman DAVIS. Thank you. Mr. Grothman.

Mr. GROTHMAN. Yes. My question is meant for Mr.—first question for Mr. Verret, I don't know if have that right. Looked at your background, very impressive, and again congratulations on all you are doing at Xavier. I noticed prior to being at Xavier, you also had an executive position at Savannah State University.

A couple hearings ago, you know, you can take it or leave it, but a couple hearings ago, we had a hearing based on the idea that we had to have more Federal involvement because we had too many schools that were too segregated and the implication being that schools that were too much of one racial background or the other was a real problem.

Now we have a situation here in which we are calling for more money for historically black colleges. And I—you have done a tremendous job, I have no problem with putting more money in historical black colleges.

The only thing I kind of wonder here where we are getting mixed messages on this committee whether it is really, really important to weigh in and make sure every high school is more segregated or, you know, and given your background and the success you have had at Savannah State and Xavier, I wondered if you would care to comment on that issue?

Mr. VERRET. The first thing I would say is that the historically black colleges were never segregated except by law. But even at Xavier in the 30's and 40's we had students who were African, who were white at Xavier who could not receive their degree legally in Louisiana therefore their degree was awarded by Villanova.

So we were always open to—we have others who, we have students who are not African Americans at Xavier who are with us and they have been with us before. But what I would say is that these HBCU's have been engines of bringing African Americans into the creative work force for this country and also of engines of social mobility.

And they continue to produce. The country needs that talent, you know, because remember our talent base is what we cultivate in this country. What is happening in the TCU's also in the Hispanic colleges as well is about creating talent for this country.

These schools when we produce, overproduce, punch above our weight, in educating students who become doctors, lawyers, policy-makers, in all the fields that the country needs that's what we do. Investing in these countries—in these is not individual benefit for

these students, it's a benefit for their communities and for their regions.

Mr. GROTHMAN. No, I am not denying that you are doing a tremendous job. I am just wondering on the larger issue if you had a comment.

Mr. VERRET. What I'm saying is that it's important that to help students engage with students of all ethnicities and they do.

Mr. GROTHMAN. Okay.

Mr. VERRET. Our students in our communities they work in hospitals and—

Mr. GROTHMAN. Okay.

Mr. VERRET [continuing]. and in our communities. They are interned throughout communities. Students from Tulane and Loyola engage with our students as well. So our students actually are very well integrated and others are welcome to us as well.

Mr. GROTHMAN. Thank you.

Mr. VERRET. And that's always happened.

Mr. GROTHMAN. Thank you. I think all of you at some point or other in your testimony talked about poverty and the importance of lifting people out of poverty. And I wondered if you had any comments having dealt with so many people who at least by the Federal definition of poverty are in poverty. If there are anything you noticed about those families compared to other family units, that sort of thing, and if you are doing anything to make sure that the next generation or the generation that you touch that their children don't wind up in poverty? Yes, Mr. Verret.

Mr. VERRET. If I may say, one of the—what we have seen not only in recent history but in also in the decades and almost century that we have been that our students when they receive a degree, this is not something that benefits them alone. It touches their families. What we see is that suddenly the nephews are coming to college, the sons, we are opening new doors. The benefit, there is a cascading effect that we see. So what we are seeing is that they do not return to poverty but what they do they lift communities out of poverty.

Mr. GROTHMAN. Okay. And do any of the others you have any observations on what type of situation the Federal Government defines as a family in poverty and what you will do to make sure that the next generation does not wind up in poverty? Could you make any observations as to that?

Mr. DUBOIS. Just very quickly, the best thing I think we can do is to help an individual get a post-secondary credential and—

Mr. GROTHMAN. Are there no observations you have as to the type of you said you deal with your students the type of family situation that results in something being referred to as poverty? You don't know? Your mind is a blank?

Mr. DUBOIS. No, the—we have poverty in our rural areas and we have poverty in our inner cities. The best—best that we can do is help them get a post-secondary credential because 12th grade is no longer the finish line.

Chairwoman DAVIS. Thank you, Mr. Grothman, your time is up. Ms. Adams.

Ms. ADAMS. Thank you, Madame Chairwoman, and thank you to the ranking member as well and thank you for your testimony.

You know, where you start out in life doesn't have to determine where you are going to end up or just how far you can go.

I grew up in poverty myself, poor black girl growing up in Newark, New Jersey but education is the pathway to greater opportunity. Most of you may know that my background of in terms of historically black colleges and universities are particularly important to me.

I just said I taught on the campus at Bennett College in Greensboro for 40 years. I am a two time graduate of an HBCU, North Carolina A&T. And one of the first things I did when I got here was to put together the bipartisan HBCU Caucus with my colleague and now my cochair, Bradley Byrne. We have got 88 members and some of them have been here today.

We have accomplished a lot for our HBCU's but as has been already revealed today, Dr. Verret, thank you very much for being here and all that you are doing to make Xavier University our premier HBCU for graduating black doctors.

I mean, if you look at the statistics, and to my colleagues while we only make up 3 percent of all colleges and universities, HBCU's are producing 17 percent of all bachelor's degrees that are earned by African American students, 24 percent of all STEM graduates. So we have been producers. We have had little but we have done much.

And, Dr. Verret, what is unique about the HBCU campus environment that attracts students?

Mr. VERRET. I would say first of all is the culture of expectation. We expect them to succeed and expectations students rise to that. We embrace, we have a faculty that will embrace students and recognize that they—what they need individually we will address. We do that.

Ms. ADAMS. Okay.

Mr. VERRET. The other piece that is crucial is that we have the example of those who have come before them which is important to them as well.

But the expectation piece is what I would call the secret sauce in the element because when we—when students come to us, many of them don't, may not have the education that they deserve. And students do not choose the schools they go to. So whatever gaps they may have, we meet them in their first year and help them repair. And what is amazing, what happens at the end.

Ms. ADAMS. Yes, sir, I know. You filled some gaps for me. What sort of specific strategies do you use in creating a program and degree offerings that meet the job market demand? We have talked a lot about job market demand here.

Mr. VERRET. Well, the HBCU's have been—first of all we educate our students very broadly which it gives them a lot of flexibility. Some of them go on to many levels and readapt to their jobs as they have to.

Ms. ADAMS. Okay.

Mr. VERRET. But what they do have is they have learned to work hard and on complex matters at HBCU's. And they become masters of their fields. But I also want to thank you for starting the HBCU Caucus. That has been a very important way of getting our voice here at—



Ms. ADAMS. Great. Thank you and thank you for your participation. What strategies could Congress pursue to make your job easier?

Mr. VERRET. I'll begin the first one because affordability is a challenge for us.

Ms. ADAMS. Okay.

Mr. VERRET. We have our students who are Pell eligible in the lowest—in the lower 2/5 of the socioeconomic income distribution ladder. Those students, a small crisis in their families can lead to students not persisting and that we do see.

Pell is crucial to us. Pell is critical to the HBCU community because we have 50 percent or more on most of our campus of students are Pell eligible. And that is the major struggle for us.

Helping our students pay for college is an important piece. Pell is something that we cannot tell you more how important it is and that we want to see you do more for us.

Ms. ADAMS. Absolutely. Could you elaborate on how or whether your local work force boards or chambers assisting in that regard in terms of aligning your programs with future work force needs?

Mr. VERRET. They do and also we are engaged with them and also in creating internships where our students get to sample and practice while they are there. With our economic development agencies and also with our chambers of commerce we work closely to create internships for our students.

So our students very often before while in their second or third year have practical experiences whether in the laboratories or whether it is in clinical or the work force settings.

Ms. ADAMS. All right. Thank you very much. I just want to end with a comment that I always like to remember by W.E.B. DuBois who said of all of the civil rights for which the world has struggled and fought for 500 years, the right to learn is undoubtedly the most fundamental.

Thank you all for believing in that right and thank you all for being here today. Madame Chair, I yield back.

Chairwoman DAVIS. Thank you. Thank you. Mr. Levin.

Mr. LEVIN. Oh, thank you, Madame Chairwoman. Well, thank you all so much for being here. I want to ask you about the situation of students when they come to you.

Dr. DuBois, when I was running the Michigan work force system some years ago, something like 60 percent of students coming to community colleges nationally needed to start with remedial education of some kind. Is that still the case?

Mr. DUBOIS. Yes, sir, in mathematics typically.

Mr. LEVIN. And so can you talk to us about your connection in Virginia with the whole adult education system for people who because I know many of your students aren't coming straight from high school. And what we should do to better connect adult basic education with community college. My observation is that we—the systems are generally completely disconnected. Often AV is connected in the K12 education system. Very rarely is the instruction offered contextualized for a career pathway—

Mr. DUBOIS. Right.

Mr. LEVIN [continuing]. for a person. So I would appreciate your comments on that and I am very curious about what the situation

is in HBCU's too, Dr. Verret. So I would like, you know, afterwards I would like to hear your thoughts.

Mr. DUBOIS. Thank you for the question. In Virginia, the adult basic education world is a centrally a K12 sector responsibility. Having said that though, a number of superintendents have kind of subcontracted that out with their community colleges. I do believe that adults need to go to adult places.

And my—this is my editorial. Many of these adults they come to us because they want a job. They want a better job.

Mr. LEVIN. That's right.

Mr. DUBOIS. And we should be putting more of them into a contextualized, applied, short time—short term pathway to get to that job. Once they get that job, I think they will raise the bar and move on with higher educational goals. But I agree with your preface that these pathways should be contextualized, applied in a vocational career area.

Mr. LEVIN. Dr. Verret.

Mr. VERRET. Well, I would agree with my colleague as well but I would also say that one of the remedial issue that you point to is the fact that many of our students do not get the pre collegiate preparation that they need. And I would extend it beyond mathematics because what we have found out is actually language arts are more of a barrier to mathematics and also to physics and to chemistry and everything, and to history as well.

So that we have people, students who are getting degrees who may have high GPA's but that the ACT's and the SAT's don't seem to match. That is one of the crimes that is occurring in many ways that we are not getting the right teachers.

And I would speak for the investment into K through 12 as well as to make our work much more doable. Being able to actually resource teachers because I do think great teachers really matter and we have not invested in our teaching profession especially in the K through 12 fields. And that's as essential as anything else this country could need.

Mr. LEVIN. Well, in other countries, teachers are the people say lawyer, doctor, engineer, accountant, teacher, and we pay our teachers in this country much less than other professionals.

Mr. VERRET. Right.

Mr. LEVIN. We don't invest in them properly.

Mr. VERRET. And our investment in teacher, in educating teachers is because of not only for a mission but we know that the work of building society is educating great teachers and getting them to our classrooms is crucial. We don't get away by skipping them.

Mr. LEVIN. But let me just say don't we know what needs to be done here, don't we? I mean, for example if someone is learning English and they need, they come really for a job, for a career, so they can support their family. If we teach them Dick and Jane ran up the hill, they are going to stop coming.

If we find out well, they could be an x-ray tech or they should be in a CNC operator and if we start talking—teaching them their basic skills tied to a career pathway they come back, right? And in that adult context as you say.

So can someone give me some, I mean, I ran the Michigan work force system from 2007 to early 2011. Are we making any progress here in this regard nationally?

Mr. DUBOIS. Just quickly I think in Virginia we are making our progress through our Fast Forward programs where we are simply an adult that needs help and to get some training we don't require the GED to be a welder. You need some basic reading skills to be a truck driver. Not necessarily, you don't necessarily have to have a high school diploma or equivalent.

So we are, we have moved into more and more into that direction helping adults secure employment through short term training programs.

Chairwoman DAVIS. Thank you. Mr. Trone, you are next.

Mr. TRONE. Thank you, Madame Chairwoman Davis, Chairwoman Davis and Ranking Member Smucker for holding this hearing, and thank you to our witnesses.

We know the community colleges and historically black colleges and universities and other minority serving institutions play a key role in providing college opportunities for low income students and students of color. We also know that while these institutions are doing the most work to close that achievement gap in advanced economic mobility they are severely under resourced.

It is great to see the committee coming together in a bipartisan way to prioritize and address this issue and I look forward to working with all of you on this.

Madame Chairwoman, I would like to enter into the record this report by the United Negro College Fund which is led by my close friend, Michael Lomax, who actually was the emcee when I was sworn in to Congress at our event just recently. And entitled the HBCU's make America strong, the positive impact of historically black colleges and universities.

Chairwoman DAVIS. So ordered.

Mr. TRONE. Thank you. The 2017 report found that the total economic impact in the U.S. is 14.8 billion annually, the equivalent of ranking among the top 200 corporations on the Fortune 500 list.

In Maryland we have 4 HBCU's that generate a billion dollars in economic output and 10,000 jobs. A Maryland graduate can expect to make a million dollars more a year due to that credential.

So, Dr. Verret, if we strengthened Federal investments at HBCU's, what do you see, what does it look like on long term ROI by making this investment look like? What is the return on investment?

Mr. VERRET. The return investment is huge because right now it is critical that we, that we develop our talents. The talent that we have to build our new industries, whether it's the digital industries, it's the high tech industries and also our creative industries whether it's the movie industry, etcetera, is from these young people. That talent that we leave on the table underserves us because other countries I know are doing a real good job of educating their talents and they're not willing to share it.

Mr. TRONE. Right. So we are building our diversity, we are building our diversity with better ways and different ways to look at the problems and challenges we have.

Mr. VERRET. The creative minds that we have on the table and in our second and third grades should not be wasted.

Mr. TRONE. Absolutely. Dr. DuBois, I know you have extensive experience in both community college systems and the criminal justice space. A top priority of mine is criminal justice reform. I believe the impact of education on these individuals that have been incarcerated, society as a whole is crucial.

Research from Rand Corporation found that incarcerated individuals participated in education while in the correctional institution decreased recidivism 43 percent. How do we best strengthen and expand high quality education opportunities for justice impacted individuals and what would that impact on this be?

Mr. DUBOIS. Thank you for the question. In the mid-90's I taught in Attica State Prison, a maximum security prison with Genesee Community College. So it's something I'm very familiar with. The research is clear, most prisoners are going to be released within 3 years. 90 something percent.

Do we want—what do we want them armed with? A future? And if we do its going to be some kind of educational credential because the recidivism rates have been clear over 25 years. At one time the Federal Government was supporting prisoners through Pell. I think we have one college that participated in an experimental program with Pell. We would welcome the opportunity to receive more Pell support for incarcerated students.

Mr. TRONE. Have you seen a State that's done a best case job in this area? Sometimes I hear Alabama but have you, do you know, anybody know of a State that's really worked with community colleges and correctional institutions hand in hand to help address this disaster?

Mr. DUBOIS. In the 90's in New York, of the 30 community colleges of New York we probably had about 14 or 15 of them very involved in inmate higher education. It was a lot of research that was done back in those days. I can certainly make that available to you.

Mr. TRONE. How do we help students in Virginia with their mental health disabilities? How do we get more money focused on that? What should we be doing to help you there?

Mr. DUBOIS. That's a great question. I mean, we are struggling with that question just as we speak. It was only just 2 weeks ago where I announced a major task force on this very, very issue of student insecurities including mental health, financial problems, legal problems. These are the students that are coming to us today. We are, you know, we need answers, more and more answers to that kind of a situation.

Chairwoman DAVIS. Thank you. Mr. Timmons.

Mr. TIMMONS. Thank you, Madame Chairwoman, and thank you each for coming to testify before this subcommittee. I am going to begin.

Dr. Verret, Xavier University of Louisiana has created an emergency fund to cover unanticipated student expenses. How are you able to establish this grant funding and what have the results been for students who end up needing this unexpected money?

Mr. VERRET. Well, the emergency fund was founded 4 years ago when I arrived and it was first funded by—through alumni, our

alumni, and also other friends of Xavier who were not alumni. Some members of the board, others have contributed into this fund.

We have raised these funds because we have, we are aware that there are students who are in good academic standing, especially as they are in their third or fourth year about to finish while at risk of not persisting. It may be from tuition funding but it also may be other things for example clothing, a crisis, at home medical crisis and we apply that. It's small because we are not a rich institution and we do need more. But it parallels what my friends have been speaking about other needs including housing needs because we do give housing scholarships for homeless students.

As we, in fact we have received the calls from homeless shelters that you have a student here, do you know about this? And those—and we have ways of responding. We need to respond. So we need resources to meet those needs.

Mr. TIMMONS. Thank you. Do you have a ballpark of how much has been put into the fund or the average—

Mr. VERRET. The average year we had somewhere around between \$100 and \$200,000 in the fund.

Mr. TIMMONS. Thank you. Also, Dr. Verret, you note in your written remarks that a challenge for many students of color is their preparedness for college level course work. What are you doing to increase student retention at Xavier, particularly for those students who may struggle in their first year?

Mr. VERRET. I would say it's not only for students of color but it clearly affects our urban students especially but what happens is that what we have is our in the first year our diagnostics early alert program would tell us students in their first, early first semester that there are needs. They are brought to our students' academic support. They are given academic support and make sure that the individualized tutoring that they need in certain areas is provided.

We have—remember, Xavier does not, is not a selective institution. We have students from 18 to 34 on the SAT's. Those but those students who are in greater need, we are seeing progress because last year we saw especially among the group of greater pre collegiate challenges that their retention numbers have gone up significantly.

Mr. TIMMONS. Do you think that this program could be modeled for other HBCU's?

Mr. VERRET. It could be modeled for almost any other institution.

Mr. TIMMONS. Okay. Thank you. Dr. Boham, you mentioned a TCU innovation core initiative to help entrepreneurs put their ideas into action. What are the goals behind this initiative? How do you anticipate the program will work and what are the expected results for students and local economies?

Dr. BOHAM. Sorry. I'll give you the question again. You mentioned a TCU innovation core initiative to help entrepreneurs put their ideas into action. What are the goals behind this initiative? How do you anticipate the program will work and what are the expected results for students in local economies?

Ms. BOHAM. The TCU innovation core, ICORE is built around the concept that in the research and work that students are doing

with particularly science programs that they would find marketable patent programs that could then be scaled up and marketed to build the economy through creating new jobs and new enterprises.

Mr. TIMMONS. Thank you. I yield back the balance of my time. Chairwoman DAVIS. Thank you. Ms. Wild.

Ms. WILD. Thank you, Madame Chairwoman, and thank you to the panel for being here to speak today on this very important subject. I will tell you I am not a member of this subcommittee but I came to hear what I could of your testimony and have read your testimonies because I feel that this is such an important area for us to cover in this committee.

I am a representative from the 7th District of Pennsylvania, the Lehigh Valley of Pennsylvania, Allentown, Bethlehem, Easton area where we have a wealth of institutions of higher learning.

We have several very fine private 4 year colleges. We have a smaller parochial private college. We have a State school. But the pride and joy of our community are two incredibly good community colleges. Lehigh Carbon Community College and North Hampton County or North Hampton Community College.

These two schools in my district are such high quality they offer a range of academic and career training programs. The statistics on those two schools is that after graduation from the 2-year programs, 93 to 94 percent of their alumni are either continuing their education or in a career. And I think that's a statistic to be so incredibly proud of. And both also serve a large population of students of color.

Lehigh Carbon Community College is a Hispanic serving institution. North Hampton Community College is the No. 1 associate degree granting college in Pennsylvania for Latinos. So if I seem like I am bursting with pride, I am a little bit about those two schools.

Having said that, I have visited both of those schools since I was elected and I have learned from their administration about some of the challenges that the administration faces because in the face of constant decreases in funding, these kinds of schools, not just these two in my district, but these kinds of schools across the country, that are struggling so much to keep from raising tuition for their students. And by and large are doing a pretty good job of it but that money has to be taken from somewhere.

And so what I am consistently hearing from them is that the schools are contracting the services that they provide to students. And that is—that too is a real harm to the students.

And I would like you perhaps, Dr. McHatton, to address—well first, let me go to Dr. Verret and ask you about how student incomes—outcomes vary depending on what institutions are able to spend on the instruction and the student support systems.

Mr. VERRET. I don't have a thorough study in front of me that I can refer you to but in my experience as—and I should mention I was at Luzerne County so I know the other LCCC, Luzerne County Community College very quite well.

But what I would say that based, the resource that we need to meet the needs of students where they are take time, it takes faculty. Our faculty we have very few adjuncts except a few professional practice, professor of practice.

Ms. WILD. That's impressive.

Mr. VERRET. So we have full time faculty who are engaged with students even in their introductory classes. That devotion is important for our students. It costs. And if you reduce those, if were you to reduce those services at Xavier, our outcomes would suffer. We know that.

So it is important that when we speak of remedial or other needs or call it other, meeting students with the course that they need or the support structure that they need to persist in the subsequent courses rather than throwing them into deep water without knowing how to swim. That's criminal. What we need those resources are crucial. As we reduce those in the community colleges and any college around the country the outcomes will suffer.

Ms. WILD. And some of the things that I was told and all of you may also have seen is that there is a greater need for things such as childcare on these campuses. There is a need, they both of the schools as well as some the 4-year schools in my district have food support programs, food banks. And then of course there is the issue of attracting and retaining good talent in the academic force. So I commend you for being able to keep full time professors as opposed to relying solely on adjunct personnel.

I wanted to ask if I could, Dr. Boham, because I am very interested in your testimony about the work with local industry partners and to ensure that students are on a pathway to good jobs. And if you could just in the very short period of time I have left you, give us a little bit more information about how you make those connections with local industry?

Ms. BOHAM. We do that in a very face to face kind of hands on way with our business partners but and a good example of that was one of the studies that we did said that we needed people in our hospitals that were certified medical assistants instead of the on the job training assistants that they had before. They were changing their practice which a lot of medical fields are doing, changing the scope and role of particular jobs.

And so we implemented a certified medical assisting program that would meet the needs of those hospitals Statewide because it's two different providers and they're regional so they're not—it's not just Montana. But—

Ms. WILD. Thank you very much, Dr. Boham. Sorry, it was my fault, I left you with very little time but thank you for your input.

Chairwoman DAVIS. Thank you. Ms. Omar.

Ms. OMAR. Thank you, Chairwoman. Thank you all for being here today to have this important discussion. I have a staffer who made the choice to attend a community college. He then went on to a 4-year university and eventually got a graduate degree in an Ivy League school.

While that is the kind of stories that we would love to hear, not many have the opportunity of having that kind of progress achieved. Some of our students are getting stuck in community colleges. After 6 years in college, 4 in 10 students still haven't earned a degree and that as a Nation we have barely made any progress in increasing college graduation rates over the past 2 decades.

And we know that underfunded colleges with low graduation rates disproportionately enroll students of color and low income

students. College, community colleges that are less selective or open access receive less State funding and charge lower tuition. And affordability remains a challenge even at college with relatively low tuition costs.

The full cost of college includes text books, supplies, living expenses, costs which are similar to colleges. Many students are low income—who are low income are working adults who face instability in jobs, who have family demands, who have emergency expenses.

All of community college students nationwide, 40 percent are first generation college students. Among community college students 22 percent were both food and housing insecure during the last year and 80 percent experience both of those challenges as well as homelessness.

To all of you I would love for you to share how your institutions are helping some of these students move through these challenges so that they can attain graduation.

Mr. DUBOIS. Thank you for the question. Your description is certainly very accurate. We are challenged with students that are facing the most difficult life circumstances and we are funded at the lowest rate of any public sector of higher education. So it is fiscally a challenge.

We often—we also are under pressure to not raise tuition and yet we have to. And we try to do that in a very modest and careful way. What we are doing in Virginia is we are trying to—whatever extra dollar that we have, we want to invest it in student services. We think that is the best bang for that dollar to help students be successful.

Our students need coaching from day one. They need guidance, they need navigators. They need social workers. They need people who understand where the resources are in the community and put those students in touch with those resources.

Ms. OMAR. Can you, yes. I can't see your names. So yes, if you want to take that.

Ms. MCHATTON. McHatton. Yes. So I think along—

Ms. OMAR. If we could be mindful of the time if you can—

Ms. MCHATTON. Sure. Along with some of the things that have already been discussed, I think what is really important as far as our institution is building capacity within our faculty so they're able to stay connected and identify students early on when they're in need of particular support services.

Developing a summer bridge program to prepare students who are first generation students and maybe might have some academic needs has been very successful. We have also had some peer led team learning and supplemental instruction so there is a lot of support, academic support throughout their first year and beyond in order to help them with any academic needs that they may have.

Ms. OMAR. Thank you. And, Dr. Verret, if I can just have you follow that up with maybe a recommendations that you would have for us to implement in helping close this gap.

Mr. VERRET. I would begin, it's about finding students in crises especially throughout the first year is crucial but other years as well.



The early alert and how we use early alert is important for us because it is important that professors and instructors be able to identify a student who is actually not appearing in class. A student who is coming in very tired for another reason and to give a shout out to the early alert system so the people in student and student life to say you need to pull this young person in because we think something is going on, to look to see whether the student whose grades who is not performing in the first exam to pull him in.

All those are indicators that something is going on. You may not know what it is but to get someone competent to engage with that student at that point and to build a structure that is necessary whether it is housing, whether it's—it could be food, it could be other things that are, that another crisis or a student was injured in some way. We need to find out.

Ms. OMAR. I appreciate that. Education is the greatest equalizer but we also have to first equalize the situation so young people are able to attain that education. Thank you so much and I yield back.

Chairwoman DAVIS. Thank you. Thank you. Ms. Hayes.

Ms. HAYES. Thank you, Madame Chair, and again thank you for allowing me to wave on to this committee because this as well is not my committee and I have been listening. and, Dr. Verret, I can blame you for this today because generally my staff gets so upset because we spend so much time working and preparing for these hearings and I have these beautifully put together binders and then I hear something and I throw all of this away because I am so personally invested in the work that this committee does.

You know, I went to a community college. And what I heard today was you talking about your thoughts about K12 education and it reminded me of an experience that I think would be tremendously relevant here.

And during my time, I was a high school history teacher, 15 years in the classroom. I taught African American history and I had so many students who had never even heard of an HBCU. So I created a unit on it, you know, in Connecticut you—and many of the southern States it is a part of the community, it is a part of the culture.

There are so many kids who are outside of this network who until someone teaches them about it and that coupled with the fact that I also recognize in my time as National Teacher of the Year I traveled to over 40 States, saw something that was, I thought that was a Connecticut problem but it's a National problem and it is diversifying the educator work force and the number of teaches of color who are out there.

And I happen to know that HBCU's produce more teachers of color than any other teacher preparation institutions. So I guess my question to you would be do you have any thoughts on how we expand this network, broaden the spectrum so that you are not just having this conversation with young people in Louisiana who might be thinking about entering the profession but also kids in Connecticut or?

Mr. VERRET. What I would say is that we do need to resource and support teachers because we don't want, we want them—because we have students who are going to education who have high loans, have costs, who eventually have a family and they have to

make a decision to leave the profession. We don't want that especially if they are good teachers.

We need programs that support teachers because they are the most precious commodity. There is an example at the NSF, National Science Foundation, the Noyce Grant—which came out from the lack of STEM educators where we would actually provide tuition support for students who commit to teaching for the next 5 to 6 years after that and those many of those teachers remain in the teaching profession.

We need for other disciplines as well whether its social studies, whether its special educators. We have to actually provide a way of even loan forgiveness for that because I do say the work that we do at our colleges whether its community colleges or HBCU's is only made easier by having students who come in with a basic fundamental, good K through 12 education that they deserve.

Ms. HAYES. Thank you. But again, I don't think it is just about the money. I appreciate you saying that because that is very important but we cannot underscore the fact that just the capacity building.

I went through community college, undergraduate, a master's program and a graduate program where I was the only African American in an educator preparation program in the State of—well, not in my State but in my program. You know, these are, we are an education State and I was the only person of color through my academic journey.

Mr. VERRET. And the capacity building is a recruitment issue. For example what we do in a recruiting educators is beginning to speak of in high school with students who might consider becoming teachers. We have to do real outreach the same way we are doing—we have done in STEM in the last decade as we needed that. We have to do that.

We also have to think well about the capacity of our HBCU's that are producing a large numbers of teachers and support their schools of education.

I can speak for Xavier what we are doing but also I do know other HBCU's that have schools of education they need support to build their capacities as well.

Ms. HAYES. Thank you. and, Dr. Boham, I notice that your campus is majority female and most of them are over 25 years of age. I know that my, a Congresswoman from my State just recently introduced a bill to provide childcare which I know is a challenge.

I went back to community college as an adult, with a child, as a single parent. Can you talk about what types of supports this specific population needs to succeed and how we can help here in Congress?

Ms. BOHAM. Childcare and quality child care that you can take your children to and know that they're going to be safe and well cared for is critical for our female and male students. We have a number of fathers that are primary care givers as well.

And so we have on our campus a preschool and that is critical but we also need quality after school programs so that parents can focus on their schoolwork and not be worrying about the safety of their children. We also know that children that are in preschool and that go into kindergarten are going to have larger vocabularies

and be better prepared and that preparation will follow them through their entire K12 education.

When I was working in the K12 system, literally a third of the native students that were defined in special ed between K3 were there for language and it wasn't that they were actually special ed, it was the number of vocabulary words that they had and so these programs are critical.

Chairwoman DAVIS. Thank you very much. I now turn to Mr. Bobby Scott who is the chairman of the overall Education and Labor Committee.

Mr. SCOTT. Thank you, Madame Chair, and ranking member. Dr. DuBois, it is good to see you and I want to congratulate you on your success at the Virginia Community College system. Particularly in the success you have had in the short term programs that don't necessarily lead to a degree but lead to a good job.

There is a consensus, a growing consensus that we ought to allow Pell grants to help finance these short term programs but there is a lot of concern that we want to make sure they only go to quality programs.

Can you say a word about what elements there are in your program that we should look at as we evaluate whether or not a program is of such quality we want to allow Pell grants to help fund it?

Mr. DUBOIS. Thank you, Congressman Scott. I could suggest to you there should be two elements and some kind of an accountability system. One is program completion and two is employment in a high demand, family sustaining wage job.

Mr. SCOTT. Now how would—how do you work with local businesses to make sure that there will be a demand for your graduates?

Mr. DUBOIS. So to receive any kind of State funding in Virginia, first of all we have to have demonstrated demand that has to be—that information and data needs to be collected by our local community college. It needs to be verified by my senior staff. And the State board has essentially granted me authority to certify that program as eligible for some State funds or not.

And then the truth is really in the pudding when we look at job placement rates which are very, very, very high. And when we see the job placement rates and we will at some point how many pharmacy technicians will we need in Virginia? When we see those placement rates starting to come down, we will probably turn off the State support for those programs because we only want it to be in high demand.

They differ region by region but the colleges do a very good job as demonstrated by job placement that we are—we have an accountable system.

Mr. SCOTT. Yes, how do your programs differ in rural Virginia as supposed to urban Virginia?

Mr. DUBOIS. In, it's interesting in Virginia, the—we have 2 million people in rural Virginia and 6 million plus people in urban, in the other part of Virginia.

40 percent of our Fast Forward credentials are now being earned in rural Virginia. The only difference I would suggest to you, the big one, is the jobs that are in demand in certain regions, let's say

southwest, south side, are different from the jobs that are demand, Congressman Scott, in your region.

For example in Grundy, they don't really, they're not really crying out for a lot of welders. But your major employer, that CEO goes to sleep at night and wakes up worrying about where can he find welders to build aircraft carriers and submarines.

So we look at these regional differences and we pay a lot of respect to those regional differences to see what—we are not a kind of a franchise where we have the same menu across the board at 23 different community colleges.

Mr. SCOTT. Thank you. Dr. Verret, Xavier has an outstanding reputation of producing minority medical doctors. Can you explain how you have that success, what you do to create that success?

Mr. VERRET. Well, it begins first I think with the intentionality about advising as students arrive. In their first year we begin to prepare them for the pathway that they are headed to. What courses they need, what experiences they need to have and even how to prepare for the interviews and preparing their essays. They think about that.

The other piece is also there is a curriculum that is very well set in mind by our, with our faculty. The faculty and there is a great commitment to how those, that curriculum is delivered and to make sure that these students are actually at the top of their games even when they take the medical entrance exams. So it is faculty, it is also the advising.

Mr. SCOTT. Is that replicable? Can you replicate it?

Mr. VERRET. It is replicable because we have had not only a number of HBCU's but also a number of other colleges

PWI's, universities that have—that visit Xavier to see what we do.

What is not easily replicable overnight is a faculty that is a faculty culture and a campus culture. That piece where faculty replicates itself when they hire people they—and choose, you know, new members of the faculty.

There is a criteria of exactly can they deliver for our students? That piece is very intentional and we seek to retain that.

Mr. SCOTT. Thank you, Madame Chair.

Chairwoman DAVIS. Thank you very much. I appreciate that. I want to now recognize the ranking member for his closing remarks.

Mr. SMUCKER. Thank you, Madame Chair, and thank you for scheduling this hearing. I thought it was an outstanding hearing.

I would like to thank each of the witnesses for taking your time to join us today to talk about higher ed reauthorization, to talk about the impact that your schools are having. I would like to commend you not only again for being here but for the great work that you do educating students and really helping them have the opportunity to achieve that success, to climb that ladder of economic success.

You know, we heard so many good things coming from the schools, the physician assistance at and the physician programs at Xavier, STEM development at UTRGV, Virginia Community College you talked about the Fast Forward program, that short term skill programming. The nursing program at SKC and that was just a little bit of what you talked about. Certainly, you know, I am

just—I am glad you had the opportunity to highlight some of these excellent programs here today.

You know, one of the things that we can do is promote excellence when we see it and I hope that you are able to share those best practices and other institutions can learn from the leadership that you are providing and the work that you are doing.

I know the Federal Government can also do more to help these students and help the MSI's and community college serve. Not only help students not only access higher education but persevere to completion and succeed in the work force. And so as we are considering reauthorization we can talk about earn and learn programs, the work force Pell funding, more flexibility in spending for institutions and spending those funds and increased collaboration between institutions and local employers.

So I look forward to continuing this conversation. We are certainly not all born into the same environment but that difference of initial circumstance should not mean that we shouldn't all have an equal opportunity to succeed. That is really the promise, excuse me, the promise of America.

So I think it is really important the work that we are doing on this reauthorization is very important. It is important that we get it right so that all students can achieve a better life for them and their families.

So again thank you for the work that you do. I would like to again thank the ranking member.

Chairwoman DAVIS. Thank you and I want to thank our ranking member for those—

Mr. SMUCKER. Or the chair I should say.

Chairman DAVIS [continuing]. for those comments as well and thank all of you because you have brought some very important information. We know historically that the students you serve have not really had full access to our education system and so it is important that we move forward from today. And certainly as the work that you have been doing and, Chancellor, for many, many, many years we appreciate that.

By offering culturally relevant programming that it recognizes, you know, how important identity is, how community and tradition, the HBCU's, TCU's and HSI's you not only educate students but empower them to be the next generation of leaders in their community and that is why it matters. That is why it is important to all of us that these opportunities are available not just to the students because we need them. We need them for our future and we all have to buy into that notion and know that it is not helpful when we short change your institutions when you are serving in many cases the most vulnerable students.

And, you know, I think what is interesting about the multiple challenges that they face is that you are helping them where they are and acknowledging that you have to be adaptive in your programming and to be able to truly move with the times and what we need as a country.

We have talked about so many of the programs, the models that you have brought and part of I think what we are trying to grabble with here is how to make them work right, how to scale them, and how to be certain the they are open and that they are exceptional.

That they are prestigious for young people and that everybody leaves feeling that they have great value in the time that they have spent. Not that it has been time that has been wasted.

Anyways as I think Dr. Verret mentioned it is so often we find that. So I want to thank you very much for that. We, Congress really can't expect institutions to continue disproportionately serving vulnerable students while simultaneously fighting to receive the vital funding from Federal, State and local governments that they need.

So we have to continue as we work to reauthorize the Higher Education Act committee to supporting these institutions that are really resource strapped but on the front lines of our effort to provide Americans with equal access to higher education. Thank you very much.

And I now want to ask unanimous consent to enter into the record a statement from the California State University of Los Angeles highlighting the best practices CSU LA uses to serve the Latino community.

We appreciate your being here and there is no further vision—business, the committee stands adjourned. Thank you very much.

[Additional submission by Chairwoman Davis follows:]

Cal State LA launched an ambitious graduation rate initiative to improve all its graduation rates and reduce equity gaps. Initiatives include:

**Advising:** We created advising centers in each college coordinated by Directors of Student Success and Advisement who serve on the deans' leadership teams and provide leadership along with the associate deans in colleges' student success work. We have also added at least one additional advisor to each college over the last 3 years and have plans to add more in 2019-20. AVP for Undergraduate Studies and Vice Provost for Enrollment Management have created university-wide structures for improving consistency and accuracy of advising.

**eAdvising:** We implemented the Degree Planner, an interactive roadmap highlighting the path to a 4 year graduation for freshmen and 2 year for transfer students. Advisors use EAB's *Student Success Collaborative* to closely monitor degree progress by alerting advisors when students miss milestones in their majors (GPA, course completion and course grades) and by enabling campaigns for advising interventions.

**Course scheduling:** We made access to classes a priority in 2015. We have used Ad Astra's Platinum Analytics and our own Institutional Effectiveness dashboards to increase access to courses. We have seen a dramatic decrease in course waitlists and unmet demand.

**Average Unit Load:** We have seen increases in AUL for Fall 18 freshmen and transfer students. The gains for freshmen have been particularly impressive. In the fall, they achieved a 14.7 AUL, the 4<sup>th</sup> highest in the CSU. Gains continued into Spring 2019: Freshman AUL increased from 13.5 to 14; transfer AUL increased from 12.8 to 13.1.

**First-year seminar:** All freshmen are required to take a first-year seminar whose curriculum has been evolving to meet our Graduation 2025 priorities, including embedding asset-based thinking in students.

**Transfer Credit:** To facilitate seamless transfer and to reduce time-to-degree for transfer students, we have improved our course articulation process and dramatically increased the number of courses articulated. We also implemented improvements in Enrollment Services that has enabled all transfer students to have transfer credit evaluations completed by orientation and summer registration.

**Major Specific Criteria and the Associate Degree for Transfer:** Beginning Fall 2018, we required transfer students to complete specific lower-division courses for admission to many of our most popular majors. For example, in majors like engineering, chemistry and biology, transfer students were required to complete lower-division prerequisite courses such as calculus and chemistry before admission. This better aligns community college work in the major with timely degree completion at Cal State LA. Effective Fall 2020, all of our majors will have major specific criteria for admission. We have also seen a dramatic increase in the number of students with Associate Degrees for Transfer, something for which we were recognized by the Campaign for College Opportunity.

As an HSI and an MSI, we are particularly focused on areas that disproportionately affect Latinx students and other students from historically underrepresented groups. In particular, we have been working on embedding asset-based thinking in first-year programming and course redesign and on the elimination of remedial education, which has long been the greatest obstacle for success for 1<sup>st</sup> generation, low-income students from historically underrepresented groups.

**Low-Completion Rate Courses:** Under the Center for Effective Teaching and Learning and the Center for Academic Success, we have launched an ambitious program to redesign courses that have historically had low completion rates, particularly in science and math. The Center now offers a series of workshops and a certificate in Inclusive Pedagogies.

**Math Redesign:** In fall 2018, we launched a completely revised first-year math program. All students registered for college-level General Ed math—in one of three pathways as determined by major (pre-calc, statistics or GE math). Students who formerly may have been required to take a remedial course instead registered for an additional 1-2 unit co-requisite to provide academic support. The results were excellent. Over 2/3 of our Fall 18 freshmen completed GE math in the Fall—in years past, it took 2-3 semesters before we achieved this. This is also a key part of our effort to reduce the equity gaps as remediation disproportionately affected students from underrepresented groups.



[Additional submission by Mr. Takano follows:]



**SEARAC**

May 20, 2019

The Honorable Susan A. Davis  
Chair  
Subcommittee on Higher Education and  
Workforce Investment  
2176 Rayburn HOB  
Washington, DC 20515

The Honorable Lloyd Smucker  
Ranking Member  
Subcommittee on Higher Education and  
Workforce Investment  
2101 Rayburn HOB  
Washington, DC 20515

RE: Statement for the Hearing Record for the Subcommittee Hearing “Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students for Success”

Chairwoman Davis and members of the Committee, thank you for the opportunity to submit this statement for today’s hearing. My name is Kayhlia Yang. I am a Hmong-Lao American. I am from Sacramento, California. I recently moved to Irvine, California in August 2018 and since then have been attending Irvine Valley College (IVC). I am currently a part of our AANAPISI funded program on campus. I started off as a mentee, a part of the mentee-mentor program the AANAPISI program has created. But currently I am now a tutor for the AANAPISI program. Starting off as a mentee for the AANAPISI program allowed myself a smooth transition moving from college to college. Being at the AANAPISI funded space has allowed me to feel a sense of belonging and has made me feel like I have a space on campus I can go to when I need a place to eat, study, take a break, or just hangout. Specifically having the mentee-mentor program allowed me from the start of my time at Irvine Valley College to get to know people and see how similar our stories are. This mentee-mentor program also allowed me guidance in how to maneuver my way throughout IVC and have a successful time here.

I think that AANAPISIs are important because it allows for Asian American students, like myself, to come together and feel a sense of belonging. This space has allowed me to build relationships I know will last a lifetime. ANNAPISIs allow for there to be a community-based foundation for Asian American students who need that. The CAANAPI Learning Center is the name of the AANAPISI funded program at Irvine Valley College. It stands for Center for Asian Americans and Native American Pacific Islanders. The CAANAPI has allowed me more opportunities to be involved and share my story. In April 2019, the CAANAPI took nine students and six faculty members to

Oakland, California to attend APAHE (Asian Pacific Americans in Higher Education). This experience allowed me more opportunities to hear Asian Americans speak about pursuing higher education, fulfilling their dreams jobs, and really displaying the higher positions they hold.

It was truly inspiring to be able to hear these stories and witness what higher education has done for others. Hearing these stories allowed me to recognize that anything is possible, especially for an underrepresented community like us. At APAHE, IVC was able to have five students, myself being one, present a reader's theatre as a workshop and display to those our own personal narratives of being an Asian American. The same reader's theatre was then presented amongst some individuals on campus, it informs the audience about our stories as Asian Americans, including the topics of stereotypes, sacrifice, success, racism, neglect, and most importantly identity. This reader's theatre has been a great way for CAANAPI to share their stories and to inform those non-Asians, that we are not the same and we all have different backgrounds and stories that make us different.

Growing up in Sacramento, I grew up in a predominantly White and African American community. Up until high school, I was one out of two Asian Americans within my grade. I always felt very different amongst my peers as if I did not belong. In high school, I neglected my Asian American identity and tried to fit in amongst my peers and tried to play this role of someone who I was not. Starting college, I began to recognize my differences a lot more and decided that I should embrace them rather than neglect them. Sierra College (the first community college I attended) had no programs or clubs that served a purpose for Asian American students, they only had PUESO for the Latinx community. My time at Sierra College was short, but within that year I was not really involved in anything on-campus besides my academics because that sense of belonging was still not present for me. It was not until my time at Irvine Valley College, I was finally in a space where I saw others that looked like me, met others who understood me, and really got to embrace my Asian-American identity.

I recently applied to seven UC's this past November: Davis, San Diego, Santa Cruz, Santa Barbara, Irvine, Los Angeles, and Berkeley. I was lucky enough to be accepted into all seven. Initially, when applying I did not think I was going to have that many options to choose from or be accepted into any. My dream has been to attend a University of California. In my personal insight questions, I talked a lot about my experiences that I felt I was made to be different being an Asian American and also how hearing the stories of struggle and sacrifice amongst my family members made me realize there needed to be a change. These stories have inspired me to pursue an occupation towards fighting for the injustices that Asian Americans go through. When writing these essays, the AANAPISI program allowed me a space to sit down and finish this work. Not only did they create a space where I felt comfortable enough to sit down and study, but being a part of this program allowed me to reflect and shine light into my experiences as an Asian American and challenged me to ask my family their stories as well. Without this AANAPISI funded program I would definitely have a different story to tell about my time at Irvine Valley College and would not be so rooted in my identity as much as I am today.



**Written Testimony before the U.S. House of Representatives,  
Subcommittee on Higher Education and Workforce Investment**

**Hearing Entitled “Engines of Economic Mobility: The Critical Role of Community  
Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in  
Preparing Students for Success.”**

**Chairwoman Susan A. Davis and Ranking Member Lloyd Smucker**

**May 22, 2019**

Chairwoman Davis, Ranking Member Smucker and distinguished Members of the Subcommittee, it is an honor to write to you and share my story on how the AANAPISI program has made an impact on my life and why it is critical to sustain and increase funding for AANAPISI programs across the nation.

My name is Kaitlen Taoipu, a first generation Samoan American junior at Highline College in Des Moines, Washington. I first heard of the AANAPISI Program through a friend at school, but I was no longer taking classes at the time, due to family obligations as my mother’s health was declining as a result of getting pneumonia for the third time in a year. She wasn’t able to work anymore, so I was left with no choice but to drop my classes during my sophomore year and find a full time job to help provide for my family, especially since I’m the eldest of three younger siblings. I was sad because I knew my mom never wanted me to work a full time job before graduating college. She always taught me the difference between a job and a career, and how important it is to get an education in order to establish a successful career. I was sad that I couldn’t go to school anymore but happy because I wasn’t performing at my best, as I was failing multiple classes. I wasn’t motivated to keep going because of this, I lost my financial aid



support, and wrote multiple appeals, explaining the challenge I faced with barely passing classes because I was the sole provider for my family. Everything was so stressful and I decided school was just not a priority for me anymore.

One day my friend Fuihui Ah Kui told me about the AANAPISI Program and suggested we go together so she could introduce me to Nestor Enguerra, Retention Specialist for the program and Ekkarath Sisavatdy, former director of the program. I spoke with Nestor about my situation and shared something I never told any of my professors before, which was that I have a learning disability. Since elementary school with math and science, I was always placed in a different room with four to five other students who also had learning disabilities. In high school I took Math Essentials instead of Algebra or Geometry. The teachers taught at a much slower pace in a very structured and specific way that would help me and the other students learn better.

Nestor and Ekk told me about the benefits the AANAPISI program provides for students, and more importantly the assistance they would offer me as mentors. One thing that caught my attention about AANAPISI was the name itself and what it stood for; Asian American Native American Pacific Islander Serving Institution. It felt so good to see other Pacific Islanders there because it made me feel more included as a Samoan student. It provided a space where I had something to call my own, a place where others looked like me and spoke my native tongue, and a place that made me feel like I belong.



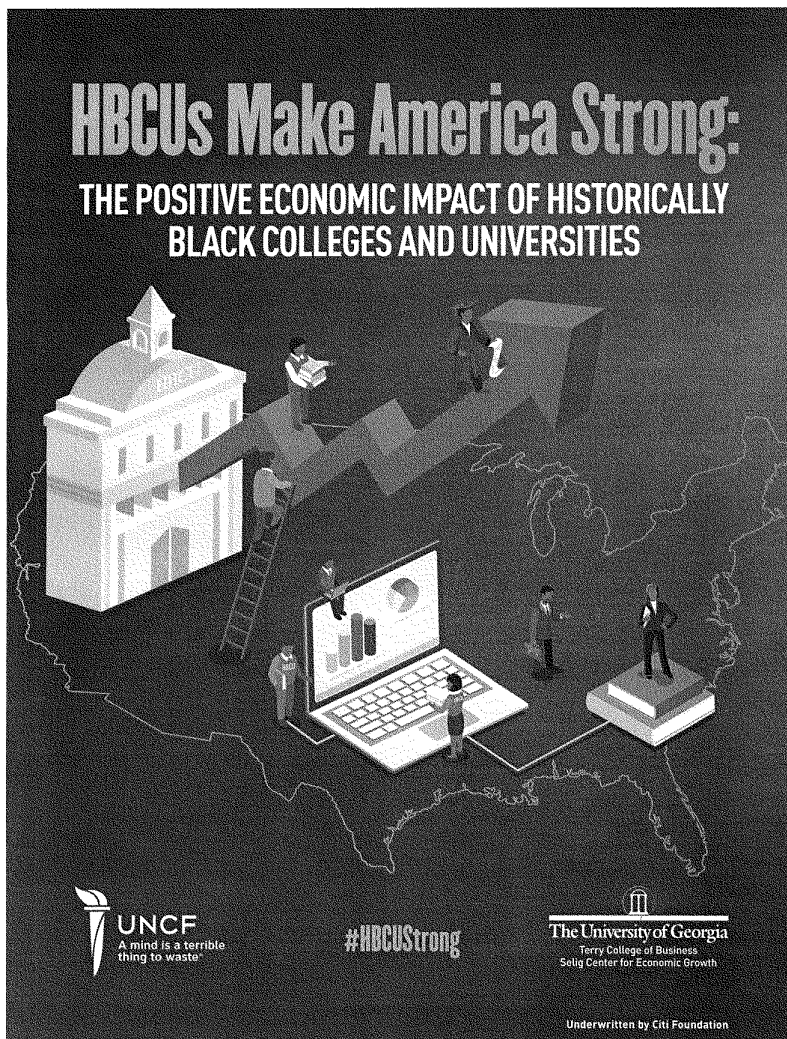
I started to attend the AANAPISI center frequently and received the support I needed from Nestor by enrolling in classes, getting financial aid, and just getting back on track again. Sometime after, Nestor offered me a job as a Student Ambassador for AANAPISI, which I applied for, had an interview, and was hired. Three years later, I'm a proud advocate and consider AANAPISI like a second home and the people I've met have become family. If it weren't for this program and mentors like Ekk and Nestor, I would not have gone back to college. I went from someone who felt alone in my education journey, didn't know how or who to ask for support, and felt like giving up; to someone who recognized the value I had in school and became a Student Ambassador through the AANAPISI program. I never thought I'd be working on a college campus with other students, leading workshops and presentations, participating and leading in panels, and sharing with other students about why this program is so important to me and how it can help them.

AANAPISI has exposed me to a more inclusive curriculum and the power of building coalition with other groups on campus and in the community. I took classes such as Native American Storytelling and English 101 and 205, where I learned about Indigenous peoples, cultures, and languages, which is something different from the standard curriculum. I was able to learn more about my own history, culture, and identity through these courses. AANAPISI has also given me opportunities to volunteer with different groups from facilitating workshops and presentations to organizing events both on campus and in the community.



AANAPISI has taken me to places I never thought I'd go. I've attended the Asian Pacific Americans In Higher Education (APAHE) Conference for two years in a row, I'm a former alumni of the 2018 eleventh cohort for the Pacific Islander Leaders of Tomorrow (PILOT) Institute, and just recently got accepted to participate in this year's Pasifika Summer Institute at the University of Utah. I have improved immensely in my classes, learned how to maintain better study habits, and can confidently advocate for myself as a student. I have fallen in love with who I've become in my education journey. The AANAPISI program has shown me that I'm not alone on this journey and I refuse to believe in the saying that 'college isn't for everyone,' because I proved to myself that it's possible. To this day I am still the sole provider for my family, working two jobs as a Student Ambassador for AANAPISI and as a tutor for the school district at a local middle school. I am majoring in Psychology and plan on graduating next year from Highline College with my AA Degree with an emphasis in psychology. The AANAPISI program changed my life and is why I strongly advocate for its sustainability and growth.

[Additional submission by Mr. Trone follows:]



## FOREWORD

Some of us recall a time when a high school diploma was all one needed to enter the working world and begin a productive career. That time is long gone. To reap the advantages a high school diploma used to provide, a college degree is now all but a necessity. Since its founding in 1944, UNCF has been committed to helping African American students gain that degree. We've assisted hundreds of thousands of talented young people on their path to and through the college of their choice, many of them historically black colleges and universities (HBCUs).

The report you hold in your hands—*HBCUs Make America Strong: The Positive Economic Impact of Historically Black Colleges and Universities*—was commissioned by UNCF's Frederick D. Patterson Research Institute, and shows that the economic benefits of HBCUs extend to more than just the students themselves. They're equally important to the communities, and the regions, that HBCUs have served for more than 100 years.

This landmark study, the first of its kind, sets forth those benefits in detailed, dollars-and-cents terms. It shows that money spent in, around, and by the nation's HBCUs and their students drives economic growth on- and off-campus—and the effect of that spending is multiplied over time. Each dollar spent creates far more than a dollar's worth of productive activity as it moves through the economy.

The study offers compelling data—for the nation as a whole, and for individual states and institutions—about the positive impacts of HBCUs on earnings, on employment and on the economy.

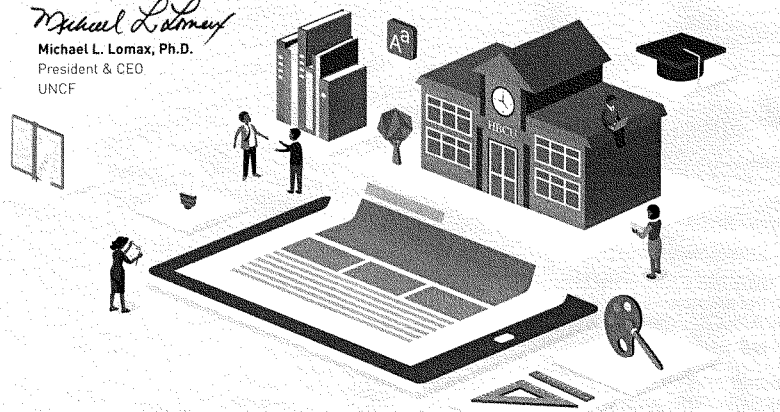
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With a college education now so essential to Americans' economic well-being, UNCF's mission is as vital as it has ever been—and HBCUs continue to play a central role in that mission. These crucial institutions not only help their students build better futures, but they also contribute to economic progress throughout the country.

The message is clear: HBCUs matter—to students, employers, communities and the nation.

Sincerely,

*Michael Lomax*  
**Michael L. Lomax, Ph.D.**  
 President & CEO  
 UNCF







## HBCUs: PAST AND PRESENT

A 2015 Gallup-USA Funds Minority College Graduates Report shows that “HBCUs provide black graduates with a better college experience than they would get at non-HBCUs.” The Gallup study concludes that “black HBCU graduates are more likely to be thriving in purpose and financial well-being than black graduates who did not receive their degrees from HBCUs.”

In essence, the study found that black HBCU graduates were more prepared for life, and more likely to be engaged at work, than black graduates of non-HBCUs.

How did HBCUs come to fill such a valuable role in American life? Their story spans generations.

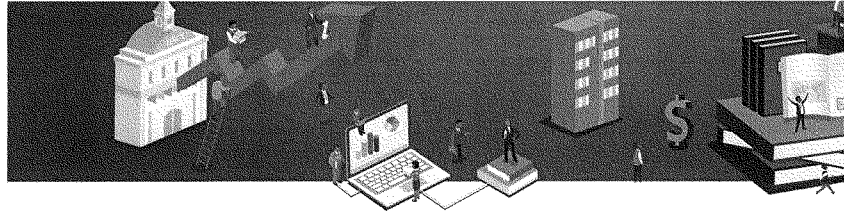
### THE PAST

- Only a few colleges dedicated to educating African American students were in existence before the Civil War. After the war, and through the efforts of missionary societies, the Freedmen’s Bureau and African American churches, these institutions began to proliferate.
- It would take decades, and new federal law, before states were required to provide African Americans, as well as whites, with access to higher education. But instead of integrating white-only institutions, many southern states responded by creating separate colleges and universities for African American students.

### THE PRESENT

- Today, there are 101 accredited HBCUs<sup>1</sup>, public and private, concentrated in 19 states, the District of Columbia and the U.S. Virgin Islands. They enroll almost 300,000 students, approximately 80 percent of whom are African American, and 70 percent are from low-income families.
  - The value of HBCUs is not confined to economic impacts—consider, too, their disproportionate success at helping African American college students earn bachelor’s degrees, and more. In 2014, for example, HBCUs:
    - Accounted for only 3 percent of public and not-for-profit private institutions receiving federal student aid.
    - Enrolled 10 percent of African American college students nationwide.
    - Accounted for 17 percent of the bachelor’s degrees earned by African Americans and 24 percent of the degrees earned by African Americans in “STEM” fields: science, technology, engineering and math.
- HBCUs also provide a solid basis for even higher academic achievement. According to the National Science Foundation, the top eight institutions where African American Ph.D.s in science and engineering earned their bachelor’s degrees from 2002 to 2011<sup>1</sup> were all HBCUs.
- HBCUs continue to be a best buy—achieving positive outcomes at an affordable cost to students.
  - In addition, most HBCUs are located in the Southeast and near areas with relatively low levels of economic well-being, where generating economic activity is particularly important.

<sup>1</sup> The U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) lists 101 HBCUs among its total, which includes two- and four-year, public and private institutions. Data that informed this economic impact report was available for only 100 HBCUs.

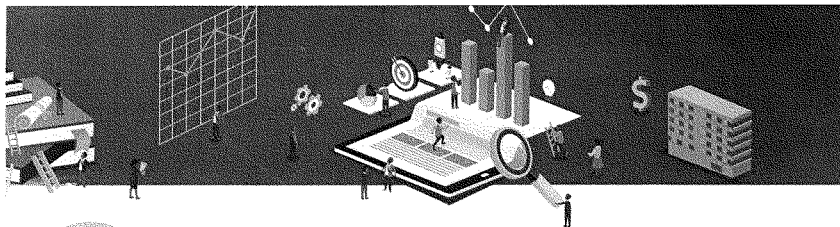


## \$ HBCUs: POSITIVE ECONOMIC IMPACT

Generation after generation of African American leaders. More than a million college degrees. Skilled and productive graduates contributing their talents. The many valuable social benefits produced by America's HBCUs have long been recognized. But what about the *economic* benefits, both to HBCU students and the communities that host them? Those results are equally impressive, as this landmark study commissioned by UNCF makes clear:

*HBCUs Make America Strong: The Positive Economic Impact of Historically Black Colleges and Universities* demonstrates that HBCUs are economic engines in their communities, generating substantial economic returns year after year. The benefits of an HBCU education flow to the graduates of these institutions, of course; they'll enter the workforce as better thinkers and learners, with greater expertise and vastly enhanced earning prospects. But the benefits don't stop there; they also flow to the local and regional economies where these institutions are located and the larger American society. Each dollar spent on, or by, an HBCU and its students has significant "ripple effects" across a much wider area. That means heightened economic activity. More jobs. Stronger growth. Stronger communities.





### Total Economic Impact of HBCU Spending: **\$14.8 Billion**

- In total, the nation's HBCUs generate \$14.8 billion in economic impact annually; that's equivalent to a ranking in the top 200 on the Fortune 500 list of America's largest corporations. This estimate includes direct spending by HBCUs on faculty, employees, academic programs and operations, and by students attending the institutions, as well as the follow-on effects of that spending.
- Public HBCUs account for \$9.6 billion of that total economic impact, while private HBCUs account for \$5.2 billion.
- *Every dollar in spending by an HBCU and its students produces positive economic benefits, generating \$1.44 in initial and subsequent spending for its local and regional economies.* Many HBCUs are in regions of the country where overall economic activity has been lagging, making the colleges' economic contributions to those communities all the more essential.



### Total Employment Impact: **134,090 Jobs**

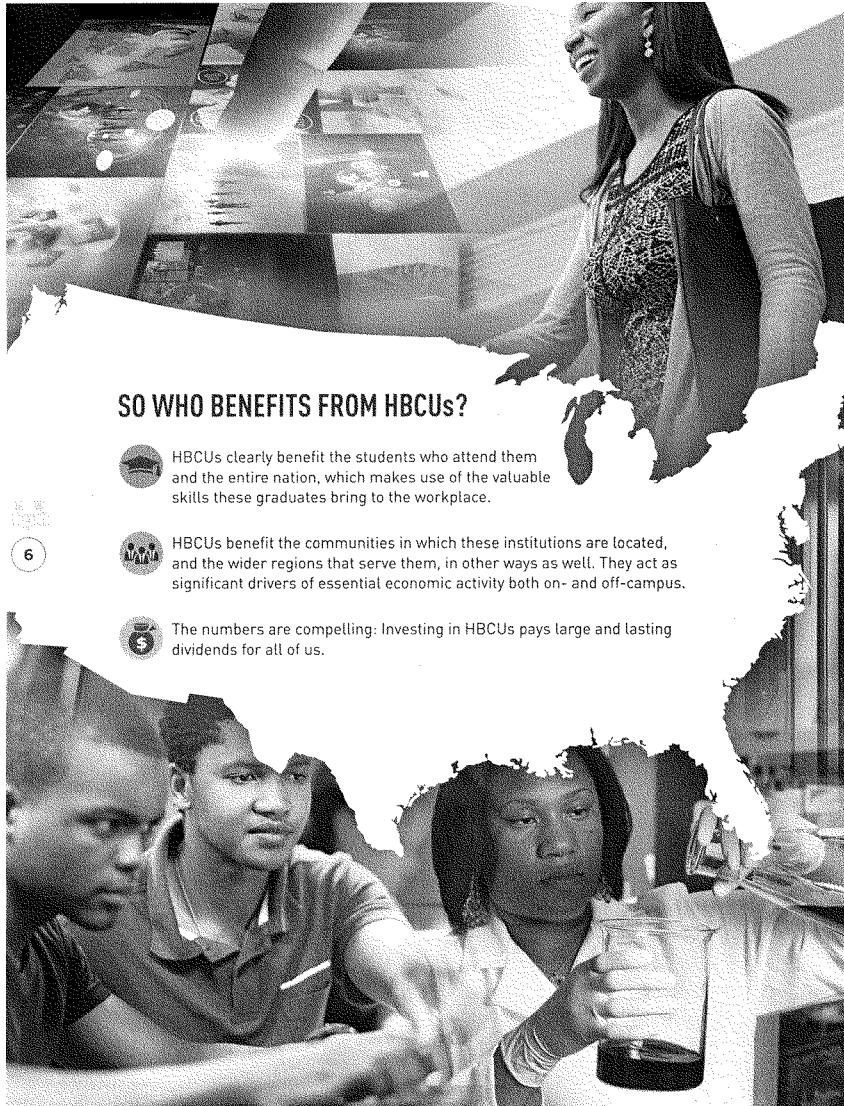
- The nation's HBCUs generate 134,090 jobs in total for their local and regional economies—equivalent to the jobs provided by Oracle, the nation's 48th largest private employer. Of this total, 57,868 are on-campus jobs, and 76,222 are off-campus jobs.
- For each job created on an HBCU campus, another 1.3 public- and private-sector jobs are created off campus because of HBCU-related spending.
- Looked at a different way: *Each \$1 million initially spent by an HBCU and its students creates 13 jobs.*



### Total Lifetime Earnings for Graduates: **\$130 Billion**

- HBCUs play a major role in the economic success of their graduates by enhancing their education, training and leadership skills. *In fact, the 50,000-plus HBCU graduates in 2014 can expect total earnings of \$130 billion over their lifetimes—that's 56 percent more than they could expect to earn without their college credentials.*
- Or, viewed on an individual basis: An HBCU graduate working full time throughout his or her working life can expect to earn \$927,000 in additional income due to a college credential.<sup>1</sup>

<sup>1</sup> This estimate reflects incremental earnings averaged across degree and certificate programs.



### SO WHO BENEFITS FROM HBCUs?



HBCUs clearly benefit the students who attend them and the entire nation, which makes use of the valuable skills these graduates bring to the workplace.

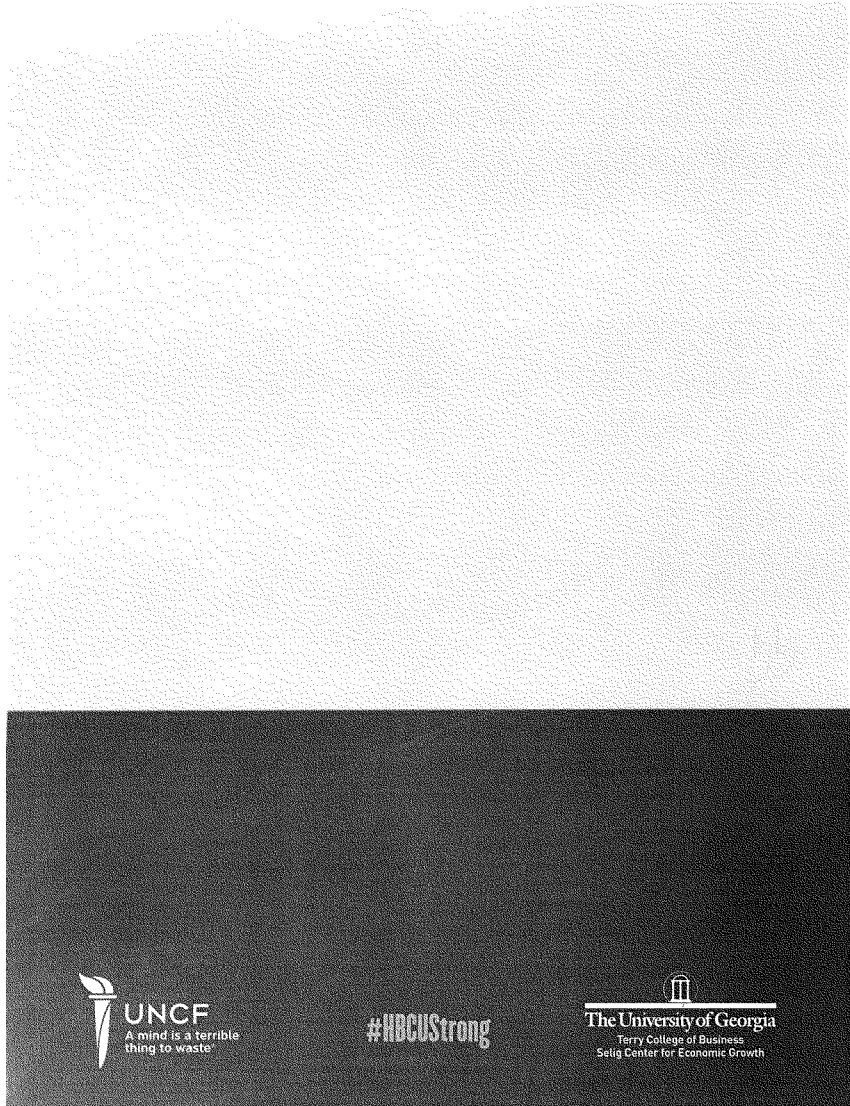
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HBCUs benefit the communities in which these institutions are located, and the wider regions that serve them, in other ways as well. They act as significant drivers of essential economic activity both on- and off-campus.



The numbers are compelling: Investing in HBCUs pays large and lasting dividends for all of us.

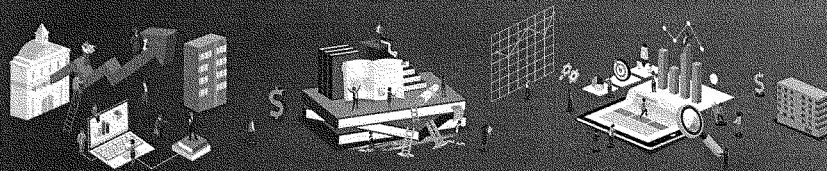


#HBCUStrong



# HBCUs Make America Strong:

THE POSITIVE ECONOMIC IMPACT OF HISTORICALLY  
BLACK COLLEGES AND UNIVERSITIES



#HBCUStrong

UNCF is grateful for the generous support of the Citi Foundation that made this report possible.



United Negro College Fund, Inc.  
1805 7th Street, NW  
Washington, DC 20001  
T 800 331 2244

[UNCF.org/HBCUsMakeAmericaStrong](https://www.uncf.org/HBCUsMakeAmericaStrong)



[Questions submitted for the record and their responses follow:]

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June 21, 2019

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 DUSTY JOHNSON, SOUTH DAKOTA

Ms. Sandra L. Boham, Ed.D.  
 President  
 Salish Kootenai College  
 58138 US Highway 93  
 Pablo, MT 59855

Dear Dr. Boham:

I would like to thank you for testifying at the May 22, 2019, Subcommittee on Higher Education and Workforce Investment hearing on "*Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students.*"

Please find enclosed additional questions submitted by Committee members following the hearing. Please provide a written response no later than Friday, June 28, 2019, for inclusion in the official hearing record. Your responses should be sent to Claire Viall of the Committee staff. She can be contacted at 202-225-3725 should you have any questions.

I appreciate your time and continued contribution to the work of the Committee.

Sincerely,

**ROBERT C. "BOBBY" SCOTT**  
 Chairman

Enclosure

Higher Education and Workforce Investment Subcommittee Hearing  
*"Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students "*  
Wednesday, May 22, 2019  
10:15 a.m.

**Representative Raul M. Grijalva (D-AZ)**

- As we have heard today, Tribal Colleges and Universities (TCUs) were created for the important purpose of preserving Native culture, language, and traditions. Tribal identity is foundational to each TCU and central to ensuring student success.
  - Dr. Boham – How does your institution's unique cultural heritage impact the way your institution operates? What effect does this have on curriculum design?
  - Dr. Boham – How do you include non-native students into the community?

**Representative Lori Trahan (D-MA)**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?





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WILLIAM R. TIMMONS, IV, SOUTH CAROLINA  
DUSTY JOHNSON, SOUTH DAKOTA

Dr. Glenn DuBois  
Chancellor  
Virginia Community College System  
300 Arboretum Place, Suite 200  
Richmond, VA 23236

Dear Dr. DuBois:

I would like to thank you for testifying at the May 22, 2019, Subcommittee on Higher Education and Workforce Investment hearing on "*Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students.*"

Please find enclosed additional questions submitted by Committee members following the hearing. Please provide a written response no later than Friday, June 28, 2019, for inclusion in the official hearing record. Your responses should be sent to Claire Viall of the Committee staff. She can be contacted at 202-225-3725 should you have any questions.

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Chairman

Enclosure

Higher Education and Workforce Investment Subcommittee Hearing  
*"Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black  
 Colleges and Universities, and Minority-Serving Institutions in Preparing Students "*  
 Wednesday, May 22, 2019  
 10:15 a.m.

**Chairman Bobby Scott**

- Should Congress consider limiting access to Pell Grants for short-term programs only to community colleges?

**Representative Gregorio Kilili Camacho Sablan**

- Can you share with us how the Virginia Community Colleges (VCC) are not only preparing individuals to meet workforce needs but also transferring thousands of students each year to four-year institutions in the state? Why do you think VCC has been so successful at helping students complete their programs on time and transfer to four-year institutions?

**Representative Donald Norcross**

- As someone who attended a Community College and didn't go the "four-year college" route, I graduated from a registered apprenticeship program and Camden County Community College in New Jersey. In my home state, community colleges have, as a sector, embraced the Guided Pathways to Student Success model (CCRC). They are moving the needle on keeping students focused on prescribed curriculum and hands-on advisement from day one. This has allowed for noteworthy increases in student retention and graduation rates for some New Jersey community colleges.
  - How can community colleges work better to provide seamless student support, both in terms of curriculum alignment and student support services to further increase degree attainment and gainful career pathways upon completion?
  - In general, do you find that community colleges have the resources they need to ensure all students are able to achieve their educational goals?
  - What type of supports would you be able to provide if your institution received additional funding from the state or federal government?
- When we talk about higher education, we're often only talking about graduation rates at different institutions and for different student populations. But, of course, graduation isn't the only metric that matters—we also must analyze how students transfer between institutions and how they fare in the workforce. However, my understanding is that the post-secondary data can't really answer a lot of those questions – and, therefore, prevent us from fully understanding the full benefits of community colleges.
  - What can you tell us about federal data on student success and any shortcomings you see in the datasets currently available?

- It seems like we don't do a good job of collecting data on transfer students. We're not able to consistently measure how many students move from a two-year institution to a four-year institution, or how many go on to later complete a degree. What are the implications of these limitations for community colleges?

**Representative Lori Trahan**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?

**Representative Andy Levin**

- I firmly believe every American should have access to meaningful degree at an affordable cost that leads to a good-paying job. The skills and credentials necessary to succeed in today's economy must be accessible and affordable for working families, and the accessible and affordable option for most Americans is at a local community college.
- With tight budgets and decreased state investment, community colleges often have to make hard choices about which programs and student supports to fund. Many institutions have had to eliminate or reduce critical services that help vulnerable students persist and complete.
  - I understand that Virginia has relatively low levels of state funding for higher education. What impact does this have on your students and families?
  - How do state funding cuts limit your ability to provide supports to all students?
  - Aside from short term Pell, what are other ways the federal government can support community colleges in fulfilling their open access missions?



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June 21, 2019

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Ms. Patricia Alvarez McHatton, Ph.D.  
Executive Vice President for Academic Affairs,  
Student Success, and P-16 Integration  
The University of Texas Rio Grande Valley  
1201 W. University Blvd.  
Edinburg, TX 78539

Dear Dr. McHatton:

I would like to thank you for testifying at the May 22, 2019, Subcommittee on Higher Education and Workforce Investment hearing on "*Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students.*"

Please find enclosed additional questions submitted by Committee members following the hearing. Please provide a written response no later than Friday, June 28, 2019, for inclusion in the official hearing record. Your responses should be sent to Claire Viall of the Committee staff. She can be contacted at 202-225-3725 should you have any questions.

I appreciate your time and continued contribution to the work of the Committee.

Sincerely,

ROBERT C. "BOBBY" SCOTT  
Chairman

Enclosure

Higher Education and Workforce Investment Subcommittee Hearing  
*"Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students "*  
Wednesday, May 22, 2019  
10:15 a.m.

**Chairman Bobby Scott (D-VA)**

- While the number of HSIs has more than doubled since 2005, fewer than 50 percent of HSIs have received a grant through Title III or Title V due to limited funding.
  - Can you share with us some of the work the University of Texas Rio Grande Valley (UTRGV) has been able to do with Title V funding?

**Representative Gregorio Kilili Camacho Sablan (D-MP)**

- Dr. McHatton, it is my understanding that you were previously the Dean of the school of education at the University of Texas Rio Grande Valley (UTRGV). How is UTRGV working to improve teacher preparation and to ensure that your graduates are prepared to meet the needs of the students they will teach? As we look at reauthorizing teacher training funding under the Higher Education Act, what are your thoughts on improving the federal role in training teachers at the college level?

**Representative Raul M. Grijalva (D-AZ)**

- Given the students served by the University of Texas Rio Grande Valley (UTRGV), what does it mean to meet students where they are? Can you talk to us about the curriculum and programming offered at your institution?
- How does the University of Texas Rio Grande Valley (UTRGV) work to improve faculty and staff diversity?
- How do you approach creating a sense of community for faculty and staff who are not themselves Latino, but who serve a majority Latino student body?

**Representative Lori Trahan (D-MA)**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?



COMMITTEE ON EDUCATION  
AND LABOR  
U.S. HOUSE OF REPRESENTATIVES  
2176 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-6100

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Mr. Reynold Verret, Ph.D.  
President  
Xavier University of Louisiana  
1 Drexel Drive  
New Orleans, LA 70125

Dear Dr. Verret:

I would like to thank you for testifying at the May 22, 2019, Subcommittee on Higher Education and Workforce Investment hearing on "*Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students.*"

Please find enclosed additional questions submitted by Committee members following the hearing. Please provide a written response no later than Friday, June 28, 2019, for inclusion in the official hearing record. Your responses should be sent to Claire Viall of the Committee staff. She can be contacted at 202-225-3725 should you have any questions.

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**Representative Lori Trahan**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?

**Representative Andy Levin**

- Historically Black Colleges and Universities (HBCUs) and other minority-serving institutions play a key role in providing college opportunities for low-income students and students of color. The systemic underfunding of both private and public HBCUs is well documented. Not only were HBCUs subject to state cuts even before the 2008 recession, but new performance-based funding models risk exacerbating the funding inequality between HBCUs and predominately white institutions even further. For private HBCUs, the endowments held by these institutions are less than one-third the size of those held by non-HBCUs due in part to fragile economic mobility and labor market discrimination.
  - What are ways the federal government can better support HBCUs and ensure that these institutions have the resources they need to continue to provide postsecondary opportunities for all?
- Senator Doug Jones (D-AL), Senator Tim Scott (R-SC), Representative Alma Adams (D-NC), and Representative Mark Walker (R-NC) recently introduced the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, a bipartisan, bicameral piece of legislation. This bill extends the mandatory funding for HBCUs of \$85 million for STEM initiatives until 2021. This stream of funding is scheduled to expire September 30, 2019, so it is imperative that this bill passes both Chambers and becomes law before the expiration date.
  - What efforts, improvements, and initiatives could be pursued with additional funding for HBCUs?

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*“Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students for Success”*

**Questions for Dr. Boham from Rep. Grijalva**

- As we have heard today, Tribal Colleges and Universities (TCUs) were created for the important purpose of preserving Native culture, language, and traditions. Tribal identity is foundational to each TCU and central to ensuring student success.
  - **Dr. Boham – How does your institution’s unique cultural heritage impact the way your institution operates? What effect does this have on curriculum design?**

Salish Kootenai College (SKC) is designed to reflect the Cultural Values of the Selis, Ksanka and Qlispe people. Those values include: Respect, Reciprocity, Honesty, Humility, and Integrity. This means that we understand and endeavor to value every person and the contributions that they make to SKC. We are collaborative in our operations. The faculty, staff, students, and community are provided opportunities to engage with the college to identify services and programs that meet the needs of Indian Country. We understand and make accommodations for students, faculty, and staff to work and study, but also to remain connected to Ceremony and remain active in traditional American Indian Celebrations. To accomplish this, we have included participation in some important Cultural Practices into the curriculum. A few examples of the kinds of activities that might be included are the bitterroot gathering, Medicine Tree pilgrimage, Jump Dances, and the SKC graduation Pow Wow. Research projects conducted by students have included the study of huckleberries as medicine, water quality, noxious weeds, camas migration, and fish studies. All of these topics address important cultural resources on the Flathead Indian Reservation.

Our curriculum design is a combination of academic coursework and cultural relevance, accompanied by practical application of the concepts being studied in real world settings.

- **Dr. Boham – How do you include incorporate non-native students into the community?**

Salish Kootenai College enrollment is comprised of approximately 70% American Indian students and 30% non-Native students. The Flathead Reservation is a unique reservation in that the population within the Reservation boundaries and bordering communities contain a significant number of non-Native people. Salish Kootenai College is an open admissions institution. Many of the non-Native people who reside within the reservation boundaries are place-bound, making SKC the best choice to obtain workforce training or a college degree. SKC has always been welcoming to this population. Many non-Native people know very little about



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the Tribes or the Reservation, even if their families have been on the Reservation since the homesteading days. Attending SKC has been a great way to educate our non-Native community about Tribal Culture, Government, and Federal Relationships. Additionally, everyone within the Reservation boundaries plays a role in caring for our homeland for the future of the environment as well as for economic development. The needs of both the Tribal and non-Tribal communities in the areas of workforce development, economic development, and environmental sustainability are addressed in the programs and courses that we offer at SKC because of the partnerships that we have developed with Tribal and non-Tribal entities.

**Questions for Dr. Boham from Rep. Trahan**

- **Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?**

At a time when all institutions are facing financial difficulties and reduced enrollment, it appears that institutions are less willing to transfer credits to meet the requirements in the major course of study, but instead transfer credits as elective credits. This does a disservice to students because there are limits on financial aid eligibility that often times means that a student will transfer and get to their senior year, run out of money and not graduate. The Tribal Colleges have made a concerted effort to avoid this result as our students typically are a high Pell grant-eligible population.

Tribal Colleges use a variety of strategies to transfer credits to other institutions, including:

- Participation in Statewide Common Core Course Numbering System: Tribal Colleges in many states participate in common core course numbering systems within their respective states established between public and private higher education institutions. North Dakota specific information can be found at the following link:  
<https://ndus.edu/lets-get-started/transfer-to-a-different-campus/common-course-numbering-ccn/>
- Develop Transfer Agreements: TCUs often establish transfer agreements with select institutions or participate in state-wide transfer agreements. For example, in North

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Dakota, TCUs participate in the GERTA (General Education Requirement Transfer Agreement) for the state. That document can be found here:

<https://ndus.edu/lets-get-started/transfer-to-a-different-campus/gerta/>

- Alignment of Courses: Align course designations, titles, and/or credits with neighboring major university as much as possible. For example at Iñisaġvik College (Barrow, AK), when a new course is created, the college first reviews the University of Alaska catalogs (and select other major universities, TCUs) to potentially identify preexisting courses that might be used as a model. While keeping within the general scope of the course, the new course content is adjusted to reflect the needs of Iñisaġvik. A few examples are below:

University of Alaska	Iñisaġvik College
MATH 151 College Algebra for Calculus, 4 cr	MATH 107 Functions for Calculus, 4 cr
ECE 110 Safe, Healthy Learning Environments, 3 cr	ED 129 Teaching Children’s Health and Wellness, 3 cr
ANL 121 Conversational Alaska Native Language, 1-3 cr	INU 102 Conversational Iñupiaq I, 3 cr
ANS 150 Topics in Alaska Regional Cultural History, 3 cr	INU 220 North Slope Iñupiaq History and Culture, 3 cr

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**Questions for Dr. DuBois from Rep. Sablan**

- Can you share with us how the Virginia Community Colleges (VCC) are not only preparing individuals to meet workforce needs but also transferring thousands of students each year to four-year institutions in the state? Why do you think VCC has been so successful that helping students complete their programs on time and transfer to four-year institutions?

Response

- The VCCS strategically coordinated with Virginia’s public four-year institutions as part of a legislative initiative in 2005 that allowed the four-year institutions to gain increased financial and administrative authority but only under the condition that each one develop and execute guaranteed articulation agreements that have uniform application to all of Virginia’s 23 community colleges and provide additional opportunities for associate degree graduates to be admitted and enrolled.
- This framework set the stage for the growth in the VCCS’s transfer pipeline. In subsequent years, several private institutions have also developed their own transfer agreements with Virginia’s community colleges.
- More than 14,000 students successfully transfer from Virginia’s Community Colleges to four-year institutions each year. Of students who transferred in 2016-17, 43% were students of color.
- Virginia has two policy levers that support and incentivize successful transfer. The first is the Guaranteed Admission Agreement (GAA). As the name implies, these agreements guarantee admission into the senior institution and completion of undergraduate general education requirements for students who complete an associate degree with a designated grade point average.
- The second policy lever is the Two-Year College Transfer Grant Program (CTG), which provides a tuition incentive for students to first complete an associate degree at a Virginia public two-year college before transferring to a participating Virginia four-year college or university as a means to reduce the overall cost towards completing a bachelor’s degree. In addition to paying lower tuition charges for their freshman and sophomore years while attending a two-year college, qualifying students receive a CTG award of up to \$3,000 per year once they are admitted to the participating four-year institution.

**Questions for Dr. DuBois from Rep. Norcross**

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- As someone who attended a Community College and didn’t go the “four-year college” route, I graduated from a registered apprenticeship program and Camden County Community College in New Jersey. In my home state, community colleges have, as a sector, embraced the Guided Pathways to Student Success model (CCRC). They are moving the needle on keeping students focused on prescribed curriculum and hands-on advisement from day one. This has allowed for noteworthy increases in student retention and graduation rates for some New Jersey community colleges.
  - How can community colleges work better to provide seamless student support, both in terms of curriculum alignment and student support services to further increase degree attainment and gainful career pathways upon completion?
  - In general, do you find that community colleges have the resources they need to ensure all students are able to achieve their educational goals?
  - What type of supports would you be able to provide if your institution received additional funding from the state or federal government?

Response:

- The Virginia Community College System (VCCS) adopted the Guided Pathways model in 2015, and colleges have designed and implemented new onboarding strategies, structured program pathways aligned to employment or transfer, and predictable schedules. We are seeing improved retention and graduation rates, even as we are experiencing a significant post-recession enrollment decline.
- Although Guided Pathways promises to improve student success outcomes, our colleges do not have the resources they need to ensure that all students are able to achieve their educational goals. Community colleges enroll the hardest-to-serve students (first generation college students, underprepared students, students from disadvantaged populations), yet our funding is insufficient to provide the support services and resources that our students need.
- At the federal level, Title III grants (Strengthening Institutions Program) provide resources to qualifying colleges to support low-income students and students from disadvantaged populations. The VCCS institutions who have received Title III and other student success grants have leveraged these funds to deploy student success coaches and navigators for targeted student populations. Evaluation of the coaching program shows that structured coaching improves outcomes in retention, progression, and program

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completion. VCCS would encourage legislators to continue to fund—or expand funding for—these programs which provide resources that would not otherwise be available.

- When we talk about higher education, we’re often only talking about graduation rates at different institutions and for different student populations. But, of course, graduation isn’t the only metric that matters—we also must analyze how students transfer between institutions and how they fare in the workforce. However, my understanding is that the post-secondary data can’t really answer a lot of those questions – and, therefore, prevent us from fully understanding the full benefits of community colleges.
  - What can you tell us about federal data on student success and any shortcomings you see in the datasets currently available?
  - It seems like we don’t do a good job of collecting data on transfer students. We’re not able to consistently measure how many students move from a two-year institution to a four-year institution, or how many go on to later complete a degree. What are the implications of these limitations for community colleges?

Response:

- The National Center for Education Statistics has added an outcomes survey to its required annual Integrated Postsecondary Education Data System (IPEDS) collections that helps to describe better the outcomes of traditionally under-reported populations, including part-time students and non-first time students – those populations most often served by community colleges. Colleges report on whether students in the cohorts complete a degree, transfer, or remain enrolled at the original institution or at another institution within set intervals. Students are tracked for up to eight years. The original 2010-11 cohort has just reached the eight year mark, so little analysis has been released yet. These data are aggregated and may mask individual student mobility as a student pieces together educational opportunities that meet his/her academic goals and life needs.
- The US Department of Education partners with the Census to provide annual updates on the employment and earnings of young adult students by educational attainment. Using the American Community Survey and Current Population Survey, the Condition of Education provides a national picture of the impact of education on employment and earnings over time. While these are useful, they focus on high school and bachelor’s

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degrees as educational endpoints for students. Postsecondary attainment for community college students is described as “Some College, No Bachelor’s Degree”, which makes it difficult to track the outcomes of terminal associates degrees or other credentials that lead to good paying jobs (i.e., nursing, CDL, manufacturing).

Virginia is fortunate to have aggregate data on transfers publicly available from the State Council for Higher Education in Virginia (SCHEV). This data is useful in describing some trends in mobility including the conditions under which a student transfers. However, VCCS lacks comprehensive information about which community college credits transfer seamlessly to universities, the performance of VCCS students in subsequent sequential courses and their success in major disciplinary courses. Without this information, community colleges may disadvantage students by requiring courses that do not transfer, thereby wasting student time and financial aid resources. Additionally, transfer students may struggle academically if they do not have adequate preparation from lower level courses. VCCS is currently partnering with SCHEV and the Aspen Institute in a statewide transfer project with public and private universities. This project will engage high school, community college and university faculty and leaders in discussions about curriculum to ensure that students can successfully move from high school to community college to university.

**Questions for Dr. DuBois from Rep. Trahan**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?

Response:

- States can influence transfer outcomes through legislative mandate. In Virginia, for example, the Guaranteed Admission Agreements and Two-Year College Transfer Grant Program have influenced partnerships and collaboration among colleges and universities, resulting in a significant increase in numbers of transfer students. Still, many community college graduates find that completing the bachelor’s degree can take a least an extra semester, if not longer, because their community college credits did not count toward the bachelor’s degree program.

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- Influenced by research from the Aspen Institute and the Community College Research Center, Virginia’s community colleges and universities are partnering to create four-year program maps that clearly articulate the courses that a student must take in the freshman and sophomore year to transfer seamlessly into a university major without loss of credit. These pathway maps will be housed in a transfer portal and will be available to students as they are selecting a college major and transfer institution. The pathway maps are intended to reduce the student’s loss of credit in the transfer process. In addition, colleges and universities are developing dual admission and deferred admission strategies that permit students to be co-enrolled in a college and a university.
- At the federal level, legislation has been introduced to facilitate the reverse transfer of credit so that a student who transfers prior to completing an associate degree can easily transfer his/her university credit back to the community college to earn an associate degree. We support this legislation. Too many students who transfer without an associate degree drop out of college before completing a bachelor’s degree. Being able to transfer university credit back to the community college to earn an associate degree can increase a student’s earning potential.
- Also at the federal level, legislators might influence the regional accrediting bodies to place more emphasis on transferability of general education courses to meet university general education requirements. Too often, we hear that a student who has successfully completed a history course at a community college has to take another history course at the university because it was not the “right” course. We would argue that at the undergraduate general education level, the principles and lessons of history can be learned regardless of the context, i.e., world history vs. western civilization.

**Questions for Dr. DuBois from Rep. Levin**

I firmly believe every American should have access to meaningful degree at an affordable cost that leads to a good-paying job. The skills and credentials necessary to succeed in today’s economy must be accessible and affordable for working families, and the accessible and affordable option for most Americans is at a local community college.

With tight budgets and decreased state investment, community colleges often have to make hard choices about which programs and student supports to fund. Many institutions have had to eliminate or reduce critical services that help vulnerable students persist and complete.

- I understand that Virginia has relatively low levels of state funding for higher education. What impact does this have on your students and families?
- How do state funding cuts limit your ability to provide supports to all students?

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- Aside from short term Pell, what are other ways the federal government can support community colleges in fulfilling their open access missions?

Response:

- Community colleges across the country struggle with inadequate resources. Despite serving a larger proportion of low-income and underprepared students, recent research has identified that community colleges spend one-fifth as much per full time equivalent student when compared to private research universities (\$14,000 per student vs. \$72,000, respectively) and about one third as much per full time equivalent student when compared to public universities (\$14,000 per student vs. \$40,000, respectively). The impact of underinvestment in the education of our nation’s lowest-income and underprepared students is the perpetuation of low educational outcomes leading to lower lifetime earnings.
- Underinvestment in community college education has a direct impact on the availability of needed support services which positively influence student learning outcomes. For example, fewer resources translates into fewer advisors and career coaches to help first-generation students successfully navigate the fastest pathway to credential completion in a field for which the student is likely to see the greatest economic benefit. Students who have access to high-quality career coaching and advising are more likely to select education programs that lead to good jobs, more likely to gain access to other support services they may need (like childcare, transportation, or secure housing), and more likely to earn a credential.

**Question for Dr. DuBois from Rep. Scott**

Should Congress consider limiting access to Pell Grants for short-term programs only to community colleges?

Response: The most efficient and cost-effective way to invest Pell grants in students pursuing short-term, high-quality, stackable credentials would be to limit the availability of those grants to community colleges.

Community colleges are uniquely situated to offer these programs. These public institutions are geographically disperse; connected with their local business community; accustomed to offering relevant training programs; and pursuing an affordability mission.

Should other institutions be included in this Pell grant expansion, they should be accredited by regional higher education accrediting commissions (e.g. SACS), and their program prices should be benchmarked to the prices of their nearest community



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college(s). This would be a critical accountability measure to ensure taxpayers receive maximum return on this workforce investment. Program completion rates, graduate hiring rates, and graduate salary growth would represent additional indicators by which a program’s effectiveness can be evaluated. We must avoid repeating the lessons of the Post 9/11 G.I. Bill, where most of its students went to community colleges while most of its funding went to for-profit institutions, diluting the measure’s impact.

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**Questions for Dr. McHatton from Rep. Sablan**

- Dr. McHatton, it is my understanding that you were previously the Dean of the school of education at the University of Texas Rio Grande Valley (UTRGV). How is UTRGV working to improve teacher preparation and to ensure that your graduates are prepared to meet the needs of the students they will teach? As we look at reauthorizing teacher training funding under Higher Education Act, what are your thoughts on improving the federal role in training teachers at the college level?

Thank you for the questions. I was the founding dean of the College of Education and P-16 Integration (CEP) at UTRGV. We were guided in our work based on three principles: 1) transitioning from a culture of compliance to a culture of inquiry; 2) emphasizing quality in all of our educator preparation programs; and 3) striving to serve as a national model for educator preparation especially as it relates to Hispanic learners and Hispanic educators.

We strive to work from a data-informed space. To that end, UTRGV participated in a national effort to develop a Teacher Preparation Data Model (TPDM) and Dashboard that can be utilized to address key questions to inform teacher preparation program improvement. TPDM is an extension to the Ed-Fi data standard for teacher preparation that will harness and integrate pre-service and in-service data to be used to prepare teacher candidates and support the growth of current teachers. The TPDM extension enables comprehensive data aggregation over the span of a teacher’s entire career, from entry into a teacher preparation program through knowledge and skills demonstrated in fieldwork experiences, to placement and performance as an in-service teacher. Teacher Preparation Programs, with their State Education Agency and Local Education Agency partners, can review data through automated connections to develop strategies that ensure teachers are prepared to meet the needs of their students.

UTRGV is implementing the TPDM and Dashboard to put actionable and timely data into the hands of our program stakeholders for the purpose of continuous improvement and to serve as a model for implementing this integrated data system that can be shared with other teacher preparation programs. We are integrating teacher candidate enrollment data, course and assessment data, survey data, and partner data in a central data store and dashboards.

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UTRGV CEP has established partnerships and data sharing agreements with five district partners. This enables us to examine key questions about where our program completers are employed and how they are performing in the classroom. In addition, using data received from the Texas Education Agency (TEA), we are also able to understand perceptions of how well prepared our program completers are based on surveys from program completers and principals, as well as certification exams.

We are in the process of revising our teacher preparation curriculum to exemplify clinically rich preparation. We are part of the inaugural cohort of the Branch Alliance for Educator Diversity (BranchED) Teacher Preparation Transformation Center. BranchED “is the only non-profit organization dedicated to strengthening, growing, and amplifying the impact of educator preparation at Minority Serving Institutions,” addressing both diversifying the teaching profession and educational equity. As part of our work with BranchED, the CEP teacher preparation program has identified three areas of focus: practice-based teacher preparation, culturally and linguistic sustaining pedagogies, and technology for the 21<sup>st</sup> century. CEP faculty are infusing these three focus areas throughout our programs to ensure our candidates are well prepared to teach all students in 21<sup>st</sup> century classrooms from an asset-based perspective. Thus, through infusion of culturally and linguistically sustaining pedagogies (CLSP) across the program we ensure graduates who value, leverage, and maintain students’ cultural and linguistic resources. It also includes providing professional development to teacher educators (faculty, field supervisors, and cooperating teachers) on CLSP and affords the CEP faculty professional development and networking opportunities with other Minority Serving Institutions.

In collaboration with the Harlingen Consolidated Independent School District in Harlingen, TX, we designed a year-long student teaching experience called STEP UP (Student Teaching – Educator Preparation University Partnership). The rationale for the STEP UP program is based on existing literature documenting the benefits of more intensive and authentic teacher preparation experiences.

Following are what differentiates this experience from experiences in a traditional model of student teaching:

- Engagement with a school over an academic calendar year.

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- This prepares teacher candidates to understand the importance of developing strong relationships with students and parents and collaborative relationships with teachers. In addition, teacher candidates better understand the administrative policies of a school and the culture of the district as they are given the opportunity to observe what transpires over an entire school year from both the learner and teacher perspective.
- Multiple and deeper experiences with co-planning and instructional delivery.
  - Teacher candidates have the benefit of developing professional rapport with their mentor teacher and their teaching abilities during the fall semester. In the spring, they remain in the same classroom with the same mentor teacher and transition to a full-time teaching experience. The university supervisor serves as an additional asset, working closely with the teacher candidates and mentor teachers as they progress throughout the year.
- Multiple and deeper experiences to reflect on and analyze curriculum and instructional delivery.
  - The mentor teacher takes part in professional development opportunities to provide high quality instructional feedback to the teacher candidate. The fact that the experiences span one year provides teacher candidates with additional opportunities to obtain feedback on their performance. It also facilitates an understanding of the PK-12 curriculum and the importance of attending to both the academic and affective realms in ensuring positive student outcomes.
- Multiple and deeper experiences with evidence-based practice and data literacy.
  - Teacher candidates in STEP UP are engaged in the collection and analysis of data and mentored in decision-making based on that data over the span of two semesters. Candidates collect data on student progress and instructional effectiveness and are also engaged in broader research projects with university faculty. These activities are supported through a Professional Learning Community (PLC) and result in stronger skills in data literacy.
- Engagement in a Professional Learning Community.
  - The PLC brings together all teacher candidates and mentor teachers in the STEP UP program. The focus of the PLC is on the components of the Teacher Work Sample, a performance-based assessment requiring teacher candidates to

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demonstrate their mastery of instructional design, delivery, and assessment based on student data.

- Engagement in a Seminar with the university supervisor.
  - The seminar provides teacher candidates with the opportunity to explore characteristics of effective teaching within the context of their practical experience in the classroom. As with the PLC, this results in a greater ability to engage in professional discourse about effective teaching and the ability to apply this newfound understanding to their own teaching practices.

The STEP UP program has now expanded to several other districts across the Rio Grande Valley region of Texas.

One possibility for improving the federal role in teacher preparation is the provision of funding to support collaboration with our district partners. HACU has recommended creating a new Part C under Title V of the HEA for a new grant program to support collaboration between HSIs, Emerging HSIs, Hispanic-Serving School Districts, and Emerging Hispanic-Serving School Districts for greater student success. Additional funding to support collaborative initiatives is essential in ensuring we are preparing educators to meet the needs of our increasing Latinx population.

**Questions for Dr. McHatton from Rep. Grijalva**

- Dr. McHatton—
  - Given the students served by the University of Texas Rio Grande Valley (UTRGV), what does it mean to meet students where they are? Can you talk to us about the curriculum and programming offered at your institution?

First and foremost, it is essential that we have a realistic view of the strengths and assets of the students in our region. The academic performance of many of our schools is impressive given that we also have a high number of children who are economically disadvantaged. Yet, per the Children at Risk 2018 School Ranking Report, the Rio Grande Valley has the greatest number of schools with an A or B grade in school ratings. In addition, a large percentage of high-poverty schools are also designated as high-performing schools.

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We approach our students from a strengths-based/asset-based framework, which includes having a positive perspective on parents and families, maintaining high expectations for all students, providing student-centered culturally mediated instruction, and engaging our students in high impact practices.

We believe all students admitted to UTRGV can do college level work and be successful. It is our responsibility to provide quality instruction and enrichment opportunities, as well as to ensure students have access to the necessary classes in order to be able to graduate in four years. We understand the financial constraints many of our students face; thus, we cap our tuition at 12 credit hours and encourage our students to take 15 credit hours per semester or 30 hours per year in order to ensure they graduate in four years with less debt.

We take a multi-pronged approach to helping our students become college ready, beginning in their high school years and continuing through their first year of college. We provide College Prep Courses in Writing/Reading and Math for High School Seniors (taught by high school faculty utilizing curriculum and assessments designed by college faculty with high school teacher input), a Jumpstart Summer Bridge Program, and Co-Requisite Developmental Education (Fall/Spring).

An exemplar student success initiative is our Peer Led Team Learning (PLTL) program. This is a comprehensive student support service that provides peer-to-peer academic support and mentoring to meet the needs of UTRGV students enrolled in high-failure rate gateway STEM courses that typically serve as a barrier to success for all students. PLTL intentionally places the impetus for change on the courses that have high failure rates as opposed to targeting individual students. PLTL aims to complement primarily direct lecture instruction with student-centered active learning experiences where students are encouraged to work collaboratively in order to discuss concepts, to discover misconceptions, to understand processes, and to utilize conditional knowledge (when to apply which formula) associated with undergraduate General Chemistry I & II and College Algebra courses. The PLTL program is a collaboration between the University’s Learning Center and the academic departments. The goals of PLTL are (1) to implement a high impact practice that results in a positive impact on student achievement and (2) to help students develop into active, strategic, and independent learners.

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- How does the University of Texas Rio Grande Valley (UTRGV) work to improve faculty and staff diversity?
- How do you approach creating a sense of community for faculty and staff who are not themselves Latino, but who serve a majority Latino student body?

UTRGV has a variety of initiatives that focus on increasing representation of under-represented groups in our faculty. We were successful in obtaining funding from NSF via its ADVANCE program, which focuses on developing systemic approaches to increase participation and advancement of women in academic STEM careers. With this funding we embarked on an initiative to increase the representation of women faculty, especially Hispanics, in STEM fields. Although the goal of the grant is to enhance recruitment, retention, and advancement of women faculty, especially Hispanics, in STEM fields, UTRGV extended the scope and impact of the program to *all* faculty in *all* disciplines and Colleges. We have several initiatives to foster a sense of community amongst first- and second-year faculty members. We also provide opportunities for faculty to develop grant writing skills. Our Women’s Faculty Network provides a venue for faculty to advocate for opportunities to advance women’s professional development in teaching, research, and service while supporting work-life balance.

In addition to purposeful recruitment of diverse faculty, we also recognize the importance of ensuring all our faculty can provide culturally responsive and sustaining practices to maximize student learning. UTRGV’s Center for Teaching Excellence provides professional development in culturally responsive and sustaining pedagogy as well as the use of *translanguaging*, which leverages students’ linguistic abilities for learning.

**Questions for Dr. McHatton from Chairman Scott**

- While the number of HSIs has more than doubled since 2005, fewer than 50 percent of HSIs have received a grant through Title III or Title V due to limited funding.
  - Can you share with us some of the work the University of Texas Rio Grande Valley (UTRGV) has been able to do with Title V funding?

Through Title V funding, we have tripled the number of Service Learning courses for students. Service Learning is an instructional approach that combines learning objectives with community service. This provides students an opportunity to apply what they are learning in a real-world

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setting focused on addressing a community need as determined by the community. Service Learning is considered a high impact practice (HIP). HIPs are active learning strategies that have been found to lead to improved student outcomes, including retention and timely progression.

Through Title V funding, two institutional offices (Center for Teaching Excellence and the Office of Engaged Scholarship & Learning) were created to support faculty and students in experiential learning activities. Additionally, we:

- Provided orientation and administrative support to course sections with service learning activities;
- Hosted a conference for service learning, creative works, and research with over 860 attendees and more than 200 student led presentations;
- Provided student workshops in conducting and presenting academic research;
- Administered a research and creative works award program to fund faculty-student research and creative works teams; and,
- Increased support of experiential learning in the areas of internships, undergraduate research, and service learning.

Essentially, we built the institutional infrastructure for experiential learning.

- It is my understanding that UTRGV has a source of reliable funding from the state’s Permanent University Fund. How has this helped UTRGV increase capacity?

As noted below, the Permanent University Fund (PUF) has provided significant funding to support capital expenses at UTRGV. These capital improvements have allowed us to expand our offerings thus furthering our ability to attract and retain students.

Academic Affairs: \$129 million and 215,000 GSF

- Brownsville: BMSLC -- Brownsville Science, Music, Learning Center building-- providing general classrooms, music practice rooms and studios, chemistry teaching labs



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and environmental, and student success support such as the Learning Center with tutoring labs. 103,000 GSF - \$54M

- Edinburg: ESCNE New addition to College of Science Building: Research labs, instrumentation core; 4 teaching labs, 2 general classrooms and faculty offices (included upgrades to existing cooling plant that were required to support the new building) 112,000 GSF - \$75M –

School of Medicine building(s) \$97 million and 162,605 GSF

- EMEBL – Edinburg – Medical Education Building – this was built under the auspices of UTHSCSA – 88,363 GSF, \$48.1M
  - ETBLC – Edinburg – Team Based Learning Center – under construction; 26,542 GSF - \$13.7M
  - HION – Harlingen – Institute of Neurosciences – Programming Phase; 30,000 GSF - \$30M
  - EMSPC – Edinburg – Multi-Specialty Clinic – under construction; 17,700 GSF - \$5.2M
  - There are numerous other small clinics that have been purchased and are already operational, which PUF funds were used for, such as the Pediatric Pulmonology Clinic, and the Rheumatology Clinic, both in Edinburg.
- What could be done if there was greater federal investment in Minority-Serving Institutions?

Hispanic Serving Institutions have been grossly underfunded historically; the funding has never been proportionate to the number of HSIs, nor kept up with the growth of institutions. Currently, 523 institutions are designated as HSIs. This is an increase of 31 institutions since last year. At least 50% of HSIs have never received a Title V grant. The money simply runs out. Therefore, additional federal investments would begin to close this gap. With additional funding, important investments could be made in STEM fields. More collaboration is needed between PK-12 and postsecondary education to facilitate student transition and improve overall student outcomes. Funding to foster and strengthen such partnerships would positively impact progression and timely completion of postsecondary education. Finally, with additional funding significant

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efforts to diversify the teacher workforce could be undertaken, thereby ensuring all our students see a reflection of themselves and continue to learn about themselves and their community.

- In 2018, nearly 400 IHEs were designated as Hispanic-serving institutions (HSIs). HSIs receive a designation as Hispanic serving based on enrollment of Latino students and a substantial enrollment of low-income students, as well as having low expenditures. How does the University of Texas Rio Grande Valley (UTRGV) embody this designation and how is the designation embedded into its core mission?
  - How does UTRGV center Latino students in its approach to developing programs?

Unlike Historically Black Colleges and Universities whose mission is the education of black Americans and Tribal colleges and universities that are operated by American Indian tribes and serve that population, HSIs were not created specifically to serve that population. Rather, institutions are designated HSI once 25% of its undergraduate fulltime equivalent students is Hispanic. Over the past three years, UTRGV embarked on a journey exploring what it means to be an HSI. Through HSI Special Interest Research Groups, we have determined four cross cutting themes that are central to HSIs: an ethic of care; an ethic of community; an ethic of inquiry; and an ethic of agency. This coming year we will explore what we *do* as an HSI to ensure the success of our students.

We recognize strong familial connections are integral in our community. As a result, we are working to transform our institution into a family friendly space. Sample initiatives include a photovoice project with members from one of our community agencies in which we sought to learn what we needed to know about families, our community, and our students in order to ensure their success. Faculty seeking to teach a community engaged scholarship and learning course (CESL) complete a four module/20-hour community engagement and culturally relevant pedagogy professional development facilitated by our Office of Community Engagement and the B3 Institute. The B3 Institute is a university wide initiative that facilitates UTRGV's movement to become a bicultural, bilingual, and biliterate Hispanic Serving Institution.

Per our strategic plan:

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Establishing UTRGV as a bilingual, bicultural, and biliterate university enhances opportunities for student success, builds upon the cultural and linguistic strategic advantages of the region, and cultivates leadership manifest in culturally and historically respectful ways. By building curricula and programming that reflect these strategic advantages, UTRGV embraces the historical and cultural heritage of the region it serves.

**Questions for Dr. McHatton from Rep. Trahan**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?

There are several ways in which community college students are affected when it comes to transfer of course work. Students who transfer without completing the core or an associate degree may be transferring in credits that are not aligned to their program of study at the university, which translates to excess credits. Second, many students begin their community college experience with dual credit. The majority of dual credit is still delivered on a course by course basis. Students sometimes accumulate more credits than required by the core and/or an associate degree. This situation may be exacerbated when students identify their program of study at the university and/or change majors.

The issue is not one of transfer. Most courses, if not all, transfer into the university. The issue is one of applicability to the program of study/degree students declares when they are at the university. If students do not stay focused on the core and/or an associate degree, they may end up transferring credits that are outside the degree requirements. This is what translates to excess credits, which may affect both future federal and state financial aid eligibility.

Districts, Community Colleges, and four-year institutions need to work collaboratively to:

- Ensure that every institution fully understands the laws regarding core curriculum transfer;

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- Provide high school counselors professional development so they have a deep understanding of the issues associated with course transfers, are familiar with pathways for students to transition to a community college or four-year institution and thus are better able to advise students as to which dual credit courses to take, and provide students opportunities to develop financial literacy, especially as it pertains to financial aid; and
- Work collaboratively to develop articulation agreements that detail for students the pathway to transition to a four-year institution.

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**Questions for Dr. Verret from Rep. Trahan**

- Some students at community colleges plan to transfer when they are admitted to a four-year institution or continue after receiving their associate degree. But they are faced with setbacks whether it is courses or credits that do not easily transfer. What recommendations do you all have to take the friction out of the system and make it easier for students to continue their education?

The academic success of all students, including transfer students, is of the greatest importance at Xavier University of Louisiana (XULA). Working with partner community colleges, we seek to assure that students have the appropriate pre-requisite knowledge and preparation to succeed in courses at the next level. In some instances, our Academic Success Office provides remedial support concurrent with key courses to allow the student to progress. In other instances, counselors may determine that a key course must be taken at Xavier so that the student can achieve their ultimate educational goals through the preparation provided in their associates degree programs.

To achieve the goal of making the transition easier, traditional four-year institutions and community colleges must enter into articulation agreements, close partnerships, that pre-define which courses will be transferable and accepted by four-year universities. In establishing the articulation agreement, faculty from partner institutions establish a pathway for success. These agreements must clearly define necessary classes and be readily available to the students who can most benefit from this pathway to success. Embedded advisors on the campuses of both types of learning institutions dedicated to creating the curriculum for the enrolling students is a critical piece of allowing those students to matriculate successfully from one to the other. At Xavier, we have entered into articulation agreements with numerous community colleges both near to and far from campus. We have additionally created an enrollment counselor and advisor position dedicated to transfer students. This role assists those students who are transferring from other four-year institutions and from community colleges.

One student profile includes those who come ready in some areas but are deficient in others. These can benefit from some time in a community college environment to ready them for more advanced course work or who come to us with financial limitations that prevent full-time enrollment at XULA. In these cases, we work with the student to create individualized plans that allow dual enrollments that readies the

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student academically, allows a more affordable option for those who cannot financially sustain full-time enrollment, and those who wish to shorten the length of their matriculation by dual enrolling.

Enhancing transfer equivalency evaluations also plays a key role in informing students of their options as incoming transfers. Students must feel confident in their selection as they make the choice to move forward in their educational pursuits. Currently, at Xavier, we are enhancing our transfer equivalency process so that students can more easily understand which courses would transfer based upon the major they are choosing to pursue. It would allow them to essentially "shop" their courses to determine which classes are transferable.

Universities and community colleges do collaborate more closely to develop curriculums that allow for easy transfers. This requires the simple development of preparatory tracks at the community colleges that easily sequence into the coursework at the 4-year institution. This work must be intentional and must allow the faculty of each institution to work together with shared interest in the student's success. At Xavier, our faculty recently led an initiative to modify the core curriculum to allow easier transfer of credits thereby clearing obstacles that had previously impacted the length or expense of a transferring students' matriculation.

**Questions for Dr. Verret from Rep. Levin**

Historically Black Colleges and Universities (HBCUs) and other minority-serving institutions play a key role in providing college opportunities for low-income students and students of color.

The systemic underfunding of both private and public HBCUs is well documented. Not only were HBCUs subject to state cuts even before the 2008 recession, but new performance-based funding models risk exacerbating the funding inequality between HBCUs and predominately white institutions even further. For private HBCUs, the endowments held by these institutions are less than one-third the size of those held by non-HBCUs due in part to fragile economic mobility and labor market discrimination.

- What are ways the federal government can better support HBCUs and ensure that these institutions have the resources they need to continue to provide postsecondary opportunities for all?

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Xavier is considered to be one of the best value schools in the nation for a quality education. However, as a student comes closer to realizing the dreams of higher education, the more expensive those goals become to attain. Tuition is \$22,503 per year at Xavier. This total does not include fees or room and board. This is considerably less than tuition at peer institutions. More than 93 percent of Xavier undergraduates qualify for need-based, as well as other forms, of financial aid and more than 65 percent receive Federal Pell grants. In order to develop the whole person, Xavier relies on a combination of Federal Pell grant funding, tuition, and partnership programs to complete the full circle of enabling our students to become servant-leaders and the creative women and men undergirding our economy and society.

HBCUs are under-resourced institutions, and more public and private investment in HBCU's is a priority.

I am happy that the House Committee on Appropriations voted to pass a Fiscal Year 2020 Labor-HHS Appropriations bill that included much needed increases in funding for HBCUs. The House and Senate can pass this bill to better fund HBCUs. This action will boost our capacity to invest in programming that continues to meet the evolving needs of our students.

Xavier students are in the bottom two-fifths of the economy upon entry to our university. Many of our students come to us without the financial support systems in place to fully fund their education. Our students also desperately need increases in the Pell grant program, Federal Work Study, and the campus-based aid programs. We have students on our campus that benefit from college access programs, and we want to make sure that we can serve even more students in these programs.

Recently, HBCUs are grappling with issues of student hunger, homelessness, and other life crisis that the federal government can assist us to address. Like many of our peers, Xavier has recently independently started a food pantry and is providing services to students who find themselves being forced to abandon their academic pursuits due to financial crisis as small as \$500. Upon my arrival at Xavier, I have established the emergency fund to meet these needs and am supported by generous donors. However, each year these funds are expended before all the needs are met.

The federal government can help HBCUs and other institutions by considering this when funding PELL, and developing other financial support programs to assist universities grappling with the societal issues we are addressing on our campuses.

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In the HEA, there are other streams of funding known as institutional aid of which HBCUs and minority-serving institutions can take advantage. The Strengthening HBCU program in Title III, Part B, of the HEA serves as the main source of institutional aid for HBCUs and was created in the *Higher Education Amendments of 1986* (P.L. 99-498). Since the creation of this program, HBCUs have been able to access additional funds to help with initiatives such as:

- acquiring laboratory equipment, constructing, or renovating instructional facilities;
- establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the states and that includes preparation for teacher certification;
- establishing community outreach programs that will encourage elementary and secondary students to develop the academic skills and interest to pursue a postsecondary education; and
- acquiring real property in connection with the construction, renovation, or addition to or improvement of campus facilities.

Insuring that HEA remains intact and fully funded is critical to the survival and growth of HBCUs.

Title III, Part B, also includes funding for Historically Black Graduate Institutions (HBGI) and allows them to use additional funds for initiatives such as:

- scholarships, fellowships, or other financial assistance for needy graduate and professional students to permit them to enroll in and complete doctoral degrees in disciplines in which African Americans are underrepresented;
- acquisition of real property that is adjacent to the campus and in connection with the construction or renovation of campus facilities; and
- development of a new qualified graduate program, so long as the institution does not use more than 10% of its HBGI grant for such a purpose.

It is my hope that Congress provides full funding for these programs and reinvest in the Endowment Challenge Grant program.

Senator Doug Jones (D-AL), Senator Tim Scott (R-SC), Representative Alma Adams (D-NC), and Representative Mark Walker (R-NC) recently introduced the Fostering Undergraduate Talent by



**Questions for the Record**  
**House Committee on Education and Labor**  
**2175 Rayburn House Office Building**  
**May 22, 2019**  
**10:15 A.M.**

**Higher Education and Workforce Investment Subcommittee Hearing:**  
*“Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students for Success”*

Unlocking Resources for Education (FUTURE) Act, a bipartisan, bicameral piece of legislation. This bill extends the mandatory funding for HBCUs of \$85 million for STEM initiatives until 2021. This stream of funding is scheduled to expire September 30, 2019, so it is imperative that this bill passes both Chambers and becomes law before the expiration date.

- What efforts, improvements, and initiatives could be pursued with additional funding for HBCUs?

Additional funds and investments by the federal government will allow our institutions to undertake the capacity building efforts that have been lacking to try to close the divide between our students and those of our PWI peers. It is not only about the survival of Xavier University of Louisiana and other HBCUs. It is about our ability to grow and thrive to serve the ever-increasing demand for the educational opportunities offered by HBCUs.

Additional funding would allow HBCUs to continually advance our programs and prepare our students for the workforce. The expansion of our program offerings over the past three years allows Xavier to meet the evolving needs of students to be globally competitive and to meet the talent needs of our regional and national workforce. The nation has need of the ability, creativity, and ingenuity of these young minds in order to prosper and compete globally. With additional funds, we can develop this talent as a nation and positively impact the economy of America.

More resources used prudently for success of our students can be enhanced and expanded to assist all students in being successful. HBCUs can focus on creating career pathways, recruit more top-notch faculty, and invest in development of future-proofed fields of study that produces the workforce and industries of tomorrow.

Additional funding would also allow institutions like Xavier to invest in addressing infrastructure concerns that lack of funding has created related to maintenance of the historic buildings and spaces and the academic spaces that are in need of modernization to continue to produce the success that we continue to generate despite a lesser opportunity to acquire equipment, technology, teaching space, and other key items needed for us to continue our track record of success into the future.

More financial resources in student financial aid expands our ability to accept and retain students who currently miss the opportunity to enter Xavier or other HBCUs due to the financial gap they cannot bridge

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to enroll or sustain their enrollment in spite of being in good academic standing. This loss of brain power from our economy is our neglect of the most valuable asset this country has – the minds of our youth.

In conclusion, HBCUs are invaluable institutions that not only contribute to society, but provide an invaluable experience for our students, especially our students who are low-income and first generation.

The nation has need of their ingenuity and brilliance. Your continued and expanded investment in HBCUs will insure our ability to contribute to the nation and produce a return on investment that safeguards America’s global competitiveness.

[Whereupon, at 12:47 p.m., the subcommittee was adjourned.]

