

MEMBERS' DAY HEARING

HEARING

BEFORE THE
COMMITTEE ON EDUCATION
AND LABOR
U.S. HOUSE OF REPRESENTATIVES
ONE HUNDRED SIXTEENTH CONGRESS
FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MARCH 14, 2019

Serial No. 116-10

Printed for the use of the Committee on Education and Labor



Available via the World Wide Web: www.govinfo.gov
or
Committee address: <https://edlabor.house.gov>

U.S. GOVERNMENT PUBLISHING OFFICE
WASHINGTON : 2019

COMMITTEE ON EDUCATION AND LABOR

ROBERT C. "BOBBY" SCOTT, Virginia, *Chairman*

Susan A. Davis, California	Virginia Foxx, North Carolina,
Raúl M. Grijalva, Arizona	<i>Ranking Member</i>
Joe Courtney, Connecticut	David P. Roe, Tennessee
Marcia L. Fudge, Ohio	Glenn Thompson, Pennsylvania
Gregorio Kilili Camacho Sablan,	Tim Walberg, Michigan
Northern Mariana Islands	Brett Guthrie, Kentucky
Frederica S. Wilson, Florida	Bradley Byrne, Alabama
Suzanne Bonamici, Oregon	Glenn Grothman, Wisconsin
Mark Takano, California	Elise M. Stefanik, New York
Alma S. Adams, North Carolina	Rick W. Allen, Georgia
Mark DeSaulnier, California	Francis Rooney, Florida
Donald Norcross, New Jersey	Lloyd Smucker, Pennsylvania
Pramila Jayapal, Washington	Jim Banks, Indiana
Joseph D. Morelle, New York	Mark Walker, North Carolina
Susan Wild, Pennsylvania	James Comer, Kentucky
Josh Harder, California	Ben Cline, Virginia
Lucy McBath, Georgia	Russ Fulcher, Idaho
Kim Schrier, Washington	Van Taylor, Texas
Lauren Underwood, Illinois	Steve Watkins, Kansas
Jahana Hayes, Connecticut	Ron Wright, Texas
Donna E. Shalala, Florida	Daniel Meuser, Pennsylvania
Andy Levin, Michigan*	William R. Timmons, IV, South Carolina
Ilhan Omar, Minnesota	Dusty Johnson, South Dakota
David J. Trone, Maryland	
Haley M. Stevens, Michigan	
Susie Lee, Nevada	
Lori Trahan, Massachusetts	
Joaquin Castro, Texas	
* Vice-Chair	

Véronique Pluviose, *Staff Director*
Brandon Renz, *Minority Staff Director*

C O N T E N T S

Hearing held on March 14, 2019	Page 1
Statement of Members:	
Scott, Hon. Robert C. “Bobby”, Chairman, Committee on Education and Labor	1
Prepared statement of	2
Mitchell, Hon. Paul, a Representative in Congress from the State of Michigan	3
Prepared statement of	5
Smucker, Hon. Lloyd, a Representative in Congress from the State of Pennsylvania	2
Prepared statement of	3
Soto, Hon. Darren, a Representative in Congress from the State of Florida	17
Prepared statement of	19
Thompson, Hon. Glenn “GT”, a Representative in Congress from the State of Pennsylvania	22
Prepared statement of	26
Waters, Hon. Maxine, a Representative in Congress from the State of California	29
Prepared statement of	31
Additional Submissions:	
Espaillat, Hon. Adriano, a Representative in Congress from the State of New York:	
Prepared statement of	36
Evans, Hon. Dwight, a Representative in Congress from the State of Pennsylvania:	
Prepared statement of	39
Maloney, Hon. Carolyn B., a Representative in Congress from the State of New York:	
Prepared statement of	41

MEMBERS' DAY HEARING

Thursday, March 14, 2019
House of Representatives
Committee on Education and the Workforce,
Washington, DC.

The committee met, pursuant to notice, at 9:02 a.m., in room 2175, Rayburn House Office Building. Hon. Robert C. "Bobby" Scott (chairman of the committee) presiding.

Present: Representatives Scott, Takano, Shalala, Thompson, Smucker, Comer, and Johnson.

Staff present: Tylease Alli, Chief Clerk; Nekea Brown, Deputy Clerk; Ilana Brunner, General Counsel; Jacque Mosley Chevalier, Director of Education Policy; Emma Eatman, Press Aide; Mishawn Freeman, Staff Assistant; Alison Hard, Professional Staff Member; Carrie Hughes, Director of Health and Human Services; Ariel Jona, Staff Assistant; Stephanie Lalle, Deputy Communications Director; Andre Lindsay, Staff Assistant; Jaria Martin, Staff Assistant; Kevin McDermott, Senior Labor Policy Advisor; Richard Miller, Director of Labor Policy; Max Moore, Office Aid; Veronique Pluviose, Staff Director; Banyon Vassar, Deputy Director of Information Technology; Katelyn Walker, Counsel; Joshua Weisz, Communications Director; Rachel West, Senior Economic Policy Advisor; Courtney Butcher, Minority Coalitions and Members Services Coordinator; Amy Raaf Jones, Minority Director of Education and Human Resources Policy; Hannah Matesic, Minority Legislative Operations Manager; Brandon Renz, Minority Staff Director; and Mandy Schaumburg, Minority Chief Counsel and Deputy Director of Education Policy.

Chairman SCOTT. The Committee on Education and Labor will come to order. I note that a quorum is present. The committee is meeting today for the Members' Day Hearing. This Hearing is an opportunity for Members to inform the committee of their interests and priorities as it relates to the committee's jurisdiction. Members who wish to testify will sit on panels, each Member will be given 5 minutes to present his or her testimony orally. After Member's presentation, committee Members will ask the panelists questions if they wish, under the 5 minute rule.

Pursuant to committee Rule 7C, opening statements are limited to the Chair and the Ranking Member, and I recognize myself for the purpose of making an opening statement.

I want to thank everyone for joining us today for the House committee on Education and Labor's Members' Day Hearing. Today's

hearing is an opportunity for the committee to hear from all Members of Congress about their priorities for addressing our Nation's education system, workforce, healthcare system, and economy. Issues within the committee's jurisdiction include a wide range of policy areas that impact Americans across the country throughout their lives, from birth to retirement. Accordingly, it is not only appropriate, but necessary, to get input and ideas from Members of Congress representing all part of this diverse nation.

Today we have the chance to engage in an open dialog, and how we can work in a bipartisan way to protect vital services and programs for our Nation's schools, workplaces, health care systems, and also improve the quality of life in our communities.

I want to thank all of our Members for being with us today, and I look forward to our discussion. I look forward to working with all my colleagues to ensure that America's a country where everyone can succeed.

I will now recognize the distinguished Ranking Member, the gentleman from Pennsylvania, for the purpose of opening statement.

[The statement by Chairman Scott follows:]

Prepared Statement of Hon. Robert C. "Bobby" Scott, Chairman, Committee on Education and Labor

Thank you all for joining us for the House Committee on Education and Labor's Members Day Hearing. Today's hearing is an opportunity for the Committee to hear from all Members of Congress about their priorities for addressing our Nation's education system, work force, healthcare system, and economy.

Issues within the Committee's jurisdiction include a wide range of policy areas that impact Americans across the country throughout their lives, from birth to retirement.

Accordingly, it is not only appropriate but necessary to get input and ideas from Members of Congress representing all parts of this diverse nation.

Today, we have the chance to engage in an open dialog on how we can work in a bipartisan way to protect vital services and programs for our Nation's schools, workplaces, and healthcare system, and improve the quality of life in our communities.

Thank you again to all the Members for being with us today. I look forward to our discussion and I look forward to working with all my colleagues to ensure that America is a country where everyone can succeed.

Mr. SMUCKER. Thank you, Chairman Scott, thank you for yielding. I will be brief in my opening remarks. The whole point of it is this is Members' Day, we get the opportunity to hear from Members who may not be on the committee.

But, Mr. Chairman, I know that we agree that this truly is one of the best committees in the house, impacting Americans from the youngest Americans to the oldest, and everyone in between. Our broad jurisdiction can be utilized to improve their lives, make their lives better or worse, and of course we are always striving for better.

With issues and policies as diverse as the ones we cover here, every hearing has a potential to be a real learning experience. And this hearing is a fantastic opportunity to hear from colleagues we don't always get to hear from.

So save more of my thoughts for another day, and simply add my welcome to our guests.

I yield back.

[The statement by Mr. Smucker follows:]

**Prepared Statement of Hon. Lloyd Smucker, a Representative in Congress
from the state of Pennsylvania**

I'll be very brief in my opening remarks because the whole point of Members' Day is that we get the opportunity to hear from Members who aren't on this Committee.

Mr. Chairman, I know we are in total agreement that this is truly the best Committee in the entire House. From the youngest Americans to the oldest and everyone in between, our broad jurisdiction can be utilized to make their lives better or worse. Of course, we're always striving for better.

With issues and policies as diverse as the ones we cover here, every hearing has the potential to be a real learning experience, and this hearing is a fantastic opportunity to hear from colleagues we don't always get to hear from.

So, I'll save more of my thoughts for another day and simply add my welcome to our guests.

I yield back.

Chairman SCOTT. Thank you. Without objection, all other committee Members who wish to insert written statements for the record may do so by submitting them to the committee Clerk electronically by March 27th.

I appreciate all of our witnesses for being with us today, and look forward to your testimony. You know how the microphones work and what the 5-minute rule means.

I will now recognize Mr. Mitchell.

**STATEMENT OF HON. PAUL MITCHELL, A REPRESENTATIVE IN
CONGRESS FROM THE STATE OF MICHIGAN**

Mr. MITCHELL. Thank you, Chairman Scott and Ranking Member Smucker, and all the Members of the committee. I appreciate the opportunity to come today and talk about priorities of your committee. And particular for me is priorities for reauthorization of the Higher Education Act.

I have first-hand perspective on the importance of getting information to constituents, to families, in terms of the value and opportunities in postsecondary education. I spent over 30 years in postsecondary education as an administrator in a variety of roles.

I also was the first in my extended family to ever go to college. The first one to set foot on a college campus. At the time it was a guess. I had no idea what the outcome would be from going to college, I had a hope. Why? Because such little information was available and I admit, it was a number of years ago, Mr. Chairman, I am a little older now. But nevertheless, when you started asking information about the outcomes, what was the likelihood of graduating, what was the career opportunities, what could you learn from the degree I pursued. All you got was the best anecdotes.

We are asking people to invest in anecdotes right now because they lack information necessary to make informed decisions. While right now almost 45 million Americans hold 1.5 trillion in student debt. They acquired that debt largely by guessing and hoping. We have 11.5 percent student loans that are 90 days or more delinquent.

We can hold the higher education system accountable by empowering consumers and families to make informed decisions about their investment in postsecondary education. These days no one would buy a car, a refrigerator, without being able to look. Where do you go, you go online and you say OK, what is the information

on this washer or dryer, what is the information on this car, what is its reliability. You can look all that up on the Internet, it is an amazing tool.

Try to find the graduation rate, the employment rate, and the earnings for the Nursing Program at Michigan State University. I guarantee it is a difference between the Architecture Program, the Nursing Program, my alma mater. Try to find that information. Yet families are making massive investments for their young people in postsecondary education and, yes, taking out loans. And then sometimes they're saying what do we get for this? Why did we end up in this situation? Because they have no idea, they are guessing.

You are empowered, this committee is empowered to change that. To in fact give families and consumers the information they need to make informed decisions. And guess what? It is not that tricky. Consumers need that information. Policymakers need that information because they are making decisions about their institutions. And they don't have aggregate information either on programs in their institutions.

And last but not least, let's be honest, employers need a talent pipeline where people are informed in terms of the decisions they can make.

Today we propose or we submit the College Transparency Act in Congress. It is different from the last bill we had last term. I encourage the committee to look at it. We made some improvements based upon feedback from committee Members, from outsiders, from various stakeholders.

Last term, and we are still working on co-sponsors this year, we had 16 Senators, 33 Representatives, 130 organizations that supported the College Transparency Act. I believe we made it better.

Let me quickly talk about what it does. It creates a Postsecondary Student Data Advisory committee empowered to create a secure data base of the outcomes for students. Outcomes being how many students enrolled, how many students graduated, how many students graduated within a reasonable timeframe, by the way, how many students got employment, and what their average earnings were. Largely from data that already exists with the Federal Government, but our systems are so bad that they can't access that information. And it puts that information out in an aggregate data base that will require colleges and universities to publish in a searchable format.

The important thing is we create that committee, that advisory committee, and we give them 4 years to design this, to ensure security, to ensure that information is safe. We don't want it, nobody wants that information out there. To make sure they do that with the standards in place, and they can update those standards.

Yesterday the Republican Leader spoke before the committee of Congress on the importance of looking at block chain and other technologies to secure data in the Federal Government. We want to get them time to do that. But equally I think we need to be focused on, and I would encourage the committee to focus postsecondary education upon advising the users, the taxpayers, and the consumers, what they are putting their money into. Because as I said earlier, there's trillions of dollars invested in postsecondary education right now and people in many cases aren't informed, and

they're not getting their money's worth. Let's hold them accountable, let's hold postsecondary education accountable by empowering the users rather than hope, frankly, the Federal Government gets it right and the regulators figure it out. Because I can tell you from my 30 some years of experience, they often miss the mark.

With that I yield back, 11 seconds. Thank you, Mr. Chair.

[The statement of Mr. Mitchell follows:]

House Education and Labor Committee
 Thursday, March 14, 2019 Members Day Hearing
 Testimony for the Record
 Rep. Paul Mitchell (R-MI) and Rep. Raja Krishnamoorthi (D-IL)

Opening Statement

Chairman Scott, Ranking Member Foxx, and all Members of the House Education & Labor Committee, we sincerely appreciate this Members Day opportunity to submit our testimony to your committee as you consider legislative priorities for the 116th Congress. As you and your staff evaluate ways to improve access to a high-quality education, invest in American workers, and expand economic opportunities for working families, we ask that you please explore efforts to reform and strengthen postsecondary data systems across the country. Specifically, we ask that you support the bipartisan, bicameral College Transparency Act, and that you work earnestly to ensure this important legislation becomes law.

According to the U.S. Federal Reserve,¹ there are currently 44.7 million Americans saddled with student loan debt equaling an astounding \$1.56 trillion. In fact, 11.5% of student loans are 90 days or more delinquent or are in default. Further, the average monthly student loan payment is nearly \$400.

At the same time, according to the Bureau of Labor Statistics,² there is a skills gap of approximately 7.3 million unfilled jobs, where employers cannot locate candidates with the adequate skills or training in expanding fields like healthcare, information technology, and agriculture. In other words, too few Americans are pursuing educational opportunities that help them obtain in-demand skills and a good-paying, family-sustaining career.

It is apparent that students want and need to know which schools, and which programs, best fit their needs before they make one of the largest investments in their lives. For all the tremendous components of the American higher education system, it severely lacks transparency, which hinders the strength of our workforce and the health and prosperity of working families.

The Problem

The vast majority (85 percent) of college freshman rate “to get a better job” as “very important” in their decision to go to college.³ Yet, the data to help students discern which programs and institutions will best help them achieve their career goals is severely lacking. There are a few crucial reasons why:

- 1) Since 2008, there has been a ban on a federal student-level data system, which makes it impossible to connect existing data systems to improve consumers’ ability to make the decisions that are right for them or to build evidence to improve student success.

¹ <https://www.federalreserve.gov/publications/2017-economic-well-being-of-us-households-in-2016-education-debt-loans.htm>

² <https://www.bls.gov/news.release/jolts.nr0.htm>

³ <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf>

- 2) Colleges currently report postsecondary data in a manner that is highly burdensome, yet provides inadequate information to consumers and policymakers. Institution-level data is significantly more complex for colleges to report than student-level data because they have to aggregate and calculate various cohorts and duplicative metrics to satisfy current federal reporting requirements.
- 3) Colleges only report on-time graduation rates for first time, full-time students, and other outcomes, such as post-college earnings, are only available for students who receive federal aid.

Simply put, existing postsecondary data systems are incomplete, duplicative, inefficient, and burdensome, and current law prohibits the federal government from collecting and reporting accurate data on student outcomes. Without this information, students and families are not empowered to make well-informed choices about their education, policymakers and institutions cannot craft evidence-based policies to help students succeed, and employers do not have the talent pipeline they need to grow the economy.

For years, students and families have been making one of the most important and expensive decisions of their lives without reliable data on post collegiate outcomes. The College Transparency Act changes that once and for all, while simultaneously establishing strong security standards and data governance protocols that protect student privacy.

The College Transparency Act

The bipartisan, bicameral College Transparency Act was introduced today (March 14th, 2019) by Representatives Paul Mitchell (R-MI), Raja Krishnamoorthi (D-IL), and two members of this committee: Representatives Elise Stefanik (R-NY) and Josh Harder (D-CA). Senators Elizabeth Warren (D-MA) and Bill Cassidy (R-LA) are leading this effort in the Senate.

This legislation includes numerous reforms to promote greater transparency in student outcomes within our postsecondary education system:

- 1) The legislation amends the Higher Education Act by overturning the harmful ban on student-level data collection
- 2) It directs the Commissioner for Education Statistics to develop and maintain a secure, privacy-protected post-secondary student level data system. The goals of the system are to provide accurate, complete, and customizable information about institutions and programs for students and families, while supporting transparency, institutional improvement, and analysis of federal student aid programs. [Section 2, Subsection 1(A)]
- 3) To determine the appropriate data elements to include in the system and reduce duplicative reporting, the Commissioner must work with the Postsecondary Student Data System Advisory Committee, which is comprised of agency security officials, representatives of state higher education bodies, student representatives, representatives from relevant federal agencies, and postsecondary researchers [Section 2, Subsection 2(B)]
- 4) The post-secondary data system must include aggregate information on student earnings and outcomes. In compiling this information, the Commissioner must work with other

federal agencies, including the U.S. Census Bureau and Departments of Treasury, and Veterans Affairs [Section 2, Subsection 3]

- 5) The Commissioner must make the summary information about colleges and programs readily available to the public on a user-friendly website for students, families, and the public. At a minimum, this information must include measures of student access, completion, costs, and post-collegiate outcomes for each college and major, disaggregated by student characteristics [Section 2, Subsection 4]
- 6) The Commissioner must comply with Federal Information Processing Standards (FIPS) and all relevant privacy or security laws [Section 2, Subsections 1(C), 4(D)]
- 7) Importantly, there are numerous security standards and data governance protocols to protect student privacy. In fact, the version introduced today significantly expands on the student privacy provisions included in the bill introduced in the 115th Congress. Among numerous important provisions, the new legislation:
 - a. Requires the Commissioner to give notice to students about what data the system includes and how it will be used. [Section 2, Subsections 1(C), 4(D)]
 - b. Establishes a Postsecondary Student Data System Advisory Committee, whose members will include the Chief Privacy Officer and Chief Security Officer of the Department of Education (ED), representatives of state higher education entities, representatives of diverse postsecondary institutions, student representatives, representatives from relevant federal agencies, and other stakeholders, including individuals with data privacy and security expertise [Section 2, Subsection 2(A)]
 - c. Requires a public comment period and consultation with the Advisory Committee before adding new elements to the system to minimize data collection and ensure that all data collected are consistent with the purpose and goal of the system [Section 2, Subsection 2(C)]
 - d. Prohibit ED and other federal agencies from using the data to limit services offered to students. [Section 2, Subsection 5(D)]
 - e. Protect students from federal, state, and local law enforcement using any data in the system to harm them or their families. [Section 2, Subsection 5(E)]
 - f. Expand categories of information that cannot be included in a postsecondary student data system to specify physical or mental health data, and include migrant status, and national origin status for families as well as for students. [Section 2, Subsection 2(F)]
 - g. Increase the penalty for unlawful willful disclosure to a class E felony, imprisonment for not more than 5 years, and a fine not more than \$250,000. [Section 2, Subsection 7(B)]
 - h. Increase and clarify data security by requiring regular audits, invoking the Confidential Information Protection and Statistical Efficiency Act (CIPSEA), and mandating NCES to develop data retention, destruction, minimization, and breach management protocols. [Section 2, Subsection 8]

In short, the College Transparency Act will reform and improve the current student-level data reporting system to provide accurate, timely, and high-quality aggregate data in a user-friendly, transparent way to help students make informed decisions about where to go to college and what

programs to pursue. At the same time, the bill uses strong security standards and data governance protocols to ensure student information is safe and protected.

These reforms are sincerely needed, so it should come as no surprise that more than 130 advocacy groups endorsed this legislation last Congress. The College Transparency Act was supported by a range of workforce development organizations, community youth organizations, veteran's groups, higher education institutions, business associations, and the list goes on. We look forward to securing the same wide range of support this Congress.

Conclusion

We again would like to thank Chairman Scott, Ranking Member Foxx, and the distinguished Members of the House Education & Labor Committee. We believe our bill – The College Transparency Act – is a comprehensive, bipartisan, and common-sense answer to a pressing question: How can we better inform working families with quality data when they make one of the largest investments of their lifetime? We look forward to working with you on this issue and respectfully request that the committee give it serious consideration.

Enclosures:

2019 College Transparency Act Section by Section
2019 College Transparency Act One Page Summary
2019 College Transparency Act Charge and Response
Improvements to the College Transparency Act from 115th to 116th Congress

2019 College Transparency Act Section by Section

Sec 1: Short title: College Transparency Act

Sec 2: Postsecondary Student Data System

- 1) Purpose: Directs the Commissioner for Education Statistics to develop and maintain a secure, privacy-protected postsecondary student- level data system. The goals of the system are to provide accurate, complete, and customizable information about institutions and programs for students and families, while supporting transparency, institutional improvement, and analysis of federal student aid programs. The system shall reduce reporting burdens for institutions by allowing the data compiled through the system to meet current reporting requirements and reducing duplicative reporting to various agencies; and shall meet high standards for privacy and security, including following data minimization practices.
- 2) Data elements: Directs the Commissioner to work with the Postsecondary Student Data System Advisory Committee – comprised of agency security officials, representatives of state higher education bodies, student representatives, representatives from relevant federal agencies, and postsecondary researchers – to determine required data elements to be included in the system and to reduce any duplicative reporting.
 - Establishes that, at a minimum, data elements must include the data currently reported by colleges to calculate the information within the student-related surveys in The Integrated Postsecondary Education Data System (IPEDS).
 - Establishes that, at a minimum, the data collected must allow for reporting student enrollment, persistence, retention, transfer, and completion measures for all credential levels and across institutions and programs. This data shall be disaggregated by a number of important student characteristics.
 - Includes prohibitions on collecting sensitive data, including citizenship status, health information, grades, entrance exam results, political affiliation, religion, and more.
- 3) Periodic Data Matching: Directs the Commissioner to coordinate with other federal agencies including Census Bureau and Departments of Treasury, Defense, and Veterans Affairs to ensure secure, temporary data matches that will produce valuable, aggregate information on student earnings and outcomes.
 - Allows for analysis of outcomes of students receiving veterans and military education benefits.
 - Allows for analysis of completion outcomes and post-completion outcomes such as earnings, employment, and further education.
 - Prohibits the creation of single Federal database at the Department of Education.
 - Directs the Commissioner to ensure data matches are not continuous and comply with several security and privacy protections.
 - Directs the Commissioner to establish process for students to access their information and make corrections to any inaccuracies.

- 4) Publicly Available Information: Directs the Commissioner to make the summary information about colleges and majors available to the public on a user-friendly website for students, families, and the public. At a minimum, this information must include measures of student access, completion, costs, and post-collegiate outcomes for each college and major, disaggregated by student characteristics.
 - Requires the Commissioner to use appropriate protocols for preventing disclosures of individual data.
 - Prohibits the summary aggregate information to include personally identifiable information.
- 5) Permissible Disclosures of Data: Directs the Commissioner to create a secure process for providing program-level, non-personally identifiable data on currently or formerly enrolled students back to institutions that participate in this postsecondary data system. This is to be used solely for approved vetted research, institutional improvement, and program evaluation.
 - Creates a process through which states may access program- and institutional-level aggregate data on student mobility and workforce outcomes for participating institutions located in their state.
 - Prohibits any sale of student data.
 - Prohibits the Commissioner from allowing any other federal agency to use data collected by this data system for purposes not outlined in the legislation.
 - Prohibits any personally identifiable information in this system from being used by law enforcement or any outside entity.
 - Prohibits the creation of a summative Federal ranking or ratings system.
- 6) Data Submission: Requires colleges and universities that participate in the federal student aid program to participate in this postsecondary data system. Allows institutions that do not participate in the federal student aid system to voluntarily participate in this postsecondary data system.
- 7) Prescribes criminal penalties for unlawful willful disclosure.
- 8) Directs the Commissioner to produce and update guidance and regulations relating to privacy and security to protect from unauthorized access, use, and disclosure.

Sec 3: Repeals the prohibition on a student data system

Sec 4: Aligns institutional requirements for data collection and submission

Sec 5: Transition provisions

- Establishes effective date for secs. 1, 2, and 4 as four years after enactment of this Act.
- Directs the Secretary and the Commissioner to ensure that transition and implementation of this system reduces reporting burden for institutions.

2019 College Transparency Act One Page Summary

Our existing postsecondary data systems are incomplete, duplicative, inefficient, and burdensome. Current law prohibits the federal government from collecting and reporting accurate data on student outcomes at each college and university in the U.S. Without this information, students and families are not empowered to make well-informed choices about their education, policymakers and institutions cannot craft evidence-based policies to help students succeed, and employers do not have the talent pipeline they need to grow the economy. Furthermore, current postsecondary data is incomplete and does not count all students.

The College Transparency Act:

- Overturns the ban on student-level data collection in the Higher Education Act
- Creates a secure, privacy protected student-level data network within the National Center for Education Statistics (NCES) using strong security standards and data governance protocols
- Accurately reports on student outcomes including enrollment, completion and post-college success across colleges and programs
- Leverages existing data at federal agencies and institutional data by matching a limited set of data to calculate aggregate information to answer questions critical to understanding and improving student success
- Protects all students by limiting data disclosures, prohibiting the sale of data, penalizing illegal data use, protecting vulnerable students, prohibiting the use of the data for law enforcement, safeguarding personally identifiable information, and requiring notice to students and regular audits of the system
- Streamlines burdensome federal reporting requirements for postsecondary institutions
- Provides information disaggregated by race, ethnicity and gender to identify inequities in students' success
- Requires a user-friendly website to ensure the data are transparent, informative, and accessible for students, parents, policymakers, and employers
- Feeds aggregate information back to states and institutions so they can develop and implement targeted, data-informed strategies aimed at supporting student success

2019 College Transparency Act Charge and Response

Charge: *CTA does not do enough to safeguard student privacy and security.*

Response: We worked hard this year to add even more privacy protections than the bill had last session to address these concerns. CTA abides by the same privacy and security laws that each federal agency must follow when handling sensitive data. Additionally, the legislation allows the use of the most relevant, modern privacy and security enhancing technology. For example, if the Commissioner of the Student Record Advisory Committee deems Secure Multi-Party Computation technology to be the best use of technology to protect data and security, and it meets the other requirements in the bill, then the Commissioner has every right and ability under the bill to use that technology. If a new technology comes on line that would better protect student data and privacy, the Commissioner has the authority to update and enhance the system as necessary. In addition to abiding by existing privacy and security laws, CTA also limits data disclosures, prohibits the sale of data, penalizes illegal data use, protects vulnerable students, prohibits the use of data for law enforcement, and the new version will require notice to students and regular audits of the system.

Charge: *The Wyden-Rubio bill, the Student Right to Know Before You Go Act, uses "Secure Multi-Party Computation" technology. Why doesn't the College Transparency Act use that technology? I think it's interesting and could get us the information we need without sacrificing student privacy.*

Response: CTA does nothing to prohibit the Department of Education from using Secure Multi-Party Computation if the Department of Education believes that the technology is best suited for the purpose of the data system. Unlike the Wyden-Rubio bill, which directs the Department to use this unproven technology, we believe the Commissioner of the data system should have the ability to determine if the technology is the best choice for the data system. Mandating the use of the Multi-Party Computation technology in the data system opens the data system up to potential vulnerabilities and limits further innovation in the data security space and limits the ability to adapt to changing circumstances. Lastly, there are serious concerns about whether Multi-Party Computation technology is capable to handle to capacity of the data system in question, as it has only been demonstrated to work on a very small scale. The last thing we need is the federal government mandating the use of a technology that does not work and stifles innovation.

Charge: *The College Transparency Act includes data from students who never participate in Title IV (Pell Grants, Loans, etc.). Why would we need data on non-Title IV students?*

Response: In order to truly reduce burdens on institutions by replacing IPEDS reporting, it is essential to include all students attending an institution, not just the students in the Title IV programs. Additionally, the information gathered for the data system is not only of use to students who receive Title IV funding, but for every student who enters post-secondary education, as well as for employers, policymakers and institutions. Further, if data collected was only limited to Title IV students, then prospective students—whether Title IV participating students or not—would not get an accurate picture of the value and outcomes of a given program. At some institutions – like the California Community Colleges – about 80% of students do not receive Title IV aid and would be omitted. Having the information on all post-secondary students is crucial for truly understanding the value of college. Finally, non-Title IV students

benefit from federal investments through tax benefits and research funding to institutions. In fact, the IRS already collects data on students to administer those tax benefits.

Charge: *This is increasing the role of the federal government and the Department of Education shouldn't have a data system with every student's earnings information.*

Response: Currently, institutions collect individual student data and report the required aggregate data to the National Center for Education Statistics (NCES). The College Transparency Act would eliminate the burden for them to calculate and the need for them to report the aggregate data to NCES. Instead, CTA simply requires institutions to send NCES the raw student data they already have and currently use to determine their aggregate student information – gender, race, program of study, etc. This change reduces the burden on institutions. Once the information is at Education, Education will connect the dots to aggregated data sets already sent to Education by the relevant agencies listed in the bill (Treasury, IRS, DOD, VA, etc.). In this process, the agencies will not be sending individualized data to Education.

Charge: *CTA isn't necessary and there are organizations such as the National Student Clearinghouse that are already doing this successfully.*

Response: CTA is necessary because students have the right to know the value of their education, and businesses, institutions and policymakers can do their jobs better with it. The higher education marketplace is broken and, instead of a massive overreach on the part of the Federal Government, the best way to fix the marketplace is to empower students to be educated consumers. If a student in Louisiana wants to be a nurse, they should be able to consider the difference in value and return on investment from a nursing program at Nicholls State, Tulane University, LSU, or Fletcher Technical Community College. While the Clearinghouse has plenty of information, it relies on self-reported data that is not accurate or reliable. Further, obtaining the information requires schools to send the Clearinghouse student information that is not protected by the same robust privacy and security standards that federal agencies must follow. Also, the National Student Clearinghouse data is not published at the institution or program-level, so students can't use it to help them make college choices. Only the federal government—not the Clearinghouse—has access to comprehensive earnings information to answer students' questions about return on investment. Finally, CTA provides the opportunity for a school like Fletcher Technical Community College to properly account for successful transfer students. The current prohibition on the use of student records prevents well-performing institutions from getting the credit they deserve when a student successfully leaves their institution and completes their education elsewhere.

Improvements to the College Transparency Act from 115th to 116th Congress

In the 115th Congress, a bipartisan group of Representatives and Senators introduced the College Transparency Act (CTA) to improve the way the federal government collects and disseminates data on postsecondary student outcomes. CTA will reform and improve the current system to provide accurate, timely, and high-quality aggregate data in a user-friendly, transparent way for students and families, policymakers, institutions and employers who have a right to know answers to key questions about student access and success.

By the end of the 115th Congressional session, this bill garnered support from 16 Senators, 33 Representatives, and more than 130 organizations from across the nation.⁴ Alongside this support of the bill, cosponsors received feedback on ways to strengthen the bill's already robust privacy and security protocols, value of data for stakeholders, and implementation considerations. This memo outlines the notable changes to the bill text.

PRIVACY AND SECURITY: CTA protects student privacy, secures student data, *and* promotes data use for decision-making. Data should only be used to help students, never to harm them. The revisions **strengthen security standards and data governance protocols, minimize data collection, give students more rights over their data, prohibit inappropriate data uses, and increase penalties for misuse.** Modifications to the bill:

- Require the Commissioner to comply with Federal Information Processing Standards (FIPS) and all relevant privacy or security laws. Added language prioritizes data minimization and requires notice to students about what data the system includes and how it will be used. [Section 2, Subsections 1(C), 4(D)]
- Establish a Postsecondary Student Data System Advisory Committee, that has appropriate staffing and resources, whose members will include the Chief Privacy Officer and Chief Security Officer of the Department of Education (ED), representatives of state higher education entities, representatives of diverse postsecondary institutions, student representatives, representatives from relevant federal agencies, and other stakeholders, including individuals with data privacy and security expertise. [Section 2, Subsection 2(A)]
- Require a public comment period and consultation with the Advisory Committee before adding new elements to the system to minimize data collection and ensure that all data collected are consistent with the purpose and goal of the system. [Section 2, Subsection 2(C)]
- Keep the system modern and compatible with any technological or governance changes by shortening the review period from five to three years. [Section 2, Subsections 2(D), 3(C)]
- Enhance students' rights to know how their data are used and to inspect their own personal information and correct inaccuracies. [Section 2, Subsection 3(C)(iii)(IV)]
- Prohibit ED and other federal agencies from using the data to limit services offered to students. [Section 2, Subsection 5(D)]

⁴ Postsecondary Data Collaborative and Workforce Data Quality Campaign Applaud Bipartisan, Bicameral College Transparency Act. 23 May 2017. Retrieved from: <http://www.ihep.org/press/opinions-and-statements/postsecondary-data-collaborative-and-workforce-data-quality-campaign>

- Protect students from federal, state, and local law enforcement using any data in the system to harm them or their families. [Section 2, Subsection 5(E)]
- Expand categories of information that cannot be included in a postsecondary student data system to specify physical or mental health data, and include migrant status, and national origin status for families as well as for students. [Section 2, Subsection 2(F)]
- Increase the penalty for unlawful willful disclosure to a class E felony, imprisonment for not more than 5 years, and a fine not more than \$250,000. [Section 2, Subsection 7(B)]
- Increase and clarify data security by: 1) requiring regular audits, 2) invoking the Confidential Information Protection and Statistical Efficiency Act (CIPSEA), and 3) mandating NCES to develop data retention, destruction, minimization, and breach management protocols. [Section 2, Subsection 8]

DATA VALUE FOR STAKEHOLDERS: Entities that report data should receive value in return. The newest iteration of CTA clarifies this value through **feedback reports and tools for states, institutions, and researchers, including specification of privacy protocols.** Modifications to the bill:

- In addition to a public website, add an analytical tool with reports that compare multiple institutions and programs. [Section 2, Subsection 4]
- Strengthen research disclosure restrictions to clarify that direct identifiers should be removed, and protocols should be reviewed by the National Center for Education Statistics (NCES) Disclosure Review Board. [Section 2, Subsection 5(A)]
- Allow both states and institutions to receive program- and institution-level feedback reports, including a new query option for states. The query tool allows states to submit lists of secondary graduates and receive aggregate workforce outcomes. These data will not be held in the postsecondary system. [Section 2, Subsection 5(A)(ii-iii)]

IMPLEMENTATION: The success of the data system created by CTA is predicated on a clearly defined system, and the latest bill **clarifies data sharing protocols, refines data disaggregates, and strengthens the implementation process.** Modifications to the bill:

- Update language throughout the bill from “linking” to “matching” to better reflect that all data would *not* be housed in a single, live-linked federal database. [Throughout bill text]
- Eliminate data on student athletes and add data on whether a student uses distance education or receives Federal loans. [Section 2, Subsection 2(B)]
- Add categories of disaggregated data to include recent transfer students and other non-first time students and Federal loan recipient status [Section 2, Subsection 2(C)]. Adds mean earnings as a measure to be reported in aggregate. [Section 2, Subsection 4(C)]
- Specifically describe the federal agencies that would enter into data sharing agreements with NCES and the purpose of each agreement. [Section 2, Subsection 3(A)]
- Extend the transition period from two to four years to ensure that NCES has time to design, test, refine, and transition to a new reporting schema. This extension is critical to allow NCES to consult appropriately with stakeholders on the governance committee. [Section 5]

Chairman SCOTT. Thank you. And I forgot in your introduction, I forgot to mention that you are a former Member of this committee, and we miss you.

Mr. MITCHELL. I miss being here. I had a tough choice to go to the House Armed Services, but if you will let me back every now and then, I promise to behave myself.

Chairman SCOTT. Yes, it sounds good. Mr. Soto.

STATEMENT OF HON. DARREN SOTO, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. SOTO. Thank you, Chairman Scott, Ranking Member Smucker, and Members of the committee, for this opportunity. I would like to talk about H.R. 827, the Artificial Intelligence Jobs Act, otherwise known as the AI JOBS Act. This bill would authorize the Department of Labor to create a report analyzing the future growth of artificial intelligence and its impacts on the work force.

I want to first start out by thanking our co-sponsors, Representatives Chris Murphy, Stefanik, Takano, Mitchell, Clark, Gallagher, Dingell, Norman, and Khanna. Obviously this is a bipartisan bill. We also have innovators in the tax base supporting this bill, including Intel, Lyft, the Center for Data Innovation, the Software Alliance, and Security Industry Association.

Imagine first if we could go back in time to the late 90's or early 2000's and reanalyze how this Congress reacted to something called the Internet. It was a huge grower of jobs and our economy, but it also had disruptions. And imagine we would better prepare ourselves, particularly for workers who were displaced, while also promoting the innovation of the Internet.

And now consider we are at the same juncture with regard to artificial intelligence. You think of things like Amazon, who have re-defined retail in many ways, or Netflix and other movie providers and how we are not renting movies in a store anymore as much or Spotify or Pandora who people are streaming music. Even photos, think about the differences from 20 years ago.

And then think about the workers who lost those jobs at that time and who are looking for a new place in the economy, and making sure we are giving them the training and the tools they need.

Since the AI JOBS Act was introduced last Congress, President Trump also released an Executive Order "Accelerating America's leadership in artificial intelligence," which highlighted the paramount economic importance of continued American leadership in artificial intelligence. One aspect of this Order focused on building the AI work force and directed agencies to prepare a work force with the skills needed to adapt and thrive in this new age of AI.

The AI JOBS Act aligns and further this directive by commissioning an advisory report within the Department of Labor. Specifically, the report would collect data to analyze which industries are projected to have the most growth through artificial intelligence and the demographics which may experience expanded careers and those whose jobs may be most vulnerable to displacement.

To ensure transparency the report will be conducted in a non-partisan manner in collaboration with the education institutions, employers, and think tanks in the tech and manufacturing sectors, and the Secretary of Commerce and the Director of Bureau of Cen-

sus. This bill is also supported by the innovators that I talked about.

I think the key is this could be a template for amendments from this committee for other areas in artificial intelligence where we may want to be bullish on. This is the future of the economy in many sections from healthcare to big data to manufacturing. There are so many different applications we may not even contemplate at this juncture. But at the same time make sure workers in areas that may be disrupted have the tools to be equipped. We cannot shirk or draw back from this opportunity, but we do and can be more prepared.

And with that I look forward to questions and yield back, Mr. Chairman.

[The statement of Mr. Soto follows:]

**TESTIMONY OF CONGRESSMAN DARREN SOTO
AI JOBS ACT (HR 827)
FOR THE EDUCATION AND LABOR COMMITTEE**

Chairman Scott, Ranking Member Foxx, thank you for allowing me to testify before the Committee about my priorities for the 116th Congress. Specifically, I'm here today to talk about my bipartisan bill, HR 827, the AI JOBS Act. This bill would authorize the Department of Labor to work with businesses and educational institutions to create a report analyzing the future growth of artificial intelligence and its impact on the American workforce.

Specifically, the report would collect data to analyze which industries are projected to have the most growth through artificial intelligence, and the demographics which may experience expanded career opportunities and those most vulnerable to job displacement.

To ensure transparency, the report will be conducted in a nonpartisan manner, in collaboration with educational institutions; employers and think tanks in the tech and manufacturing sectors; and the Secretary of Commerce and the Director of the Bureau of the Census. The bill is also supported by corporations and trade associations such as Intel Corporation, Lyft, the Center for Data Innovation, and the Security Industry Association.

I am proud to join efforts across party lines to introduce this bill and help our workforce prepare for the way artificial intelligence will shape the economy of the future. Technological advances will continue to present both challenges and benefits for American workers in industries ranging from transportation to cybersecurity to advanced manufacturing. This bi-partisan legislation will help American workers better understand and prepare for the emerging job opportunities created by artificial intelligence and to adapt to changes in our evolving economy.

Mr. Chairman, Ranking Member Foxx, I look forward to working with you to advance my bill and I welcome any questions you may have. Thank you and I yield back.

Chairman SCOTT. Thank you. Thank you for your testimony. And we will have questions from the panel members. I will defer, gentleman from California have questions, the gentlelady from Florida, gentlelady from Florida.

Ms. SHALALA. Thank you very much. Forgive me for my questions, but I have been at the other end, at the Cabinet Department when we got these kinds of requirements and at universities when we got these kinds of requirements.

So, Congressman Mitchell, I really appreciate and I agree with the need for transparency. Parents really need to know, even though the students change their majors at least three times in the course of their college career, parents do need to know, at least when they are entering an institution, what the outcomes might be in terms of jobs and other kinds of things.

It's easy to collect that data for professional schools. And that is nursing schools. Because the students take the exam and then go right into a job. For arts and sciences majors, colleges struggle. And let me tell you why. Because so many of them don't take a job initially. They either go to graduate school, and for the better colleges, if they do go on to graduate school it looks like they have no income, so there has to be sensitivity in that. Or they go wandering around someplace to take part-time jobs, as you know this new generation does. They start with internships and it looks like their income is down.

So while I am not opposed, I actually believe in transparency and more information, I simply wanted to point out to you that this is pretty complicated for colleges and universities.

Mr. MITCHELL. I would say it is complicated to explain in a 5-minute opening as well. I would be happy to talk to you about it.

The Advisory committee is envisioned to actually address that. For example, to report the percentage of students that go on to graduate programs. It is a valid outcome of a postsecondary education program. To report the number that are employed but elected part-time employment. That data is available in various data bases the Federal Government has. The problem is it does not aggregate it and doesn't report it, and doesn't do so in any safe kind of, any secure kind of manner. That's what this envision doing.

Ms. SHALALA. OK.

Mr. MITCHELL. And more importantly, let me say just one thing, ma'am, which it also allows in making informed decisions. For example, I don't care whether someone decides to go to Yale in art history and wants to accrue significant debt if that's a choice they make on informed decisions. But when they make that guess, I think that is a poor use of taxpayer money, individual moneys. And I don't mean to pick on Yale, it is just an example.

Ms. SHALALA. You and I would prefer they go to the Big Ten.

Mr. MITCHELL. I would prefer, Michigan State's a great school, yes, it is.

Ms. SHALALA. Thank you. Congressman Soto, I like, you know, your proposal. The problem is I don't think the Labor Department has the capacity to actually do it. Are you flexible enough to allow them to contract out to maybe one of the think tanks to actually coordinate this information in a way in which it would be non-partisan? Or the National Academy of Sciences, for example, that has

issued numerous reports on artificial intelligence, or a combination of the two?

Mr. SOTO. Yes, Congresswoman. And in addition, I would say we here in Congress have the ability to provide additional resources to the Department of Labor if we wanted to. But, yes, I am flexible on this.

The main point of the bill is for us to get proactive with regard to where we could boost growth in AI while still doing better than we were able to do with the Internet, which no one could have possibly imagined what it would be now as it was in the early 90's to mid-90's. And so it gives us a chance to get ahead of the game with the displaced workers too.

So I am open minded to not only this being a template for other AI ideas, but who would participate to help advise Congress on these sorts of issues.

Ms. SHALALA. Exactly. And my only point is that the capacity of the Department of Labor to do these things is very limited. But their capacity to contract out with a think tank or with the National Academy of Sciences to do a report like this, even where you interact with business, it seems to me any way we can get a non-partisan report is important. But I think the goals of both of your reports are really important. It's just that both of them are very complicated to do.

And forgive me for being protective of Federal workers.

I yield back.

Chairman SCOTT. The lady yields back. Thank you. Any other questions? No questions. I will just recognize myself for questions.

First, Mr. Mitchell, do you know how the information you are trying to get differs from what's already on the dashboard under present law?

Mr. MITCHELL. Well absolutely. For example, enrollment information and programs is often not accurate because, as Congresswoman from Florida understands, that the IPEDS, what's called the IPEDS, is less than accurate or clear. It is a three-ring circus because it doesn't deal well with, for example, institutions that enroll students every month rather than by the semester system, start with that. The collection of the data is cumbersome for universities, colleges, any postsecondary institution. They have different reporting requirements depending on the nature of the institutions. You do not necessarily get apples to apples comparisons of outcomes.

And I agree that understanding whether or not someone's successful in going from a postsecondary to a graduate degree program is important information. In my college, a lot of students when I went to law school, they were only guessing to be able to tell you whether they went on to law school or not because the data wasn't there. And that was the significant reason for enrolling in that institution. So I think we can go through a whole list of data, but I think the important thing is you got a fairly comprehensive set of data, it may not be everything for everybody, but I assure you it's a whole lot more than we have now.

Chairman SCOTT. Thank you. And, Mr. Soto, once we get the information there will be obviously job potential and job loss. Does your bill tell us what to do with that information?

Mr. SOTO. So I would think that's in the purview of this committee. And I would think we would want to get this within a year so that we would still within this term, be able to respond with thoughtful legislation both to help grow artificial intelligence industries but also have the work force and retraining tools deployed to areas that will be disrupted. I am sure everybody in this committee already has their initial opinions on where these spaces are. And if we already have all the answers, then let's just get started on that. But if we feel like we need additional information from experts in an official report that then we can rely on, then this is an organized way to do it. But it only would be step one.

Step two would be sometime next year when we get a report back, should this committee look favorably on this legislation, would be to implement those through real dollars and real policy changes in an organized way.

Chairman SCOTT. Thank you. Are there other questions? There don't appear to be any questions. Gentleman from Pennsylvania.

Mr. MEUSER. Yes. I would just like to thank the witnesses for being here, particularly Mr. Mitchell. Do miss you on the committee. I know you have done some work on this issue in the past. I think it is very important that students, parents are, you know, have the information in hand when they are making decisions in regards to their child's education. So I look forward to continue to work with you on that.

And, Mr. Soto, we know with AI, with robotics, our work force will change dramatically over the next decade or two. I just recently visited a robotics company developing robots that will work side by side with humans. And they were talking about their projections and how many jobs will be displaced by robots. It will be a change in the workplace, but will be a tremendous opportunity as well. So I do think it is incumbent upon us to try to understand those changes and understand how we can implement policy that ensures the work force, folks are prepared for the jobs that are available tomorrow. So appreciate your work in your area a well. Thanks for being here.

Chairman SCOTT. Thank you. Thank you very much. Now we have a second panel which Representative Waters has been detained on the floor, so she is expected to get here later. But I understand the gentleman from Pennsylvania has a statement, and he is recognized now.

**STATEMENT OF HON. GLEN THOMPSON, A REPRESENTATIVE
IN CONGRESS FROM THE STATE OF PENNSYLVANIA**

Mr. THOMPSON. Thank you, Chairman. I promise to talk slowly, on time, until Ms. Waters gets here.

Chairman Scott, Republican Leader Smucker, and Members of the House Education and Labor committee, good morning. Thank you for providing this opportunity for Members to be able to bring their priorities before the committee. I have always felt that this type of opportunity is extremely important, gives us an opportunity to share with our colleagues.

As a Member of the committee I have served on this capacity since first being elected in 2009. And while the majority/minority have changed hands twice since that time, I have been steadfast

in my commitment to provide honest input into the process. And to share my vision, my goals, and to work toward those, and we have done so in a bipartisan way, the things that have been important to me that I have advanced.

And while we don't always agree on every issue, there are many areas where we can continue to build consensus, to support programs that will improve lives and shape future.

Primarily among these are areas of consensus is a dedication to strengthen the work force and provide Americans of all age opportunities to achieve their full life potential.

So three areas I just want to briefly address.

First of all is career and technical education. And I want to thank this committee for what we have done on career and technical education. As Co-Chair of the bipartisan House Career and Technical Education Caucus, I strongly support CTE programs that provide learners of all ages with career ready skills. From agriculture to marketing, manufacturing, CTE programs work to develop America's most valuable resource, its people. The most valuable resource of any employer. It's not its product, service, location, appliance plan, marketing plan, it is qualified and trained work force.

As this committee knows, CTE is taught in a range of settings from high schools, area technical centers, 2-year community colleges, quite frankly an apprenticeship programs on the job. That's a wonderful program, and I think this committee has reinforced a vision I have always had as looking for an education system. And Current Technical Education does this. It has portals an American of any age can enter to at any time, get just what they need to make their life better, to get an advancement or promotion, a better job, come out of that system and go to work. And maybe come back in at a future point.

In total, 12.5 million high school and college students or postsecondary students are enrolled in CTE programs. Fortunately, the 115th Congress unanimously passed the first major overhaul to Carl D. Perkins Career and Technical Act since 2006, Strengthening Career and Technical Education For the 21st Century Act. While I was an original sponsor of this bill, the process in the bipartisan commitment to doing what is right for the American worker, American families, American business, prevailed. Now this couldn't have been done without many of my colleagues that are part of and who have been a part of this committee.

The bill was signed into law by President Trump on July 31st, 2018, and it aims to close the skills gap by modernizing Federal investment in CTE programs and connecting educators with industry stakeholders. What does the country need to continue to be vigilant on career and technical education?

So I would like to suggest to the committee there is a bill that's been referred to this committee as of March 7th, 2019, it is one that I did with a partner of mine I have worked very closely on this issue with, Congressman Jim Langevin, and that is the Cyber Security Skills Integration Act, H.R. 1592.

Cyber security is an incredible emerging issue with every industry. And so this creates a pilot program and it continues in the spirit to what we have done. It is a partnership between employers

and education to, you know, to make sure that we are providing some models, incentivizing, creation of the integration of cyber security skills into career and technical education.

Child nutrition is a second area. I would just ask favorable movement and considerations from hearings on H.R. 1592. Federal child nutrition programs is another area, very important. As we all know, low income students and families, those living in financial distress, gives them access to nutritional meals.

Unfortunately, the last several years there's been, you know, bottom line, it's time to reauthorize that bill. We reauthorize to refine, to make improvements where we can, to learn from the implementations.

And so I really encourage we continue as we did in the sub-committee just this week, to look at moving on reauthorization, building toward reauthorization of what was the Healthy Hunger-Free Kids Act in 2010. You know, one of the areas in particular to me is, quite frankly, among the changes, the law mandated that flavored milk had to be low fat milk within the program. We know that is contrary to all the research that is being published now almost universally.

So the science has caught up.

That law that we did, along with lower participation as a result in the program, led to an alarming decline in milk consumption in schools since 2010. And quite frankly, putting my agriculture leadership hat on, that loss of a generation of milk drinkers as a result has been implicated in the 50 percent decline in the rural economy in the past 6 years. Cotton and dairy has had a devastating impact on rural America.

So a chance to look at the science, doing what's right for the kids with nutrition, I would just encourage us to take a look at that. Obviously the bill in particular is in the jurisdiction of this committee, has been introduced, has been referred as the Whole Milk for Healthy Kids.

And finally, the Community Services Block Grant reauthorization, which is near and dear to my heart. It traces its roots back to this committee more than 50 years ago to the Economic Opportunity Act of 1964. The Act established local community action agencies to help people identify where people were in poverty and how to address it, how to raise people out of poverty using public and private partnerships. Virtually every county in American has a community action agency. They act as a safety net, really as a catalyst for low-income individuals and families to be able to raise themselves up out of poverty and create opportunities. The Community Services Block Grant is the only Federal program with explicit goal of reducing poverty regardless of its cause.

First, this program has not been reauthorized in more than 20 years. We all know that is unacceptable. That is why just this week, I am proud to work with Representative Betty McCollum. She and I have just introduced, with strong bipartisan co-sponsorships, H.R. 1695, the Community Services Block Grant Reauthorization Act of 2019. The bill aims to renew the Nation's commitment to reducing poverty through an established network of more than 1,000 local community action agencies. And it is time for Congress to reauthorize CSBG. We have done a great job of reauthor-

izing laws that have been stale and needed to be updated, brought into the 21st Century, and it really is time for CSBG.

Thanks again, Chairman Scott and Republican Leader Smucker and Republican Leader Foxx, Members of this committee, for allowing me to express my priorities to this committee and the 116th Congress. Appreciate it. Look forward to continue to work with you.

[The statement of Mr. Thompson follows:]

**The Honorable Glenn “GT” Thompson
(PA-15)
Testimony before the House Committee on Education and Labor
Member Day Hearing on Priorities in the 116th Congress
Thursday, March 14, 2019
The Honorable Glenn “GT” Thompson**

Chairman Scott, Ranking Member Foxx, and Members of the House Committee on Education and Labor:

Good morning and thank you for providing the opportunity to share my priorities for the 116th Congress. As a member of the committee, I have served in this capacity since first being elected in 2009. While the majority and minority have changed hands twice since that time, I have been steadfast in my commitment to provide honest input to the process. While we do not always agree upon every issue, there are many areas where we can continue to build consensus to support programs that will improve lives and shape futures. Primarily among these areas of consensus is a dedication to strengthen the workforce and provide American’s of all ages opportunities to achieve their life’s full potential.

Career and Technical Education:

As Co-Chair of the bipartisan House Career and Technical Education Caucus, I strongly support CTE programs that provide learners of all ages with career-ready skills. From agriculture to marketing and manufacturing: CTE programs work to develop America’s most valuable resource – its people.

As this Committee knows, CTE is taught in a range of settings: from high schools and area technical centers to technical and two-year community colleges. In total, 12.5 million high school and college students are enrolled in CTE programs.

The Trump Administration has also made a strong commitment to CTE. During President Trump’s first State of the Union Address, he said “Let us invest in workforce development and job training. Let us open great vocational schools so our future workers can learn a craft and realize their full potential.”

Fortunately, the 115th Congress unanimously passed the first major overhaul to the Carl D. Perkins Career and Technical since 2006, *the Strengthening Career and Technical Education for the 21st Century Act*. While I was an original sponsor of this bill, the process and a bipartisan commitment to doing what is right for the American worker and American businesses prevailed. This couldn’t have been done without many of my colleagues who are sitting in this hearing room. The bill was signed into law by President Trump in July 2018, and it aims to close the skills gap by modernizing the federal investment in CTE programs and connecting educators with industry stakeholders.

The Perkins Act is important for educational institutions as well as local businesses. Small business owners rely upon Perkins programs to increase the number of skilled candidates in emerging sectors.

CTE has established itself as a path that many high-achieving students choose in pursuit of industry certifications and hands-on skills they can use right out of high school, in skills-based education programs, or in college.

By modernizing the federal investment in CTE programs we are able to connect more educators with industry stakeholders and close the skills gap that in this country. There are more than 7 million vacant jobs out there right now, and CTE programs will give Americans the skills to fill them.

As states begin transitioning to meet the new federal requirements, it is paramount that we remain vigilant and ensure this legislation is implemented with the intentions of Congress. Future workers in fields such as manufacturing, information technology, healthcare, and agriculture will rely upon career and technical programs to obtain the skills necessary for high-skill, high-wage, family-sustaining careers. We, as a Country, must ensure we are providing the education and the tools to equip a 21st Century workforce and this committee should provide adequate oversight of the law's implementation.

Child Nutrition:

Nutritious meals play an important role in the academic outcomes of students. Federal child nutrition programs help provide low-income students and families access to those nutritious meals. Unfortunately, over the last several years, a wave of onerous federal regulations has limited the effectiveness of these programs at the local level.

Generally, child nutrition programs provide assistance to states, schools, and other institutions to serve meals and snacks outside of the home through cash assistance, commodity food, and administrative support. The federal involvement in child nutrition programs dates back to passage of the Richard B. Russell National School Lunch Act in 1946, which created the National School Lunch Program.

As this Committee knows, Congress passed *the Healthy, Hunger-Free Kids Act in 2010*, which amended nutrition standards in the School Lunch Program. Among the changes, the law mandated that flavored milk must be low-fat within the program. This law, along with lower participation in the program, led to an alarming decline in milk consumption in schools since 2010.

Milk is the No. 1 source of nine essential nutrients in young Americans' diets, and provides multiple health benefits, including better bone health, lower blood pressure, and reduced risk of cardiovascular disease or Type 2 diabetes. Milk is a source of three out of four under-consumed nutrients – calcium, potassium, and vitamin D. No other beverage naturally comes close to this level of nutritional value.

From 2014 to 2016, schools served 213 million fewer half-pints of milk, despite the fact that public school enrollment was growing. Children over four-years-old are not meeting the recommended daily servings of dairy in the Dietary Guidelines of America. Given the nutritional value of milk, and the fact that young minds need to be well nourished to perform at their best, this is cause for concern.

Moreover, a number of comprehensive scientific reviews have shown that dairy foods have a neutral association with cardiovascular health, regardless of the fat content. The dean of the Friedman School of Nutrition Science and Policy at Tufts University, who is also a cardiologist, wrote: “No long-term studies support harms, and emerging evidence suggests some potential benefits, of dairy fat or high-fat dairy foods.” He added that there is little support for the prevailing recommendations for dairy intake that emphasize low-fat dairy.

To combat this decline in consumption of dairy, the USDA announced a rule in May of 2017 that allowed schools to receive waivers for low-fat (1%) flavored milk, rather than only fat-free. While this is a step in the right direction, we must do more to ensure schools have the flexibility to increase availability of milk choices.

Congress should work with the states to provide greater flexibility to school districts working to provide their students with healthy meals they will enjoy. This will help to eliminate food waste, lower program costs, preserve taxpayer dollars, and ensure that students have access to healthy meals they will actually eat.

Community Services Block Grant Reauthorization:

The Community Services Block Grant traces its roots to the War on Poverty, launched by President Lyndon Johnson more than 50 years ago when he proposed the Economic Opportunity Act of 1964. In his March 1964 message to Congress, President Johnson said the act would “give every American community the opportunity to develop a comprehensive plan to fight its own poverty—and help them to carry out their plans.”

This was to be achieved through a new Community Action Program, which established local Community Action Agencies. The program guides local residents to identify unique barriers and unmet needs contributing to poverty in their individual communities and develop plans to address those needs, drawing on resources from all levels of government and the private sector.

Virtually every county in the United States has a Community Action Agency, a local organization charged by the federal government with the sweeping mission of fighting poverty. About 1,000 such agencies exist nationwide. They help ensure a safety net for low-income individuals and families, but even more importantly, they create opportunities for people to move from poverty to independence. CAAs address local causes and conditions of poverty with input from the entire community, including the low-income people they serve.

The Community Services Block Grant is the only federal program with the explicit and overarching goal of reducing poverty, regardless of its cause. The CSBG pursues this goal by providing critical funding to the nationwide network of local CAAs and supporting their locally-

Chairman SCOTT. Well thank you. And I thank you for your leadership, particularly on CTE over the years.

Do you have any questions at this time?

Ms. Waters is apparently on her way, so why don't we briefly recess until she gets here. Without objection.

[Recess]

Chairman SCOTT. The committee will reconvene. We were informed that the conflict on the floor, that's understandable, you can't be in more than one place at the same time. And we are delighted to have Ms. Waters with us today. And you are recognized for 5 minutes.

Ms. WATERS. Thank you very much. Chairman Scott and Ranking Member Foxx, thank you for scheduling this hearing. While this committee has jurisdiction over numerous issues of importance to my district, I will today focus on two, student loan forgiveness and the for-profit college industry.

I testify before you today as someone who has long advocated for a public education system that is accessible, affordable, and equitable.

Young people are sold on a simple version of the system in which students of any color and economic background attend class in a room furnished with every necessary educational resource and tool, receive quality instruction from a dedicated and well-compensated teacher, work hard, and learn the skills and knowledge necessary to obtain gainful employment after graduation.

This is the dream of millennials and young people, and this is a dream that they were sold, I now fear they were not told the truth. The ability to pay one's way through college, once a hallmark of the self-sufficient, hard-working student, is now an unattainable myth. The price of college has increased nearly 400 percent over the last three decades, and rising tuition leads to a dramatic and corresponding increase in student loan debt, which now totals about \$1.5 trillion. This is 500 billion more than the Nation's credit card debt. Perhaps if students were able to procure a job within their field of study, then such financial burdens would be worth the sacrifice.

For thousands of young people, including most especially those who attended a for-profit college, the notion of obtaining employment after graduation is yet another broken promise. Millennials were promised jobs, careers, and the ability to provide themselves and their families. They were not told the truth. And Congress now has a responsibility to address two of the primary reasons these promises never materialized, student loan debt and the for-profit college industry's fraudulent practices.

I urge the committee to protect and expand student loan forgiveness programs such as the Public Service Loan Forgiveness Program and forgiveness tied to borrower participation in income-based repayment plans.

Statistic regarding millennial student loan debt show a clear and present crisis. The average millennial with student debt has 75 percent less net worth than those who are debt free, and 46 percent less in their savings and checking accounts.

The average debt load per borrower, adjusted for inflation, has increased 30 percent since 2001.

Over one-third of millennials say they have delayed purchasing a home because of student loan debt. Thirty percent say they cannot yet afford to save for retirement, and 16 percent have put off having children. This debt is not distributed equitably either. Those from the poorest communities statistically take on the most debt, and women hold about two-thirds of all student loan debt.

Forgiving all student debt owed by the Federal Government would increase the gross domestic product by at least \$86 billion per year and add a minimum 1.2 million jobs.

Congress must boldly attack the student debt crisis by protecting loan forgiveness programs.

For-profit colleges greatly contribute to the student debt crisis. This industry continues to receive Federal funds despite destroying or disrupting the lives of millions of Americans. And I personally witness the effects of their abuse in my own district.

In 1992, legislation I introduced limited the number of Federal funds for-profit colleges could receive to 85 percent of their total revenue, leaving 15 percent of their profits to be raised either through other non-Federal means. This law was later amended to the current 90/10 rule.

In 2011, I first proposed closing a loophole which categorizes Veterans' education benefits as a non-Federal source of funding. This loophole allows for-profit college industry to enroll Veterans for the GI benefits and tuition assistance without counting against the cap limiting the amount of revenue they may receive from Federal funding to 90 percent. I will soon introduce legislation that will both restore the original 85/15 rule and count Veterans' education benefits as Federal funds. Both changes are long overdue. So I urge the committee to incorporate both policies into the Higher Education Act.

In conclusion, I thank you for the opportunity to testify, and I yield back the balance of my time.

[The statement of Ms. Waters follows:]

House Education and Labor Committee Members' Hearing

Rayburn 2175

March 14, 2019, at 9:20am

Five Minute Testimony

Introduction

Chairman Scott and Ranking Member Foxx, thank you for scheduling this hearing. While this committee has jurisdiction over numerous issues of importance to my district, I will today focus on two: student loan forgiveness and the for-profit college industry.

I testify before you today as someone who has long advocated for a public education system which is accessible, affordable, and equitable. Young people are sold on a simple version of this system, in which students, of any color and economic background, attend class in a room furnished with every necessary educational resource and tool, receive quality instruction from a dedicated and well-compensated teacher, work hard, and learn the skills and knowledge necessary to obtain gainful employment after graduation.

This is the dream millennials and young people were sold. I now fear they were sold a lie.

The ability to pay one's way through college, once a hallmark of the self-sufficient hard-working student, is now an unattainable myth. The price of college has increased nearly 400 percent over the last three decades. Rising tuition leads to a dramatic and corresponding increase in student loan debt, which now totals about \$1.5 trillion. This is \$500 billion more than the nation's credit card debt.

Perhaps if students were able to procure a job within their field of study, then such financial burdens would be worth the sacrifice. For thousands of young people, including most especially those who attended a for-profit college, the notion of obtaining employment after graduation is yet another broken promise.

Millennials were promised jobs, careers, and the ability to provide for themselves and their families. They were lied to, and Congress now has a responsibility to address two of the primary reasons these promises never materialized: student loan debt and the for-profit college industry's fraudulent practices.

Student Loan Forgiveness

I urge the Committee to protect and expand student loan forgiveness programs, such as the Public Service Loan Forgiveness program and forgiveness tied to borrower participation in income-based repayment plans.

Statistics regarding millennial student loan debt show a clear and present crisis. The average millennial with student debt has 75 percent less net worth than those who are debt free, and 46 percent less in their savings and checking accounts.¹ The average debt load per borrower, adjusted for inflation, has increased 30 percent since 2001.²

Over one third of millennials say they have delayed purchasing a home because of student loan debt, 30 percent say they cannot yet afford to save for retirement, and 16 percent have put off having children.³

This debt is not distributed equitably, either. Those from the poorest communities statistically take on the most debt, and women hold about two-thirds of all student loan debt.⁴

Forgiving all student debt owned by the federal government would increase the gross domestic product by at least \$86 billion per year, and add at minimum 1.2 million jobs.⁵ Congress must boldly attack the student debt crisis by protecting loan forgiveness programs.

¹ <https://studentloanhero.com/featured/study-student-debt-can-kill-millennials-net-worth/>

² <https://trends.collegeboard.org/student-aid/figures-tables/cumulative-debt-bachelor-degree-recipients-four-year-institutions-over-time>

³ https://www.washingtonpost.com/opinions/americans-are-drowning-in-student-loan-debt-the-us-should-forgive-all-of-it/2018/06/19/82565218-7314-11e8-9780-b1dd6a09b549_story.html?utm_term=.cc39437f1163

⁴ <http://fortune.com/2018/06/05/women-student-loan-debt/>

⁵ According to a February 2018 student by the Levy Institute, a nonpartisan, nonprofit think tank associated with Bard College. Found at http://www.levyinstitute.org/pubs/rpr_2_6.pdf.

For-Profit College Regulation

For-profit colleges greatly contribute to the student debt crisis. This industry continues to receive federal funds despite destroying or disrupting the lives of millions of Americans, and I have personally witnessed the effects of their abuse in my own district.

In 1992, legislation I introduced limited the amount of federal funds for-profit colleges could receive to 85 percent of their total revenue, leaving 15 percent of their profits to be raised through other, non-federal means. This law was later amended to the current 90/10 rule.

In 2011, I first proposed closing a loophole which categorizes veterans' education benefits as a non-federal source of funding. This loophole allows the for-profit college industry to enroll veterans for their G.I. benefits and tuition assistance without counting against the cap limiting the amount of revenue they may receive from federal funding to 90 percent.

I will soon introduce legislation which will both restore the original 85/15 rule, and count veterans' education benefits as federal funds. Both changes are long overdue, and I urge the committee to incorporate both policies into the Higher Education Act.

Conclusion

Thank you for the opportunity to testify. I yield back the balance of my time.

Chairman SCOTT. Thank you. Gentleman from Pennsylvania, do you have any questions?

The two proposals that you've made, from the 85/15 and closing the Veterans' loopholes, the two things that we're strongly considering, so we appreciate your testimony on those two issues.

So are there any other ways that we can ensure that the for-profits are actually delivering a quality product?

Ms. WATERS. Mr. Chairman, I do believe that we need to scrutinize more carefully and more closely all of these for-profit colleges. As you know, you have and I have and we have worked to make sure that some of them are no longer able to operate because of the abuses that we saw and what we learned about young people who had great expectations who attended some of these for-profit colleges, only to discover that in the first place many of them did not have qualified teachers, many of them could not keep the promises that they had made for giving them a quality education, and they were not able to get a job once they had gone through. Or, some of them literally closed in the middle of the education that the students were supposed to be obtaining and left them stranded. And I think we have some situations like that now that we have to pay attention to. So I would just suggest that we have got to be tougher.

Chairman SCOTT. The ones that collapsed in mid-stream, for those, there is one problem. The students have incurred the debt and the question is whether they need to repay the debt to the school that collapsed right in the middle of their education.

There's a borrower's defense, this administration is trying to roll that back and make it more difficult for students to access borrower's defense. We need to make sure that's stronger too, because if it collapses mid-stream, not only have you wasted all your time, but there is no excuse to make you pay student debt for something you didn't even get. So we need to strengthen the borrower's defense.

On the student loans, the forgiveness programs, unfortunately have been zeroed out by the administration. We're going to make sure they get restored in our budget. The income based repayment and the Public Service Loan Forgiveness and other forgiveness programs need to be there.

There's one that teachers, if you sign up you can get a good education, get a grant, conditioned on you teaching in low income areas for 5 years. People coming to the end of the 5 years, and there's an unfortunate denial of their grant. They said this is to inform you that your grant is now a loan, pay back the money. And we're working to make sure that the teachers who have fulfilled their responsibilities get their benefit.

I appreciate your testimony, these are two areas that we really need to be looking into student debt and then the abuses in the for profit. There are some good ones, and our responsibility is to separate the good from the bad. And the Veterans' loophole and 85/15 will not adversely affect those that are doing a good job. Those that are not doing a good job will be fearful.

Ms. WATERS. Thank you so very much, Mr. Chairman. I appreciate your leadership and all of the wonderful work that you have done for all of Americans on education. And I am hopeful that Ms.

Devos will learn a lot about the for-profit industry and correct some of the mistakes that she's made. I am not going to consider her an absolute enemy, I am going to consider that she just doesn't know any better at this time.

Thank you very much.

Chairman SCOTT. Thank you. Are there other comments? Thank you very much. And I am delighted we could work with the floor schedule, this is very important testimony.

I want to thank our witnesses for their participation today. The input of our colleagues is paramount to what we can accomplish during this Congress.

As the Ranking Acting Ranking Member, you have any other comments? If not, there's no further business.

Without objection, the committee stands adjourned.

[Additional submission by Mr. Espaillat follows:]

Written Testimony

Congressman Adriano Espaillat (NY-13)

March 13, 2019

March 13, 2019

The Honorable Robert C. "Bobby" Scott
Chairman
Committee on Education and Labor
U.S. House of Representatives
2176 Rayburn House Office Building
Washington, D.C. 20515

The Honorable Virginia Foxx
Ranking Member
Committee on Education and Labor
U.S. House of Representatives
2101 Rayburn House Office Building
Washington D.C. 20515

RE: Written Testimony of Congressman Adriano Espaillat (NY-13) submission to the Committee on Education and Labor for Member Day in the 116th Congress.

Dear Chairman Scott and Ranking Member Foxx,

Thank you for allowing me the opportunity to submit this testimony and share with the Committee on Education and Labor priorities of mine and New York's 13th Congressional District.

Before I begin my formal comments, I want to sincerely thank both Chairman Scott and Ranking Member Foxx for the privilege of being seated on this committee during the 115th Congress. Working in cooperation with members on both sides of the aisle to advance policies demonstrated the bipartisan potential that Congress has and hopeful for what this 116th Congress will yield.

Raise the Wage Act:

As a first order of business, I wish to lend my support to legislation that is currently before this Committee and being considered in a timely fashion under regular order. Among the legislation being considered, I want to thank the Chairman for bringing H.R. 582, the Raise the Wage Act before the committee and American people. Constituents of New York's 13th Congressional District and American across the country deserve to earn a living wage and I wholly support this legislation that would raise the equality of life and socio-economic equity.

English Learners:

Of great importance to many constituents of mine and especially myself are the needs of English Learner's ("EL") students. As an elementary-grade student in New York's 13th Congressional District, I struggled to understand my teachers and keep up with the curriculum that made little concession given that Spanish is my first language. There are over 5 million EL students across the country whose first languages are Spanish, Chinese, Vietnamese, and Arabic. While one in ten public school students are ELs, the U.S. Department of Education has found that 32 states have a shortage of teachers to meet the needs of EL students. We need to support EL and teachers. I want to urge this committee to consider H.R. 1153, the Reaching English Learners Act introduced by Congressman James R. Langevin with bipartisan support to close this achievement gap.

Support for TRIO and GEAR UP Programs:

As both the Chairman and Ranking Member may remember during the 115th Congress, the Department of Education had initially declined applications made by new and returning grantees of the TRIO Upward Bound Program. In a bipartisan manner, this Committee as a forum and its members on both sides of the aisle came together in support of the students that would benefit they serve and benefit.

Programs like Upward Bound exist to counteract the countless barriers that keep poor, talented children out of college. Too many of these students are just one missed deadline, FAFSA error, or SAT question away from seeing their dream of a formal education slip further out of their hands.

I am proud to have a partner in Congressman Warren Davidson; Representing Ohio's 8th Congressional District with whom to lead this charge introducing H.R. 3784, the Common Sense Opportunities Act in the 115th Congress to address and curb this issue in the future. I sincerely appreciate the Committee's action and deliberation of this widely supported and bipartisan legislation in the coming days.

DREAMers Access to Federal Aid:

Since my time in Congress, the safety, stability, and livelihoods of DREAMers has been at the fore of my constituents concerns that I will not cease being an advocate for. There are 2,400 DACA recipients in my district, 30,000 DACA recipients in New York State, and 800,000 DACA recipients throughout the country. Given the purview of this Committee, I want to take this opportunity and urge the Committee to promulgate and support legislation that would allow DACA students access to federal student aid. I am proud to support Aim Higher Act in which it is included and urge its passage on behalf of my constituents and this generation of students.

Dual Enrollment and Jumpstart on College Act:

Dual Enrollment is a vehicle for high-school students to avail themselves and prepare for the academic rigors attending an institution of higher education. This is an opportunity for students that I am a strong supporter of. While this tenet is reflected in the Aim Higher Act, I also want to take this opportunity to advocate for my own legislation, the Jumpstart on College Act that I will be reintroducing in the 116th Congress.

In New York City, the City University of New York (CUNY) administers the College Now program. College Now offers dual enrollment and college-readiness programs in more than 400 New York City High Schools and enrolls close to 20,000 students annually. The College Now Programs are administered at each of CUNY's eighteen undergraduate colleges with a focused and vested interest in preparing underserved students for college achievement.

This legislation would invest in dual enrollment and college in high school programs that enroll low-income and underserved students. These programs allow high school students to take college classes during their junior and senior years. They provide critical pillars of support aimed at increasing achievement and success and reducing cost at the postsecondary level, two goals I believe we all support.

Written Testimony

Congressman Adriano Espaillat (NY-13)

March 13, 2019

Closing:

I want to thank both Chairman Scott and Ranking Member Foxx for the opportunity to submit my testimony. Given the wide breadth of vitally important issues the Committee on Education and Labor encompasses, I am heartened that this committee has made a commitment to hear and invite Members' issues and concerns. Thank you for your consideration.

Sincerely,

Adriano Espaillat
Member of Congress

[Additional submission by Mr. Evans follows:]

Congressman Dwight Evans, PA-3
 Testimony to House Education and Labor Committee
 March 14, 2019

Thank you, Chairman Scott and Ranking Member Foxx, for allowing me to provide written testimony. I would like to thank the Committee on Education and Labor for voting out Chairman Scott's Rebuild America's Schools Act, H.R. 865, which I strongly support.

This bill is needed, now more than ever, because across our country there are children and teachers who are wearing coats in their classrooms to stay warm, crowdsourcing to raise funds that will repair broken air conditioners ahead of summer months, and so much more.

In the city of Philadelphia, tens of thousands of children are attending schools that have had lead in the water, lead dust from chipped paint, and asbestos fibers in settled dust. Although city and state officials have put a limited amount of joint funding toward these issues, the School District of Philadelphia needs federal help to ensure the safety of our beloved children and teachers.

However, what is happening to school facilities in Philadelphia is not an isolated to my city – there are crumbling school buildings throughout the nation and this problem needs to be addressed and included as we discuss infrastructure in Congress.

Our youngest and brightest learners should have high-quality school facilities so they can achieve their dreams. Instead, too many of them are trying to learn in subpar facilities -- even though we expect exceptional results.

I support Chairman Scott's bill because it would use both grants and tax credit bonds to make a major, badly needed wave of repairs to schools across this country, in red, purple and blue districts and states -- and it would create 1.9 million jobs. That is a win-win!

I serve on the Ways and Means Committee, where this bill has been referred, and I strongly support this legislation.

I would also like to urge support for my related bill, the Rehabilitation of Historic Schools Act, H.R. 158. Among other tools, Chairman Scott's bill would use Qualified Zone Academy Bonds and qualified school infrastructure bonds. My bill would make another tax credit available as a tool in the toolbox to repair our children's schools so they can succeed in education and in life.

I propose to use the same federal rehabilitation tax credit that President Trump used to renovate an old post office building in Washington, D.C., into an upscale hotel. I believe we can and should put the same tax credit to work "For The People," because the time is now to repair our children's schools.

I also believe my bill can attract bipartisan support in part because it has private-sector involvement. We can use these tax dollars to leverage private investment for a greater total impact. We get a better return on investment, we create jobs, and we improve our children's education and their futures. This is something I think we can all agree on!

If any of you would like to co-sponsor my bill, or if you have a question about it, I invite you to reach out to me or my staff. I look forward to working together with you to make schools better for the next generation all across America.

[Additional submission by Ms. Maloney follows:]

TESTIMONY ON HR 943, THE NEVER AGAIN EDUCATION ACT

Congresswoman Carolyn B. Maloney

3.14.2019

Chairman Scott and Ranking Member Foxx, thank you for the opportunity to submit testimony in support of H.R. 943, the Never Again Education Act. I represent New York City, which is home to more Jewish people than any other city in the world. Just days after the attack at the Tree of Life synagogue, Union Temple in Prospect Heights was vandalized with vile anti-Semitic rhetoric. In November a professor at Columbia University found swastikas painted in her office. Weeks later, a 9-year-old Hasidic boy was assaulted in Williamsburg. A week later, a Hasidic man was attacked only blocks from the first attack. In December, a 77-year-old Brooklyn woman was inside her apartment observing the Sabbath when she found two swastikas, in red, painted on her door. In January, stickers with disturbing and hateful messages were posted around Greenpoint, Brooklyn. And last month, two Hasidic men were beaten and left bloodied by three men in Crown Heights.

It's not just my city, my constituents, who are experiencing the terror that comes with these hate crimes. According to the Anti-Defamation League, anti-Semitic incidents in this country spiked by 60 percent between 2016 and 2017. That is the largest single year increase since the ADL starting tracking this data almost 40 years ago.

We're at a dangerous moment in time. Anti-Semitism is on the rise around the world and here at home.

It's also not enough to only condemn these hate-driven, disgusting acts.

We have to start educating people, especially young people, about the horrors of the Holocaust and how hate, evil, intolerance, and ignorance can lead to mass murder.

Unfortunately, too few schools are teaching the history of the Holocaust and too many Americans don't even know what happened. A recent poll found that 31 percent of Americans, and 41 percent of millennials, believe that two million or fewer Jews were murdered in the Holocaust.

41 percent of Americans, and 66 percent of millennials, cannot say what Auschwitz was.

And 52 percent of Americans wrongly think Hitler came to power through force.

Eight states have laws requiring we teach about the Holocaust in our schools and another 12 states recommend it, but that is not nearly enough and right now, there is no federal funding dedicated to Holocaust education programs.

I believe Congress must make it clear that educating our students about the Holocaust is vital, and to devote resources towards encouraging teachers to do so.

On January 31, 2019, I introduced H.R. 943, the Never Again Education Act. The bill would create a \$2 million annual grant program to help schools develop a curriculum to teach students about the Holocaust. Funded activities may include purchasing textbooks and educational materials, field trips to memorial sites, or school visits from survivors, family members or experts. It will provide teachers with training to help them navigate their state and local

curriculum requirements and develop a program that is tailored to the needs and interests of their local communities.

It will also create a website to help teachers easily navigate the immense amount of resources on Holocaust education that already exist and bring them into their classrooms.

And the whole program will be advised by a board of Holocaust education experts, to ensure that the Department of Education is working closely with the Holocaust education community to expand high-quality Holocaust education to every school in the nation.

We know that hate is learned, that our children are not born with prejudices. It is up to us to make sure they never learn them.

Because only by learning from history can we ensure we never repeat it. That is what we are trying to do with this bill. That is how we make sure we fulfill the promise of Never Again.

I look forward to working with the Committee to pass this important legislation.

[Whereupon, at 9:44 a.m., the committee was adjourned.]

