

**1890 LAND-GRANT INSTITUTIONS:
RECRUITMENT CHALLENGES AND
SCHOLARSHIP OPPORTUNITIES**

HEARING

BEFORE THE

**COMMITTEE ON AGRICULTURE
HOUSE OF REPRESENTATIVES**

ONE HUNDRED FOURTEENTH CONGRESS

SECOND SESSION

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CONTENTS

	Page
Adams, Hon. Alma S., a Representative in Congress from North Carolina, opening statement	23
Allen, Hon. Rick W., a Representative in Congress from Georgia, opening statement	25
Ashford, Hon. Brad, a Representative in Congress from Nebraska, opening statement	22
Conaway, Hon. K. Michael, a Representative in Congress from Texas, opening statement	1
Prepared statement	3
Graham, Hon. Gwen, a Representative in Congress from Florida, opening statement	25
Peterson, Hon. Collin C., a Representative in Congress from Minnesota, open- ing statement	4
Scott, Hon. Austin, a Representative in Congress from Georgia, opening state- ment	24
Scott, Hon. David, a Representative in Congress from Georgia	4
Submitted legislation	7

WITNESSES

Cleaver, Hon. Emanuel, a Representative in Congress from Missouri	19
Cramer, Hon. Kevin, a Representative in Congress from North Dakota	20
Prepared statement	21
Bell, Ph.D., Juliette B., President, University of Maryland Eastern Shore; Outgoing Chair, Council of 1890's Executive Committee, Princess Anne, MD	26
Prepared statement	27
Jackson-Hammond, Ed.D, Cynthia, President, Central State University, Wil- berforce, OH	30
Prepared statement	31
Jones, Ph.D., Paul A., President, Fort Valley State University, Fort Valley, GA	33
Prepared statement	34
Robinson, Ph.D., Larry, Interim President, Florida Agricultural and Mechan- ical University, Tallahassee, FL	49

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SCHOLARSHIP OPPORTUNITIES**

WEDNESDAY, DECEMBER 7, 2016

HOUSE OF REPRESENTATIVES,
COMMITTEE ON AGRICULTURE,
Washington, D.C.

The Committee met, pursuant to call, at 10:00 a.m., in Room 1300, Longworth House Office Building, Hon. K. Michael Conaway [Chairman of the Committee] presiding.

Members present: Representatives Conaway, Lucas, King, Gibbs, Austin Scott of Georgia, Benishek, LaMalfa, Davis, Yoho, Allen, Rouzer, Abraham, Moolenaar, Kelly, Peterson, David Scott of Georgia, Walz, Fudge, DelBene, Lujan Grisham, Kuster, Nolan, Plaskett, Adams, Graham, and Ashford.

Staff present: Bart Fischer, Mollie Wilken, Mykel Wedig, Stephanie Addison, Anne Simmons, Evan Jurkovich, Keith Jones, Matthew MacKenzie, Nicole Scott, and Carly Reedholm.

**OPENING STATEMENT OF HON. K. MICHAEL CONAWAY, A
REPRESENTATIVE IN CONGRESS FROM TEXAS**

The CHAIRMAN. Good morning. Before we start, I want to ask David Scott to open us with a prayer. David.

Mr. DAVID SCOTT of Georgia. Dear Heavenly Father, we come before your throne of grace to first of all say thank you. We thank you for so much. So many blessings you bestow upon us that we don't even know. We thank you for that. We thank you for our health and our strength. And dear Heavenly Father, we ask your special blessing to anoint this Committee room this morning, that you would usher in your Holy Spirit into the hearts and minds of everyone sitting in this room, that we understand the full responsibility to provide for our African American community the true opportunity, the financial support that we need for scholarships. This is what we pray for this morning, dear God.

We thank you for this mindful Committee. We thank you for the Chairman with the insight and the compassion to have this hearing. And we just ask in your holy name that we be successful in doing your work, in doing your will, which is to provide these scholarships for these African American students, for these African American colleges that were founded through the grace coming out of the Civil War. We made it through.

And dear God, only in your kindness, as you give us your loving-kindness, please spread your loving-kindness today in this Agri-

culture Committee room, that we be successful in this journey to take the first step here today to award these colleges \$1 million each year to help our African American students. And this we pray and we thank you for. In the name of your son Jesus Christ we say amen.

The CHAIRMAN. Thank you, David.

This hearing of the Committee on Agriculture entitled, *1890 Land-Grant Institutions: Recruitment Challenges and Scholarship Opportunities*, will come to order.

Good morning. Today, we will discuss one of the Committee's longstanding areas of jurisdiction, agricultural research universities. More specifically, we will hear from our 1890s institutions, the land-grant colleges and universities for African American students established pursuant to the Second Morrill Act of 1890.

Last July, we had a hearing to celebrate the 125th anniversary of the 1890 universities and the contributions they have made and they continue to make to the agriculture industry in the United States. Today, we will build on that discussion and explore challenges that the 1890s face in recruiting students to careers in agriculture. There is currently an unmet demand for highly skilled jobs within the agricultural industry. The 1890s have recognized the opportunity that such a gap presents for graduates with degrees in agricultural studies, and they are focusing their efforts on generating greater interest in agricultural programs within their respective schools.

Today, we will start by hearing from a panel of our fellow Congressmen who have sponsored H.R. 6020, Funding for Student Scholarships for the 1890s Land-Grant African-American Colleges and Universities Act. I am looking forward to the acronym on that one.

Now, as my colleagues will explain, this bill allocates scholarships to 1890 universities for students interested in food and agricultural sciences.

In our second panel, the Committee will hear from the Presidents of three of those schools about the challenges they face in recruiting African American students to agricultural areas of study, as well as their suggestions for moving forward.

While only three of the 1890s Presidents will testify this morning, we are fortunate that Presidents and/or their representatives from several of the other 1890 schools are in attendance today, and we would like to recognize them at this time.

In addition to our witnesses, we have Dr. Makola Abdullah, President of Virginia State University.

Mr. ABDULLAH. Thank you very much.

The CHAIRMAN. Okay, thank you. Dr. Anthony Jenkins, President of West Virginia State University.

Dr. Larry Robinson, interim President for Florida A&M University. Dr. Robinson, glad you are here.

Dr. Kirk Pomper, Director of Land-Grant Programs in Kentucky State University.

Dr. Albert Essel, Director of Cooperative Research and 1890 Administrator, Lincoln University. Good morning, sir.

Zachary Faison, General Counsel and Vice President for External Affairs, Tuskegee University. Zachary, good morning.

Dr. Antoine Alston, Associate Dean for the College of Agriculture and Environmental Sciences, North Carolina A&T.

And finally, Mr. Tony Wells, previous President of the Alumni Association for Tennessee State University. Tony, good to have you with us this morning.

If there are others in the audience who we haven't mentioned, please know you are welcome. We are glad you are here. We value your contribution.

[The prepared statement of Mr. Conaway follows:]

PREPARED STATEMENT OF HON. K. MICHAEL CONAWAY, A REPRESENTATIVE IN
CONGRESS FROM TEXAS

Good morning.

Today we will discuss one of the Committee's longest standing areas of jurisdiction—agricultural research universities. More specifically, we will hear from our "1890s" institutions—the land-grant colleges and universities for African American students established pursuant to the Second Morrill Act of 1890.

Last July, we held a hearing to celebrate the 125th anniversary of 1890 universities and the contributions they have made and continue to make to the agricultural industry in the United States. Today, we will build on that discussion and explore challenges that the 1890s face in recruiting students to careers in agriculture.

There is currently an unmet demand for highly-skilled jobs within the agricultural industry. The 1890s have recognized the opportunity that such a gap presents for graduates with degrees in agricultural studies, and they are focusing efforts on generating greater interest in the agricultural programs within their respective schools.

Today, we will start by hearing from a panel of my fellow Congressmen who have sponsored H.R. 6020, the Funding for Student Scholarships for the 1890 Land-Grant African-American Colleges and Universities Act. As my colleagues will explain, this bill would allocate scholarships to 1890 universities for students interested in food and agricultural sciences.

For our second panel, the Committee will hear from the Presidents of three of those schools about the challenges they have faced in recruiting African American students to agricultural areas of study, as well as their suggestions for moving forward.

While only three of the 1890s Presidents will testify this morning, we are fortunate that Presidents (or their representatives) from several of the other 1890 universities are in attendance today, and I would like to recognize them at this time:

In addition to our witnesses, we have joining us:

Dr. Makola Abdullah, President of Virginia State University;
Dr. Anthony Jenkins, President of West Virginia State University;
Dr. Larry Robinson, Interim President of Florida A&M University;
Dr. Kirk Pomper, Director of Land Grant Programs at Kentucky State University;
Dr. Albert Essel, Director of Cooperative Research & 1890 Administrator, Lincoln University;
Zachary Faison, General Counsel and Vice President for External Affairs, Tuskegee University;
Dr. Antoine Alston, Associate Dean for the College of Agriculture and Environmental Sciences, North Carolina A&T State University; and finally
Mr. Tony Wells, Previous President of the Alumni Association, Tennessee State University.

If there are others in the audience that I didn't mention by name, please know that the Committee values your contributions.

It is now my pleasure to recognize the Ranking Member for any comments he wishes to make.

The CHAIRMAN. And now it is my pleasure to recognize the Ranking Member for any comments he has.

**OPENING STATEMENT OF HON. COLLIN C. PETERSON, A
REPRESENTATIVE IN CONGRESS FROM MINNESOTA**

Mr. PETERSON. Thank you, Mr. Chairman. And welcome, everybody, to today's Agriculture Committee hearing.

As the Chairman said, today's hearing is focused on recruitment challenges and scholarship opportunities at 1890 land-grant universities. We are also going to be learning more about legislation sponsored by Congressman David Scott, H.R. 6020, to make more scholarships available to students attending these schools. Our land-grant universities play an important role in agricultural research, extension, and educational programs, and I am looking forward to hearing today's testimony.

I want to welcome the 1890 Presidents who are joining us today and some of whom were here last summer when we met to recognize the 125th anniversary of the Second Morrill Act.

Before I yield back, Mr. Chairman, this is our final hearing of this Congress, hopefully.

The CHAIRMAN. Yes.

Mr. PETERSON. And I believe that we have held more than 80 hearings, which is a record. As we wrap up here, I want to just thank all the Members for their hard work and the Chairman for his leadership and service to the Committee. And, with that, I yield back.

The CHAIRMAN. Well, I thank the Ranking Member for those kind comments at the end. We have had a great 114th Congress and most of us are looking forward to a great 115th Congress. We may have a few folks that move on to committees of lesser importance throughout the Congress as we move forward, but it has been a great pleasure.

So, with that, the chair will request other Members submit their opening statements for the record, so the witnesses may begin their testimony and to assure there is ample time for questions.

I would like to welcome our first panel, the Honorable David Scott, Member of Congress from Georgia, Member of the Committee; the Honorable Emanuel Cleaver, Member of Congress from Missouri; and the Honorable Kevin Cramer, the only Member of Congress from North Dakota.

Congressman Scott, begin when you are ready, sir.

**STATEMENT OF HON. DAVID SCOTT, A REPRESENTATIVE IN
CONGRESS FROM GEORGIA**

Mr. DAVID SCOTT of Georgia. Well, thank you very much, Mr. Chairman. First of all, I want to thank you, Chairman Conaway, for your dedication and for your understanding, and for your long-time support of the 1890s African American colleges and universities. Thank you so much for this hearing.

I also want to thank Speaker Paul Ryan, who was very helpful to us in getting this moving.

And I certainly want to thank our Ranking Member Peterson for the great job he has done over the years. He has been a champion of the 1890s.

I want to thank my cosponsors too, if I may, Mr. Chairman. Representative Kevin Cramer, my dear good friend. We have been on this journey now for a couple of years in getting this bill moving

and our bill to provide training and job training for African American young men as we move to rebuild the crumbling infrastructure. I want to thank Ms. Marcia L. Fudge, our former Chairwoman of the Congressional Black Caucus, who has been a stalwart supporter of our African American schools; Brad Ashford from Nebraska, who is a great sponsor; Mrs. Mia Love, another one of our Republican cosponsors; Ms. Gwen Graham; Ms. Alma S. Adams; Mr. Pete Sessions, who is the Chairman of our Rules Committee; and my good friend Reverend Emanuel Cleaver, who is an extraordinary champion. Thank you all for this. We appreciate it.

Thank you for your staff work on this, Mr. Chairman, your staff, and my hardworking staff of Ashley and the team back in my office.

This is a monumental moment in the history of our African American colleges and universities, ladies and gentlemen. We humbly come before this Committee to plead our case that we establish the grants in this bill that will enable the African American land-grant universities to be able to provide \$1 million each year for scholarships for our African American students. The caveat is that the African American students will then commit to careers in this burgeoning field of business agriculture. The most important industry in the world is agriculture. It is the food we eat. It is the clothes we wear. It is our energy. It is high finance. It is derivatives. It is risk management. It is commodities and futures trading abroad, which makes just the derivatives sector a \$800 trillion piece of the world's economy. And we want this opportunity for our students.

I want to say one other thing. There was a great conversation that was held by two great Americans. One, President Abraham Lincoln; the other, General Robert E. Lee. The Civil War had ended. And they had this conversation right on these hallowed grounds. And as they looked over the expanse and looked south to Virginia, Mr. Lincoln said to General Lee, "It is not incumbent for us to complete this task," and before he could finish that, General Lee finished that sentence by saying, "But, Mr. President Lincoln, neither are we free to desist from doing all we possibly can."

That is what is at our place today. And, Mr. Chairman, I want us to have this opportunity. There is no greater need in the African American community, as in all communities, than economics, jobs, financial security, and the education and job training that goes along with them. That is why all of us sponsors have sponsored a companion bill to provide job training targeted for the 18–39, the hardest hit group, to help build the crumbling infrastructure. That sits in another committee, but today this is the education piece.

And, Mr. Chairman, this also gives us an opportunity. I received some notice that President-elect Donald Trump is interested in what we are doing with these two bills. I want us to have an opportunity, give us this opportunity, because in these two bills it is the Secretary of Labor that will be the supervisory agency for the jobs bill, but this bill will come under the new Secretary of Agriculture. It is important that we engage them.

And I take President Trump, and as many of you know or some of you may not know, he and I finished from the great Wharton School of Finance at the University of Pennsylvania together. I ask

for an opportunity to allow us to work, and maybe we bring some of that Wharton School of Business magic to this. I appreciate the opportunity to do that and hope you will pass this bill out. Thank you.

[H.R. 6020 and H.R. 6021 follow:]

H.R. 6020, FUNDING FOR STUDENT SCHOLARSHIPS FOR THE 1890S LAND-GRANT
AFRICAN-AMERICAN COLLEGES AND UNIVERSITIES ACT



I

114TH CONGRESS
2D SESSION

H. R. 6020

To amend the National Agricultural Research, Extension, and Teaching Policy Act of 1977 to direct the Secretary of Agriculture to establish a grant program under which the Secretary will award \$19,000,000 of grant funding to the 19 1890-institutions (\$1,000,000 to each institution), such as Tuskegee University in Alabama, Prairie View A&M University of Texas, Fort Valley State University of Georgia, North Carolina A&T State University, and Florida A&M University, and allocate the \$1,000,000 to each such institution for purposes of awarding scholarships to students attending such institutions, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 14, 2016

Mr. DAVID SCOTT of Georgia (for himself, Mr. CRAMER, Ms. FUDGE, Mr. ASHFORD, Mrs. LOVE, Ms. GRAHAM, and Ms. ADAMS) introduced the following bill; which was referred to the Committee on Agriculture

A BILL

To amend the National Agricultural Research, Extension, and Teaching Policy Act of 1977 to direct the Secretary of Agriculture to establish a grant program under which the Secretary will award \$19,000,000 of grant funding to the 19 1890-institutions (\$1,000,000 to each institution), such as Tuskegee University in Alabama, Prairie View A&M University of Texas, Fort Valley State University of Georgia, North Carolina A&T State University, and Florida A&M University, and allocate the \$1,000,000 to each such institution for purposes of

awarding scholarships to students attending such institutions, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; FINDINGS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Funding for Student Scholarships for the 1890s Land-
6 Grant African-American Colleges and Universities Act”.

7 (b) FINDINGS.—Congress finds the following:

8 (1) The Act of August 30, 1890 (26 Stat. 419,
9 chapter 841; 7 U.S.C. 321 et seq.) brought about
10 the establishment of the following 19 public, Afri-
11 can-American land-grant colleges and universities:

12 (A) Alabama A&M University.

13 (B) Alcorn State University.

14 (C) Central State University.

15 (D) Delaware State University.

16 (E) Florida A&M University.

17 (F) Fort Valley State University.

18 (G) Kentucky State University.

19 (H) Langston University.

20 (I) Lincoln University.

21 (J) North Carolina A&T State University.

22 (K) Prairie View A&M University.

23 (L) South Carolina State University.

24 (M) Southern University System.

1 (N) Tennessee State University.

2 (O) Tuskegee University.

3 (P) University of Arkansas Pine Bluff.

4 (Q) University of Maryland Eastern Shore.

5 (R) Virginia State University.

6 (S) West Virginia State University.

7 (2) Funding for agricultural education, re-
8 search, and extension at such colleges and univer-
9 sities is authorized to be appropriated to the Depart-
10 ment of Agriculture with each farm bill, which is en-
11 acted approximately every 5 years.

12 (3) The Agricultural Act of 2014 (Public Law
13 113–79) authorizes the appropriation of Federal
14 funds for research, education, and extension activi-
15 ties at such colleges and universities and the Agri-
16 culture, Rural Development, Food and Drug Admin-
17 istration, and Related Agencies Appropriations Act,
18 2016 (Division A of Public Law 114–113) appro-
19 priated \$19,000,000 for education grants for such
20 colleges and universities.

21 (4) There is a great need to increase the num-
22 ber of young African-Americans seeking careers in
23 the food and agricultural sciences (as defined in sec-
24 tion 1404 of the National Agricultural Research,
25 Extension, and Teaching Policy Act of 1977 (7

1 U.S.C. 3103)), including agribusiness, food produc-
2 tion, distribution, and retailing, the clothing indus-
3 tries, energy and renewable fuels, and farming mar-
4 keting, finance, and distribution.

5 (5) Scholarship funding provided to increase
6 the number of young African-American individuals
7 seeking a career in the food and agricultural
8 sciences shall be provided with the caveat that such
9 scholarship students shall commit to pursue a career
10 in the food and agricultural sciences, including agri-
11 business, food production, distribution, and retailing,
12 the clothing industries, energy and renewable fuels,
13 and farming marketing, finance, and distribution.

14 (6) The average age of farmers and producers
15 in the United States is 60 years of age and con-
16 tinues to rise.

17 (7) Beginning farmers and ranchers (as defined
18 in section 7405 of Farm Security and Rural Invest-
19 ment Act of 2002 (7 U.S.C. 3319f)) need greater
20 assistance in the financing of their education be-
21 cause of the increased startup costs associated with
22 farming, such as the purchase of land and farming
23 equipment.

24 (c) PURPOSES.—The purposes of this Act are the fol-
25 lowing:

1 (1) To address the national crisis posed by the
2 aging farmer and producer population in the United
3 States.

4 (2) To increase the number of young African-
5 American individuals seeking a career in the food
6 and agricultural sciences (as defined in section 1404
7 of the National Agricultural Research, Extension,
8 and Teaching Policy Act of 1977 (7 U.S.C. 3103)),
9 including agribusiness, food production, distribution,
10 and retailing, the clothing industries, energy and re-
11 newable fuels, and farming marketing, finance, and
12 distribution.

13 (3) To reduce the average age of farmers and
14 producers in the United States.

15 (4) To provide greater assistance to beginning
16 farmers and ranchers (as defined in section 7405 of
17 Farm Security and Rural Investment Act of 2002 (7
18 U.S.C. 3319f)).

19 (5) To provide scholarships to African-Amer-
20 ican students seeking careers in the food and agri-
21 cultural sciences.

22 **SEC. 2. SCHOLARSHIP PROGRAM FOR STUDENTS ATTEND-**
23 **ING 1890-INSTITUTIONS.**

24 Subtitle G of the National Agricultural Research, Ex-
25 tension, and Teaching Policy Act of 1977 is amended by

1 inserting after section 1445 (7 U.S.C. 3222) the following
2 new section:

3 **“SEC. 1446. SCHOLARSHIPS FOR STUDENTS AT 1890 LAND-**
4 **GRANT COLLEGES, INCLUDING TUSKEGEE**
5 **UNIVERSITY.**

6 “(a) IN GENERAL.—The Secretary shall establish a
7 grant program under which the Secretary will award a
8 grant to each college eligible to receive funds under the
9 Act of August 30, 1890 (26 Stat. 417–419, as amended;
10 7 U.S.C. 321–326 and 328), including Tuskegee Univer-
11 sity (in this section referred to as ‘eligible institutions’)
12 for purposes of awarding scholarships to individuals
13 who—

14 “(1) are seeking to attend such college; and

15 “(2) intend to pursue a career in the food and
16 agricultural sciences, including a career in agri-
17 business, food production, distribution, and retailing,
18 the clothing industries, energy and renewable fuels,
19 and farming marketing, finance, and distribution.

20 “(b) FUNDING.—

21 “(1) IN GENERAL.—Of the funds of the Com-
22 modity Credit Corporation, the Secretary shall make
23 available to carry out this section \$19,000,000 for
24 each of fiscal years 2018 through 2022.

1 “(2) ALLOCATION.—Of the funds made avail-
2 able under paragraph (1) in a fiscal year, the Sec-
3 retary shall allocate to each eligible institution
4 \$1,000,000.”.

○

H.R. 6021, JOBS, ON-THE-JOB 'EARN WHILE YOU LEARN' TRAINING, AND
APPRENTICESHIPS FOR AFRICAN-AMERICAN YOUNG MEN ACT



I

114TH CONGRESS
2D SESSION

H. R. 6021

To rebuild the Nation's crumbling infrastructure, transportation systems, technology and computer networks, and energy distribution systems, by strongly and urgently requesting the immediate recruitment, employment, and on-the-job "earn as you learn" training of African-American young men ages 18 to 39, who are the hardest hit in terms of unemployment, with an unemployment rate of 41 percent nationally, and in some States and cities, especially inner cities, higher than 50 percent, which is a national crisis.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 14, 2016

Mr. DAVID SCOTT of Georgia (for himself, Mr. CRAMER, Ms. FUDGE, Mr. ASHFORD, Mrs. LOVE, Ms. GRAHAM, and Ms. ADAMS) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To rebuild the Nation's crumbling infrastructure, transportation systems, technology and computer networks, and energy distribution systems, by strongly and urgently requesting the immediate recruitment, employment, and on-the-job "earn as you learn" training of African-American young men ages 18 to 39, who are the hardest hit in terms of unemployment, with an unemployment rate of 41 percent nationally, and in some States and cities, especially inner cities, higher than 50 percent, which is a national crisis.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Jobs, On-the-Job
5 ‘Earn While You Learn’ Training, and Apprenticeships
6 for African-American Young Men Act”.

7 **SEC. 2. FINDINGS AND PURPOSE.**

8 (a) FINDINGS.—Congress finds that—

9 (1) African-American young men ages 18 to 39
10 are the hardest hit in unemployment, with an unem-
11 ployment rate of 41 percent nationally, and in some
12 States and cities, especially inner cities, higher than
13 50 percent;

14 (2) this extraordinarily high unemployment rate
15 has a terrible rippling impact on the breakdown of
16 the family structure, as men in this age group are
17 in the primary child-producing ages; and

18 (3) an unemployment rate of 40 to 50 percent
19 among African-American young men, many of who
20 are fathers who, without jobs, and are unable to pro-
21 vide for their families, is not only a national crisis
22 but a national tragedy.

23 (b) PURPOSE.—The purpose of this Act is to secure
24 jobs, on-the-job training, and apprenticeships for African-
25 American young men ages 18 to 39 with the labor unions,

1 general contractors, and businesses who will rebuild the
2 Nation’s crumbling infrastructure in cities and commu-
3 nities throughout the Nation.

4 **SEC. 3. URGING EMPLOYMENT, ON-THE-JOB TRAINING, AND**
5 **APPRENTICESHIPS FOR UNEMPLOYED AFRI-**
6 **CAN-AMERICAN YOUNG MEN IN REBUILDING**
7 **THE NATION’S CRUMBLING INFRASTRUC-**
8 **TURE.**

9 (a) IN GENERAL.—The Secretary of Labor shall
10 strongly and urgently request those labor unions, general
11 contractors, and businesses, who will rebuild the Nation’s
12 crumbling infrastructure, transportation systems, tech-
13 nology and computer networks, and energy distribution
14 systems, to actively recruit, hire, and provide on-the-job
15 training to African-American young men ages 18 to 39
16 through their existing jobs, apprenticeships, and “earn
17 while you learn” programs. The Secretary shall provide
18 assistance to such labor unions, general contractors, and
19 businesses through every means available to help coordi-
20 nate the recruitment of such individuals for such jobs, on-
21 the-job training, and apprenticeships.

22 (b) COORDINATION.—The jobs, on-the-job training,
23 and apprenticeships made available by labor unions, gen-
24 eral contractors, and businesses described in subsection
25 (a) shall be conducted in conjunction with the Secretary

1 of Labor and the labor unions and other associations
2 which have been identified as those primarily involved in
3 the infrastructure rebuilding described in such subsection,
4 including the International Brotherhood of Electrical
5 Workers (IBEW), the United Association of Journeymen
6 and Apprentices of the Plumbing and Pipe Fitting Indus-
7 try of the United States and Canada, the International
8 Association of Bridge, Structural, Ornamental and Rein-
9 forcing Iron Workers Union, the International Brother-
10 hood of Teamsters, the National Electrical Contractors
11 Association, the International Association of Sheet Metal,
12 Air, Rail and Transportation Workers (SMART), the La-
13 borers' International Union of North America (LIUNA),
14 the International Union of Operating Engineers (IUOE),
15 and the United Steelworkers (USW). Such coordination
16 shall also be done in conjunction with the National Joint
17 Apprenticeship and Training Committee, which allows ap-
18 prentices to earn while they learn.

19 (e) RECRUITMENT.—The labor unions, general con-
20 tractors, and businesses described in subsections (a) and
21 (b) shall recruit African-American young men for the jobs,
22 on-the-job training, and apprenticeships described in sub-
23 section (a) by reaching out and seeking assistance from
24 within the African-American community, churches, the
25 National Urban League, the NAACP, 100 Black Men of

1 America, high school and college job placement offices,
2 media outlets, and other African-American organizations
3 that can offer valuable assistance to the Secretary of
4 Labor, the labor unions, general contractors, and busi-
5 nesses with identifying, locating, and contacting unem-
6 ployed African-American young men who want jobs, on-
7 the-job training, and apprenticeships. These African-
8 American organizations have a long and rich history of
9 working to improve the lives of African-Americans, and
10 can be very helpful in successfully reaching, contacting,
11 and recruiting unemployed African-American young men.

12 **SEC. 4. SENSE OF CONGRESS.**

13 It is the sense of Congress that this Act—

14 (1) while rebuilding the crumbling infrastruc-
15 ture of this great Nation, will simultaneously help
16 create good paying jobs and job training that will
17 provide African-American young men ages 18 to 39
18 with the technical skills, computer capabilities, and
19 other skills necessary in this high technology-driven
20 job market, thus providing African-American young
21 men with highly developed skills that will make them
22 very competitive and attractive to many employers;
23 and

1 (2) greatly exemplifies and strengthens the high
 2 nobility of purpose that is the founding grace of this
 3 great Nation.



•HR 6021 IH

The CHAIRMAN. The gentleman yields back.
 Reverend Cleaver.

**STATEMENT OF HON. EMANUEL CLEAVER, A
 REPRESENTATIVE IN CONGRESS FROM MISSOURI**

Mr. CLEAVER. Thank you, Mr. Chairman and Ranking Member Peterson, for having this hearing. And I would thank my colleague David Scott for the vision that he has. You will hear from my esteemed colleagues, the original sponsors of H.R. 6020, on the importance of this legislation and its benefits.

I will just say that this bill is critical if we are to increase the number of African American young people seeking careers in agriculture and agribusiness. When I look back, I happen to have known both of my great-grandfathers. On the Cleaver side, they tend to live into their nineties. My father just reached 94. I had the chance to know them. And on both sides, they were farmers. Henry Barton and the Reverend Noah Albert Cleaver, my great-grandfathers. And my great-uncle was the head of the agricultural department at Prairie View A&M University.

There is an 1890 university in my state, Lincoln University, and we are very proud of it, as I am proud to be a Prairie View A&M graduate, in fact. When my nephew graduated 2 years ago, he made the 15th Cleaver to graduate from Prairie View. And it is a school that has produced two Members of Congress. Some of you probably served with Craig Washington, who filled the seat that is now held by Sheila Jackson Lee of Houston. And many people know of the Gang of Three in New York, one of them Percy Sutton. You see his name almost always associated with Congressman Charlie Rangel. Percy Sutton is a Prairie View graduate, as is Mr. T. Mr. T was a freshman when I was a senior. And Cecil Cooper who, for the baseball fans, played for the Red Sox. And, of course, Otis Taylor and Ken Houston and Jim Kearney and many others were NFL standouts.

Lincoln University in Jefferson City was established at the end of the Civil War by members of the 62nd United States Colored Infantry. It was created to educate freed African Americans. The school was founded on the idea of combining study and labor. In 1890, Lincoln became a land-grant institution, enabling the university to offer industrial and agricultural courses. As one of Missouri's two historically black colleges and universities, Lincoln University has continued to open its doors to a diverse population.

You may be surprised to learn that my close friend, Blaine Luetkemeyer, is a graduate of an HBCU, Lincoln University. And Prairie View A&M University, the first state-supported college in Texas for African Americans, was established during the reconstruction period after the Civil War. It is the second oldest public institution of higher education in Texas.

Thank you, Mr. Chairman and Ranking Member, and especially to my colleague and friend David Scott.

The CHAIRMAN. I thank the gentleman. Do I have it correct that both you and David have degrees from land-grant schools?

Mr. CLEAVER. Yes. I am a graduate of Prairie View.

The CHAIRMAN. And David?

Mr. DAVID SCOTT of Georgia. And I am a graduate of Florida A&M University.

The CHAIRMAN. All right.

Mr. DAVID SCOTT of Georgia. Go Rattlers.

The CHAIRMAN. Mr. Cramer, can you top that, sir?

STATEMENT OF HON. KEVIN CRAMER, A REPRESENTATIVE IN CONGRESS FROM NORTH DAKOTA

Mr. CRAMER. No, Mr. Chairman. I am getting a strong sense of what it is like to be in the minority, however.

Thank you, Mr. Chairman, Ranking Member Peterson, and Members of the Committee, for this wonderful opportunity to provide testimony on this important bill.

And I am sure Wharton is fine, but it is clearly no Florida A&M, so I am glad we got that out of the way. I wouldn't fault any of you for being curious right now about how a white Lutheran Republican from Fargo, North Dakota, gets hooked up with a black liberal Democrat from Georgia, but it has been a great pleasure, I'll tell you that.

The seeds of this bill that we are discussing were planted at the beginning of this Congress, 2 years ago in January, when I introduced H.R. 3, the Keystone XL Pipeline Act, as its lead cosponsor. And Congressman Scott, and I am not one bit shy about saying, changed my heart when he took to the floor to support that bill, to the point where this very conservative capitalist Republican went to his office to learn more, to learn more about his vision for how we change America, about how we can use economic bills and economic solutions to solve social problems and crises. And I thought to myself, man, if I believe that a rising tide lifts all boats, then I need to hang around David Scott more, because he taught me that there are legitimate strategic ways to do that. And I am so far off my script now, I am going to have a hard time getting down here.

But what he taught me, what he showed me is that, with a high unemployment rate among young black men, and nationwide it is about 40 percent, in many places it is 50 percent or higher, that with minor adjustments to policy, even outside of policy, David and I, ever since we have been working on policy together, we have been talking to companies and labor unions and trade organizations who are very enthused about being strategic, about how we match the workforce demands with the availability of a workforce and our education system, to get it all back in sync and change for

the better. By the way, I want to stress, it is not just for economic benefit, not just for job creation, but to heal our land, for the benefit not just of our country but of this institution that needs help healing as well.

And so I am enthused, David, to stand here with you. You had me at the prayer, by the way. You had me at the prayer.

So our final amendment wasn't included in the Keystone XL bill, the amendment that would target enthusiasm for job training, but the concept lives on. And hopefully yet, as we start working on a major build-out of our infrastructure of this country, as we strive to feed a growing population in the world with the same number of acres or less, we need smart people. We need smart people who learn from the universities represented on the next panel to help us grow more food in a responsible way, to train up the engineers, to train up the soil agronomists, and train up the horticulturists and all those smart people that help our farmers do what they do so well, and that is feed a hungry world. And if in the process we serve a testimony to what people can do working together, all the more great, you see, to me, all the more great.

And so, Mr. Chairman, I am absolutely convinced that the concepts promoted in this legislation and in the companion legislation that David talked about earlier to provide targeted training and, really, encouragement more than anything, can change a country and can change this body and perhaps could change this town that is so vital to changing policy. And then in the process, we can go home and work on changing hearts as well, just as David Scott has done for me.

And so, with that, Mr. Chairman, thanks for the opportunity to highlight this important issue today.

[The prepared statement of Mr. Cramer follows:]

PREPARED STATEMENT OF HON. KEVIN CRAMER, A REPRESENTATIVE IN CONGRESS
FROM NORTH DAKOTA

Chairman Conaway, Ranking Member Peterson, and Members of the Committee, thank you for this opportunity to provide testimony today in support of H.R. 6020, a bill introduced by my good friend and Committee Member, Congressman David Scott.

Please know I will not fault you for being curious as to why a Congressman from North Dakota, where the nearest 1890 land-grant university is over 900 miles away, is the lead Republican cosponsor of a bill to establish a scholarship program for young African American college students. My interest in this issue stems from my close relationship with Congressman Scott, and our shared mission of seeking pragmatic solutions to fix our nation's most pressing economic and social crises.

The seeds of the bill we are discussing today were planted at the beginning of the 114th Congress during the House's consideration of H.R. 3, the Keystone XL Pipeline Act. As lead sponsor of the Keystone XL legislation, Congressman Scott approached me about working together on an amendment to help tackle a social crisis in his district and around the country, which is the high unemployment rate among young African American men. The unemployment rate among this group is around 40 percent nationally and as high as 50 percent in some inner city communities. Our proposed amendment would have utilized existing apprenticeship programs to urge labor unions and contractors to actively recruit and train African American men between the ages of 18 to 37 for jobs related to the construction of the Keystone XL pipeline. Both Congressman Scott and I saw this as a unique opportunity to not only help spur the hiring of underemployed blue-collar American workers who are ready and eager to rebuild the nation's infrastructure, but also as a strategy to help alleviate a social crisis without the use of additional Federal resources or mandates.

While our amendment was not included in the final Keystone XL pipeline bill passed last year, Congressman Scott decided to expand on this effort through the introduction of two inter-connected pieces of legislation, H.R. 6020 and H.R. 6021.

H.R. 6020, which is before the Committee today, would establish scholarship programs at the 19 historically black land-grant universities for students interested in studying agriculture-related fields such as agribusiness, food production, retailing, horticulture, and soil sciences.

H.R. 6021, modeled off our Keystone amendment, would urge the Department of Labor to work with businesses, labor unions, and contractors to actively recruit, hire, and provide on-the-job training and apprenticeship programs in infrastructure-related fields for African American men between the ages of 18 to 39.

While the unemployment rate has fallen in recent months, the number of Americans who have dropped out of the labor force continues to climb, and good paying jobs are still difficult to find for many Americans. According to the latest employment statistics released by the Department of Labor, a record 95 million Americans have dropped out of the workforce. Moreover, the current labor force participation rate sits at 62.7 percent, which is among the lowest levels we have seen in the last 40 years. Looking at just the agriculture industry alone, the number of farmers in the United States has declined over four percent in recent years and the median age of an American farmer is now 60 years old.

These alarming statistics indicate a new strategy is required to better sync our country's education system with the needs and demands of a 21st century workforce. The bills offered by Congressman Scott provide a targeted two prong approach to helping improve America's employment crisis by increasing the number young people receiving a good education in career fields which need the labor, such as agriculture, while also encouraging the building trades to invest in the wealth of human capital and potential which currently sits untapped on the sidelines.

To conclude, I firmly believe these two bills will reap major rewards for the nation, all at a minimal cost to the Federal Government. Further, there is no social program more successful than a good education which leads to a good paying job. In North Dakota, I have witnessed the economic power which can be unleashed when the education system and private industry work in tandem to meet the needs of our state.

I am proud to support this bipartisan piece of legislation, and I encourage the Agriculture Committee to give it full consideration. I want to thank Chairman Conaway and Ranking Member Peterson for agreeing to hold this hearing and for the opportunity to provide testimony in support of this important bill.

The CHAIRMAN. The gentleman yields back.

I thank all three of you. While we are not going to question each of you, are there other Members who would like to discuss H.R. 6020 as a part of the conversation this morning? I would be happy to recognize anyone for 5 minutes. Brad.

**OPENING STATEMENT OF HON. BRAD ASHFORD, A
REPRESENTATIVE IN CONGRESS FROM NEBRASKA**

Mr. ASHFORD. Yes, thank you. And I would like to reflect just a bit as well, and I will be brief.

Nebraska is a state where the TransCanada pipeline has now ceased to go. In Nebraska, we struggled with trying to move the pipeline, and Kevin knows about this, and David. We have a little bit of history on the pipeline part of this or the construction job part of this.

But I also want to talk about the speech very quickly that David Scott gave on the floor, because I was only in the Congress a week or so when David gave that speech. And I have been working in my community for 35 years with the African American community, ran a housing authority, did work there, and have been struggling with how do we put together, as Representative Cramer aptly says, put together the job opportunities with the unemployment rates that are so staggering.

And when David gave that speech, and I was listening. I just, again, had been there just a brief time, maybe 2 weeks. I didn't know David very well. I didn't know anybody at that time. And I went up to David. I said, "David, that was truly the greatest speech I have ever heard on the issue, because it, in fact, identified in clear language a problem and a crisis and an issue of black male unemployment between 18 and 39," something I have struggled with in my community my entire adult life, trying to find that way out. And I said, "David, this is great, I want to get on this deal."

So we talked to Kevin Cramer and all the other cosponsors got involved. But of all the pieces of legislation I have been involved in all my years of legislative experience in Nebraska and a few years here, this is really one that I am most proud of, because it really is, and combined with the scholarships, is just an ingenious merging together of the education with jobs and with the mentoring piece.

And I just want to take this opportunity in my last day or so here in Congress to underline my appreciation to the three of you, certainly, and to David for his eloquence that got me going 2 years ago on this issue.

Thank you, Mr. Chairman. I yield back.

The CHAIRMAN. The gentleman yields back.

Ms. Adams, 5 minutes.

**OPENING STATEMENT OF HON. ALMA S. ADAMS, A
REPRESENTATIVE IN CONGRESS FROM NORTH CAROLINA**

Ms. ADAMS. Thank you. Thank you, Mr. Chairman.

And let me thank all of the Presidents and the deans and my colleagues for not only your support of this bill, but for the work that has been done on it. And, Congressman Scott, I especially want to thank you. I am just pleased to be a proud sponsor, a cosponsor as well.

But I sit here today in this Congress because of North Carolina A&T State University. I am a proud alum. I am a graduate twice from North Carolina A&T. I do want to recognize Dr. Antoine Alston, who is our Associate Dean for Academics at the College of Agriculture and Environmental Sciences. And I want to thank you for being here and thank North Carolina A&T for all that it did for me, who took a poor black girl from the ghetto of Newark, New Jersey, came to North Carolina in the mid-sixties, was able to complete my work there, because A&T saw a lot in me and what I could become, and they made an investment. And so I was able to complete my degrees there and to go on to the Ohio State University and complete my Ph.D. there, only because of the North Carolina A&T.

So I say that to say that I understand the plight of students. I am a 40 year educator. I taught at Bennett College, a small college, African American women's college in Greensboro, for 40 years. I have that HBCU experience inside and out. And I understand what it did for me, and I know what our 1890 schools can do and what they have done.

And I am so pleased to support this legislation, because I know that it is going to not only benefit many of our students. Now, we do a lot with little. Our schools do a lot with little. I am proud to

say that we are the largest HBCU in North Carolina and maybe even in the nation. I haven't looked at all the numbers. But we do great things for students who deserve an opportunity. And W.E.B. Du Bois said a long time ago that the most fundamental right is a right to education. And providing opportunities for scholarships for these young people will certainly do that, and help us with our unemployment rate.

I am proud to say that my daughter, my only daughter, is a graduate of North Carolina A&T from the School of Agriculture, and is doing very well in Greensboro. But this is a field that is an important area. And as Congressman Scott has said, it is about everything, agriculture. It is about the clothes we wear. It is about energy, agribusiness, all of those things that we need and depend on.

I don't know if Congressman Mark Walker is still here, one of the members of his staff, who now, as they changed my district, you all may have heard about all of that. But, at any rate, I represented North Carolina A&T and will through the end of this year. I am happy to not only advocate now but to continue to do that. But Congressman Walker has been given that part of the district now, and so I invited him to come. But I just want to say that we too have had some great Congressmen to come through from North Carolina A&T. Former Congressman Jesse Jackson, Jr., Edolphus Towns, and now Alma S. Adams.

And so, Mr. Chairman, I just want to thank these gentlemen and ladies for coming today and for advocating for what I know will be a tremendous benefit to all of our schools and the many students that we seek to serve. I am way off script too.

But anyway, those are the comments of my heart. And I just wanted to thank all of you for being here and just say this is a very important piece of legislation, and we certainly hope that you will join us in supporting that and getting this bill passed.

Thank you very much, Mr. Chairman. I yield back.

The CHAIRMAN. The gentlelady yields back.

Austin Scott, 5 minutes.

**OPENING STATEMENT OF HON. AUSTIN SCOTT, A
REPRESENTATIVE IN CONGRESS FROM GEORGIA**

Mr. AUSTIN SCOTT of Georgia. Thank you, Mr. Chairman.

I just wanted to take a second to thank my long-time friend and colleague David Scott. We have known each other since 1996. He has been a great advocate on many things that have helped move the country in the right direction.

And any time I think of Fort Valley State, I can't help but think of another friend of ours, Lynmore James, who was a great advocate for Fort Valley, did a tremendous number of things when he was a Member of the State Legislature in Georgia and served with us. I just want to thank you, David, for your work on this, look forward to supporting it, and I look forward to continuing to work with you.

Mr. DAVID SCOTT of Georgia. Thank you, sir.

The CHAIRMAN. The gentleman yields back.

Gwen Graham, 5 minutes.

**OPENING STATEMENT OF HON. GWEN GRAHAM, A
REPRESENTATIVE IN CONGRESS FROM FLORIDA**

Ms. GRAHAM. Thank you, Mr. Chairman.

And I want to thank my colleague Mr. Scott for including me in this legislation. I am proud to be an original cosponsor as I am ending my term in Congress and leaving Congress. My district was re-districted too, Congresswoman Adams.

There is nothing that I could be prouder than to be able, in some of my last days, to be here advocating on behalf of HBCUs. And I want to recognize Dr. Robinson, who is the interim President of Florida A&M University in Tallahassee, and I am so proud to represent the Rattlers. Strike, strike, strike again. I am still working on the wrist action, still working on it.

The 1890 land-grant universities, they have the important task of recruiting, educating, and ensuring that future generations are excited about, and prepared for, careers in agriculture. This is an immediate need. And I know that we must do all we can to support these wonderful universities in that effort.

This bill would make an education in agriculture more accessible and affordable. And I know in north Florida that what Florida A&M is doing is helping young people get into the field of agriculture, and it is such a critically important area. As the age of those that are in agriculture goes up, we need to encourage young people to get into this wonderful field. Again, I want to thank you. It is such an honor to represent Florida A&M.

And, Mr. Chairman, I yield back.

The CHAIRMAN. The gentlelady yields back.

Rick Allen, 5 minutes.

**OPENING STATEMENT OF HON. RICK W. ALLEN, A
REPRESENTATIVE IN CONGRESS FROM GEORGIA**

Mr. ALLEN. Well, I have to tell my David Scott story real quick. But Kevin, all I can tell you is he walks the talk, because I had the opportunity to ride back to Georgia on an airplane and got to sit next to Congressman Scott. And he had his Bible open and, of course, we got into a discussion about his study and our faith journey. And I can't tell you, Congressman, how much I appreciate that opportunity to talk about how we could make a difference. Thank you, and thank you for walking the talk.

Mr. DAVID SCOTT of Georgia. Thank you very much. I appreciate that.

The CHAIRMAN. The gentleman yields back.

Are there others who want to be heard?

I want to thank our first panel for getting us kicked off in a great way.

We will now ask our second panel to join us at the witness table.

The CHAIRMAN. I would like to welcome our second panel now to the witness table.

We first have Dr. Juliette Bell, who is President, University of Maryland Eastern Shore, Princess Anne, MD, outgoing chair of the Council of 1890s Executive Committee. We also have with us Dr. Cynthia Jackson-Hammond, who is President, Central State University, Wilberforce, Ohio; and Dr. Paul Jones, President, Fort Valley State University, Fort Valley, Georgia.

I would also again like to welcome the other Presidents and representatives of the other schools. During the question-and-answer period, Members will be able to ask questions not only of the witnesses at the table, but of any of the other guests who represent the 1890s schools.

So, with that, Dr. Bell, the floor is yours for 5 minutes.

STATEMENT OF JULIETTE B. BELL, Ph.D., PRESIDENT, UNIVERSITY OF MARYLAND EASTERN SHORE; OUTGOING CHAIR, COUNCIL OF 1890's EXECUTIVE COMMITTEE, PRINCESS ANNE, MD

Dr. BELL. Thank you very much. And good morning to the House Agriculture Committee. It is my great pleasure to have another opportunity to speak before this august group.

First, I want to thank the Chairman for his support and for providing this opportunity for us to speak before the Committee. And I also want to thank Congressman Scott for his diligence and his undying support, and those who are also cosponsors of this bill. We are very encouraged by your support and we appreciate the opportunity to speak before you this morning.

As was said, my name is Dr. Juliette Bell. I am the President of the University of Maryland Eastern Shore, and the immediate past Chair of the Council of 1890 Universities, and of the USDA/1890 Task Force established by the U.S. Secretary of Agriculture.

My purpose here this morning is to really speak to you about the importance of providing scholarship support that will help our students to achieve their dreams of careers in the agriculture fields.

Let me start by saying, I grew up on a farm in Alabama. I picked cotton and corn and all other kinds of things. And one of my greatest ambitions was to get off the farm, and I was able to do that as a result of being a first-generation college student with support through scholarship. I find it in some ways ironic and in some ways divine providence that I am now leading a school that is a land-grant agriculture-based institution, because many of my students have similar backgrounds to myself. They are first generation, economically disadvantaged students.

The advantage that I see for my current students is that the agricultural field has evolved greatly, and there are many opportunities for our students to explore the use of technology and to learn what modern agriculture really is all about. We want to be able to increasingly provide that opportunity to more students of African American descent and help them to be a part of the American Dream.

As I mentioned, we serve a very diverse student population. Many of my students, about 50 percent are first-generation college students; and about 70 percent of my students are Pell-eligible, meaning they are also economically disadvantaged. And, on top of that, about 90 percent of my students depend on some form of financial aid.

When students in that situation are faced with whether they can afford to come back to school, whether they are academically prepared or not, oftentimes they are forced to withdraw and as a result of that withdrawal, they lose the opportunity to achieve their dreams. This bill will provide the university, in particular my uni-

versity, and the other 18 1890 institutions an opportunity to provide some financial support to those students who are academically well-prepared, but just not economically prepared to sustain their educational experience.

We know that the workforce is underrepresented in terms of African Americans in agriculture. We also know that the workforce is graying, especially in agriculture. I believe I heard that the average age for farmers now is 60+ years, and among African Americans that number is proposed to be much higher. We also know that it is important that students know that agriculture is a career that they can pursue and that there are jobs.

A report that I cited in my testimony indicates that ten percent of the economy is driven by agriculture, but the number of jobs that are being filled is much less, and the diversity of those jobs is even less.

So this bill will provide our universities, which are often not able through endowments and private funding, to be able to provide that level of support to these very deserving students, not just to help them get a degree, but to address the workforce needs and the economic development of our regions, and of our country.

So, again, I ask for your support. I thank you for this opportunity, and I will be happy to answer any questions.

[The prepared statement of Dr. Bell follows:]

PREPARED STATEMENT OF JULIETTE B. BELL, PH.D., PRESIDENT, UNIVERSITY OF MARYLAND EASTERN SHORE; OUTGOING CHAIR, COUNCIL OF 1890'S EXECUTIVE COMMITTEE, PRINCESS ANNE, MD

Moving Full STEAM Ahead: Meeting 21st Century Challenges for Innovation in Science, Technology, Engineering, Agriculture, and Mathematics

To Members of the Agriculture Committee of the U.S. House of Representatives—
Good morning!

My name is Dr. Juliette B. Bell and I am honored to speak before you, not only as President of the University of Maryland Eastern Shore, but also as the former chair of the Council of 1890 Universities, which consists of Presidents of the nineteen 1890 Universities, and as former co-chair of the USDA/1890 Taskforce established by the U.S. Secretary of Agriculture.

I am here today to testify in support of H.R. 6020, a bill that establishes funding for Student Scholarships for the 1890 Land-Grant African American Colleges and Universities Act. I ask your support of this bill, which provides much-needed student scholarship funding of \$1,000,000 a year for 5 years for each of the 19 Historically Black Land-Grant Universities, including the University of Maryland Eastern Shore (UMES).

Congressman Justin Morrill, one of the founders of the Republican Party, authored the Land Grant College Act of 1862, in order that colleges be established for the endowment and support of the education of the “sons of toil;” that they should be educated not only in classical studies and military drill, but also in the mechanical arts, and agriculture, which Morrill described as “the foundation of all present and future prosperity.”

Enacted in the midst of the Civil War, The Morrill Act did not provide for the education of the African American citizenry, as segregation of races prohibited the admission of African Americans to many of these land-grant colleges. Following the Civil War, in the years of reconstruction, Senator Morrill, continued his advocacy for the “sons of toil,” this time seeking to include those citizens of color who were not provided for under the original Act.

Thus, in 1890, with the enactment of the Second Morrill Act, funds from the sale of public lands were set aside for “the more complete endowment and maintenance” of land-grant colleges except that no funds would be distributed to states where there was a “distinction of race or color” in admissions. However, the Act did stipulate that “the establishment and maintenance of such colleges separately for white and colored students” would be considered compliant with the Act provided the state “equitably divided” those funds between the institutions.

Last year, we had the honor of celebrating the 125th anniversary of the signing of the Second Morrill Act, with several activities here in Washington, D.C. including testifying before this august body, the Agriculture Committee of the U.S. House of Representatives. In recognition of the critical mission of 1890 Universities as educators of the nation's "sons of toil", Congressman Scott has introduced H.R. 6020, to support our efforts. We salute him and the cosponsors of H.R. 6020. For many students, our institutions represent their only access and opportunity to attaining a college education.

The University of Maryland Eastern Shore (UMES) is pleased to be one of the nation's 1890 Land-Grant Universities. Founded in 1886, UMES is located on the Delmarva Peninsula, east of the Chesapeake Bay and west of the Atlantic Ocean, in the heart of Somerset County, on Maryland's Eastern Shore. In less than a 3 hours' drive from where we sit today, one can tell that "agriculture" is a driving force on "the Shore." From the time of the first settlements in our state, the economy of the Eastern Shore has traditionally been driven by the land and the waterways that make our region so bucolic. Farmers, oystermen, crabbers, fishermen and poultry growers have not only made livelihoods for their families and employed countless others, but they have helped our region thrive. Further, the Atlantic Ocean, lined by sandy beaches and natural habitats, provide for a booming tourism industry that undergirds the state's economy. Indeed, one cannot think of Maryland's iconic foods (Maryland Crab Cake) and places (Annapolis, Baltimore, St. Michael's and Ocean City), without thinking about the contributions of the many stewards of the land and sea that make our state the land of opportunity.

As a Historically Black College or University (HBCU) with a land-grant mission, much of our work at UMES has been to open doors of opportunity for capable students from diverse backgrounds and prepare them for meaningful careers that enable them to support their families, our state and our nation.

The university's 3,900 students are culturally and geographically diverse. Currently, UMES is one of the most diverse HBCU's in the nation—67% of our students are African American, 13% are white, and 20% are multi- or other-race students. More than $\frac{3}{4}$ of our students are Maryland residents, with a significant number from others states and some 30 nations. And, all of these students are being prepared for careers that will move us forward in our efforts to make America greater.

One common denominator that many of our students share is their economic status. We recognize that the 1890 Universities serve a diverse population and that many of our students are economically unprepared to fund their college education. At UMES, more than 50% of our students are the first in their families to go to college and nearly $\frac{2}{3}$ are Pell-eligible. Unfortunately, many of these students, while academically succeeding, are forced to drop out of college because they don't have the money to cover the modest tuition that our institutions charge. At the same time, our institutions do not have large endowments and private support that allow us to assist every student who needs it.

The scholarship funds provided by H.R. 6020 will help our students, not only African Americans, but also the many white students that our 1890 Universities proudly serve. These economically disadvantaged students, black and white alike, will benefit from the scholarship funds that will help them fulfill their dreams of a college degree in fields that will help them land good jobs, contribute to the nation's economy, and improve the lives of their families for generations to come.

Your support of the H.R. 6020 is critical to our ability to assist these students and support the economic growth and development of our country. This bill would provide scholarships for students to pursue careers in food and agricultural sciences, including agribusiness; food production; retailing; clothing industries; energy and renewable fuels; and farming marketing. All of these are vital career paths for residents in rural communities like ours on Maryland's Eastern Shore.

Despite the strides that our nation has made in diversifying many industries and professions, minorities are still grossly underrepresented in the Science, Technology, Engineering, Agriculture, and Mathematics—what we call STEAM—disciplines. The 1890 Universities continue to be major producers of minority STEAM graduates in areas including engineering, mathematics and statistic, agriculture, and marine sciences.

A recent report by the White House Office of Science and Technology Policy (OSTP) and the White House Rural Council, in collaboration with Federal agencies and private-sector stakeholders, in announcing new efforts to expand and diversify the U.S. agriculture workforce, brought the issue of the diversity in agriculture into stark reality. The report, titled *America the Bountiful Initiative to Strengthen U.S. Agricultural Workforce*, stated the following:

Agriculture and its related industries provide nearly ten percent of U.S. employment, but the number of students graduating with degrees in agricultural fields is not meeting industry demand. Agricultural education needs to attract a diversity of students and keep pace with the increasingly complex nature of agricultural innovation needed to address global challenges. Falling behind in agriculture is a threat to national security and must be addressed as such.

UMES offers more than 30 undergraduate majors including: Agriculture and Agribusiness and offers more than 20 graduate programs including masters and doctoral degree programs in Food and Agricultural Sciences, Food Science and Technology and Marine and Estuarine Sciences, Natural Resource Sciences and Quantitative Fisheries and Resources Economics.

With additional support, UMES can continue to engage our students in ways to enhance our ability to deliver solutions in key areas. For example, funding under H.R. 6020 would allow us to support students to engage with our faculty in expanding the work of four centers of excellence that we launched last year in the following areas:

- Chesapeake Water Quality Center;
- Center for Obesity Prevention;
- Center for Agribusiness and Economic Development; and
- International Center for Personal Protective Equipment.

At UMES, we have translated our historic land-grant mission to support 21st century life and learning. Academic programs such as engineering, cybersecurity, aviation, construction management, and technology, have their roots in the mechanical arts. Further still, programs like hospitality and tourism, child and family development and human ecology owe their genesis to the former domestic sciences, which have long been a staple of the land-grant mission. And even agriculture has had a 21st century transformation in the areas of precision agriculture, renewable energy, sustainability and biomedical and life sciences.

UMES is appreciative of funding from the U.S. Department of Agriculture to support our 1890 land-grant mission. Largely due to this support, the university has been able to expand its research portfolio, which enabled the university to achieve the coveted status as a Carnegie Doctoral Research University in February of this year. The university's research portfolio includes such innovative projects as using beets as a source for jet fuel, and converting chicken waste to fuel and fertilizer. Moreover, the University currently serves as the lead institution in a coalition of six universities nationwide in the operation of the Living Marine Research and Cooperative Science Center (LMRCSC), which conducts research to preserve the marine and estuarine environment so vital to the health of the Chesapeake Bay and other waterways in the country.

Our scientists have continued to position themselves at the cutting edge of new innovations. For instance, given the importance of food and water security, our scientists are exploring how unmanned Aerial Vehicles (UAVs) can be used to improve the efficiency of water use and application of nutrients to large commodities such as corn with very promising results.

Just over a decade ago we were able to establish a state of the art research facility with Federal and state support where critical research on poultry and seafood safety and quality is carried. Our scientists are nationally recognized. Indeed Dr. Parveen one of our Food safety specialists serves on the Secretary of Agriculture's National Advisory Committee on Microbiological Criteria for Foods.

Through our extension funding, we have engaged our local community through numerous community forums and presentations in an effort to educate them about the benefits of agriculture to our community, our state and our nation. And, UMES actively engages youth in order to promote careers in the STEAM disciplines.

I believe that strategic investment in 1890s will lead to a more level playing field that will allow us to be even more competitive and effective. Our graduates have been successful in diversifying the workforce and making meaningful contributions in the Federal, state, and business sectors. Certainly, by supporting H.R. 6020 and funding for Student Scholarships for the 1890 Land-Grant African American Colleges and Universities Act, you will be making an investment that will reap dividends for our students and this country.

Strategic investment in 1890 Universities is an investment in the future. Again, thank you for your commitment and continued support of the 1890 Universities and the University of Maryland Eastern Shore.

The CHAIRMAN. Dr. Bell, thank you.
Dr. Jackson-Hammond, 5 minutes.

**STATEMENT OF CYNTHIA JACKSON-HAMMOND, Ed.D.,
PRESIDENT, CENTRAL STATE UNIVERSITY, WILBERFORCE, OH**

Dr. JACKSON-HAMMOND. Thank you, Mr. Chairman, and thank you, Committee, for allowing me to be here to talk about some of the issues that are associated with Central State University and other 1890 universities.

I must try to restrain myself because, as a college President, the first thing you want to do is tell the wonderful things about your university. I don't have much restraint. Let me begin by telling you a little bit about Central State University.

Central State University is the only 1890 public land-grant university. We are also partners with an 1860, a little school in Columbus called the Ohio State University. Our partnership with them is very, very critical to making sure that we are meeting the needs of the people of the entire State of Ohio.

We are the last of the 1890 institutions, receiving the designation February 13, 2014. And that was really a charge that came out of the farm bill and supported so fervently by so many people. And we certainly do want to recognize Congresslady Marcia L. Fudge, who we have adopted as a Centralian, and we thank her for all of her efforts in that regard.

We do have wonderful alums who have come from Central State University, and the list goes on. But one that you might know quite easily is Congresslady Joyce Beatty, who is a soft-spoken, demure Congresslady who has done a tremendous amount of work here in support of land-grant institutions. She is one of our stellar alums.

You've heard President Bell talk about the needs of our students. And I want to make sure that we are very clear in understanding that the students who attend 1890 universities are very academically gifted students. We have the same sort of expectations, the same requirements, the same performance outcomes as any 1860 university. We expect for our students to perform. We expect for them to be contributors to society. We expect for them to get in, get out, get a job and contribute to the State of Ohio.

We are very, very happy to know that we have a supportive governor, Governor John Kasich, who supports Central State; Representative Jim Buchy from Ohio, who is also a very supportive person for Central State's 1890 land-grant initiatives. On our staff, we have retired Senator Chris Widener from Ohio, who is also a proponent of support for Central State University.

Our main focus as an 1890 university is to address some of the common issues that plague so many of our Ohio residents: Health issues, nutrition, obesity, high blood pressure, all of those issues that really can be ameliorated through a very, very sound agriculture program. What do you eat? What do you do with the food that you ingest? We are really proud to have a research component and an extension component that reaches out to ten counties, along with the Ohio State University, to try to solve those issues.

This particular legislation, H.R. 6020, will allow students, and not just African American students, but a vast amount of all students who wish to seek this kind of educational experience, to be contributing citizens of the State of Ohio. It is important that we begin very early in training and preparing students to understand

their worth and value added to the state. In support of H.R. 6020, we need this sort of legislation to help keep students in school.

Basically, you cannot get a job at USDA or improve the economy if you are not well-educated. H.R. 6020 allows us to provide those opportunities. Too many of our students stop out, not because of academic reasons but because of financial reasons. And this is a burden on the families and on the students. And in order to make sure that we are meeting the state performance for students being able to contribute, they have to be able to get into school, complete their course of study within 4 or 4½ years.

Now, if you are a STEM-Ag major, it is going to take you a little bit longer because of the increased number of science courses that are associated with those fields. They need some additional help. Our students who are in our STEM-Ag programs, they get employment opportunities before they graduate. Water resource management, agribusiness, sustainable ag, ag education. It is important that we keep those students in school and try to increase the number of students who are going into those fields.

Students make the decision about what field they want to go into based on what they can afford. And it should not be that. It should not be that rationale. It should be what can we do to contribute to the state and to the nation. By 2020, USDA has said that they will have over 60,000 job availabilities. We need to be in a position to fill those jobs.

We ask for your support for H.R. 6020, and we know that we will make a difference because of its passage. Thank you very much.

[The prepared statement of Dr. Jackson-Hammond follows:]

PREPARED STATEMENT OF CYNTHIA JACKSON-HAMMOND, ED.D, PRESIDENT, CENTRAL STATE UNIVERSITY, WILBERFORCE, OH

Members of the Committee on Agriculture and other Congressional Members, thank you for giving me, the President of Central State University, an audience in order to provide testimony in support of H.R. 6020. I wish to especially thank the Members of the Ohio Congressional leadership for their support of our efforts and their willingness to support this very important legislation. Thank you, Congressman Gibbs for your introduction of me to this Committee. Thank you, Representative Fudge and Representative Beatty for your direct engagement with Central State University in encouraging and providing innovation and unending support to the countless students from Ohio and all students who need “champions” for their success!

The history of Central State University, an 1890 Land-Grant Institution, begins with our parent institution, Wilberforce University (WU), named in honor of the great abolitionist William Wilberforce. Established in 1856 at Tawawa Springs, Ohio, WU is affiliated with the African Methodist Episcopal Church and is one of the oldest Black-administered institutions of higher education in the nation.

In 1887, the Ohio General Assembly enacted legislation that created a Combined Normal and Industrial Department at Wilberforce University. The objectives of this new state-sponsored department were to provide teacher training and vocational education, and to stabilize these programs by assuring a financial base similar to that of other state-supported institutions.

The statute establishing the Combined Normal and Industrial Department declared that the institution was “open to all applicants of good and moral character” thereby indicating no limitations as to race, color, sex, or creed. It was clear, however, that the Department and its successors were designed to serve the educational needs of African American students.

Although this Department operated as part of Wilberforce University in most respects, a separate board of trustees was appointed to govern the state-financed operations. In 1941, the department expanded from a 2 to a 4 year program, and in 1947, it legally split from Wilberforce, becoming the College of Education and Industrial Arts at Wilberforce. The name was changed in 1951 to Central State College,

and in 1965, the institution achieved university status. The University has grown steadily since its' founding. In recent years, it has added new academic programs, established a new College of Science and Engineering and constructed the accompanying Joshua I. Smith Center of Education and Natural Sciences, four new residence halls, and completed construction of a new University Student Center in fall 2015.

In February 2014, the 113th Congress of the United States designated Central State University an 1890 Land-Grant Institution. This designation is a distinct recognition for an Ohio institution of higher education, and Central State is one of two institutions to hold this distinction. The major impetus of the designation is to provide access to education and to promote opportunities for students with interest in Science, Technology, Engineering, Mathematics and Agriculture (STEM-Ag) integrated through all academic disciplines.

In tandem with progressive academic achievement, the University has embodied tenets of **Service . . . Protocol . . . Civility**[®]. Its faculty, staff, and students will provide *service* to the institution, and various communities for the greater good; be guided by *protocol* and adherence to best practices in order to gain desired results; and actively demonstrate *civility* with the understanding that respect for each voice is essential to a learned society.

Much more has changed at Central State University throughout its history. However, one constant is the commitment to providing an excellent, affordable education to the residents of Ohio and beyond.

Embedded in the University's Strategic Plan is Six Compelling Priorities that will be the focus of Central State University's initiatives. Those Compelling Priorities are:

1. Provide quality collegiate and academic experiences.
2. Focus on targeted student enrollment.
3. Reduce time to degree.
4. Promote higher retention rate.
5. Development of graduates with the knowledge, skills and dispositions for professional careers and/or advanced studies.
6. Implement efficient and effective institutional operations.

Each of these Priorities is correlated to Ohio's performance model that allocates 50% of the University's state funding based on course completion and graduation. Central State University is the only 1890 public university in Ohio and it is has the highest percentage of students (83%) who are Pell Grant eligible. As of 2016, 87% of the student body applied for loans to subsidize attendance.

In order to receive Grants, Loans or Institutional Aid, students must meet the Satisfactory Academic Progress (SAP) threshold. Every year, Central State University's attrition rate is on average 40% across the University with the highest attrition occurring between the first and second year. Approximately, 73% of the students who do not return are students who have met the SAP eligibility but, are unable to maintain their monthly debt loan payment.

Although the University attempts to ameliorate this serious attrition issue by providing institutional funding and by teaching financial literacy modules, we are unable to provide substantial support that will stop the erosion of students who must "stop out" or completely withdraw from the University.

The H.R. 6020 presented by Representative David Scott of Georgia and co-presented by Mr. Cramer, Ms. Fudge, Mr. Ashford, Mr[s]. Love, Ms. Graham and Ms. Adams supports the hundreds of students who have the academic propensity and acumen to not only change their future but the future of their families and communities. Beyond the financial stability that H.R. 6020 would provide, there are other benefits that can be derived: complete their college degree uninterrupted; graduate with little or no debt to the Federal Government or to the institution; better focus on college completion and securing employment or an advance degree; less concern and stress on working families who support the college experience; opportunities to pursue meaningful academic disciplines in STEM-Ag and opportunities to pursue internships in fields that lead to careers with the U.S. Departments and or other state and Federal agencies.

Central State University with a 129 year history of academic excellence has produced outstanding graduates who have made significant contributions in medicine, arts, politics, business, law, education and certainly in service sectors. Representative Joyce Beatty is an alum and she joins such notables of history as Leontyne Price, Arsenic Hall, Michael Ajisefe (President of ABUAD University, Nigeria), Hugh Douglas, Joshua I. Smith, Michael D. Brown, Hastings Bandu, and Nancy Wilson. All of these notables of history were first-generation college students. The

students we educate today are so very much like the mentioned alums. The difference is that today's students are more at risk because of the lack of family financial support and knowledge of sound financial decision making.

H.R. 6020 will set a standard of support that breaks the cycle of "unfulfilled" promise to many generations of students who can either positively make their mark as productive citizens or become a part of the American dream that's often relegated to the shadows and fringes. Central State University has the ability, dedication and determination to produce the best graduate possible. As President of this iconic and historical institution, I seek your support for H.R. 6020.

The CHAIRMAN. Thank you, Dr. Jackson-Hammond.
Dr. Jones, 5 minutes.

STATEMENT OF PAUL A. JONES, PH.D., PRESIDENT, FORT VALLEY STATE UNIVERSITY, FORT VALLEY, GA

Dr. JONES. Chairman Conaway, Ranking Member Peterson, and Members of the House Committee on Agriculture, my name is Paul Jones and I am privileged to serve as the 10th President and probably the newest President of the 1890 Fort Valley State University, which is located in the heart of middle Georgia.

I am honored to be here today, along with several of my colleagues, to testify for your support, support of scholarships for young men and women who aspire to serve our nation pursuing careers in the agricultural and related fields.

This bill is designed to address the urgent need to train and educate students to fill crucial jobs in our country. USDA estimates, as Dr. Jackson-Hammond said, nearly 60,000 jobs will be available in these related fields, and yet they only anticipate our ability to meet the needs of about 30,000. There is a significant gap.

With the resources from this scholarship support, we believe, as 1890 institutions, that not only do we have the potential, but we have the capacity to address this urgent concern. The National Center on Educational Statistics data shows the power and potential of HBCUs. The data reveals that while HBCUs constitute three percent of postsecondary institutions, they are home to approximately eight percent of African Americans enrolled in colleges and universities during the period of 2012 to 2014. And NCES predicts that African American enrollment in higher education will increase through 2025.

The characteristics in the same USDA report reflects that the percentage of ethnic minority students in agriculture, life sciences, veterinary medicine will continue that increase. And 1890 land-grant institutions have played a major role in fueling this continued increase. We are proud at Fort Valley State University in that we have the distinction of ranking number six in awarding the number of agricultural degrees earned by African Americans. And this funding is important as HBCUs look to actively recruit and embrace a more diverse student body.

There is a popular misperception about HBCUs and 1890 land-grant institutions, and that is that we are not diverse. As a matter of fact, HBCUs and 1890s are very diverse, diverse in terms of race, ethnicity, political backgrounds, nationality, you name it. And issues of affordability and the strength of, I believe, our academic programs have been major factors in ushering this diversity, this welcome diversity that we are seeing on our campuses.

The notoriety of signature academic research that we do, at Fort Valley State we are very proud of the cutting-edge research that we are doing; and we do that even partnering with many of our other land-grant institutions, both 1890 and 1860 institutions. The fact that our biotechnology and plant science graduates routinely are accepted in Ph.D. programs across the country is a testimony to the quality. And I believe that quality is something that we all share together. It is often another misconception that to choose our campuses is to sacrifice in terms of quality.

I have attended two land-grant institutions in my career, and I will say that our land-grant institution, and the other 1890s, equally have the same quality. And we are under the same accreditation as our peer institutions. And so we don't apologize for what we do.

But your support of this legislation I believe is very important, important not only to us but the history—or the future of this country in our number one industry.

I thank you for allowing me a few minutes to testify before you. I thank you for your support, your bipartisan support, and we look forward to your conversation. Thank you.

[The prepared statement of Dr. Jones follows:]

PREPARED STATEMENT OF PAUL A. JONES, PH.D., PRESIDENT, FORT VALLEY STATE UNIVERSITY, FORT VALLEY, GA

Regarding H.R. 6020, Funding for Student Scholarships for the 1890s Land-Grant African American Colleges and Universities Act

Chairman Con[alway], Ranking Member Peterson, and Members of the House Committee on Agriculture, I am Paul Jones and I have the privilege of serving as the tenth President of Fort Valley State University located in the heart of Middle Georgia.

I am honored to be here along with my colleagues to testify in support of H.R. 6020, funding for scholarships for young men and women who aspire to serve our great nation by pursuing careers in the food and agricultural sciences including agribusiness, food production and food distribution.

As the only 1890 Land-Grant institution in the State of Georgia, Fort Valley State University has, since 1895, contributed greatly to the advancement of agriculture and agricultural research in the state and beyond. Those contributions started modestly by simply planting gardens to feed students. Today, the university is an international leader in many aspects of agricultural research and leads a worldwide consortium research involving small ruminant animals like goats. Because of the support you have provided through the Department of Agriculture and other agencies, Fort Valley State University has forged collaborations with other universities, including the University of Georgia and Oklahoma State University to research and develop sustainable bioenergy systems. Our university has partnered with the United States Department of [Agriculture] Rural Development and the Forest[[S]ervice to provide technical assistance to farmers and citizens in 35 rural counties in Georgia. The university's outreach in those counties has been particularly focused on supporting beginning farmers, ranchers and military veterans. Fort Valley State is engaged in developing cost-effective strategies to address food safety issues like controlling pathogens in animals and teaching those strategies to farmers and meat processors. As part of the Expanded Food and Nutrition Extension Program, the university is helping parents learn how to make healthy choices to feed their children and thereby addressing the increasing problem of childhood obesity.

Fort Valley State University has been able to make such amazing contributions in agriculture because of the support you and your predecessors on this Committee have historically provided. This Committee understands the importance of agriculture to every person in every state and around the world. This Committee intimately understands the seriousness of issues like obesity, hunger and the increasing challenges associated with an increasing population. In particular, while the human population is increasing, the number of farmers is decreasing. I am thankful that your consideration of H.R. 6020, provides the opportunity to highlight the importance of having a consistent and sufficient number of educated, trained individuals

eager to face our agricultural challenges and carry forward the critical work of feeding, clothing and providing energy for a global society.

I'm elated to share with you that 1890 land-grant universities are ready to meet the noted challenges by using our excess capacity to educate a greater number of students in Agricultural disciplines. However, affordability remains a huge impediment for those wanting to earn a college degree. The majority of students at Fort Valley State University, and I am sure it is the same at other 1890 land-grant institutions, qualify for need-based financial aid. Sometimes, a few hundred dollars may be the only thing standing between a student who can and cannot enroll in college. The funding requested in H.R. 6020 would provide opportunities not only for students to pursue a college degree, but also to work in a career field that is critical for the prosperity and health of our nation. The USDA projected in its *United States, 2015–2020 Employment Opportunities for College Graduates in Food, Agriculture, Renewable Natural Resources and the Environment* report that there will be 57,900 annual job openings for graduates with bachelor's degrees or higher in those areas. The report also states that only an annual average of 35,400 graduates with those degrees will be available to fill the 57,900 openings.

The *Characteristics of Graduates*, in that same USDA report reflects that the percentage of ethnic minorities with degrees in Agriculture, Life Sciences and Veterinary Medicine has continued to increase since 2013. 1890 Land-Grant colleges and universities have played a major role in fueling that continuing increase. In fact, according to the publication *Diverse Issues in Education*, Fort Valley State University ranks sixth in the nation in Agricultural degrees earned by African Americans. Enrollment in our Agricultural programs increased 28% from Fall 2014 to Fall 2015. However, overall, there is a huge opportunity to increase African American participation in agriculture careers. Fort Valley State University has strong programs and the capacity to assist in making that increase.

All of the university's agriculture programs are accredited by the Southern Association of Colleges and Schools (SACS). Four of the eight undergraduate agriculture programs have additional professional accreditations. Our program and research areas include small ruminants, bioenergy, medicinal plant biotechnology, horticulture and agronomy, food product technology and safety, and agricultural economics. Our students regularly excel in national and international research competitions. We have multiple faculty members who have received recognition from United States Presidents. Current faculty members Sarwan Dhir and Isaac Crumbly, and retired faculty member Clinton Dixon each have received the *President's Award for Excellence in Math Science and Engineering Mentoring*. Professor Young Park is world renowned for his research in dairy technology. His books and publications have been translated into several languages. The Dean of our College of Agriculture, Dr. Govind Kannan, serves on the National Agriculture Research, Extension, Education and Economic Advisory Board to the United States Secretary of Agriculture and was recognized at the White House as a Champion of Change for Global Food Security.

The university is located in the middle of the state, in the heart of peach and pecan country. Students in rural Georgia see agriculture through the windows of their Blue Bird school buses but may not recognize the tremendous career opportunities available in agriculture. The university is surrounded by high schools with large and active Future Farmers of America chapters of students with a passion for agriculture. H.R. 6020 funding will enable us to more successfully recruit and educate students that already have an interest in agriculture as well as those whose vision of farming is a mule and a plow.

Fort Valley State University graduates go on to make outstanding contributions in their career fields. Some graduates, like Romanda Phelps, go to work for the USDA or other government agencies. Some graduates go to work in the private-sector like Dexter Johnson, an employee of Weyerhaeuser. Others choose to pursue an advanced education degree like Betsy Ampofo who is about to earn a Ph.D. at Cornell.

Funding requested in H.R. 6020 will help 1890 Land-Grants continue to contribute to the much needed supply of Agriculture and Ag-related graduates. In addition, the funding requested in H.R. 6020 will assist 1890 Land-Grant institution's efforts to successfully recruit non-traditional students, including returning veterans, to our universities and into careers in Agriculture. 1890 Land-Grant institutions are doing great things in Agriculture and most have the capacity to do more if given the opportunity and the resources. H.R. 6020 will provide the funds necessary to allow us to use our capacity do even more.

I am grateful for this opportunity to address the Committee. I especially want to thank you, Congressman Scott for your unceasing efforts to support public education in general and 1890 Land-Grant institutions in particular.

The CHAIRMAN. Well, I thank our witnesses.

I will remind our colleagues that during the question period, you can ask questions of the witnesses at the table or of any of the other individuals representing land-grant schools that are in attendance as well. I also ask that Members be recognized in order of seniority for those who were here when the gavel went down, and subsequent to that they will be recognized upon arrival.

So, with that, I recognize myself for 5 minutes.

Again, thank you for being here. Dr. Jackson-Hammond, you mentioned the partnership you have with the Ohio State University.

Dr. JACKSON-HAMMOND. Yes.

The CHAIRMAN. And I know that, I believe, Prairie View A&M and Texas A&M have partnerships as well. Can you talk to us about the benefits that brings to the educational experiences that students have? For all of you with the other land-grant schools in your states, how are the educational opportunities that are strengthened by having cross-pollinization, for lack of a better phrase, with the 1862 schools that in many instances are bigger with broader programs that allow your students to specialize and/or do things that you couldn't necessarily do if you were on a standalone basis? Is that going on and, if so, can you explain to us? We will just start with Dr. Jackson-Hammond and then Dr. Bell and Dr. Jones.

Dr. JACKSON-HAMMOND. Absolutely. And thank you so very much for that question. It is important to realize that the Ohio State University has been an 1860 land-grant institution for somewhere around 100 years. With that designation they have a jump start over us.

At the time, President Gordon Gee was the President of the Ohio State. He really did try to foster and did foster with the Ohio Legislature the ability for us to seek that designation. And from that point, we have been working with the Ohio State to help build our structures as a new 1890 land-grant.

There are two parts of the 1890 funding: Research and extension. We work on our work plan with the Ohio State and will be submitting a joint report indicating the colocations we have in ten counties throughout Ohio State. Those counties—yes.

The CHAIRMAN. Actually, Dr. Jackson-Hammond, thank you. I was trying to figure out the experiences of students that would get these scholarships. Can they take classes at the Ohio State University? How do you facilitate that crossover?

Dr. JACKSON-HAMMOND. In the state of Ohio, we have a SOCHE plan that allows for any students to take courses that are not offered at their university at another university at no cost. That partnership was already established.

But our research plan does include both institutions working on joint research projects where students do internships at the Ohio State, and Ohio State students will also be able to do joint research with us at Central State University.

The CHAIRMAN. Dr. Bell.

Dr. BELL. Thank you very much for that question. The University of Maryland Eastern Shore works very closely with the University of Maryland College Park, which is an 1862 land-grant for the

State of Maryland. In particular, we work closely in our extension programs. Our extension programs operate jointly. And so there are many opportunities for our students who participate in the agriculture programs to be involved and engage with students from College Park.

We also have joint degree programs, and especially at the master's and doctoral levels. One in particular is our Marine, Estuarine and Environmental Science Program, which is a joint program between University of Maryland Eastern Shore, College Park, and several other institutions. And through that program, students take joint courses. They have joint research projects and so forth. There is good collaboration between the institutions.

The CHAIRMAN. Dr. Jones, how about in Georgia?

Dr. JONES. Thank you, Mr. Chairman, for that question as well.

One quick example of a partnership with University of Georgia is with our veterinary technology program, which is the only accredited program in the state. That partnership allows our students to have a clinical rotation of 12 weeks at the University of Georgia. I think that is a wonderful partnership, and as we are able to expand with scholarship support, it will enable us to develop more of those rich kinds of experiences for our students going back and forth between the two campuses. That to me is a great example of something that we believe we can enhance through this scholarship support.

The CHAIRMAN. Are there distance learning programs between the schools where students can take specialized classes that might not be offered at the 1890 school that would strengthen their role in production agriculture as they go out? Can they take those classes at the 1862 schools by distance learning?

Dr. JONES. I will say that being part of the University System of Georgia, that is one of the real positive things that we have in our system, the opportunity for students to take courses through, we call it eCore, or other collaborative efforts that we have underway where our students can take courses on any of the campuses. But certainly, University of Georgia is a good example of where our students may take those kinds of courses.

The CHAIRMAN. All right. Dr. Jackson-Hammond, is it the same thing there at your school?

Dr. JACKSON-HAMMOND. Yes, a similar collaboration exists within the State of Ohio. Because we are primarily an undergraduate institution, we have opportunities with the Ohio State to help build master's and doctoral programs, and that is where we are. Especially in one of our recent disciplines that we are trying to get on board is having to do with water conservation and water resource management.

By the way, we have the only water resource management undergraduate program, residential program in the United States. That is a really strong program that the Ohio State University is really trying to work with us to develop graduate and collaborative programs throughout.

The CHAIRMAN. I want to thank our witnesses. I am over time. David Scott, 5 minutes.

Mr. DAVID SCOTT of Georgia. Okay. Thank you, Mr. Chairman.

It is very important also for the Presidents to address the importance of this bill in relationship to their own standing, their own ability that this will heighten their ability to genuinely have a seat at the table in higher education in a much more profound way than we have now.

On two points that you mention, we want to make sure that the Committee is aware that we have White students as well at these schools. And it is very important also to know that several of our colleagues who are Congressional partners here: Congressman Luetkemeyer, who is a graduate of Lincoln University; and Senator Joe Manchin III, who is a graduate of West Virginia State University. You see the critical role in the reach-out here.

And then the other point, following up on your excellent line of questioning, Mr. Chairman, is the enhanced position that these universities will have as they interlock with the 1860s, who are much further, more well-endowed financially to be able to do that. So that there will come a day when students at the University of Georgia will come over and be able to take courses that they don't have or that experience that they can't have at the University of Georgia at Fort Valley.

So the other point I would like to get to is, the other measure of this is the African American community itself. And I would like to just ask each of the Presidents to respond to what this bill will mean to you in terms of an enhanced role of leadership in the African American community, which is certainly badly needed. I am not sure many people realize that we do have a critical crisis of a breakdown in the African American family structure and what this means to be able to provide that kind of financial assistance.

I might just add, Mr. Chairman, that I am, as you know, a product of an 1890. But my experience is the experience of literally hundreds of thousands of young African Americans out there. For when I graduated from high school, I got an opportunity only because the people of Daytona Beach, Florida, got together and raised \$300 for me to go to the college of my choice. I gave my mother \$150. I took \$150 and a Greyhound bus ticket to Tallahassee, Florida. Thank God there was Florida A&M. That situation exists today, and that scholarship opened up into others. Eighty-eight percent of all of the African American students that obtain a college education do so because they have had scholarship and financial assistance.

So if you could, I know my time is running short, but could you please respond as to what this truly means to you in each of your schools in terms of the leadership you can provide for the African American community and the nation as a whole?

Dr. BELL. Thank you, Congressman Scott. I would like to start in addressing that the University of Maryland Eastern Shore sits on the lower Eastern Shore of Maryland in Somerset County, which is the poorest county in the State of Maryland. We draw a large percentage of our students also from Prince George's County, which is the inner city of Baltimore, and so a higher education is a transformative thing for many of our students. Having the opportunity to pursue a course of study that will lead to a lucrative career where there are jobs available is going to transform not only

the immediate person that the scholarship will address, but it will also transform that family as well as that community.

So we see this opportunity, as I have indicated from my own situation, as transformative. Getting an education that opens up doors of opportunity certainly not only impacts the immediate recipient but everybody that that person touches. And so we are very excited about the opportunities that this type of award will provide for our students and the communities we serve.

Dr. JACKSON-HAMMOND. Thank you, Mr. Scott, for that wonderful question about what we do; 1890 universities are about the value-added that we give to families and communities. As Dr. Bell said, we work with a population of students who are academically gifted but may not have had role models or a level of leadership within their immediate communities that could guide them through the college experience. When they come to our institutions, and it is not just one ethnic group, it is all students who come to our university, they get hands-on, touch points at every level that helps to build their character, their self-esteem, their confidence, so that they can become competent leaders once they leave the universities.

One of the things that we do at most 1890 universities is say that your job is beyond getting just a college degree. It is about changing the landscape of the people in your communities. That is a built-in inherent part of our educational program. And the thousands and thousands of students who have gone on to make that difference is unbelievable.

Dr. Bell talked about her experience as a child in Alabama. I am from Louisiana. I have to share this, my father had a graduate degree but was not allowed at that time to practice as a psychologist. He became a school principal and worked in a very agrarian area of Louisiana where they had something called split sessions, and the students went to school year round because they had to pick cotton during the off seasons. I don't really know how that works. But it was a 12 month experience. And those are the students, for generations and generations while he served there, learned the importance of giving back to their communities. And that was long before there were institutions in some of these areas that spoke to the land-grant mission.

But that land-grant mission was embedded in those students, and we still embed that in the students that we work with today. Giving back to the communities, becoming leaders, becoming change agents. That is the core of what we do as an 1890, in addition to providing opportunities academically, so that they can have jobs and careers that change the economic and social dispositions of their communities and their states.

The CHAIRMAN. Dr. Jones, if you would respond quickly. We are way over time with Mr. Scott.

Dr. JONES. Yes. Let me just briefly say that in terms of your question, Congressman Scott, in terms of the impact from a leadership standpoint, I believe that today more than any other time in our history, our communities are calling for extraordinary leadership. The kind of visibility that this will bring to our communities that are challenged right now a great deal from an economic stand-

point, from a social standpoint, from just about any way in which you would like to look at this.

So this call for leadership is important, and what we can bring in this kind of initiative or this kind of scholarship support can dramatically increase the visibility and the economic impact in our communities. Our communities are calling on all of us to bring forth a level of leadership that they have never seen before, and we are excited to be a part of that and thank you for this kind of opportunity.

The CHAIRMAN. The gentleman's time has expired.

Mr. King, 5 minutes.

Mr. KING. Thank you, Mr. Chairman. I appreciate being recognized and I appreciate the testimony of the witnesses.

I want to start out and say I am completely convinced all of your hearts are right. And we will make that point first, but then I want to put a little piece of history in. We always have to do that for our own locale and point out that the Iowa Legislature was the first state legislature to accept the provisions of the original Morrill Act. They did that on September 11, 1862. And they would have been the first designation of a state agriculture college had it not been for K-State, bumped us on the third turn and slipped in ahead of us.

So we pay attention to land-grant colleges and know what it means to have the resources. I would prefer that they were based on the land, especially when you are focused on agriculture, rather than on the cash that came with the 1890 version. However, that is where we are today and land is a lot harder to come by, so I don't see any reason to try to change that. It is just, I notice the distinction.

And I wanted to point out also that listening to the spirit of this discussion here, that the inner cities in America are a disaster. Anything that we look at from the data out of the inner cities, especially young men, especially young African American men, it is a resource to this country that we have just not figured out how to mobilize. We haven't figured out how to lift them up and get them into the flow.

And I say that because the next statement I want to make is, and I would sense this from Dr. Bell in particular, but the rest of you, the very best place in the world to raise a family is on a family farm. And if we are going to do good things to help our society to go in the right direction, then for me, if we can get people going to the farm and raising their families there, they learn about the whole spectrum of life, the cycles of life of livestock from birth to death, to, we call it now harvest rather than that other word that seems to be abhorrent to people in the inner city, and it is what I grew up all around and had to wash it off my hands afterwards. But, all new wealth comes from the land. And we can trace every dollar right back to that soil.

So this is inspiring to me in these ways. But I am getting to a *but*. And it is this, that I have a deep conviction and strong support for Ward Connerly's Proposition 209 in California. I have invested a significant amount of my legislative time in that and succeeded to a degree, in fact, in conflict with the current Secretary of Agriculture, Secretary Vilsack. But I would point out for this Com-

mittee what that proposition is, and we haven't had discussions in a long time on that. And it says this: The state, meaning the State of California, that was a constitutional amendment, the state shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Now, that language of race, sex, color, ethnicity, or national origin is lifted exactly out of Title VII of the Civil Rights Act, and I support it 100 percent. It is the right thing. It is the right thing for us to pour forth all resources and all constitutional focus and all statutory focus to provide equal opportunity.

And so my question, and I would start first with Dr. Bell, is this an equal opportunity bill before us or is it a preferential treatment bill before us?

Dr. BELL. Thank you, Congressman, for that question. Let me say that, as I indicated before, our institutions, the 1890s, and mine in particular, are diverse institutions. My institution, in particular, consists of about $\frac{2}{3}$ African American students, about 13 percent White students, and about 20 percent of students who either classify themselves as multiracial, or of other race, including Hispanic.

Mr. KING. Excuse me. Could I ask you then, is it your expectation that the scholarships that would be granted in your institution under the foundation of this bill would reflect the diversity within your institution today?

Dr. BELL. The total scholarship package that we offer to students, including those resources provided through this bill, would provide opportunities for not only the African American students, but other students as well. We see this as an opportunity to leverage our support from the Agriculture Department and for our students.

Mr. KING. Thank you. I am running out of time. I am sorry.

But would that also be your observation then, Dr. Jackson?

Dr. JACKSON-HAMMOND. Yes.

Mr. KING. And Dr. Jones?

Dr. JONES. Yes.

Mr. KING. Then I would point out that in the bill, there are four references here that say, and it is the language that jumped out at me, four references that say *young African Americans*, four places. It seems to me the bill is more specific to this than you anticipate. And I wonder if you would be open to maybe making a little more specific language here that would allow for more equal opportunity.

Dr. JACKSON-HAMMOND. Thank you for that observation. It is important that, although we mention the word is *historically* black colleges and universities. We have never been institutions that eliminated or disenfranchise any group of people who wish to come. As a matter of fact, Central State University's charter speaks not to African American students, but it speaks to those of good character who wish to have—

Mr. KING. Thank you, Doctor. We are out of time. I would point out that the word *historical* doesn't show up here in these four references that I made. I appreciate your testimony.

I yield back the balance of my time.

The CHAIRMAN. The gentleman's time has expired.

In deference to trying to make sure everybody has a chance to talk to you, I am going to be a little tighter on the clock. Ms. Adams, 5 minutes.

Ms. ADAMS. Thank you, Mr. Chairman. Again, I want to thank our Presidents and deans for coming today.

I want to say, again, what a proud honor it is for me to be a graduate of North Carolina A&T, an 1890 school, and to support the legislation.

When we talk about what we are talking about today, we are talking about equal opportunity. We are also aware that there has been inequity in terms of funding for 1890 schools and HBCUs in general over the years. I am responding to the question that you asked. It is about equal opportunity. And most of our students, as we have mentioned who attend 1890 schools, are first generation, come from families with very, very meager means, and who just don't have the finances. And of course, if you have access to get into college and you don't have the money, then you don't have that opportunity.

I am a proud co-chair of the bipartisan HBCU Caucus, and I am still committed to raising the profile of 1890s and the Historically Black Colleges and Universities as institutions that not only promote and nurture students. Some of the students, a lot of the students are students that look like me. Many of them don't. But we are about educating and providing a great education.

So my first question is to the entire panel. If each of you can outline the importance of having a more diverse workforce in the field of agricultural science and speak briefly to how your schools are contributing to this critical pipeline.

Dr. BELL. I will start in trying to address that question. I think that, clearly, we believe that diversity is important from every aspect and every discipline. In particular, many of the communities that suffer the most in terms of food deserts and issues related to the production of food, fiber, and fuel are minority communities. And we believe that diversifying the workforce, including more ethnically diverse members in this community who are working toward solutions, will bring different perspectives to solving these major issues that confront us today.

Ms. ADAMS. Thank you.

Dr. JACKSON-HAMMOND.

Dr. JACKSON-HAMMOND. Thank you so very much. Where Central State University is situated, it is in a very small community, and the majority of the residents there are not persons of color. This particular bill and this particular opportunity to reach out to a diverse population of students who don't look like me but also need the opportunities to go into fields such as science, technology, and ag, we certainly diversify the campus, the environment, and the communities so that there is a synergy about building a strong workforce in the area of agriculture.

Ms. ADAMS. Thank you.

Dr. Jones.

Dr. JONES. If I may, I am sorry that Congressman King is not here, but just for a clarification standpoint, I do think that this is

an equal opportunity solution here. And I believe that very strongly. And I believe that having this funding support allows us to leverage in a way that all students, all Americans benefit. And this kind of support is critical to our community, to our region, to the state, to the nation, and I just wanted to say that to make sure that is on record.

Ms. ADAMS. Well, thank you very much. Let me quickly say that when we had our last Committee hearing with the 1890s, a number of the Presidents addressed the issue of the state 1-to-1 matching funds and, of course, we have seen a trend where our schools are struggling. And the inequality, as far as I am concerned, is very problematic. Has there been any progress made on that issue and has the lack of funds impacted your universities? Anybody? We have 23 seconds here.

Dr. BELL. That is still a major issue of concern to the 1890 universities.

Dr. JACKSON-HAMMOND. It is definitely a concern, but I can say in the State of Ohio, we have a very supportive governor and legislative body who supports Central State University.

Dr. JONES. It remains a concern, however, I will say in Georgia, we do get the 1-to-1 match. We are very proud of that.

Ms. ADAMS. Thank you very much. I am out of time. Mr. Chairman, I did want to just recognize my intern whose last day will be with me on Friday, who is a very proud graduate as well of North Carolina A&T, Alana Covington.

The CHAIRMAN. The gentlelady yields back.

Mr. Gibbs, 5 minutes.

Mr. GIBBS. Thank you, Mr. Chairman.

Talk about a little bit, Dr. Jackson-Hammond is from Ohio, Central State, and they are doing a great job down there. And they started a new ag education program that is much needed, and she mentioned in her testimony about the job placement and how these are the next generation of young men and women that are getting jobs right off the bat, so the need is there, and also the program they are doing with water and it is a huge issue in Ohio with Lake Erie and some other areas in the state with some challenges.

But something I want to maybe reemphasize, it is really important, Central State is the last 1890 land-grant, and they just became that, I don't know, 3 or 4 years ago?

Dr. JACKSON-HAMMOND. In 2014.

Mr. GIBBS. In 2014. Because Ohio State, the Ohio State University in Columbus is the land-grant. But, what needs to be talked a little bit about is how that all came about. She mentioned Dr. Gee, but think about this, you have the massive the Ohio State University, that saw the benefit to making Central State an 1890 land-grant.

And so Dr. Jackson-Hammond, can you maybe expound a little bit on that? Because, that is really remarkable when you think about that. And I know we talk about the research and the partnership, but also there are some cost-benefits there. But Ohio State, in the legislature, had to recognize the benefit this was to the people in Ohio and maybe more broadly. And, it is worth maybe talking a little bit about, because when you think about that, Mr. Chairman, that is really incredible.

And you think Ohio State University, that might be the largest university in the country now. It is right up there, and to have this partnership and then make the partnership work even better to a university with only a couple of thousand students, is remarkable.

So, Doctor, would you maybe expound on that a little bit more?

Dr. JACKSON-HAMMOND. Thank you, Representative Gibbs, for giving me the opportunity to give a little history. And I am fortunate to have with me Senator Chris Widener, who was one of the Senators who carried that legislation in the Ohio Legislature. Is he here? Senator Widener in the back.

Mr. GIBBS. And a former colleague of mine too.

Dr. JACKSON-HAMMOND. Yes, yes. And, of course, we were designated in the House for centuries, a century ago, but it did not carry through. And one of the groups that did not support Central State as a land-grant was the Ohio State University contingency. However, as years and decades passed, Gordon Gee and others began to see that we were an untapped resource in the State of Ohio and that they needed us as a partner to reach the various communities, the urban communities, some of the rural communities; that they could not make the necessary inroads just as a singular institution.

So along with Senator Widener and many of the legislators during that time, along with Gordon Gee, said, "You know what, we are wasting a resource." And Central State University as a land-grant can certainly supplement, support, and have a wider opportunity to make a difference in the State of Ohio. With that, we went on in 2012 to receive the State Legislature designation and in 2014, we received the Federal designation through the farm bill.

Mr. GIBBS. But, Ohio State was involved in this somewhat. They saw a real benefit, not just for the students, but it was a cost-benefit. And I believe that your tuition is low.

Dr. JACKSON-HAMMOND. Yes, extremely. Nowhere compared to the Ohio State, but at the same time, we have the same level of academic performance. We have the same expectations. And so as a small institution, we are able to reach that population of students who cannot afford the Big Ten schools or go to some of the larger institutions. We are very cost affordable.

I was sharing with the Congressman earlier that we have a large population of students from out of state. Forty-three percent of our students come from urban communities. And these are the students who want to remain in the State of Ohio and to be associated with the land-grant mission and the academic programs associated with that.

So we have certainly reduced our surcharge. We are the most affordable institution in the State of Ohio. We are addressing college affordability, academic performance, and economic growth.

Mr. GIBBS. Thank you. And thank you for being here and sharing all of the great things you are doing there. And, hopefully, this legislation will get passed the next Congress and give more opportunities for a lot more people.

Thank you, and I yield back.

The CHAIRMAN. The gentleman yields back.
Stacey, 5 minutes.

Ms. PLASKETT. Thank you, sir, and thank you so much for the dedication and all of the work that you give young people all over this country. I have a son who is presently at the University of Arkansas in Pine Bluff where he is doing a fantastic job and really loves his experience there. He is the third generation to go to that institution, and the students are stellar from that institution and from so many of your own.

One of the things that I was interested in finding out was, Dr. Jones, in your testimony, your written testimony, you discuss that there is a 28 percent increase in agricultural degree program enrollment at Fort Valley State between 2014 and 2015. Can you explain what is the cause of that increase? And do you sense that there are more young people being drawn to the agricultural careers or is there another reason why this may be happening?

Dr. JONES. And my dean is here who could probably elaborate, but what I will say is that we have had a much more focused effort in this regard over the last couple of years. We are doing a great job. We created an outreach coordinator to begin to work with young people and creating more exposure to the field, but also to the institution as well.

There is far more visibility from our College of Agriculture these days, the way in which they are branding the programs and the institution and their marketing efforts. We can learn a lot from what they are doing with the rest of the campus. It is a combination of things that are happening. I do think there is more capacity.

Ms. PLASKETT. Right.

Dr. JONES. I think the challenge we have today is the limited scholarship support for those students who wish—

Ms. PLASKETT. Who are interested in this.

Dr. JONES. Right. Right.

Ms. PLASKETT. Because I can imagine that if there was the scholarship and the support, you could probably find even more students who would be making the application to try and come to these institutions. There are students who just won't even apply because they look at the amount and they realize that there is no way that they or their families can be able to make this happen. And so they are just falling off of the grid completely in terms of even making the initial effort to come after an education that can change not only their lives, but the lives of their family as well.

Dr. JACKSON-HAMMOND, have you conducted any, I think that this is more a financial term, but an ROI, a return on investment estimate to determine what kind of economic loss Central State suffers when students have to stop their education or stop out, when they take some time off because of the financial aspects of going to school?

Dr. JACKSON-HAMMOND. Absolutely. Thank you so very much for raising that question. We look at our financial performance annually, monthly, to see the impact of stop outs on the university. Ohio is one of those states where the allocations, financial allocations are based on performance, college completion, graduation rates, course completion, and retention. All of those factors impact the amount of allocations that we receive from the state.

When you have 73 to 78 percent of your students who are on Pell grants and still have to have loans to supplement that, those are

the kinds of dialogues that we are having every day about how do we keep students in school. When students drop out, then that impacts our performance with the state and, certainly, our graduation completion rate. We are limited in the funding that we receive from that.

It also impacts default rates when students take out loans and they cannot pay those loans back because there is just not enough revenue coming in from the family to support them. That default rate, in turn, comes back as a cost factor to the university. And so that is a serious implication not only for Central State, but for most 1890 universities where these are first-generation students without any financial support.

So it is great, and we do a great deal of financial literacy courses, programs, to apprise students and their families about the responsibility, but that level of education only is supported by students who have the wherewithal to pay.

Ms. PLASKETT. Thank you. Thank you for that information related to the cost to the university for students who do not have the financial support necessary to complete the degrees on time.

And just in closing, I would always invite you all to work with the University of the Virgin Islands, which has agricultural programs. We would love to be supportive of you as well. Thank you.

The CHAIRMAN. The gentlelady's time has expired.

Austin Scott.

Mr. AUSTIN SCOTT of Georgia. Thank you, Mr. Chairman.

Dr. Jones, welcome to Washington. It is good to see you. And one of the things that I don't think we talk about enough, or give these institutions credit for enough, is the research that occurs there. And Fort Valley State, the small ruminant program there is among the best in the country. And certainly, any scholarships that we are able to give to people to go to that university, help the university as a whole. And so I look forward to supporting this and look forward to helping you do more to promote your institution and the valuable research and all that is done there.

And I will tell you, while sheep are not a large part of the U.S. agricultural economy, they are a tremendous part of the world agricultural economy. And when we get into many of these other countries, the ability to help a farmer with his sheep herd goes a long way towards instilling goodwill in areas. I want to thank you for that program that you have there and the research and the extension that goes on there. And I recommend the cheese over the ice cream.

But I want to ask you a couple of quick questions. And I know in your testimony, you have talked about the FFA, obviously 4-H, and other extremely important organizations in our area and throughout the United States and the chapters that surround the university. Can you talk a little bit about the partnership with high schools and community organizations that help students become aware of the opportunities at Fort Valley State and the agricultural sector?

Dr. JONES. Yes. Thank you, Congressman Scott. And I appreciate your continued support.

That is another area that I believe is very strong for us in terms of the work that we do through our College of Agriculture with

high schools and even prior to that, the outreach that is conducted by our, whether it is through our extension or through other programs. Those are areas that I think is the reason why we are seeing the growth also in our programs. That work is very important, getting them exposed.

FFA, for example, we will see nearly 500 students that will come to the campus at any given time, and getting them exposed to the work that we do is important. And that is what is also enhancing the diversity within our base. Our College of Agriculture, by far, is the most diverse of our other programs, but it is through this outreach effort and through the work that they are doing in the high schools and middle schools, is aiding us tremendously.

Mr. AUSTIN SCOTT of Georgia. As you know, we have nine military installations in the State of Georgia, a tremendous number of veterans in the area. Could you speak to some of the things that Fort Valley is doing to help recruit veterans who have served our country into your university and to the agricultural fields?

Dr. JONES. Right. Well, we are proud of the Robins Air Force Base that we work with. We are designated as a military-friendly institution. We do a great deal of work with the base and are looking at ways to expand our work. We are very proud of a new program that we were just authorized in, our Supply Chain Logistics Program that is really designed to work with the base and returning military men who are looking for careers, a change in some of their careers.

But we have a very strong relationship with them, and we could do more. We want to see how we can expand those programs. We have a center in Warner Robins now that we are trying to expand the work so that we can create more educational opportunities for our servicemen.

Mr. AUSTIN SCOTT of Georgia. Well, I thank you for being here, and I hope when you see my friend Lynmore James there you will tell him I said hello.

With that, I yield the remainder of my time.

The CHAIRMAN. The gentleman yields back.

Gwen Graham, 5 minutes.

Ms. GRAHAM. Thank you, Mr. Chairman. And, again, I want to recognize Dr. Robinson from FAMU University. I am so proud to represent FAMU. Every time I come on the campus the students are so kind to me. They even dance with me. And I love to dance and they just put up with me. They show me some new moves.

My family would not be in Florida but for agriculture. My grandfather moved to south Florida and started one of the first dairy farms. This is something near and dear to my heart. And I really know that we need to encourage, as I mentioned in my opening remarks, we need to encourage young people to get into the field of agriculture.

Mr. Scott took my question, but I forgive you, Austin. I was going to ask about veterans because it is so important. And I appreciate, Dr. Jones, your comments on that.

Last summer, I had the first ever annual north Florida farm tour. We went to 14 counties, and I was honored to be able to have a panel discussion at FAMU. And we brought together just a wide variety of people, young people, veterans, people interested in agri-

culture. And it was such a great experience to get out all the wonderful things that were going on at FAMU. And I am curious if the other universities represented here have taken the opportunity to brag about what is possible and, also, hopefully this legislation that I am so proud to be an original cosponsor of, will allow many others to have an opportunity to take advantage of all the great things that are going on at your universities. This is your chance to just brag a little bit. Thank you.

I yield back. I yield to the panel.

Dr. JACKSON-HAMMOND. Thank you so very much. That is what we do best, we brag about our institutions.

It is very difficult to tell you a lot about Central State because you have to envision this beautiful place and this very agrarian community. You could drive for about 20 miles and you see nothing, and then out of the beautiful landscape is Central State University. And it has become a hub for so many people, especially students from urban communities who have never had an opportunity to really touch grass and see beautiful trees and enjoy the flora and fauna.

And when they get there, they see the community of scholars, strong academicians, supportive staff, who really want to take a personal interest and do take a personal interest, because we realize that every student that comes to Central State University must leave as an emerging leader for themselves and for their communities. That is our charge. We can give them every opportunity and every academic program, but until they really internalize that, and they do internalize, they have a greater responsibility to a greater community.

At Central State, we have three tenets that we follow. It is embedded in everything that we do. The curriculum, the social activities, the student groups. And those three tenets are service, protocol and civility. And those are not meaningless words for our students. They understand that the education that they get is because they must give back in service. They understand rules, regulations, or protocol that that is how the world works. And they understand the importance of civility. How do we get along with each other, how do we respect the views of each other. And amid all of that character and intrinsic attributes that we provide, they also get a strong, solid academic experience.

I am proud to say that last year, we had 18 athletes who graduated, and 82 percent of them were in STEM-Ag majors. This year we have 18 football players who are graduating and 72 percent of them are STEM-Ag majors. And that is phenomenal, because we have this traditional thought about what athletes do. Our students are students who happen to be athletes. And so we have a very wide range of high-performing students across in the College of Business, Education, Engineering, and Social Sciences.

Ms. GRAHAM. Thank you, Doctor.

Mr. Chairman, I think Dr. Robinson would like to say a couple of words from FAMU, I would appreciate that opportunity. Thank you.

The CHAIRMAN. Be brief. We are trying to get everybody in, so be brief.

**RESPONSE OF LARRY ROBINSON, Ph.D., INTERIM PRESIDENT,
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY,
TALLAHASSEE, FL**

Dr. ROBINSON. Thank you, Representative Graham, for what you have done on behalf of north Florida, and in particular Florida A&M University. And thank you very, very much for the novel concept of the road tour so we can tell more people in north Florida about what we do at Florida A&M University for small, large, medium farmers around the state. We are a land-grant institution and we have a statewide impact.

I guess one key point I want to make, and that is the economic impact that we have in the State of Florida. Just as an example, Florida A&M University has a Center for Viticulture. That center has led to the development of nearly 20 viticulture operations around the State of Florida. Of course, we specialize in the type of wine that doesn't grow everywhere else because of the climate in Florida. But the economic impact of the research done by Florida A&M University doesn't directly benefit us because we are prohibited from benefiting from it financially. But we have developed at least 20 wineries around the State of Florida that are making jobs available for citizens, not only up in the Panhandle, but throughout the state. And in fact, it expanded throughout the South in general.

There are vineyards and wineries in South Carolina, and our neighbors, Representative Scott up in Georgia, who are benefiting from the research done at Florida A&M University. I just want to emphasize the economic impact of these institutions in the 1890 community on the cities and towns in which we reside. Thank you.

Ms. GRAHAM. Thank you, Dr. Robinson. You are also producing great hand cream as well.

Okay. I yield back, Mr. Chairman.

The CHAIRMAN. Mr. Benishek, 5 minutes.

Mr. BENISHEK. Thank you, Mr. Chairman. I thank you all for being here this morning.

I just want to make it clear about this bill, is there a preference in the legislation for students from a certain area or background or is every student on a level playing field in regard to these scholarships? Anyone?

Dr. BELL. As you have stated it, we are interested in creating opportunities for students who are particularly interested in the agricultural professions, so careers in agriculture, to be able to qualify for the scholarships so that they can complete their education. We are looking at these scholarships as an opportunity to augment what we currently do in terms of supporting students who have need. I think that having financial need is one of the factors that we would look to as well.

One of the issues that we are looking to deal with and as HBCUs and 1890 universities, one of our goals is to provide a diverse workforce for the agricultural community. There is a strong need for that among agribusinesses, and I serve on a roundtable ag diversity and inclusion roundtable made up of businesspeople in some of the major industry areas who are interested in trying to find a diverse workforce for their industry.

And we are one of the top producers or the top sector in producing students of color for this industry. We see it as an opportunity to——

Mr. BENISHEK. Does that mean that a person of color is more likely to get a scholarship than a person who is not of color?

Dr. BELL. I am sorry?

Mr. BENISHEK. Does that mean that the scholarship, the question is, is there preferences based other than, to me, a need is a strong reason for a scholarship and as would be the desire to be in agriculture. But it seems like you are telling me that diversity, or there are some race-based rules for those scholarships. That is what I am trying to ferret out to you with these lines of questions, like Mr. King was talking about.

Dr. BELL. I am not equipped to clarify that further than what I have already stated, but we certainly can——

Mr. BENISHEK. Does anyone else have an opinion?

Dr. BELL. Anybody else have a comment?

Dr. JACKSON-HAMMOND. Because the larger population of our students at our institutions are African Americans, certainly, some of the scholarships are applicable. But we don't see anything related to a race-based scholarship. When we bring students into our institutions, race is not a consideration. Any time a student says, "I want to be a STEM-Ag," that is our charge, is to educate and provide as much support. And all of our students have financial need.

Mr. BENISHEK. Yes, I know.

Dr. JACKSON-HAMMOND. All of them, so we are not making any delineation.

Mr. BENISHEK. Let me go on to another question then, because several people mentioned this, and that was people that start at the university and yet drop out after a while because of financial issues, how often does that occur? What is the dropout rate after the freshman year, for example? Anybody have an answer to that?

Dr. JACKSON-HAMMOND. We look at the attrition rate from freshman to sophomore year, and usually that can range anywhere from 32 percent to maybe 40 percent. However, in the last couple of years, we have done a great deal of providing financial literacy to our students. And as we prepare for next semester and for the next year, we are finding more and more students being able to be retained because of their understanding of financial literacy concerns.

Mr. BENISHEK. Is that a similar number to you, Dr. Jones and Dr. Bell? That seemed like a pretty high number to me, 35 percent of people are dropping out after the first year.

Dr. JONES. That is correct. The number, it has gotten better over the last couple of years through a number of initiatives.

Mr. BENISHEK. In your opinion, is that more of a financial issue than an educational issue?

Dr. JONES. Oh, absolutely.

Mr. BENISHEK. It is not like they can't grasp the material.

Dr. JONES. It is primarily.

Dr. JACKSON-HAMMOND. Primarily.

Dr. JONES. It is primarily.

Dr. BELL. Primarily it is financial. And our numbers are about the same, about 30 percent. Some of the students do stop out

versus drop out, but a large percentage of them, once they leave, they don't make it back.

Mr. BENISHEK. Right. I know it is very difficult to go back.

Dr. BELL. We try to keep them from stopping out.

Mr. BENISHEK. I am out of time, Mr. Chairman. Thank you.

The CHAIRMAN. The gentleman yields back.

Mr. Davis, 5 minutes.

Mr. DAVIS. Thank you to the panel and thank you, Mr. Chairman.

I too, Dr. Jones, had questions about veterans. And if you have anything to add in regards to how your programs or how H.R. 6020 would help recruit veterans, I mean, you are more than welcome to expand on your first answer, if you would.

Dr. JONES. Thank you, Congressman Davis. Absolutely, the funds are needed. Many of our veterans that come to us, even though they often have support, they have other daunting tasks, other family concerns.

Mr. DAVIS. Are these veterans usually using the GI Bill?

Dr. JONES. Some of them, yes.

Mr. DAVIS. Besides the funds, what is your institution doing to help recruit veterans?

Dr. JONES. Well, one of the things that we did that has been very helpful, the University System of Georgia, has led an extraordinary charge within our system to recruit and support our veterans. In fact, so much so, we have now a Vice Chancellor for Military Affairs. And so we created centers, support centers on our campuses that are supporting these students.

Many of them come with a great deal of challenges coming back, depending if they are coming back from war. And so the kind of support that we provide to them has been very helpful in helping them navigate our environment.

Mr. DAVIS. Okay. Well, thank you. It seems like your success is showing. We appreciate what you are doing there.

I guess I will ask the rest of the panel questions on what are your thoughts, Dr. Bell, on the state of our competitive award programs, from AFRI to the other small competitive programs?

Dr. BELL. Well, I think that there is continuing need to enhance the competitiveness of our institutions. A number of us have very strong research programs, but we have a deteriorating infrastructure. And so in order to be very competitive for those research funds, we have to have the facilities and the infrastructure to support them.

Mr. DAVIS. You would be in favor of them investing more in capital?

Dr. BELL. Investing more in infrastructure, equipment, those kinds of things that support the research enterprise. At the University of Maryland Eastern Shore, we were just this past year, as a result of primarily USDA research support funding, able to be advanced in our Carnegie classification from a comprehensive to a doctoral research university. And so we are looking to build on that by being more competitive for Federal funds, especially those that come through the USDA.

Mr. DAVIS. I guess I have a question for myself while we are on this. In the competition for USDA grants, is it any different rel-

ative to the competition for other agencies funding, like NIH or NSF?

Dr. BELL. Maybe one of our research directors can answer that question.

Mr. DAVIS. Somebody is raising their hand back there. I missed the first panel, sir, so I didn't get your name.

Dr. ROBINSON. Mr. Chairman and Representative Davis, well, this is probably unfair, because I served as the last civilian science advisor at USDA CSREES before it transitioned into what is now NIFA. And when I came into that role, my job was to advise them on science, more broadly. But I had a particular concern about research opportunities for an 1890 community.

And one of the things that I had to do was the annual report for the National Research Initiative, as you recall. And in that report, it was fascinating to discover that the success rate of 1890 land-grant institutions in the big pool, in the AFRI, and NRI, the success rate was just as comparable as it was for an 1862.

The difference was that we were only about one percent of the applicants. And so what I did then is how do I encourage the community to submit more competitive grants over here, because some of the limitations really go to the issues around additional resources, infrastructure, and so forth, but for those of us who competed, we were just as successful. And that pretty much pans out throughout the Federal sector, with some exceptions.

However, what we have been able to do with USDA is to use the capacity-building funds that they have to enhance our competitiveness over here in the larger pools of money. And Florida A&M University too itself was just reclassified as a research 2 institution in the Carnegie Classification because of the success that we have had. And for a university of our size, that is pretty phenomenal with the resources that we have.

And that is the type of unlocked, untapped talent that is resident within all of these schools, because what really makes you great in research is having great faculty, but also having great students, right, to carry out those research agendas. And this type of program that you have would allow us to make a lot of progress on attracting the kinds of students who can engage in the world-class research that our faculty already do.

Mr. DAVIS. Thank you very much. Thank you to the panel.

The CHAIRMAN. The gentleman's time has expired.

Mr. Allen, 5 minutes.

Mr. ALLEN. Thank you, Mr. Chairman.

And of course, what an honor it is to be here today and talk about our own Paine College there in my district, which was founded by the United Methodist Church, which I am a proud member of, and a proud supporter of Paine College, and of course, Fort Valley in our state as well.

And real quickly, I really don't understand why we are having problems at all universities recruiting folks in agriculture. I am a member of the Hephzibah Agriculture Club, and we had an extension agent that came down from Atlanta and talked to us. And he told a young lady who didn't know one end of a chicken from another, who, for whatever reason, decided maybe that is something she should get involved in, and he got her involved in 4-H and she

started doing demonstrations; ended up getting a full ride to the University of Georgia on a poultry science scholarship; graduated top of her class. And she had like 12 offers in six figures to go to work in the poultry industry.

So there are lots of opportunities, and somehow we have to figure that out and get our messaging out and get our young people more directed into these jobs that we need to fill out there. Particularly in my district, it is cyber. It is all about cyber and high tech and that sort of thing. Somebody told me there are over a million job openings in that industry across this country right now.

So with that, my first question is, and, Dr. Jones, I will start with you. These universities were started for a purpose. And how do we stay the course by giving those who otherwise wouldn't have this opportunity to get the kind of education that you are offering? Because, obviously, Paine and Fort Valley and many others I have heard here today have outstanding graduates. How do we give those folks who otherwise wouldn't have that opportunity an opportunity to do this?

Dr. JONES. This is a wonderful opportunity here today as we look at these scholarships. That is greatly needed. Many of us can speak to the need. Having served at several colleges, universities across the country, I have to be honest and say, I don't know that I quite understood that before joining this university less than a year ago.

What I see here are students, they may come with meager beginnings, but they have extraordinary opportunity. But unfortunately, because of the lack of, or limited, resources, we struggle oftentimes in helping them get to that mark. And so to have something like this, as I would say to my colleagues, is a game changer, is a life-changing opportunity for our universities to help not only African American students, because that's where the focus is today, but it is what it is going to do for our nation.

Mr. ALLEN. What I am saying, and I also serve on the Education and the Workforce Committee, somehow we have to get to these young people earlier. And my kids went to an inner city high school. We had 500 freshman in the high school and we graduated 250. What happened to those other 250 kids? It is tragic. How can we get to them when they are younger, some teachers tell me you got to get to them before middle school because that is when it goes off the charts.

But is there any strategy to get into the the 4 to 6 or 4 to 9 formative ages and get these folks on a career path and say, "Hey, you have an opportunity here? This is why you need to get an education."

Dr. JACKSON-HAMMOND. I thank you so very much for that question, and I want to share with you the importance of agricultural education. And we have just started our School of Ag Ed. And the purpose of the ag ed is to prepare ag education teachers who are in the P-12 schools working with 4th, 5th, 6th graders very early on a track. When you talk about the Future Farmers of America, 4-H Club, Tri-C Club, these are our opportunities for students and families to know very early there is a "projectory" that leads to a college degree. Our School of Ag Ed just started, and so we are having an enormous amount of impact in rural communities where students may not have even thought about going to school, but

they know that there should be something more and something better out there if they could just have a “projectory” to follow. And that is what we are doing with our education program.

Mr. ALLEN. Right. That is great news. Thank you. Yes.

Dr. BELL. May I just add that one of the things that our agriculture students engage in is a program called MANRRS, which is Minorities in Agriculture, Natural Resources and Related Sciences. We have started a junior MANRRS program at our institution that brought in about 150 middle school students to participate and to learn more about the agricultural profession, to work on our farm with our students. And so that has been very successful in piquing the interest of students in the agriculture profession. I believe that that is one way to address building that pipeline that we so desperately need.

Mr. ALLEN. You are on it. Great.

Dr. BELL. Yes.

Mr. ALLEN. I yield back.

The CHAIRMAN. The gentleman’s time has expired.

Mr. Scott, any closing words?

Mr. DAVID SCOTT of Georgia. Yes. Thank you very much Mr. Chairman. Thank you and your staff for pulling this hearing on the bill together.

But first of all, I would like to give a response to Congressman King’s point because it is very, very important for everyone to know that this is an equal opportunity bill; no if, ands, and buts about it. It is very important for everybody to know that the 1890s were founded on the principle of equal opportunity, because the 1890s came to fruition because of the *Plessy v. Ferguson* Supreme Court decision which maintained that we have a doctrine of separate but equal. And the 1890s have been striving to be equal.

The one thing that has held the 1890s back is that they were never given the necessary resources to achieve that equality. We want to make sure to clear the air, and I may mention in each of the sections where Congressman King mentioned we mentioned African Americans, if I may state, that the title of this Act is the following: This Act, and this is page 2 of the bill, “This Act may be cited as the ‘Funding for Student Scholarships for the 1890s Land-Grant African-American Colleges and Universities’”. It does not say funding for African American student scholarships. We want to make that clear.

And where we do reference the African Americans, as he pointed out in three other areas, on page 3, we say: “There is a great need to increase the number of young African-Americans seeking careers in the food and agricultural sciences”. There is inequality in the job market of careers because we have not had the resources to prepare the young people for that.

And then on page 5, it says: “To increase the number of young African-American individuals seeking a career in the food and agricultural sciences . . . including agribusiness, food production, distribution, and retailing, the clothing industries, energy and renewable fuels, and farming marketing, finance, and distribution.”

And then finally, on page 5, it says: “To provide scholarships to African-American students seeking careers in the food and agricultural sciences.”

So I wanted to make sure as we go forward, and Mr. Chairman, as I mentioned, we have two White constituents, fellow Members of Congress who are graduates of this institution. It is very important as we go forward that the record reflects that the 1890s and this bill is about equal opportunity for all, White, Latino, any and everybody that will come would have an opportunity.

However, we know of the shortage and the low number of careers in this burgeoning area of agriculture and agribusinesses that the African American kids are not allowed to get into. And that is where we referenced that, so that we continue to strive for equality. Thank you.

The CHAIRMAN. Well, I thank the gentleman. I thank the three witnesses for being with us today. I appreciate your patience with me trying to maintain the clock, but everybody has a lot to say on these important issues. And those who didn't get to testify, thank you for making the trip to Washington to be in support of this legislation.

As Mr. Peterson mentioned, this is our last hearing. This session of Congress will adjourn *sine die* shortly. And so we will need to start all of this exercise over again, as is the requirement of the House Rules that we form a new Congress altogether in the 115th Congress.

But I want to thank my fellow Members for the good work we have had. Hopefully, we haven't worn you out with too many hearings.

We anticipate in the 115th Congress we will have to take up the CFTC reauthorization. We will have to take up, of course, the reauthorization of the farm bill, and we need also at the front, harvest all of that great work that Jackie Walorski and James P. McGovern did on the SNAP 2 year review. That report is being released this morning. And so we have a lot of work to do in the next Congress. David, I look forward to working with you on that.

Under the Rules of the Committee, the record of today's hearing will remain open for 10 calendar days to receive additional materials and supplemental written responses to any questions posed by a Member. If there are things that you prefer to have placed in the record that you didn't get to talk about because we ran out of time with the clock, please submit those to us. We will put those in the official record of this hearing and then it will be a part of the work that goes forward when this bill is, I suspect, reintroduced in the 115th Congress.

With that, the Committee on Agriculture hearing is adjourned. [Whereupon, at 12:04 p.m., the Committee was adjourned.]