

S. HRG. 119-68

# *Senate Hearings*

*Before the Committee on Appropriations*

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Departments of Labor,  
Health and Human Services,  
and Education, and Related  
Agencies Appropriations

*Fiscal Year* 2026

119<sup>th</sup> CONGRESS, FIRST SESSION

H.R. 7148

DEPARTMENT OF EDUCATION  
DEPARTMENT OF HEALTH AND HUMAN SERVICES  
DEPARTMENT OF LABOR

Departments of Labor, Health and Human Services, and Education, and Related Agencies  
Appropriations, 2026 (H.R. 7148)



DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES,  
AND EDUCATION, AND RELATED AGENCIES APPROPRIA-  
TIONS FOR FISCAL YEAR 2026

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HEARINGS  
BEFORE A  
SUBCOMMITTEE OF THE  
COMMITTEE ON APPROPRIATIONS  
UNITED STATES SENATE  
ONE HUNDRED NINETEENTH CONGRESS

FIRST SESSION

ON

**H.R. 7148**

AN ACT MAKING APPROPRIATIONS FOR THE DEPARTMENTS OF LABOR,  
HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED  
AGENCIES FOR THE FISCAL YEAR ENDING SEPTEMBER 30, 2026, AND  
FOR OTHER PURPOSES

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**Department of Education**  
**Department of Health and Human Services**  
**Department of Labor**

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**DEPARTMENTS OF LABOR, HEALTH AND  
HUMAN SERVICES, AND EDUCATION, AND  
RELATED AGENCIES APPROPRIATIONS FOR  
FISCAL YEAR 2026**

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**TUESDAY, MAY 20, 2025**

U.S. SENATE,  
SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS,  
*Washington, DC.*

The subcommittee met at 10 a.m. in room SD-124, Dirksen Senate Office Building, Hon. Shelley Moore Capito, (chair) presiding.

Present: Senators Capito, Moran, Kennedy, Hyde-Smith, Boozman, Britt, Mullin, Rounds, Collins, Baldwin, Murray, Durbin, Reed, Shaheen, Merkley, and Schatz.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

OFFICE OF THE SECRETARY

**STATEMENT OF HON. ROBERT F. KENNEDY, JR., SECRETARY**

OPENING STATEMENT OF SENATOR SHELLEY MOORE CAPITO

Senator CAPITO. Good morning, everybody; great to be here.

This is our first Labor HHS Subcommittee hearing for the fiscal year of 2026, and the first hearing as my new role as the Chair. Vice Chair Baldwin and I have served together for several years on this committee, and I look forward to continuing with you in our new roles.

I always want to take a moment, too, to recognize Senator Collins. And I know Senator Murray will be here shortly. As the Chair and Vice Chair of the Appropriations Committee, they are committed to regular order and maintaining our track record of writing, and maintaining, and passing bipartisan appropriations bills in a timely manner. Today's budget hearing is a first step in that process.

Secretary Kennedy, thank you so much for being with us today.

I know that we all share the goal of improving the health of Americans. This hearing is an important opportunity for the subcommittee to hear from you on the HHS's (Health and Human Services) budget proposal and better understand your priorities for fiscal year 2026. You have taken the helm of a large agency with thousands of dedicated career staffers whose work each day makes Americans healthier and safer and ensures our global leadership in science and biomedical research.

In your first few months as Secretary, you have made many changes in the Department that will lead, I believe, to a healthier America. This committee looks forward to hearing more from you on the details of your proposed reorganization for HHS and working together to make America healthy again. HHS has always worked with Congress when considering and designing reorganizations. And I encourage you and your staff to work closely with us as you move forward.

Your fiscal year 2026 budget proposes a reduction in funding for HHS of 26 percent. I would ask you to take a careful look at each and every program at the Department, and I look forward to reviewing your full budget request hopefully very soon. This committee wants to work with you on improving HHS so that the agency can move more efficiently and fund the basic science.

I am concerned that our country is falling behind in biomedical research, and this should be a concern for all of us who want to make investments in biomedical research. Investing in that what has proven to save lives while exponentially strengthening our economy.

NIH (National Institutes of Health)-funded basic research is also behind many of the 600-plus new cancer treatments that FDA (Food and Drug Administration) has approved over the last 20 years. NIH-funded research led to the development of buprenorphine, a medication for opioid addiction. NIH-funded research led to the development of the first overdose naloxone nasal spray, Narcan. For almost a decade, this committee has increased funding towards the goal of finding treatments and a cure for Alzheimer's disease. This goal is very personal to me since both of my parents lived with and eventually succumbed to this horrible disease.

These investments have allowed NIH to fund research into a wide variety of potential causes of the disease and build evidence for prevention based on a healthy lifestyle. NIH-funded research of the amyloid protein led to the development of the FDA-approved Alzheimer's drugs in 2023 and 2024 to slow progression of the disease. All this research is extremely important, and I look forward to working with you to continue to look at diversified Alzheimer's research.

Wasteful spending of taxpayers' dollars must end, and I applaud you for taking a hard look at what Federal research dollars are funding. I encourage you to ensure that the fiscal year 2025 funding that Congress has already appropriated is spent in a timely manner, in particular for the vital biomedical research which could lead to life-saving breakthroughs in science. Too many families are waiting for a cure, as you know, we have a responsibility to make sure their taxpayer dollars fund that research.

You and I have talked several times, and I appreciate it so much, about the importance of the NIOSH (National Institute for Occupational Safety and Health) Coal programs in West Virginia and how the work conducted by NIOSH in Morgantown is unique across the Federal Government. I am pleased that you brought some of these specialized NIOSH employees back to work earlier this month and then just last week reversed their RIFs (Reduction in Force) so that their return to the office will not be temporary. Thank you.

Your decision to return NIOSH staff to the office meant that the Firefighter Fatality Investigation and Prevention Program could issue the final report on the December 27, 2020, fire that killed a 30-year-old firefighter and injured three others in West Virginia. Senior Airman Logan Young was one of many who responded to the Carnesville Fire. I am glad NIOSH was able to finish their investigation and issue recommendations and final report.

While your action last week was a good step, there are still other divisions within NIOSH with specialized staff who conduct essential, unique work. I support the President's vision to right-size our government, but as you and I have discussed, I don't think eliminating NIOSH programs will accomplish that goal. I encourage you to look at this closely.

West Virginia, my own home State, continues to rank above the national average in both new cancer diagnoses and death. We are thankful for the work performed by the CDC National Center for Chronic Disease Prevention and Health Promotion, and I look forward to learning more about how this important work will be continued under the Administration for a Healthy America.

Substance abuse challenges also continue to be a real problem facing West Virginia and the Nation. SAMHSA (Substance Abuse and Mental Health Services Administration) funding has played an important role in West Virginia, and I want to understand how the budget proposal would impact my State. I look forward to learning more about that from you today.

I will say there was a bit of good news, I believe, last week when the national statistics of overdose deaths did go down.

Rural healthcare is a top priority for this body. CDC data shows that rural Americans are more likely to suffer from higher rates of diabetes, and are more likely to die from cancer, heart disease, and stroke, than urban Americans. This is unfortunately true in my State, which also leads the Nation in diabetes and heart disease. Improving rural health outcomes goes hand in hand with investing in the healthcare workforce to meet the physical and mental health challenges in America.

HRSA (Health Resources and Services Administration) has been a trusted Federal partner on rural health issues for decades. HRSA has funded critical rural health capacity building and other initiatives across the country and administers the healthcare workforce programs that help bring medical providers into local communities. You have proposed moving HRSA into the new AHA—and that's how I say it [Ah-ha]—AHA, I would like to learn more about how your budget proposal would invest in rural America.

We have a difficult task ahead of us, but it is my hope we can, and will come together, just as we have done in prior fiscal years, to use our limited resources in the most efficient and effective way.

So, Secretary Kennedy, I look forward to your testimony.

And I now will yield to my—or not yield—but turn the microphone over to Senator Baldwin.

STATEMENT OF SENATOR TAMMY BALDWIN

Senator BALDWIN. Thank you, Chair Capito. And I, too, look forward to continuing our strong bipartisan work together.

Secretary Kennedy, today we are here to talk about your fiscal year 2026 budget request to Congress. You run a Department dedicated to improving the health and well-being of every American, and these programs that you are responsible for administering touch the lives of all Americans at a critical moment in their lives, from research for life-saving cures and treatments for devastating diseases, to maternal healthcare, to child care, to addressing substance use and mental health.

You have repeatedly pledged that you would run the Department with, I quote, “radical transparency”; while this is a great catchphrase, it could not be further from the reality that we are experiencing right now, as we talked about yesterday. As required by law, a few weeks ago the Department sent this committee a plan for how it will be spending appropriated funds this year under the CR (Continuing Resolution). But instead of providing Congress and the American people with any information about how the Department is spending tens of billions of taxpayer dollars, there are only asterisks in place of spending levels for over 530 programs.

In no other job under the sun can you essentially leave blank how you are spending billions of dollars. This is flatly unacceptable when we are talking about taxpayer dollars, and the people I represent deserve better.

You are undertaking a massive and disruptive overhaul of the Department. You are shutting entire offices down and firing thousands of experts. Your plan for all of this that you provided to Congress is little more than one page long, and that shows the chaos that this is creating.

I am assuming today you are going to reiterate talking points about how you are consolidating offices and eliminating duplicative functions. But Secretary Kennedy, this is a genuine request. Please sit down and talk to us in detail about what you are doing. Have your staff talk with our staff, on both sides of the political aisle, about your plans for the Department, and what you are doing right now. For a Department this important, anything less is simply not acceptable.

Let me turn to what it is that we do know about your budget request, and what is happening at the Department of Health and Human Services. Your fiscal year 2026 budget request cuts to the National Institutes of Health of \$18 billion. That would have a devastating impact on research into life-saving cures and treatments for devastating diseases, setting back medical innovations by decades. It would push the brightest scientific minds to work in other countries. It would cede our leadership in biomedical research to China.

It would also take away hope from millions of American families. For the family receiving a devastating diagnosis of pediatric cancer, like Charlie and her mom Emily who spoke to this committee last month, it would mean less hope.

For Jessy, a veteran and a father with ALS (Amyotrophic lateral sclerosis), and his son Dewey, who wants his dad to see him graduate from high school, it would mean less hope and less time. This budget says a lot about the priorities of this administration.

And normally I could, I guess, disregard it as only a request. But it provides insight into what you are doing right now in fiscal year



2025. At the same time, you are submitting this request, you are actively stopping billions of dollars in NIH funding for life-saving research, including on cancer and Alzheimer's disease. You are implementing changes right now that are ripping away hope and life-saving cures from American families.

If you aren't already, I think this administration is heading down the road of illegally impounding funding across HHS. Mr. Secretary, your budget request also cuts funding for CDC in half. Today you will allude to consolidating programs into a new Administration for Healthy America. But you can't just slash funding, fire everyone, slap a slogan on a new agency, and say that work will continue.

In previous years, I would have called this only a proposal, reassured by the fact that Congress would reject it and rewrite our own. But this year, right now, you are dismantling CDC seemingly in line with your budget request. Congress did not approve that. On a bipartisan basis, Congress funded the CDC to administer programs that provide critical public health support to states and local communities across the country.

That includes the CDC Childhood Lead Poisoning Program. When the City of Milwaukee asks CDC for help addressing a lead crisis in schools, CDC should be able to provide support and assistance because Congress appropriated \$51 million for CDC to do its job to address lead poisoning. Despite what you told me last week, that you have no intention of eliminating this program, you fired the entire office responsible for carrying it out.

So, CDC told Milwaukee Public Schools that they simply couldn't help. Your decision to fire staff and eliminate offices is endangering children, including thousands of children in Milwaukee. If you have a proposal to make these programs work better, present it and justify it.

Mr. Secretary, you will say that you have to fire thousands of employees and eliminate programs like LIHEAP (Low Income Home Energy Assistance Program) because our deficit is too large. But you won't mention that at the same time this administration is proposing these cuts, it is proposing tax cuts for billionaires that will add trillions to our debt. You are cutting programs and firing staff with no plan and no understanding of what the Department you are leading even does for the American people.

And that is why you had to rehire staff working on the World Trade Center Health Program and screening coal miners for black lung disease. You fired everyone, and now you want to take credit for hiring them back? That is not how this works. Congress provided over \$360 million on a bipartisan basis for NIOSH.

You eliminated the entire Safe to Sleep program at the Eunice Kennedy Shriver Institute. Safe to Sleep is one of the most successful child safety campaigns in history that prevents 1,500 babies from dying each year. At a time when we are seeing rates of SIDS (Sudden Infant Death Syndrome) starting to climb, without staff, these programs are meaningless. And this is happening across HHS. I could go on and on about how this administration's careless and reckless approach is hurting the people of Wisconsin and this country. These are just a few examples. Mr. Secretary, this committee has worked in a bipartisan manner to improve child care op-

tions for working families, address the substance use disorder crisis, support seniors and people with disabilities so that they can live in their communities, and to make the United States the leader in biomedical innovation. You are implementing changes right now that are dismantling our progress, and you are hiding it from Congress and the American people.

We don't need to just reject this budget request—we need to reject what is happening at HHS right now. We need to do that before you have caused irreparable harm at the Department and the programs it administers that millions of Americans rely on. I yield back.

Senator CAPITO. Thank you.

Secretary Kennedy, we welcome your opening statement.

SUMMARY STATEMENT OF HON. ROBERT F. KENNEDY, JR.

Secretary KENNEDY. All right. Thanks. Thank you, Chairwoman Capito, and thank you Ranking Member, Senator Baldwin, and all the members of this committee.

I am honored to appear before you today to present the Department of Health and Human Services' fiscal year 2026 budget. Debilitating disease, contaminated food, toxic environments, addiction, and mental health affect families across every race, class, and political belief. When my team and I took the helm at HHS, we set out with clear goals. First, we aimed to make America healthy again, with a special focus on the chronic disease epidemic.

Second, we committed to delivering more efficient, responsive, and effective service to the over 100 million Americans who rely on Medicare, Medicaid, and other programs.

Third, we focused on achieving these goals while cutting costs for taxpayers. We intend to do more, a lot more with less.

The budget I am presenting today supports these goals and reflects two enduring American values: compassion and responsibility. I invite the committee to unite around these ideals with me. The United States remains the sickest developed nation, despite the fact that we spend \$4.5 trillion annually on healthcare, 2 to 3 times more per capita than comparable nations.

Clearly, something is structurally wrong. All the money that we have been pouring into these programs for years has not resulted in better health for Americans. Furthermore, healthcare costs are steadily increasing at a rate of 2 percent greater than the economy. If we don't staunch this unsustainable hemorrhage, we will ransom children to bankruptcy, servitude, and disastrous health consequences. Yes, an exploding debt is a social determinant of health. We won't solve this problem by throwing more money at it. We must spend smarter.

We will shift funding away from bureaucracy toward direct impact. Some things at HHS will not change. We will preserve legacy programs like Medicare, Medicaid, and Head Start as the foundation of the MAHA (Make America Healthy Again) agenda. Vulnerable populations, seniors, veterans, American Indians deserve consistent access to care, and I will ensure that they receive it.

Today, 83 million Americans, urban and rural, lack adequate access to primary healthcare physicians, we will prioritize these families, especially the Native American and Alaskan communities, pro-

tect IHS (Indian Health Service) funding, streamline its operations, and give the tribes more autonomy in managing their resources.

Let me be clear: we intend to make the Trump HHS not just the most effective, but also the most compassionate in U.S. history. Our official budget statement outlines many priorities, but I want to highlight a few. First, we will consolidate programs to better tackle mental health and addiction. These issues now rival chronic disease in their impact. HHS will aggressively combat the opioid crisis, especially the spread of synthetic drugs like fentanyl. We will empower State, local, and Tribal leaders to create effective solutions.

Second, we will address nutrition, physical activity, and healthy lifestyles. The President's budget requests 94 billion in discretionary funds to support these priorities, including the Administration for a Healthy America. We will emphasize healthy eating in Head Start and ensure the program continues to serve its 750,000 children and parents effectively.

Third, we will equip the FDA to expand its food safety efforts through research, regulation, inspection, and education to remove harmful chemicals from food and packaging.

Fourth, we will fund cutting-edge research at the NIH while cutting risky or non-essential studies. That includes ending gain-of-function experiments and research based upon radical gender ideology. At the CDC, we return to core missions, tracking diseases, investigating outbreaks, and sustaining public health infrastructure, while cutting waste.

Fifth, we will eliminate DEI (Diversity, Equity, and Inclusion) funding and redirect resources toward real poverty reduction. We will move beyond lip service to communities of color and take meaningful action to meet their needs, as we did last week when we approved South Carolina's application for support for a program, the first program in the country that provides cell therapy and gene therapy to every person in South Carolina who has sickle cell anemia.

Fifth [sic], we will eliminate DEI funding and redirect—oh—sixth, we will strengthen cybersecurity and health IT (Information Technology). The AI (Artificial Intelligence) revolution has arrived, and we will be the cutting-edge agency using this technology to manage healthcare data more efficiently and securely, and to give Americans control over their own health.

Finally, we will rebuild public trust, trust that eroded through years of industry capture, waste, and misplaced priorities. We will launch a new era of transparency in public service, creating an honest, science-driven HHS that answers to the President, to Congress, and to the American people.

And I just want to say I salute the people wearing purple in this room. I assume it is an emblem of their commitment to solving the Alzheimer's crisis. And Alzheimer's is a very, very good example of how NIH has gone off the rail over the past 20 years with research on amyloid plaques and cutting off any other hypothesis because of corruption within the agency. And that has derailed Alzheimer's research in this country for 20 years. I am committed to solving the problems of Alzheimer's, also understanding why we are having an epidemic of Alzheimer's, why it is increasing.

And I have Alzheimer's in my family, and many members of my family are activists in this community. I have a deep personal commitment to solving this issue. I look forward to working with Congress to pursue this mission together as a bipartisan cause. Let us work side by side to make America healthy again.

[The statement follows:]

PREPARED STATEMENT OF ROBERT F. KENNEDY, JR.

The mission of the Department of Health and Human Services (HHS or Department) is to enhance and protect the health and well-being of the American people.

President Trump and all of us at HHS take that charge seriously. So, when a program is not as effective as it can be, or costs more than it ought to, or fails to deliver on its promise—change and reform are necessary.

The President's Fiscal Year (FY) 2026 Budget applies this mindset to the work of the Department, making thoughtful and strategic decisions to transform HHS and better protect the health and well-being of the American people. The budget invests in methods to address chronic disease; protect American families from environmental toxins; promote nutrition as well as food and drug safety; strengthen services for American Indians and Alaska Natives; encourage innovation in America's healthcare future; and focus resources toward proven and effective initiatives. This budget, likewise, recognizes the fiscal challenges our country faces today, and the need to update and redirect our investments to meet the needs of a rapidly changing world.

The FY 2026 Budget request includes reforms to put healthcare spending on a sustainable fiscal path. We must remake the government to maximize efficiency and productivity in order to fulfill the President's promise to Make America Healthy Again (MAHA). HHS has made progress towards these goals, promoting the health of Americans while instituting significant workforce reductions and identifying over \$13 billion anticipated in contract savings—and there is more to come. Over the next few months, we will work together with Congress to restructure the Department and improve how we deliver services to the American people. HHS takes seriously our role as responsible stewards of taxpayer dollars, and we look forward to working with you to implement the President's agenda while continuing to cut government bloat and rescope the Federal role. Protecting the health of Americans has to be done hand in hand with protecting our nation's fiscal health—they rely on each other. The FY 2026 Budget will reduce duplication of programs and services, increase accountability, and work with state and local governments to improve flexibility.

The FY 2026 Budget protects key programs that Americans rely on that keep us competitive with our enemies, and fulfill promises made to Tribal Nations. This budget allows us to do our part to restore fiscal responsibility to the Federal government while optimizing HHS's ability to improve and save American lives. The reductions made are necessary to right-size the Department's budget, which has ballooned by about 40 percent since the COVID-19 pandemic.

The FY 2026 Budget focuses on restructuring efforts to transform HHS to Make America Healthy Again. I look forward to working with you on our vision to Make America Healthy Again. The President's Budget for HHS also reflects proposals to meet the President's comprehensive Government-wide Transformation Plan through a sweeping restructuring that aims to identify opportunities to improve the work HHS does for the American people, in terms of its efficacy, efficiency, quality, and cost-effectiveness.

The HHS restructuring will serve multiple goals without impacting critical services. First, beginning in FY 2026 it could save taxpayers an estimated \$1.8 billion per year through a reduction in workforce. Our reductions have focused on aligning HHS staffing levels to reflect the size of HHS prior to the COVID-19 pandemic which saw around a 15 percent increase in the number of employees.

Secondly, it will streamline the functions of the Department. Currently, the 28 divisions of HHS contain many redundant units. The restructuring plan will consolidate them into 15 new divisions, including a new Administration for a Healthy America, or AHA, and will centralize core functions such as Human Resources, Information Technology, Procurement, External Affairs, and Policy. The restructuring plan intends to reduce regional offices from 10 to 5 by planning to close regional offices in high-cost cities. This restructuring will reduce the number of full-time employees to approximately 62,000, while preserving critical staff such as FDA food safety inspectors.

Third, the overhaul will implement the new HHS priority of ending America's epidemic of chronic illness by focusing on safe, wholesome food, clean water, and the elimination of environmental toxins. These priorities will be reflected in the reorganization of HHS.

Finally, the restructuring will improve Americans' experience with HHS by making the agency more responsive and efficient, while ensuring that Medicare, Medicaid, and other essential health services remain intact.

In summary, these changes will allow us to act more nimbly and focus on the core mission of improving the nation's health. Without duplication of resources, and reduced bureaucracy, HHS can use Federal dollars to more directly impact the lives of those served by HHS programs. HHS will be prepared to share additional information with Congress in the coming weeks. We look forward to Congressional collaboration in this process.

#### MAKING AMERICANS HEALTHY

One of the Department's top priorities is fighting the scourge of chronic disease facing our country. Today, Americans' overall health is in a grievous condition. Over 70% of adults and a third of children are overweight or obese. Diabetes is ten times more prevalent than in 1960. Cancer among people 50 and under is rising by one or 2 percent a year. Autoimmune diseases, neurodevelopmental disorders, asthma, Alzheimer's, ADHD, depression, addiction, and a host of other physical and mental health conditions are on the rise.

The United States has worse health than any other developed nation, yet we spend far more on healthcare—at least double; in some cases, triple. Last year we spent \$4.9 trillion, not counting indirect costs like missed work. That's almost 17.6 percent of our nation's GDP. But more than that, it's a human tragedy—today, over half of all Americans are chronically ill.

The President's Budget requests \$94 billion in discretionary funding to combat these challenges. This budget includes strategic investments in the new Administration for a Healthy America (AHA). It is my vision for this new agency to better coordinate programs targeted to improve chronic care, disease prevention, and other health resources.

The FY 2026 Budget provides resources to the Department of Health and Human Services that would allow the Secretary to tackle issues related to nutrition, physical activity, healthy lifestyles, over-reliance on medication and treatments, the effects of new technological habits, environmental impacts, and food and drug quality and safety.

#### *CMS*

Medicare, Medicaid, and the Children's Health Insurance Program remain a cornerstone of the MAHA agenda to improve outcomes for our seniors and children. This budget continues CMS program funding to maintain beneficiary service levels, streamline program administration, and move toward improved health outcomes while eliminating non-statutory and wasteful spending. The Trump Administration remains committed to protecting these programs by ensuring that Federal taxpayer dollars are protected against waste, fraud, and abuse.

#### *Mental Health and Substance Use*

It is estimated that one in five adults in the United States lives with mental illness—that's nearly 20 percent of the adult population. Approximately 16 million Americans with mental illness had serious thoughts of suicide. As the number of deaths by suicide continues to increase, it is more important than ever that HHS expand access to the care people need when they need it. An estimated 49.5 percent of adolescents have had a mental health disorder at some point in their lives. As child and youth mental health declines, HHS is dedicated to providing resources to children and youth in their communities.

The FY 2026 Budget invests in behavioral health by streamlining programs to avoid duplication and supporting block grant funding for these critical services. The Administration is committed to combatting the scourge of deadly drugs, especially synthetic opioids like fentanyl, that have ravaged American communities, as President Trump did during his first term. The President has made reducing the initiation of drug use, particularly among young people, and increasing the number of individuals receiving evidence-based treatment, leading to long-term recovery from substance use disorders, a top priority. The Budget also proposes to refocus activities that were formerly part of the Substance Abuse and Mental Health Services Administration, by eliminating funding for programs that duplicate block grant funding, or are too small to have a national impact.

### *Primary Care*

Under the President's Executive Order to establish the Make America Healthy Again Commission, I am committed to investigating any potential root causes of the chronic disease epidemic. As part of AHA, programs related to primary care will be streamlined, and focused on needs of all Americans no matter where they may live and at what income level. The Budget and the transformation at HHS support these efforts and ensures that primary care includes prevention and addresses the root causes of chronic disease.

### *Head Start*

For Americans to be healthy, we must start when they are children. The President's Budget recommends Head Start continue to receive funding equal to the FY 2025 Enacted level. In exchange, Head Start needs to be consistent with Administration priorities. This includes increasing parental choice; improving health, education, and employment outcomes; increasing program delivery efficiency; and promoting parental engagement. Head Start directly supports local-level institutions, including faith-based centers, empowering them to oversee care. Head Start also enables parents to find dignity in work when their children are enrolled in a safe and secure Head Start program.

### MAKE AMERICANS SAFE

I am committed to making Americans safer. I am working to make sure our tax dollars support healthy foods—and we are scrutinizing the chemical additives in our food supply.

Wholesome food is a key component of the MAHA agenda and maintaining FDA activities that enable the United States to identify harmful ingredients, and overall make the food supply safer, will be a key component to the Department's ability to realize a healthy future.

### *Protecting Our National Security and Sustaining Scientific Competitiveness*

This budget also supports the nation's public health infrastructure and capacity to respond to existing and emerging public health threats, with a focus on infectious diseases, preparedness, and outbreak response.

While we need to rescale our biomedical research budget, HHS will continue to prioritize America's national security and competitiveness. Biomedical research continues to be one of our country's biggest exports. NIH is the largest single public funder of biomedical and behavioral research in the world. This budget includes \$27.5 billion for NIH, a rebalancing that will focus on essential research at a more practical cost and invest in security infrastructure. We will focus only on Gold Standard science at NIH and across HHS, increasing transparency for research done there.

NIH has broken the trust of the American people with wasteful spending, misleading information, risky research, and the promotion of dangerous ideologies that undermine public health. The Administration is committed to restoring accountability, public trust, and transparency at the NIH.

Supporting and encouraging scientific research is a longstanding Federal priority, one that results in both a growing economy and Americans living longer lives. Executing this responsibility demands that the Federal government regularly considers how to organize this support in the most efficient manner possible. HHS is committed to safeguarding taxpayer resources so that institutions are adequately supported at a sustainable level, and that we are only funding essential costs, in line with private-sector standards. The budget proposes to consolidate major HHS research institutions in NIH to maximize the effectiveness of their research.

The proposed budget shifts NIH's focus away from foreign interests and reforms its efforts on the core research activities that align with the President's commitment to Make America Healthy Again. NIH will no longer issue grants to promote radical gender ideology to the detriment of America's youth, or fund dangerous gain-of-function research, though related research will continue consistent with Administration policy and oversight. Our Administration is committed to eliminating radical gender ideologies that poison the minds of Americans.

### RESTORING TRUST

At HHS, we're committed to empowering states, localities, and Tribal communities by supporting science-based policies, rebuilding trust in public health, and protecting future generations from harmful exposures. We are committed to restoring a tradition of gold-standard, evidence-based science—not one driven by politicized DEI, gender ideology, nor sexual identity. We are removing the financial con-

licts of interest in our agencies—to create an honest, unbiased, science-driven HHS, accountable to the President, to Congress, and to the American people.

Americans do not want their tax dollars going to initiatives that espouse radical ideologies. We are proposing to eliminate programs like the Community Services Block Grants that have been hijacked from true poverty reduction to fund DEI initiatives, saving taxpayers \$770 million. Americans need to trust that we are good stewards of the dollars they entrust to us, and this budget shows our commitment to pursuing pathways to gain back taxpayers' trust.

We have also ended HHS as the principal vector for child trafficking. The Budget re-focuses the Unaccompanied Alien Children (UAC) program on its core mission of sheltering unaccompanied alien children while also protecting them from child trafficking and labor exploitation. During the Biden Administration, HHS became a collaborator in child trafficking for sex and slavery. The Biden Administration operated the UAC program like an assembly line, prioritizing the quick release of children to insufficiently vetted sponsors over the children's safety. And we have ended that. We are very aggressively going out and trying to find these children that were lost by the Biden Administration.

The Budget refocuses the Centers for Disease Control and Prevention mission on core activities such as emerging and infectious disease surveillance, outbreak investigations, and maintaining the Nation's public health infrastructure, while streamlining programs and eliminating waste. The Budget proposes merging multiple programs into one grant program that will address Sexually Transmitted Diseases, Viral Hepatitis, and Tuberculosis giving States more flexibility to address local needs.

#### STRENGTHENING THE INDIAN HEALTH SERVICE

Through the Indian Health Service (IHS), HHS is responsible for providing quality healthcare services to more than 2.2 million eligible American Indians and Alaska Natives.

HHS has a unique trust responsibility to provide healthcare for Tribes, including on remote reservations and other vulnerable communities in Indian Country. Without this support, many of these communities truly have no other options for care. The budget prioritizes and preserves funding for this agency.

Looking forward, and consistent with our statutory authorities, we recognize that our provision of quality healthcare in Indian Country and beyond must change to achieve and ensure the high quality of these services. As more Tribes have assumed the responsibilities of providing healthcare for their members with support from the IHS, investments in the budget reflect our support for the growth of Tribal self-governance in the provision of healthcare.

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The President's 2026 budget for HHS recognizes the importance of focusing government spending on programs that work and reforming our nation's healthcare programs for a fast-changing world. This Budget recognizes that securing America's future demands sound fiscal management and responsible decisions about our priorities. If we are serious about fulfilling HHS's mission of enhancing and protecting the well-being of all Americans, we must adopt the bold innovation and direction espoused by the President's Budget to Make America Healthy Again.

Senator CAPITO. Thank you, Mr. Secretary.

And I am going to turn to the Chair of the Full Committee, who we are honored to have here, as always, Senator Susan Collins, for 7 minutes for questioning.

Senator COLLINS. Thank you. Thank you very much, Madam Chair. And I thank the Vice Chair as well.

Welcome, Secretary Kennedy. Secretary Kennedy, the Military Services submit to Congress what is known as an unfunded priorities list. It includes funding requests that were not included in the President's budget, but oftentimes we take from that list and do fund what the military was unable to get into the President's budget. And just to give you some idea, the unfunded priorities lists range from more battleships, to better housing for our troops, to weapons, R&D (Research and Development), it really covers the map.

Your Department's budget has been sharply cut by 26 percent below the fiscal year 2025 level. If you were required, as our military services are, to submit an unfunded priorities list, what would you include on it?

Secretary KENNEDY. That is a good question, Senator. I would include the research that has been neglected for the past 20 years on chronic disease, and what has caused us to go from 3 percent of American children having chronic disease when I was a little boy and my uncle was president to 60 percent today.

#### SECRETARY PRIORITIES

I would want to look at the thousands—over 10,000 chemicals that are now in our food, most of them have never been tested. I would want to look at what is causing the infertility crisis. Why are girls in this country reaching puberty 6 years early, earlier than historically? Why do boys in this country have half the testosterone, teenagers—of a 68-year-old man—half the sperm count of a 60-year-old man? I would want to do research on why our bees are disappearing, why 90 percent hive collapse happened, which is a food issue.

I would want to look at the microbiomes in the soil and what is that—how that is contributing to erosion, and how chemicals that we are using in agriculture are sickening farmers, in many cases potentially, and are destroying the microbiome and creating a situation where soil is running off, and where most agronomists believe that we only have 60 harvests left.

And I would want to look at why we are having an explosion in Alzheimer's in this country, not just curing it, but what is causing it. And I think NIH has done a very good job at making cancer more survivable, for example, colorectal cancer, where there has been extraordinary science done at NIH. Why isn't NIH not asking the question: why do we have colorectal cancer in children? This is something that is new to humanity. And it was never known before, and now it is an epidemic in our children.

And we need to have a balance, where we are looking at cures for diseases, but we are also focusing on how to keep Americans healthy so that we can beat these ruinous health care costs and how we can have a healthy, productive society.

Senator COLLINS. Thank you. I want to turn to a couple of other issues. First of all, the LIHEAP program, which we have talked about, is absolutely vital for thousands of older Mainers and low-income families. It helps them avoid the constant worry of having to choose between keeping warm, buying essential foods and medications, and other basic necessities. Now, I was pleased to see the release of the rest of the fiscal year 2025 funds, but the administration's new budget seeks to eliminate what is truly a critical program.

Will you work with this committee in trying to restore the LIHEAP program so that we can avoid, literally, seniors and low-income families not being able to keep warm in the winter?

#### LIHEAP

Secretary KENNEDY. Yes, absolutely. And I am from New England myself, my brother, for 40 years, has run Citizens Energy,



which provides low-cost home heating oil to families in New England. And so many people have come to me over the years and said to me, "Thank you, your brother saved my life because I did not have to choose between food and heat." I was on the Navajo Reservation 3 weeks ago, and Navajo President, Buu Nygren, said to me: If we cut—at this point if we cut LIHEAP, Navajo will die from it.

So, I understand the critical historical importance of this program. President Trump's rationale, and OMB's (Office of Management and Budget) rationale, is that President Trump's energy policies are going to lower the cost of energy, so there is a program—so that everybody will get lower-cost heating oil. And in that case, this program would simply be another subsidy to the fossil fuel industry. If that does not happen, then I would—and Congress chooses to appropriate the money, I of course, will spend it, I have already directed the spending of \$400 million in this year's budget—

Senator COLLINS. Yes.

Secretary KENNEDY [continuing]. To that, and I will work with you to make sure that those families do not suffer in that way.

Senator COLLINS. Thank you. You and I have had many conversations about Alzheimer's disease and the BOLD Act. I do want to point out the CDC's cooperative agreements for the Healthy Brain Initiative and three dementia public health centers of excellence under the BOLD Act are expected to—are set to expire at the end of September. We initially expected that the CDC would put out a notice encouraging applications early this year. Inexplicably, no such notice has been issued, even though we reauthorized the BOLD Act and funding is available under the appropriations measure that President Trump signed into law in March.

How and when does HHS plan to issue this notice of funding opportunity so that we can continue what has been a very effective approach to the Healthy Brain Initiative and Centers of Excellence? It helps caregivers, it encourages early diagnosis, it really has been an important program, taking the kind of public health approach that you have generally supported.

Secretary KENNEDY. Yes, Senator. I, because of the TRO from the Federal judge on this issue that was issued last week, I have been instructed by HHS and by White House attorneys that I can't speak directly to that part of the reorg. You know, I have a strong personal commitment to, as I said before, to Alzheimer's, to dementia, and it has affected members of my family, and I understand how important these programs have been. And whatever happens, we will continue that research.

Senator CAPITO. Senator Baldwin.

Senator BALDWIN. Thank you, Chair Capito.

Secretary Kennedy, very quickly, when I ask you for information, or my staff asks your staff for information, do you commit to responding?

Secretary KENNEDY. Yes, Senator, of course.

#### OPERATING PLAN

Senator BALDWIN. And when might I expect a detailed operational plan? I referenced in my opening statement the fact that

530 programs or activities, when you provided that information had an asterisk in place of a dollar amount. When might I expect the detailed plan?

Secretary KENNEDY. On that, as I——

Senator BALDWIN. When?

Secretary KENNEDY [continuing]. Explained to you, those decisions are being made by OMB.

Senator BALDWIN. So, you are really not in charge of the spend plan for——

Secretary KENNEDY. This is not an HHS issue, it is a government-wide issue and it is not——

Senator BALDWIN. Okay. So, the Secretary of HHS is not in charge of the spend plan for 2025. I am going to move on. Research funded by the National Institutes of Health has pioneered the development of new technologies and cutting-edge treatments, including immunotherapies that are saving lives and giving millions of Americans suffering from devastating diseases more hope and more time with their families.

Last week, American doctors made history with the world's first successful personalized gene editing treatment in a nine-and-a-half-month-old baby boy, curing him of a rare, life-threatening genetic disorder. This technology is miraculous, and it was made possible by NIH research. According to the American Cancer Society, NIH-funded cancer research saved 3.5 million lives between 1991 and 2019 and reduced the overall cancer death rate by 33 percent.

Congress has spent nearly one hundred years building up the world's premier biomedical research agency to develop state-of-the-art treatments that would not have been thinkable just decades ago. And in just one hundred days, this administration is starting to tear it all down.

NIH has awarded nearly \$3 billion less in funding—you see the graph on my right—\$3 billion less in funding compared to the same period last year. That is more than 3,200 fewer grants. These grants are being withheld. This includes funding for everything from cancer, to Alzheimer's disease, to rare disease research.

Secretary Kennedy, whose decision is it to withhold thousands of grants and billions in funding for life-saving medical research at NIH?

Secretary KENNEDY. I can tell you, Senator Baldwin, that gene therapy and cell therapy is a priority for me and for Marty Makary, who is the FDA Director, we are going to ensure that this country remains the hub of gene therapy or for —

#### NIH GRANTS AND CONTRACTS

Senator BALDWIN. That was not my question. Secretary Kennedy, whose decision is it to withhold thousands of grants and billions in funding for life-saving medical research at NIH that we approved on a bipartisan basis in this subcommittee?

Secretary KENNEDY. We are not abandoning any life-saving research at——

Senator BALDWIN. Is it DOGE (Department of Government Efficiency) reviewing NIH funding opportunity announcements? Is it DOGE reviewing NIH grant awards?

Secretary KENNEDY. We have cut administrators, we are cutting waste, we are cutting duplicative programs, and we have——

Senator BALDWIN. And you are funding \$3 billion less in biomedical research than you did a year prior.

Secretary KENNEDY. We are spending less on administration of those programs.

Senator BALDWIN. 3,200 fewer grants.

Secretary KENNEDY. We are spending—many of the grants were terminated because they were grants that were not advancing the support——

Senator BALDWIN. These are not grants terminated. These are grants not awarded because the panels weren't convened——

Secretary KENNEDY. We spend 70 percent of the world's biomedical research out of NIH, 70 percent, and we are the sickest country in the world.

Senator BALDWIN. We are cutting \$18 billion, or 40 percent from the NIH budget, slows the development of new treatments and cures?

Secretary KENNEDY. And we are the sickest country in the world, so that money has not been well spent. We have had a 38 percent growth in our agency over the past 4 years.

Senator BALDWIN. I will ask you, is funding for Alzheimer's disease research centers DEI, because you are holding up \$65 million for 14 of those centers in 9 States, including the University of Wisconsin—Madison. Is funding for cancer centers DEI; because you are holding up \$47 million in cancer center support grants at nine cancer centers in 8 States? Is funding for rare disease research DEI; because you are holding up \$55 million for 11 rare disease, clinical research network grants in 8 States. These are just a few examples, and the list goes on and on, Secretary Kennedy.

I have run out of time. I yield back.

Senator CAPITO. Thank you.

Secretary KENNEDY. This is a fun game we are playing.

Senator BALDWIN. This is not a game.

Senator CAPITO. Mr. Secretary. Let us talk about——

Secretary KENNEDY. You have many questions, and to ask questions and don't give me a chance to answer them, don't give me time to answer them.

Senator CAPITO. Well, maybe in some of my questions, you can elaborate on some of that. I want to ask you about the clinical trials because she does have that up on her poster there. Clinical trials are the forefront of research innovation and oftentimes represent that last hope for cancer patients and other patients addressing chronic disease when traditional treatments have been ineffective. These clinical trials often lead to getting life-saving drugs to the market. Has HHS, or any sub-agency assessed the impact of patient access to clinical trials through the reorganization effort?

Secretary KENNEDY. Ma'am, we are not cutting any clinical trials. We are not cutting any clinical trials, and we are not cutting drug development.

Senator CAPITO. Thank you.

#### INDIRECT COSTS

Secretary KENNEDY. We are cutting administrative costs.

Senator CAPITO. A question on indirect costs, because you know this is a biggie. When it was announced that there was a—that NIH announced it would cap indirect costs at 15 percent for research, we talked about this actually in our meeting, we talked about the possible adverse effects of this. And I have heard from West Virginia University, Marshall University, which received smaller amounts, but I have heard from everybody across the country in terms of the research.

West Virginia University is a member of the Association of Public and Land Grant Universities, and they are working, along with schools and independent research organizations across the country, to come up with a new model for indirect costs. Are you aware of this effort, and have you met with them to discuss their work?

Secretary KENNEDY. I haven't met with them, but we are talking with lots of people about a new way to fund it across—

Senator CAPITO. Are you aware of the effort that is going on with a whole bunch of stakeholders that are trying to figure out a way to do this better?

Secretary KENNEDY. Yes, we are. And Jay Bhattacharya is very interested in this. And as you know, Senator, there were some of the private universities that were abusing that. We had Stanford, which has tens of billions of dollars in endowment that was using our money—we wasted \$9 billion last year of NIH's budget on indirect costs. We are paying some of these universities up to 78 percent. That money was not going to research, not all of it.

In the public universities, we are very much aware that those universities are using the money well. That it is absolutely necessary for them. And we are looking at a series of different ways that we can fund those costs through them, but not through the independent—indirect cost structure, which loses all control, which deprives us of all control of how that money is spent.

Senator CAPITO. Well, in my many conversations with a lot of the research, because I don't think anybody here wants to lose our valuable research, and I put you in that bucket as well, I do know there is recognition that there is not enough transparency, that the system needs to change, and so this group that is being put together, I think, is very thoughtful in their approach. And I would encourage you, as you have already done with the head of NIH and HHS.

Secretary KENNEDY. And I am happy. Senator Capito, I could talk to you right now in detail about some of the alternatives that we are considering, but we are taking it seriously and we understand. You know, in Maine, at the University of Maine, the University of Alabama, many of these other State schools badly need this research. They are doing cutting-edge research, and they need that money that was going through indirect costs. But we think there is a better way to pay that out.

#### RURAL HEALTH

Senator CAPITO. Okay. Well, we want to work with you on that. Let me talk about rural health. I mentioned it in my opening statement. I know you have been to our State, so you understand the rural nature of many of our States. You know, there are such significant healthcare challenges in rural America, a lot of it around

access, the rates of chronic conditions like diabetes and heart disease are among the highest in the country in rural America.

HRSA (Health Resources and Services Administration) programs are critical to rural health initiatives, and you have—in your budget, announced a cut to HRSA programs. I am concerned about that because of the access issue and because of the inequities that I think I see, and I think we see sometimes, between where people have easier access to healthcare than in rural America. You have got transportation issues. You have connectivity issues. You have just generational issues of passing down different diseases. How is rural America going to be better under your new reorganization?

Secretary KENNEDY. You know, there is a lot of ways, as you point out, under HRSA, and this is a priority for me, it is one of the commitments I made, when I was doing my Senate confirmation, it was the issue that was most often raised by the various Senators who I talked to. The facility, we are seeing an epidemic of closures in rural hospitals, rural areas around the country, and these not only provide critical access to care, if you don't have that hospital, people may have to drive 2 or 3 hours to get to a site, and that means people will die. They also are critical to the economy and the culture of rural America. They provide jobs, and high-paying jobs, and they are economic drivers for those communities.

So, we are determined to keep them open and to do everything that we can to help them. And we are doing that through a combination of different ways. Under HRSA, through the community healthcare—health centers, the National Health Service Corps, which provides badly needed personnel, where there is a huge deficit in rural areas, the GME (Graduate Medical Education) program, which does education for those through rural health, but also through innovations to provide better healthcare through telehealth, and through AI, and through wearables, and apps, that can actually save people hospital trips.

I spent 2 hours yesterday meeting with the CEOs (Chief Executive Officer) of some of the biggest and most effective health tech companies in the country, and the potential that we have to transform rural healthcare. For me, I walked out of that meeting very, very optimistic and very excited about the capacity that we now have, through technology and AI, to transform, to save, to rescue rural healthcare around this country.

Senator CAPITO. Thank you very much. Senator Durbin.

#### TOBACCO FUNDING

Senator DURBIN. Thank you for being here, Mr. Secretary. Let me ask you a startup question. Do you know the number one cause of preventable death in America today?

Secretary KENNEDY. The number one cause? Well, I know what the number one cause of death is in this country. I am not sure what you are talking about.

Senator DURBIN. I am talking about tobacco. You fired the Head of the CDC's Office of Smoking and Health and eliminated their efforts from your budget. Hundreds of employees at FDA's Tobacco Center, including the director, have been let go. If we are genuinely concerned, and I believe you are, about the health of America and

making it better, something as basic as the number one preventable cause of death is not served by that kind of dismissal.

Let me take you to another issue that I think is personal to me, in a way. It reflects a tragic situation involving ALS. A friend of mine named Brian Wallach used to work in the Obama White House, and Brian met his wife-to-be, Sandra Abrevaya, who was my press secretary. They married, when their second daughter was born, Sandra came home from the hospital to learn that her husband had ALS.

Brian and Sandra have been fighting a battle now for 8 years. He is still alive. He can no longer walk or talk, but he has hope. He loves his family, and he is hoping that something, something will break through in ALS that gives him a chance for a future. Please explain to Brian and Sandra and their two young daughters why you have canceled ALS grants at institutions across this country and why you think research for diseases like ALS should be cut by 40 percent next year.

Secretary KENNEDY. Senator, I don't know about those cuts. I will have to—I don't know if that is true. I don't know if those were part of the RIFs, in which case the people were not fired, but they were put on administrative leave. You know, the issues that you are talking about are issues that are important to me, tobacco, ALS, and I know you have a passion for congenital heart disease as well. Those are all issues that I am deeply concerned with, and I am happy to meet with you at any time and talk about the programs and what we can do to make them better.

Senator DURBIN. Of course, you are welcome, and I think the conversation is important. But I want to remind you, on April 1, ten laboratory heads at the National Institute of Neurological Disorders and Strokes received their layoff notices. They were all Ph.D.'s and senior investigators. They are not administrators, whatever that might be. They were running intramural labs at NIH. If you have your way, they will all be gone on June 2.

#### NIH GRANTS

Science Magazine reported 25 of 320 physician researchers at NIH's internal clinical center are leaving, and the number of patients treated in the hospital has been reduced by 30 percent, three grants involving ALS and dementia work at Northwestern University in Illinois have been paused, one looking at how to stop the buildup of damaged proteins, another looking at cellular mechanisms that can be drug targets.

Just last week, an ALS researcher at Harvard had his grant cut that was using AI to accelerate the reversal of ALS symptoms. Brian Wallach is waiting for a cure. He is not giving up. His source of hope is this research that you, unfortunately, are terminating. How can we possibly address his concerns and give hope to people across the country who are suffering from so many diseases when our Government is cutting back on that research?

Secretary KENNEDY. As I said, Senator, I don't know about any cuts to ALS research, and I am happy to—

Senator DURBIN. I just read them to you.

Secretary KENNEDY. I will have to go and talk with Jay Bhattacharya, and find out what the rationale was for those cuts.

I just don't know about them until you told me about them at this moment.

Senator DURBIN. There are many things that concern both of us about the state of public health in America, and questions you have raised, I think, are legitimate questions, many of them that I want to follow through. I want to know the honest, scientific answer to these questions.

And I want to make this point; cutting medical research is giving up on the future. You can't do that. These families are counting on you, Secretary, and counting on your Department to do this research it gives them hope to live another day. Turning out the lights and saying you are doing it in the name of efficiency, or DOGE, or whatever it is, is no consolation to these families that are struggling.

Thank you, Madam Chair.

Senator CAPITO. Senator Moran.

Senator MORAN. Thank you, Chairman.

#### MEASLES

Mr. Secretary, welcome. Kansas, my home State, is one of several States that are facing the impact of a recent measles outbreak. We had 56 cases of confirmed measles, with 54 cases being in the southwest part of our State. Among the 54 outbreaks, 48 of those patients were unvaccinated or had unknown vaccination status. Overall, in the State's cases, 45 of those patients or victims of measles were children.

What do you need, what do you need from us, and what can you do currently to be of help to the Kansas Department of Health and Environment in support of their response to ensure that this outbreak does not spread, and to make sure that those who have been positive for measles are cared for, and that this becomes a thing of the past, not a thing of the future?

Secretary KENNEDY. Yes, Senator. You know, the best way to prevent the spread of measles is through vaccination, we urge people to get their MMR (Measles, Mumps, and Rubella) vaccines. There are groups in this country that don't want to be vaccinated, many of them for religious reasons. I spent a lot of time with the Mennonites, and the MMR vaccine has millions of fragments of human DNA in it from aborted fetal tissues, and that is a religious objection for them that I have to respect.

We need to be able to treat people who do get sick, which the CDC does not give people advice—physicians' advice on, until I came in and we started a new program to treat people who actually get sick. We have done a better job at controlling measles since I came into this agency than any other country in the world.

Today, we are at 1,035 cases, and we only added 27 cases last week. Canada, which is one-eighth of our population, has an outbreak double that size, and they added 300 last week. Mexico, which has a population a third our size, has almost the exact number of measles cases that we do. Europe has almost 7,000 cases, so 7 times what we have, and they are growing in adding cases. We have deployed the Epidemic Intelligence Services to all the States that have requested our help.

We have people on the ground in those States, and they are doing a great job at limiting the spread of the outbreak. And if Kansas, the Governor of Kansas, wants to contact us, we will deploy a team to Kansas to make sure that that outbreak is curtailed there.

Senator MORAN. Do you have all the tools at HHS to be of help to Kansas and other States?

Secretary KENNEDY. We do. We not only have tools like vaccination, and the tracking, and tracing, and surveillance, and analytics, and lab support, we also now, for the first time, are able to provide physicians with at least some treatment protocols so that when children do come to a hospital with measles, there is a protocol for treating them. Most children—virtually no child—should die of measles. We have only had four measles deaths in 20 years in this country.

And even before the introduction of the vaccine, the death rate for measles was about 1 in 10,000. So, children, healthy children should not die from measles. And there are ways of treating most of the kids who are—the kids who died either have comorbidities, but in addition to comorbidities, they have bacteriological infections that are associated, oftentimes, with measles. And we need to give the physicians the tools to treat those bacteriological infections. And they have not had that. CDC has never given them those protocols because it is one solution only, and it has not been a good wisdom.

Senator MORAN. You have demonstrated support for people with developmental disabilities. Could you talk about that commitment to supporting the work of developmental disability networks, and how the Federal Government can continue to support Americans with intellectual and developmental disabilities?

Secretary KENNEDY. I mean, this is a lifetime passion for me, but also a family passion. And we will continue to provide that support and to provide the best science that we can.

#### ALZHEIMER'S

Senator MORAN. And I want to follow up with something that Senator Collins said, in support, I want to share my support for the BOLD Act, the BOLD Infrastructure for Alzheimer's Act, and again indicate the value of the continued and intense effort trying to find the cure and treatment for Alzheimer's. Anything you would like for me to know?

Secretary KENNEDY. Well, you know, I alluded to this earlier on, but the NIH really went off the rails on Alzheimer's research 20 years ago. One of the favorite researchers, a part of the old boys' club and NIH developed a hypothesis that Alzheimer's was caused by amyloid plaque buildups. After that, NIH suppressed any science, refused to fund any science—

Senator MORAN. Mr. Secretary, I am out of time.

Secretary KENNEDY [continuing]. On alternative hypotheses—

Senator MORAN. Mr. Secretary, I am out of time.

Secretary KENNEDY [continuing]. We are going to change that.

Senator MORAN. Today, fully committed toward the research to find—



Secretary KENNEDY. Yes, absolutely. We are going to find what causes Alzheimer's, what is causing the epidemic of Alzheimer's, and we are going to find a cure.

Senator MORAN. Thank you.

Senator CAPITO. Senator Reed.

#### CHILDHOOD LEAD POISONING PREVENTION PROGRAM

Senator REED. Mr. Secretary, I want to ask you about the CDC's Childhood Lead program, because we have heard a lot of conflicting messages about—

Secretary KENNEDY. The Childhood?

Senator REED. Yes, the Childhood Lead Poisoning Prevention Program.

Secretary KENNEDY. Oh.

Senator REED. But we have heard a lot of conflicting messages. First, the program was eliminated as part of your restructure of HHS, and all the program staff was fired. You suggested that that was a mistake and that the program would be brought back online. Last week, you told Senator Baldwin that lead poisoning among children was a very significant issue, and if Congress appropriated the money, the program would continue. Well, Congress has appropriated the funding, and as far as we can tell, staff has not yet been hired, and I have seen no statements reversing your decision to eliminate the program. So, which is it? Do we have a program?

Secretary KENNEDY. We are continuing to fund the program, and in Milwaukee, we have a team in Milwaukee, and we are giving laboratory support to the analytics in Milwaukee, and we are working with the Health Department of Milwaukee.

Senator REED. Well, that is Milwaukee. What about the rest of the country?

Secretary KENNEDY. Well, I don't—as I said, I have a TRO now, you know, a Federal TRO that does not allow me to talk about the reorg. What I can tell you is that if you appropriate the money, then we are going to spend it.

Senator REED. We have appropriated the money, Mr. Secretary. You indicated that you have a program in Milwaukee. What about the rest of the United States? This is not a problem exclusive to Milwaukee.

Secretary KENNEDY. My understanding is that that program is continuing. I am hoping to—I am very, very happy to talk to you, Senator, after this and find out exactly what the details are.

Senator REED. Well, it should be a very simple answer: the program is back up and running, we have hired the staff, which I don't think you have, and that does not indicate that you are serious about getting the program running again.

I just want to put a word in to second Senator Collins' support of LIHEAP. It is a program that is incredibly important to people all across the country, cold winters, torrid summers in the South. People need it. And I support her comments very much.

#### MEDICAID

Now let me turn to an issue: Medicaid. The nonpartisan Congressional Budget Office estimates that more than ten million people will lose access to Medicaid because of the bill under consideration

right now in the House. In fact, CBO (Congressional Budget Office) did not even get to score all of the Medicaid provisions, so it could be higher.

But the consequence of that is millions of people losing Medicare will mean that many more people will go to the emergency rooms because they don't have a doctor. Many community health centers will close because that is the margin that keeps them open. Nursing homes will likely close. In fact, frankly, it will probably undermine significantly the healthcare systems in every State in the union. So why are you making these cuts?

Secretary KENNEDY. First of all, we haven't made cuts, only in Washington would those be called cuts. The reductions that are proposed are reductions in the rate of growth over the next 5 years, and those reductions are to eliminate waste, fraud, and abuse. And I will explain to you: there is a million people now on Medicaid who are accepting Medicaid, or collecting from Medicaid in 2 States. That is illegal. They are stealing from the Medicaid program. We have now been able to identify them, which no other administration was able to do.

There are two million people who are collecting both ObamaCare—or one million people who are collecting ObamaCare and Medicaid. That is illegal, it is also a theft. There are a million illegal aliens in the States that have allowed that, like California. And as soon as we made the announcement that we are not going to allow that funding anymore, Gavin Newsom followed by making his announcement that he is not going to fund it anymore.

So, his compassion ended where he had to start paying for it. The remaining—and there is only eight and a half million people affected by this, the remaining people who are affected are able-bodied male workers, males who refuse to get a job, who refuse to even meet the minimal thresholds that President Trump has demanded, in looking for a job that they—

Senator REED. Excuse me, Mr. Secretary. Mr. Secretary, excuse me.

Secretary KENNEDY [continuing]. Believe any education—

Senator REED. Excuse me Mr. Secretary. That is rhetoric, not reality. You are going to have ten million people without healthcare. They are going to the emergency rooms. It is going to undermine the healthcare system in every State in this country, and you will be responsible, along with the President. Thank you.

Senator CAPITO. Senator Kennedy.

Senator KENNEDY. Mr. Secretary, how many employees were there at HHS when you took over?

Secretary KENNEDY. 82,000.

Senator KENNEDY. How many do you have today?

Secretary KENNEDY. 62,000.

Senator KENNEDY. Okay.

Secretary KENNEDY. It is about the level it was in 2019, right before COVID.

Senator KENNEDY. Is this the first time that an institution in America has ever downsized?

Secretary KENNEDY. I don't think so. I think private and public institutions have elsewhere—

Senator KENNEDY. Microsoft just announced that they were going to reduce their workforce by 6,000 people; do you think that will be the end of Microsoft?

Secretary KENNEDY. Senator, we would not have reduced anybody—

Senator KENNEDY. Do you think that will be the end of Microsoft?

Secretary KENNEDY. I don't think so, Senator.

Senator KENNEDY. Meta, I still call them Facebook, just announced they are going to reduce their workforce by 3,000 people; do you think that will be the end of Meta?

Secretary KENNEDY. I imagine it will not.

Senator KENNEDY. Yes. You think maybe the people at Meta know what they are doing?

Secretary KENNEDY. I think that they do. They make a lot of money, Senator.

Senator KENNEDY. Do you hate NIH?

Secretary KENNEDY. I love NIH. I grew up with NIH. I visited when I was a boy. I love science, and those are my favorite afternoons visiting the labs, at NIH.

#### MEDICAL RESEARCH

Senator KENNEDY. Do you hate medical research?

Secretary KENNEDY. No. I think medical—we need to lead the world in medical research in this country.

Senator KENNEDY. In fact, isn't it true, Mr. Secretary that you would like to see more money spent on medical research?

Secretary KENNEDY. Obviously, I am the Secretary of this Department, and no secretary wants to see his budget cut.

Senator KENNEDY. Well, one way of doing that, it seems to me, would be to stop some of the stealing. And let me tell you what I mean by that. Let us suppose you give a—the NIH gives a university \$100 million to research, for medical research, to research a cure, and that university takes \$30 million of it, doesn't spend it on the research, they use it to subsidize the rest of their university. Does that show a commitment to medical research?

Secretary KENNEDY. No. I mentioned before the example of Stanford, which was taking 78 percent in indirect costs, and not—we don't know what they were spending it on.

Senator KENNEDY. That is theft, isn't it?

Secretary KENNEDY. It is not a good way to spend—

Senator KENNEDY. In Louisiana we call it stealing.

Secretary KENNEDY [continuing]. Federal taxpayer dollars.

Senator KENNEDY. We called that stealing. Is there any doubt in your mind that a lot of universities are taking this NIH money, which is supposed to be spent on medical research, and using it to fund other parts of their university? Is there any doubt in your mind, Bobby?

Secretary KENNEDY. Oh. And Senator, the other people who are writing grants, like the Gates Foundation, the Rockefeller Foundation, they pay 10 percent to 15 percent in indirect costs. We were paying 50-, 60-, 70 percent.

Senator KENNEDY. So, in fact, what you are doing is adding money to medical research, not—

Secretary KENNEDY. We will be able to fund many, many, many more studies by eliminating that \$9 billion, or at least part of that \$9 billion cost.

#### LIHEAP

Senator KENNEDY. Okay. I want to ask you about LIHEAP. Are you familiar with this GAO (Government Accountability Office) Report they did on LIHEAP?

Secretary KENNEDY. I am not, Senator.

Senator KENNEDY. They audited 7 States; they found 11,000 dead people getting LIHEAP grants. Are you familiar with that?

Secretary KENNEDY. No. But that is pretty typical of many of the other programs that we are working with.

Senator KENNEDY. Some of the—they found prisoners getting grants; didn't they? Were they using the grants to heat their jail cell? They found 1,000 Federal employees getting the grants with Federal salaries that greatly exceeded the income limits. They found some of those folks living in million-dollar homes.

I have got 18 seconds. Why do we allow highly processed foods in America?

Secretary KENNEDY. That is a complicated question, but it is driven by profits, but to a food industry that is making money by poisoning American kids. And they don't do it abroad. They make the same products for Canada and for Europe that do not contain many of those chemicals.

Senator KENNEDY. You understand, Mr. Secretary, there is nothing you can do that is going to make many of my Democratic colleagues happy. You get that, don't you?

Secretary KENNEDY. I do understand. I am coming to understand that, Senator.

Senator KENNEDY. Yes. Thank you.

Senator CAPITO. Senator Murray, welcome, nice to see you. And I will turn it over to you for questions.

Senator MURRAY. Thank you very much, Chair Capito, Senator Baldwin, I look forward to working with you both again in this Congress.

#### FUNDING CUTS

Secretary Kennedy, things are not going well. It is clear what you are doing across HHS is devastating to children, families, seniors, millions of Americans that HHS programs support. Now, you were required to send us an operating plan detailing how you are spending funds that Congress provided for programs that families rely on. You sent us what you titled the quote "Hill Version," which had over 530 asterisks in place of the funding levels.

Mr. Secretary, we need the real version with actual funding levels. This committee needs to know how you are spending taxpayer dollars right now, and what programs you are cutting and which you are eliminating. You are blocking billions in funding that Congress appropriated from going out the door, including \$3 billion at NIH, \$1 billion in Head Start, and \$3 billion in childcare funding alone.

And that is on top of all the other funding you have illegally ripped away: \$11 billion from lowercase-state and local health de-

partments, \$1 billion supporting local substance use and mental health programs, and \$66 million in Title X funds for cancer screenings, birth control, and preventive care. We know you are dismantling HHS and throwing away generations of investments in our healthcare system and firing critical employees.

We are talking about the people who administer Head Start, LIHEAP, Meals on Wheels, or entire teams who are working on preventing chronic disease and Alzheimer's, tracking IVF success rates and safety, maternal health, more. On top of all of this, you propose a budget now with truly devastating cuts that would leave America sicker and weaker. But you are not waiting to see whether Congress approves that budget proposal. This administration is starting to unilaterally implement it right now in defiance of Congress and the laws we passed.

If you aren't already, you are sprinting down the road of illegally impounding billions in funding through intentional action and incompetence.

So, to my colleagues on this dais, we heard several weeks ago from experts across the country what we risk by ceding American leadership on biomedical research. If we bless these staffing and funding cuts across HHS, that means deciding that we are comfortable with China leading the future development of every drug, device, and vaccine. The supply chain challenges we face during the pandemic will be the new normal. Our access to the latest treatments and cures will depend on other countries.

It is time to stand up and assert Congress' authority. This committee has dedicated itself in a bipartisan manner over decades to make sure we are the global leader in research and development. And now all of us know this administration is now setting us back, where it may take decades to regain that position. If we don't, decades of scientific breakthroughs and medical discovery, and the bipartisan work to support them risk being burned to the ground, and it will be very, very hard for us to rebuild that. We shouldn't be setting this country up for failure. We have to do better.

Now, Secretary Kennedy, listening to your testimony last week frankly left me pretty confused and concerned about what is happening at your Department. You repeatedly claimed that staffing and funding cuts that have been reported on publicly and even confirmed by your Department staff are not happening, so either you are lying, or you are not the one making the decisions.

You said, and I quote, "I made sure that Head Start was not cut," later going on to say, "There should not be any delays; the funding is there." Well, Mr. Secretary, HHS is delaying billions in funding for Head Start and childcare. These funding delays meant that a Head Start program in my State that serves more than 400 children had to close its doors and left parents scrambling.

So, let me ask you about another childcare issue. Secretary Kennedy, whose decision was it to withhold childcare and development block grant funding?

Secretary KENNEDY. Senator, I want to point out that in 2021, at the beginning of his administration, President Biden submitted his budget on May—

Senator MURRAY. I am not asking about—

Secretary KENNEDY [continuing]. You know what, you made an accusation to me, and I am going to answer it.

Senator MURRAY. Okay. I appreciate that——

Secretary KENNEDY. On May 28th, he submitted his budget, so our budget for a new administration——

Senator MURRAY. Okay, you can go down that road——

Secretary KENNEDY. I also want to point out——

Senator MURRAY [continuing]. But I have just two minutes left. I asked you a specific question.

Secretary KENNEDY. I want to point out something, Senator. You presided here, I think, for 32 years. You presided over the destruction of the health of the American people.

Senator MURRAY. Well, I have——

Secretary KENNEDY. Well, our people are now the sickest people in the world——

Senator MURRAY. Mr. Secretary, seriously.

Secretary KENNEDY [continuing]. Because you have not done your job.

Senator MURRAY. Mr. Secretary, seriously. That is an amazing——

Secretary KENNEDY. What have you done about it? What have you done about the epidemic of chronic disease?

Senator MURRAY. Mr. Secretary, I am here to ask—Mr. Secretary, you are here in front of——

Secretary KENNEDY. What have you done about the epidemic of chronic disease?

Senator MURRAY. Mr. Secretary—Seriously, Madam Chairman?

Senator CAPITO. Mr. Secretary, I would ask you to hold back and let the Senator ask the questions.

#### CHILDCARE

Senator MURRAY. Mr. Secretary, I am asking you a question about childcare. I am asking you, who made the decision to withhold childcare and development block grant funding?

Secretary KENNEDY. That was made by my Department.

Senator MURRAY. Okay. And you said last week, quote, “We were not cutting thousands of scientists. We are not cutting clinical trials.” But I want you to know in the last 4 months, you have fired or pushed out nearly 5,000 NIH staff and terminated more than 1,600 NIH grants. That includes more than 240 clinical trials across the country. So, whose decision was it to fire scientists and terminate these NIH grants and the clinical trials?

Secretary KENNEDY. Senator, I don’t trust your information with all due respect. You told me 2, or what, 3 days ago or 4 days ago, that we had cut a clinical trial in your State, and what you said turned out to be completely untrue. And you knew it was untrue because you corresponded with Jay Bhattacharya for that.

Senator MURRAY. Madam Chairman, I will answer that. It shouldn’t take me, first of all, raising an issue with you face to face to make sure NIH is working its way through this. The woman that was in question, as I clarified to you at the last committee, was qualified for a clinical trial, unlike you stated. So, I will——

Secretary KENNEDY. Untrue, untrue.

Senator MURRAY. No. That is true.

Secretary KENNEDY. Untrue. She qualified this week. We shouldn't be talking about patients' private information.

Senator MURRAY. I agree. And let us leave that. And I will just say your staff didn't get back to me till 45 minutes ago.

Secretary KENNEDY. We have the emails. We have the emails from your staff 2 weeks ago.

Senator MURRAY. Mr. Secretary, seriously——

Secretary KENNEDY. Two weeks ago, you were corresponding what you said you knew was untrue when you said it.

Senator MURRAY. You came here to argue with me. I came here to ask you questions about your budget request. Your budget request is asking us to cut dramatically. But I am also making the point that Senator Baldwin made, that what you are doing right now is enacting your budget that Congress has not passed by cutting critical funding across the board, and I think this committee will find that to be very detrimental in the future.

Thank you, Madam Chair.

Senator CAPITO. Senator Hyde-Smith.

Senator HYDE-SMITH. Thank you, Chair Capito, and Ranking Member Baldwin for this meeting. And thank you, Mr. Secretary, for being here.

I am going to get right to the point because I want to make the most of my time. I could not be more supportive of this administration's goals to improve mental and physical health of all Americans and to gain a better understanding of why our Nation struggles in certain areas. MAHA Report

However, I am deeply concerned with reports from reliable sources that are now appearing in the media that the MAHA Commission's initial assessment, which is expected to be released this week, may unfairly target American agriculture, modern farming practices, and the crop protection tools that roughly 2 percent of our population relies on to help feed the remaining 98 percent. I trust these reports are not true, and that this initial assessment, prepared over the course of 3 months, is not intended to serve any hidden agendas, hidden agendas such as suggesting that products that have undergone the EPA (Environmental Protection Agency) pesticide approval process, which is widely considered to have the most rigorous standards in the world, are unsafe.

Let me be clear, human health comes first, number one. It is a priority, and we certainly want that. But a vital component of human health relies on access to a safe, affordable, and abundant food supply. If Americans lose confidence in the safety and integrity of our food supply due to the unfounded claims that mislead consumers, public health will be at risk.

I have said this before, and it is worth saying again: countries have gone to war over many things: politics, religion, race, trade, natural resources, oil, pride, you name it—but threaten a nation's food supply and allow people to go hungry, let's see what happens then.

Mr. Secretary, two key provisions of the MAHA Executive Order stick out to me with respect of our exchange today: One, Subsection (a) of section 2 states, "All federally funded health research should empower Americans through transparency and open source data

and should avoid or eliminate conflicts of interest that skew outcomes and perpetrate distrust.”

And 2, Subsection (c) of this section states, “Agencies shall work with farmers to ensure that the United States food is the healthiest, most abundant, and most affordable in the world.”

Mr. Secretary, with respect to the subsections that I just mentioned regarding conflicts of interest skewing outcomes and perpetuating distrust, do you think American farmers and ranchers will believe you are living up to this principle when they read your initial assessment later this week? And we all know what confirmation bias is, and it is no secret that you were involved with pesticide litigation prior to becoming secretary.

Has your past or personal opinions influenced the initial assessment in any way? And regarding subsection (c), how would you do things differently than what EPA and other Federal regulators have already done? In the case of glyphosate, for instance, one of the most thoroughly studied products of its kind, we are talking about more than 1,500 studies and 50-plus years of review by the EPA and other leading global health authorities that have affirmed its safety when used as directed.

Have you been able to refute thousands of studies and decades of scientific review in a matter of months? If you would answer those, and then I have some closing points.

Secretary KENNEDY. Yes, your information about the report is just simply wrong. The drafts that I have seen, there is not a single word in them that should worry the American farmer.

Senator HYDE-SMITH. And you can prove that beyond a shadow of a doubt that what I just said is wrong?

Secretary KENNEDY. Well, you will see the report. It is going to be released on Thursday. Everybody will see the report, and you know there is nobody that has a greater commitment to the American farmer than we do. The MAHA movement collapses if we can't—if we can't partner with the American farmer in producing a self—a safe, robust, and abundant food supply. And we understand that.

I said during my campaign when I was running for president, and I have said repeatedly throughout this process: we cannot take any step that will put a single farmer in this country out of business.

Senator HYDE-SMITH. Okay. Given the time——

Secretary KENNEDY. If there are a million farmers who rely on glyphosate——

Senator HYDE-SMITH. I need to make my closing points.

Secretary KENNEDY [continuing]. there is a million farmers who rely on glyphosate, 100 percent of corn in this country relies on glyphosate, and we are not going to do anything to jeopardize that business model, we are——

Senator HYDE-SMITH. But you are saying my comments are totally inaccurate, in today's world——

Secretary KENNEDY. Totally inaccurate.

Senator HYDE-SMITH [continuing]. There are people with impressive credentials, perhaps expert witnesses or organizations with big names that are willing to say things that serve a particular interest or purpose, but what they don't say is that their feelings are



premature or simply intended to satisfy a predetermined outcome desired by those seeking their opinion or validation.

We have the Federal Insecticide, Fungicide, and Rodenticide Act and the exhaustive review process in place for a reason. I have yet to hear the approval process is easy, but it is going to be a shame if the MAHA Commission issues a report suggesting, without substantial facts and evidence, that our Government got things terribly wrong when it reviewed a number of crop protection tools and deemed them to be safe.

So, Mr. Secretary, we have to get this right. You have to be 100 percent certain, and the MAHA Commission needs to be able to refute years and years of scientific evidence and thousands of studies from credible entities before you start suggesting in an initial assessment that the methods in which the farmers provide our food are unsafe. I trust your report will be described as an initial assessment of things to be considered but yet to be determined.

Thank you, Madam Chair.

Senator CAPITO. Thank you. Senator Shaheen.

Senator SHAHEEN. Thank you, Madam Chairman.

#### OPIOID EPIDEMIC

Mr. Secretary, New Hampshire is one of those States that has really been devastated by the opioid epidemic. For too many families this isn't just an emergency, it is a daily heartbreak because they have lost people they love. During the first Trump administration, I worked closely with Health and Human Services to secure critical funding for New Hampshire through the State Opioid Response Grant Program. That funding has saved lives. We have made sure in New Hampshire that nearly every paramedic, firefighter, law enforcement officer has access to life-saving naloxone or Narcan, and we have also supported prevention and recovery programs that are turning the tide against addiction. Opioid Funding

We are finally beginning to see our overdose death rate go down. But I am deeply concerned that this progress is now at risk because Health and Human Services has already clawed back nearly \$5 million in mental health and substance use treatment funds that are allocated to New Hampshire. And now your budget proposes eliminating SAMHSA entirely and consolidating critical substance use and mental health block grants under a vague framework that is not at all clear to me.

So, Secretary Kennedy, will you commit to preserving the State Opioid Response Grant Program and to working with this committee, with my office, to ensure that States like New Hampshire, which are suffering from high rates of addiction, receive the funding and support that they need?

Secretary KENNEDY. Senator, this is an issue that is very close to my heart. I lost a brother to this disease. I lost other family members. I lost a niece who is essentially a daughter to me, during the pandemic. I had my own 14-year struggle with heroin addiction, and it has always been a priority, and it will continue to be a priority for me. And I think all of the interventions that you talked about are interventions that we are going to support are: Narcan naloxone, naltrexone, Suboxone, methadone.

My own bias is toward community care programs that I think are less expensive, and the most effective, but there are many people who cannot take advantage of them, and we will continue to support the States, and the State programs.

Senator SHAHEEN. Mr. Secretary, I don't want to interrupt, but I have read some reports of the struggles that your family has had, so I appreciate and understand why you would be sympathetic to this challenge. And that is why it is so hard for me to understand why you would be considering programs that have been working like the State Opioid Response grants, because what they do in New Hampshire, maybe they don't do this in other States, but in New Hampshire those dollars go directly to the local treatment programs.

We have a whole system that is set up based on those that allows people to get treatment and recovery in their communities that is designed to ensure that they can get that. And so that is why I am so troubled by the idea that you would eliminate the entity that makes those grants available.

Secretary KENNEDY. Senator, we support 500 community care facilities around the country. We are going to continue to do that, and we will continue to support the most effective ways of ending the opioid—and we, you know, we have not done a good job at that in the past. We can do a lot better. We need outcome-based care and—

Senator SHAHEEN. But you won't commit to preserving the State Opioid Response grants?

Secretary KENNEDY. I have to look at that particular grant, but if it is working, we want to support it.

Senator SHAHEEN. To move on to another topic, I co-chair the Senate Diabetes Caucus alongside Chair Collins, who I think has been here already today. We have spent years, literally, working to try and increase funding for diabetes research, to ensure access to new treatments, it is one of our most expensive chronic illnesses in this country, and yet earlier this year your administration announced a pause on the Diabetes Prevention Program Outcome Study, which is one of those initiatives that is designed to help us figure out what the long-term impacts of diabetes are, and how we can better intervene and promote alternatives.

So, this study, I think, is essential to understand how we better address diabetes, and you have consistently emphasized the need to improve chronic disease treatment in our country. So again, will you commit to funding this study so that we can continue to learn how to better prevent and treat diabetes?

Secretary KENNEDY. I have no idea why that study was paused, if it was paused. I would have to talk to Jay Bhattacharya about that. There were thousands of studies that were put on pause and then refunded. I expect that knowing Jay's commitment to it, my commitment to that study would—it will continue to be funded.

Senator SHAHEEN. So, you will commit to looking at that?

Secretary KENNEDY. Well, I will commit to looking at it, and I am happy to talk to you and to your staff at any time to try to help you with this issue.

Senator SHAHEEN. Thank you. Thank you, Madam Chair.

Senator CAPITO. Thank you, Senator Mullin.

## HHS FUNDING

Senator MULLIN. Thank you so much. And thank you, Secretary, for being here. Earlier, you said that the increase for HHS over the last 4 years had increased by 38 percent; is that correct?

Secretary KENNEDY. That is right, Senator Mullin.

Senator MULLIN. So, what have the taxpayers got in return over the last 4 years?

Secretary KENNEDY. They got a worst chronic health crisis and the unhealthiest, sickest population in the globe.

Senator MULLIN. So, your total budget for 2024, I think, was around \$1.7 trillion; is that correct?

Secretary KENNEDY. Yes.

Senator MULLIN. So, we have had a 10 percent increase across that. We have received nothing in return.

Secretary KENNEDY. We have had a 38 percent increase in 4 years.

Senator MULLIN. And at the same—

Secretary KENNEDY. With nothing in return.

Senator MULLIN. And nothing in return, and my Democrat colleagues that are complaining about cutting—spending. At the same time, we have NIH recipients, because we have heard our colleagues on the left side really complain about you cutting NIH funding because they call it research. But is it really research? I mean, let me just throw some numbers out here for you.

Harvard received \$488 million in NIH, and 69 percent went to indirect cost, meaning didn't go to research. Yale received \$646 million, and 67.5 percent of their NIH money went to indirect costs, meaning didn't go to research. You had Johns Hopkins University got \$858 million, 67.5 percent went to indirect cost, meaning 67.5 percent of \$858 million did not go to research. University of California San Francisco received \$815 million in NIH money, and 59 percent went to indirect cost.

But I am sure there is no room to cut NIH money for research. I mean, who would think we would probably have room for that? Because let us just use the top four recipients for my colleagues and on the Democrat side. Let us just use their numbers and round numbers. That is \$2 billion \$807—or let me say, \$2 billion \$807 million dollars in NIH money for top four universities receiving NIH. Out of that, \$1 billion \$684 million went to indirect cost. I am using rough numbers here. Now, I am sure there is no room to cut NIH research, right?

Secretary KENNEDY. There is room to cut the research both through the indirect cost, which the total cost was \$9 billion last year in indirect research. So that is, you know, that is \$9 billion that did not go to research but also—

Senator MULLIN. The \$9 billion that went to other things like flowers at the university—

Secretary KENNEDY. And the way—we don't know what it goes to—

Senator MULLIN. The presidents at—

## HHS PROPOSED CONSOLIDATION

Secretary KENNEDY [continuing]. And the way it works is if we give a million-dollar grant and there is a 60 percent indirect cost, that means they get to keep the million-dollar grant, but we have to give them another \$600,000 for their indirect cost. So that is the way it works, and the private universities that have the big endowments like you were——

Senator MULLIN. Talking about, right.

Secretary KENNEDY [continuing]. Referring to, they are the ones that get the most inflated numbers. Let me just say this: we have nine separate offices for women's health, we have eight separate offices for minority health, we have 20 separate HIV programs, we have 59 separate behavioral programs, we have 40 separate opioid programs, we have 42 maternal health programs, and each one of them has their own administrators. We have 100 communication offices when I came in, we have 41 information——

Senator MULLIN. Did you say 100 communication offices?

Secretary KENNEDY. Yes, 100. And we have 1,400 external affair officers, staff. We have 40 procurement Departments using four different contracting systems. We have nine resource officers, dozens of IT Departments, and eight senior finance officials. And what we are trying to do is eliminate the redundancy. There is no way to govern this agency. This agency has a budget that is comparable to the six largest nations in the world, and we have no governance because nobody—these are all in silos with their own infrastructure, and we are trying to consolidate them. And that is why they don't work.

That is why we throw away more and more money every year and Americans are the sickest people in the world. We spend two to three times for healthcare what other Americans—what other nations spend, and we have the worst outcomes on earth. And if you don't—if somebody does not reorganize this mess, it is going to continue. And we are trying to do it, and we are going to make some mistakes as we do it, but ultimately, I can tell you 4 years from now the American people are going to be a lot healthier.

Senator MULLIN. You know, only in American Government do we think throwing money at the problem will basically fix it. So, thank you for staying strong, and actually getting the taxpayers the money that they spent for something that is supposed to be spent for, and that is to make us healthier. So, thank you for being strong in this.

Secretary KENNEDY. Thank you, Senator Mullin.

Senator CAPITO. Senator Britt.

Senator BRITT. Well, thank you very much, Madam Chair. I want to follow up on NIH and that conversation that you just had. I think every cent of hard-earned taxpayer dollar should be used responsibly, should be used efficiently, judiciously, and we have to be accountable, and I appreciate you taking that approach to every portion of the areas in which you oversee.

You mentioned—Senator Mullin obviously mentioned several of the people that we feel like are not utilizing this right and are taking advantage of the system. I want to say thank you for your comments last week at the HELP Committee where you specifically

pointed out the University of Alabama, and the system, the University of Alabama at Birmingham——

Secretary KENNEDY. You weren't here. I pointed it out again, at the——

Senator BRITT. Well, thank you. I appreciate it. You know, as people trying to do it right, trying to make sure that we can create lifesaving and life-changing research that positively impacts the lives of not only Alabamians but Americans and people across the globe, and I just want to thank you for the engagement that we have had on that issue, the continued dialogue we have had so that we can work to try to get it right. And so just wanted your commitment to continuing that conversation as we work to make sure that we use hard-earned taxpayer dollars wisely and efficiently, and we also make sure that we have life-saving and life-changing research that continues.

Secretary KENNEDY. Yes, Senator. And based upon some of our conversations and conversations that I have continue to have expressing your concerns, particularly for the State schools that don't have endowments——

Senator BRITT. Thank you.

Secretary KENNEDY [continuing]. And that really need lab support, and need gloves, and test tubes, and mass spectrometers and all the things that you need to do first-class science, we want to be paying for that.

Senator BRITT. Good. Thank you so much.

Secretary KENNEDY. And we have figured out devices in which we can do that, but not through the indirect cost mechanism.

#### MENTAL HEALTH AND YOUTH

Senator BRITT. Well, thank you so much. I look forward to continuing that conversation with you. I also want to thank you as a mom. So out of all of the different secretaries that we voted on and confirmed, I think my friends were most excited about you, because they thought for once they had someone that was willing to take on, you know, whether it is big companies or big tech in the name of health for their children. When it comes to social media, that is something, as a mom of a 15- and a 16-year-old, that I get to see the effects of firsthand, not just in my own home, but with my friends and things that are happening in the community.

I wanted to talk with you a little bit about that. We have seen the rate of depression amongst young people more than double. We have seen one in three high school young women actually consider death by suicide. If you look at those same numbers, 25 percent of those actually made a plan to take her own life, and then you had 13 percent of high school young women actually attempt death by suicide.

We saw the surgeon general come out and say there need to be warning labels on social media. People need to know about the mental health challenges that can occur from use, persistency in that. I just want your commitment that you, obviously, as you take on toxins in the air, things that are in the environment, things that are in our food, that you will also look at the things that are in our children's hands and how we can do better to put up guardrails to allow them to continue to explore but to do it in a safer manner?

Secretary KENNEDY. Yes, absolutely. And I want to thank you for your support, Senator. I had a conversation with my—two of my grandchildren this weekend, and somebody used the word—one of them used the word “anxiety”, a 5-year-old boy. And I was thinking that I did not know what that word was probably until I was a teenager. I never heard anybody use it.

But today it is part of the vernacular in young people. And why is this happening? Why are our kids anxious, and fearful, and depressed, and suicidal? For Black children in this country, suicide is now the number one cause of death. On the Indian reservations it is now the number one cause of death. And we are having this epidemic of loneliness, of alienation, and some of it may be social media, and we are looking into that, and that is part of our—you know, of our portfolio.

But a lot of it may be coming from our food, and we know that the food now—we now understand the food disrupts microbiome and it causes these mood swings and anxiety, and we need to look at those.

#### HEAD START

Senator BRITT. Well, I would love an opportunity to work with you on that. And I know I am running out of time. We have people that are concerned about Head Start. The news has, you know, taken a narrative that I believe is untrue. I know that you care about the most vulnerable children. I know you care about making sure that those children have access to educational opportunities and care, and could you just speak directly to those families and providers about what this administration’s plan for supporting and sustaining Head Start in fiscal year 2026 and how you are working to provide them with the stability that they need to serve those vulnerable children as well?

Secretary KENNEDY. I am very grateful to Russell Vought. I told him how important Head Start was to me. My uncle, Sargent Shriver started the program. There are 800,000 of the poorest kids in this country who are served by that program, and it not only teaches the kids preschool skills, reading, writing, and arithmetic, before they get to prepare them for schools, but it also teaches the parents, and it teaches them how to be good parents.

And we see that the children who are exposed to those programs have less contact with law enforcement later in life. They are more likely to graduate from high school and college, are more likely to hold down jobs. There are a lot of problems with Head Start. We have kept it fully funded, and I am very grateful to Russell Vought for that and to the President.

But there are things we need to correct. One is the food that they are serving at Head Start is terrible. We need to change that. We are poisoning kids from—the poorest kids from their youngest years, and we are going to change that. And then there are other issues too that need to be corrected, but we are going to have a better and brighter Head Start by the end of this administration.

Senator BRITT. Well, I look forward to working with you on that, so many other issues, and also the wage index issue that is really hurting Alabama and our rural communities and hospitals. So, look forward to continuing our good work together.

Secretary KENNEDY. Yes. Thank you, Senator.

Senator CAPITO. Senator Rounds.

Senator ROUNDS. Thank you, Madam Chair.

Mr. Secretary, welcome.

Secretary KENNEDY. Thank you, Senator Rounds.

Senator ROUNDS. A long day already. Let me go through a couple of items that I—if I could, please. And I know you have heard a number of questions in terms of where things are going. Let me share with you one that I think we may need some help from you specifically on.

President Trump issued an executive order to boost American mineral production. He did that on March 20. The National Institute for Occupational Safety and Health, or NIOSH, mining program supports this goal by funding research at the nation's 14 accredited mining schools, including the South Dakota School of Mines and Technology in Rapid City. This includes support for critical work in metallurgy and mineral processing, fields where the Black Hills region has been a national leader.

However, my office has learned that staff at NIOSH's Spokane Mining Research Division have been laid off, this office focuses on the unique challenges of western mining, operations that are often more geologically complex and exposed to harsher conditions. This division provides critical technical support for institutions like the South Dakota School of Mines and Technology, which recently received a \$1.25 million grant to improve underground mining safety.

However, the grant has now been cancelled due to loss of oversight from the Spokane Office. This is not just a missed opportunity; it undermines our ability to meet national security goals tied to mineral independence and supply chain resilience.

Mr. Secretary, given the President's directive to increase American mineral production, and the clear role that NIOSH plays in supporting research at accredited mining schools, can you help with regard to why, or can you explain, or are you aware that the Spokane Mining Research Division basically has been shuttered? And how does this work, in terms of how do we get that research done, particularly with western mining, and this is one in which clearly the President wants us to focus on creating a supply chain within the United States?

Secretary KENNEDY. Senator, I was able to bring back 328 NIOSH workers, mainly for soft mining, soft rock mining, and coal mining in Cleveland and Morgantown, and to reinstate some of those other jobs. I will work with you. I have spent a lot of time, as you know, in your State. I have been with many friends who are working at that—at the mine up in Deadwood, and Lead, South Dakota. I have been, myself, to the bottom of that mine many times.

I understand the health concerns and how brave you have to be to undertake that kind of work. We need to protect our miners. We need to protect them because they are the future of our country.

Senator ROUNDS. You would work with us to find out—

Secretary KENNEDY. I want to work with you on that.

Senator ROUNDS. Okay.

Secretary KENNEDY. And you can contact my office.

Senator ROUNDS. Absolutely, Mr. Secretary, I would be happy to, and just wanted to bring it up because this is one that we need to get fixed, so I appreciate your looking into it. Also, since 1995, NIH has invested nearly a trillion dollars into U.S. biomedical research. In 2021, the Biden administration updated NIH's data management and sharing policy to promote greater transparency and accessibility. Yet much of the research data remains siloed, inaccessible, or trapped in outdated formats, making it difficult and costly for innovators to use. This limits the impact of taxpayer-funded discoveries.

To address this, I have sponsored the GUIDE Act, with Senator Heinrich, to modernize Federal data systems, making sure that they are AI-ready and accessible for responsible innovation. Secretary Kennedy, what are the main barriers, technical, or institutional, preventing NIH from creating clean, modern, accessible data sets that drive discovery and innovation?

Secretary KENNEDY. One of the most exciting—the things that I am most excited about in running this agency is the opportunity, the unique opportunity we have now to update those computer systems to crush down those silos, which we are doing. A lot of that is just bureaucratic inertia. And what we found is a lot of—I actually learned that in order to get access to CMS (Centers for Medicare and Medicaid Services) data for another one of my agencies that wanted to study that data for healthcare purposes, we had to buy it from another agency.

So, they are hoarding the data and they are selling it. It makes no sense. And we are bashing down all of those barriers. We are going to digitalize our data, we are going to depersonalize it, we are going to put it on AI, and we are going to make it public through data sharing agreements that allow people all over the country to access it and take advantage of it.

Senator ROUNDS. Let me throw you one.

Secretary KENNEDY. And I look forward to that legislation because I want to say this: we have been able to recruit the top minds in Silicon Valley to come into the agency, people who have walked away from billion-dollar corporations, not because they want prestige or they want position, they are there because they want to change—transform the agency by making it AI-friendly.

I spent, like, yesterday, all day, talking with innovators from private industry about how to get them that kind of data. So, it is a huge priority for me, and I look forward to working with you on it.

Senator ROUNDS. Mr. Secretary, thank you. My time has expired, but with permission of the Chair, I need to offer one softball question for you.

Secretary KENNEDY. Welcome.

#### BIOMEDICAL RESEARCH

Senator ROUNDS. The combination of biomedical research in coordination with AI, in terms of speeding up the processing and so forth, tells us that we can make discoveries and cures for some of the main dread diseases that afflict mankind today, and we can do it within a very short period of time, which not only would save Federal taxpayer dollars in terms of long-term treatment, but also



improve the quality of life for millions of Americans and families throughout the world.

Would you agree that the combination of biomedical research with artificial intelligence accelerating that discovery process could very well improve the quality of life for millions of Americans?

Secretary KENNEDY. It is already happening at FDA, and I had a conversation with Marty Makary last week, where even the initial introductions that we are making with AI have already quickened the clinical trial process. So, you know, I can't even imagine the kind of opportunities that we are going to get from this, from transitioning to AI and marrying that with biomedical research.

Senator ROUNDS. Thank you, Mr. Chair—thank you, Mr. Secretary.

Thank you, Madam Chair.

Senator CAPITO. Thank you. Senator Merkley.

#### DRUG PRICES

Senator MERKLEY. Thank you very much, Madam Chair, and good to see you, Mr. Secretary. And I wanted to address a topic that I think you and I may have similar thoughts on, perhaps, and the President has similar thoughts on, and that is real concern about the high cost of medicines in the United States of America. Back in October of 2018, President Trump, in his first term, noted that it is not acceptable that Americans are charged more than others in the developed world, and that we should be the most favored nation.

My team connected with the White House team to say I had a bill and to end the gouging of Americans on drugs, saying that they could not charge us more than the average price that was charged in Canada, Australia, Japan, and a group of the larger European nations. It seems just clear to me that, given the taxpayers of the United States put more into the R&D of these drugs than any other citizens anywhere in the world we should at least get the fairest price, not the worst price. And I believe that I read comments by you that supported that general notion.

Secretary KENNEDY. Absolutely. And I told one of the Senators, I don't know if the bill that you are talking about is the same bill that I talked to Senator Sanders about last week, but it is something that we are very excited about. The President announced an EO (Executive Order) on most favored nation status last week, and I was present for that and helped craft the EO. We are already in negotiation with the drug companies to discern the ways that they are going to comply with that.

So, it is something the President is committed to. I am committed to. Why do we spend it—why can an American fly to London and buy Ozempic for \$88 a dose and, from the same factory in New Jersey, in the same package, from New Jersey, that he buys in New York City, or at a loose price for \$1,300?

Senator MERKLEY. Thank you. No, it is outrageous. And the difference, Senator Sanders is a sponsor of my bill, the Price Gouging for Medications Act. The difference between his bill and mine is that I said, we should get the lowest price at which those companies are selling it to those major countries. His bill says the aver-

age price, but it is a slightly different set. But it is essentially the same concept.

You offered to work with Senator Sanders toward his bill, but can you extend the same to the group of folks behind my bill, or any bill that accomplishes this overall?

Secretary KENNEDY. Absolutely, Senator.

Senator MERKLEY. Thank you.

Secretary KENNEDY. You have my enthusiastic partnership in that.

Senator MERKLEY. I look forward to really working with you. And I know President Trump has, again expressed, you mentioned the EO. The EO kind of summons the pharmaceutical companies to negotiation. I hope the negotiation, if it doesn't produce substantial results—and by the way, I am saying it should negotiate for everyone, not just Medicare, not just Medicaid, like no one in America should have to pay more than what we pay. I think that is the general sense that you have is not just one—not just if you are over 65 you should get a fair price. Everyone should get a fair price.

Secretary KENNEDY. That is our position, too.

#### MEDICAID

Senator MERKLEY. Yes. Thank you. I wanted to turn to the Reconciliation Bill, and I apologize. Maybe this has been covered while I was over in Foreign Affairs, but I wanted to understand and express my concerns about the possibility of nearly 14 million Americans losing coverage and the bill, hasn't come out of the House yet, but is the administration trying to work to get the version that came through the Rules Committee and the E&C Committee modified so that we don't lose people, who do not lose Medicaid coverage?

Secretary KENNEDY. Well, there, I think there are two issues: one is for ObamaCare and the other, which is that 13 million that you are talking about. The numbers that we are looking at are 8.5 million on Medicaid, and you know, the Medicaid—ObamaCare is a little different, and that is, you know, the issue of the extension of the tax credits. Medicaid is—the cuts there are not really cuts, they are basically cuts in the growth of the program.

And those cuts are to eliminate waste, fraud, and abuse, and particular—and I don't want to just use those words, and I talked about this a little before, there is a million people that we have been able to identify that are collecting Medicaid, and Medicaid in two different States, which is illegal. There is a million people that are collecting Medicaid and ObamaCare, which is illegal. There are a million illegal aliens who are collecting Medicaid, and they will be eliminated.

The remaining people are all people who are able-bodied who do not want to meet the minimal standards that President Trump is establishing, that they either have a job, they have a part-time job, they are looking for work, or they are getting an education.

#### HEALTHCARE

Senator MERKLEY. So, I hear your arguments. I have seen evaluations of this program that consider it to go far beyond just that

sort of—I support the waste, fraud, and abuse of people double-enrolled in various programs. But one of the things, for example, is we had a government efficiency so people could enroll in SNAP (Supplemental Nutrition Assistance Program) and Medicaid at the same time. That is being severed, which makes it—if you are a single parent, you are raising a couple kids, you are working two or three jobs or minimum wage jobs, and at the same time, you have to go in every 6 months and revalidate your income and apply for two separate programs.

I mean, the reality is, it is extraordinarily different for ordinary struggling families to do that. And the goal is to cut down the number of people by making it difficult, and I don't think we should make it difficult for folks who are trying to be on their feet and raise kids. I wanted to note that the loss of people enrolled in Medicaid, and I consider healthcare a right, not something that you achieve because you are wealthy enough to buy it.

I think every developed country but the U.S. has said healthcare is fundamental to a thriving population, so they strive to make sure everyone can have access rather than trying to create obstacles to access. So, I am concerned about this obstacles-to-access approach.

But where I am really hearing from, are rural healthcare clinics and our hospitals because they are on the edge right now, and they are shutting down birthing centers. They did so in Baker. I have a picture of your father when he was in Baker, well, during his presidential campaign, and so now people have to go down in Eastern Oregon, where there are horrific winter storms, an hour to get to a birthing facility, more than an hour. Anyway, I am concerned about these rural clinics and hospitals that are on the edge, are going to be shut down when a lot of people won't be able to pay.

Senator CAPITO. If I could interject here, sorry, Senator.

Senator MERKLEY. Am I over time?

Senator CAPITO. Yes, you are overtime.

Senator MERKLEY. It is such an important topic.

Senator CAPITO. And Senator Boozman has been here the whole time, and the Secretary is up against a hard stop.

Secretary KENNEDY. I wanted to get to those hospitals. I am happy to talk to you. You know, I appreciate your civility in here today, and I am very, very anxious. I agree with you on all the issues you talked about. If you call my office and want to talk about it, I would like to.

Senator MERKLEY. Great. I will absolutely follow up. Thank you very much.

Senator CAPITO. Okay, Senator.

Senator BOOZMAN. Thank you, Madam Chair, and Ranking Member, again for having this important hearing.

#### CANCER

Thank you, Mr. Secretary, for being here. Cancer remains one of the leading causes of death in the U.S., as you know, and early detection through screening is critical to improve outcomes, reducing long-term healthcare cost. The National——

Secretary KENNEDY. I didn't hear what you said.

Senator BOOZMAN. I said that early detection through screening of cancer—

Secretary KENNEDY. Oh. Cancer. Okay.

Senator BOOZMAN [continuing]. It is critical to improving outcomes and reducing long-term healthcare costs. I will try not to mumble. So National Cancer Institutes are designated cancer centers that deliver cutting-edge cancer treatments to patients in communities across the United States, yet there are no NCI (National Cancer Institutes)-designated cancer centers in Arkansas, Mississippi, or Louisiana, States with some of the highest cancer mortality rates in the country. Arkansas has been working really hard on that designation for the last several years.

We know that strong Federal partnerships are essential. We really would like your help as we go forward with that again in providing this ability. How can we help HHS prioritize investment in prevention, screening, and infrastructure, particularly in rural regions, to improve cancer outcomes? You know, you talked earlier about what can we do to really get a handle? You know, certainly, nutrition is important, but again, besides that, as we go forward?

Secretary KENNEDY. We need cancer treatment. I am aware of the application by the University of Arkansas to get an NCI designation, and I am very anxious to help you with that.

#### RURAL HEALTH

Senator BOOZMAN. Good, thank you very much. As chairman of the Ag (Agriculture) Committee, I appreciated your comments last week in the House recognizing the difficult position our farmers are in. I am concerned that rural America is struggling, especially our farmers. Nearly half of Arkansas' counties lost population between 2022 and 2023. That would be true of most of our rural counties in America, farmers and rural Americans often face barriers to accessing healthcare, including provider shortages and transportation challenges.

Providers in rural communities struggle to keep the doors open, leading to gaps in care. Programs like the Rural Residency Planning and Development Program will be especially effective in helping train and retrain physicians in underserved rural areas. We are in the process now of working on a Farm Bill, doing some things to support not only the farmer but rural America in general. How can we partner with you? How can we partner with the HHS to develop a sustainable health infrastructure that ensures that Federal policies help attract and retain providers in healthcare deserts?

Secretary KENNEDY. You know, we have a number of programs under HRSA that are intended to do just that, and one of them is the 340B Program, which is very controversial, and it is now under litigation, but we understand the importance of that program to rural hospitals. The GME program, which is designed to get providers, badly needed providers into those regions.

I would also stress that we are about to see a revolution in AI, and AI—you know, I had a showcase of an AI nurse yesterday, which is just an extraordinary innovation that could revolutionize health delivery in rural areas, there are—you know, we met with people, companies that are building apps that are now used by mil-

lions of people that give access, direct access to health records, and give transparency, and the ability for people to immediately discern, and wearables also, to give the capacity for people immediately to discern which direction they are going in on a whole parade of metrics.

And allow you to even, as you eat food, in real time, evaluate what it is doing to your body, and to take control of health, and I think in rural areas, particularly those areas that don't have access to hospitals, that it is going to revolutionize. I am very excited about that as an innovation that can transform rural healthcare.

But I also understand we have got to keep those institutions in those regions because they are so important economic drivers, and for people who really do need to visit an urgent care or an emergency room, they are absolutely, they are life-saving.

So, I want to work with you, and do everything that I can, and the other Senators, both Democrats and Republicans, I want to make sure that the 60 million Americans who live in rural areas have, and who are critical to our culture, to our economy, to our history, and to every other value, that it is critical to keep them in those areas and healthy.

Senator BOOZMAN. Okay. Thank you very much.

Thank you, Madam Chair.

Senator CAPITO. Thank you, Mr. Secretary. I know you have a hard stop at noon. But we have got one more question here, Senator Schatz. And then we will wrap up very quickly. Thank you.

#### VACCINES

Senator SCHATZ. Thank you, Chair. Thank you, Secretary, for the extra 5 minutes. Good to meet you. I want to tell you a little bit about my dad. Dr. Irv Schatz was the first physician on the record to question the ethics of the Tuskegee Experiments. For years, the United States Public Health Service withheld penicillin from African-American men with syphilis to, quote, "Study the disease process"

And so, I am thinking of my dad when I ask about a statement you made during last week's HELP Hearing, questioning the recommended childhood vaccine schedule and implying that these vaccines should be tested in children against a placebo control like a saline shot. I just want you to know this is not a gotcha. I am hoping that I misunderstand what you are talking about. You know placebos exist, placebo control trials exist in the existing vaccine approval process. Are you suggesting something different than that?

Secretary KENNEDY. No, there are placebo control trials, Senator. And by the way, my uncle—Ted Kennedy, in 1975, he held the hearings that ended the Tuskegee Experiment, and so I am very, very familiar. I have met some of the people who actually suffered from that. Under the current vaccine schedule, none of the vaccines, with the exception of COVID, have ever experienced a safety trial pre-licensure that involves an inert placebo, none of them, COVID is the only one. And I don't think that it is ethical to go back and retest those vaccines against a placebo, if that is what you are suggesting. I hope not—

Senator SCHATZ. That is what I am trying to clarify. And I want——

Secretary KENNEDY. And no, no. But you know the Cochrane Collaboration in 2016 published a study that showed that the predictive capacity of placebo control trials, which are the gold standard, is actually not any better than good observational trials and retrospective trials. So, we can do those kinds of studies without subjecting people to an unethical experiment.

Senator SCHATZ. That is all I wanted. This is not a gotcha. I wanted to just clarify that we are not contemplating——

Secretary KENNEDY. Oh. No, no.

Senator SCHATZ [continuing]. Population-wide studies of——

Secretary KENNEDY. No.

Senator SCHATZ. Okay. Great.

Secretary KENNEDY. And they do—and just to clarify, they do efficacy tests against placebos, but they don't have safety testing.

#### DEI

Senator SCHATZ. It is a biological fact that, as an Ashkenazi Jew, I am more likely to carry the Tay-Sachs gene. We know that rural Americans are less likely to receive preventative health services than people who live in cities, we know that liver cancer is more than twice as common among Asian Americans than White Americans. I just want to clarify, as the administration attempts to root out what they consider to be DEI, that we are not characterizing biological differences between the sexes, among races, among people who live in different parts of the country, and the study of those, because obviously, in the administration of care, whether it is medicine or other healthcare, we want to know how different people respond to different courses of treatment or preventative care or whatever it is. I am assuming you don't mean—you don't think that is DEI, is that fair?

Secretary KENNEDY. No, absolutely not, Senator. And you know, I was talking before you got in here that we worked with Senator Tim Scott on a very, very innovative program that we approved 3 weeks ago, in South Carolina, to deliver a new cell therapy to people—to every person in South Carolina who has sickle cell disease.

Senator SCHATZ. Right. I—yes——

Secretary KENNEDY. There are all kinds of diseases that affect certain races, that have sexual dimorphism—manifests sexual dimorphism, and those are—that is nothing to do with DEI.

Senator SCHATZ. Okay. So, I think the challenge is, and this is not just your agency, but really government-wide is that the first cut at eliminating, scrutinizing, freezing, reforming grants, projects, lines of funding has been this basically sophisticated version of Control F, where you look for the word “gender”, or you look for the word “race”, or you look for the word “equity”. And I would just ask you to relook through your departments at whether or not some of this stuff got swept up accidentally.

And it is not some PowerPoint presentation to your workforce to divide them according to race and tell people what words to use to describe themselves, or others, but rather a kind of foundational aspect of medical research. And I just would like to be reassured that you are taking a second look after the kind of first DOGE, like

script was written to flag anything that could be problematic from the standpoint of the Trump administration.

Secretary KENNEDY. We are doing that, and we have already rectified a number of studies that were eliminated based upon those presumptions because they fit the—because the search terms made them look like they were DEI, and when that happens, people call me, and I call Jay Bhattacharya, and I say: Will you take another look at this; and in several cases, he has reinstated them. We do not want to lose that kind of science.

Senator SCHATZ. Thank you.

Senator CAPITO. Thank you. Thank you, Senator.

Senator Baldwin is going to make a quick statement, and then I will wrap it up.

Senator BALDWIN. Yes. Secretary Kennedy, I do want to make sure that we correct the record on the lead program that we have been discussing back and forth last week in this. There are no staff on the ground deployed to Milwaukee to address the lead exposure of children in schools, and there are no staff left in that office at CDC because they have all been fired. I look forward to working with you to reestablish that. It sounds like you have a commitment to that, but we need staff in order to make it function.

I do have some further questions for the record and understand that we will have an ability to submit those.

Senator CAPITO. Yes. So, this ends our hearing today. I really thank you and my fellow committee members. You had full attendance today, so you are a popular guy, but a very thoughtful conversation, and thank you to Secretary Kennedy.

#### ADDITIONAL COMMITTEE QUESTIONS

For any Senators who wish to ask additional questions, questions for the record will be due 1 week after the full budget request is released. The hearing record will also remain open until then for members who wish to submit additional materials for the record.

[The following questions were not asked at the hearing, but were submitted to the Department for response subsequent to the hearing:]

#### QUESTIONS SUBMITTED TO SECRETARY ROBERT F. KENNEDY JR.

##### QUESTIONS SUBMITTED BY CHAIR SHELLEY MOORE CAPITO

##### *Neurodegenerative Disease Research*

*Question.* Scientific advances show that neurodegenerative diseases like Alzheimer's and Parkinson's share key biological mechanisms, yet research remains siloed across multiple NIH Institutes, limiting collaboration and efficiency. At the same time, the President's Budget Request proposes deep funding cuts that could severely hinder progress.

a. As Secretary of HHS, how will you ensure NIH prioritizes and funds coordinated, neurodegenerative disease research to advance breakthroughs for these devastating conditions?

b. In 2024, Congress passed the Dr. Emmanuel Bilirakis and Honorable Jennifer Wexton National Plan to End Parkinson's Act with strong bipartisan support, calling for a whole-of-government effort to prevent, treat, and ultimately cure Parkinson's, which is the second most common and fastest-growing neurodegenerative disease. HHS has delegated responsibility for implementation to the NIH, as Secretary how will you ensure that the law's goals move forward?

*Answer.* a. NIH remains committed to funding important breakthrough research on neurodegenerative diseases like Alzheimer's and Parkinson's. There are several collaborations that exist between Institutes that fund this research, and basic re-

search on the brain often can provide insights into multiple neurodegenerative diseases.

b. NIH has been diligently working to implement the Dr. Emmanuel Bilirakis and Honorable Jennifer Wexton National Plan to End Parkinson's Act. HHS will continue to oversee the work of NIH as they collaborate with others to implement this legislation.

#### *Strategic National Stockpile*

*Question.* HHS' plans for the Administration for Strategic Preparedness and Response merging with the CDC could be helpful, but at the same time carry a high degree of risk.

What are your plans for the Strategic National Stockpile?

*Answer.* As included in the Fiscal Year 2026 President's Budget, the Strategic National Stockpile (SNS) will move to a new office within the Office of the Secretary, the Assistant Secretary for a Healthy Future (ASHF). The SNS will remain aligned and coordinated with its ASHF counterparts: the Biomedical Advanced Research and Development Authority (BARDA), the Center for Industrial Base Management and Supply Chain (IBMSC), and the operation and leadership of the Public Health Emergency Medical Countermeasures Enterprise (PHEMCE). This alignment of functions supports ASHF in leading the development, acquisition, and stockpiling of medical countermeasures needed during public health emergencies.

#### *National Strategy to Support Family Caregivers*

*Question.* The Federal government—through ACL—has served as a critical partner in advancing support for family caregivers and care recipients, particularly through the National Strategy to Support Family Caregivers.

The National Strategy is part of the RAISE Act. With changes being proposed for ACL some questions have emerged:

a. How will the National Strategy to Support Family Caregivers be implemented and advanced within the new organizational structure?

b. Will there be an Assistant Secretary for Aging and Disability in the new structure?

c. How will these changes affect the funding, staffing, and prioritization of caregiver support programs?

d. What measures will be put in place to ensure that the voices of family caregivers continue to be represented in Federal policy discussions?

*Answer.* a. The FY 2026 President's Budget maintains funding for the Family Caregiver Support Program. A portion of those funds will be used to award demonstration grants through the Caregiver Activities of National Significance and the National Strategy Demonstration Grants. Through these activities, Administration for Children, Families, and Communities will continue identifying ways to enhance services and implement the five goals in the National Strategy to Support Family Caregivers.

b. The reorganization as proposed in the Budget will ensure that duties required by statute, including oversight of aging and disability support services programs, will continue. The objective behind the prospective reorganization is to reduce redundancy and refocus the Department on making America healthy including the health and well-being of older Americans and individuals with disabilities, while improving services for the American people.

c. The FY 2026 President's Budget maintains funding for the Family Caregiver Support program. This will not result in changes to the funding allocation, staffing, and prioritization of caregiver support programs.

d. A portion of the budget for the Family Caregiver Support Program is dedicated to supporting two councils which were established by the Recognize, Assist, Include, Support, and Engage (RAISE) Family Caregivers Act and the Supporting Grandparents Raising Grandchildren (SGRG) Act. The National Strategy to Support Family Caregivers was developed jointly by the two advisory councils and the councils continue to meet on a regular basis, as required by law.

#### *Eating Disorders Center of Excellence*

*Question.* During the first Trump Administration, the Eating Disorders Center of Excellence (ED-CoE) was created under SAMHSA. The ED-CoE trains primary care providers on early detection and intervention.

How will the administration ensure the Eating Disorders Center of Excellence continues to serve its important role in training clinicians, educating the general public to reduce stigma, and work to lower healthcare costs through prevention and early intervention efforts?



*Answer.* The President's Budget includes funding for the Office of Women's Health (OWH) within the Administration for a Healthy America. OWH will focus on the prevention and treatment of chronic disease, eating disorders and other conditions.

#### *Maternal Health*

*Question.* The United States continues to experience high rates of maternal mortality. In fact, the maternal mortality rate in the United States is 2–3 times that of other industrialized nations. Addressing maternal mortality has been a bipartisan priority for the past 10 years.

How will HHS take steps to address the maternal mortality crisis in our nation?

*Answer.* The FY 2026 President's Budget invests in programs to improve maternal health outcomes prioritizing programs that provide states and communities the flexibility to address local maternal and child health needs. This includes a new Prevention Innovation Program funded at \$119 million as part of the Make America Healthy Again initiative to address the root causes of America's escalating health crises, including a track specific to maternal health challenges. The program will seek to strengthen maternal health services in rural communities through improved healthcare access to preventative and specialty care, health education and promotion and ensuring reliable broadband and technology integration. Activities supporting this effort include addressing transportation barriers and increasing the maternal health workforce to combat shortages.

The President's Budget also continues investments in the Maternal and Child Health Block Grant, the State Maternal Health Innovation program, the Alliance for Innovation on Maternal Health program, the Integrated Services for Pregnant and Postpartum Women program, the Screening and Treatment for Maternal Mental Health program, and the Maternal Mental Health Hotline to improve maternal health. In addition, health centers provide prenatal care, with more than 70% of pregnant patients receiving care in the first trimester, which is critical to identifying maternal disease and risks for complications of pregnancy or birth and can help improve birth outcomes.

The Budget also continues investments in rural maternal health through the Rural Maternity and Obstetric Management Strategies program, which provides start-up funding to test out new approaches to supporting, enhancing, and expanding maternal and obstetrics care in rural communities. The Delta Region Maternal Care Coordination Program is also continued to expand access to care for pregnant women and new mothers by addressing barriers through care coordination strategies for the delivery of perinatal services.

#### *AHRQ*

*Question.*

Last fall, AHRQ solicited applications for the state-based Healthcare Extension Cooperatives program to help reach medically underserved individuals, particularly Medicaid and uninsured patients, with needed resources with a focus on behavioral healthcare. AHRQ closed the application process and was reviewing the proposals it received, but I understand that the program has now been placed on hold.

Do you know why the program was paused?

Do you have a timeline for when AHRQ will complete the application review process and ultimately award these funds?

*Answer.* The State-based Healthcare Extension Cooperatives program was not prioritized in FY 2025. The FY 2026 President's Budget eliminates the Patient-Centered Outcomes Research Trust Fund and therefore does not provide funding for comparative effectiveness research.

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#### QUESTIONS SUBMITTED BY SENATOR JERRY MORAN

*Question.* Is the Department concerned about the United States' ability to respond to future outbreaks, such as a potential influenza pandemic?

What specific measures are you taking to ensure that the U.S. can rapidly and effectively prevent, prepare for, and respond to a future pandemic?

*Answer.* Over the past 20 years, Congress has provided the U.S. Department of Health and Human Services (HHS) with funding and authorities for significant investments in medical countermeasures (MCM) preparedness and response capabilities to respond to future outbreaks, such as a potential influenza pandemic. This response system has been rigorously tested by multiple, concurrent public health situations and is continually reviewed, revised, and refined based on insights gained from responses and exercises. Under oversight of the Public Health Emergency Medical Countermeasures Enterprise, HHS strategically invests in threat-agnostic efforts, advances the development and approval of MCMs, and transitions certain ap-

proved MCMs to the Strategic National Stockpile (SNS) which currently maintains a robust array of antivirals and personal protective equipment (PPE) for pandemic influenza while continuing to research safe and effective early treatments. HHS also manages response systems including the National Pre-Pandemic Influenza Vaccine Stockpile (NPIVS), the National Emerging Special Pathogens Training and Education Center (NETEC), the National Special Pathogen System (NSPS), the Strategic National Stockpile (SNS), and the National Planning Frameworks and Federal Interagency Operational Plans.

HHS's NPIVS is positioned to support efforts to provide enhanced preparedness and a rapid response to a potential influenza pandemic. The NPIVS brings CDC, BARDA, and industry partners together to support the development and manufacturing of vaccines for influenza virus strains as they evolve. CDC works with domestic and global partners to conduct year-round surveillance to monitor for changes in influenza viruses—in both humans and animals—and assesses their risk to human health, including susceptibility to current diagnostics, vaccines, antivirals and pandemic risk. BARDA uses animal and human surveillance information to determine which influenza viruses to further develop into vaccine seeds, bulk antigen, and final vaccine in vials.

HHS's NETEC and NSPS work together to enhance the U.S. healthcare system's preparedness for special pathogen threats. NETEC provides essential training and education to healthcare professionals, while NSPS coordinates a tiered network of healthcare facilities to ensure consistent readiness and response capabilities.

HHS's National Planning Frameworks and Federal Interagency Operational Plans organize specific requirements and tasks among the lead and supporting agencies and define roles and responsibilities in a scalable and adaptive manner. The U.S. national preparedness and response systems have been tested by multiple, concurrent public health situations, and those systems are continually reviewed, revised, and refined as experiences gained from responses lead to new insights and challenges. The Strategic National Risk Assessment provides U.S. policy makers and planners a foundation for domestic capacity development and a means for agencies to share information and planning considerations as well as to help align those policy/planning efforts towards a common goal.

In conclusion, HHS's systems are ready to rapidly and effectively prevent, prepare for, and respond to a future pandemic.

*Question.* There is a Developmental Disability Network in every state and territory. The Network operates off of a slim budget, but has a profound, positive impact. In Kansas, our Developmental Disability Network serves over 46,000 Kansans—working to enhance the quality of life for Kansans with intellectual and developmental disabilities.

How will the Department support the work of the developmental disability network and how the Federal government can continue to support Americans with intellectual and developmental disabilities?

*Answer.* The Administration for Children, Families, and Communities continues to support the work of the disability network. The FY 2026 President's Budget requests funding for critical programs that support Americans with disabilities. These programs include the Developmental Disabilities State Councils, Protection and Advocacy agencies, Independent Living, Traumatic Brain Injury program, Aging and Disability Resource Centers, and Assistive Technology programs. The FY 2026 request for Independent Living includes expanded funding to allow states some flexibilities to identify priorities to continue the activities previously provided by University Centers for Excellence in Developmental Disabilities, Developmental Disabilities Projects of National Significance, the Limb Loss Resource Center, and the Paralysis Resource Centers, and providing Voting Access for People with Disabilities.

In addition, the FY 2026 President's Budget request for the Administration for a Healthy America includes funding for activities aimed at supporting children with developmental disabilities and their families. This includes \$38.2 million to continue the Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) program, which trains health professionals to improve access to screening, diagnosis, and services for children with autism and other developmental disabilities.

Additionally, the request proposes an extension and continued funding at \$6 million for the Family-to-Family Health Information Centers (F2F HIC) program. The F2F HIC program receives appropriations to provide patient-centered information, education, technical assistance, and peer support to families of children and youth with special healthcare needs, including those with developmental disabilities. F2F HICs are in all 50 states, Washington D.C., 5 territories, and 3 tribal communities.

*Question.* Scientific advances show that neurodegenerative diseases like Alzheimer's and Parkinson's share key biological mechanisms, yet research remains

siloeed across multiple NIH Institutes, limiting collaboration and efficiency. At the same time, the President's Budget Request proposes funding cuts that could hinder progress.

How will the Department ensure NIH prioritizes coordinated, neurodegenerative disease research and protects funding to advance breakthroughs for these devastating conditions?

*Answer.* HHS, including NIH, is committed to producing gold standard science, which includes making sure that NIH empowers collaboration across scientific disciplines to increase knowledge. This includes co-opting findings related to various neurodegenerative diseases and applying them to other diseases to further breakthroughs.

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#### QUESTIONS SUBMITTED BY SENATOR CINDY HYDE-SMITH

*Question.* In February 2023, a bipartisan group of 36 state attorneys general wrote to Congress, expressing concern that Polaris, the organization with whom the Department of Health and Human Services (HHS) currently contracts for operation of the National Human Trafficking Hotline, was not forwarding third-party tips made to the Hotline about human trafficking to state or local law enforcement. As the AGs said in their letter, "Congress and many states have taken steps to ensure that the Hotline information is widely disseminated so that citizens can report suspected trafficking directly to the National Hotline. Those tips are crucial to catching criminals, to recovering victims, to uncovering evidence of broader trafficking operations, and more. Those tips help local and state law enforcement to end trafficking and to help its victims."

Despite attempts to work to remedy this issue, including discussions mediated by Congressional offices, the problem persists and just last month, the bipartisan coalition had grown to 41 state attorneys general. As the AGs indicated in their letter to you, Secretary Kennedy, on April 15, 2025:

To be clear, we are not asking that the Hotline report calls from victims who say they do not want their call reported. But we are asking them to send us the tips they get from anyone other than the victim. We are asking for the tips from the trucker who sees suspicious behavior on the road, the flight attendant who notices something unusual in the airport, the front desk clerk who sees something that does not make sense at their motel, or the citizen who sees the same woman being abused at the corner market week after week. Those tips matter, and reporting those tips can save lives.

Such intelligence is the lifeblood of human trafficking investigations. It is how we disrupt human trafficking syndicates. It is how we recover victims and start them on the road to being survivors.

A Notice of Funding Opportunity (NOFO) for administration of the Hotline is currently open, with applications due May 30, 2025. That NOFO recognizes that one of the core functions of the Hotline is to refer tips of potential human trafficking to law enforcement. In fact, it requires the awardee to strategically engage law enforcement to improve collaboration and standardization of quality tips with a plan for such collaboration developed within six (6) months of the notice of award and execution of such collaboration within twelve (12) months of such notice.

Secretary Kennedy, will HHS acknowledge that one of the core functions of the Hotline is a tipline that the public and law enforcement can use together to help end trafficking, and will HHS commit to work with State Attorneys General to restore this important function?

*Answer.* The U.S. Department of Health and Human Services believes the partnership between the National Human Trafficking Hotline (Hotline) and law enforcement officials—Federal, state, tribal, and local—is a vital component in our nation's fight against human trafficking. This includes maintaining our strong partnership and coordination with the State Attorneys General.

The Administration for Children and Families (ACF), which provides monitoring and oversight of the Hotline, met with the State Attorneys General on May 29, soon after receiving their most recent letter. In response to their feedback and acknowledging the importance of our coordination, we have begun publishing information on how tips reported into the Hotline and subsequently shared with law enforcement have led to arrests, convictions, and sentences of human traffickers. We have also published a new webpage on Hotline data, which provides weekly updates on the number of potential human trafficking situations referred to law enforcement, child protective services, the National Center for Missing and Exploited Children, and to victim service providers. We continue to work with the Hotline grant recipi-

ent for daily quality assurance and weekly audits, as well as regular coordination with Federal law enforcement partners on critical functions of the Hotline.

It is through feedback from stakeholders, such as State Attorneys General, that we become aware of the needs on the ground and improve the Hotline.

*Question.* As you know, the University of Mississippi Medical Center was one of the first nationally designated Centers of Excellence in Telehealth. It is a true leader in telehealth and has made Mississippi a model for the future by effectively utilizing telehealth to improve health outcomes and access, especially for rural communities.

Mr. Secretary, how can the administration increase the importance of telehealth to our health system, and do you commit to working with Congress to ensure telehealth flexibilities are made permanent?

*Answer.* HHS recognizes that telehealth is a vital tool to expand access to health services. In the FY 2026 President's Budget, HHS supports critical telehealth investments through the Office for the Advancement of Telehealth (OAT) within the proposed Administration for a Healthy America. OAT serves as HHS's focal point on telehealth, which includes the management of the Telehealth.HHS.gov website, and promoting the use of telehealth technologies for healthcare delivery, education, and health information services. HHS supports programs such as the Telehealth Network Grant Program that supports direct services through a telehealth network to expand access to high quality healthcare services, improve training of healthcare providers, and expand the quality of health information available to providers, patients and their families. HHS also supports Telehealth Resource Centers to provide expert and customizable telehealth technical assistance to healthcare providers across the country.

Expanding the evidence base for telehealth services and outcomes is critical and the Telehealth Centers of Excellence program supports two Centers that play a key role in implementing innovative telehealth services. HHS also supports the use of technology-enabled collaborative learning to improve the retention of healthcare providers and licensure portability to support providers in practicing telehealth across state lines. While HHS recognizes the value of telehealth, the FY 2026 budget reflects a commitment to properly administer all HHS programs, by eliminating unnecessary and wasteful spending.

In FY 2026, HHS is committed to continuing this important work and proposes to support new opportunities through new Budget proposals for the Make America Healthy Again initiative's Prevention Innovation Program, a Chronic Care Telehealth Centers of Excellence Program, and a Telehealth Nutrition Services Network Grant Program through new investments. These programs will integrate telehealth and digital health technologies into chronic care disease prevention and management, and nutrition services.

*Question.* As you know, Mississippi continues face major challenges in maternal and infant health. Unfortunately, our state consistently ranks among the highest in the nation for maternal and infant mortality rates. These challenges are further compounded by the rise in maternity care deserts, with many hospitals closing their obstetric units and leaving entire communities without access to essential care.

Mr. Secretary, given the current departmental restructuring and fiscal constraints, how does the administration plan to prioritize maternal and infant health within the Department of Health and Human Services budget?

*Answer.* The FY 2026 President's Budget invests in programs to improve maternal and infant health outcomes, particularly in underserved and rural areas, prioritizing programs that provide states and communities the flexibility to address local maternal and child health needs. This includes a new Prevention Innovation Program funded at \$119 million as part of the Make America Healthy Again initiative to address the root causes of America's escalating health crises, including a track specific to maternal health challenges. The program will seek to strengthen maternal health services in rural communities through improved healthcare access to preventative and specialty care, health education and promotion, and ensuring reliable broadband and technology integration. Activities supporting this effort include addressing transportation barriers and increasing the maternal health workforce to combat maternity care deserts.

The President's Budget also continues investments in the State Maternal Health Innovation program, the Alliance for Innovation on Maternal Health program, the Integrated Services for Pregnant and Postpartum Women program, the Screening and Treatment for Maternal Mental Health program, and the Maternal Mental Health Hotline to improve maternal health outcomes.

Health centers also provide prenatal care, with more than 70% of pregnant patients receiving care in the first trimester, which is critical to identifying maternal disease and risks for complications of pregnancy or birth and can help improve birth

outcomes. The FY 2026 President Budget's request will continue to support health centers and the prenatal care they provide.

The Delta Region Maternal Care Coordination Program, which targets funding to the Mississippi Delta region, provides funding to expand access to care for pregnant women and new mothers by addressing barriers through care coordination strategies for the delivery of perinatal services. The Rural Maternity and Obstetric Management Strategies program is open nationwide, including Mississippi and provides start-up funding to test out new approaches to supporting, enhancing, and expanding maternal and obstetrics care in rural communities.

The FY 2026 President's Budget also includes funding through the Title V Maternal and Child Health (MCH) Block Grant and Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program that will support infant health by improving the quality of care to pregnant women and infants. The MIECHV (\$518.6M post-sequestration) program supports evidence-based home visiting services nationwide. Trained home visitors meet regularly with new and expectant mothers and provide direct services such as health education on breastfeeding and infant safe sleep practices. The Title V MCH Block Grant program uses a state-level systems approach that improves access to services for pregnant women and babies, including support for infant screening and other preventive services, addressing gaps in healthcare coverage and services for both insured and uninsured mothers and children, and supporting quality improvement initiatives, workforce training, outreach, and disease prevention and health promotion.

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#### QUESTIONS SUBMITTED BY SENATOR JOHN BOOZMAN

*Question.* I am very concerned with the state of maternal health across the United States. The U.S. has the highest rates of maternal mortality and morbidity among high-income nations, with Arkansas having one of the highest maternal mortality rates in the country.

a. The CDC's Maternal Morality Review Committees have been essential in helping to identify the causes of death and contributing factors in states like Arkansas.

b. In a recent report, the Arkansas Maternal Mortality Review Committee identified that 95% of pregnancy-related deaths were considered preventable.

c. As you know, prenatal care is an essential component contributing to positive maternal health outcomes.

d. How can we improve our maternal health strategy as a nation to eliminate gaps in care and encourage women in Arkansas and across the country to seek consistent prenatal care during their pregnancy?

e. Can you explain where this program will be housed at HHS and provide additional details about how this critical work will continue if the Chronic Center is eliminated?

*Answer.* a, b and c: State Maternal Morality Review Committees (MMRCs) get the most detailed, complete data on maternal mortality and develop actionable recommendations for prevention. CDC's Enhancing Reviews and Surveillance to Eliminate Maternal Mortality, or ERASE MM, Program directly funds the agencies and organizations that coordinate and manage MMRCs for characterizing pregnancy-related deaths to identify prevention opportunities. The program currently supports MMRCs in 46 states and 6 U.S. territories and freely associated states. The important work of the Arkansas MMRC is being replicated nationally, with over 230 actions taken in states based on MMRC data last year alone to improve maternal health.

The rapid rise in Cesarean deliveries over the last 30 years raises the concern that many Cesarean deliveries may be unnecessary. Arkansas has the tenth highest Cesarean section delivery rate for low-risk (non-emergency) births in the United States. The Arkansas Perinatal Quality Collaborative (ARPQC) launched statewide in 2023 and is increasing implementation of recommended policies and practices to reduce unnecessary Cesarean deliveries. As a result, at the end of the first quarter of the project, 14 of the 22 recommended policies (64%) were being planned, in progress, or fully implemented by at least half of the 30 participating birthing hospitals in the state.

Continuing to implement public health measures like these is a key strategy to prevent unnecessary maternal mortality across the U.S.

d. The FY 2026 President's Budget invests in programs to improve maternal health outcomes, particularly in underserved and rural areas, prioritizing programs that provide states and communities the flexibility to address local maternal and child health needs. The President's Budget continues investments in the Title V Maternal and Child Health Block Grant, the State Maternal Health Innovation (MHI)

program, the Alliance for Innovation on Maternal Health program, the Integrated Services for Pregnant and Postpartum Women program, the Screening and Treatment for Maternal Mental Health program, and the Maternal Mental Health Hotline to eliminate gaps in care and improve maternal health. To increase consistent prenatal care during pregnancy, the State MHI program in Arkansas provides group prenatal care in clinical and non-clinical settings such as community centers, libraries, and medical centers. Additionally, the program trains healthcare providers so that they may implement group prenatal care for their patients. The Budget also continues investments in rural maternal health through the Rural Maternity and Obstetric Management Strategies (RMOMS) program, which provides start-up funding to test out new approaches to supporting, enhancing, and expanding maternal and obstetrics care in rural communities. This funding will support continuation funding for the current RMOMS grantees, including the Arkansas recipient, St. Vincent's Hospital serving Calhoun, Clark, Columbia, Dallas, Howard, Montgomery, Ouachita, Pike, Polk, and Sevier counties.

e. HHS is committed to addressing the drivers of maternal mortality and seeking to find real solutions to reduce the maternal mortality rate in this country. While the Department is considering a number of proposals to reduce inefficiencies and eliminate redundant programs within the Department to provide better services to the American people, programs focused on maternal mortality will be addressed, regardless of any actions taken to reorganize HHS.

*Question.* Arkansas is home to the only FDA Center outside of the Washington D.C. metropolitan area, the National Center for Toxicological Research, or NCTR, in Jefferson, Arkansas.

NCTR plays a vital role in conducting toxicological research that directly informs regulatory decisions and protects public health, while also training researchers and contributing nearly \$200 million annually to the economy.

With countries around the world increasing investments in science and technology, how can the U.S. continue to support facilities like NCTR to maintain our global leadership in scientific research and ensure we are equipping American scientists with the tools they need to safeguard consumers and advance innovation?

*Answer.* HHS remains firmly committed to preserving and advancing scientific excellence and leadership across all its components. As we undertake strategic workforce planning efforts, HHS will continue to prioritize mission-critical positions—including top-tier scientific and public health professionals—that directly support our mission and enhance the Department's ability to meet global evolving health needs. These efforts are critical to sustaining the Department's capacity to respond effectively to both current and emerging health challenges.

*Question.* The CDC's National Center for Chronic Disease Prevention and Health Promotion is essential in supporting preventative measures to help Americans live healthier lives.

How does the Department plan to make these successful, evidence-based programs, such as the National Diabetes Prevention Program, part of the Administration for a Healthy America?

*Answer.* The FY 2026 President's Budget request for the proposed Administration for a Healthy America (AHA) includes \$14 billion as a part of the Make America Healthy Again initiative to address the chronic disease epidemic. HHS fully supports diabetes research and will continue to fund gold standard science in this space.

*Question.* Americans in rural areas face unique challenges in accessing care.

In Arkansas, several rural hospitals are at risk of closure from operating under negative margins or have already closed, creating gaps in care.

Additionally, encouraging rural Americans to access care is difficult as they face unique obstacles.

HRSA programs within the Federal Office of Rural Health Policy (FORHP) have been beneficial to providers in my state, such as the Medicare Rural Hospital Flexibility (FLEX) Grant Program, the State Offices of Rural Health (SORH) Program, Rural Maternity and Obstetrics Management Strategies Programs, and the Rural Hospital Stabilization Program.

How can we help HHS to support our struggling rural healthcare facilities as they care for some of our nation's most vulnerable populations to promote healthier lifestyles that focus on preventive care under AHA?

*Answer.* HHS, through the new proposed Administration for a Healthy America (AHA), the primary agency focused on prevention, continues to support several programs that can support rural health and promote healthier lifestyles in rural communities like those in Arkansas.

First, the Rural Health Outreach Services Program authority supports multiple programs that encourage community and regional organizations collaborating to ad-

dress identified health needs. The Rural Health Outreach Grants support organizations to expand and enhance the delivery of healthcare services, focused on preventive care, to promote healthier lifestyles. The Network Development Planning grant provides initial, 1 year funding to bring community organizations together and to help identify community needs and potential prevention strategies. The Network Development Grant Program provides funding to support integrated healthcare networks who collaborate to expand access to, coordinate, and improve the quality of basic healthcare and preventative services to improve health. The Rural Maternity and Obstetrics Management Strategies Program (RMOMS) provides start-up funding to test out new approaches to supporting, enhancing, and expanding maternal and obstetrics care in rural communities.

The Rural Communities Opioid Response Program (RCORP) funds a variety of grant programs each year to address substance use disorders—with a key goal of prevention. The RCORP—Overdose Response program targets 1 year of funding to improve healthcare in rural areas by addressing their immediate and short-term needs related to the provision of substance use disorder services, particularly around prevention. The RCORP-Pathways program supports prevention activities by engaging youth in peer driven behavioral health programming and introducing them to behavioral healthcareers and facilitating admittance into training programs.

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#### QUESTIONS SUBMITTED BY SENATOR MIKE ROUNDS

*Question.* The United States remains dangerously reliant on Chinese mining and processing of rare earth minerals. Western institutions are stepping up to address this national vulnerability. For example, South Dakota School of Mines recently received a \$1.25 million grant to improve underground mining safety in hard rock environments.

Unfortunately, I understand that this grant has now been canceled due to staffing shortages at the Spokane Mining Research Division of the National Institute for Occupational Safety and Health (NIOSH).

a. Can you provide the current staffing levels at the Spokane Mining Research Division, including any vacancies in key technical or programmatic roles?

b. Is the division currently accepting, reviewing, and processing grant applications?

c. If not, what is the timeline for restoring full operational capacity?

*Answer.* a. Staff supporting this program were affected by the Reduction in Force of April 1, 2025. Three Public Health Service officers remain in working status.

b. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

c. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

*Question.* Veterans with substance use disorders often face delays and denials when trying to access community care through the VA under the MISSION and COMPACT Acts.

a. Has HHS engaged with the VA or DoD to streamline access to behavioral health services for veterans and their families, especially in regions like VISN 23?

b. Are there efforts underway to expand community-based provider networks for SUD treatment?

*Answer.* a. HHS funds the Service Members, Veterans, and their Families Technical Assistance (SMVF TA) Center which serves as a national resource supporting states, territories, communities, and tribes to address the behavioral health needs of the military/veteran community. Since its inception in 2010, the SMVF TA Center has provided technical assistance to all 50 states and 5 territories. One example of technical assistance is the HHS-funded crisis intercept mapping workshop series. These workshops focus on assisting communities in identifying how veterans and their families flow through the local system of care before, during, and after a behavioral health crisis. Communities receive support in identifying gaps in their behavioral health systems and creating strategic action plans to address the gaps. One such workshop recently took place in Chippewa County, MN in VISN 23, bringing together local government, behavioral health systems, law enforcement, partners from the St. Cloud Minnesota VA Medical Center, as well as DoD's transition assistance support program to strengthen behavioral health support for the military veterans and their families residing there. Next steps include military culture edu-

cation for civilian providers and identifying faith-based partners to add to this coalition. Additionally, HHS-funded Certified Community Behavioral Health Clinics (CCBHCs) are required to provide community-based behavioral healthcare for Veterans regardless of their ability to pay. They are also required to coordinate care with local VA Medical Centers.

b. SAMHSA works closely with the Veterans Health Administration and supports their efforts to provide SUD treatment services. SAMHSA provides training and other services in support of Veterans Health Opioid Treatment Programs across the country.

*Question.* The Cybersecurity Information Sharing Act of 2015 known as CISA 2015, which is set to lapse on September 30th, explicitly authorizes private entities to undertake cyber defensive measures when defending their networks. It also provides liability protection for private sector entities that voluntarily share information about Cyber Threat Indicators and defensive measures with other companies and the Federal government.

The expiration of this legislation would limit private entities' defensive cyber operations and remove their liability protections when sharing cyber threat information. For the healthcare sector, this would significantly diminish cyber defense capabilities and intra-industry collaboration on cyber security. This would also lead to slower response times to cyber threats. All of which would ultimately impact patient care and safety in an increasingly digital healthcare environment.

What is your assessment of the risks to the healthcare sector posed by a lapse in these key authorities and do you support reauthorizing these authorities?

*Answer.* HHS recommends the reauthorization of CISA. The impending lapse of CISA 2015 presents a significant risk to the healthcare sector, particularly cybersecurity. CISA plays a vital role in the partnership between private entities and HHS, ensuring the protection and mitigation of cyber threats to the healthcare and public health sectors. Among the three agencies from which HHS receives notifications and with whom we collaborate, CISA stands out as the most responsive and timely, offering critical communication both during and after an event. Additionally, their intra-agency reporting on issues such as water and wastewater threats is invaluable in helping Office of National Security (ONS) inform stakeholders about the interconnectedness of critical infrastructure sectors. For these reasons, These authorities help maintain and enhance the security and resilience of the healthcare sector.

*Question.* South Dakota community health centers have been providing access to care in our rural and underserved communities for over 40 years. In spite of strong and stable leadership, they are currently facing some of the steepest financial challenges they have ever experienced due to healthcare workforce shortages and rising wages, increased costs of supplies and medications, and reductions in the real value of grant funding authorized by Section 330 over the past 10 years.

What steps does your agency plan to take to make sure our community health centers can continue to provide access to care in rural and frontier South Dakota?

*Answer.* HHS recognizes the role the Health Center Program plays in helping many communities, including rural, have access to comprehensive primary healthcare. In 2023, over 80 percent of health center patients in South Dakota were rural residents.

The FY 2026 budget request will enable health centers to provide high quality, cost-effective primary healthcare services to medically underserved, low-income patients across the country.

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#### QUESTIONS SUBMITTED BY SENATOR SUSAN M. COLLINS

*Question.* Mr. Secretary, nearly seven million Americans are living with Alzheimer's, and barring major breakthroughs, the number of Americans with Alzheimer's is expected to double by 2050, costing the nation more than \$1.1 trillion per year. We invest \$3.8 billion annually on research aimed at finding a cure, which given the enormous cost of Alzheimer's in lives and treasured memories, is just pennies on the dollar. I know you share my commitment to improving treatments and finding a cure, and I look forward to working with you on how our nation's research efforts can be properly directed toward that end.

In your hearings last week, you raised the concern that corruption and fraud at NIH has led to misdirected research that has kept us from a cure. Fraudulent research should never be funded, and especially not with taxpayer dollars. However, past fraud by a limited number of researchers should not stop us from funding new research and pursuing new ideas.

Will you commit to obligating all of the remaining fiscal year 2025 funding we have appropriated for Alzheimer's research?



*Answer.* NIH has made significant advances toward precision diagnostics, prevention, and treatments. For example, NIH-funded research has led to more reliable, accessible, and affordable diagnostic tests, such as the PrecivityAD2 blood test can predict Alzheimer's Disease diagnosis with ~90% accuracy. We must ensure that the money we spend on health research is guided by constitutional principles, rigorous science, and the interests of the American people. HHS and NIH fully support Alzheimer's Disease research and will continue to fund gold standard science in this space.

*Question.* Mr. Secretary, last week during the HELP Committee hearing you and I discussed the 15 percent cap that NIH has imposed on indirect costs for research institutions and what that cap will mean for biomedical research and clinical trials across the country. I believe this proposed cap is arbitrary, poorly thought out and harmful. It also is inconsistent with Federal law, which since 2018 has included specific language to prevent NIH from arbitrarily imposing such a cap. During the HELP Committee hearing you told me you have a plan to address indirect costs that will not harm state universities like the University of Maine that are not abusing the system.

Could you describe where you are heading?

*Answer.* To increase transparency in NIH funding and maximize the research supported by the taxpayers' investments, the FY 2026 President's Budget request proposes to continue the policy of capping Facilities and Administration costs of grantee institutions, also known as "indirect costs," at 15 percent of the applicable direct cost base for each award, and to eliminate the appropriations general provision regarding changes to NIH facilities and administration cost policies.

I appreciate our dialogue on this important issue and look forward to continuing to work with you.

*Question.* Mr. Secretary, since 1965, the Older Americans Act has improved the lives of seniors—particularly those who are low-income—through programs that promote nutrition, improve transportation options, support caregivers, offer employment and community service opportunities, and prevent abuse and neglect. Administered by the Administration for Community Living, or ACL, Older Americans Act programs annually serve close to 12 million caregivers and older adults, including providing more than 2.3 million seniors with at-home or congregate meals—socialization to end isolation.

The skinny budget request does not even mention ACL. As coauthor of the Older Americans Reauthorization Act, I know how important these programs are for so many seniors, particularly since I represent the oldest state in the nation. In addition, your proposed HHS reorganization includes breaking up the OAA programs, sending nutrition programs to the Administration for Children and Families and all other programs to CMS. This will disrupt the coordination that makes these programs so successful.

Will you look at ensuring that these programs stay together so that our seniors can continue to access the important services they provide?

*Answer.* The Older Americans Act programs, currently administered by the Administration for Community Living, remain together under the President's FY 2026 President Budget Request in the Administration for Children, Families, and Communities.

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#### QUESTIONS SUBMITTED BY SENATOR MITCH MCCONNELL

*Question.* Kentucky has hundreds of nursing homes throughout the Commonwealth that depend on long-term care pharmacies. These pharmacies provide critical medication services to the tens of thousands of Medicare beneficiaries in Kentucky needing long-term care. I have received concerns from constituents about the impact of the Inflation Reduction Act on long-term care pharmacies. Long-term care pharmacies, which primarily serve Part D patients, will be harmed by the new Inflation Reduction Act (IRA) drug price-setting scheme's structure and current implementation. While I opposed the IRA, I understand this consequence for long-term care pharmacies and the patients they serve will be severe, and without remedy, could lead to negative outcomes for seniors in Kentucky.

a. Do you agree that The Centers for Medicare and Medicaid Services (CMS) have existing authority to fix this problem and provide a short-term solution that will ensure the long-term care pharmacies remain viable?

b. Please share how you will address this issue impacting long-term care pharmacies and their patients to ensure vulnerable seniors can continue to receive care, as CMS implements the flawed drug price "negotiation" scheme?

*Answer.* Long term care pharmacies provide critical access to drugs for Medicare beneficiaries and we are committed to preserving the important role they have in the healthcare system. While the IRA requires the Secretary of Health and Human Services to negotiate the prices of certain drugs, Medicare statute prohibits CMS from interfering with the negotiations between drug manufacturers, pharmacies, and prescription drug plan sponsors and generally prohibits CMS from instituting a price structure for the reimbursement of covered Part D drugs. Within our statutory authority, we will continue our work to support long term care pharmacies and other pharmacies in dispensing drugs and to ensure Medicare beneficiaries have access to the drugs they need.

*Question.* During your testimony, you committed to working with Congress to find a solution to the circularly designed and fundamentally flawed Medicare Hospital Area Wage Index. After the passage of Obamacare, I attempted to remedy this issue, which disadvantages the hospitals that provide critical care to some of the country's most vulnerable residents. In fact, the current structure of the Hospital Area Wage Index advantages some of the most resourced hospitals at the expense of critical access providers in underserved communities, including in Kentucky.

Please provide a detailed explanation of how the current Area Wage Index structure creates disparities in care and any other flaws in the current design.

Please also share what the agency is doing to address this issue. If you believe the agency requires new authorities from Congress to address the issue, please specify, with as much detail as possible, the authorities needed.

Please also share if you believe there are any abuses of the existing Hospital Area Wage Index rural or urban classification system that may be leading to waste, fraud, or abuse.

*Answer.* The goal of the hospital wage index is to adjust hospital payment rates to account for differences in local hospital wages relative to national wages. I share your concern regarding some of the ways that Medicare payments to hospitals may not reflect how regional economies function today. Many of these issues are driven by statute, and I am committed to working with CMS and Congress to ensure this is done in a way that promotes Medicare payment accuracy and hospital stability.

*Question.* This administration has prioritized combatting the flow of illicit drugs, such as fentanyl and other opioids, into this country. Kentucky has been particularly hard hit by the opioid crisis. I have been proud to champion funding for Kentucky and legislation to combat this crisis. Recent data has shown improvement; however, the fight is not over. Throughout the country, there has been success in lowering opioid overdoses, but there is still progress to be made.

a. The Substance Abuse and Mental Health Services Administration (SAMHSA) has been among the crucial partners working with Kentucky to turn the tide in this battle. As you have shared your own experience overcoming substance use, and how it affected you, do you continue your commitment ensuring that Federal resources remain available to continue to fight the opioid and substance abuse crisis?

b. Please explain how the proposed reorganization will impact the existing Federal resources made available to states to combat this crisis.

c. Please share how the existing programs that have been successful in delivering resources to states for this fight—such as the State Opioid Response Grant Program, the Substance Use Prevention, Treatment, and Recovery Services Block Grant, Services Program for Residential Treatment for Pregnant and Postpartum Women, or the Treatment, Recovery, and Workforce Support Grant—will be administered successfully under your proposed reorganization.

*Answer.* a. Addressing the overdose crisis is a top priority for me and for the U.S. Department of Health and Human Services. As a person in long-term recovery, I have walked this path and I know the important role Federal programs, in partnership with states and communities, can play in saving lives, connecting people to treatment, and promoting recovery.

b. The actions that have been taken to date related to funding and proposed restructuring aim to reduce siloes, improve the efficiency of the Department's response to the overdose crisis, and reduce redundancies in programming. These efforts have also created key opportunities for HHS to collaborate in more meaningful ways and to leverage the deep expertise across the Agency to have greater impact in communities and improve service delivery for the American people.

c. The President's FY 2026 Budget continues to support critical programming on substance use prevention, treatment, and recovery. The Budget requests to consolidate the Community Mental Health Services Block Grant; the Substance Use Prevention, Treatment, and Recovery Services Block Grant; and the State Opioid Response grant program into a new Behavioral Health Innovation Block Grant to provide states with increased flexibility to address their local needs. The Budget also funds a new program to provide Behavioral Health resources to Tribes and brings

the Drug Free Communities program to the Administration for a Healthy America to support substance misuse prevention work in communities.

QUESTIONS SUBMITTED BY SENATOR TAMMY BALDWIN

*Question.* Please provide the fiscal year 2025 planned funding level for all of the programs, projects, and activities included in the Operating Plans submitted to the Committee on April 29th.

Please provide a detailed table of staff on board as of January 20, 2025, and as of June 6, 2025 by Operating/Staff Division, including a breakout by offices, bureaus, and components within those Operating/Staff Division.

*Answer.* To execute the President's plan to restore confidence in America's fiscal management, HHS is continuing to review the FY 2025 spending. HHS is closely aligning funding to the Administration's Executive Orders and directive in determining positions impacted by the reduction in force to support good fiscal management. The HHS reduction in force was administered in compliance with the President's Executive Order issued February 11, 2025 "Department of Government Efficiency Workforce Optimization Initiative (Workforce Optimization)". The FY 2026 President's Budget provides adequate funding to staff HHS to fulfill mission critical activities and programs including Making America healthy Again priority programs.

*Question.* The Administration is proposing a significant reorganization of HHS. Please provide a table displaying the current operational organizational structure of HHS. This at minimum should include a table displaying where every program, project, and activity funded in fiscal year 2025 is currently being administered.

a. Please describe any organizational structure changes HHS has implemented since January 20, 2025?

b. Please describe which elements of the Administration's proposed reorganization included in the fiscal year 2026 budget request requires a legislative change, either to authorizations or appropriations language, in order to implement, and which changes HHS plans to implement administratively under current law.

*Answer.* a. HHS has not yet implemented any organizational structure changes.

b. HHS would welcome changes to authorizing language to implement all aspects of the reorganization, and to discontinue programs currently mandated by law. Current law generally allows HHS flexibility to create new offices and operating divisions and to realign functions, but changes to authorizing language are needed to eliminate functions required to be performed by law or to realign activities required by law to be performed within a particular office or division. Importantly, HHS cannot implement the reorganization plan administratively with respect to certain components due to an injunction.

*Question.* Please provide a list of all grants that were terminated since January 20th, including a 2–3 sentence description of the reason for the termination (similar to what HHS is requiring of grantees when drawing down grant funds).

Please note if the grant has since been reinstated, modified, or is subject to a court order.

*Answer.* In accordance with the Presidential Memo "Radical Transparency About Wasteful Spending," information on terminated grants may be accessed on Government Grants—Federal Funds Awarded|HHS TAGGS.

*Question.* In March, the HHS Program Support Center (PSC) which manages the Payment Management System (PMS) began including a mandatory field to capture a justification from award recipients explaining the purpose of payments.

a. Please provide an explanation of the PMS outage issues that occurred in late January/early February of 2025.

b. What technical improvements have been made to the PMS since February to ensure there are no further delays?

c. How are justifications being tracked by HHS?

d. Who is currently required to sign off on a disbursement through PMS before it is made, and who is able to stop or otherwise pause a disbursement?

e. For other agencies that use PMS, who is required to sign off on those disbursements and who is able to stop or otherwise pause a disbursement?

f. How is HHS tracking improper payment delays associated with changes to the PMS?

g. How long does it currently take on average to process disbursements?

h. How is HHS tracking improper payment delays across PMS users? For example, Wisconsin did not receive nearly \$83 million in Medicaid and CHIP draws for over 24 hours and no explanation for this delay has been provided.

i. How many individual disbursements does HHS estimate it will manually approve in fiscal year 2025 and 2026?

*Answer.* a. On January 24, 2025, HHS leadership directed PMS to stop all payments to allow for a review of pending payment transactions. PMS resumed processing approved payments again on January 28th.

b. Following on the response above, the PMS outage referenced was directed and not a result of PMS technical problems requiring system improvements.

c. Recipients of discretionary grant awards are required to include justifications for each payment requested in PMS. These justifications flow to Federal program/grant staff of the grant originating agency to review in the Defend the Spend (DTS) system, which came online March 17, 2025.

d. Beginning on March 17th, 2025, payment requests under discretionary grant awards undergo a two-part review. PMS conducts the first review using long-established review criteria such as funding availability, payment pattern anomalies, and the “reasonableness” of the requested dollar value. Since the implementation of the DTS system/process, grant/program officials from the originating awarding agency then review the recipient-provided payment justification.

e. The same process exists for other agencies to which PMS provides service.

f. PMS carefully tracks payment justification review and processing times, which have averaged five days total, following the implementation of Defend the Spend.

g. Per the response above, most HHS discretionary grant payments are processed in five days or less, and non-discretionary payment requests are typically processed in one day.

h. This question references a situation in which the cited recipient submitted a payment request after the PMS daily processing cut-off time of 4 p.m. PMS processed the payment the next day, and the recipient had access to the funds the day following.

i. PMS made ~2.2M payments in 2025. The payment volume for FY 2026 is expected to be similar based on the number and dollar value of awards made in FY 2025.

*Question.* You have stated in previous testimony that “in exchange” for Head Start to maintain its fiscal year 2025 funding level in fiscal year 2026 the program “needs to be consistent with Administration priorities.”

a. Describe the administration priorities the Head Start program will be required to align with.

b. You have also testified that the food being served in Head Start programs is “terrible” and that the Head Start program will start focusing on healthy eating. Do you plan to require certain foods be served in Head Start programs? Will you incorporate nutrition education in Head Start? Please describe your plans and the funding you plan to use to accomplish these changes.

*Answer.* a. The Administration’s FY 2026 Budget proposes a set of principles to modernize the Head Start program for the 21st century and ensure the program reflects its values. These targeted reforms prioritize early childhood outcomes by increasing parental choice; improving health, education, and employment outcomes, increasing efficiency; and promoting parental engagement. Strategic reform is needed to return Head Start to its core mission and original goals established 60 years ago to help American families overcome poverty.

b. Head Start programs play a vital role in supporting healthy eating and nutrition for enrolled children and families. Parent and family engagement is a cornerstone of comprehensive Head Start services, including nutrition. Programs must partner with families to support their well-being alongside their children’s learning and development. To that effect, the Administration has kicked off a Nutrition and Healthy Eating campaign for Head Start programs, which, to date, has included sub-regulatory guidance on how to promote healthy eating and nutrition for Head Start children and families, as well as targeted training and technical assistance to give programs extra support on this topic.

*Question.* I am concerned that key public health functions are not being performed by CDC as a result of the reduction in force at CDC Division of HIV Prevention. Half of the CDC HIV Prevention branch offices have been closed, and 50 percent of CDC Division of HIV Prevention staff have been subject to RIFs. There are also troubling reports that this Division and the Ending the HIV Epidemic Initiative could be eliminated under the proposed HHS reorganization.

The skinny budget does not provide details on HIV prevention or treatment or how core functions for the prevention and treatment of HIV will be performed. For example, the CDC Division of HIV Prevention administers several grant programs, the largest being a 5-year grant to state and county health departments and priority Ending the HIV epidemic jurisdictions to conduct HIV surveillance, testing, and linkage to care. The first year of funding for this grant ends on May 31, 2025, and health departments have not received notification from CDC on the status of the second year of grant funding.

- a. When will the remaining FY25 funding be disbursed to health departments?
- b. Does the CDC Division of HIV Prevention have adequate staff to administer this funding without disruption or delay?
- c. More than 90 percent of Federal funding for HIV Prevention funding (more than \$1 billion per year) is administered by CDC. Will CDC continue to be responsible for HIV Prevention, including administering this funding?

*Answer.* a. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

b. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

c. CDC operations are continuing, and CDC staff are working to provide FY 2025 funding to grantees. On June 11, 2025, certain CDC select staff were notified that their Reduction in Force notices were rescinded and that they would be reinstated. CDC is currently in the process of reinstating 118 HIV prevention staff.

HHS will continue to support activities to prevent HIV. The 2026 President's Budget requests funding for Ending the HIV Epidemic programs, Ryan White Parts A–D and the Office of Infectious Diseases and HIV/AIDS Policy at the same level as the previous year.

*Question.* In response to a question at the hearing, you said “we have a team in Milwaukee” to address the childhood lead poisoning crisis in Milwaukee public schools. When pressed about that statement in interviews after the hearing, you continued to make the assertion that CDC was providing assistance in Milwaukee to address this issue, even claiming that anyone suggesting otherwise is lying.

a. When you said there is a team on the ground in Milwaukee, what did you mean?

b. Were you referring to the lab assistance team that was in Milwaukee in May to calibrate lab equipment?

c. Are you aware that the lab team was not in Milwaukee to provide Epi-Aid in response to the city's request for assistance related to lead exposure in public schools?

d. This program was funded at \$51 million in fiscal year 2025. Have grants gone out to states yet? When will funding be released?

e. The fiscal year 2026 budget requests level funding with fiscal year 2025 for the Childhood Lead Poisoning Prevention branch. How will HHS ensure that communities are able to receive assistance if there is no staff to effectuate the program?

f. Have you considered rescinding the reductions in force that affected the experts in this office, in order to ensure the program's continuation?

*Answer.* a. CDC provided the Milwaukee Health Department Laboratory (MDHL) assistance through a Lab-Aid to assist with testing validation, laboratory quality management, and documentation for regulatory requirements as MDHL onboarded a new laboratory instrument to expand their blood lead testing capacity.

b. As part of the Lab-Aid, two CDC staff members supported MDHL in person in Milwaukee from May 4–16, 2025. One staff member traveled to Milwaukee for the Lab-Aid while the other is currently assigned to MDHL through the Laboratory Leadership Service program. CDC has not sent any additional staff beyond the two for the Lab-Aid to provide in-person support for this event.

c. CDC provided the Milwaukee Health Department Laboratory (MDHL) assistance through a Lab-Aid to assist with testing validation, laboratory quality management, and documentation for regulatory requirements as MDHL onboarded a new laboratory instrument to expand their blood lead testing capacity.

d. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

e. HHS recognizes the importance of maintaining an adequate workforce to support the essential, statutorily required functions of the agency and to ensure that the agency is able to complete its mission. HHS and CDC will continue to work closely with the Administration to deliver critical services, including all those mandated by statute.

f. CDC is currently in the process of reinstating the Childhood Lead Poisoning Prevention Program staff. HHS will continue to work closely with the Administration to deliver critical services, including all those mandated by statute.

*Question.* The Global Polio Eradication Initiative began in 1988, when there were more than a thousand children affected by polio every day in 125 countries, with

350,000 cases of polio annually worldwide. Global polio eradication efforts including partnerships with the public service organization, Rotary International, resulted in a 99.9 percent reduction in the number of polio cases globally. More than 20 million people are walking today who would otherwise have been paralyzed by the polio-virus.

Global polio eradication has been supported through consecutive administrations since 1995. President Trump has publicly stated his support for the polio vaccine and in his last term as President his administration supported U.S. funding for global polio eradication activities at the Centers for Disease Control and Prevention (CDC).

In the absence of a detailed operating plan, does HHS plan to commit the fiscal year 2024 amount of \$180 million for global polio eradication efforts through CDC in fiscal year 2025?

*Answer.* HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

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#### QUESTIONS SUBMITTED BY SENATOR PATTY MURRAY

*Question.* Most if not all medical and scientific peer-reviewed journals have explicit policies outlawing the use of artificial intelligence (AI) in the development of research manuscripts submitted for peer review, yet HHS used AI in the writing of the Make America Healthy Again (MAHA) Commission Report on the drivers of childhood chronic disease.

What explicit policy for the use of AI as a research and writing tool has HHS developed to prevent known challenges with the use of AI in such research and writing activities, such as fabrication of false research studies?

AI use in research and writing doesn't mean that humans should not be double checking and editing the research, the writing/grammar, and the citations AI produces.

How will HHS staff be more involved in the research and writing efforts at HHS going forward?

What policy have you developed that explicitly details the role of AI use and human involvement in research and writing?

*Answer.* Per Office of Management and Budget (OMB) Memorandum 25-21 (M-25-21), HHS must develop and issue by January 2026, Departmental guidance for staff on the use of Generative Artificial Intelligence tools and will assert these principles therein.

*Question.* Prior to publication, all medical and scientific journals under a rigorous peer-review process, with multiple experts outside the authors' institutions providing extensive written feedback on the methods and findings of any publications.

What rigorous peer-review process involving outside experts has HHS developed, to ensure that the methods, results and conclusions drawn by any MAHA report, or any other HHS publication is valid and reliable?

Please describe what this peer-review process is, involving outside experts—how are they identified, how much time will they have to provide their reviews, and will their names and affiliations be published?

*Answer.* HHS Peer Review policies were developed in accordance with the OMB "Final Information Quality Bulletin for Peer Review" issued on December 16, 2004. Overall, the goal of the OMB Bulletin is to enhance the quality and credibility of the government's scientific information by establishing requirements that Federal agencies conduct a peer review on all influential scientific information that they disseminate. HHS shares the goal of assuring that the best available scientific and technical information is used to support regulatory and programmatic decision-making. HHS makes use of different types of peer review throughout the agency to inform decisions ranging from selecting meritorious scientific research proposals and assessing the quality and productivity of intramural research programs to reviewing scientific information in the development of policies for research, clinical practice, public health, and program administration. HHS peer review policies and processes have been designed to meet the highest standards of integrity, objectivity, fairness, and rigor. HHS guidelines can be found at <https://aspe.hhs.gov/hhs-guidelines-ensuring-maximizing-disseminated-information>.

*Question.* The real-world data platform you are establishing with the Centers for Medicare and Medicaid Services (CMS) will seek to acquire data from apps and wearable devices.

How will you work with data brokers, i.e., the companies that have created the apps and wearable devices, to obtain the data?

How will you protect the privacy of these data, anonymize the data, and aggregate the data?

How will you determine who has access to the real-world data platform to complete independent analyses?

Will this real-world data platform be publicly available as is every other data platform hosted by HHS agencies?

*Answer.* On May 7, NIH and CMS announced a landmark partnership to enable NIH to build a real-world data platform enabling advanced research across claims data, electronic medical records, and consumer wearables.

CMS and NIH will start this partnership by establishing a data use agreement under CMS' Research Data Disclosure Program. Teams at CMS and NIH will establish a secure tech-enabled mechanism to enhance this data sharing with timely, privacy and security compliant data exchange. This research program will inform continued development of a landmark NIH platform to ultimately be used by researchers in understanding healthcare utilization, chronic disease etiology and treatment, and the economic burden of chronic conditions. Linking CMS claims data with a secure real-world NIH data platform, fully compliant with privacy and security laws, will unlock landmark research into the complex factors that drive chronic diseases—ultimately delivering superior health outcomes to the Americans we serve.

*Question.* You have indicated that you will spend HHS funds appropriated by Congress, but in fact, you have not. HHS has terminated or frozen billions of dollars in program and research efforts related to Alzheimer's disease, women's health, cancer, diabetes, mental health programs, and much more.

a. When will you restore the frozen funding and when will you reinstate the funding you have terminated, in line with Congressionally mandated appropriations?

b. Please detail the specific steps you are taking to ensure that FY25 grant funds are being released promptly and in accordance with Federal law.

c. For HHS grants that are not yet frozen or terminated, how is it efficient or justified for grantees to submit justifications for each payment drawdown after their grants have already gone through a review process and were awarded?

*Answer.* a. HHS is committed to carrying out appropriations in accordance with all applicable law and is working hard to ensure that appropriations are spent prior to their expiration.

b. As in any fiscal year, funds are not expended until appropriated, apportioned, allotted, and obligated consistent with Federal law. HHS has longstanding accounting and budgetary procedures in place to ensure that funds are expended promptly and in a manner that accords with Federal law.

c. It is not possible to comment on the process required for every grant. Requirements for payment drawdowns may be addressed on a case-by-case basis.

*Question.* Your testimony to LHHS was during May 2025, which is designated as Mental Health Awareness Month. Yet, you are decimating mental health and substance use treatment programs and research in the HHS budget for FY2026.

How do you justify slashing funding for mental health and substance use programs and treatments, at the Substance Abuse and Mental Health Administration (SAMHSA), at a time in our country when we are fighting mental illness and substance use disorder epidemics?

*Answer.* The President's FY 2026 Budget continues to support critical programming for mental health and substance use prevention, treatment, and recovery. For example, the Budget requests to consolidate the Community Mental Health Services Block Grant; the Substance Use Prevention, Treatment, and Recovery Services Block Grant; and the State Opioid Response grant program into a new \$4.1 billion Behavioral Health Innovation Block Grant to provide states with increased flexibility to address their local needs. The actions that have been taken to date related to funding and proposed restructuring aim to reduce siloes, improve the efficiency of the Department's response to the overdose crisis, and reduce redundancies in programming. These efforts have also created key opportunities for HHS to collaborate in more meaningful ways and to leverage the deep expertise across the Agency to have greater impact in communities.

The President's Budget also supports children and youth mental health promotion, including investments in Project AWARE (\$121 million), the National Child Traumatic Stress Network (\$99 million), Children's Mental Health Initiative (\$130 million), and technical assistance.

In addition, as the number of deaths by suicide continues to increase, it is more important than ever that HHS promote access to the care people need when they need it. The President's Budget proposes to maintain suicide prevention programs, including \$520 million for the 988 Suicide and Crisis Lifeline and fund National

Strategy for Suicide Prevention (\$28 million), Garret Lee Smith Youth Suicide Prevention programs (\$63 million), Comprehensive Suicide Prevention Programs (\$12 million), and American Indian and Alaska Native Suicide Prevention Initiative (\$4 million) grant programs.

*Question.* You have previously stated that you will “follow the science” as HHS Secretary.

a. How will you protect our country’s 320,000 mine workers after eliminating the scientists from the CDC’s National Institute for Occupational Safety and Health (NIOSH), which are the only scientists in the country who conduct research to prevent workplace injuries and deaths?

b. What plans exist within HHS to retain the staff, its expertise, and the historical knowledge generated by NIOSH during its decades of existence, since 1971?

c. The Mine Safety and Health Research Advisory Committee (MSHRAC) is a Congressionally mandated non-partisan Federal advisory committee chartered to ensure that NIOSH laboratories operate efficiently and meet the highest standards of research. As HHS Secretary, have you met with MSHRAC to discuss the NIOSH Reduction in Force decisions?

d. What was the outcome of the discussion with MSHRAC?

e. How are you upholding the expert views of MSHRAC in your budget decisions?

f. The HHS budget proposes to eliminate the 18 NIOSH Education and Research Centers (ERCs) across the country. How will you maintain the Congressionally mandated training of occupational health and safety professionals called for in the Occupational Safety and Health Act of 1970 by eliminating the ERCs that train future generations of occupational health and safety professionals?

*Answer.* a. HHS is investing in the health of the country’s mine workers through its plans for the Administration for a Healthy America (AHA) as outlined in the FY2026 AHA Congressional Justification. The FY 2026 budget allocates \$66.5M specifically for Mining Research. In May, 328 NIOSH staff—including some supporting mining programs—received notices that their Reduction in Force notices were rescinded and that they would be reinstated.

b. HHS recognizes the importance of maintaining an adequate workforce to support the essential, statutorily required functions of the agency and to ensure that the agency is able to complete its mission. HHS and CDC will continue to work closely with the Administration to deliver critical services, including all those mandated by statute. In May, 328 NIOSH staff—including some supporting mining programs—received notices that their Reduction in Force notices were rescinded and that they would be reinstated.

c. The Mine Safety and Health Research Advisory Committee advises the Secretary, the CDC Director, and the NIOSH Director on priorities in mine safety and health research, including grants and contracts for such research. The health and safety research needs of the mining industry are both complex and varied. Guidance and recommendations received from the Committee help ensure that NIOSH’s research programs address the most urgent needs on a timely basis. Membership provides a voice from many major mining stakeholder groups. The Committee’s last meeting was November 7, 2024; it does not have a new meeting scheduled for this year. Historically, the Committee meets at least once a year and usually twice a year.

d. The Committee’s last meeting was November 7, 2024, and it does not have a new meeting scheduled for this year.

e. HHS will continue to deliver critical services, including all those mandated by statute. MSHRAC will conduct meetings in the near future. HHS will continue to meet all statutorily required obligations. These activities are being prioritized throughout the workforce optimization effort to ensure that legal mandates are fulfilled without interruption. Strategic workforce planning and resource realignment efforts will be implemented to support the Department’s continued compliance with its statutory responsibilities.

f. The proposed eliminations are part of broader efforts to reduce duplication across HHS and improve service delivery. HHS will continue to deliver critical services, including all those mandated by statute.

*Question.* Your decision to eliminate the CDC’s National Center for Chronic Disease Prevention and Health Promotion encompasses the vital work of the Division for Nutrition, Physical Activity, and Obesity. This work includes breastfeeding research, which is essential for saving livings and protecting the health of babies nationwide.

What is your rationale for removing funds from CDC programs to support breastfeeding research and support?

How do you see these decisions impacting families, mothers and infants?

How will you ensure that programs to support breastfeeding are not removed?



What is the fate of the CDC's cancer prevention and surveillance programs, currently housed in the CDC's National Center for Chronic Disease Prevention and Health Promotion?

How will ensure that the CDC continues to prevent cancer and maintain its surveillance programs without the National Center for Chronic Disease Prevention and Health Promotion?

*Answer.* The FY 2026 President's Budget reforms the CDC to focus the agency on its core mission. The CDC supports infectious disease surveillance, outbreak investigations, preparedness and response, and maintaining the Nation's public health infrastructure. AHA will lead on chronic disease and maternal and child health activities for HHS.

In December 2022, CDC revised and released updated Guidelines for Examining Unusual Patterns of Cancer and Environmental Concerns to help state, tribal, local, and territorial health departments investigate community inquiries related to cancer concerns. CDC also provides technical assistance, training materials and tools, and has developed systems to collect and disseminate information among states to protect individuals from cancers associated with environmental exposures.

*Question.* The CDC allocates approximately 80% of its domestic budget to state, tribal, territorial, and local partners. The FY26 budget cuts total CDC funding by nearly 50%. The FY26 budget does not identify how the Administration for a Healthy America (AHA) will fund external partners like states, territories, tribes, or local (STTL) health departments.

Please explain how AHA will continue the funding of STTL public health infrastructure in our country.

*Answer.* HHS remains committed to its support of external partners such as states, tribes, territories, and local health departments. The FY 2026 President's Budget request for CDC includes \$260 million for Public Health Infrastructure and Capacity Grants (PHIG) to continue to address gaps in core public health capacity and infrastructure at the state, tribal, territorial, and local levels. PHIG's groundbreaking, flexible model lets health department recipients invest in the people, services, and systems that can address their communities' most pressing needs.

In addition, the FY 2026 President's Budget supports multiple public health programs and activities will enable state and local jurisdictions to support their community needs. These activities, but are not limited to, mental health, environmental health, and workforce development.

*Question.* On March 31, 2025, HHS notified 16 Title X grantees that their funding would be withheld pending groundless investigations. Together, these grantees provided birth control, STI testing and treatment, and cancer screenings, to roughly 842,000 people in approximately 865 health centers.

- a. When can these grantees expect a response and resolution?
- b. What is the timeline for completing HHS's review and releasing the funds?
- c. What analysis, if any, has HHS conducted on the public health impact of ending Title X, especially for low-income and underserved populations?

*Answer.* a. The funding has been released to the grantees.

b. The funding has been released to the grantees.

c. HHS remains deeply committed to ensuring availability of healthcare services to all Americans who need it: especially for low-income and underserved populations. There are many programs within HHS that perform similar functions as Title X funding like Section 330 grants, Community Health Centers, and Medicaid that will continue to be a part of HHS's toolkit to ensure that we support these communities.

*Question.* Community health centers rely on a consistent, stable release of grant funding throughout a grant cycle in order to provide comprehensive, high quality healthcare to primary care patients. Throughout years of program oversight and reports by the GAO and IG, there have been no reported incidents of fraud, waste or abuse in the health center program. However, in recent months, regular grant drawdown payments have been delayed without explanation, and in many cases, only provided after health centers submit extensive justifications that have never been previously required.

a. Please provide the average review time for payment justifications under the new "Defend the Spend" criteria for CHC drawdown requests.

b. Please provide a comprehensive summary of HHS' spend plan for providing regular funding to community health centers in the coming fiscal year.

c. If delays are anticipated, please provide a detailed explanation for such delays.

*Answer.* a. HHS has implemented new processes to ensure efficient use of Federal resources. As a result of program justification approval via the Defend the Spend system, payment processing times have increased. Awarding agencies have communicated with their grant recipients and encouraged them to plan for the increased

processing time. In addition, awarding agencies are requesting their grant recipients to provide a strong justification to reduce the processing time.

b. HHS is currently working on FY 2025 spend plans and will provide once they are available.

c. Delays in the provision of funds to Community Health Centers result from routine processing of apportionments.

*Question.* How will HHS maintain infectious disease research on HIV and viral hepatitis with a nearly 40% budget cut to the National Institutes of Health?

*Answer.* President Trump is committed to ensuring that the United States remains the global leader in biomedical research. HHS is looking at how we can streamline and be efficient in order to be the best stewards of taxpayer dollars as HHS works to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, we need to ensure our research is rigorous, reproducible, and generalizable, and we intend to do more with less. HHS will continue to ensure we are continuing to fund gold standard science on infectious diseases.

The FY 2026 President's Budget requests funds to establish the Administration for a Healthy America (AHA) as the primary agency focused on HIV prevention. The FY 2026 President's Budget includes \$2.7 billion for HIV/AIDS activities and proposes to streamline programs to reduce duplication and increase operational efficiency.

AHA will continue to provide comprehensive HIV primary medical care, support services, and treatment for low-income individuals with HIV through the Ryan White HIV/AIDS Program (RWHAP), including Ending the HIV Epidemic (EHE) efforts and HIV prevention activities such as surveillance, outbreak response, testing, and other activities that support EHE across the United States. Additionally, the FY 2026 President's Budget continues funding to support EHE activities at Health Centers. The Health Center Program will continue to combat the HIV epidemic by providing prevention and treatment services, including supporting efforts to reduce new HIV infections through outreach, and routine and risk-based HIV testing.

*Question.* Thanks to HHS funding, 98% of U.S. newborns are screened for congenital hearing loss. Six thousand of these newborns are identified as deaf or hard of hearing. You have now proposed to eliminate the Early Hearing Detection and Intervention program.

Why are you cutting a program that helps to effectively treat babies with congenital deafness?

*Answer.* The FY 2026 President's Budget prioritizes programs that provide states and communities with the flexibility to target funding towards the services needed most, such as through the Title V Maternal and Child Health (MCH) Block Grant. Nationwide, the MCH Block Grant reaches 98% of infants and gives states the flexibility to meet their unique health needs, including support for infant screening.

In addition, the FY 2026 President's Budget includes \$10.76 million for the Early Hearing Detection and Intervention within the Administration for a Healthy America. This program currently supports 38 states and Puerto Rico to optimize their Early Hearing Detection and Intervention Information Systems to collect, manage, and analyze data related to EHDI programs. Nearly one out of every 500 infants in the United States are born deaf or hard of hearing. Undiagnosed hearing loss can result in serious and long-term consequences by affecting a child's ability to develop speech, language, and social skills. Early identification and intervention in infants can significantly improve developmental outcomes for children.

HHS will continue to work closely with the Administration to deliver critical services, including all those mandated by statute.

*Question.* Your HHS FY2026 budget dismantles the Administration for Community Living and scatters the programs you are retaining across HHS. ACL was created to bring greater coordination and efficiency to programs supporting older adults and people with disabilities who are able to live in their communities through home and community-based services. Your HHS budget undercuts this coordination and efficiency.

How does the dismantling of ACL and shuffling of its programs bring greater efficiency to HHS?

*Answer.* The FY 2026 President's Budget request proposes to reorganize all programs currently administered by the Administration for Community Living, including OAA programs, into the Administration for Children, Families, and Communities (ACFC). This approach will ensure continuity and maintains one unified entity within HHS to prioritize aging and disability issues. The budget maintains funding for Older Americans Act programs and also provides new funding flexibilities for disability programs to ensure states can meet the unique needs of their local populations.

*Question.* Your HHS FY2026 budget proposes to eliminate four National Institutes of Health institutes and centers.

Please explain the specific criteria you used to justify eliminating the National Institute of Nursing Research (NINR), the Fogarty International Center (FIC), the National Institute of Minority and Health Disparities (NIMHD) and the National Center for Complementary and Integrative Health (NCCIH).

How will the research and research missions of these four Institutes and Centers be sustained?

FIC trained researchers are stopping global health threats like Ebola from coming to the United States, protecting our troops overseas, and fueling progress for Alzheimer's and other major threats to the health and longevity of the American people. Can you be explicit about the evidence or logic you used to propose the elimination of FIC?

*Answer.* I am considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before the agency can enact restructuring, the key principle is to empower collaboration across scientific disciplines to increase knowledge. We must continue to share ideas and data, regardless of the reorganization HHS undertakes. HHS is committed to delivering gold standard science and innovations to the public and continuing to drive the discovery of life-changing treatments. NIH will continue to support important meritorious research.

*Question.* The National Institute of Child Health and Human Development (NICHD) is the only institute at NIH focused on maternal and child health. NICHD supports critical research to promote healthy pregnancies, reduce infant deaths, and examine challenges associated with birth defects, disabilities, and chronic illness.

How will the HHS budget protect and strengthen this vital work given your proposed combining of NICHD with the National Institute of Sensory Disorders and Communication?

*Answer.* I am considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before the agency can enact restructuring, the key principle is to empower collaboration across scientific disciplines to increase knowledge. We must continue to share ideas and data, regardless of the reorganization HHS undertakes. HHS is committed to delivering gold standard science and innovations to the public and continuing to drive the discovery of life-changing treatments. NIH will continue to support important meritorious research on child health, maternal health, disabilities, and chronic disease.

*Question.* The CDC's Division of Reproductive Health (DRH) is dedicated to combating preventable maternal mortality and ensuring optimal birth outcomes across the country. One of the DRH programs you are eliminating is the Pregnancy Risk Assessment Monitoring System (PRAMS), which provides critical surveillance before, during, and after pregnancy to reduce maternal and infant morbidity and mortality. PRAMS is used by state and local health departments, hospitals and healthcare providers to track and improve birth outcomes, particularly in high-risk and rural areas of the country.

How will HHS track and reduce maternal morbidity without PRAMS?

Without PRAMS, how will HHS track and reduce maternal morbidity among Black and Indigenous women who are already face the highest risk of death during and after childbirth?

*Answer.* HHS programs recognize the importance of tailoring approaches to care to best serve communities, and this is achieved through a variety of ways, including engagement with local providers and organizations. For example, the State Maternal Health Innovation Program funds public health organizations, universities, community-based organizations and other groups to implement state specific innovation action plans to improve maternal health. The program establishes state-focused Maternal Health Task Forces, improves state-level data surveillance on maternal mortality and severe maternal morbidity, and promotes and executes innovations in maternal health service delivery (e.g., expanding access to simulation trainings to rural and frontier hospitals without dedicated obstetrics departments). The programs work to increase community engagement through activities such as focus groups with mothers who have recently given birth to share their experiences and ideas for improvement. Each program then tailors its work to its own state priorities and needs of the population.

Through the Alliance for Innovation on Maternal Health Program (AIM), HHS is supporting best practices across birth settings that make birth safer, improve the quality of maternal healthcare and outcomes, and save lives by supporting the expanded implementation of patient safety bundles. As of April 2025, the AIM program has been implemented in 49 states, the District of Columbia and Puerto Rico,

with more than 2,000 birthing facilities implementing the AIM patient safety bundles. This represents 75% of all birthing facilities.

The Delta Region Maternal Care Coordination Program and the Rural Maternity and Obstetrics Management Strategies Program ensure geographically tailored delivery of maternal health services and incorporate feedback from mothers into the program.

Specifically, these programs fund networks that represent a broad array of health professionals and organizations relevant to coordinating maternal rural healthcare. Awardees are required to ensure a high degree of direction and input from rural communities in the project.

HHS is also supporting engagement with community health centers through the Health Center Program which funds 52 Primary Care Associations representing all U.S. States, Territories and Freely Associated States to provide training and technical assistance to improve maternal health outcomes for health center patients.

The FY 2026 President's Budget request invests in programs to improve maternal health outcomes, particularly in underserved and rural areas, prioritizing programs that provide states and communities the flexibility to address local maternal and child health needs. This request is within the Maternal and Child Health portion of the Administration for a Healthy America. For example, the budget request continues investments in the Maternal and Child Health Block Grant, the State Maternal Health Innovation program, the Alliance for Innovation on Maternal Health program, the Integrated Services for Pregnant and Postpartum.

*Question.* Within the proposed Office of Strategy within the HHS Office of the Secretary, you proposed funding for patient safety research, which is conducted by the Agency for Healthcare Research and Quality (AHRQ). Patient safety research under AHRQ supported research to reduce life-threatening infections, such as sepsis. Sepsis is a body's extreme response to an infection, and it is a life-threatening medical emergency. Each year, at least 1.7 million adults in American develop sepsis.

Will you be prioritizing sepsis research in your HHS budget?

*Answer.* The President's Budget for the HHS Office of Strategy includes Patient Safety research that aims to prevent, reduce, and mitigate patient safety risks and hazards associated with healthcare and their harmful impact on patients. The budget proposes no new grants in FY 2026, instead focusing resources on continuing grants and contract funding that supports statistical healthcare research. AHRQ has supported and conducted sepsis research in two ways: through extramural research funding and through extensive data analysis using AHRQ's Healthcare Cost and Utilization Project (HCUP) data. AHRQ supports extramural research on sepsis under existing grant portfolios. The Combating Antibiotic Resistant Bacteria (CARB) and Healthcare-Associated Infections Portfolio fund research on antimicrobial stewardship, prevention of infection, and the role of rapid diagnostics in improving antimicrobial use, and prevention of healthcare-associated infections, including sepsis and infections that can lead to sepsis.

AHRQ's Diagnostic Accuracy portfolio also funds research on timely diagnosis of sepsis, including projects focused on identifying local conditions that impact early identification and treatment of sepsis patients presenting to the emergency department, developing a trigger tool to identify sepsis in pediatric and adult hospitals, and developing a system to respond quickly to patient deterioration, including cases of sepsis. AHRQ's General Patient Safety Portfolio funds research on the patient safety aspects of sepsis care, including a project that developed a toolkit to use simulation to help rural emergency rooms effectively and safely use telehealth to support sepsis care.

*Question.* Children's Hospitals around the country have raised the alarm that our country is facing serious pediatric healthcare workforce shortages, particularly among pediatric specialty providers. The Bureau of Health Workforce in the Health Resources and Services Administration (HRSA) provides critical support to strengthen the pediatric healthcare workforce through programs such as the Children's Hospital Graduate Medical Education program, the Pediatric Specialty Loan Repayment Program, the Nurses Corps, and others. Your FY2026 budget appears to eliminate these HRSA programs.

How will HHS maintain a pipeline of pediatric healthcare providers and support children's health without these workforce training programs?

*Answer.* The FY 2026 President's Budget continues to support a pipeline of pediatric healthcare providers and support children's health through the Pediatric Specialty Loan Repayment Program (PS LRP). The PS LRP provides loan repayment to a range of health professionals participating in an accredited pediatric medical subspecialty, pediatric surgical specialty, or a child and adolescent mental health subspecialty residency or fellowship or who work as a pediatric medical sub-

specialist, pediatric surgical specialist or child and adolescent behavioral health providers in a Health Professional Shortage Area, in a Medically Underserved Area, or serving a Medically Underserved Population. The program provides eligible health professionals up to \$100,000 in exchange for a three-year, full-time service commitment. The FY 2026 President's Budget requests \$10 million to continue the PS LRP. We will also continue to evaluate the effectiveness of this program.

#### QUESTIONS SUBMITTED BY SENATOR JACK REED

##### *Section 317 Immunization Program*

*Question.* CDC's Section 317 Immunization Program provides funding to states for critical vaccine infrastructure. This funding helps states conduct outreach around getting vaccinated and tracks outbreaks, so we know where the cases are and where we need to direct resources and immunization campaigns.

Can you commit to supporting increased funding for the Section 317 program in the budget and spending the money that Congress has appropriated for this program in light of the measles outbreaks that have already sickened over one thousand people and resulted in the deaths of two children and one adult?

*Answer.* The FY 2026 President's Budget request includes \$732 million for CDC's Section 317 Immunization program. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

##### *Fogarty International Center*

*Question.* For over 50 years, the Fogarty International Center has trained thousands of researchers in low-and middle-income countries—many of whom have become frontline partners in identifying, tracking, and containing deadly disease outbreaks. These global partnerships are not acts of charity; they are strategic investments that help stop pandemics at their source, before they reach our shores. Eliminating this Center would not only dismantle decades of scientific collaboration—it could have a devastating impact on the health and safety of the American people.

Will you commit to maintaining the important work of the Fogarty Center with the resources provided by Congress, so we strengthening our first line of defense against pandemics by training the scientists who help us detect and respond to emerging outbreaks abroad?

*Answer.* I commit to following the law and am considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before the agency can enact restructuring, the key principle is to empower collaboration across scientific disciplines to increase knowledge. We must continue to share ideas and data, regardless of the reorganization HHS undertakes. HHS is committed to delivering gold standard science and innovations to the public and continuing to drive the discovery of life-changing treatments. NIH will continue to support important meritorious research on child health, maternal health, disabilities, and chronic disease.

##### *CDC Lead Poisoning Prevention Program*

*Question.* During the hearing, I asked you to clarify the status of the Centers for Disease Control and Prevention (CDC) Childhood Lead Poisoning Prevention Program. You offered to follow up with more specifics, which I have outlined below.

Is the CDC's Childhood Lead Poisoning Prevention Program operational?

Does the Program currently have any staff? If so, how many staff?

How many staff were working for the Program as of January 20, 2025 compared to now?

Soon after the April 1, 2025 reduction in force (RIF), you noted in an interview that some of the terminations could "be mistakes." Was the decision to terminate the staff within the Childhood Lead Poisoning Prevention branch a mistake?

Has HHS reinstated any the Childhood Lead Poisoning Prevention branch employees who were previously terminated by the RIF?

Does HHS have the ability to reinstate employees from the Childhood Lead Poisoning Prevention branch in order to deploy to areas like Milwaukee in need of assistance?

During the hearing, reiterating a comment you made the week prior at a HELP Committee hearing, you said, if Congress appropriates the funding for the CDC Childhood Lead Poisoning Prevention Program, it will be spent. Has CDC released fiscal year 2025 funding to the 62 states and localities it supports to address gaps in service?

How much funding has been spent by the Program in fiscal year 2025?

How much funding has been spent by the Program since January 20, 2025?

The fiscal year 2026 budget request proposes continuing funding for the Childhood Lead Poisoning Prevention Program outside of CDC and within the proposed Administration for a Healthy America. How does HHS plan to effectuate this program when all program staff have reportedly been terminated? Does HHS plan to hire new experts?

During the hearing, when asked about the status of the Program, you said that a team from the Program was on the ground in Milwaukee, Wisconsin, to deal with the ongoing crisis of lead contamination in schools. The City of Milwaukee has refuted that claim. Has CDC sent any staff to Milwaukee in response to their request for technical assistance to help with the lead issue in schools?

Has the CDC deployed any teams or provided technical assistance related to the Lead Poisoning Prevention Program since the April 1st reductions in force at HHS?

Please outline any activities or work conducted by the Program since this date.

The Rhode Island Department of Health is in year four of a five-year grant from the CDC's Childhood Lead Poisoning Prevention Program. Will CDC follow through on its commitment and provide year five funding later this year?

*Answer.* CDC is currently in the process of reinstating the Childhood Lead Poisoning Prevention Program staff. HHS will continue to work closely with the Administration to deliver critical services, including all those mandated by statute.

HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

As of June 18, 2025, the Program has obligated \$6.6 million in fiscal year 2025. The Program has obligated \$3.9 million between January 20, 2025, and June 18, 2025.

CDC provided the Milwaukee Health Department Laboratory (MDHL) assistance through a Lab-Aid to assist with testing validation, laboratory quality management, and documentation for regulatory requirements as MDHL onboarded a new laboratory instrument to expand their blood lead testing capacity. As part of the Lab-Aid, two CDC staff members supported MDHL in person in Milwaukee from May 4—16, 2025. (One staff member traveled to Milwaukee for the Lab-Aid while the other is currently assigned to MDHL through the Laboratory Leadership Service program.) CDC has not sent any additional staff beyond the two for the Lab-Aid to provide in-person support for this event.

CDC is currently in the process of reinstating the Childhood Lead Poisoning Prevention Program staff. In May, CDC provided the Milwaukee Health Department Laboratory (MDHL) assistance through a Lab-Aid to assist MDHL with onboarding a new laboratory instrument to expand their blood lead testing capacity for this issue. As part of the Lab-Aid, two CDC staff members supported MDHL in person in Milwaukee from May 4—16, 2025.

#### *Chronic Pain*

*Question.* Chronic pain is a leading cause of disability and workforce attrition and costs the U.S. economy in healthcare expenses and lost productivity. Yet pain research has been historically underfunded leaving millions of Americans without access to safe, effective, non-addictive treatment options—further contributing to the nation's reliance on opioids. To begin to address this crisis, Congress appropriated funding that led to the creation of the NIH Helping to End Addiction Long-Term (HEAL) Initiative, which expanded pain research across 20 of NIH's 27 Institutes and Centers. This initiative is producing real progress. Overdose deaths have recently declined for the first time in years, and the FDA has approved a new non-opioid pain therapeutic. These are signs of meaningful advancement, but we are still far from solving this crisis. Now is the time to reinforce our commitment—not scale it back.

Please respond with your specific plans for the HEAL Initiative and NIH's broader pain research portfolio in the FY2026 budget.

How will HHS ensure that this critical work continues and expands—so we can bring urgently needed non-opioid treatments to patients, reduce disability and healthcare costs, and improve the lives of the millions of Americans who live every day with the burden of chronic pain?

*Answer.* There is significant NIH investment in pain research across multiple institutes and centers, and this research will continue to be an important priority for the NIH. NIH looks forward to continuing supporting the important work of the NIH HEAL Initiative® in FY26.

## QUESTIONS SUBMITTED BY SENATOR JEAN SHAHEEN

*Question.* I have been hearing from New Hampshire Head Start programs with tremendous concern about the entirely unnecessary crisis that this Administration's funding delays and staffing cuts have caused for local programs and the children and families who rely on them.

a. How are you working to ensure Head Start funding is administered effectively and without further delays?

b. How is the reduced staffing capacity at the agency's Office of Head Start, including the closure of its New England regional office, impacting the agency's ability to support Head Start programs, and what is the Department doing to address this problem?

*Answer.* a. The funding for some grant recipients was delayed earlier this year. However, as of April 22, 2025, this has been resolved and grant funding is being awarded expeditiously. The Office of Head Start (OHS) is continuing to process grants in a timely manner and has adjusted processes and timelines to accommodate changes in the review processes for awarding Federal grants. OHS is reducing redundancies in Federal systems and oversight to ensure efficient processing for grant recipients. With the implementation of internal process changes, grant recipients should expect prompt and standardized responses.

b. OHS staff remain fully committed to supporting Head Start grant recipients and the important work they do to serve children, families, and providers across the nation. This restructuring will not impact the critical services grant recipients rely on and OHS is ensuring a seamless experience moving forward.

*Question.* The HHS Budget in Brief states that the agency intends to consolidate the State Opioid Response (SOR) grant program with the Community Mental Health Services Block Grant and the Substance Use Prevention, Treatment and Recovery Support Services Block Grant. SOR has unique features that directly benefit states suffering from disproportionate rates of addiction, namely the hardest-hit state set aside and allowing SOR dollars to be used for stimulant treatment as well as opioid treatment. These provisions were specifically authorized as part of the State Opioid Response Grant Authorization Act, signed into law as part of the FY23 government funding package.

a. Will you commit to maintaining the SOR program as authorized in law, and specifically preserving the 15 percent set aside for hardest hit states?

b. Does your agency intend to allow states to use SOR funding for stimulant addiction treatment and recovery programs?

c. In previous years, smaller states like New Hampshire have faced severe cliffs in Federal funds for opioid response. How does your agency intend to respond to and alleviate cliffs in Federal funding for opioid response activities?

*Answer.* a. As proposed, the Behavioral Health Innovation Block Grant (BHI BG) does not have any set asides to allow states maximum flexibility, and a formula has not yet been determined related to how the funding will be allocated to the states.

b. The proposed BHI BG will allow states maximum flexibility in how to allocate funding for mental health and substance use treatment and recovery services. States can choose to use the BHI BG funding for stimulant use disorder treatment and recovery programs.

c. SAMHSA took steps to respond to and alleviate cliffs in Federal funding for opioid response activities. In funding allocations for the FY2024 SOR cohort, SAMHSA made substantial changes to the SOR formula to address the impacts of funding changes on grantees. SAMHSA modified the methodology for the formula by adding new measures, expanding the number of states in the 15- percent set-aside from 10 states to 25 states, and developing new adjustment parameters to address funding cliffs.

The proposed BHI BG will provide \$4.1B to states to respond to behavioral health issues in their states, including responding to the opioid crisis.

## QUESTIONS SUBMITTED BY SENATOR JEFF MERKLEY

*Question.* With more than 4.9 million registered nurses (RNs) nationwide, nurses compose the largest segment of the healthcare workforce. As we look at ways to bolster pathways for nursing education, and support nursing practice and research, we need to invest in Federal nursing programs. In Fiscal year 2024, Title VIII Nursing Workforce Development Programs received \$305.472 million in funding, and the National Institute of Nursing Research (NINR) received \$197.693 million.

The President put out a statement recognizing the valuable role nurses play and the need to inspire a "new generation of Americans to pursue careers in vital public services." Yet, this Administration is proposing the elimination of NINR, the only

Institute that sole focus is nursing research. In addition, in the leaked “passback” OMB HHS Budget, there is the suggestion to eliminate all Title VIII Nursing Workforce Development Programs except the Nurse Corps.

a. Will funding for the Administration for a Healthy America include funding for all Title VIII Nursing Workforce Development Programs?

b. If not, how does the elimination of these essential nursing workforce and research programs help achieve the goal of making America healthy again and inspiring the next generation of nurses to advance the health of all communities?

*Answer.* a. The FY 2026 President’s Budget requests \$92.6 million to continue the Title VIII Nurse Corps Program within the Administration for a Healthy America. Nurse Corps has strengthened the nursing workforce by providing scholarship and loan repayment directly to nursing students, professional nurses, and nurse faculty in exchange for working in Critical Shortage Facilities located in Health Professional Shortage Areas and other underserved communities throughout the nation or in eligible schools of nursing.

b. The FY 2026 President’s Budget request aligns investments with the Administration’s priorities, streamlines the bureaucracy, resets the proper balance between Federal and state responsibilities, and saves taxpayer funds. The Budget continues to support the next generation of nurses through the \$92.6 million request for the Nurse Corps program to support the essential nursing workforce. This will fund an estimated 238 Nurse Corps scholarship and 450 loan repayment awards.

*Question.* On March 27, HHS announced a plan to eliminate 20,000 full-time HHS employees, including approximately 2,400 employees from the CDC. In 2023, I worked with Senator-Hyde Smith to create the Office of Rural Health at the CDC after language establishing the office was included in the Fiscal Year 2023 omnibus. Since its inception, the CDC’s Office of Rural Health has been critical in engaging in robust, intra-agency work to protect the health, safety, and security of the one-in-five Americans who live in rural areas.

a. Do you acknowledge that rural Americans face unique challenges in accessing healthcare?

b. Have any employees at the CDC’s Office of Rural Health been let go as a result of:

i. The recent reductions in force announced by the Department on March 27, 2025 (including transfers to other Federal agencies)?

ii. The termination of probationary employees?

iii. Other Administration efforts to reduce the Federal workforce (e.g., early retirement and Fork in the Road)?

c. How many employees does CDC’s Office of Rural Health currently have? What are their roles and functions?

d. Do you promise to retain the CDC’s Office of Rural Health and protect healthcare access for rural Americans?

e. Will you commit to continuing to fund the CDC’s Office of Rural Health at historic levels?

*Answer.* a. Tens of millions of people live in rural communities comprised of vast and varied landscapes inclusive of geographically isolated, frontier, and tribal lands, as well as U.S. territories and islands. Although the needs of rural communities vary, many face the same health challenges, such as high rates of obesity, high blood pressure, diabetes, smoking, and cancer—all of which can lead to poor health outcomes and even premature death.

b. Employees in three training fellowship positions were let go by the Reduction in Force of April 1, 2025.

c. CDC’s Office of Rural Health currently employs 8 FTEs. This includes:

—*Director:* Provides strategic direction and vision for ORH. Assists the CDC Director in conducting, coordinating, and promoting research on public health issues affecting rural populations, and in disseminating research results. Provides public health leadership; ensures alignment of rural health initiatives with agency priorities; and represents ORH in senior-level collaborations across CDC, other Federal agencies, and external stakeholders.

—*Deputy Director:* Serves as principal advisor to the ORH Director on operational strategy. Oversees implementation of ORH priorities, manages day-to-day operations, and ensures responsible stewardship of Federal funds. Leads cross-office and agency coordination and supervises program and administrative functions.

—*Health Scientists (2):* Lead ORH’s scientific portfolio by designing and implementing health science studies that build the evidence-base for public health interventions. Collaborates with intra- and inter-agency partners and external organizations to identify and address rural public health challenges through data-driven innovation and translation of findings into practice.



—*Health Communications Specialist*: Develops and implements ORH's internal and external communication strategies. Leads efforts aimed at empowering rural partners and communities by disseminating evidence-based resources and success stories to improve health outcomes. Ensures consistent and effective messaging aligned with ORH's mission.

—*Public Health Advisors/Analysts (3)*: Coordinates and manages rural health projects and partnerships. Leads planning and implementation of capacity-building initiatives, technical assistance efforts, and cross-cutting projects. Serves as liaisons with internal CDC programs and external stakeholders to strengthen public health infrastructure in rural areas.

d. HHS is committed to improving the health of Rural Americans and proposes to continue this work in the President's FY 2026 budget proposal.

e. HHS is committed to improving the health of Rural Americans and proposes to continue this work in the President's FY 2026 budget proposal.

*Question.* Republicans are attempting to cut healthcare access for millions of Americans to pay for tax cuts for the ultra-wealthy. Targeting the Medicaid program through the implementation of strenuous work requirements, burdensome enrollment tactics, and excessive red tape measures will keep vulnerable Americans out of this critical program. This is especially impactful in rural areas, where often times Medicaid is one of the largest healthcare payers in the market.

In rural Oregon counties, the Medicaid population can account for over 50% of the population. Rural providers, especially hospitals, are already struggling to keep their doors open.

Considering rural hospitals serve a greater share of Medicaid patients, Medicaid cuts, in addition to a low patient volume, will only intensify the financial strain already felt by rural hospitals.

According to the Kaiser Family Foundation, 10% of the 33 rural inpatient hospitals in OR are already at an immediate risk of closure. The proposed Medicaid cuts will lead to additional strain on these providers, who predominantly bill Medicaid for services.

How is the Administration going to justify Medicaid cuts to the rural Americans and hospitals who rely on the program for coverage and access to care?

Without Medicaid, do you acknowledge that rural hospitals will be put under additional financial strain, potentially leading to closure?

How will causing additional financial strain to the rural healthcare system make America healthy?

*Answer.* CMS recognizes that more than 61 million Americans live in rural areas, and these Americans face several unique challenges in healthcare that can differ dramatically among the different kinds of rural areas across the country. Despite this, the CMS Office of the Actuary estimates that rural hospitals only receive 7% of total Medicaid hospital spending. In 2024, this amount was estimated to be \$19 billion. The Rural Health Transformation Program will provide an additional \$10 billion each year from 2026 through 2030, representing a substantial increase in overall funding for rural hospitals. CMS is working to help states strengthen rural health infrastructure and build enduring systems of care.

*Question.* Earlier this year, dozens of staffers at the Food and Drug Administration's (FDA) Center for Tobacco Products (CTP) were placed on administrative leave, including the Center's director, and the Center for Disease Control and Prevention's (CDC) Office on Smoking and Health (OSH) has been gutted.

a. How many total FDA CTP employees have lost their jobs?

b. How many have lost their jobs as a result of:

i. The recent reductions in force announced by the Department on March 27, 2025 (including transfers to other Federal agencies)?

ii. The termination of probationary employees?

iii. Other Administration efforts to reduce the Federal workforce (e.g., early retirement and Fork in the Road)?

c. For each office within FDA CTP (e.g., Office of the Director, Office of Management, Office of Regulations, Office of Science, Office of Health Communications and Education, and Office of Compliance and Enforcement), how many people have been removed from their positions and how many remain?

d. Which directors of offices within FDA CTP have been removed from their positions, placed on administrative leave, or transferred to other Federal agencies?

e. Does FDA CTP intend to spend the \$712 million in tobacco user fees authorized under the Family Smoking Prevention and Tobacco Control Act and included in the FY 2025 Full-Year Continuing Appropriations and Extensions Act (Public Law 119-4)? Please indicate how CTP intends to spend its tobacco user fees for FY 2025, including, but not limited to, dollars spent on premarket review, enforcement of marketing and sales of illegal products, and Tobacco Centers of Regulatory Science.

- f. What functions of CTP have been transferred to other offices at FDA or to other agencies? To which offices or agencies were they transferred?
- g. What functions of CTP have been eliminated?
- h. How many employees does CDC OSH currently have?
- i. What are their roles and functions?
- j. Have any of the programs and activities, including data collection, previously run by CDC OSH been transferred to other agencies?
- k. To what other offices or agencies were they transferred to?
- l. The FY 2025 Full-Year Continuing Appropriations and Extensions Act (Public Law 119-4) allocated \$125.85 million from the Prevention and Public Health Fund to CDC OSH. How does the Department plan to spend this money if CDC OSH has been eliminated?
- m. Will states no longer receive Federal grants from the National and State Tobacco Control Program (NTCP) to support state and local tobacco control programs? If so, when will states be notified of this loss in Federal funding?
- n. Does the proposed elimination of CDC OSH mean that the highly effective media campaign, Tips from Former Smokers, will end? What about Tips ads for which air time has already been purchased? When do you anticipate the current Tips ad buy (both on Over-the-Top [OTT] and Over-the-Air [OTA] platforms) will conclude?
- o. Will the proposed elimination of CDC OSH eliminate Federal funding for quitlines and cause state quitlines to reduce the services they can provide and the number of people they can serve?
- Answer.* a. Between January 21, 2025, and July 24, 2025, CTP has terminated a total of 77 employees. CTP terminations include 74 probationary staff, 1 removed following an extended, unauthorized absence from duty, and 2 Student Trainees.
- b. How many have lost their jobs as a result of:
- i. As of July 24, 2025, no additional CTP employees have lost their jobs as a result of reductions in force.
- ii. Between January 21, 2025, and July 24, 2025, CTP has terminated a total of 77 employees. CTP terminations include 74 probationary staff, 1 removed following an extended, unauthorized absence from duty, and 2 Student Trainees.
- iii.

## Reduction Type

DRP	21
VERA/VSIP	30

c.

c. Row Labels	Terminated (Probationary)	Other Termination	Retain
CTP	74	3	924
OFFICE OF THE CENTER DIRECTOR			27
OFFICE OF MANAGEMENT		2	19
OFFICE OF REGULATIONS			25
OFFICE OF SCIENCE	67	1	558
OFFICE OF HEALTH COMM & EDUCATION	3		55
OFFICE OF COMPLIANCE & ENFORCEMENT	4		240

\*Other Termination column includes 1 removed following an extended, unauthorized absence from duty, and 2 Student Trainees.

d. The Director of the Office of Science is currently on administrative leave pending reassignment to IHS. In addition, the Director of the Center for Tobacco Products was initially placed on administrative leave pending reassignment to IHS but has since resigned.

e. CTP intends to use its resources consistent with Federal law. In FY 2025, CTP intends to spend \$277 million on product review, scientific research, and research infrastructure, as well as \$164 million on compliance and enforcement.

f. None of CTP functions have been transferred.

g. No functions have been eliminated.

h. Staff supporting this program were affected by the Reduction in Force of April 1, 2025. The proposed eliminations are part of broader efforts to reduce duplication across HHS, and improve service delivery for the American people. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

i. These functions formed a multidisciplinary team dedicated to leveraging science, surveillance, communication, and partnerships to reduce the devastating impact of tobacco use. Roles included epidemiologists, data scientists, communications specialists, policy analysts, and program managers.

j. The program is eliminated in the FY 2026 President's Budget.

k. No programs have been transferred.

l. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

m. HHS/CDC is committed to ensuring that funds are used efficiently. We are following the law to execute these funds and are committed to effective program implementation that supports good stewardship of resources and the Administration's priorities.

n. Any proposed eliminations are part of broader efforts and to reduce duplication across HHS, and improve service delivery for the American people. Current campaign ads will run until September 2025. HHS will continue to deliver critical services, including all those mandated by statute. The Budget includes the reorganization to establish the Administration for a Healthy America, which will be the primary Federal agency committed to transforming the health of all Americans, including by addressing the root causes of chronic disease.

o. Any proposed eliminations are part of broader efforts and to reduce duplication across HHS, and improve service delivery for the American people. HHS will continue to deliver critical services, including all those mandated by statute. The Budget includes the reorganization to establish the Administration for a Healthy America, which will be the primary Federal agency committed to transforming the health of all Americans, including by addressing the root causes of chronic disease.

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#### QUESTIONS SUBMITTED BY SENATOR BRIAN SCHATZ

*Question.* During your testimony, you responded to my question about placebo-controlled vaccine trials with your claim that except for the COVID-19 vaccine none of the vaccines on the recommended schedule have been tested against a placebo.

Are you aware of the following placebo trials with inert placebos for approved and licensed vaccines?

- Adenovirus (ADV-4, 7) (2013)
- Adenovirus types 4 & 7 (oral) (2008)
- Anthrax (2013)
- Anthrax (2013)
- Anthrax rPA102 (ascending doses) (2007)
- Chikungunya (IXCHIQ) (2023)
- Cholera (2009)
- Cholera (2002)
- Cholera (CVD 103-HgR travellers) (2005)
- Cholera (live 638) (2009)
- Cholera (Peru-15 live oral) (2005)
- Cholera, Oral CVD 103-HgR (Vaxchora) (2021)
- Cholera, Oral CVD 103-HgR (Vaxchora) (2021)
- Cholera, Oral CVD 103-HgR (Vaxchora) (2021)
- Covid-19 Ad26.COV2.S (Janssen/J&J) (2021)
- Covid-19 BNT162b2 (Pfizer) (2023)
- Covid-19 BNT162b2 (Pfizer) (2021)

- Covid-19 BNT162b2 (Pfizer) (2021)
- Covid-19 BNT162b2 (Pfizer) (2021)
- Covid-19 mRNA-1273 (Moderna) (2022)
- Covid-19 mRNA-1273 (Moderna) (2020)
- Covid-19 mRNA-1273 (Moderna) (2021)
- Covid-19 mRNA-1273 (Moderna) (2022)
- Covid-19 NVX-CoV2373 (Novavax) (2021)
- Covid-19 NVX-CoV2373 (Novavax) (2021)
- Covid-19 rAd26 and rAd5 (Sputnik V) (2021)
- Covid-19 recombinant spike RBD (Abdala) (2023)
- Dengue—tetravalent (TAK-003) (2020)
- Dengue—tetravalent (TAK-003) (2024)
- Dengue (Dengvaxia CYD14) (2014)
- Dengue (Dengvaxia) (2012)
- Dengue (Dengvaxia) (2014)
- Dengue (Dengvaxia) (2015)
- Dengue (Dengvaxia) (2015)
- Ebola (rVSVΔG-ZEBOV-GP ) (2017)
- Epstein—Barr Virus (2007)
- Escherichia coli—ETEC LT skin-patch (2008)
- Escherichia coli—ETEC travellers' diarrhoea (killed oral) (2007)
- Haemophilus influenzae b + diphtheria toxoid conjugate (PRP-D) (1987)
- Haemophilus influenzae B Hib-OMPC vaccine (1991)
- Hepatitis A (Havrix) (2003)
- Hepatitis B (plasma-derived) (1980)
- Hepatitis E (recombinant p239) (2009)
- Herpes Zoster (Shingrix) (2015)
- Herpes Zoster (Shingrix) (2014)
- Herpes Zoster (Shingrix) (2015)
- Herpes Zoster (Shingrix) (2016)
- Herpes Zoster (Shingrix) (2019)
- Herpes Zoster (Shingrix) (2020)
- Herpes Zoster (Shingrix) (2024)
- Herpes Zoster (Shingrix) (2019)
- Herpes Zoster (Shingrix) (2019)
- Human papilloma virus (2006)
- Human papilloma virus (2005)
- Human papilloma virus (2009)
- Human papilloma virus—HPV 6/11/16/18 (pregnancy outcomes) (2009)
- Human papilloma virus16/18 AS04 (primary efficacy) (2004)
- Influenza (1977)
- Influenza (1977)
- Influenza (2003)
- Influenza (2009)
- Influenza—LAIV transmissibility (2006)
- Influenza—Purified split-virion vaccine (1994)
- Influenza (CAIV) (2001)
- Influenza (FluBlok®) (2007)
- Influenza (H3N2, 1976 aerosol vs injection) (1976)
- Influenza (H3N2, live attenuated) (1977)
- Influenza (IIV) (2009)
- Influenza (IIV) (2006)
- Influenza (intranasal split-virus, 2005) (2005)
- Influenza (live attenuated) (1979)
- Influenza (pH1N1) (2010)
- Influenza (TIV, US toddlers) (2003)
- Influenza A/H5N1 whole-virion (inactivated) (2006)
- Influenza split-virus (TIV) (2009)
- Influenza vaccine—trivalent inactivated (2 doses) (2009)
- Leishmania (2001)
- Leishmania (killed L. amazonensis) (2000)
- Lyme (OspA recombinant) (1998)
- Lyme (OspA recombinant) (2001)
- Measles + mumps + rubella—(Schwarz, Jeryl Lynn, Cendehill strains) (1975)
- Measles + mumps + rubella (VaxPro) vs. placebo at 6 mos (earlier than stand-ard in Denmark) (2023)
- Measles + mumps + rubella (VaxPro) vs. placebo at 6 mos (earlier than stand-ard in Denmark) (2024)

- Measles + mumps + rubella (VaxPro) vs. placebo at 6 mos (earlier than standard in Denmark) (2025)
- Mumps (1968)
- Neisseria meningitidis—meningococcal (1978)
- Neisseria meningitidis—meningococcal (2002)
- Neisseria meningitidis—meningococcal MenB-rLP2086 (Trumenba) (2012)
- Neisseria meningitidis—meningococcal quadrivalent conjugate vaccine (ACWY-CRM) (Menactra) (2014)
- Neisseria meningitidis—meningococcal quadrivalent conjugate vaccine (ACWY-CRM) (Menactra) (2010)
- Polio, inactivated (Salk) (1955)
- Respiratory syncytial virus—RSV mRNA based PreF (Moderna) (2023)
- Respiratory syncytial virus—RSV preF (Pfizer) (2025)
- Respiratory syncytial virus—RSVpreF (sub-groups A/B) (2023)
- Respiratory syncytial virus—RSVpreF sub-groups A/B) (2022)
- Respiratory syncytial virus—RSVPreF3 OA (2024)
- Rotavirus (2005)
- Rotavirus (2009)
- Rotavirus (live oral, Europe) (2007)
- Rotavirus (live oral, Latin America) (2008)
- Rotavirus (RIX4414, Asia) (2009)
- Rotavirus (Rotarix) (2006)
- Rotavirus (Rotarix) (2006)
- Rotavirus (RotaTeq) (2013)
- Rotavirus (RotaTeq) (2006)
- Rotavirus (Rotavac 116E) (2014)
- Rubella (1978)
- Rubella (RA27/3 strain) (1997)
- Salmonella typhi—typhoid (2005)
- Salmonella typhi oral—Ty21a attenuated ( liquid and eneteric coated) (1999)
- Salmonella typhi, oral—(Ty21a) (1982)
- Smallpox (MVA BN) (2016)
- Streptococcus pneumoniae—pneumococcal (11-valent PCV) (2009)
- Streptococcus pneumoniae—pneumococcal (PCV-9) (2003)
- Streptococcus pneumoniae—pneumococcal (PCV-9) (2005)
- Streptococcus pneumoniae—pneumococcal (PCV7) (2001)
- Streptococcus pneumoniae—pneumococcal 23-valent PS (HIV+) (2000)
- Tuberculosis (BCG revaccination) (2018)
- Tuberculosis (BCG revaccination) (2025)
- Tuberculosis (BCG) (1999)
- Tuberculosis (BCG) (2004)
- Varicella (Oka/Merck) (1991)
- Varicella (Varivax) (1984)
- Yellow fever 17D reactogenicity (2005)
- Yellow fever 17D vs 17DD substrains (Bio-Manguinhos) (2004)
- Zika ( ZPIV) (2024)

*Answer.* HHS is committed to ensuring that the American people are healthy and safe. Every child that dies of a vaccine-preventable disease is a tragedy. All Americans should have the facts to make an informed decision about their own health, including every parent for their child. HHS is dedicated to studying the impact of vaccines when they are administered cumulatively and will use state of the art scientific research techniques to study the full impact of vaccines, food and drugs to inform guidance designed to Make America Healthy Again.

*Question.* Last month, Tribal and Native Hawaiian health organizations testified before the Senate Committee on Indian Affairs about how important HHS agencies—beyond IHS and HRSA—are critical to fulfilling the Federal government's trust and treaty obligations.

a. How is the Department ensuring that the Federal trust and treaty responsibilities flow throughout HHS, not just those agencies?

b. HHS administers SAMHSA funding for Tribes' mental health programs, CDC funding for Tribal Epidemiology Centers, and so much more. But the President's FY26 Budget guts many of these programs, eliminating SAMHSA's Tribal Behavioral Health Grants or Tribal Opioid Response Grants, CDC's Healthy Tribes program, and ACF's LIHEAP program. Please explain why your Department did not protect HHS agencies and programs outside of IHS that serve American Indians, Native Hawaiians, and Alaska Natives in the president's FY26 budget request.

c. Has HHS engaged in meaningful consultation with Tribes or the Native Hawaiian Community on any of its proposed actions, including office closures or reorganization?

d. The President's Budget Request notably excluded advance appropriations for IHS, which are critical in ensuring that the agency will not be impacted by any potential government shutdowns or funding pauses. Please explain why advance appropriations for IHS for FY27 was not included.

e. It is well known that IHS has a long list of unfulfilled sanitation facilities construction projects, with true need in the billions of dollars. Yet, the President's Budget Request proposes to slash Sanitation Facilities Construction by more than \$93 million, or 87 percent. How will IHS meet sanitation facilities construction needs with this limited funding?

f. The Bipartisan Infrastructure Law (BIL) provided a one-time appropriation of \$3.5 billion to the IHS SFC to reduce the Sanitation Deficiency System (SDS) backlog of projects. IHS testified before the Senate Committee on Indian Affairs that it would need to hire additional staff in order to implement the increased workload for SDS projects. While IHS has exempted staff from the hiring freeze, is it making progress toward hiring the additional staff with expertise needed to implement this BIL funding for SDS projects without extending the average project timeline beyond 3.5 years?

*Answer.* a. HHS is also committed to the trust relationship and respecting treaty and reserved rights of tribes. HHS has been strengthening this relationship and enhancing coordination and collaboration across its Divisions to address Tribal issues within the context of each Division's mission. Each Division shares in the Department-wide responsibility to coordinate, communicate, and consult with Indian Tribes on issues that affect Tribes.

b. HHS strongly supports the sovereignty and self-governance rights of the nation's 574 federally recognized tribes. Within the President's proposed budget \$80 million is included within the Administration for a Healthy America's Mental and Behavioral Health Division for a newly funded Native American Behavioral Health and Substance Use Disorder program. It will provide funding directly to tribes to support culturally tailored mental health, substance misuse prevention, and substance use disorder treatment efforts for behavioral health issues in Indian Country.

c. HHS held a listening session with tribes on July 16th and 17th to hear feedback on the proposed reorganization, and will take the feedback into account. <https://www.hhs.gov/about/agencies/iea/tribal-affairs/consultation/index.html>.

d. The President's Budget proposes necessary funding increases for IHS despite a constrained funding environment. However, due to overall fiscal constraints, the Administration did not include advance appropriations for IHS in its formal request to Congress. HHS understands that advance appropriations are popular with tribes, and tribes have testified that advance appropriations have helped with fiscal planning. If Congress would like to move forward with advance appropriations, HHS can provide technical assistance, if requested.

e. The IHS will continue to meet critical sanitation needs by prioritizing projects and by leveraging one-time funding provided through the Infrastructure Investment and Jobs Act (IIJA). The IIJA appropriated \$3.5 billion over 5 years (FY 2022 through FY 2026) for the SFC program, with \$700 million available in FY 2026. IHS will allocate \$48.6 million in BIL/IIJA FY 2025 funds for the construction costs of 68 Tier 1 projects tracked in the Sanitation Deficiency System (SDS). In addition, \$34.3 million from the FY 2025 appropriation will support projects serving new and like-new housing, and \$1.5 million will fund special and emergency projects that address urgent public health needs.

f. The IHS has been making progress in hiring additional staff to implement the increased workload for SDS projects. Between January 2023 and June 2025, the IHS reports 126 engineer hiring actions that have resulted in 117 engineers, of which 74 engineers represent new IHS hires.

To support recruitment efforts, the IHS is continuing to work to reduce the SFC program staff vacancy rate through the following activities:

- Recruitment at engineering colleges and universities
- Procured professional level subscription to Handshake, which is a recruitment platform to facilitate promotion of job announcements and communications with entry level candidates
- Identification and empowerment of current IHS staff, working in the offices where vacancies existed, to engage through Handshake with candidates during the recruitment process.
- Hosts monthly virtual career fairs that describes job opportunities within the Division of Sanitation Facilities Construction (DSFC) highlighting a different IHS Area Office each month

- Partnerships with the American Indian Science and Engineering Society (AISES)
- Engagement with the Society of American Military Engineers (SAME) and Engineers Without Borders
- Leveraging internships through the Oak Ridge Institute for Science and Education (ORISE)
- Signature and administration of an Interagency Agreement between the IHS and the Department of Energy to provide funding for the program.
- Establishment of a primary point of contact within the Headquarters Division of Sanitation Facilities Construction to allow clear lines of communication and coordination with the interns, IHS Area staff, and ORISE.
- Promotion of a collaborative network among the interns that allowed sharing of experiences across multiple IHS geographic locations.
- Training of intern preceptors to promote meaningful intern experiences.
- Use of OPM-approved new pay tables for civil and environmental engineers
- Implementing group recruitment and retention incentives

In addition, although the IHS continues to face challenges in hiring and on-boarding staff to support execution of the IIJA activities, the agency is working to develop a strategy focused on improving the recruitment and retention of Engineers and Environmental Health Officers to support IIJA activities.

*Question.* During your first cabinet meeting as HHS secretary, when asked about the measles outbreak you said “we have measles outbreaks every year”. At this time, when the measles outbreak was just taking hold, it is standard practice for the CDC to issue a Health Alert Network advisory. It took over 1 month for CDC to publish the alert.

What was the cause of this delay?

*Answer.* Most measles cases in the first quarter of 2025 were linked to an outbreak within a close-knit community in Texas. Local Health Alert Network (HAN) messages were issued by state and local health departments in affected areas, such as through the Texas DSHS News & Alerts. CDC HANs are disseminated to increase provider awareness at the national level. CDC disseminated a HAN on March 3—the same day the measles response was elevated to a Level 3 activation within the agency. Texas requested onsite assistance for a measles Epi-Aid on February 28, and a CDC team was deployed and on-site by March 4.

*Question.* You have advocated for individuals to “do their own research” before vaccinating their infants. Vaccines are important across the life course. Most vaccines are given to protect our very young and our older populations.

Now that HHS has ended a number of communications and education programs, what are your plans to ensure people can do their own research by accessing credible information from trusted government agencies like the CDC and CMS?

Is HHS willing to commit funding to for education to help individuals who want to learn more from credible sources to have access to this information?

*Answer.* Vaccines save lives. Every child that dies of a vaccine-preventable disease is a tragedy. All Americans should have the facts to make an informed decision about their own health, including every parent for their child. HHS is dedicated to studying the impact of vaccines when they are administered cumulatively and will use state of the art scientific research techniques to study the full impact of vaccines, food and drugs to inform guidance designed to Make America Healthy Again.

*Question.* I am concerned we are facing a telehealth cliff on September 30, 2025. My bill, the CONNECT for Health Act, cosponsored by 63 of my bipartisan Senate colleagues, would ensure permanent expansion of Medicare telehealth coverage.

Do you support permanently removing geographic site requirements and providing the home and other settings as originating sites for Medicare telehealth services?

Do you commit to working with Congress and CBO to provide the timely technical assistance needed to support our legislative work this year?

What are the risks to the healthcare system if Congress fails to extend Medicare telehealth coverage by the September 30, 2025 deadline?

What are the risks to the healthcare system if Congress provides a short-term extension that will have to be reauthorized in subsequent years?

How does a short-term extension of telehealth policy impact CMS's annual rulemakings in the Medicare Physician Fee Schedule?

*Answer.* Telehealth is a vital tool to ensure access to care is available, particularly to those in rural areas. HHS has expanded the opportunities for telehealth within Medicare, and supported use of telehealth in health centers, within its statutory authority.

*Question.* Now almost 2 years on from the devastating fires on Maui, health and social service needs remain. In its FY24 domestic supplemental appropriations re-

quest, HHS requested over \$400 million to support the health and social services needs for the people of Maui.

a. How does the reorganization of ASPR, CDC, SAMHSA, HRSA, and other Federal agencies involved in disaster response impact HHS's ability to provide technical assistance to state and local health departments after disasters?

b. What services are survivors missing out on if Congress fails to deliver this proposed supplemental funding for Maui?

c. Maui residents have experienced so much loss, trauma, and grief, and addressing the mental health toll is just as important as dealing with the physical damage. What mental health services can HHS deliver to survivors if funding was appropriated?

d. The Hawaii Department of Health found elevated levels of toxins in Lahaina wildfire ash, including more than twelve times the action level of arsenic and elevated levels of antimony, cobalt, copper, and lead. If supplemental funding were appropriated, how could the National Center for Environmental Health support local public health officials?

e. Multiple healthcare, aging and disability network providers, and Head Start facilities were destroyed in Lahaina. As the community rebuilds and recovers, how could HHS help to alleviate the strains on families and fill gaps in healthcare and social services left by the fires?

f. Without supplemental funding for ASPR, what medical caches will be available in Hawaii and the Pacific territories in a future emergency?

g. How does the proposed ASPR reorganization impact response and health resilience in Hawaii and the Pacific territories?

*Answer.* a. The FY26 President's Budget for Disaster Human Services Case Management outlines the priority action items and support resources for human and social service providers and their jurisdictional partners as they prepare, respond to, and recover from disasters and emergencies. For example, state officials from Hawai'i continue to engage Office of Human Services Emergency Preparedness and Response (OHSEPR) on an "as-needed" basis for guidance, technical assistance, and discussions across the disaster human services community of practice. OHSEPR remains charged with leading ACF and Departmental human services disaster preparedness efforts, including providing TA; and that (per EO 14239) it does so in a manner seeking to empower state and local governments to lead disaster response and infrastructure protection.

As outlined in the HHS All-Hazards Plan (June 2024), SAMHSA has a primary role in the Behavioral Health Care Response Core Function and in the Behavioral Health Recovery Core Mission Area. SAMHSA plays a central role in coordinating disaster behavioral health efforts at the national level. It engages directly with external partners such as State Behavioral Health Authorities, the Federal Emergency Management Agency (FEMA), other agencies within the HHS, and non-governmental organizations. In collaboration with interagency partners, including the Administration for Strategic Preparedness and Response (ASPR), SAMHSA also promotes access to its key services—such as the Disaster Distress Helpline and the resources available through the SAMHSA-funded Disaster Technical Assistance Center—to ensure that behavioral health needs are met during and after emergencies.

With the anticipated reorganization into the new structure under the Administration for a Healthy America, SAMHSA is ready to continue the disaster behavioral health functions, including the provision of technical assistance and coordination with State Behavioral Health Authorities.

ACF continues to provide technical assistance on programmatic and administrative waivers and flexibilities to state officials and grant recipients which may be supportive in their ongoing recovery activities.

b. A prior administration proposed supplemental funding for targeted response activities. It has been some time since that proposal was developed. We would need to better understand more current data on how services are impacted today.

c. The Office of Head Start (OHS) has awarded one-time supplemental funding to support Lahaina recovery efforts including continuity of services, stipends for staff, hiring additional family support and education staff, mental health services, and facility repair. Further, OHS facilitated an ongoing series of in-person and remote mental health sessions for staff and families from September 2023 to March 2024. OHS continues to provide training and technical (TTA) assistance to the impacted recipients under existing TTA contracts, including for mental health services.

d. If funding is appropriated, it will create an opportunity to provide continuous behavioral health services focused on trauma, grief, and substance use.

If supplemental funding is appropriated, CDC's National Center for Environmental Health, in collaboration with the Agency for Toxic Substances and Disease Registry (ATSDR), could provide technical assistance, tools, training, and staff to



conduct and support activities to assess health impacts, expand state public health laboratories' capacity to monitor exposures, improve community resiliency, and provide information to residents and healthcare providers about steps they can take to protect health.

In response to the 2023 Maui wildfires, CDC provided ground and remote staff to assist the Hawaii Department of Health, state and Federal agencies, and other partners. Support included reviewing environmental sampling data to inform health recommendations; reviewing hazard mitigation plans to ensure safe re-entry to the burn area; providing a remote data analysis platform to assess impacts to health facilities using the ATSDR Comprehensive Disaster Assessment and Readiness Toolkit (CDART); and assistance with health communications, public outreach, and community engagement to protect the health of those affected by the wildfires. ATSDR also helped clinicians support patients by holding calls with providers on ways to support environmental health needs, including collaborating with the Region 9 Pediatric Environmental Health Specialty Unit (PEHSU) to provide consultations with Maui health clinics. Finally, in partnership with NIOSH, NCEH/ATSDR conducted a biomonitoring study of over 200 firefighters working the first 72 hours of the fire to determine potential exposures to

e. HHS ensured Lahaina's health center awardees were supported after a Lanai-based service delivery site for the Community Clinic of Maui was destroyed in August 2023. On May 24th, 2024, Community Clinic of Maui added a new permanent site to their Health Center Program scope of project (Kahana Satellite Site) located in Lahaina, HI. The Kahana Satellite site subsequently became operational and began seeing patients on August 5, 2024, helping to fill gaps in healthcare services.

f. To support better response, the President's FY 2026 budget proposal incorporates elements of the Administration for Strategic Preparedness and Response (ASPR) with existing response capacity at CDC.

At current funding levels appropriated for FY 2025, ASPR will continue to support two Disaster Medical Assistance Team (DMAT) caches currently positioned in Hawaii. For background, a DMAT cache is a scalable field medical resource that can support up to a 38-person DMAT medical team. A DMAT cache is comprised of medical equipment and supplies, large tents, generators, military rations, water, and other support materiel necessary to support the DMAT medical team in a field base of operations for up to 72 hours before requiring resupply. The footprint of the DMAT cache is approximately 60 pallets and is transportable on two commercial refrigerated trucks, one 53-foot tractor-trailer, and one flatbed tractor-trailer to haul a forklift.

g. HHS remains committed to fulfilling its responsibilities for Federal public health and medical support to impacted state, local, tribal, territorial (SLTT) jurisdictions in the wake of a disaster. Following the devastating Maui wildfires, the ASPR-led Health, Education, and Human Services Recovery Support Function was activated by FEMA, and provided recovery support on the island for a year and a half, assisting with the reconstitution of healthcare, education, behavioral health, childcare, environmental health, and other essential services in the affected Lahaina community. ASPR partnered with the US Public Health Service Commissioned Corps to conduct a six-month Disaster Behavioral Health mission on the island, providing more than 20,000 behavioral health encounters with community members and responders.

*Question.* My bipartisan STOP Pain Act was enacted as part of the Comprehensive Addiction and Recovery Act (CARA) of 2016. The bill strengthened NIH research for treatment of chronic pain. Since enactment of CARA and the SUPPORT Act, NIH's HEAL initiative has funded 1,800 projects in 50 states.

a. How much NIH funding has gone to pain management research since passage of the STOP Pain Act?

b. Is HHS proposing to continue to fund chronic pain research?

c. CDC's April 2023 report in the Morbidity and Mortality Weekly Report "Chronic Pain Among Adults—United States, 2019–2021" estimates that 21% of U.S. adults experienced chronic pain. What are the estimated annual direct healthcare costs (e.g., diagnostic, management and treatment) and indirect costs (e.g., missed work, loss of productivity, disability) incurred for individuals living with chronic pain?

i. If this analysis is unavailable, what funding would be needed to complete this assessment?

d. How are HHS OpDivs translating the millions of dollars in NIH funding to incentivize evidence-based, integrated care delivery models for treatment of chronic pain so that individuals have robust alternatives to highly addictive opioids?

*Answer.* a, b: NIH has invested the following in pain research since FY 2016<sup>1</sup>:

Year	Amount
2016 .....	\$483 million
2017 .....	\$516 million
2018 .....	\$605 million
2019 .....	\$1.011 billion
2020 .....	\$846 million
2021 .....	\$867 million
2022 .....	\$978 million
2023 .....	\$1.019 billion
2024 .....	\$1.006 billion

NIH supports the NIH HEAL Initiative, advancing the discovery and development of new, non-addictive alternatives to opioids to treat acute and chronic pain conditions, supporting early-phase clinical trials for non-addictive analgesics, and reducing health disparities in pain management for rural and underserved communities. Advances in understanding neural circuits that drive pain perception are converging with new technologies for therapeutic nervous system stimulation. For example, spinal cord and brain stimulation devices are easing pain and improving quality of life in people with amputations, severe musculoskeletal pain, and other chronic pain conditions. NIH looks forward to continuing to support research to help individuals suffering from chronic pain.

c. Chronic pain causes a significant economic burden in the United States. A CDC analysis of Medical Expenditure Panel Survey (MEPS) data estimated that medical and economic costs attributable to chronic pain are hundreds of billions of dollars per year. In this study, the largest share of estimated excess medical costs for individuals with chronic pain relative to those without chronic pain were paid for by private insurance (42%) and Medicare (26%). Ambulatory care accounted for the highest proportion of excess medical expenditures (55%), followed by prescription drugs (25%). The Medical Expenditure Panel Survey (MEPS) shows that approximately 12% of adults with chronic pain were unable to work due to illness or injury, and workers with chronic pain missed an average of approximately 7 days of work in 2021 due to their health.

d. CDC works with Federal partners to implement the National Pain Strategy, which is the first national effort to transform how the population burden of pain is perceived, assessed, and treated, recognizes the need for better data to inform action and calls for estimates of chronic pain and high-impact chronic pain in the general population.

*Question.* The President's Fiscal Year 2026 budget would fund National Center for Immunization and Respiratory Diseases (NCIRD) at the current funding level of \$684 million. For many states and localities, Federal NCIRD grants are the primary source of funding for infectious disease prevention and outbreak response activities.

a. Given the current nationwide measles and pertussis outbreaks, the looming risk of avian influenza, and the sudden claw back of pandemic funding, should Congress increase funding to help states and localities effectively tackle these serious challenges to the health and wellbeing of our nation?

b. As you travel the country, what are you seeing and hearing from state and local health officials who are directly involved in these battles?

c. The NCIRD Office of the Director provides support to the Advisory Committee on Immunization Practices (ACIP). Approximately nine CDC staff provide support to ACIP, including a Designated Federal Officer (DFO) who prepares all meeting policies and agendas and attends meetings to ensure all procedures are followed. Can you confirm the recent restructuring did not eliminate or interrupt staff within the NCIRD supporting ACIP? Can you confirm the current DFO is able to continue her duties supporting ACIP without interruption and retains the resources necessary to ensure ACIP functions as directed by its charter?

*Answer.* a. The President's Budget contains a request for additional funding for Immunization and Respiratory Diseases. The FY26 budget request is \$963 million, which is \$44 million above FY25. This increase is necessary to keep the nation prepared for the next public health threat and will bolster CDC investments to Enhance Respiratory Threat Detection.

The increase will strengthen the nation's early warning detection and response system for routine respiratory and other vaccine preventable disease threats which can easily overwhelm our healthcare systems, including influenza, Respiratory

<sup>1</sup> [report.nih.gov/funding/categorical-spending/#/](https://report.nih.gov/funding/categorical-spending/#/).

Syncytial Virus (RSV), or novel respiratory viruses. This includes scaling up our public health workforce, strengthening our disease data collection systems, and enhancing our laboratory networks, such as supporting the use of advanced technologies to detect new or emerging biothreats like H5N1, polio, and Middle East respiratory syndrome (MERS). This investment will allow CDC to: (1) support the use of advanced technologies and data analytics to track and detect changes in circulating pathogens, (2) characterize pathogens to know what is driving epidemics of disease, and (3) develop and monitor disease prevention and mitigation strategies including, vaccines, therapeutics, non-pharmaceutical interventions, and behavioral mitigation strategies, as part of comprehensive control approaches. This increase will be implemented in partnership with key public health partners, including state, local, and non-governmental partners.

b. CDC staff and leadership have met with state and local health officials in West Texas while responding the Southwest Measles Outbreak.

In response to rising cases, CDC deployed multiple teams to support state efforts. In Texas, two CDC teams supported infection prevention assessments at seven healthcare facilities, collaborated on data dashboards to map cases and exposures, and worked with schools on guidance and preparedness. Clinical support was provided to manage congenital and post-vaccine measles cases, and following a measles-related death, CDC leadership deployed to plan additional field support focusing on real-time analytics, community engagement, and school readiness assessments.

c. In New Mexico, where 63 cases and one death were reported across four counties as of April 18, CDC deployed a team on April 21 at the request of the New Mexico Department of Health (NMDOH). The team conducted case investigations, triaged suspected cases, and supported contact tracing. They also led community engagement and training efforts at schools, clinics, and congregate settings, such as camps and markets. Infection control assessments were conducted at ten healthcare facilities to improve measles preparedness. To address sustainability concerns in NMDOH's response capacity, CDC supported planning for additional hires, remote assistance from headquarters, and improved lab specimen transport logistics.

*Question.* With 3.3 million Americans estimated to be living with chronic viral hepatitis, CDC's efforts to conduct surveillance, testing and outreach, and connect individuals to care have been critical in identifying outbreaks and controlling the epidemic. CDC only receives \$43 million for the entire country to address all forms of hepatitis. We have a cure for hepatitis C, but people who can benefit from the cure for this chronic disease aren't accessing it. Your budget proposes to shift the viral hepatitis program entirely to the states through one block grant combining viral hepatitis, STIs, TB and opioid-related infections, with a proposed overall cut of \$77 million. Further, the Division's laboratory, which is the only one in the country that is able to conduct outbreak investigations, has been shut down.

Can you explain how we are going to address chronic hepatitis and new outbreaks through testing and linkage to treatment in the future with this decreased focus and funding?

*Answer.* CDC's National Center for HIV, Viral Hepatitis, STD, and TB prevention supports state and local health departments to conduct viral hepatitis outbreak response and surveillance, promote awareness and uptake of updated national viral hepatitis testing and vaccination recommendations, increase service integration in settings serving people who use drugs, and plan and implement jurisdictional viral hepatitis elimination programs. Additionally, the viral hepatitis program supports community awareness and education, and healthcare provider training on the diagnosis, management, and treatment of hepatitis B and hepatitis C.

The budget includes \$300 million to support a new consolidated grant program that allows states to have more flexibility when addressing sexually transmitted infections, viral hepatitis, and tuberculosis within the United States. This streamlined program will reduce administrative inefficiency and allow for more coordinated approaches. Also, the budget will be used to enhance surveillance and improve disease outbreak detection. CDC will continue to deliver critical services, including all those mandated by statute.

*Question.* How will eliminating thousands of public health and science jobs, from disease investigators to food inspectors, not gravely weaken America's health infrastructure?

What is your plan to prevent mission-critical expertise from being lost, and how do you justify this upheaval when our country faces ongoing health crises that demand a robust and coordinated response?

How do you intend to guarantee an adequate supply of medical professionals to meet Americans' growing health needs with your proposal for a \$1 billion dollar reduction to workforce programs?

*Answer.* HHS is streamlining operations to achieve maximum efficiency and effective outcomes for American taxpayers, and improve service delivery to the American people. These optimization efforts are based on President Donald J. Trump's "Department of Government Efficiency" Workforce Optimization Initiative Executive Order. In alignment with the Executive Order and in accordance with reduction in force regulations found at 5 CFR part 351, HHS leadership determined that a RIF was necessary and what positions would be abolished.

Decisions to streamline and centralize the workforce were based on findings of inefficient and redundant functions and work units across the agency. Evaluation of additional restructuring decisions to better align offices across HHS with the administration's policy priorities, including ending America's chronic illness epidemic by focusing on safe, wholesome food, clean water, and the elimination of environmental toxins, will be the next step in HHS' optimization efforts.

Improving efficiencies and focusing on new priorities to reverse the chronic disease epidemic will make HHS more responsive and efficient while ensuring that critical health services remain and are improved.

Input was solicited from and provided by the senior-most political and civil service leaders of each impacted subcomponent of the Department.

HHS remains firmly committed to preserving and advancing scientific excellence and leadership across all its components. As we undertake strategic workforce planning efforts, HHS will continue to prioritize mission-critical positions—including top-tier scientific and public health professionals—that directly support our mission and enhance the Department's ability to meet global evolving health needs. These efforts are critical to sustaining the Department's capacity to respond effectively to both current and emerging health challenges.

The FY 2026 AHA budget maintains support for key initiatives that directly support the supply of medical professionals, including continued funding for the National Health Service Corps and Teaching Health Centers Graduate Medical Education. The budget also invests in Centers of Excellence and enhanced workforce data and analysis to strengthen training pipelines and better target future needs. The proposal aims to maintain a strong, well-distributed health-care workforce and ensure Americans continue to have access to qualified medical professionals.

#### SUBCOMMITTEE RECESS

Senator CAPITO. The subcommittee will stand in recess. And thank you.

[Whereupon, at 12:06 p.m., Tuesday, May 20, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

**DEPARTMENTS OF LABOR, HEALTH AND  
HUMAN SERVICES, AND EDUCATION, AND  
RELATED AGENCIES APPROPRIATIONS FOR  
FISCAL YEAR 2026**

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**THURSDAY, MAY 22, 2025**

U.S. SENATE,  
SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS,  
*Washington, DC.*

The subcommittee met at 10:03 a.m., in room SD-138, Dirksen Senate Office Building, Hon. Shelley Moore Capito (chairwoman) presiding.

Present: Senators Capito, Hyde-Smith, Britt, Collins, Baldwin, Reed, and Murphy.

**DEPARTMENT OF LABOR**

**STATEMENT OF HON. LORI CHAVEZ-DEREMER, SECRETARY**

**OPENING STATEMENT OF SENATOR SHELLEY MOORE CAPITO**

Senator CAPITO. Good morning, Madam Secretary, and thank you for being here today to testify for the President's fiscal budget 2026 budget request for the Department of Labor. Thank you for being here.

I'm pleased as always to be joined by Senator Baldwin, the ranking member of the subcommittee. We've worked together for several years now, and I'm happy to have—well, Susan Collins, our Chair of our full committee will be joining us later today.

So, following 4 years of spending under the Biden administration, President Trump is taking steps to reign in our bloated bureaucracy and ensure that taxpayers' dollars are well spent. The department's request proposes to reduce funding for the agency by \$4.6 billion, a decrease of nearly 35 percent. We look forward to hearing your testimony and discussing in greater detail, your priorities, new proposals, and programs you think we should consider scaling back.

This month, we continue to receive good news about the strength of the American economy. Our economy has added jobs every month since President Trump took office, and the unemployment rate has remained steady this past month at 4.2 percent.

**TRAINING AND APPRENTICESHIPS**

However, millions of Americans are still underemployed or have stopped looking for work altogether. We need to make sure that

Americans have access to training programs, especially those that provide on the job training, and those focused in high demand jobs, which in West Virginia includes important industries like coal mining, and healthcare.

I'd like to see the department take innovative approaches to expanding, and you and I have talked about this, apprenticeship opportunities to new programs and fields as a lot of worthy apprenticeship opportunities don't fit the current registered apprenticeship mold.

I'm interested in hearing more about how the Make America Skilled Again grant program will increase flexibility and improve outcomes for workers looking to upscale and advance their careers. I've also been a long-time champion of expanding and strengthening the early childhood education workforce through apprenticeships. Giving our educators a clear pathway to successful careers opens the door to higher quality and better coverage of care, but also helping both our families and childcare workers throughout the States.

#### REGULATIONS

Having a highly skilled workforce is critical, but it's only half the equation. We must also continue to have common sense solutions to create an economic environment where businesses can thrive and create those good well-paying jobs. I've been pleased to see this administration take steps to reign in on unnecessary regulatory burdens that make it harder for businesses to create jobs.

Earlier this month, the Department of Labor announced it will no longer enforce the Biden administration's independent contract rule, which jeopardized the ability of as many as 70 million freelancers, rideshare drivers and other independent workers to earn a living in a way that best fits their needs and schedules. This rule would take away the freedom for West Virginia real estate agents, truck drivers, freelance writers, and other self-employed workers to choose their own hours and work around other life priorities like going back to school or raising their children.

I hope to see this administration continue to remove bureaucratic red tape to allow companies to expand their workforce, grow their businesses, and show their employees how much they're valued in a growing economy. However, to be clear, not all regulations are bad. It's important to have appropriate protections to place to keep hardworking Americans, including our miners safe.

West Virginia is the second largest producer of coal in this country. For generations, coal miners in West Virginia have helped keep the lights on across the country. We built the country, but doing so has sometimes come at a great price. In the last couple decades, West Virginia has experienced major mining tragedies at the Upper Big Branch Mine and Sago Mine, which claimed 29 and twelve lives respectively. I hope to hear more about the administration's plan to ensure that their workplaces are safe and that our workers are able to return home to their loved ones at the end of the day.

Secretary Chavez-DeRemer, as the fiscal year 2026 appropriations process moves forward, I know we'll continue to work together to address priorities and find common ground on how to

best responsibly allocate our taxpayers' resources. Thank you, again, for being here today, and I'll now turn it over to the ranking member, Senator Baldwin.

STATEMENT OF SENATOR TAMMY BALDWIN

Senator BALDWIN. Thank you, Madam Chair. Good morning, Madam Secretary. Thank you for being here today.

APPRENTICESHIP AND MASA BLOCK GRANT

We're here today to talk about the Trump administration's fiscal year 2026 budget request for the Department of Labor. Yet, we have barely a page of information on the budget proposal less than 5 months before the start of the new fiscal year. What the administration has chosen to highlight in that one page is the establishment of a Make America Skilled Again block grant.

A central element of that block grant is cutting funding for the department's workforce development programs by roughly half. This is a theme of this administration; slash programs that Congress created on a bipartisan basis for Americans. Put a slogan on it and say, without any evidence, great things will happen. This administration talks loudly about supporting and protecting American workers, but its actions are telling a very different story.

Its chaotic tariff policies will mean fewer high skilled jobs while increasing costs for workers. These cuts in this budget request would mean fewer opportunities for workers to gain the skills they need for good and high paying jobs. The budget requests make for a new Make America Skilled Again program, argues that it will promote the full range of post-secondary education and training options.

Secretary Chavez-DeRemer, if that were really the goal, I would be right there with you. I have long fought to boost trade schools, career and technical education, apprenticeships, and any proven pathway that gives people opportunities and a chance to succeed. But the real goal here is not that the goal is cutting bipartisan programs that help my constituents get the skills they need to make room for tax cuts for corporations and the wealthy, another theme of this administration. Madam Secretary, when we met a couple of months ago, there was more that we agreed on than we disagreed on. For example, we talked about the importance of registered apprenticeships. I have been proud to support efforts to expand them in Wisconsin. In our State, employers train 10,000 registered apprentices in 200 different occupations every year, but you're proposing cutting funds for States and local workforce training programs which support apprenticeships. Those cuts would be nearly a third.

You're proposing to totally eliminate the Job Corps program. In my State, it's a program that gives so many students vital training and opportunities. And you have terminated already appropriated funding to increase and support apprenticeships in fields newer to the apprenticeship model like teaching.

It just doesn't add up between what you have already done and what you're proposing in your fiscal year 2026 budget. This will leave Wisconsinites with fewer opportunities to find that pathway to a good paying job and a stable life. And that's what we know

from the very few details that have been provided so far. I'm worried about what other supports you might want to take away from workers when that full and detailed budget request comes out.

#### ADMINISTRATION TRANSPARENCY

I'm concerned that what I have seen at the department over the last 4 months doesn't bear any resemblance to our conversation prior to your confirmation. That's because this administration is being led by OMB (Office of Management and Budget), Elon Musk, and DOGE (Department of Government Efficiency), who are exerting unprecedented control over executive branch agencies and crossing the line of separation of powers.

#### PREVENTING EXPLOITATIVE CHILD LABOR

Madam Secretary, while I heard your words, expressing support to combat forced labor and child labor exploitation around the globe, actions to date tell a different story. Terminating hundreds of millions of dollars in grants that our laws require the department to award and characterizing them as America Last programs reveals a different priority.

That funding helps prevent labor exploitation abroad, which supports American workers here at home. As long as big multinational corporations can turn a blind eye toward labor abuses, down their supply chains, and get the green light to move operations to the lowest cost countries that don't respect workers' rights, American workers will pay the price. Madam Secretary, it's your job to make sure they compete on a level playing field where we will win.

#### ELIMINATION OF WOMEN'S BUREAU GRANTS

Here at home, the department has also been busy eliminating grants supporting women in the workforce. We've seen the chainsaw at work in eliminating grants to fight gender-based violence and harassment, and support women in apprenticeships and non-traditional occupations. These grants are not optional. They are in law.

On a bipartisan basis, Democrats and Republicans put into law that your department invest in programs and issue grants that reduce barriers to work for women. And, Madam Secretary, you must be familiar with shortages of trained workers, and I am sorry to see that you're turning your back on support that opens doors for women to address these workforce needs.

#### ADMINISTRATION TRANSPARENCY AND CONGRESSIONAL COLLABORATION

Finally, as a former member of Congress, you understand better than most the importance of transparency and the administration being responsive to Congress. What we have seen so far is simply not acceptable. When you were oppressed for information about the department's workforce reduction during last week's House Appropriation hearing, you provided all sorts of excuses of why you couldn't respond, including that you didn't have final figures.

I wrote you 2 months ago and asked similar questions about workforce reductions through the most recent pay period, and you



failed to provide the requested information. You're the head of this agency. The buck stops with you, and you're responsible for answering these questions. This is basic information this committee and Congress need to perform our constitutional duty. This is basic information Wisconsinites and Americans deserve because it's their tax dollars.

You should also fundamentally understand our deep concern that it appears this administration is planning to ignore the law and illegally impound funds Congress appropriated. Your department was created to ensure that workers have safe workplaces, receive the pay they have earned, and have access to the high-quality training they need to prepare them for in-demand jobs. That doesn't happen by saying you're putting workers first, but by acting to put them first. It's not too late to change course, and America's workers deserve nothing less.

Thank you, Chair Capito.

Senator CAPITO. Thank you, Senator Baldwin. And now, I would like to welcome our witness, again, the Secretary of Labor, the 30th Secretary of Labor. She was confirmed in a bipartisan way on the Senate floor, 67 to 32. That's quite a feat in this environment, I will say. And Madam Secretary, welcome your remarks for 5 minutes.

#### SUMMARY STATEMENT OF HON. LORI CHAVEZ-DEREMER

Secretary CHAVEZ-DEREMER. Thank you, Chairman Capito, Ranking Member Baldwin, and members of the subcommittee. Thank you for the invitation to testify today. It's an honor to appear before the subcommittee to share the important work this administration is doing at the Department of Labor, and discuss the President's fiscal year 2026 budget request. It's a privilege to serve as the 30th Secretary of Labor and lead the department's efforts on behalf of President Trump and the American workforce.

My role as secretary is to ensure the American worker is at the center of our economic strategy. The middle-class, union workers, and small businesses have given us a clear mandate. It is my job to guarantee those men and women are not just heard, but respected, and prioritized at every level of government.

From the moment I was sworn in on March 11th, I promised to put American workers first, and that mission has guided my work from the very beginning. Through common sense reforms, we will focus the Department of Labor on that same purpose, saving taxpayers' resources while safeguarding protections that are critical to the health and wellbeing of our workforce, like enforcement efforts, inspectors, and investigators. Additionally, I'm committed to having an open-door policy for every worker.

#### AMERICA AT WORK TOUR

As their liaison and advocate, I am committed to painting an accurate picture of laborers' needs and concerns to the President. I launched my listening tour, America at Work, to hear directly from the men and women on the ground who are living this day in and day out. The real-life insights and experiences are imperative to shaping Federal labor policies and practices.

I told my team when I began this tour that I want to visit all 50 States to better understand regional workforce needs and we're making good headway. I've held my meetings with local leaders to learn more ways that the Federal Government can help develop a skilled workforce, improve infrastructure to attract business and investment, prioritize workers, and identify smart regulations that expand economic opportunity and drive job growth.

From a training facility demonstration with the International Brotherhood of Electrical Workers in Pennsylvania, to a day spent with students learning to become aviation mechanics in Nevada, I am experiencing and relaying these challenges and triumphs of America at Work. We have a responsibility to turn these stories into actions through smart reforms and Federal solutions that deliver those results.

#### AMERICA FIRST AND ECONOMIC STRATEGY

This worker-centric approach is part of the broader economic momentum President Trump is driving. With nearly \$10 trillion in private investments so far, Americans are seeing great progress in the growth of our jobs, our economy, and our competitive edge.

To further stimulate economic growth, the Trump administration is overhauling the waste, fraud, and abuse that has characterized the Federal Government's use of tax dollars for decades. The Department of Labor is eliminating unnecessary red tape that stifles innovation. We are on track to restore freedom and purchasing power to hardworking men and women. For example, the Labor Department recently uncovered \$4.4 billion of unspent and unusable Covid funding, and is actively working to return that money to the Treasury in its entirety.

When Americans' hard-earned tax dollars aren't wasted, more of their paychecks can go toward things that actually matter; putting food on the table, gas in the cars, and providing stability for our families. Workers are the cornerstone of our economic comeback, and that's exactly why America First policies matter. I stand by ready to equip, train, and support our workforce so that they can thrive in the ever-changing job market.

#### MASA GRANT AND REGISTERED APPRENTICESHIP

Consistent with these efforts, the President's fiscal year 2026 budget gives States and localities flexibility to spend workforce dollars in a way that makes the most sense for them. By consolidating siloed Federal training programs into a single Make America Skilled Again grant, States will be able to spend more time and money delivering high quality training for their workers, and less time complying with burdensome Federal regulations.

Pursuant to two critical executive orders, my department is hard at work to collaborate with the Departments of Commerce and Education to unlock the potential of the American worker. We are looking to strengthen registered apprenticeships, modernize workforce development programs, and invest in opportunities that upskill workers to meet current labor market demands. I'm confident that by revitalizing our workforce and preparing workers for the jobs of tomorrow, we are breathing life into the American dream.

I believe, as you all do, that we must work together to foster an economy that ensures every American can thrive with good pay, safe working conditions, and that secure retirement. It is my honor to work on behalf of President Trump as we bring jobs back to the United States and put the American worker first again.

I look forward to working with Congress each and every day on these important goals, and I look forward to our discussion here today. Thank you, Madam Chairwoman.

[The statement follows:]

#### PREPARED STATEMENT OF LORI CHAVEZ-DEREMER

Chair Capito, Ranking Member Baldwin, and Members of the Subcommittee, thank you for the invitation to testify today. It's an honor to appear before the Subcommittee to share the important work this administration is doing at the Department of Labor. It's a privilege to serve as the 30th Secretary of Labor and to lead the department's efforts on behalf of President Trump and the American workforce.

My role as secretary is to ensure the American worker is at the center of our economic strategy. The middle class, union workers, and small businesses have given us a clear mandate. It's my job to guarantee those men and women are not just heard, but respected and prioritized at every level of government.

As a small business owner and as the daughter of a Teamster, I understand firsthand the innate desire of all Americans to see their hard work respected, their labor worthwhile, and their families supported. I have seen the power of a paycheck and what it means for the individual, their families, and their communities. Now, I get to help secure the best wages, most meaningful retirements, and safest workplaces for families like mine.

From the moment I was sworn in on March 11th, I promised to put American workers first—and that mission has guided my work from the very beginning. Through commonsense reforms, we will focus the Department of Labor on that same purpose—maximizing opportunities for American workers with a smaller Federal footprint, while safeguarding protections that are critical to the health and wellbeing of our workforce, like enforcement efforts, inspectors, and investigators. Additionally, I'm committed to having an open-door policy for every worker.

#### AMERICA AT WORK

As a former mayor, I've always found that getting the best results requires listening first, not one-size-fits-all mandates. That's why I launched my nationwide listening tour, America at Work, to travel to communities across the country, engaging, learning, and bringing hardworking Americans' feedback with me to Washington. Their real-world insights and experiences are imperative to shaping Federal labor policies and practices.

I intend to visit all 50 states to better understand regional workforce needs, and we're making good headway. I've held many meetings with local leaders to discover more ways that the Federal government can help develop a skilled workforce, improve infrastructure to attract business and investment, prioritize workers, and identify smart regulations that expand economic opportunity and drive job growth.

From a training facility demonstration with the International Brotherhood of Electrical Workers in Pennsylvania, to a day spent with students learning to become aviation mechanics in Nevada, I am experiencing and relaying the real-world challenges and triumphs of America at work. We have a responsibility to turn these stories into actions through smart reforms and Federal solutions that deliver real results.

From region to region, what I've seen on the ground is a sense of relief and gratitude from those men and women who feel heard, respected, and empowered by this president. I have assured those workers that they will not be left behind by Washington any longer. Their voices will be valued, amplified, and reflected in our policies and budget.

I look forward to continuing my trek across the country so that as we expand our job market, I can ensure employers, businesses, and community leaders have the tools necessary to recruit and retain new workers to fill those roles.

#### SUPPORTING THE AMERICAN WORKER

Since January 20, 2025, our job market has surpassed expectations. We saw more than 464,000 jobs created, including in critical sectors like manufacturing and con-

struction. The recent jobs report for the month of April was another consecutive win for our economy, with 177,000 new jobs added. These explosive reports have been indicative of the America First strategy's success, a strategy which places workers at the top of the totem pole of priorities.

This worker-centric approach is part of the broader economic momentum President Trump is driving. With more than \$8 trillion in private investments so far, Americans are seeing great progress in the growth of our jobs, our economy, and our competitive edge.

To further stimulate economic growth, the Trump Administration is overhauling the waste, fraud, and abuse that has characterized the Federal government's use of tax dollars for decades. The Department of Labor is eliminating unnecessary red tape that stifles innovation. We are on track to restore freedom and purchasing power back to hardworking men and women.

For example, the Labor Department recently uncovered \$4.4 billion of unspent and unusable COVID funding and is actively working to return that money to the Treasury in its entirety. I also put states on notice, warning governors that rewarding illegal immigration by granting unemployment benefits to illegal immigrants will result in the loss of Federal funds.

I will continue to safeguard tax dollars and prevent their misuse because when Americans' hard-earned money isn't wasted, more of their paychecks can go towards the things that actually matter: putting food on the table and gas in cars, and providing stability for our families.

In keeping with that goal of streamlining our department and running an efficient operation, I have canceled over \$250 million in America Last handouts. Taxpayers will no longer be footing the bill for things like "enhancing transparency and accountability in Uzbekistan's cotton industry."

Restoring meritocracy has been another key facet of the America First agenda, so my team and I have eliminated harmful Diversity, Equity, and Inclusion (DEI) initiatives wherever they cropped up. To that extent, we conducted a major overhaul of the Office of Federal Contract Compliance Programs (OFCCP), which for years enforced discriminatory DEI and Affirmative Action requirements against companies doing business with the Federal government. After these much-needed reforms, qualified Federal contract staff will no longer have to worry about losing out on a paycheck because of their race, gender, or any other factor extraneous to their performance on the job.

With our workers as the cornerstone of our economic comeback, these policies matter. I stand ready to equip, train, and support our workforce so they can thrive in an ever-changing job market.

#### VISION FOR WORKFORCE DEVELOPMENT

To stay competitive both at home and abroad, Registered Apprenticeships and skilled trades pipelines are essential. Every individual brings value to our workforce and deserves the tools to thrive.

Consistent with these efforts, the President's FY 2026 Budget gives states and localities flexibility to spend workforce dollars in the way that makes the most sense for their areas. By consolidating siloed Federal job training programs into a single Make America Skilled Again Grant, states and localities will be able to spend more time and money delivering high-quality training for their workers and less time complying with burdensome Federal program requirements. In line with this approach, the budget also proposes to eliminate ineffective Federal training interventions, including the Senior Community Service Employment Program and the Job Corps program. Job Corps is a financially unsustainable and potentially dangerous program, with an exorbitant per-graduate cost and an alarming number of serious incidents reported by participants. Students are often made worse off, with the Office of Inspector General finding that program graduates made less than the poverty threshold.

Pursuant to two critical Executive Orders, the Department of Labor is collaborating with the Departments of Commerce and Education to unlock the potential of the American worker. We are looking to strengthen Registered Apprenticeships, modernize workforce development programs, and invest in opportunities that upskill workers to meet current labor market demands.

Through President Trump's Executive Order, "Preparing Americans for High-Paying, Skilled Trade Jobs of the Future," we have set a bold goal of reaching over one million active apprentices. Together with my peers, I will be presenting President Trump with a streamlined and integrated plan to re-orient Federal workforce programs to prepare the American economy for the opportunities presented by reshoring and re-industrialization.

I am confident that we will deliver on that plan through the collaboration we have fostered with local unions, businesses, colleges, and community leaders as we seek to bring everyone to the table. The Labor Department will act as a bridge, providing resources and tools that encourage states and communities to provide tailored apprenticeships and workforce development opportunities that directly tie to the needs of their local industries.

Expanding educational opportunities and resources for our students across the country is another crucial element to this robust vision. Utilizing existing career and technical education pathways to expose students at younger ages and leveraging post-secondary education funding, we will work to enhance connections between the education system and the high-paying skilled trade jobs of the future. It's imperative that we support interests in technical and skilled jobs from an early age.

As promised, I will work to expand Registered Apprenticeships into untapped industries and occupations, especially in high-growth and emerging sectors.

Since January 20, 2025, almost 83,000 new apprentices registered in programs, and over 900 new apprenticeship programs have been registered across the National Apprenticeship System. I anticipate even greater progress now that we have the momentum of the President's Executive Orders guiding Federal, state, and local entities in lockstep.

Developing artificial intelligence (AI)-oriented apprenticeships is also essential for preparing workers to meet labor market demands and technological challenges. As part of the new White House Task Force on Artificial Intelligence Education, I'm excited to identify resources and tools that help our next generation tackle the AI questions of the future.

It's a known fact that AI is changing our world and how we fit into it. It's incredibly important that our children have every opportunity to thrive in that environment. From an early age, our future workers must gain expertise and tools to drive innovation and become empowered leaders of tomorrow. To maintain America's global dominance in an age of technological revolution, Registered Apprenticeships, and even school curricula, must adapt to meet AI literacy and proficiency needs.

I will work with Deputy Secretary Sonderling and the White House to leverage authorities and financial incentives to increase participation in AI-related apprenticeships, encourage states to develop work-based learning opportunities, and promote high-quality AI skills education coursework across the country. Our American workers continue to be the backbone of our country, and we will do everything we can to ensure they remain on the cutting edge of technological advancements and global competition.

I know that by revitalizing our workforce and preparing them for the jobs of tomorrow, we will breathe life into the American Dream. I believe, as you all do, that we must work together to foster an economy that ensures every American can thrive with good pay, safe working conditions, and a secure retirement. It's my honor to work on behalf of President Trump as we bring jobs back to the United States and put the American worker first again.

I look forward to working with Congress on these important goals.

Senator CAPITO. Thank you. I'd like to next welcome the Chair of the full Appropriations Committee, who's with us here today. She needs no introduction at all, but she's committed to leading this committee in a more functioning manner, and hopefully, on the floor with our Appropriations bill. So, welcome, Senator Collins.

#### JOB CORPS ELIMINATION

Senator COLLINS. Thank you very much, Madam Chair. Welcome, Madam Secretary. Madam Secretary, as you are well aware, last month, the Department of Labor announced that enrollment at Maine's two Job Corps Centers was abruptly halted. The Loring and the Penobscot Job Corps Centers serve nearly 500 students in Maine each year, and have become important pillars of support for some of our most vulnerable teenagers. Loring also has 129 staff members, and is one of the largest employers in rural Northern Maine.

Then the administration submitted a budget request that proposes to eliminate Job Corps altogether. This will deprive thou-

sands, tens of thousands of Job Corps students across the country of the opportunity to gain valuable skills and credentials to pursue higher education, or enter the workforce, or join the military. It's clear that Job Corps, while not perfect, works.

And I want to tell you the personal story of a young woman, and I put up her pictures so that you can see her.

[Picture presentation.]

Senator COLLINS. I first met Adais Viruet-Torres in 2008 when she was a Job Corps student in Northern Maine at the Loring Center. She was originally from Connecticut. She was experiencing homelessness. She was in a very difficult, dangerous situation, and she recognized that she needed to change her life. She learned about Job Corps largely by chance, and I asked her, "How did you choose the Job Corps Center in Northern Maine?" She said, "I needed to get as far away in the Northeast from the terrible environment in which I was living that I possibly could."

Well, the story has a very happy ending. In 2019, I was the commencement speaker at Husson University in Bangor, and who comes up to me, but Adais. She had earned with honors her nursing degree. She went on to get her nurse practitioner degree. She totally turned around her life. And that is the second picture that I'm showing you, and you'll notice that she is holding in her hands the pictures that we took when the Job Corps students came in 2008 to see me here in Washington.

Job Corps literally saved her life. And she has been in the medical field ever since. It was Job Corps that made this possible. So, I, for the life of me do not understand why the administration wants to eliminate this valuable program. And I know when we've had a discussion on the cost, it is so much more expensive if someone, because of the influence and lack of support, ends up addicted or sex trafficked or in jail than it is to have them go to a Job Corps Center and receive the guidance, the skills that they need to turn around their lives. And I wanted to make this real to you by showing you the two pictures and the change in this young woman's life.

So, in making these decisions, did you consider the potential impact that halting enrollment at the two centers of Maine, and then—which you did only in the State of Maine, and also proposing the elimination of the program on people like Adais whose life was changed and I would argue saved by Job Corp?

#### JOB CORPS ELIMINATION

Secretary CHAVEZ-DEREMER. Thank you, Chairman. I appreciate this. First and foremost, I want to say at the front end, we agree that this population is somebody we all care about. That is not the essence of what we're here to talk about, but we do have to discuss the sustainability of Job Corps. I was a Job Corps champion in Congress as well. I fought for all of these kids alongside of you. I understand that how important they are to not only our respective States, but to our country as well.

We issued at the Department of Labor, and I know we've had this conversation, and I know it will be ongoing with your office and many others because it's essential that we address the population of 16 to 24. These are really essentially pre-apprenticeship programs that we know that they need the skills and the training

for their entire lives, as you said, can be many more things than just upskilling.

But we do have to look at it from a perspective and is it sustainable over time? And so, we've released the Department of Labor, a public transparency report that has never been done before and never exposed, the costs for each and every State. And I know that I've shared with many of you the respective costs. I will continue to look at this, but the transparency report shines a light of the serious flaws of this program.

So, here's what I would say. Can we imagine together what it's like to continue to focus on this population throughout the country and do it better, more responsibly and protect the American taxpayer? Because on the outcome, we want those tax dollars to be spent in a responsible way, and still have the measured outcome that serves this young woman and many others. That's what I'm focused on doing. And I am committed to each and every one of you to work through that process and what that looks like.

No final decision has been made, but we are reviewing every Job Corps facility. And I understand the President's budget is signaling that this is not something that is sustainable over time. It's a \$1.7 billion program with a 38 percent graduation rate, when oftentimes the cost of almost \$50,000 per student. And to get out about \$156,000, we are in the hole now. I would have to come to the Appropriations Committee and ask for more money to just get us back to baseline to have a graduation rate of 32 percent.

So, can we do better? I think we can. And I'm committed to working with all of you because this population of people is important to me just like it is to you. And so, if you'll allow me to continue that conversation with you along the way, I promise you we won't forget this population. We want them trained, upskilled, re-skilled, and have a job that changes their lives for the future of this country as well.

Senator COLLINS. Thank you, Madam Chair.

Senator CAPITO. Senator Baldwin.

#### FISCAL YEAR 2025 SPEND PLAN AND PROGRAM DELAYS

Senator BALDWIN. Thank you, Madam Chair. Thank you again for being here, Madam Secretary. I have a few questions to start with, which hopefully, we can get through very quickly, but regarding communication and transparency.

So, first, thank you for submitting a timely spending plan as required by the fiscal year 2025 full year continuing resolution. But what you submitted had some notations, footnotes that there are ongoing reviews of certain funding allocations. So, will you commit to having your staff provide periodic updates to the Appropriations Committee staff on that review and the department's implementation of the appropriations law?

Secretary CHAVEZ-DEREMER. Yes.

#### DEFERRED RESIGNATION PROGRAM

Senator BALDWIN. Second, will you please commit to me that your staff will notify committee staff of any programmatic delays the department experiences in spending any of the appropriated funds again, fiscal year 2025?

Secretary CHAVEZ-DEREMER. Yes. My goal is to always have the open conversations with the Appropriations Committee.

Senator BALDWIN. And then, finally, will you provide me with information on workforce reductions, including counts of the number of staff accepting deferred resignations for each of the department's offices through the most recent pay period?

Secretary CHAVEZ-DEREMER. Yes. Thank you, Senator Baldwin, if I might elaborate just a tad on that. You mentioned the House Appropriations Committee. Congressman Steny Hoyer asked me that exact question. I did not have that information at that point. So, we're still in that 45-day window. Approximately 2,700 employees have opted to take that DRP (Deferred Resignation Program). I reported that out also to Congressman Hoyer as well. So, just as an FY I.

And, also, for our inspectors and our investigators, which I think is key to the Department of Labor, the essential workers through OSHA (Occupational Safety and Health Administration), MSHA (Mine Safety and Health Administration), and Wage and Hour Division, we have exempted from taking that program because they're essential to the Department of Labor for the enforcement.

Senator BALDWIN. Okay. I want to just comment on the deferred resignation program because, you know, this administration has been crystal clear that it wants to significantly reduce the Federal workforce. And the President's Executive Order of 14210 says, "Agency heads shall promptly undertake preparations to initiate large scale reductions in force."

And information provided to Federal employees about the deferred resignation program indicated that, "The Federal workforce is expected to undergo significant near-term changes as a result of these changes. Or for other reasons you may wish to depart the Federal Government on terms that provide you with sufficient time and economic security to plan your future." This is really doing everything, in my mind, to tell employees to leave, because if they don't, they're probably going to get fired.

But anyways, Madam Secretary, I'm concerned that this administration is paying lip service to protecting and supporting American workers, but then taking actions that harm them. We see the chaotic approach to tariffs impacting small businesses and larger employers who have had their supply chains disrupted, and their workers paying the price with reduced work hours and price hikes to come.

#### EBSA STAFFING LEVEL

The department has pushed out approximately 20 percent of its staff who are now being paid not to work, which will seriously undermine the department's ability to fulfill its mission to support American workers. This includes forcing out about 25 percent of the staff at the Employee Benefits Security Administration, that we call EBSA, responsible for protecting the benefits of more than 156 million American workers and retirees.

So, prior to implementing these staffing reductions, did you do an evaluation of the impact that it would have on EBSA being able to do its job to protect Americans benefits if 25 percent fewer people were working there?



Secretary CHAVEZ-DEREMÉR. At the Department of Labor, our goal is to fulfill the mission of every agency, and that is protecting workers' rights and benefits. That's an essential part of the core mission. I can tell you there are oftentimes what's important to me as the agency head is to make sure that spending more money doesn't necessarily get us the outcomes that we need. I can tell you the tariff conversation—

Senator BALDWIN. Did you get an evaluation on what the impact would be on protecting workers' benefits by cutting that division by 25 percent?

Secretary CHAVEZ-DEREMÉR. We will always protect the American workers essential to the Department of Labor.

Senator BALDWIN. So, you did an evaluation prior to pushing out 25 percent of those workers?

Secretary CHAVEZ-DEREMÉR. As I came into office, I had committed to this committee, and every other committee, and the full committee to do every evaluation in every agency. So, I can pull back the curtain and understand exactly what I'm leading, and so.

Senator BALDWIN. I would appreciate your sharing that evaluation and analysis with the committee. And I will submit some further questions for the record because I have quite a few others.

Senator BALDWIN. Thank you.

Secretary CHAVEZ-DEREMÉR. Thank you.

#### DAVIS-BACON WAGE DETERMINATIONS

Senator CAPITO. Thank you. Madam Secretary, we've talked about this issue, it's about the West Virginia Department of Transportation and the Davis-Bacon Wage Determinations for highway construction. They're just unworkable. When the Biden administration published these wage determinations, West Virginia DOT (Department of Transportation) was not given any prior notice of the proposed changes, and therefore was unable to provide feedback and comments to DOL (Department of Labor) for publication.

The Biden wage determinations left out key job classifications that are commonly used on highway projects. It's been very frustrating. The absence of these classifications has required West Virginia DOT to go through a complicated administrative process with DOL to determine proper wages. You know, we're missing the construction season here as part of what I'm doing. Or getting to this has been significant delays in in advertising, but also awarding construction projects.

I know that your staff has been working on this with our West Virginia DOT, and with me, and my office to make sure that our highways are safe, and durable, and drivable. So, will you commit to continue working with me to resolve this issue to ensure that West Virginia's highway construction projects can begin without undue burden?

Secretary CHAVEZ-DEREMÉR. Yes, absolutely. And I know my staff has been in touch with your staff and West Virginia DOT to try to resolve these specific issues. I'm committed to working with the Wage and Hour to ensure that prevailing wage are being correctly calculated and applied appropriately. So, I am committed to working with you on this issue.

## CLOSURE OF REGIONAL MSHA OFFICES

Senator CAPITO. Thank you. That's a timely request. Let's talk about MSHA. I mentioned it in my opening statements. Obviously, it's important to a State like West Virginia, the health and safety of our Nation's miners. I'm really concerned because I'm hearing from my constituents that MSHA offices in West Virginia are closing.

I'm worried that will reduce the number of mine inspections which are essential to ensuring that coal that powers our Nation is mined safely and that workers return home to their families. West Virginians know far too well the importance of keeping our miners safe, on the job, having endured the tragedies that I mentioned earlier.

Can you elaborate on MSHA's plan for office closures in West Virginia, and I'm going to name the three that we heard recently that were going to be closed? Those were in Summersville, Mount Hope, and in Welch.

Secretary CHAVEZ-DEREMER. Yes. Thank you. Again, there's no worker, including our miners, which I know are very important to you in West Virginia, that should be concerned about not returning home safe. My goal, as the agency head, is to make sure every worker is protected.

As far as it relates to the MSHA offices, we're working with GSA (General Services Administration). That is under GSA's purview. I'm working with them and advocating for those leases to stay open throughout. I don't have the exact number for you, but it's a critical mission to keep for our inspectors and our investigators to be there to make sure that they're assisting, to make sure those miners are safe. And I will give you that updated list, but it is to keep those offices open and retain those leases, but we're working on those now.

Senator CAPITO. Yes, much appreciated. I would say that close proximity, it's tough to get from one place to the other in case of an emergency. It can really create a lot of lag time if we don't have MSHA there, and with our companies and our workers to be able to not just be protective, but to react in case of an emergency. So——

Secretary CHAVEZ-DEREMER. Absolutely.

## MAKE AMERICAN SKILLED AGAIN GRANT

Senator CAPITO [continuing]. Please keep that front and center. Let me ask you this question. What is it, Make America Skilled Again?

Secretary CHAVEZ-DEREMER. That's right.

Senator CAPITO. Okay. When you say that you've folded—I think I'm hearing that you folded workforce programs into one big bucket. Is that how you're doing—how many different programs do we have in workforce development?

Secretary CHAVEZ-DEREMER. Well, there are several, and the goal is to work with our State partners. I can tell you as I tour around, you know, see all 50 States, and visit with the American worker, and visit with our community colleges, our career and tech-

nical education schools, the flexibility in modernization of getting that workforce investment is going to be key.

I look forward to working with Congress on WIOA (Workforce Innovation and Opportunity Act), making sure that they have the information that they need to get that through Congress, as a former member, and supporting that on education and workforce is going to be key for workforce investment. So, it's the flexibility of doing so with our respective State. So, yes, Make America Skilled Again, through essentially a block grant for the flexibility in order for them to have access that's going to be key for those local communities.

Senator CAPITO. Okay. In my mind, what has worked in some instances in West Virginia has been a public-private partnership—

Secretary CHAVEZ-DEREMER. Absolutely.

Senator CAPITO [continuing]. With workforce programs where students who are maybe a junior, senior, maybe they're in career and technical, maybe they're in regular high school, they don't really—are unsure as to what direction they want to go.

I'll use Toyota as an example. They work with the local community college to do a blended work-study kind of program that at the end really can result in a full-time job, a life job with a great company like Toyota. And so, I wouldn't—I'm sure you're doing this, but there's a lot of companies who come to us and say; we can't find the workforce, we can't do this.

And, you know, the money spent upfront with younger students so they can be exposed to different kinds of careers, and also through a work-study kind of a program that really shows them the benefit of working, the benefit of making, the benefit of learning, the benefit of being able to move up. I mean, we must have the private sector right there with us at the department.

Secretary CHAVEZ-DEREMER. I couldn't agree with you more, the sponsorship, so to speak, of these companies.

Senator CAPITO. Right.

Secretary CHAVEZ-DEREMER. I just visited that in Arizona, the exact same model. And we're seeing best practices across the country from a lot of our businesses working with our local education systems to do just that. It's finally that connection between what is the market demand, how can we train them specifically in their respective States and have the outcome for the companies who are asking us for A, B, and C of the type of workers they need.

And so, how we connect those dots is essential for me. And so, that is the key to my America at Work tour; to visit all 50 States and understand what the market demand is and how we connect those dots. And that is going to come through Make America Skilled Again grants.

Senator CAPITO. Thank you. Senator Reed.

#### JOB CORPS ELIMINATION

Senator REED. Thank you very much, Madam Chairman. And welcome, Ms. Madam Secretary.

Secretary CHAVEZ-DEREMER. Thank you.

Senator REED. Thank you for the thoughtful call this week. I appreciate it very much. Like Senator Collins, I'm troubled by the proposed elimination of the Job Corps. She said very passionately,

and I support her 120 percent. As I discussed with you over the phone, we have a Job Corps Center in Exeter Rhode Island, and it's not only critical to these young men and women to develop their talents and be productive members of our society, but also, it's a key aspect of our submarine production with their relationships to Electric Boat at Quonset Point, Rhode Island.

If we don't have these trained, skilled workers, we'll fall behind further and further in terms of submarine production, which will be a detrimental, is an understatement, to our national security. And, again, I think it's something that we have to seriously reconsider this reduction. What I've heard already is that you ceased background checks on new students, so they cannot enroll new students going forward at this point.

Secretary CHAVEZ-DEREMER. Yes. There is a pause.

Senator REED. So, that pause is really preventing young people from qualifying to go and start the next year of school.

Secretary CHAVEZ-DEREMER. Yes. Well, as we continue to review, there is a pause because, again, the transparency report, what we're seeing in costs. No final decision has been made. And that's why I'm so committed to working with each and every one of you and understanding that.

And I know through our conversation on the phone, Senator, in your respective State, how important this was for you. And I think we talked a little bit about the numbers. You have the one Job Corps Center, Exeter—

Senator REED. Exeter in Rhode Island, yes.

Secretary CHAVEZ-DEREMER [continuing]. I think you mentioned that specific, and intentional in working with the companies. And while there's a difference in certain Job Corps Centers, I know that the cost per enrollee there is \$65,000 and cost per graduate is about \$191,000. What we also know, as I mentioned, kind of as a whole, the overall graduation rate is about 38 percent.

And so, again, most of the Job Corps graduates that they come out are making just under \$17,000 a year. So, my goal is to not forget this population and work with you all on how we transition to a pre-apprenticeship and the President's executive order on 1 million apprentices throughout the country is going to be a directive to me and the Department of Labor to make sure that we are addressing that across the board.

#### JOB CORPS TRANSPARENCY REPORT

Senator REED. Well, let's go to that transparency report you referred to consistently. All these numbers are based upon data from really the heart of the Covid epidemic, in which, because of Covid, enrollment was at 34 percent. Today, enrollment is at 75 percent. And if you ran those numbers today, the cost per student would go down dramatically.

So, your argument that this is just a waste and too expensive is a direct result, a calculated result of picking the most favorable point you could to reinforce an argument I would expect the administration had before you even got there, which is let's get rid of this program and find some numbers to justify it.

Secretary CHAVEZ-DEREMER. That's not a true statement. It's not a true statement.

Senator REED. What year is it are these numbers coming from?

Secretary CHAVEZ-DEREMER. Well, they are pre-Covid, but the same amount of dollars were spent despite how many enrollees were there. So, it's more than just the one-legged part of the stool of the cost. The transparency report also let us understand that there are other flaws in the program. And through that transparency report, we saw that there are many of these students who were in harm's way, whether through rape, murder, incident reports that have come out.

So, I have to look at the whole picture, but I can tell you this. I want to care about the apprenticeship side of this. So, it's not a forgotten on this population. I will work with you specifically in your State to address those students.

Senator REED. Well, let's look at the transparency report another way. It appears to count students, for example, going into military service or further education as having zero earnings. As a result, you can make the argument that after all this money is spent, these young people don't get jobs worthwhile, et cetera. This is a calculated, not transparent, but deceptive report, in my view. So, I would hope you would recognize that and review it.

#### BLOCK GRANT CRITIQUES

The other aspect I think we have to stare straight at is this block grant approach to training. I've been serving here for a while. Block grant is a deliberate approach that's been taken by many administrations to gradually end programs, because all you do is the next year, if inflation is 3 percent, the block grant goes up 1 percent. And after about 5 or so years, States begin to say, "We're not getting in enough money to do this. Why should we put our money in here"

Further complicating the block grant approach is that if you look at the totality of the Trump budget, the question in States, your State, West Virginia, how are we going to make up the cuts to Medicaid that will basically undermine our entire healthcare system? How are we going to make up the cuts to elementary and secondary education?

For example, in my State, around \$34 million from Medicaid goes into taking care of young students. There do the States, say, well, we can't afford that anymore, et cetera. So, what you're going to see in reality is that this block grant will rapidly deteriorate to nothing, and two, States will not have the ability to get partnership because given the choice of saving a healthcare system or saving a school system, I would suspect they would choose that over some of this training.

So, again, this approach is, seems to me to be entirely unsubstantiated by real analysis, and something that's going to cause more problems, and it's not going to deliver training to young people. And, you know, the other thing is—no, clever remarks are the downfall of people. Thank you.

Secretary CHAVEZ-DEREMER. Thank you, Senator.

#### FUTURE JOB GROWTH

Senator CAPITO. Thank you. We are waiting—we're in the middle of a vote, so I'm going to take license here to ask another question.

As you look across the whole labor statistics and jobs of the future, where are the biggest shortages that you're hearing at the Department of Labor that you can project over to the next 5 to 10 years?

Secretary CHAVEZ-DEREMER. Well, as we do the full analysis, we are seeing the manufacturing jobs come back as I visit with companies and businesses throughout the country on this tour. And even previous to that, in Congress, we've, you know—as you know, we meet with many corporations and businesses, and the American worker as well as a former mayor, understanding what's on the ground.

So, we're seeing the manufacturing jobs, construction jobs come back to the United States. It's that missing connection right out of college into these companies. Also, what we're seeing is AI (Artificial Intelligence). We're seeing that as well come forward and how we're going to direct the future in the modernization and assist the American worker with artificial intelligence.

And that's another executive order from the President, is to train these American workers to that degree as they're needed. If we're talking about workforce development in agriculture as well, the precision agriculture. What we're seeing is incredible on the ground.

So, there's a lot of sectors we're seeing those job numbers come back. 177,000 new jobs last month, 228,000 the month before, almost 451,000 new jobs have come forward since the President took the helm. So, I'm looking forward for that to grow.

Senator CAPITO. Okay. Before I turn to Senator Murphy, I would put healthcare on the list. Senator Murphy.

Secretary CHAVEZ-DEREMER. Those numbers went up as well, Senator.

Senator CAPITO. There's still—I mean, you hear it everywhere. I'm sure you hear it in your State.

Secretary CHAVEZ-DEREMER. But they're coming back.

Senator CAPITO. Yes.

Senator MURPHY. Thank you very much, Madam Chair. Good to see you, Madam Secretary. Thank you very much for being here. When we had a chance to talk during your confirmation hearing, you know, I raised a worry that I think reflects what many Americans are talking about today; the access that a handful of very powerful people have to the President to the White House and to this administration.

It feels like, you know, if you're powerful, if you have connections to the President, you can get some special deals. And, in particular, a lot of folks in this country you know, have been very concerned about what Elon Musk's agenda has been. What is he getting and it seems over and over again that the cuts that are happening throughout the government are specifically advantaging Elon Musk and his companies.

#### OFCCP ELIMINATION AND INVESTIGATION STATUS

And so, I want to ask you about an office that has essentially been eliminated under your watch and ask you to explain to us what the story is here. The Office of Federal Contract Compliance Programs is a really important office that has been supported by Republican and Democratic Presidents. In fact, President Trump

during his first term talked pretty glowingly about the success it had had in cracking down on the abuse of workers, in particular discrimination against workers.

You have effectively eliminated this office. You have reduced its employee count from 480 to 50. It was a 90 percent reduction. There were 55 offices protecting workers all across the country. There are now four. The office in Hartford, Connecticut has been closed. All of this is likely illegal because we have appropriated money for this agency in its functions. You are not allowed to just eliminate appropriations that have been mandated by Congress.

But of course, it's had a real impact on workers. Workers no longer have this agency representing them. And in particular, this seems like it worked out very well for Elon Musk because there was an open investigation against one of his facilities in Fremont. And I can't even actually say out loud the words connected to this allegation, because Black employees at this Tesla facility were allegedly subject to routine racial abuse, pervasive stereotyping, and hostility.

The epithets range from the N word, to monkey, to boy, to other insults I can't say in this committee. And there was an open investigation relative to the abuse of Black employees at this facility. That investigation is now closed. That seems like a really convenient win for Elon Musk.

And so, tell us what's going on here. How do you justify the closure of an agency that was supporting workers, protecting workers? And I'd love to know if you had had any conversations with Elon Musk or his representatives who were in your agency on behalf of DOGE, relative to the closure of this specific agency.

Secretary CHAVEZ-DEREMER. Thank you, Senator. Well, first and foremost, our Nation's non-discrimination laws are, continue to be fully enforced at the Department of Labor. And anywhere else on top of that, as you know, I will not be able to discuss this because it is under litigation now. So, I cannot go into any other comments in regards to that. And that would be true for many things that the Department of Labor is being sued for I cannot discuss.

Senator MURPHY. Well, you can certainly discuss with this committee why you eliminated the agency. I mean, this is a legitimate matter for the Appropriations Committee. You can tell us why you eliminated the agency, and you can certainly answer a question as to whether you had any conversations with Elon Musk about the elimination of this agency, which was actively investigating one of his facilities.

Secretary CHAVEZ-DEREMER. I cannot discuss it as is in litigation. I have had—Elon Musk gets no special treatment from the Department of Labor or from me.

Senator MURPHY. Is it true that that investigation into his facility—again, these are really outrageous allegations.

Secretary CHAVEZ-DEREMER. I have no reference to even that case. I've had no conversation.

Senator MURPHY. But you can confirm that it was closed.

Secretary CHAVEZ-DEREMER. I don't even know about that specific case. I would not be able to comment on that.

## OFCCP ELIMINATION AND INVESTIGATION STATUS

Senator MURPHY. All right. Can you answer that question to the committee? Can you answer that for the record? I mean, if you don't know now, can you get the answer to that as to whether that specific investigation——

Secretary CHAVEZ-DEREMER. As it relates to OFCCP (Office of Federal Contract Compliance Programs)——

Senator MURPHY [continuing]. On the Tesla facility was closed?

Secretary CHAVEZ-DEREMER. As it relates to OFCCP, I cannot comment because it is in litigation. I know nothing about that case.

Senator MURPHY. Well, you can certainly tell this committee whether investigations are open or closed. I'm not asking you to do it now. You say you don't know.

Secretary CHAVEZ-DEREMER. I'll consult with my team, and my legal team, and get back to you on that.

Senator MURPHY. Well, Madam Chair, there is a lot of litigation pending.

Secretary CHAVEZ-DEREMER. That's right.

Senator MURPHY. But that should not shut down the oversight role of this committee to get information as to why key oversight agencies have been closed or information regarding open investigations.

So, I look forward to working with the Chairman, and the ranking member, and you to make sure that litigation doesn't get used as an excuse to try to paper over what may be some pretty substantial problems, potentially undue influence by Trump's billionaire friends at the department.

Secretary CHAVEZ-DEREMER. That is not the case. And non-discrimination laws are fully enforced 100 percent at the Department of Labor, and will continue to be. And I look forward to working with you as well, Senator.

Senator MURPHY. Thank you. Thank you, Madam Chair.

Senator HYDE-SMITH [Presiding]. Thank you, Madam Secretary, for being here today. I represent Mississippi and——

Secretary CHAVEZ-DEREMER. Yes, ma'am.

## DATA COLLECTION

Senator HYDE-SMITH [continuing]. Our State is experiencing strong economic momentum with record-breaking capital investment and job creation. However, our labor force participation rates remain one of the lowest in the Nation. We face challenges such as being predominantly rural, high poverty rates, and several other barriers as well. This complicates reliable data collection, especially when it's not sourced from trusted State-level partners. We've also seen growing concerns with studies from the Bureau of Labor Statistics, particularly as survey response rates do continue to decline.

Do you believe States should play a larger role in collecting labor market data to ensure more accurate information to support policy-making, to help out-of-work Americans get jobs?

Secretary CHAVEZ-DEREMER. Well, thank you for the question, and it's so nice to have visited with you. And thank you for being here today. Bureau of Labor Statistics is independent of the Department of Labor and will continue to be. That's an important——



again, the data is important, but it is independent of the Department of Labor. And I can't put my thumb on the scale for the collection of the Bureau of Labor Statistics.

#### HUMAN TRAFFICKING

Senator HYDE-SMITH. Whether the State would do a more accurate job, or—I understand that. One of the things that we're concerned about is human trafficking.

Secretary CHAVEZ-DEREMER. Absolutely.

Senator HYDE-SMITH. And, of course, it's just an unspeakable atrocity. This continues to plague our Nation at deeply alarming rates. Labor trafficking, a form of exploitation that forces individuals to work through coercion, fraud, or by force. It's particularly troubling aspect of this crisis. It's happening in every State, and it's something we must confront head on.

Can you elaborate on the department's approach to combating labor exploitation and human trafficking, especially as it pertains to your collaboration with law enforcement?

Secretary CHAVEZ-DEREMER. Yes. Thank you, again, for that. Combating the exploitation of any child should be not tolerated by anyone, any company, any business anyone in the Federal Government. So, that is a number one goal for the Department of Labor, is to combat child labor, child trafficking, human trafficking.

And so, working with our law enforcement teams is essential to combating that. But at the Department of Labor, our goal is to fully enforce the law and make sure that we are using the full enforcement capability of the Department of Labor to crack down if someone is knowingly breaking that law. And we will double down to do that.

Senator HYDE-SMITH. And how are staff at the department being provided with training and support to enhance the identification of potential trafficking situations? What's your training program like?

Secretary CHAVEZ-DEREMER. Well, it's essential through the Department of Labor to make sure that we have the highest skilled employees to make sure that we can work with our State partners and our businesses throughout the country so that we can identify where that is happening.

And we can have that enforcement agency make sure that we're reaching out and through the Inspector General's Office as well as our enforcement offices, to go in and be able to understand what the possibility or the alleged—you know, if it's child labor, if it's child trafficking, that we can get the full picture in order to—that they understand that we have to have that in the full enforcement of the law.

Senator HYDE-SMITH. So, you're comfortable with the training practices you have in place now?

Secretary CHAVEZ-DEREMER. Well, it's essential that we make sure that that is—the enforcement capabilities of the Department of Labor is unique to this agency, that we have the full enforcement through our Inspector Generals and our agents on the ground.

Senator HYDE-SMITH. Is there anything this committee can do to assist you or your agency in that?

Secretary CHAVEZ-DEREMER. Well, I would certainly like to have a more comprehensive conversation, maybe specifics in your respective States about what you need from the Department of Labor and work together.

#### JOB CORPS ELIMINATION

Senator HYDE-SMITH. Great. Thank you very much. And I also, as with Senator Collins, I'm concerned about the Job Corps Center's locations in Mississippi closing. Hopefully we will have something to replace that, because it is a great concern. They're all over the State. Gulfport, Batesville. Crystal Springs is close to me. They are very valuable to Mississippi. I would like to just associate myself with Senator Collins' comments.

And now, we go to Senator Britt.

Senator BRITT. Thank you so much, Madam Chair, and thank you for bringing up those important issues. I think we're all seeing that in our States and so look forward to working with you to make sure that we get these things right.

#### AMERICA AT WORK TOUR

So, Madam Secretary, you have hit the ground running at the Department of Labor. You just kicked off your America

Works or America at Work tour. So, tell me about that. Obviously, you've been listening, learning, coast to coast. We certainly want to have you in Alabama, but I'd love to know, what are you hearing from people all across the country? What are their greatest concerns, and what things do you feel like you need to be taking action on?

Secretary CHAVEZ-DEREMER. Well, certainly, the topic is the workforce. And when I'm on the ground, and part of the equation, and how we're going to grow this economy, you know, the President has a mandate that growing the American economy is key. Giving more power to the people, keeping more money in their pockets. So, connecting the dots of the workforce to what the market demand is.

So, on the ground, the questions that I ask when I'm visiting with these American workers is what are the barriers? How can we assist you? What's the workforce training? What gets in the way of you deciding to join the labor force? And those answers can be vast. Obviously, it can be families, it can be childcare, it could be funding to get the skills that they need.

So, my job is to fill in those gaps. How can I assist in doing those? And so, some of the things that we're hearing not only from the companies are we want more workers, men and women, to join the labor force. We want that participation rate to go up. And it's been holding steady, we want it to go up.

#### WORKFORCE PARTICIPATION AND CHILDCARE

Senator BRITT. Absolutely. So, that's one of the things we talk about in our State, is how do we increase our labor participation rate? You touched on a number of things, and I think my colleagues have asked some questions about apprenticeships and that kind of thing.

I want to hone in on one thing that really hasn't been discussed today that you just brought up, and that is childcare. Whether I am at the top of the State or the bottom of the State, or whether I'm at my largest manufacturer or a small business on Main Street, they say, you know, workforce is an issue and they continue to either lose people because of reliability or affordability of childcare, and/or it is more challenging to recruit.

When we started digging in on this, we saw that about 59 percent of stay-at-home and/or non-working, or part-time working parents say they want to reengage in the workforce, but that affordability or accessibility of childcare is an impediment to that.

Now, look, if you want and have the opportunity to stay home, I absolutely want that for you. But if you want to re-engage in the workforce and help with President Trump's vision of building back America, then I want to make sure that we remove those impediments.

You know, a question for you, and certainly don't want to ask you to comment on any specifics, but you can say definitively that this is something you hear from workers, both large and small, and employers across the country?

Secretary CHAVEZ-DEREMER. Absolutely. And you know, in Congress, I heard it as well. I did a listening tour in Congress through Agriculture. That's not a place that I would've thought I would've heard childcare—

Senator BRITT. Absolutely.

Secretary CHAVEZ-DEREMER [continuing]. For our farmers and ranchers.

Senator BRITT. And what we've seen is that between the ages of 0 and 5, a parent spends about 22 percent of their income on childcare. When you look at our economy across the board, it's \$122 billion a year. We lose to this reliability issue.

I have a specific piece of legislation, a bipartisan piece of legislation, the Child Care Availability and Affordability Act, that really puts parents back in the driver's seat and also encourages businesses, both large and small, to be a part of the solution. I think it's critically important that we empower parents, we empower hardworking Americans, and we help create a path for their American dream, and for prosperity.

So, not asking you to comment on the specifics of my legislation, but knowing that we could be doing more to help these hardworking parents, I think you would say that's something that you agree with?

Secretary CHAVEZ-DEREMER. Absolutely. And whatever technical assistance I can give to any member of Congress as they move their own legislation through, I'm glad to do it and give you that data that you might need to work with your—

Senator BRITT. Wonderful. We'd love to continue to work with you as we build momentum. We've been building it in a bipartisan way. I think this is something Americans deserve better from us, and we're trying to produce that.

Last year, I actually asked the Federal Reserve chair about these common-sense reforms that I'm talking to you about, and said, if we were to do this, you know, would this actually help with our

labor participation rate? And, you know, he said, absolutely. So, I'm glad that you agree with that as well.

#### APPRENTICESHIPS

In my last few seconds, just want to talk a little bit about apprenticeship programs. I know that there has been some different information out there and wanted to give you an opportunity to speak to the fact that President Trump, and obviously the department, value these apprenticeship programs and continue to work to create pathways for them.

Secretary CHAVEZ-DEREMER. Well, thank you. I'll be brief. 1 million apprentices is what the President is asking in order to fulfill the need for those workers to grow this economy. We have anywhere between 680,000 to 700,000 apprentices now. We want more apprentices in the pipeline.

So, we're working very diligently through the Department of Labor to have that really lean into those registered apprenticeships, and give the tools that are necessary for those companies to say that's what you want to do.

So, for an example, International Association of Firefighters just launched their first apprenticeship program because we know we need our firefighters throughout the country. And so, again, I think we've added about 83,000 apprentices since January. And so, we're well on our way to that million.

Senator BRITT. Thank you so much. I look forward to working with you on all these issues.

Secretary CHAVEZ-DEREMER. Thank you, Senator.

Senator HYDE-SMITH. Senator Baldwin.

Senator BALDWIN. Thank you. Senator Britt just teed up the path that I wanted to take on registered apprenticeships. It's, obviously, a high-quality pathway to help workers find jobs that pay good wages. And since fiscal year 2016, Congress has worked in a bipartisan way to invest in apprenticeships. I've long been a champion of registered apprenticeships as Wisconsin was the first State in the country. We talked about this to have one.

And I was particularly excited to see expansion of registered apprenticeships in new sectors, including in education. It can be hard to stand up a new apprenticeship. And the Federal Government has funded intermediaries to help provide technical assistance to do just that and other supports to entities that are interested in creating or growing registered apprenticeships.

And it's why, and I said this in my opening comments, I was really disappointed that in the first few months of Trump's presidency, we seem to be going backwards on apprenticeship expansion. The administration has canceled several apprenticeship contracts including contracts that were helping various communities grow their apprenticeship programs.

And then the President's fiscal year 2026 skinny budget request came out, which seeks to really decimate funding at Department of Labor State and local workforce programs by over a third. At the same time, President Trump also issued an executive order calling for, as you just mentioned, 1 million new apprentices in our Nation. And those actions seem to be at odds with one another.

So, Madam Secretary, will cutting funding for apprenticeship programs and significantly cutting funding for workforce training programs that support apprenticeship programs, how does that advance the goal of 1 million new apprentices?

Secretary CHAVEZ-DEREMER. Well, doing business as it's been done in the past hasn't always produced the best outcomes. I'm working very closely with this administration on reaching that goal of 1 million apprentices throughout the country. And as you've just heard me say, we've added about 83,000. Chair Capito said the same thing. Working through the public-private partnerships, and assisting our Federal and State relationships, fostering that, I think, is what's key here.

You know, as a former mayor and on the ground, it was essential to me to understand where our needs were in the education system with our community colleges, our current technical education. Partnering them with private sector and public sector, I think, is where the key is, and making it easy to modernize.

I just sat with the department yesterday to talk about the apprenticeship program and how we can develop a more streamlined, modern approach to make it easier and more flexible to even work the system in itself. So, while I think saving money is reconciliation with doing the same thing—

Senator BALDWIN. Do you know why those contracts were terminated if that's just the approach that you say you'd like to take?

Secretary CHAVEZ-DEREMER. Well, the approach is that we want to grow the apprenticeship program, and that's exactly what we're doing. And we're going to continue to do so. And that is being on the ground and understanding what the market demand is. I will do everything in my power to make sure that our workforce investments are key to our respective industries and work with those partners to develop those.

Senator BALDWIN. So, registered apprenticeship programs are successful because of important standards that ensure apprentices are trained to learn the skills they need in a safe setting. And I want to be clear to reach the goal of 1 million new apprentices with more limited resources, as is in the skinny budget, weakening the standards of registered apprenticeship programs, is not on the table.

Secretary CHAVEZ-DEREMER. We're not—listen, the goal is to enhance, promote, and foster, and grow these apprenticeship programs. We want to protect the American worker. That is the everything I do every single morning when I walk into that office, I think about the American worker first. Every decision that is made, and we're going to make it better for the American worker. That's what the President is asking me to do. That is why we're bringing so many people to the table, and that's why you're going to see this economy grow for the American worker. And I will never get off that point that the American worker will come first.

Senator BALDWIN [Presiding]. Okay. Thank you again for being here—

Secretary CHAVEZ-DEREMER. Thank you.

Senator BALDWIN [continuing]. Madam Secretary. That will end our hearing today, and I'd like to thank my fellow committee mem-

bers for thoughtful questions and a thoughtful conversation. And thank you, again, Madam Secretary.

#### ADDITIONAL COMMITTEE QUESTIONS

For any Senators who wish to ask additional questions, questions for the record will be due one week after the full budget request is released. And the hearing record will also remain open until then for members who wish to submit additional materials for the record.

[The following questions were not asked at the hearing, but were submitted to the Department for response subsequent to the hearing:]

#### QUESTIONS SUBMITTED TO HON. LORI CHAVEZ-DeREMÉR

##### QUESTIONS SUBMITTED BY SENATOR JERRY MORAN

*Question.* The President has affirmed this Administration's commitment to utilizing apprenticeships to expand the American workforce, including directing the Department of Labor, to submit plans by this summer to facilitate enrolling at least 1 million new apprentices. One of the most effective tools to support apprenticeship programs has been the use of Industry Intermediaries which allow sectors to tailor programs and outreach based on practical knowledge and the specific needs of its employers.

How will the Department continue to support these key partnerships and what role will Intermediaries play in the Department's overall plans to support and expand apprenticeship programs?

*Answer.* The Department is committed to expanding Registered Apprenticeship programs and believes that our key partnerships with industry are crucial to this expansion. The Department currently partners with 15 industry intermediaries to expand the use of Registered Apprenticeship in a wide variety of sectors, including supply chain automation, nanotechnology and semiconductors, information technology (IT), cybersecurity, healthcare, advanced manufacturing, logistics, hospitality, and the energy sector.

These intermediaries support Registered Apprenticeships in these industries, including, but not limited to, the following activities:

- Conducting outreach to employers, unions, and others to promote Registered Apprenticeship and provide technical assistance to launch and sustain programs.
- Providing subject matter expertise on apprenticeship expansion strategies that help bring employers together to build a talent pipeline.
- Implementing industry-driven strategies to expand Registered Apprenticeship opportunities across growing sectors.
- Providing guidance on strategies and promising practices that lead to successful placement and retention in Registered Apprenticeship opportunities.
- Developing curricula, related instruction outlines, and competency-based program models.
- Increasing awareness of the apprenticeship model among secondary and post-secondary educators and Career and Technical Education (CTE) programs.

The Department is continuing to work with these industry intermediaries and is exploring new fields, including artificial intelligence (AI), where industry intermediaries could be considered to help meet the 1 million apprentice goal and align with President Trump's recent Executive Order on Advancing Artificial Intelligence Education for American Youth. We appreciate your interest and continued support of Registered Apprenticeship Programs.

#### QUESTIONS SUBMITTED BY SENATOR CINDY HYDE-SMITH

*Question.* The Biden administration's DOL H-2A worker protection rule has been preliminarily enjoined by three separate district court decisions, finding likely cause for unlawfulness in multiple aspects of this expansive rulemaking. Rather than halt implementation of the rule until these court proceedings run their course, DOL continues to implement a confusing patchwork of regulations in compliance with these orders.

Is DOL reviewing this rule in particular, and what are your plans to provide certainty to farmers and ranchers to this end?

*Answer.* In light of the district court orders, the Department has taken steps to provide greater certainty to the many farmers who rely on the H-2A program for temporary labor. The Department posted a public notice on December 20, 2024, concluding that continued use of the H-2A application forms associated with the 2024 H-2A Farmworker Protection Final Rule by employers was infeasible in the short term. As a result, the Department instructed all employers to use the H-2A application forms under the prior regulation in effect on June 27, 2024. Further, the Department's Wage and Hour Division announced on June 20, in Field Assistance Bulletin No. 2025-2, that it is suspending enforcement of this rule, effective immediately. The decision provides much-needed clarity for American farmers navigating the H-2A program as litigation continues while also aligning with the Administration's ongoing commitment to strictly enforcing U.S. immigration laws. This guidance does not change existing regulations or limit the Wage and Hour Division's authority to enforce H-2A requirements put in place prior to the 2024 final rule. It supersedes any contrary or conflicting guidance to field staff but does not create legally enforceable obligations or alter any statutory or regulatory requirements, ensuring full enforcement of U.S. immigration laws.

Additionally, on July 2, 2025, DOL published a notice of proposed rulemaking (NPRM) that proposes to rescind provisions contained within the 2024 H-2A Farmworker Protection Final Rule. This NPRM proposes to rescind several unnecessary, burdensome and costly requirements on employers. Specifically, these provisions include, but are not limited to, substantial new requirements associated with the material terms and conditions offered by employers to H-2A workers that are not commonly provided to other U.S. workers, including progressive discipline policies for cause-based employment terminations, anti-retaliation measures for certain workers engaged in self-organization and other concerted activities, and expanding the authority and scope for a State Workforce Agency (SWA) to discontinue employment services to employers, which prevents those employers from accessing the H-2A program, while eliminating employers' option to request a hearing prior to the SWA's final determination. Further, the final rule imposed extensive highly-sensitive data collection requirements on employers related to their use of foreign labor recruiters, including personal names and physical addresses abroad, as well as detailed personal information associated with all owners of the employers, operators of the place(s) of employment, and supervisor(s) and manager(s) of workers employed under the terms of the work contract, with very limited or no practical utility to the agency's statutory decisionmaking. Comments on the NPRM must be submitted by September 2, 2025.

*Question.* By statute, DOL must ensure that the employment of H-2A workers does not adversely affect domestic workers. To that end, DOL established the Adverse Effect Wage Rate (AEWR) which is applied annually to H-2A employers. Yet, there is no actual effort on an annual basis to determine whether an adverse effect actually exists, which is quite puzzling to me.

Have you considered this potential reform or other reforms to modernize and improve the H-2A program consistent with your authorities under the law?

*Answer.* The Department knows that agricultural employers play a vital role in our nation's economy, and their ability to obtain a reliable workforce is critical to producing the U.S. food supply. The Department is committed to the effective administration of the H-2A temporary agricultural program and the protection of American workers. The Department's H-2A program regulations currently require an H-2A employer to offer, advertise in its recruitment, and pay a wage that is at least the highest of the Adverse Effect Wage Rate (AEWR), the prevailing wage, the collectively bargained wage rate, the Federal minimum wage, or the State minimum wage. However, I am aware of concerns raised by many agricultural producers and associations that the Biden Administration's 2023 AEWR Final Rule—which establishes the AEWR methodology the Department currently uses—results in the determination of higher, varying degrees of AEWRs based on specific on-farm work tasks or job duties. We are sensitive to those concerns and understand the importance of the AEWR issue to our nation's farmers and ranchers seeking a reliable and legal workforce. The Department is actively collaborating with other Federal agency partners, including the Department of Agriculture, to examine possible reforms that can improve the H-2A program in a manner that better balances the competing goals of providing U.S. employers with a needed workforce while preventing adverse effect on similarly employed workers in the United States.

*Question.* The Biden administration embarked on another expansive rulemaking in drafting OSHA's Federal heat standard. I've heard from many farmers and other

affected industries that this rule presents onerous and often impossible standards that do not reflect needed flexibility and practicality based on the occupation.

How does your DOL plan to move forward with this draft rule? If DOL chooses not to rescind the rule entirely, can we expect to see a dramatically different and more flexible rule that takes into account critical stakeholder feedback?

*Answer.* OSHA's goal is to prevent and reduce the number of occupational injuries, illnesses, and fatalities, regardless of the associated hazard. The public comment period for the heat rulemaking closed on January 14, 2025, and OSHA received over 40,000 comments. An informal hearing began on June 16, 2025 and concluded on July 2, 2025. Once OSHA has reviewed the hearing transcript, as well as all of the written comments, the agency will determine a path forward regarding this rulemaking based on the entirety of the record.

*Question.* My farmers tell me that their biggest challenge and complaint with DOL is the inspection process and inconsistent interpretations of regulations that make it nearly impossible to maintain compliance. One farmer relayed that an inspector told them "Oh, we will always find something" when asking for tips to obtain a clean inspection. That type of comment does not breed trust or integrity in an institution that has a history of enforcement that assumes farmers are guilty until proven innocent.

What measures do you intend to take during your tenure to ensure DOL inspectors are applying the law fairly and consistently?

*Answer.* I agree it is important for the Department to enforce its regulations fairly and consistently and I will work with our staff to ensure that is happening. This is not only important for our nation's farmers, but also for all regulated businesses. Any complaints about impartiality on the part of DOL enforcement staff will be taken very seriously and, if appropriate, investigated with fairness to all parties. The actions of DOL staff are subject to review by our Office of the Inspector General, which vigorously examines cases alleging misconduct by DOL personnel.

*Question.* In President Trump's FY 2026 budget proposal, he recommends eliminating funding for programs without positive outcomes, reducing funds for several programs. We should be focused on funding programs that work—that is, those that actually help Americans get back on their feet and into a meaningful job. But to do this, we need to know the metrics we use are accurate. Mississippi is a state with incredible positive momentum, including record capital investment and job creation numbers, though our state's labor force participation rate continues to lag, usually the lowest in the nation. We have challenges like rurality, high poverty, and other barriers that make data collection difficult—unless it's being captured from a trusted partner.

Do you believe states could play a larger role in capturing labor market data, to ensure the accuracy of the information and on which to develop policies aimed at helping out-of-work Americans get jobs?

*Answer.* The Department's program evaluations often rely on program data collected by states. The states play a crucial role in data collection, particularly in collecting wage information from employers that can empower workers to make informed decisions in the labor market. The states, the Department, and the American people all benefit from the accuracy of this information. Several states are leading the way in capturing labor market data, and the Department looks forward to exploring innovative opportunities for collaboration with these states while simultaneously encouraging others to partake in similar efforts.

*Question.* If so, will you commit to making innovative data collection projects at the level closest to the people a priority under your leadership at USDOL, as a way to capture more accurate, actionable data and in support of President Trump's recent executive order on "Preparing Americans for High-Paying Skilled Trade Jobs of the Future" which calls for "unprecedented transparency & accountability" and improved results?

*Answer.* Yes. The Department, specifically the Employment and Training Administration (ETA) in coordination with the Department's Chief Evaluation Office, looks forward to exploring new opportunities for coordination with workforce and labor market information experts at the state and local levels. BLS also will continue to engage with their state partners on new or improved labor market information products.

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#### QUESTIONS SUBMITTED BY SENATOR JOHN BOOZMAN

*Question.* The water utility sector is facing a significant challenge with an aging workforce. Many experienced operators and technicians are nearing retirement, and rural communities in particular struggle to recruit and retain new talent.



As you know, apprenticeships are a proven pathway to opportunity and good-paying jobs.

The National Water and Wastewater Operator Apprenticeship Program provides guidelines to states to develop training programs for apprentices to fill this gap in the workforce by delivering clean drinking water to communities and treating wastewater before returning it to the environment.

Can you speak to the role that apprenticeship programs play in building a sustainable pipeline of skilled workers for the water sector, and what support is needed to expand these programs in rural and underserved areas?

*Answer.* Thank you for your interest in how Registered Apprenticeship programs help build a strong pipeline of skilled workers for the water sector, especially in rural and underserved areas. Nationally, wastewater-related Registered Apprenticeship programs served 1,429 apprentices in FY 2024, which is a 68 percent increase since FY 2020. This steady growth further demonstrates how Registered Apprenticeships support local talent pipelines in this critical skilled trade area.

The Department has supported the growth of Registered Apprenticeship programs in this sector. Recent examples include Maryland's Rural Water Association and Delaware Rural Water Association each operating their own state-registered water operator Registered Apprenticeships, North Dakota Rural Water Systems Association operating its own registered program, and Virginia's AlexRenew utility training wastewater operators through its local apprenticeship program, which has enrolled over 60 apprentices since 2012. The National Rural Water Association is leading a national initiative to enhance America's water workforce by expanding employer-led apprenticeships for new licensed water system operators, addressing workforce shortages from retiring operators, and connecting local water utilities with apprentices and practical training for well-paying skilled trade jobs. The Arkansas Rural Water Association also developed a Registered Apprenticeship program as a part of the National Rural Water Association National Guideline Standards.

The Department of Labor is committed to scaling the proven model of Registered Apprenticeship across the country, including in rural communities, by streamlining the registration process and reducing unnecessary burdens on employers and other stakeholders seeking to develop high-quality Registered Apprenticeship programs.

*Question.* In Camden, Arkansas, we have seen substantial growth in the defense industry at the Highlands Industrial Park, which supports our national security by providing specialized spaces to DoD prime and subcontractors.

Despite this progress, many younger job seekers in rural areas like Camden struggle to access and maintain the necessary skills and tools for employment in this industry due to limited workforce training opportunities.

How can we support the administration's goal of expanding workforce training and apprenticeships, particularly in AI and technology-related fields, to ensure young people in rural communities have access to meaningful career opportunities?

*Answer.* Thank you for your interest in supporting the Department's goal of expanding workforce training and Registered Apprenticeship in AI and technology-related fields, to ensure young people in rural communities have access to meaningful career opportunities.

The Department is developing guidance highlighting how States and local areas can utilize the flexibility in WIOA to support AI education, including digital literacy education, for youth and can support work-based learning opportunities within occupations utilizing AI. We note the Department's Competency Model Clearinghouse recently updated its Academic Competencies Basic Computer Skills Tier to identify foundational digital skills needed for digital age employment. In order to expand the reach of flexible and industry-responsive training programs, the Department proposes to consolidate siloed funding streams into a single Make America Skilled Again grant for states, so that states like Arkansas can design programs that meet the needs of young people in their communities.

In regard to Registered Apprenticeship programs, the Department is currently exploring potential occupations related to AI where programs could be developed and is looking at how existing programs can update their work process standards to integrate AI skills. The Department is also exploring how it can prioritize AI and AI-related occupations in future Registered Apprenticeship funding opportunities and the potential to allocate existing discretionary funds for this purpose, as appropriate and consistent with applicable law. The Department is also considering how existing industry intermediaries can best engage industry organizations and employers and facilitate the development of Registered Apprenticeship programs in AI-related occupations. The Department may also potentially explore ways to promote AI-related education in schools through other partnership efforts.

We note the Department also supports apprenticeships in advanced manufacturing. Advanced manufacturing is a high-growth industry that offers meaningful

career opportunities to all workers, including young people in rural communities. Registered Apprenticeship programs in advanced manufacturing provide in-demand skills for workers, which may include AI-related training, as AI is becoming more prevalent throughout all industries. We appreciate your support and look forward to working together on this key issue.

*Question.* As someone who supports the inclusion and employment opportunities for individuals with significant disabilities, I am concerned about the previous administration's actions to phase out Section 14(c) certificates without Congressional approval.

How does the administration plan to ensure that people who currently rely on 14(c) employment do not lose meaningful opportunities to work and participate in their communities, especially in areas where competitive integrated employment options remain limited?

*Answer.* The Department takes seriously the concerns expressed by Members of Congress and others that it lacks statutory authority to unilaterally and permanently terminate the issuance of section 14(c) certificates. On December 4, 2024, the Department of Labor's Wage and Hour Division (WHD) issued a Notice of Proposed Rulemaking (NPRM) proposing to cease issuance of new section 14(c) certificates to employers that permit them to pay workers with disabilities at a wage rate below the Federal minimum wage, and to phase out existing certifications within 3 years. The public comment period closed on this NPRM on January 17, 2025. WHD announced on July 3 that it would withdraw the 2024 14(c) NPRM and continue to issue 14(c) certificates consistent with Congress's mandate in the FLSA. WHD formally withdrew the NPRM on July 7, 2025 after concluding that it lacked the legal authority to tear down what Congress has mandated.

*Question.* In Arkansas, the Job Corps program has played a critical role in helping young adults, especially those from underserved communities, gain the skills they need to succeed in the workforce and fill the needs in high-demand industries and trades.

How can we work with the administration to more efficiently serve the Job Corps population and ensure that these students receive effective pathways to employment and upward mobility?

*Answer.* The Department continues to align Job Corps with broader workforce development efforts under WIOA and welcomes collaboration with Congress to ensure students have access to effective training and employment pathways.

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#### QUESTIONS SUBMITTED BY SENATOR MIKE ROUNDS

*Question.* Madam Secretary, I recognize that the Job Corps program is, on average, underperforming and struggling to meet its obligations to American workers due to a confluence of social, regulatory and economic shocks. Nevertheless, Job Corps is a program that takes close to 60,000 at-risk youth annually and seeks to provide them with the skills needed to find success in some of our country's most in-demand industries.

Absent a structured workforce training program like Job Corps, what efforts will DOL be making to make sure segments of the population, who stand to most benefit from a Job Corps education, are included DOL's plans for workforce development?

*Answer.* As proposed in President Trump's FY 2026 Budget, the Make America Skilled Again (MASA) grants would consolidate current DOL training programs into a single flexible formula grant, and the Department of Labor is ready to work with Congress to incorporate the MASA proposal into reauthorization of the Workforce Innovation and Opportunity Act (WIOA). States may use these funds to serve their highest-need priority populations, including at-risk youth.

If the MASA proposal is enacted, the Department is prepared to assist states in serving at-risk youth, with the flexibility to deliver services similar to those found in the Job Corps program without the excessive rigidity of the program. As noted in America's Talent Strategy, the collaboration between the Departments of Labor and Education in career technical education programs and career exploration will also strengthen pathways into the workforce and will provide more opportunities for hands-on learning and connections between education and real-life application.

*Question.* Madame Secretary, in states like South Dakota, seasonal industries—particularly tourism, agriculture, and construction—depend heavily on access to temporary foreign labor through the H-2B visa program. The H-2B program provides a source of dependable, capable, and legal labor to meet the temporary employment needs of employers. Most H-2B foreign workers opt to return to the same employer year after year which provides a steadfast workforce for the employer's seasonal needs. Last year, I led a letter with 40 of my Senate colleagues to DHS

and DOL requesting supplemental H-2B Visas for FY25, which were released this March. So first, I want to say thank you for allowing our nations' employers to meet peak workforce needs in the Spring and Summer by working with DHS to allocate those supplemental visas. However, I frequently hear from small business owners who face real hardship when the cap is reached or the process is delayed.

How are you working with the Department of Homeland Security to improve the predictability, efficiency, and fairness of H-2B visa processing?

*Answer.* The Department appreciates your comments which recognize the Department's hard work and this administration's dedication under President Trump to American small businesses and employers who rely on the H-2B temporary visa program to meet the demands of their businesses. For the H-2B visa program, the Department experiences persistently high demand in advance of the semi-annual openings of the visa cap, including the annual expectation from H-2B employers that supplemental visas will be made available, as these have been authorized annually by Congress since 2017. For several years, the demand for the H-2B program by employers has outstripped the available statutory allotment of visas under both the annual cap and the supplemental visa allotments. The Department, however, is committed to making sure that the processing of H-2B applications is conducted as efficiently as possible within the resources available. Accordingly, the Department processes each application as expeditiously as possible, on its unique merits, while working to protect American workers by ensuring that H-2B employers are testing the U.S. labor market for American workers and that the wages and working conditions of American workers are not adversely affected by the hiring of H-2B workers.

In terms of the management of the H-2B visa cap and, when authorized by Congress, supplemental visas, the Department's role is consultative to the Department of Homeland Security. While the Department does not manage the H-2B visa cap or supplemental visas, it understands the challenges that employers face, as you mention; the Department will continue to collaborate with the Department of Homeland Security to assist American businesses in meeting their needs.

*Question.* And are there steps the Department of Labor is taking to make sure the labor certification process is responsive to the real-time needs of employers while maintaining strong worker protections?

*Answer.* As previously mentioned, the Department processes each application as expeditiously as possible, on its unique merits, while working to protect American workers by ensuring that employers are testing the U.S. labor market for American workers and ensuring that the wages and working conditions of American workers are not adversely affected by the hiring of H-2B workers. Where employers meet the statutory and regulatory requirements, the Department issues H-2B labor certifications to meet the needs of American businesses.

In terms of ensuring that the Department's H-2B labor certification process is responsive to the needs of employers, the Department takes steps to manage the volume of H-2B applications during peak seasons in a fair and orderly manner. In 2019, under President Trump's first administration, the Department implemented procedures to randomly assign H-2B applications to our staff for review and processing in an equitable manner, especially in light of increasing workload demands due to supplemental increases in the statutory visa caps by the Department of Homeland Security. The Department is actively collaborating with other Federal agency partners to examine possible reforms that can improve the H-2B program in a manner that better balances the competing goals of providing U.S. employers with a needed workforce while preventing adverse effect on similarly employed workers in the United States.

*Question.* Madame Secretary, South Dakota's economy depends heavily on strong career and technical education programs—particularly in rural areas where high-quality CTE is often the most direct path to a good-paying job in skilled trades, healthcare, and manufacturing. As you know, the Carl D. Perkins Act plays a critical role in helping states and local institutions modernize these programs and align them with evolving industry needs. However, the administration's budget request didn't include much detail about how the Department plans to administer Perkins funding.

Can you speak to whether the Department supports Perkins funding so rural states like South Dakota can continue building high-quality CTE programs that meet local workforce demands?

*Answer.* The Administration supports Perkins funding for high-quality Career and Technical Education (CTE) programs that meet local workforce demands. We are working with the Department of Education to ensure that CTE programs are aligned with career pathways and open doors to high-paying jobs and Registered Apprenticeships.

## QUESTIONS SUBMITTED BY SENATOR TAMMY BALDWIN

*Question.* The United States Congress created the Women's Bureau within the Department of Labor in 1920 to "formulate standards and policies which shall promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." For 105 years, the Women's Bureau has done just that identifying challenges that women face in the workforce and proposing solutions and creating programs to address these challenges. Your spokespeople have said this is a priority for the Department under your leadership, and yet:

- Two-thirds of Women's Bureau staff have been pushed out and the remaining staff is under threat of reductions in force,
- You have worked with DOGE to cancel all Women's Bureau grants which helped train women for in-demand, high-paying jobs in industries such as construction, manufacturing, and tech, address and prevent violence and harassment at work, and increase access to paid leave, and
- The Women's Bureau has been forced to stop critical work they were leading on issues that are key barriers to women's labor force participation like child care, paid leave, violence and harassment, discrimination, and access to workforce development programs.

How does weakening the Women's Bureau and canceling its programs help the Department address the "real challenges women face in the workforce"?

*Answer.* The Department of Labor continues to ensure the Women's Bureau fulfills the mandate of its authorizing statute. The President's proposal to Make America Skilled Again will allow states to make determinations about what is best for their workforce—both men and women. We will continue working on commonsense, America First policies that help prepare everyone in our workforce for challenges they may face.

*Question.* On National Apprenticeship Day this year, you stated that you "will personally ensure the Labor Department is helping to fulfill our bold goal of exceeding one million active apprentices and empower American workers to fill high-demand jobs that will secure economic prosperity." Since January 20th, however, you and DOGE staff terminated all of the Women's Bureau's grant programs, including the Women in Apprenticeship and Nontraditional Occupations (WANTO) Grant Program that aims to increase the number of women in apprenticeships and non-traditional occupations. The WANTO Grant Program was statutorily mandated by Congress in 1992 and in the Department's fiscal year 2024 and 2025 appropriations and has expanded opportunities for thousands of women for over 30 years. WANTO expands opportunities for women in every region in America and in all industries, including advanced manufacturing. More than 60 percent of the WANTO grants canceled since January 20th were focused on connecting women to careers in manufacturing.

How is cutting this crucial program that has proven success at increasing the number of apprentices helping to fulfill the goal of exceeding one million new active apprentices and unleashing America's advanced manufacturing potential?

*Answer.* Thank you for your interest regarding the Department's efforts to exceed one million new active apprentices and unleash America's advanced manufacturing potential. The Department sees Registered Apprenticeship as crucial to meeting the country's advanced manufacturing potential and is working to support Registered Apprenticeships in the advanced manufacturing sector through several avenues.

First, the Department currently partners with two industry intermediaries, Jobs for the Future (JFF) and the Virginia Manufacturers Association (VMA), focused on Registered Apprenticeship in the advanced manufacturing sector. VMA in particular is focused on supply chain advanced manufacturing industries. As industry intermediaries, JFF and VMA are pursuing the following activities:

- Conducting outreach to employers, unions, and others to promote the benefits of Registered Apprenticeship and provide technical assistance to launch and sustain programs.
- Providing subject matter expertise on apprenticeship expansion that helps bring employers together to build a talent pipeline.
- Implementing industry-driven strategies to expand Registered Apprenticeship opportunities across growing sectors.
- Providing guidance on strategies and promising practices that lead to successful placement and retention in Registered Apprenticeship opportunities.
- Developing curriculum, related instruction outlines, and competency-based program models.
- Increasing awareness of the apprenticeship model among secondary and post-secondary educators and Career and Technical Education (CTE) programs.

Second, the Department of Labor is committed to scaling the proven model of Registered Apprenticeship across the country by streamlining the registration process and reducing unnecessary burdens on employers and other stakeholders seeking to develop high-quality Registered Apprenticeship programs.

Lastly, the Department published the Women in Apprenticeship and Nontraditional Occupations (WANTO) Funding Opportunity Announcement (FOA) for FY 2025 on July 9, 2025, for the purpose of awarding a new set of grants to community-based organizations seeking to recruit, train, and retain more women in quality pre-apprenticeship and Registered Apprenticeship programs. This announcement follows a thorough evaluation and realignment of the program, which will ensure WANTO grants help the Department achieve President Trump's goal of reaching one million new active apprentices. The Department believes that all Americans should be able to pursue high-quality careers in advanced manufacturing and other key sectors across the economy, and it continues to make investments accordingly.

*Question.* In your keynote address at the Teamsters Unity Conference in April, you stated that as Labor Secretary, you promise to provide "workplaces that keep you safe." Yet, earlier this year, you colluded with DOGE to cancel the Women's Bureau grant program that prevented violence and harassment at work and made workplaces safer.

Is workplace safety still a priority for you?

*Answer.* Yes.

*Question.* If so, why did you cancel these grants that make workplaces safer for all workers?

*Answer.* Consistent with the President's Executive Order 14222, I made a commitment that if confirmed, I would ensure any taxpayer-funded grant or program would be held to the highest level of accountability and transparency to determine whether the Department's spending is fulfilling its intended purpose.

*Question.* The Wage and Hour Division (WHD) budget states it will ensure good-faith employers have an avenue for correcting compliance issues without additional penalties. More employers proactively resolving compliance issues means more workers timely receiving the back wages they are due.

Please describe the specific steps that would be taken under the budget request to achieve this goal. Specifically, how would you ensure low-road employers stealing wages from workers are held accountable for their exploitation and other employers know that WHD won't tolerate such violations of the law?

*Answer.* The FY 2026 budget request prioritizes resources toward evidence-based initiatives that focus on industries with a statistical prevalence of violations and a low-wage workforce. Through these initiatives, WHD will prioritize reaching workers at greatest risk of experiencing violations and will take steps to maximize the resources available for impactful enforcement strategies. These steps include increasing the use of compliance assistance and looking for other, more efficient avenues for those employers that make inadvertent violations to do right by their employees and make those employees whole. A balanced and data-informed use of these tools will allow WHD to direct the resources needed to address egregious and willful violations, while also reaching more American workers and businesses through outreach and compliance assistance.

*Question.* The budget indicates that the reorganization proposed for BLS aims to "leverage data collection and analysis synergies, increase cost-effectiveness, improve data quality, and reduce respondent burden." The budget also states that BLS will refocus efforts on producing data from statistical programs that are Principal Federal Economic Indicators, required by statute, or in use in current law.

Please provide the analysis that informed the proposals and supports the outcomes the budget claims can be achieved through the proposed reorganization.

*Answer.* The proposed reorganization addresses a decades long desire to bolster the organizational efficiency of the government's statistical programs. The Bureau of Labor Statistics (BLS), the Census Bureau, and the Bureau of Economic Analysis (BEA) collect and publish data that is crucial for the economy. These data are national, publicly transparent resources utilized by the Federal Government's elected officials and policy makers along with state, local, tribal, and territorial governments, health and educational institutions, and private businesses and industry. The Department is confident that the proposed reorganizations will bolster the government's ability to deliver these public goods with greater quality and efficiency while simultaneously creating savings for the American taxpayer.

As you note, in FY 2026, the Budget proposes to reorganize the BLS, the Census Bureau, and BEA at the Department of Commerce. Many important US economic indicators require coordination and data sharing between these three agencies. For example, both Census and BLS data are vital inputs to BEA's national accounts, which are in turn inputs into BLS's productivity statistics. BLS and Census also

jointly produce the Current Population Survey, which provides monthly unemployment and labor force statistics. Given this, it is no surprise that reorganizing BLS, BEA, and Census Bureau—has been widely recommended over several decades to improve efficiency, data sharing, data quality, innovation, and public trust. For example, H.R. 2521, the Statistical Consolidation Act of 1995, was introduced in the 104th Congress by Representative Stephen Horn on October 24, 1995. It would have reorganized the BLS, the Census Bureau, and BEA into a new statistical agency called the Federal Statistical Service to streamline operations and improve efficiency. The United States General Accountability Office (GAO) even advised Congress before the Committee on Government Reform and Oversight Subcommittee on Government Management, Information and Technology on March 22, 1996, regarding implementation strategies for the reorganization of the statistical agencies. (Statement of L. Nye Stevens, Testimony before the Subcommittee on Government Management, Information and Technology, Committee on Government Reform and Oversight, House of Representatives, March 22, 1996. <https://www.gao.gov/assets/t/ggd-96-93.pdf>) A 1997 research report similarly advocated merging BLS, Census Bureau, and BEA (along with the National Center for Health Statistics) into a single Bureau of National Statistics, arguing this would reduce duplication and streamline operations.<sup>1</sup> More recently, the Center for Data Innovation has also recommended specifically realigning the BLS under the Department of Commerce to enhance data coordination and coherence.<sup>2</sup>

Together, proposals like these, in conjunction with government efforts going back decades, strongly demonstrate the proposed reorganization would have the following benefits:

- Improved Data Quality & Coherence: Better integration would align population data and economic indicators across agencies.
- Cost Efficiency: Shared infrastructure and staff could reduce administrative overhead.
- Greater Innovation: A consolidation of these agencies' economists, statisticians, demographers, and data scientists would have agglomeration effects—benefits like cross-pollination of expertise, economies of scale in R&D, faster adoption of new technologies, and improved talent attraction and retention.

*Question.* Please identify any change or planned change and the reason for the change or planned change to a statistical program that is either a Principal Federal Economic Indicator, required by statute, or in use in current law on or after January 20, 2025.

*Answer.* BLS recently announced it would end the calculation and publication of approximately 350 of the roughly 10,000 Producer Price Indexes (PPIs) for individual products and groups of products it releases each month. The discontinued indexes represent less than 1 percent of the PPI.

Starting in April 2025, BLS suspended Consumer Price Index (CPI) data collection in 3 of the 75 cities it regularly covers and partially suspended collection in some of the other cities. Prices for goods and services used to calculate the CPI continue to be collected from about 23,000 retail and service establishments throughout the country, while data on rents are collected from about 40,000 landlords or tenants nationally. BLS is maintaining the quality and timeliness of all scheduled data releases.

In the interest of transparency and continued public confidence, BLS regularly provides stakeholders with program updates on its website. BLS fully retains its ability to provide public and private institutions with the economic information they rely on.

*Question.* Please provide a list of each statistical program that is either a Principal Federal Economic Indicator, required by statute, or in use in current law.

*Answer.* Principal Federal Economic Indicators and programs that contribute to those indicators:

- Current Employment Statistics
- Quarterly Census of Employment and Wages
- Current Population Survey
- Consumer Price Index
- Producer Price Index

<sup>1</sup>Mark Wilson and Gareth Davis, "Accuracy, Accountability, and Public Trust: Why Congress Must Reform the Federal Statistical System," The Heritage Foundation, September 16, 1997, <https://www.heritage.org/government-regulation/report/accuracy-accountability-and-public-trust-why-congress-must-reform-the>.

<sup>2</sup>Michael McLaughlin, "Consolidating Statistical Agencies Would Lead to Better Data, More Efficient Spending," Center for Data Innovation, September 16, 2018, <https://datainnovation.org/2018/09/consolidating-statistical-agencies-would-lead-to-better-data-more-efficient-spending/>.

Consumer Expenditure Survey  
 U.S. Import and Export Price Index  
 Employment Cost Index  
 Major Sector Productivity

Programs required by law or referenced in law:  
 Employment Projections  
 Work Stoppages  
 Industry Productivity Studies  
 Occupational Employment and Wage Statistics  
 Local Area Unemployment Statistics  
 Survey of Occupational Injuries and Illnesses  
 Census of Fatal Occupational Injuries

*Question.* As you know, the Current Population Survey (CPS) survey provides a comprehensive body of information on the employment and unemployment experience of the nation's population, classified by age, sex, race, Hispanic ethnicity, and a variety of other characteristics. In March of this year, the Office of the Inspector General of the Commerce Department issued a report that included data on the annual response rates from 2019–2023. That report noted the CPS failed to achieve the OMB response rate guideline of 80 percent in four of 5 years during that period examined.

What is your plan to modernize the CPS to ensure that it can continue to provide timely, accurate, nationally representative data on the nation's labor force?

*Answer.* BLS and the Census Bureau are working to address declining response rates by initiating a data collection modernization, intended to increase collection efficiencies and improve methods. This modernization will introduce a new self-response web collection method along with other data collection operational improvements. It also includes research into adaptive design, improved field training, and enhanced survey control systems.

CPS will continue to collect data by personal visit and telephone, but eligible households will also be offered the opportunity to report through a new web reporting system under development by the Census Bureau. Planning and development for this project will take place over a number of years. The first round of testing web collection began in May 2025.

*Question.* BLS was directed to begin a new cohort under the National Longitudinal Survey of Youth, which it began taking steps to implement in 2023. This new cohort will allow the BLS to collect data on a younger generation of workers and provide a rich, new dataset including on the experiences of individuals during the COVID–19 pandemic.

Please describe the steps (and associated timeline) BLS will take this year and under this budget request to continue to implement plans to develop this new cohort.

*Answer.* BLS continues to carry out its multi-year development of a new National Longitudinal Survey of Youth (NLSY) cohort. Conditional on resources, BLS plans to conduct a Pretest for the first round of data collection in fiscal year (FY) 2026 and continue other preparations for round 1. Plans and resource needs beyond the Pretest are being developed. Additional details are below:

—*Pretest:* In FY 2026, BLS will conduct a Pretest with the goal of interviewing approximately 800 youth and their parents/caregivers. The Pretest will test data collection instruments in all modes (i.e., paper, web, telephone, etc.) to be used in the Round 1 data collection, along with the systems and hardware used for case management, the survey procedures and protocols to be implemented, the methods used for outreach and recruitment of respondents, and the materials to be provided to respondents. Information gained from the Pretest, such as respondents' responsiveness to introductory materials and preferences for mode, will allow BLS to make any needed adjustments to its Round 1 collection plan.

—*Preparations for Round 1:* In addition to the Pretest, BLS will continue preparations for data collection. BLS will revise the detailed plan for sampling and recruiting a representative sample of the population based on a series of simulations currently underway. BLS also will adjust the Round 1 questionnaire instruments pursuant to ongoing functionality testing. Additionally, BLS will develop its Paperwork Reduction Act clearance package, for OMB's review and clearance, for Round 1 collection.

*Question.* In FY 2024, the Occupational Safety and Health Administration's Federal enforcement included nearly 35,000 workplace inspections. Even at that level, it would take OSHA 185 years to inspect all worksites it oversees. Under your

watch, the number of OSHA inspectors is expected to drop to the lowest number in history, and OSHA is expected to conduct 10,000 fewer Federal inspections.

What is your plan to ensure effective enforcement of health and safety laws, particularly those?

*Answer.* OSHA's staff continue to explore new approaches to promote quality, consistency, and efficiency. They have demonstrated an incredible ability to carry out their critical safety-focused mission no matter the circumstances. We will continue to find ways to best allocate agency resources to make the best use of our critical and highly skilled manpower. It is one of my goals to find ways to use artificial intelligence and other technologies to better identify and engage with employers who need the most attention. OSHA inspectors will continue to perform their jobs as they always have. I will also continue to emphasize compliance assistance as part of OSHA's core mission in addition to enforcement actions, which provides an excellent service to our employers while contributing to the safety of their workers.

*Question.* OSHA has been working for nearly a decade on a rule to protect nurses, healthcare workers and social service workers from workplace violence. This effort was expected to produce a proposed rule in June of 2025.

Please describe the steps (and associated timeline) OSHA will take to finalize this rule and ensure nurses and other covered workers are better protected from workplace violence.

*Answer.* I am deeply committed to OSHA's mission of ensuring that employees work in safe and healthful environments. Workplace violence is unacceptable, and no worker should have to worry about whether they will make it home safely after a day of work. I am engaging with OSHA on this important issue and will work with experts at the Department, stakeholders, and the public when evaluating regulatory needs, including with respect to workplace violence. My goal is to uphold the highest standards of occupational safety, ensuring that rules prioritize the well-being of workers while being clear, practical, and achievable for employers. This approach will also align with the President's America First Agenda, supporting both worker protection and a strong, resilient American workforce. Additionally, OSHA has set forth detailed guidance and materials for employers to prevent workplace violence and has enforcement procedures in place to address workplace violence.

*Question.* The Government Accountability recently issued Workplace Safety and Health: OSHA Should Take Steps to Better Identify and Address Ergonomic Hazards at Warehouses and Delivery Companies. This included two recommendations intended to improve worker safety in these industries.

Please identify the actions (and associated timeline) OSHA will take in FY2025 and under the FY2026 budget request to address these recommendations.

*Answer.* OSHA has considered the GAO's recommendations and provided a response to them, which advised, in pertinent part:

1. Although OSHA found that it already provided sufficient training to its compliance officers on identifying and assessing ergonomic hazards, it enhanced its ergonomic hazards training offerings at the OSHA Training Institute. Further, OSHA will continue to assess whether there is a need for additional ergonomic training content and may develop supplemental training if it identifies a need.
2. While OSHA believed its then current guidance adequately addressed ergonomic hazards encountered by employees in warehousing and delivery services, beginning in June 2024, OSHA began taking steps to enhance the internal and publicly available guidance that compliance officers and employers may use to identify, assess, and address ergonomic hazards:
  - a. In June 2024, OSHA began implementing changes to its Ergonomics Applied to MSDs and Nerve Disorders course at the OSHA Training Institute to incorporate more interactive and "hands-on" activities to help the course students apply the evaluation tools discussed in the course. Such course exercises will help prepare compliance officers to identify and assess ergonomic hazards in the field.
  - b. In August and September 2024, OSHA updated its Ergonomics Success Stories and Case Studies websites, which highlight situations where employers have implemented ergonomics programs or utilized best practices with successful results. These public resources document real world examples that other employers can learn from and implement to reduce the incidences of MSDs in their workplaces.
  - c. In September 2024, OSHA purchased and began using a 3D Static Strength Prediction Program that helps compliance officers and other agency personnel more thoroughly assess ergonomic hazards and develop appropriate abatement recommendations.



- d. OSHA has continued to examine its internal and external ergonomic guidance and resources to determine additional opportunities for improvement. Accordingly, in FY 2025 and beyond, OSHA will make updates to its existing guidance where warranted.
3. OSHA has instructed its Regional Ergonomic Coordinators that OSHA Area Offices should follow up on ergonomic hazard alert letters consistent with OSHA policy and provided them a refresher education session on this policy directive.
4. OSHA has conducted a preliminary review and will conduct a formal evaluation of the effectiveness of its Warehousing National Emphasis Program. This evaluation will take time and will include discussions with regional enforcement programs regarding the effectiveness of the NEP and an assessment of the degree to which the NEP and associated OSHA guidance and training have helped compliance officers to identify, assess, and address ergonomic hazards. OSHA will use the evaluation results to determine if any adjustments to the program are needed, which may include, but are not limited to, revisions of specific industries targeted to ensure effective use of OSHA resources to identify and obtain abatement of hazards to workers.

*Question.* Congress has statutorily mandated the Bureau of International Labor Affairs (ILAB) to produce three regular reports on child labor and forced labor. In addition, Congress provided a supplemental appropriation for ILAB to administer \$180 million in technical assistance grants related to USMCA and tasked ILAB with supporting the implementation of the Section 307 forced labor import ban and the Uyghur Forced Labor Prevention Act. I understand that over 50% of ILAB's staff have left the agency in the last couple of months, with your encouragement.

How will you ensure that Congress's intentions are fulfilled for each of these statutory obligations?

*Answer.* In alignment with the America First Trade Policy, ILAB is addressing child labor and forced labor practices that harm U.S. workers and businesses and undermine fair competition by forcing them to compete with unfair labor practices abroad. ILAB has produced its Congressionally-mandated child labor and forced labor reports since 2001 and will continue to leverage its deep knowledge and expansive networks to ensure that American workers are not undercut by unfair labor practices.

The period of availability for the \$180 million provided to ILAB to administer technical assistance grants related to the USMCA ended on December 31, 2023. ILAB had fully obligated all its USMCA technical assistance funding by that deadline. For any future allocation of FY 2025 technical assistance funding, ILAB will evaluate how such assistance can address labor law enforcement in States and sectors where American workers face unfair competition, including within the context of the USMCA.

*Question.* Do you believe that DOL has no interest or concerns about workers in other countries? Are you aware that American businesses and workers are often in competition with workers who are subject to modern slavery conditions, egregiously unsafe work, and child labor? Are you aware that American businesses rely on ILAB's research into working conditions in global supply chains?

*Answer.* My priority as the Secretary of Labor is to ensure that the American worker is at the center of everything we do here at the Department. No worker in the United States should have to compete for jobs with children engaged in the worst forms of child labor, trafficking victims, or workers whose rights, protections, and wages fall below international standards. Forced labor and child labor are not only morally reprehensible but also harm American workers. Practices like wage suppression, denying safe working conditions and other labor rights abuses that go unenforced in trade partner countries give unfair advantages to those actors who are not following the law. ILAB is ensuring that American workers and businesses benefit from the Administration's trade agenda by counteracting labor practices overseas that undermine American competitiveness. Protecting workers' rights at home and abroad is key to ensuring fair competition in the global economy, benefiting both U.S. workers and industry. Additionally, ILAB will continue to prioritize research through its flagship reports and identify goods tainted with forced and child labor in global supply chains.

*Question.* How will ILAB use the FY2025 appropriation of \$81.725 million required to be used to combat exploitative child labor internationally and implement model programs that address worker rights issues through technical assistance in countries with which the United States has free trade agreements or trade preference programs?

*Answer.* In alignment with the America First Trade Policy, the Department plans to obligate ILAB's FY2025 technical assistance funds for projects that address un-

fair labor practices that undermine fair competition for American workers and businesses. ILAB's renewed technical assistance will strengthen labor law enforcement in priority trade partner countries, focusing on strategic sectors where systemic labor abuses and weak enforcement artificially depress wages and labor costs, placing American workers in the same sectors at a competitive disadvantage.

*Question.* The CBJ states that ILAB will support the fulfillment of trade commitments through a refocused technical assistance program in trading partner countries that is fully in support of the Administration's trade agenda.

Please describe how funds requested in FY2026 will specifically be used in this refocused technical assistance program.

*Answer.* ILAB's technical assistance program will support the Administration's trade agenda by addressing unfair labor practices, including the use of child labor and forced labor, that suppress wages and artificially lower production costs. ILAB technical assistance projects will ensure trade partner countries strengthen and enforce their labor laws to prevent unfair market advantages. The approach will also reflect the Administration's goals to ensure foreign aid helps make America stronger, safer, and more prosperous.

ILAB will refocus its technical assistance programming on promoting fairer competition for U.S. workers and businesses, such as by ensuring trade partners comply with trade-related labor commitments, prioritize research and identification of goods tainted with forced and child labor in global supply chains with a nexus to the U.S. market, and be more strategic in its regional, bilateral, and multilateral engagement.

*Question.* How will the refocused program use and build on the extensive body of work developed through prior technical assistance and evaluations?

*Answer.* ILAB will maintain its robust monitoring and evaluation program consistent with Sec. 3 of the Foreign Aid Transparency and Accountability Act of 2016 (FATAA). It has been ILAB's long-standing practice to review evaluation reports from similar regions, countries, scopes, or thematic areas prior to designing funding opportunities, and ILAB will continue this practice going forward.

*Question.* Secretary, I joined other members in writing you on April 11th about our concern about your planned dismantling of the Office of Federal Contract Compliance Programs.

Do you have any evidence demonstrating your massive 90 percent reduction of staff will not undermine work to safeguard workers' rights and prevent discrimination in Federal contract hiring practices? Please provide any analysis that was conducted.

*Answer.* On January 21, 2025, President Donald J. Trump signed Executive Order 14173, Ending Illegal Discrimination and Restoring Merit-Based Opportunity, which revoked Executive Order 11246, as amended. As part of the process to carry out the President's Executive Order, on January 24, 2025, OFCCP was directed by Acting Secretary Vince Micone, through Secretary's Order 03-2025, to cease and desist all investigative and enforcement activity under the revoked Executive Order 11246 and the regulations promulgated under it. The Secretary's Order covered all pending cases, conciliation agreements, investigations, complaints, and any other enforcement-related or investigative activity relating to Executive Order 11246. Consequently, OFCCP no longer had the need to maintain a workforce to investigate or enforce claims relating to those matters covered by Executive Order 11246, which comprised the vast majority of OFCCP's work.

The proposed rightsizing corresponds with the discontinuance of all investigative and enforcement activity under the revoked Executive Order 11246 and the regulations promulgated under it. The Department of Labor will continue to ensure that its staffing levels are sufficient to administer and enforce the statutory functions assigned to OFCCP. Due to ongoing litigation relating to the Department's RIF and Reorganization Plans (ARRPs) and workforce optimization in general, I cannot provide information on this topic at this time.

*Question.* What measures will be put in place to ensure that Federal contractors continue to meet their obligations under section 503 of the Rehabilitation Act, and the Vietnam Era Veterans' Readjustment Assistance Act?

*Answer.* The Department of Labor is committed to carrying out the statutory functions which Congress has currently assigned to this Department to investigate and enforce Section 503 and VEVRAA. OFCCP will continue to ensure that adequate information and assistance are provided to Federal contractors so that they can better understand their obligations under these laws.

*Question.* The Department has closed dozens of offices around the United States. These appear to be based primarily on lease expiration dates.

How are you deciding which offices to keep open and which to close?

*Answer.* Decisions related to space are driven by mission needs. As we assess our current space portfolio and future requirements, we will continue to work closely with the General Services Administration to ensure taxpayer resources are spent efficiently and effectively.

*Question.* How will you handle disaster response if OSHA has no staff with local knowledge due to office closures?

*Answer.* I have no knowledge of plans to close OSHA area offices at this time.

*Question.* Recently, the Department of Labor notified grantees that all Payment Management System (PMS) payment requests would require a brief justification for payment approval, effective May 9th. Grantees were told that justifications must include a description of grant activities, associated cost categories and amounts, and date range; and that the justifications were to be posted publicly, so grantees should not include personally identifiable information (PII).

Please provide the analysis the Department conducted to justify this change to the way grantees receive Federal funds.

*Answer.* The Department of Labor uses the shared services provided by the Department of Health and Human Services (HHS) Payment Management System (PMS) to facilitate grant recipient drawdown of grant funds. PMS previously included a voluntary justification that grant recipients can provide with their submission of payment requests. However, to meet the requirements of Executive Order (EO) 14222, "Implementing the President's "Department of Government Efficiency" Cost Efficiency Initiative," section 3, which requires, "the agency to seamlessly record every payment issued by the agency pursuant to each of the agency's covered contracts and grants, along with a brief, written justification for each payment submitted by the agency employee who approved the payment," the Department of Labor was enrolled in a Department of Government Efficiency (DOGE) application, Defend the Spend (DTS). Grant recipients are now required to input payment justification in the payment request, requiring awarding agency's approval to be scheduled for payment by PMS. The Department of Labor provided guidance to inform grant recipients of the government-wide system change and to remind all recipients to submit the appropriate payment request information to avoid payment delays. To meet the requirements outlined in EO 14222, Department of Labor staff use the DTS to review each payment request and justification provided by grant recipients in order to approve the payment request or to request additional clarification prior to approval. Agency staff are required to input a justification for each approved payment request.

*Question.* How will the Department ensure public justifications are not used to target or intimidate grantees and the work they are doing?

*Answer.* The government-wide Defend the Spend system (DTS) follows an established process to request additional information from a grant recipient in cases where additional information or clarification is needed in the review of a grant recipient payment request. The established process ensures that payment requests may be justified and approved in accordance with a systematic review and clarification procedure. DTS also includes a feature that enables agency staff to remove personally identifiable information (PII) to ensure that the PII of a grantee is not posted publicly.

*Question.* Who at the Department is processing the payment approvals after grantees provide their justifications?

*Answer.* The Department of Labor staff at the regional and national offices who typically work with grant recipients for the oversight and monitoring of grant activities are responsible for reviewing and approving grant recipient payment requests through the government-wide Defend the Spend system (DTS).

*Question.* Please describe how this requirement complies with the Paperwork Reduction Act requirements, including whether OMB approved this collection and whether the Department provided a notice in the Federal Register with a 60-day comment period on this collection.

*Answer.* The Department of Labor intends to work with HHS to understand the PRA implications.

*Question.* Please provide the estimated time a grantee will have to wait between when they submit their justification for payment approval and the actual payment approval and how that wait time compares to the amount of time the grantee had to wait before drawing down funds prior to this new system being put in place on May 9.

*Answer.* Payment requests that are approved by agency staff by 4 pm on business days in the Defend the Spend system (DTS) are typically released for payment disbursement by Payment Management System the same day. Due to the enhanced approval process, we estimate an average addition of one business day in the release of payment requests.

*Question.* Your FY26 budget request proposes to eliminate all existing workforce development programs and replace them with a new Making America Skilled Again (MASA) block grant program. This includes eliminated WIOA formula grants, the Registered Apprenticeship Program, Youthbuild, and other programs. With the eliminations of Job Corps and the Senior Community Service Employment Program, you are proposing an overall reduction in workforce development programs of approximately \$3.6 billion or over 50 percent.

Please provide specific data or analysis to demonstrate that your proposal will provide workforce training to the same number or increased number of participants as are currently served by key WIOA programs based on the most recent national WIOA performance reports which show approximately 200,000 participants in WIOA training programs.

*Answer.* The Department believes that a single streamlined MASA grant would lead to reduced program siloing and increased efficiencies. With streamlined administration, a higher percentage of funds can be spent on services for American workers, with lower overhead costs.

*Question.* How would your proposal ensure grantees are required to serve individuals with barriers to employment, as grantees must currently do under WIOA?

*Answer.* The Department of Labor is ready to work with Congress to incorporate the MASA proposal into reauthorization of the Workforce Innovation and Opportunity Act (WIOA), and to ensure that grantees serve individuals with barriers to employment.

*Question.* Describe how the Department would evaluate a grantee's success annually under the MASA block grant, including what performance measures the Department would require grantees to publicly report on. For example, the Congressional Budget Justification (CBJ) mentions that grantees will be held accountable for employment and earnings outcomes, but no other outcomes.

*Answer.* The Department is ready to work with Congress to incorporate the MASA proposal into WIOA reauthorization. The Department believes that employment and earnings outcomes are the most critical outcomes to consider in evaluating the effectiveness of workforce development programs. Furthermore, employment and earnings measures have been the most reliably collected, and are most easily incorporated into statistical adjustment models.

*Question.* What will the Department do to hold grantees accountable for the metrics mentioned in 13c? Will the Department set performance goals and will grantees be accountable if they do not meet such goals?

*Answer.* Yes, the Department's MASA proposal would include setting performance goals and holding grantees accountable. The Department looks forward to working with Congress to incorporate these proposals within WIOA reauthorization.

*Question.* The CBJ states that the block grant funds will be allotted in accordance with a formula established by the Secretary. Please describe the factors you would use to develop the formula.

*Answer.* The Department is ready to work with Congress to incorporate the MASA proposal into WIOA reauthorization, including developing formula factors that may include population and measures of economic changes, such as unemployment.

*Question.* How will the Department ensure each grantee spends not less than 10 percent of funds on registered apprenticeship activities? How will the Department ensure such activities are truly in support of registered apprenticeships and not alternative apprenticeship models?

*Answer.* The Department would monitor MASA grants, as it does all current grants, to ensure grantees spend not less than 10 percent of funds on Registered Apprenticeship activities, and to ensure that these activities align with the requirements for apprenticeship programs registered under the National Apprenticeship Act.

*Question.* What reporting requirements would the Department place on MASA grantees if enacted?

*Answer.* The Department is ready to work with Congress to incorporate the MASA proposal into reauthorization of WIOA. These efforts would include various reporting requirements, such as performance reporting of employment outcomes, as well as financial reporting, including funding spent on training.

*Question.* What sort of activities would meet the requirements to be considered registered apprenticeship activities? For example, could all the funds be spent on administrative activities related to registered apprenticeships?

*Answer.* The Department is ready to work with Congress to incorporate the MASA proposal into WIOA reauthorization. These efforts include activities that support expanding and strengthening Registered Apprenticeships, including but not limited to the development and/or expansion of Registered Apprenticeship programs, such as

through pay-for-performance funding models, and a range of services that support apprentices enrolled in a Registered Apprenticeship program.

*Question.* The Migrant and Seasonal Farmworker Program provides training to farmworkers and their dependents. Participants that receive services under this program must be United States citizens. Data from the 2023 Workforce System Results (WSR) Reports shows that approximately 86 percent of program participants were still employed after exiting the program.

Please provide the analysis the Department conducted for eliminating the program.

*Answer.* The Department believes that a single streamlined MASA grant would lead to reduced program siloing and increased efficiencies. With streamlined administration, a higher percentage of funds can be spent on services for specific populations, such as migrant and seasonal farmworkers, with lower overhead costs.

*Question.* Please describe how the Department will ensure that each grantee participating in MASA, if enacted by Congress, will ensure that MASA grants serve any eligible farmworkers and their dependents.

*Answer.* The MASA program would be available to all individuals, including farmworkers and their dependents. Rather than multiple programs with various complicated eligibility criteria, states could streamline the use of MASA funds to provide integrated services to anyone in need based on the states' highest priority populations.

*Question.* The Privacy Act prohibits the access of personally identifiable data except for the purposes for which that data was collected and both WIOA and Perkins include prohibitions on the creation of national databases.

Please specify what workforce data DOGE currently has access to, the purpose for which DOGE has access to such data, and what other sensitive data DOGE may be attempting to connect such workforce data to.

*Answer.* DOL officials, including officials affiliated with DOGE, were involved in assessing the Department's commitment to ensuring the Federal workforce investments deliver meaningful results for both students and taxpayers. These DOGE-affiliated officials are DOL employees and detailees who are subject to the same rules, training requirements, and accountability as other DOL employees.

*Question.* Please describe how DOGE's access to and work with any DOL data follow existing laws such as the Privacy Act, WIOA, and Perkins?

*Answer.* DOL officials, including officials affiliated with DOGE, have been involved in assessing the Department's commitment to ensuring Federal workforce investments deliver meaningful results for both students and taxpayers. These DOGE-affiliated officials are DOL employees and detailees who are subject to the same rules, training requirements, and accountability as other DOL employees.

*Question.* What steps are the Department taking to ensure data under the Department's control is protected from misuse by DOGE or anyone else?

*Answer.* DOL officials, including officials affiliated with DOGE, have been involved in assessing the Department's commitment to ensuring Federal workforce investments deliver meaningful results for both students and taxpayers. These DOGE-affiliated officials are DOL employees and detailees who are subject to the same rules, training requirements, and accountability as other DOL employees.

*Question.* On May 22, 2025, the Department terminated American Rescue Plan Act (ARPA) grant funding for states to modernize unemployment systems and improve their ability to detect fraud in their UI systems. The Department said that these funds no longer aligned with Administration priorities. For years, the Department's OIG reported many concerns with the ability of states to effectively administer UI funds and adequately protect UI funds from waste, fraud, and abuse. Terminating these ARPA funds that were often being used by states to modernize their systems to more efficiently and accurately deliver UI benefits will not help decrease waste, fraud, and abuse in the UI system.

Please provide the dollar amount of UI ARPA funding that was terminated on May 22, 2025.

*Answer.* The Department estimates that up to \$400 million will be recovered from the termination of UI ARPA grants. However, it should be noted that the final amount returned to the Department cannot be calculated yet due to obligations incurred but not yet disbursed, as well as termination costs.

*Question.* Please provide the analysis that demonstrates how terminating these funds will decrease waste, fraud, and abuse in state unemployment systems.

*Answer.* ETA is unable to respond to this question as this matter is currently under litigation.

*Question.* If there is no analysis described in 16b, please provide the justification the Department used to terminate these funds.

*Answer.* The Department is currently undergoing a comprehensive review of the uses of ARPA funding to ensure that such funds are used in the most efficient and effective manner and in a manner that aligns with agency and administration priorities. After completing its review, the Department may consider new funding opportunities to achieve these objectives. Taking this action now allows the Department to maintain the flexibility to meet those objectives in alignment with administration and agency priorities.

*Question.* Your termination notice mentioned that the Department is undergoing a comprehensive review of ARPA funding to ensure the use of ARPA funds is done in the most efficient and effective manner and that the Department may consider new funding opportunities. Please provide a specific timeline for when this review will be completed by and describe what metrics you are using to evaluate ARPA funding in your review.

*Answer.* ETA is unable to respond with respect to ARPA funding as this matter is currently under litigation.

*Question.* Please describe how the Department is assisting recipients that received these termination notices on May 22nd and as a result, may be facing a cliff in resources to address ongoing issues in administration of their state UI systems.

*Answer.* States continue to have access to the amounts appropriated by Congress for administration of the UI program in accordance with Title III of the Social Security Act.

*Question.* Registered Apprenticeship Programs are successful because of important standards that ensure apprentices are trained to learn the skills they need in a safe setting.

To reach the goal of one million new apprentices with more limited resources, is the Department considering weakening the standards of Registered Apprenticeship Programs by proposing regulations for alternative apprenticeships that do not meet the standards of the Registered Apprenticeship Program, yes or no? If yes, what is the timeline for such a proposal?

*Answer.* The Department is not considering weakening standards to meet the one million apprentice goal and is committed to high-quality Registered Apprenticeship programs.

*Question.* The Department's CBJ include language stating the Department will utilize funding provided through the full-year continuing resolution to realign agency operations with Administration priorities including, but not limited to, executing a series of executive orders. For each account in which a realignment is occurring in FY2025, please provide:

- a. A description of each change to a program, project, activity, organizational unit, or initiative conducted in FY2024;
- b. An analysis demonstrating that any change described in [a.] will improve the efficiency or effectiveness in carrying out the purpose of the agency;
- c. The funding amount and source being used to carry out such realignment activities; and
- d. The legal authority for "realigning agency operations".

*Answer.* Across all agencies, the Department is carrying out and will continue to carry out all statutorily required activities. Any realignment of agency operations with Administration priorities will work to bolster the Department's ability to execute its statutory mission of ensuring American workers have access to safe working conditions, fair pay, and a secure retirement.

*Question.* As the Department's CBJ points out, the Indian and Native American (INA) programs are the "only Federal employment and job training programs that provide funding specifically to serve the unique needs of American Indians, Alaska Natives, and Native Hawaiians . . ." The CBJ goes on to document the unique barriers that these populations face—the isolation from job opportunities for tribal members who live on reservations and the lack of transportation, among others. Sec. 166 of the Workforce Investment and Opportunity Act (WIOA), which reauthorized these programs, notes that these programs "shall be administered in a manner consistent with the principles of the Indian Self-Determination and Education Assistance Act and the government-to-government relationship between the Federal Government and Indian tribal governments."

Please describe how the Department will ensure that MASA, in enacted, would be carried out consistent with the principles of the Indian Self-Determination and Education Assistance Act and the government-to-government relationship, particularly in locations where the state may be the grantee and not an individual Indian tribe. How would the Department ensure tribes in such a state would not have to negotiate with the state to participate in workforce training funded by MASA, but instead would maintain a government-to-government relationship with the Federal government?

*Answer.* The Department intends to continue to maintain its government-to-government relationship with federally-recognized Tribes, and continue to carry out any grants awarded to Tribes under the principles of self-determination as described in the Indian Self-Determination and Education Assistance Act. The Department also will continue to allow federally-recognized Tribes to consolidate funding from multiple Federal agencies through the Public Law 102-477 program.

*Question.* Will the Department consult with the Department's Native American Employment and Training Council in the development of the MASA program, if it is enacted?

*Answer.* The Department intends to consult with Tribes rather than develop programs designed solely by an agency in Washington. If WIOA reauthorization includes the Native American Employment and Training Council, the Department will carry out that consultation through that council.

*Question.* Will the Department require MASA grantees that are states to engage in tribal consultation if there are tribes located in such states?

*Answer.* There is no such requirement for states to carry out tribal consultation under WIOA currently; however, the Department is ready to discuss with Congress any aspect of WIOA reauthorization or MASA.

*Question.* Will the Department continue to transfer a portion of appropriated funds to the Department of Interior Bureau of Indian Affairs under P.L. 102-477 should MASA be enacted? If not, why not?

*Answer.* The Department currently allows federally-recognized Tribes to consolidate funding from multiple Federal agencies through the Public Law 102-477 program. The Department is prepared to transfer any employment and training grant to a federally-recognized Tribe into the 477 program, should the Bureau of Indian Affairs approve the Tribe's request.

*Question.* The Department's CBJ notes in several places the President's call for 1 million new active apprentices. It is important to have transparent and up-to-date data to ensure policymakers and the public can track progress toward that goal. In fact, the CBJ states that the Department's Office of Apprenticeship "will measure and report the number of active apprentices."

Why hasn't the Department updated data at the Apprentices by State Dashboard (<https://www.apprenticeship.gov/data-and-statistics/apprentices-by-state-dashboard>) since January 31, 2025?

*Answer.* The Department currently aims to update the Apprenticeship by State Dashboard 45 days after each fiscal year quarter. The Department is committed to ensuring quarterly updates of the State Dashboard to the extent possible.

*Question.* Will the Department commit to frequent updates to this data, including at a minimum, quarterly each year?

*Answer.* The Department is committed to continuing to update the Apprenticeship by State Dashboard each quarter to the extent possible.

*Question.* On May 29, 2025, the Department sent notices to all 99 privately operated Job Corps Centers with enrolled students that these centers would be terminated and contracts for operating them would not be renewed.

Prior to the Department's action on May 29th, did the Department do any analysis to determine how many students were experiencing homelessness, were in foster care, or had a lack of stable housing prior to their enrollment in Job Corps, yes or no? If yes, please provide the analysis.

*Answer.* The Office of Job Corps collects data on homelessness, foster care status, and housing stability at student intake and maintains these records, so the information is available without requiring a standalone pre-action analysis.

*Question.* Prior to the Department's action on May 29th, did the Department do any analysis to determine how many students would be homeless, sent back to foster care, or face unstable housing if they were forced to leave their Job Corps center pursuant to the Department's actions on May 29th, yes or no? If yes, please provide the analysis.

*Answer.* The Office of Job Corps collects data on homelessness, foster care status, and housing stability at student intake and maintains these records, so the information is available.

Following the June 4, 2025, issuance of the Temporary Restraining Order (TRO) in *NJCA v. DOL*, the Department instructed its impacted center operators to stop all activities related to the notices of termination and/or stop work orders that were issued during on or around May 29, 2025. The Department is continuing program operations in compliance with the courts' orders in *NJCA v. DOL* and *Cabrera v. DOL*.

*Question.* Please provide the public notices your Department issued for the decisions to close the Job Corps Centers subject to the May 29, 2025 action as required

by law. If no such notices exist, please provide the statutory authority for not producing such notices.

*Answer.* The Department is committed to complying with all statutory requirements under the Workforce Innovation and Opportunity Act (WIOA), including those outlined in Section 161 (29 U.S.C. § 3209(j)) regarding the closure of Job Corps centers. In this instance, no decision to permanently close any Job Corps center was made or implemented. As such, the closure procedures outlined in WIOA—such as the public comment period and Congressional notification—were not triggered.

*Question.* Please provide the written criteria used to determine when and how to close each Job Corps Center subject to the May 29th decision as required by 29 USC 3211(c) and how each Job Corps Center measured against the criteria used. If such written criteria and analysis of whether each Job Corps Center met such criteria does not exist for each Job Corps Center subject to the May 29th action, please provide the statutory authority for not providing such written criteria and for not providing individualized determinations for each Job Corps Center.

*Answer.* The Department is committed to complying with all statutory requirements under the Workforce Innovation and Opportunity Act (WIOA), including those outlined in Section 161 (29 U.S.C. § 3209(j)) regarding the closure of Job Corps centers. In this instance, no decision to permanently close any Job Corps center was made or implemented. As such, the closure procedures outlined in WIOA—such as the public comment period and Congressional notification—were not triggered.

*Question.* On April 29, 2025, the Department sent Congress a FY25 Operating Plan that included the \$1,760,155,000 that Congress provided for Job Corps in the Full-Year Continuing Appropriations and Extensions Act, 2025. Please provide an update on when those funds will be obligated and the activities for which they will be obligated in light of the May 29th action.

*Answer.* The Department is carefully reviewing its planned obligations to ensure compliance with the Preliminary Injunction issued in *NJCA v. DOL* and *Cabrera v. DOL*.

*Question.* The Department's CBJ states that the Department "remains committed to minimizing disruption to students and staff during this transition" when referring to a cessation of operations in the future Program Year 2026 and discusses the risk assessments and other activities that will be conducted in furtherance of that goal. Please describe how the Department minimized disruption to students and staff, including any risk assessments that were conducted, during the abrupt termination notice that was sent to Job Corps operators toward the end of Program Year 2024.

*Answer.* Following the issuance of the termination notices on or around May 29, 2025, the Department coordinated with Employment and Training Administration (ETA) Regional Offices to deploy Rapid Response teams and refer affected students and contractor staff to American Job Centers (AJCs) and other workforce system partners for continued access to workforce services including training programs or employment. No risk assessments were conducted because the Department made no decision to permanently close any Job Corps center.

Following the June 4, 2025, issuance of the Temporary Restraining Order (TRO) in *NJCA v. DOL*, the Department instructed its impacted center operators to stop all activities related to the notices of termination and/or stop work orders that were issued during on or around May 29, 2025. The Department is continuing program operations in compliance with the courts' orders in *NJCA v. DOL* and *Cabrera v. DOL*.

*Question.* The Department's CBJ also states that "Job Corps' final year will also prioritize the dignified transition of all students, ensuring that each young person exits the program with not only the academic and technical competencies needed for workforce or post-secondary success but placement into good paying jobs." Please describe in detail the steps the Department took prior to its May 29th decision to ensure a dignified transition is in place for students currently in Job Corps and affected by the Department's chaotic actions on May 29th, including ensuring that such students were placed in "good paying jobs".

*Answer.* The Department planned its communication and coordination strategy, which included planning for collaboration with state and local workforce development partners and leveraging internal resources and programs within DOL. The Department is continuing program operations in compliance with the courts' orders in *NJCA v. DOL* and *Cabrera v. DOL*.

*Question.* The budget requests \$128,577,000 for the Office of the Solicitor, which will be used in part to support the Department's regulatory agendas.

Do you commit that any regulation that you rescind or put forth will be subject to notice and comment—so that the affected workers and employers and lawmakers all get a voice in the process?



*Answer.* The Department will work to ensure public transparency throughout the entirety of the regulatory process. Even though some regulatory or deregulatory actions are not subject to formal notice and comment under the Administrative Procedure Act (APA), the Department is regularly consulting with America's workers and businesses to shape a regulatory agenda that puts their interests first.

*Question.* The budget requests \$6,880,000 for the Department's Civil Rights Center, which responsible for ensuring equal employment access for job applicants and employees of DOL and individuals served through the public workforce system. The budget indicates that CRC will be proposing regulatory changes.

On what issues, why and when will CRC be proposing regulatory changes?

*Answer.* Generally, the Department cannot publicly comment on the existence of any rulemakings until they appear in the Regulatory Agenda and cannot comment on the substance of any rulemakings until they are published in the Federal Register.

However, on July 1, 2025, the following regulatory actions were published in the Federal Register for public comment:

—*Federal Register:* Rescission of Affirmative Outreach Requirements for Recipients of WIOA Title I Financial Assistance

The Department of Labor (Department), Office of the Assistant Secretary for Administration and Management, Civil Rights Center (CRC), proposes to remove the regulations implementing the nondiscrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act (WIOA) that contain affirmative outreach requirements for recipients of financial assistance under Title I of WIOA. WIOA does not authorize the Department to require affirmative outreach, therefore the Department is proposing to remove this requirement. Comments were due on or before July 31, 2025. As required by 5 U.S.C. 801, if finalized, DOL will report to Congress on the promulgation of this rule and its effective date. The report will state that it has been determined that the rule is not a "major rule" as defined by 5 U.S.C. 804(2).

*Federal Register:* Rescission of Nondiscrimination and Equal-Opportunity Provisions of the Workforce Investment Act The U.S. Department of Labor (the Department) is rescinding its regulations implementing the Workforce Investment Act of 1998 (WIA) containing the nondiscrimination and equal-opportunity provisions of WIA. In 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), which repealed WIA and required the Secretary of Labor to transition any authority under WIA to the system created by WIOA. Therefore, the Department is taking this action to remove regulations for a program that is no longer operative. Comments were due on or before July 31, 2025, and the proposed effective date is September 2, 2025.

*Question.* The Employee Benefits Security Administration in the Department is responsible for safeguarding the retirement, health and other benefits of more than 156 million of American workers and retirees and providing support to employers and their more than 2.6 million health plans and over 800,000 retirement plans. The CBJ indicates EBSA is currently working on a strategic plan to refocus its activities to facilitate the distribution of resources from lower priority strategies/programs to higher priorities strategies/programs. The restructuring will create a more responsive organization that facilitates results-based management and outcomes.

Please describe how statutory obligations will be considered in the strategic planning process.

*Answer.* The mission of the Employee Benefits Security Administration (EBSA) is to ensure the security of the retirement, health, and other workplace-related benefits of American's workers and their families. The Agency accomplishes this mission by developing effective regulations; assisting and educating workers, plan sponsors, fiduciaries, and service providers; and vigorously enforcing the law. The Agency administers an integrated program which includes strategic enforcement, compliance assistance, and targeted outreach.

*Question.* Please identify any lower priority strategies/programs identified and the higher priority strategies/programs to which resources are being or will be redirected.

*Answer.* The mission of the Employee Benefits Security Administration (EBSA) is to ensure the security of the retirement, health, and other workplace-related benefits of American's workers and their families. The Agency accomplishes this mission by developing effective regulations; assisting and educating workers, plan sponsors, fiduciaries, and service providers; and vigorously enforcing the law. The Agency administers an integrated program which includes strategic enforcement, compliance assistance, and targeted outreach.

*Question.* How will EBSA continue making progress to addressing the impermissible restriction of access to mental health and substance use disorder care?

*Answer.* On September 9, 2024, the Departments of Labor, Health and Human Services, and the Treasury (the Departments) issued a formal rule titled, “Requirements Related to the Mental Health Parity and Addiction Equity Act” (2024 Final Rule). On January 17, 2025, the ERISA Industry Committee (ERIC) filed suit in the U.S. District Court of the District of Columbia challenging certain provisions of the 2024 Final Rule on multiple grounds, including on grounds that they are arbitrary and capricious and contrary to law. This lawsuit is in abeyance while the Departments reconsider the 2024 Final Rule, including whether to issue a notice of proposed rulemaking rescinding or modifying the regulation through notice-and-comment rulemaking.

MHPAEA provides critical protections for workers, individuals, and their families who need treatment for mental health conditions and substance use disorders. During this period of nonenforcement of the 2024 Final Rule as the Departments revisit the Rule, the Departments remain committed to ensuring that individuals receive protections under the law in a way that is not unduly burdensome for plans and issuers.

*Question.* The budget requests \$48,515,000 for the Office of Labor Management Standards. Budget documents state that OLMS is committed to enhancing enforcement of all LMRDA reporting requirements. Last year, the Department’s Office of Inspector General issued a report in which it found “OLMS did not effectively ensure required persuader activity reports were filed and that employers and consultants that filed did so timely and accurately.”

What actions (and associated timeline) will OLMS undertake with the FY2025 appropriation and under the FY2026 budget request to improve LMRDA reporting of persuader activity reports LM-10, LM-20 and LML-21?

*Answer.* In response to the Department’s Office of Inspector General report concerning the Office of Labor-Management Standards (OLMS) persuader reporting program, OLMS has already implemented a number of the report’s recommendations. Specifically, as of January 2025, OLMS added the Employer Identification Number (EIN) on the Forms LM-10, LM-20, and LM-21, and last year completed the recommendation for written tip line procedures and the recommendation for interagency training with staff of the National Labor Relations Board. OLMS seeks to complete the remaining recommendations, as soon as feasible. Additionally, OLMS continues to process its persuader reporting tip line and engage in cross-match efforts involving the three persuader reports to obtain more reports. As a result of these efforts, OLMS has seen a continued increase in persuader reports in recent years and anticipates that trend to continue this year.

*Question.* While the Department pushes out scores of public servants and guts entire agencies, a recent Office of Personnel Management memo encourages agencies to help install loyalists and to pay them at the highest possible rate.

Do you commit to exercising the same fiscal restraint over the pay of political staff that you are everywhere else in the Department?

*Answer.* Yes. All employees have grades/compensation that align with both their experience and job-related duties. All employees are required to be on performance standards with appropriate management and oversight.

*Question.* Please provide the average total compensation and benefits for such staff currently, at the end of FY2025, and compared to each of the prior three fiscal years?

*Answer.* The number of onboard staff fluctuates over the course of a year. However, the table below reflects the number of onboard staff and the average salary as of June 30 of each fiscal year.

Fiscal Year	Average Salary	Number of non-career staff
FY 2025* .....	\$149,856	109
FY 2024 .....	\$156,410	114
FY 2023 .....	\$149,867	115
FY 2022 .....	\$145,604	117

\* Data as of June 27, 2025.

#### QUESTIONS SUBMITTED BY SENATOR PATTY MURRAY

*Question.* At your hearing on May 22, 2025, you stated that nondiscrimination laws continue to be fully enforced at the Department of Labor. However, this Administration has proposed eliminating the Office of Federal Contract Compliance Programs (OFCCP), which provides protections for Federal workers, and placed

some 200 OFCCP staff on administrative leave, paid not to continue providing public services. If nondiscrimination laws are still currently being enforced at the Department of Labor, which agency offices are leading those efforts?

Please list the specific nondiscrimination laws being enforced at the Department of Labor.

*Answer.* In its oversight of Federal contractors, the U.S. Department of Labor administers and enforces Section 503 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 793 (Section 503), the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (VEVRAA), and their implementing regulations at 41 CFR 60-741 and 41 CFR 60-300, respectively. Together, these laws and regulations prohibit certain contractors and subcontractors doing business with the Federal government from discriminating against individuals with disabilities and protected veterans and require these contractors to take affirmative action to employ and advance in employment qualified individuals with disabilities and qualified protected veterans.

More broadly, the Department administers several laws that prohibit discrimination in programs and activities for which DOL provides Federal financial assistance. These statutes include Section 188 of the Workforce Innovation and Opportunity Act, 29 U.S.C. 3248; Title VI of the 1964 Civil Rights Act, 42 U.S.C. 2000d; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.; the Age Discrimination Act, 42 U.S.C. 6101; Section 504 of the Rehabilitation Act, 29 U.S.C. 794; and Section 508(f) of the Rehabilitation Act of 1973, 29 U.S.C. 794d(f).

*Question.* Is there currently a backlog of cases at OFCCP?

*Answer.* There is no backlog.

*Question.* If there is a backlog of cases at OFCCP, how many of each type of case make up the backlog?

*Answer.* There is no backlog.

*Question.* Do you believe that the Department of Labor has a role in ensuring Federal contractors, who receive taxpayer dollars, protect all workers, regardless of protected characteristics?

*Answer.* The Nation's employment non-discrimination laws apply, among others, to companies doing business with the Federal government. Those non-discrimination laws are in full force and effect and are enforced by agencies with the relevant authority to do so.

*Question.* Please provide a list of all pending investigations that were closed due to the rescission of EO 11246.

*Answer.* As of January 31, 2025, any components of investigations of claims based on Executive Order (EO) 11246 were closed. OFCCP no longer has legal authority to undertake any investigatory activity related to EO 11246. As the Department has announced, under Secretary's Order 08-2025, OFCCP has resumed its investigative and enforcement activity under Section 503 of the Rehabilitation Act of 1973 and the Vietnam Era Veterans' Readjustment Assistance Act of 1974, activity initially held in abeyance following the issuance of Executive Order 14173. Because a complaint being filed against a contractor or any subsequent investigation is confidential, non-public information, OFCCP cannot provide a list of pending investigations that were closed due to the rescission of EO 11246.

*Question.* Please provide a copy of any communications sent to employees who experienced discrimination whose cases have been dropped by OFCCP beginning on January 20, 2025 to the present.

*Answer.* On January 24, 2025, then Acting Secretary of Labor Vincent Micone issued Secretary's Order 03-2025, which required OFCCP to cease and desist all investigative and enforcement activity under rescinded Executive Order (EO) 11246 and the regulations promulgated under it. This included all pending cases, conciliation agreements, investigations, complaints, and any other enforcement-related or investigative activity related to EO 11246. In compliance with the Secretary's Order, on January 31, 2025, OFCCP notified all regulated parties with impacted open investigations that any EO 11246-related component of the investigation had been closed and any Section 503 and VEVRAA components of the investigation were being held in abeyance pending further guidance. On July 1, 2025, I issued Secretary's Order 08-2025 lifting the abeyance and permitting OFCCP to resume its delegated functions to conduct complaint investigations and compliance reviews under Section 503 and VEVRAA.

For example, on January 31, 2025, complainants with pending EO 11246 complaints received the following communication:

On January 21, 2025, President Donald J. Trump issued an Executive Order entitled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity" that revoked Executive Order 11246. Due to this revocation, the Office

of Federal Contract Compliance Programs has closed its review of activities regarding the Executive Order 11246 allegations in your complaint.

*Question.* How many full-time employees have been placed on administrative leave, paid not to continue providing public services, at OFCCP starting on January 20, 2025 to the present? Please provide the total salaries and benefits for such employees separately for FY25 and FY26.

*Answer.* As of June 2025, in total, 420 OFCCP staff have opted to go on administrative leave through the Deferred Resignation Program or have been placed on administrative leave.

For these 420 staff, the current annual salary and benefits total is approximately \$68.5 million.

Assuming no pay raise, promotions, step increases, departures, or retirements and a stable benefits ratio, the salaries and benefits for these staff would be largely unchanged. The staff costs would differ if any of those factors changed. No costs will be incurred in calendar year 2026 for staff who departed under the Deferred Resignation Program.

OFCCP employees who were placed on administrative leave and received a Reduction in Force (RIF) notice have been advised that the RIF is being held in abeyance and that the Department is actively working to identify a suitable position for reassignment elsewhere within the Department of Labor.

*Question.* Do you believe that there is a wage gap for women in the workforce? 2a. If so, what steps is the Department of Labor taking to address this gap?

*Answer.* It is important to note there are many factors involved in this issue; for example, women are more likely to work part-time, and women have a higher absence rate in full-time jobs. Historically, more women are participating in our workforce, and all Americans are earning more real wages under President Trump's leadership.

*Question.* What plans, if any, does the Department of Labor have to address barriers women face when accessing nontraditional industries such as the trades?

*Answer.* It is the Department's goal to continue creating and advancing workforce development opportunities for men and women in the trades as we work to fulfill the President's goal of reaching one million new active apprentices.

*Question.* Does the Department of Labor have a role in advancing equal employment opportunities for women?

*Answer.* It is the Department's goal to continue creating and advancing workforce development opportunities for men and women.

*Question.* The FY26 President's Budget Request calls for the elimination of the Women's Bureau at the Department of Labor. How do you plan to ensure equal opportunities for women in the workforce without this office?

*Answer.* The Make America Skilled Again (MASA) proposal, which is included in the President's Budget, will streamline workforce development program implementation for states and empower them to make determinations about what's best for their workforce—both men and women.

*Question.* Do you believe that access to paid family and medical leave helps women stay in the workforce?

*Answer.* Yes, the Department believes that access to paid family and medical leave supports women in the workforce. The Trump administration advanced support for working parents by enacting 12 weeks of paid parental leave for Federal civilian employees through the National Defense Authorization Act for Fiscal Year 2020, building on the Family and Medical Leave Act to promote workforce retention and family stability. The President has made it clear that it is important to support working parents. To that end, his One Big, Beautiful Bill includes an enhanced Child Tax Credit and an enhanced employer-provided child care credit.

*Question.* Do you believe there is a net benefit to the economy because of programs like paid medical leave and paid family leave?

*Answer.* More women are participating in our workforce, and all Americans are earning more under President Trump's leadership. His America First policies have resulted in real wage growth, consistently beating expectations.

*Question.* If Congress agrees with the Administration's proposal to eliminate the Women's Bureau as proposed in the FY26 budget, what specific steps will your agency take to promote the quality and economic security of women and families?

*Answer.* It is the Department's goal to continue creating and advancing workforce development opportunities for men and women. The Department will continue to focus on equipping our entire workforce with the skills needed to succeed and enforcing the rules and regulations within our jurisdiction to ensure American workers have access to safe working conditions, fair pay, and a secure retirement.

*Question.* How many full-time employees are currently employed by the Women's Bureau?

*Answer.* There are currently 43 employees in the Women's Bureau. This includes 22 employees who elected to take the Deferred Resignation Program.

*Question.* How many full-time employees have been placed on administrative leave, paid not to continue providing public service, at the Women's Bureau starting on January 20, 2025 to the present? Please provide the total salaries and benefits for such employees separately for FY25 and FY26.

*Answer.* In total, 22 Women's Bureau staff have opted to go on administrative leave through the Deferred Resignation Program.

For these 22 staff, the FY 2025 annual salary and benefits total is approximately \$3.7 million.

The FY 2026 salary and benefits for staff retiring in December will total approximately \$0.4 million.

*Question.* The Foundations for Evidence-Based Policymaking Act of 2018 (Evidence Act) mandates a number of activities intended to advance data and evidence-building activities. I am concerned that the Department has cancelled a number of important contracts, including for a program evaluation on strategies to help unemployed, low-income workers over 55 years old find work, an evaluation of strengthening community college training grants, and for building capacity for evidence-based policymaking at the Department. These actions will set the Department back in fulfilling its mission as effectively and efficiently as possible.

Please describe the specific steps and associated timeline for fulfilling the Department's statutory obligations under the Evidence Act, including the Department's Learning Agenda and Evaluation Plan.

*Answer.* The Department has met, and will continue to meet, key requirements under the Foundations for Evidence-Based Policymaking Act of 2018 (Evidence Act). This year, the Department is developing a combined Evidence Plan that will include the FY 2027 Evaluation Plan and an updated Learning Agenda. Both the annual Evaluation Plan and the Learning Agenda are developed collaboratively with DOL sub-agencies, stakeholders, key evidence officials, and the Departmental leadership. This process allows each sub-agency to identify mission-critical evaluation and evidence-building activities, which are then combined and prioritized to prepare the Department's Evidence Act documents. The Department's Chief Evaluation Office is coordinating the process and will develop these Evidence Act documents concurrently with the Departmental Strategic Plan to ensure that the evaluation and evidence-building priorities are closely aligned with the Secretary's and the Administration's priorities. The Department expects to complete the learning agenda consultation process this summer, draft the combined evidence plan, and release it in February 2026. An updated Departmental Capacity Assessment will also be completed in early 2026.

*Question.* How does the Department plan to use the evaluation set-aside in the FY2025 appropriations law and specific evaluation appropriation to support this work?

*Answer.* The Department will support an evaluation and evidence-building portfolio that contributes to the achievement of the Secretary's and Administration's priorities. The Department's Chief Evaluation Office is coordinating a collaborative learning agenda process this summer. In this process, each DOL sub-agency is asked to identify evaluation and evidence-building activities that are required by Congress or other oversight agencies as well as those that advance the Department's mission, goals and objectives. The Department will use available funding, including the evaluation appropriation and the set-aside, to support priority evaluation and evidence-building activities that are identified through the learning agenda process.

The Department's studies currently include a mix of impact evaluations and program analyses that examine the effectiveness and efficiency of programs and services; outcome studies that determine how well programs and services are meeting key performance metrics and achieving their goals; process or implementation studies to understand how programs and services are implemented on the ground; and descriptive studies that illuminate the key issues and illustrate the landscape of programs, services, and participants. To ensure these studies are as rigorous as possible and meet technical standards, the Department supports review of evaluation designs and deliverables by third-party subject matter and technical experts, facilitates access to data sources that provide essential information on key outcomes, and manages publication and dissemination of evaluation and analytical products. The Department also uses available funding for cross-cutting activities to improve each DOL sub-agency's capacity to develop, access, understand, and use evidence.

*Question.* The April 23rd Executive Order, Preparing Americans For High Paying Skilled Trade Jobs of the Future, includes a focus on measuring performance outcomes for workforce training programs and making data transparent. What steps

is the Department taking to carry out the improved transparency mentioned in the Executive Order?

*Answer.* The Department is currently developing a proposal of planned actions in coordination with the Department of Education and Department of Commerce to implement the Executive Order.

One way the Department intends to improve transparency of performance outcomes is by publicly posting WIOA Adult, Dislocated Worker, and Youth program performance outcomes for each local area. Currently, such results are only shared for state-level outcomes.

The Department is also making other data more transparent and is in the process of launching Application Programming Interfaces (APIs) to make the Department's data more widely available and accessible.

*Question.* Will the Department undertake work to improve transparency around the type of credentials that are offered by workforce training programs and efforts to describe credentials through open, linked, and interoperable data formats, yes or no?

*Answer.* Yes.

*Question.* If yes, please describe the work the Department will undertake to improve transparency around and access to information about credentials.

*Answer.* The Department publishes open data on all eligible training providers including the credential offered, currently at [trainingproviderresults.gov](https://trainingproviderresults.gov). The Department is working to improve the quality of the eligible training provider data submitted by states to enhance transparency around participant outcomes and credentials offered by all training providers that receive funding through the public workforce system. The Department will also strengthen oversight and guidance to States to ensure state Eligible Training Provider Lists (ETPLs) reflect training programs that demonstrate real economic value to workers, while making it easier for these effective programs to establish eligibility across state lines. The Department also makes open data on occupational information, and associated credentials, available through [www.onetonline.org](https://www.onetonline.org). Lastly, the Department requires grantees that develop credentials, such as Strengthening Community Colleges grantees, to make information about their credentials available through open, linked, and interoperable data formats.

The Department, in partnership with the Departments of Commerce and Education, will also develop a public Credentials of Value scorecard that enables employers, job seekers, career coaches, and other workforce stakeholders to compare education and training programs based on quality assurance criteria including labor market outcomes, cost, duration, and credential type. The Department will review ongoing state and private sector initiatives to inform the creation of the scorecard and believes it could integrate wage record data and credential transparency efforts to support informed decisionmaking by workforce stakeholders.

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#### QUESTIONS SUBMITTED BY SENATOR JACK REED

##### *Job Corps*

*Question.* Senator Collins and I sent a letter on May 28, 2025, requesting the following information regarding Job Corps:

The date that background check processing for Job Corps applicants is resumed and the current backlog of background check requests.

*Answer.* Background check processing has not yet resumed; however, as of August 7, 2025, Job Corps has 18,235 applicants awaiting a background check.

*Question.* The status of each of the Job Corps contract, including any extensions or modifications approved since March of this year.

*Answer.* The Department is continuing program operations in compliance with the courts' orders in *NJCA v. DOL* and *Cabrera v. DOL*, including any contract actions necessary to continue operations.

*Question.* The evaluation plan for Job Corps, including any consultation with operators, students and graduates, and local business partners.

*Answer.* The Department is continuing program operations in compliance with the courts' orders in *NJCA v. DOL* and *Cabrera v. DOL*.

*Question.* A detailed explanation of the methodology, data sources, and staff, including their relevant qualifications, involved with Job Corps Transparency Report.

*Answer.* The Job Corps Transparency Report integrates multiple data sources to provide a data-centric examination of program expenditures and efficiency metrics, aggregating unmanipulated financial data and performance evaluations that are produced by the Department's Office of Job Corps. This report specifically analyzes

the most recently available metrics from Program Year 2023, including cost per enrollee and per graduate.

*Question.* Please provide a response for the hearing record. Additionally, please respond to the following:

When were background checks halted and who was involved in this decision? Were any current or former officials from the Department of Government Efficiency involved in the decision?

*Answer.* Background checks were paused in March 2025. All officials who have been involved in assessing the Department's commitment to ensuring Federal workforce investments deliver meaningful results for both students and taxpayers are DOL employees.

*Question.* How many of the applicants awaiting background checks are homeless or involved in the foster care system?

*Answer.* As of August 7, 2025, Job Corps has 18,235 applicants awaiting a background check, of which 7,624 identify as experiencing homelessness or involved in foster care.

*Question.* Was any Job Corps funding returned to the Department of Treasury in Program Year 2023. Does the Department intend to return any funds appropriated for FY2024?

*Answer.* Under 31 U.S.C. Subtitle II, Chapter 15, Subchapter IV, any unexpended funds are not returned to the Department of Treasury (Treasury) until the end of the fifth fiscal year after the period of availability for the account ends. Accordingly, any unexpended funds appropriated for Job Corps Operations for Program Year (PY) 2023 will not be returned to the Treasury until the end of fiscal year (FY) 2029, and any unexpended funds appropriated for Job Corps Operations for PY 2024 will not be returned to the Treasury until the end of FY 2030.

During this five-year period, while the funds are not available for new obligations, they can still be used to pay unliquidated obligations that were made during the period of availability. Job Corps typically has a small percentage of its initial appropriation as an unexpended balance that is returned to the Treasury. Most of this balance typically comprises funds that were obligated during period of availability but were later deobligated due to lower-than-expected expenditures by Job Corps contractors or grantees.

#### *Make America Skilled Again Proposal*

*Question.* If the Trump Administration's budget is adopted with its proposed \$1 billion cut in the Employment and Training Administration Programs and the elimination of the funding for the Adult Education and Family Literacy Act managed by the Department of Education, how will the Department of Labor ensure that the 28 percent of adults with low literacy skills and the 34 percent of adults with low numeracy skills will be able to gain the skills they need?

*Answer.* Make America Skilled Again (MASA) grants will serve all workers, including adults with basic skills needs, and provide states the flexibility to target resources to the skill needs of their population. For example, this could include assisting adults who are basic skills deficient with training opportunities, job search assistance, or Registered Apprenticeships.

*Question.* How will the Department ensure that the unique needs of migrant farmworkers workers and Native American populations that cross state lines are addressed under the Make America Skilled block-grant proposal?

*Answer.* The Department believes that a single streamlined MASA grant would lead to reduced program siloing and increased efficiencies. With streamlined administration, a higher percentage of funds can be spent on services for American workers, with lower overhead costs. States may use these funds to serve their highest-need priority populations, including migrant farmworkers and Native American populations.

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#### QUESTIONS SUBMITTED BY SENATOR BRIAN SCHATZ

##### *Bureau of International Labor Affairs (ILAB)*

*Question.* Does the Department of Labor intend to replace these critical efforts to eliminate child labor and human trafficking? If so, how?

*Answer.* In alignment with the America First Trade Policy, ILAB is addressing child labor and forced labor among our trade partners is an Administration priority. These practices that harm U.S. workers and businesses and undermine fair competition by forcing them to compete with unfair labor practices abroad. ILAB has produced its flagship Congressionally-mandated child labor and forced labor reports since 2001 and, in this time, the reports have evolved into key resources for a wide

range of stakeholders, including Congress, U.S. government agencies, and the domestic and international private sectors. In carrying out this congressional mandate for almost a quarter of a century, ILAB staff have developed deep expertise, rigorous methodologies, and widespread networks to effectively report on child labor and forced labor globally. ILAB will continue to leverage its deep knowledge and expansive networks to ensure that American workers are not undercut by unfair labor practices.

#### *Child Labor Enforcement*

*Question.* Will you commit to ensuring that the Department of Labor's workforce is not impacted by indiscriminate employment terminations, particularly those who dedicate their careers to holding employers accountable for illegal child labor violations?

*Answer.* Yes.

#### *Women's Bureau*

*Question.* The Department of Labor's justification states the budget "...eliminates the Women's Bureau (WB), an ineffective policy office that is a relic of the past." However, Pew Research found that women earned an average of just 85 percent of what men earned in 2024. The Equal Employment Opportunity Commission found that women filed 78 percent of sexual harassment charges between 2018–2021. Does the Department of Labor intend to replace these critical efforts to improve workplace conditions for women? If so, how?

*Answer.* The Make America Skilled Again (MASA) grant program, which is included in the President's budget proposal, will empower states to make determinations about what is best for their workforce—both men and women. It is the Department's goal to continue creating and advancing workforce development opportunities for men and women and ensure their safety and rights are protected through our enforcement agencies.

#### *Job Corps*

*Question.* Did the Department of Labor seek community input on the impact of terminating the Job Corps program prior to its decision to eliminate it?

*Answer.* No, the Department did not seek community input because there was no final decision to eliminate the Job Corps program.

*Question.* What services do you expect will replace Job Corps if eliminated—which will not only impact the resources provided to young people trying to get their start in life, but would also displace the workers in their communities who make these resources possible?

*Answer.* As proposed in President Trump's FY 2026 Budget, the Make America Skilled Again (MASA) proposal would consolidate current DOL training programs into a single flexible formula grant to States and localities, and the Department of Labor is ready to work with Congress to incorporate the MASA proposal into reauthorization of the Workforce Innovation and Opportunity Act (WIOA). States may use these funds to serve their highest-need priority populations, including at-risk youth.

#### *Unemployment Insurance (UI)*

*Question.* UI grants are used by states, including Hawaii, to modernize and improve the efficiency of UI systems. In addition to addressing flaws in existing UI systems, UI grants are critical to Hawaii's efforts to combat fraud, as increasingly sophisticated schemes target UI benefits. Without dedicated funding, Hawaii will be unable to sustain critical fraud prevention services or invest in modernizing their UI system.

Did the Department of Labor consult with states or communities prior to suddenly terminating UI grants?

*Answer.* ETA is unable to respond with respect to American Rescue Plan Act (ARPA) funding as this matter is currently under litigation.

*Question.* How will the Department of Labor work with states that now face significant financial burden and planning uncertainty due to the unexpected termination of UI grants?

*Answer.* States continue to have access to the amounts appropriated by Congress for administration of the UI program in accordance with Title III of the Social Security Act. The Department is available to assist states regarding the administration of the UI program.

*Question.* Will the Department of Labor develop new funding opportunities for states working to prevent fraud and promote the efficiency of their UI systems?

*Answer.* The Department is reviewing the uses of ARPA funding to ensure that the use of such funds is done in the most efficient and effective manner and in a



manner that aligns with agency and Administration priorities. After completing its review, the Department may consider new funding opportunities to achieve these objectives. ETA is happy to work with Congress on additional legislative proposals that can address this critical issue within the UI program. For example, the President's FY 2026 Budget includes \$25 million to support identity verification services.

#### *Workforce Development*

*Question.* The Department of Labor's Budget Justification eliminates eleven workforce development programs and proposes consolidating them into one "Make America Skilled Again" (MASA) grant program.

Please share the timeline and impact to funds made available beyond FY 2026 (i.e. for program years that run through June 30, 2028).

*Answer.* The Department is ready to work with Congress to implement the MASA proposal through the appropriations process or incorporate it into reauthorization of the Workforce Innovation and Opportunity Act, including through providing assistance in developing the implementation timeline and program transition. The Department would aim to make the transition to MASA at least as flexible as the transition between WIA and WIOA.

*Question.* Will funds be recaptured by the Department of Labor? If so, will they be directly transitioned to fund MASA grants?

*Answer.* The Department is ready to work with Congress to implement the MASA proposal through the appropriations process or incorporate it into reauthorization of the Workforce Innovation and Opportunity Act. The Department would aim to make the transition to MASA at least as flexible as the transition between WIA and WIOA.

*Question.* Across what timelines would these actions be expected?

*Answer.* The Department is ready to work with Congress to implement the MASA proposal through the appropriations process or incorporate it into reauthorization of the Workforce Innovation and Opportunity Act, including through providing assistance in developing the implementation timeline. The Department would aim to provide maximum flexibility to states as soon as feasible.

*Question.* The Department of Labor's Budget Justification eliminates funding for YouthBuild. Will participating youth have to be formally terminated from the program and any activities or training they are enrolled in under YouthBuild?

*Answer.* The Department believes that a single streamlined MASA grant would lead to reduced program siloing and increased efficiencies. With streamlined administration, a higher percentage of funds can be spent on services for American workers, with lower overhead costs. Should Congress enact the MASA proposal, States may use these funds to serve their highest-need priority populations, including at-risk youth currently served by YouthBuild grants.

*Question.* The Department of Labor's Budget Justification eliminates funding for the Senior Community Service Employment Program. Will participating seniors have to be formally terminated from the program and any activities or training they are enrolled in under the SCSEP?

*Answer.* The Department believes that a single streamlined MASA grant would lead to reduced program siloing and increased efficiencies. With streamlined administration, a higher percentage of funds can be spent on services for American workers, with lower overhead costs. Should Congress enact the MASA proposal, States may use these funds to serve their highest-need priority populations, including low-income seniors.

*Question.* Please share any eligibility requirements or grant conditions under MASA.

*Answer.* All states would be eligible for MASA. In contrast to the lengthy and complicated eligibility requirements currently in place, MASA funding could be used to serve any jobseeker or worker.

*Question.* How will any new eligibility requirements or grant conditions impact participants currently enrolled in the Adult and Dislocated Worker programs?

*Answer.* The Department is ready to work with Congress to implement the MASA proposal through the appropriations process or incorporate it into reauthorization of the Workforce Innovation and Opportunity Act, including by providing technical assistance on transitioning active participants. The Department does not intend to disenroll any participants in WIOA Adult or Dislocated Worker programs and would work to ensure seamless enrollment transition.

*Question.* Will there be any requirements to perform verification of training or work requirements?

*Answer.* The Department is ready to work with Congress to implement the MASA proposal through the appropriations process or incorporate it into reauthorization of the Workforce Innovation and Opportunity Act, including by providing technical as-

sistance in developing provisions that demonstrate performance outcomes for training participants and completion and attainment of employment.

SUBCOMMITTEE RECESS

Senator BALDWIN. The subcommittee will now stand in recess.

[Whereupon, at 11:12 a.m., Thursday, May 22, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

**DEPARTMENTS OF LABOR, HEALTH AND  
HUMAN SERVICES, AND EDUCATION, AND  
RELATED AGENCIES APPROPRIATIONS FOR  
FISCAL YEAR 2026**

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**TUESDAY, JUNE 3, 2025**

U.S. SENATE,  
SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS,  
*Washington, DC.*

The subcommittee met at 10 a.m., in room SD-124, Dirksen Senate Office Building, Hon. Shelley Moore Capito (chair) presiding.

Present: Senators Capito, Kennedy, Hyde-Smith, Boozman, Britt, Mullin, Rounds, Collins, Baldwin, Murray, Durbin, Reed, Shaheen, Merkley, and Murphy.

**DEPARTMENT OF EDUCATION**

**OFFICE OF THE SECRETARY**

**STATEMENT OF HON. LINDA McMAHON, SECRETARY**

**OPENING STATEMENT OF SENATOR SHELLEY MOORE CAPITO**

Senator CAPITO. Good morning, everyone. It is nice to be back.

And Secretary McMahon, thank you for getting us off to a good start here, in the next work period. Thank you for coming to discuss the President's fiscal year 2026 budget request, and your priorities for the Department of Education.

I am pleased to be joined this morning by my friend, Senator Baldwin, and Ranking Member. She has been on a wild trip all through her State, and so she is invigorated, right, or all——?

Senator BALDWIN. I am definitely invigorated.

Senator CAPITO. All right. All right. As well as our Full Committee Chair who will be joining us, Senator Collins and Vice Chair Senator Murray.

We are all committed to return the fiscal year 2026 Appropriations process to regular order, and these hearings are the first step in that process. So, thank you.

All Americans should have the opportunity to receive a high-quality education, from pre-school to post-secondary education. I know that education is the key to success, and a vital part of maintaining our strong communities across the Nation.

I have seen it, certainly, firsthand in my home State of West Virginia, where I actually began my professional career as a college counselor, an advisor working closely with many first-generation

college students. Through this role I was able to personally see how education provides students with life-changing opportunities.

Secretary McMahon, you have taken charge of the Department of Education at a critical time for our Nation's students. According to the latest National Assessment of Educational Progress scores, students have still not recovered from pandemic-related school closures. National scores on math and reading are worse than pre-pandemic levels in all tested grades. And in reading, students' scores continue to decline. A third of eighth graders are not even reading at basic level. And that, I think you would agree, all of us would agree, is unacceptable.

We know that throwing more money at the problem will not lead to a solution. These devastating declines in achievement are in spite of the almost 190 billion in COVID relief funding provided for elementary and secondary education during the pandemic.

Federal education spending, at a minimum, should be focused on ensuring that America's children can read and write at a basic level. This is critical, not only for children to flourish, but also for us a Nation, to be competitive.

That is why I strongly believe that Federal education spending should support States and policies that afford kids the greatest opportunity to learn and achieve academically. Education decisions should be made by those closest to our students, those who know what they need to succeed, that is local schools, local teachers, local school boards, and most importantly, local parents who are right there with their students.

Formula grant programs like Title I, IDEA (Individuals with Disabilities Education Act), and Career and Technical Education provide the crucial flexibility that States and local communities need to best meet the needs of all students, and I look forward to continuing to support these key programs in fiscal year 2026.

#### SCHOOL CHOICE

Madam Secretary, I am pleased that your budget proposes to increase another important program, the Charter School Program. While West Virginia is fairly new to offering charter school education, we are already seeing promising results in expanded opportunities for our public school students.

For example, the WIN Academy in BridgeValley—at BridgeValley Community and Technical College—is an early-college charter high school designed to provide a free, accelerated, dynamic degree program for juniors and seniors in the Kanawha Valley. The school was started to help local hospitals address the severe shortage in nursing and has been so successful that it has already been expanded to include an advanced manufacturing track in partnership with Toyota.

Students are enrolled in the college and graduate from high school ready to start their careers in high-need, well-paying jobs. This school is meeting the intent of other charter schools, using the flexibility they are granted, to offer innovative learning opportunities to benefit students.

With the additional funding for charter schools proposed in your budget, I know that many more students across the country would benefit from opportunities like the West Virginia WIN Academy.

## STUDENT LOANS

Secretary McMahon, this is a pivotal time for our Nation's student loan borrowers. Borrowers have been forced to navigate an exceptionally confusing 4 years full of bad advice and unfair promises of illegal loan forgiveness from the prior administration. And as a result, one in four student loan borrowers is either in default or on a late stage of delinquency on their loans as of the beginning of May. And only 38 percent of borrowers are actually in repayment and current on their student loans.

After years of confusion, the Department must work to restore trust with borrowers by providing clear and consistent information about repayment. Student loan borrowers deserve that clarity in order to fulfill their obligations to repay their loans. I am grateful that under your leadership the Department has begun the difficult task of getting borrowers back on the path to repayment and I look forward to your continued progress.

Secretary McMahon, the fiscal year 2026 Appropriations process will be challenging, but I look forward to working with you to responsibly allocate our limited taxpayers' resources to programs that help provide the best opportunity for a high-quality education for all students. Thank you again for being here today. And I look forward to your testimony.

Now I will turn to Senator Baldwin for her opening statement.

## STATEMENT OF SENATOR TAMMY BALDWIN

Senator BALDWIN. Thank you. Good morning, and thank you, Chair Capito; and Secretary McMahon, thank you for being here today.

We are here to talk about the President's fiscal year 2026 budget request for the Department of Education, and I look forward to working with Chair Capito and all the members of this committee on developing a fiscal year 2026 Appropriations bill that funds the Department of Education.

## FISCAL YEAR 2025 OPERATING PLAN

But before we can turn to the next fiscal year, 2026, the Department is still refusing to tell Congress and the American public how it is spending billions of taxpayer dollars this fiscal year. The Department was required to submit an operating plan last month detailing how it was spending fiscal year 2025 appropriated funding, and it included \$13 billion in funding it characterized as "unallocated".

That is flatly unprecedented and unacceptable. This committee needs to know how you are planning to spend appropriated funding, and our constituents certainly deserve to know how their taxpayer dollars are being spent. States and school districts need to know how much Federal funding they should expect to receive starting in less than 1 month. This administration obviously doesn't agree. Ironically, the budget request for next fiscal year includes more detail than the spend plan for this year. The lack of transparency, combined with this budget request, raises serious questions about what are you trying to hide and why.

## ELIMINATING THE DEPARTMENT OF EDUCATION

This all stems, in part, Madam Secretary, because this administration seems focused, above all else, on dismantling the Department of Education to score political points, regardless of the impact on tens of millions of students, including some 800,000 public school students in the State of Wisconsin.

Even issues I think we would agree are priorities, such as expanding career and technical education opportunities for students, will be undermined by this administration in the name of eliminating the Department.

I am very concerned by reports that you are trying to move career and technical education programs to the Department of Labor, against mandates from Congress, and in a way that could harm students who participate in these vital programs. There is simply no reason to take this administration at its word when its actions tell a different story. It has shown time and again, the more forcefully it says one thing, the more it is doing the opposite.

## FEDERAL OVERREACH

So, Madam Secretary, you claim the administration's goal of eliminating the Department is about returning education to the States. At the same time, this administration is attempting to exert more control than ever over the decisions in our schools and campuses. This includes demanding that States certify that they are not implementing DEI (Diversity, Equity, and Inclusion), which the Department purposefully left vague so it could cut off funding whenever it chooses.

The Department has reversed billions of approved spending extensions with the assertion that the Department could pick and choose which congressionally authorized spending to approve or not. And it includes the unprecedented assault on some of our college campuses to exert control over their classrooms and their daily operations. You claim eliminating the Department is not about cutting funding but giving more flexibility to States and schools, but at the same time, you are proposing a budget that would cut \$12 billion from funding that supports students and educators.

## PROPOSED FUNDING REDUCTIONS

This proposal would eliminate dedicated funding for evidence-based literacy instruction, support for homeless students, and rural schools. The proposal would cut billions from programs that States, and school districts, can already flexibly use to meet pressing needs. And in place of eliminating all these programs, the budget proposes a block grant a quarter of the size of the program that it replaces.

The budget proposes to cut more than half a billion from education research and statistics, virtually shutting down production of, and support for, using evidence to improve student achievement.

You are proposing to eliminate programs that support nontraditional students in higher education, including TRIO, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), and CCAMPIS (Child Care Access Means Parents in School), and you are proposing to drastically reduce the maximum

Pell Grant award by almost \$1,700, which would have a devastating consequence for our Nation's lowest-income students, including those looking to acquire new skills to meet the needs of local employers and in-demand industries.

The math is simple: this budget significantly cuts Federal education funding. This issue isn't just what's being proposed in this budget request, but what the Department is doing right now.

Last month, the Department decided to not continue \$1 billion in multi-year grants that were improving access to mental healthcare in schools. This includes funding provided, on a bipartisan basis, in response to the Uvalde School shooting that took the lives of 19 students and two teachers, while injuring 17 others.

Madam Secretary, a recent survey revealed more than a third of Wisconsin's high school students reported feeling depressed, sad, or hopeless almost every day for 2 weeks or more in a row. We need to be providing more mental health support for our students, not less.

The Department claims that these grants were not in the Federal Government's interest. I repeat that: The Department claims these grants were not in the Federal Government's interest, but refuses to provide specific reasons why they weren't continued. This funding isn't simply numbers on a spreadsheet, or receipts for a website, this was more than 200 grants in nearly 40 States actively being used to increase the number of counselors and mental health professionals in schools.

That is how this administration defines providing more flexibility to schools, by pulling the rug out from under them when they are trying to address the mental health needs of students.

#### ELIMINATING THE DEPARTMENT OF EDUCATION

Finally, Madam Secretary, while this administration clearly wants to eliminate the Department of Education, Congress has not passed any law to do so. Quite the opposite, in fact; just two and a half months ago, Congress passed an appropriations bill that provided funding to the Department of Education to carry out specific education laws, all laws that passed Congress with overwhelming bipartisan support and that direct the Secretary of Education to carry out specific activities to help ensure every student receives a high-quality education.

I am deeply concerned that you are planning to ignore this and will attempt to illegally impound funds and dismantle the Department of Education. It will ultimately be students who will pay the price. But if the Executive Branch is allowed to do that and ignore the laws we pass, I am not sure what we are doing here.

Fortunately, I still have faith in this committee to reject that approach and to carry out our constitutional duties. Most importantly, I know we can do better for our Nation's students than what this administration is planning, and what this budget proposes. And I look forward to working with my colleagues to do just that.

Senator CAPITO. Well, thank you, Senator Baldwin. And we see we have been joined by the Chair of the Full Committee.

I am going to ask the Secretary to give her opening statement first, and then I will turn to the chair. Thank you. Welcome, Secretary.

SUMMARY STATEMENT OF HON. LINDA MCMAHON

Secretary McMAHON. Thank you very much, Chairman Capito, Ranking Member Baldwin, and distinguished Members of the Subcommittee. Thank you for having me today to represent the goal I share with my boss, President Trump, to responsibly eliminate the Federal bureaucracy, cut waste, and give education back to States, parents, and educators.

With your partnership, the fiscal year 2026 budget will take a significant step toward that goal. We seek to shrink Federal bureaucracy, save taxpayer money, and empower States, who best know their local needs, to manage their education in this country. We have reviewed our programs and identified spending that does not fulfill the mandate of trust the American people have placed with President Trump.

We have cut old contracts that waste funds and enrich private parties at taxpayer expense, suspended grants for illegal DEI programs, and now are putting forward a responsible budget request that reduces Department funding by more than 15 percent. At the same time, we are working to make American education great again.

In our conversations with governors, teachers, and parents across the country, we hear calls for accountability and more local control. That is our goal, to give parents access to the quality education their kids deserve, to fix the broken higher education industry that has misled students into degrees that don't pay off, and to create safe learning environments.

We are holding institutions to account when they facilitate discriminatory or hostile environments on campus. A level playing field with limitless opportunity, I think, is a vision that we all can share.

Our budget reflects this vision. Its cuts reflect a bureaucracy that is getting out of the way, and its continuations and increases represent smart spending that will help improve student achievement and not serve bureaucratic interests. Our goal is clear: make education better, fairer, and more accountable by ending Federal overreach and empowering families, schools, and States who best know the needs of their students.

I am eager to partner with you to make the vision of the future a reality and to ensure every child is part of it.

Thank you. And I look forward to your questions.

[The statement follows:]

PREPARED STATEMENT OF LINDA MCMAHON

Chairman Capito, Ranking Member Baldwin, and distinguished members of the Subcommittee, thank you for having me today.

I would like to begin by thanking all of the members for their time today, and by thanking all of the dedicated career staff and appointees whose hard work over several months has produced the Department of Education's Fiscal Year (FY) 2026 budget request. That request represents the commitment all of us at the Department share with our boss, President Trump, to responsibly eliminate Federal bureaucracy and return education to the states, as envisioned by our Constitution. We also understand our fiduciary responsibility to Congress, and we hope to arrive at



a position that aligns the President's budgetary goals with the insights of the legislative branch.

Since January 20 of this year, we have operated on an accelerated timeline to review our programs, impose austerity on spending, and apply additional accountability measures across the board. We have reassessed all contracts with third parties, and suspended grants that violated Federal law or conflicted with the priorities of most Americans, as reflected in President Trump's electoral mandate.

At the same time, we have been hard at work delivering on the President's confident vision to make American education great again. We have been in constant conversation with governors, state superintendents, and educators across the country, working together to empower states to take back the reins of education. We have placed families at the forefront, emphasizing parental choice through our support for charter schools and other education freedom policies. We have taken fiscally sound measures to correct the deficiencies in repayment guidelines for the student loan portfolio, while beginning to address the root cause of colleges' runaway costs. Finally, we have redoubled the efforts of the Office for Civil Rights, to more efficiently address dangerous and repeated infractions of Federal anti-discrimination laws against women and girls, Jewish students, and others singled out for their race, ethnicity, or background.

To carry out these decisive measures in an environment of renewed fiscal discipline, we have worked diligently to develop a FY 2026 proposal that accurately reflects our transformative vision for the American education system. The era of indiscriminately spending money without correcting underlying problems must end. In the proposed budget under review today, we prioritize fiscal responsibility, evidence-based programs, state-led innovation, education choice, and ensuring that every dollar serves students, not bureaucracy.

To this end, we are requesting that Congress adopt our FY 2026 discretionary request of \$66.7 billion—a 15.3 percent reduction from FY 2025. This budget reduction marks a serious commitment to reducing bureaucratic excesses while preserving key programs and empowering states, parents, and educators to deliver a world-class education.

We are consolidating and creating efficiencies in the bureaucracy as it exists: which means less taxpayer money is needed to fund it. This is an outcome that all should celebrate.

We look forward to partnering with you as we move toward revolutionizing the American system, from classroom to career.

#### *Eliminating Bureaucracy and Sending Education Back to the States*

America is currently in an educational crisis. Taxpayers have afforded the Federal education bureaucracy over \$3 trillion since 1980, but it has failed to deliver for students. 70 percent of 8th graders are below proficient in reading, and 72 percent are below proficient in math, according to the latest Nation's Report Card. Federal educational assistance to those who need it most should not be crowded out by flawed or ideological programs with a poor track record of helping students.

First and foremost, in our proposed budget, we recommend that programs rife with waste, fraud, or abuse be eliminated to keep our spending focused on improving student outcomes, not perpetuating a failing system. For example, we do not need to spend \$4.6 million for a third-party contractor to coordinate the Department's video meetings, or \$3 million for a research project that shows our prior research projects were not utilized. Eliminating these and other wasteful expenditures is important for eliminating the self-perpetuating education bureaucracy and returning power to the states, where it belongs.

At the same time, this budget maintains full funding for Title I to school districts for children from low-income families, and special education funding under the Individuals with Disabilities Education Act (IDEA). By consolidating various disparate K-12 programs into a single streamlined program, we provide states flexibility to fund activities that make the most sense for their respective communities, including improving school leader quality, expanding choice, and building teacher capacity.

Eliminating unnecessary bureaucracy doesn't mean cutting Federal education funding—in fact, it ensures that more funding reaches its intended recipients—students—by reducing administrative overhead.

National education data collection and progress reporting is a good example. We fully support the use of high-quality data by educators, but are finding ways the Institute of Education Sciences (IES) can better accomplish its statutory duties more efficiently. We began this year by canceling and renegotiating a number of contracts and we are now redirecting those resources toward a leaner operation that will provide useful data and tools for teachers, education experts, and school administrators. This is part of our plan to reimagine IES as a more effective and efficient re-

search organization—one that delivers resources and best practices directly to teachers to improve student learning outcomes. Additionally, the National Center for Education Statistics (NCES) will continue to meet its statutory responsibility to provide high-quality Federal statistical products, including the Nation's Report Card.

*Strengthening Enforcement of Federal Law and Ending Discrimination in Schools and Colleges*

Lest reductions in spending give the wrong impression about this Department's capability for ensuring that federally-funded institutions comply with Federal law, I want to reassure the members of this committee that our FY 2026 budget request reflects a leaner, more focused Office for Civil Rights (OCR) that has already established a strong track record under President Trump's leadership. Despite a 35 percent reduction in OCR funds, we are setting a new standard for prompt and effective investigations.

Past administrations have muddled the enforcement of laws designed to protect students, creating administrative confusion and hostile environments. Massive backlogs of legitimate civil rights complaints languished in OCR, while legal staff were directed to focus on cases based on transgender ideology and other progressive causes.

The Trump Administration is taking decisive action to provide clarity on the widespread problem of illegal discrimination in our education system. We are strengthening oversight to ensure that both K–12 and higher education institutions adhere to civil rights laws, especially those addressing discrimination. To receive Federal funding, these institutions must comply with Federal law. Every student deserves an education free from bias, unfair treatment, or ideological agendas that undermine equal opportunity.

To this end, we have revised OCR's case processing manual to ensure the timely evaluation of civil rights complaints. We have also reorganized personnel by specialized topics, not regions, a more focused approach that aligns well with the urgent yet legally diverse priorities being addressed.

The success of the dedicated task force for Title IX investigations is an example of how specialization creates greater efficiency. These reforms have enabled us to stay on pace with past administrations in our processing of civil rights complaints, including disability complaints, with a leaner OCR staff. As long as Congress charges the Department with overseeing civil rights enforcement, we will never advocate for budget reductions that would debilitate this all-important duty.

*Reversing Decline by Emphasizing School Choice and Meaningful Learning*

Furthermore, the President's FY 2026 budget seeks to reverse decades of educational decline by prioritizing school choice and meaningful learning, empowering parents and states to drive student success through the innovative teaching of core subjects. School choice is primarily an issue for Governors and state legislatures, but there are some investments that we make on the Federal level. This budget invests \$500 million—a \$60 million increase—in high-quality charter schools, proven to boost academic achievement and expand parental choice. Specialized local charter models have long served as a path for parents of all backgrounds to offer educational excellence to their children.

Simultaneously, the budget introduces the K–12 Simplified Funding Program, consolidating 18 grant programs into a \$2 billion formula grant. This streamlines bureaucracy, reduces compliance costs, and empowers states to provide flexibility to districts and allocate funds to initiatives that will increase scores in core subjects like math, reading, science, and history. Again, full funding for Title I to local educational agencies (LEAs) is preserved, and the increased decisionmaking authority on the state level will incentivize more evidence-based pedagogy that prioritizes academic quality. Together, choice and local control will create a system that equips students with the knowledge and skills to succeed after they graduate.

*Treating Postsecondary Education as an Investment in America's Future*

To better serve these high school graduates, the FY 2026 budget strengthens postsecondary education by prioritizing affordability, accountability, and opportunity while responsibly managing Federal resources. In it, we continue to support Pell Grants for low-income students and Career and Technical Education grants, aligning with this Administration's vision—expressed in multiple executive orders—of postsecondary pathways that include both four-year college and non-college options, such as work-based learning and apprenticeship opportunities.

To rectify the disarray of our \$1.6 trillion student loan portfolio, we are enforcing return-to-repayment policies, not debt bailouts that drive up the cost of college. This effort involves working with the U.S. Department of Treasury to restart involuntary collections and proactively reaching out to struggling borrowers to help them

get out—and stay out—of default. We will no longer allow borrowers to transfer their student loan debt to taxpayers. And we are introducing cost savings by following the commonsense policy of excluding non-citizens from all forms of Federal higher education assistance.

Working with Congress and through executive action, we are also tackling the root causes of soaring college costs. We have begun a wholesale reform of higher education regulations through the negotiated rulemaking process to promote competition and innovation while ensuring institutions meet rigorous standards. Colleges must be transparent and accountable to students so they can ascertain whether a particular program will yield a good return on investment. Matching college costs with career outcomes and high-paying jobs will ensure that the student loan portfolio does not slip into mass non-payment again in the future.

#### CONCLUSION

President Trump's vision is to make American education freer, fairer, and more competitive globally by eliminating Federal bureaucracy and empowering states, parents, and educators. Our FY 2026 budget request delivers on this promise by reducing spending for ineffective programs and prioritizing effective ones, while fully enforcing Federal law and giving power back to states, parents, and educators.

We ask that you support us in fulfilling the President's goals and work with us to ensure every child has access to a world-class education that prepares them for a prosperous future.

I look forward to your questions and to collaborating with this Subcommittee to arrive at clarity on this budget and to achieve these shared goals.

Senator CAPITO. Thank you. And I will turn to the Chair of the Full Committee, Senator Collins from Maine.

Senator COLLINS. Thank you very much, Madam Chair.

Madam Secretary, let me first welcome you to the committee. I know that you care deeply about our students, we may have different views on how to best achieve the goals that we share, but I do not question for a moment your deep commitment to education and our Nation's students.

I have been very concerned that we have seen a drop in performance by our students that occurred since the COVID unwise closures, and prolonged closures of schools, and continued in the Biden administration, and that is something that should concern us all.

#### TRIO PROGRAMS

I would like to turn to the TRIO programs, like Upward Bound. That is an issue that you and I have discussed. From my experience in Maine, I have seen the lives of countless first-generation and low-income students, not only in Maine but across the country, who often face barriers to accessing a college education, changed by the TRIO Program. I am actually wearing my Maine TRIO pin today just to emphasize my support for that program.

In fact, three of my own staff members went through the TRIO Program and tell me that they would not have pursued higher education but for the support and confidence that the TRIO program gave them. The President's budget, unfortunately, in my view, proposes to eliminate the TRIO programs, and as co-chair of the Congressional TRIO Caucus, I strongly disagree with the President's proposal.

Could you explain why the administration has decided that TRIO programs are not worth the investment that they make in people's lives, and the robust bipartisan support that they enjoy due to their success?

Secretary MCMAHON. Do you want me to answer now?

Senator COLLINS. Please. Thank you.

Secretary MCMAHON. Thank you very much, and I know that these programs are very near and dear to your heart. We have had at least two pretty lengthy conversations about them. And TRIO will be funded through the end of, you know, this year, so that all those funds will go out, but it is not proposed to continue in the 2026 budget.

What we found is the programs, while I absolutely agree that there is some effectiveness of the programs, and in many circumstances, these programs were negotiated at very tough terms, in that the Department of Education has no ability to go in and look at the accountability of TRIO programs. It specifically eliminates our ability to do that. And I just think that we aren't able to see the effectiveness across the board that we would normally look to see with our Federal spending.

So, while there are, I think, many instances, and I believe also that Chairwoman Capito even worked in TRIO for a while in her earlier years, I do think there is effectiveness of many programs, but I am just not sure the total expenditure warrants.

I do know, however, that Congress does control the purse strings, and I would sincerely hope that if you decide, with Appropriations, to continue these programs, that we could work with you to renegotiate those terms that we feel kind of hamstrung the Department of Education in not being able to fully understand their accountability. That is a real drawback in these programs, and I think all of us would agree we want to make sure that anything that we are funding, we can attach accountabilities to it.

Senator COLLINS. Well, as with the Job Corps Program in the Department of Labor, I think the answer is to reform and strengthen those programs, fix what is wrong, increase accountability, not abolish them, and I look forward to working with you in that regard.

#### JOBS ACT

I want to move to another issue, and that is a bill that Senator Kaine and I have introduced called the JOBS Act. What it does is allow students to access Federal Pell Grants to pay for shorter term job training programs. A lot of times you can get a license in a trade to become an electrician, or a welder, for example, or a certified nursing assistant, without going through a 2-year community college program. That may be the best option for some people. It isn't for others. Would you support the concept of allowing Pell Grants to be used for short-term training programs that result in a license or a certification for a job?

Secretary MCMAHON. Well, you are really speaking my language, Senator, and thank you very much for that. I wholeheartedly support these workforce Pell Grant options because I have seen in many instances, I mean, we have eight million open jobs in our country. Our workforce is definitely not being fulfilled by the proper workers.

So let's get these young people who don't need a 4-year college education into the workforce sooner. I am in agreement that even when they are in high school, we should start these programs in high school leading into apprenticeship programs. But the work-

force programs for the short term you are talking about, I also think they can be stacked in credentials so that you can really propel yourself and to be a stronger economic contributor. So, I am all for those.

Senator COLLINS. Great. Thank you, Madam Chair.

Senator CAPITO. Senator Baldwin.

Senator BALDWIN. Thank you, Madam Chair.

Fiscal Year 2025 Operating Plan and Impoundment

Secretary McMahon, during your confirmation hearing, when asked about spending appropriated funding, you said, quote, “If they have been appropriated by Congress, those funds should be disseminated,” close quote. You also said that eliminating the Department is not about cutting Federal funding for schools. Now, we have a budget request that significantly cuts funding for public schools, students, and educators.

A few days ago, the OMB (Office of Management and Budget) Director said that impoundment is still on the table, threatening to take funding away this year. And we have your spending plan for this year that still leaves more than \$8 billion, in your own words, “unallocated”. Not spending these funds is the administration making a decision not to invest in our children.

And that decision has real consequences. What you consider unallocated for this year includes \$1.3 billion for before- and after-school programs, which supports programs for thousands of students in Wisconsin in approximately 150 locations throughout the State, and over \$2 billion to support effective teachers, of which an estimated \$23 million would provide evidence-based professional learning for educators and help address gaps in access to effective teachers in Wisconsin.

Are you going to allocate all of the funding Congress appropriated for students and schools in Wisconsin and across the country this year?

Secretary McMAHON. Well, Senator Baldwin, thank you very much for that question, and I understand your concerns. What we have done in putting forward our operating plan—the first operating plan to show where we were making allocations, and then followed up with the second operating plan—

Senator BALDWIN. This isn’t a nuanced question. Congress passed a law appropriating this funding. You said in your confirmation hearing that you would spend funding Congress appropriated. If the answer isn’t simply “yes”, based on all of the evidence before us, that leads me to believe that you are planning to withhold funding and shortchange schools, students, and families across America.

Secretary McMAHON. Well, we are going to continue to look at the allocations, and we would like to work with you as we continue to evaluate those programs and present this on the—

Senator BALDWIN. We passed a Continuing Resolution that appropriated funding. And you said earlier that you were going to spend it as appropriated, as is signed into law. So, I am going to move on.

Mental Health Grants

Secretary McMahon, when we met before your confirmation hearing, you told me that our students’ mental health was a pri-

ority for you. Yet you recently decided to discontinue mental health grants that Congress authorized and funded on a bipartisan basis, because you determined, quote, "They were not in the best interest of the Federal Government," close quote. Which makes me wonder: what changed since our conversation? Your operating plan for fiscal year 2025 describes this funding as unallocated this year. Your budget request for next year proposes eliminating this funding.

Secretary McMahan, do you believe increasing access to mental health supports for students not in the best interests of the Federal Government?

Secretary McMAHON. We are not looking to eliminate this funding. We are simply continuing the funding but will allow the States to rebid on the competitive grant basis, and we are evaluating those programs across States. I think that a governor in a State, or local superintendent, or the healthcare professionals that are working in that State have the best opportunity in looking at what is happening in their areas to make those requests for those grants. And so that is what we are looking at, is for the States—

Senator BALDWIN. Secretary McMahan, the grant that you discontinued for the Wisconsin Department of Public Instruction was being used to expand access to mental healthcare for students. We are talking about more counselors and mental health professionals in schools. Why did you cut off funding for this grant and take away this help for Wisconsin students in schools?

Secretary McMAHON. Well, because I think we have to look at it across the board, Senator. And the goal really is to make sure that the money is being spent in the best place, and for the best of—

Senator BALDWIN. What about training new school psychologists, like what you chose to discontinue at Alverno College in Wisconsin? Do you think that is also not in the best interest of the Federal Government?

Secretary McMAHON. I believe there are a lot of programs that are in the best interest of the Government and—but the States and the local areas, I think, are the best place where we need to concentrate for these particular programs.

Senator BALDWIN. Thank you, Madam Chair.

#### TRIO AND GEAR UP PROGRAMS

Senator CAPITO. Thank you. Madam Secretary, I am going to add my voice of concern with Senator Collins, and you and I have talked about this, on the zeroing out, the elimination of the TRIO and GEAR UP programs, that you mentioned that I actually did work in one of these programs many years ago. But my State, and many of our States, but mine in particular, I think has a lot of first-time college goers, a lot of students that don't have the aspirational goals either within their family, they are not looking at how they can achieve education or a certificate or whatever.

And that is where I think these programs have been particularly useful. So I would encourage that we look at this again, and we certainly will as a committee, because all of us have this issue within our States in terms of that first-time college goer or first or student—or a student that really needs the extra push, the camaraderie, the community that a lot of these—I have gone to their

graduations, and been their speaker, and it is really quite delightful to see how far they have come in a short period of time.

#### Antisemitism and Civil Rights

So, I am going to move on from that question. I want to ask on anti-Semitism. The morning before our education—the morning before, our education last year, there were protesters at Columbia University, and I asked the then Secretary, how many people from the Office for Civil Rights have you had actually on the campus, to see what is occurring there, to see what kind of violation of civil rights might be occurring on the Columbia University Campus, and apparently there was nobody there from the Office for Civil Rights.

Your budget proposes to decrease the Office for Civil Rights. How are you—this is not a problem that is going away on our college campuses, we see it now. Now we have got a little bit of a break it's the summer. How are you going to make sure that the Department is taking steps to ensure that all students, and in this particular case, Jewish students, are able to learn in an environment free from intimidation?

Secretary MCMAHON. Well, thank you very much, Senator Capito. I think it is pretty evident from the actions that we have taken relative to Columbia, and looking into Harvard as well, and fulfilling the promise that President Trump made when he was campaigning, that he would not tolerate anti-Semitism on our campuses or discrimination of any kind.

So, I have personally met with first Katrina Armstrong, who was the President of Columbia when the first issue was addressed, and now with the second, Claire Shipman, who is there now. We have talked about the issues on Columbia's campuses, and we have worked with them, I believe, in how we can solve some of these issues. They have to set their policies and their priorities, and they have to enforce them.

They can't allow encampments on campuses. They can't allow students to come on dressed with masks so that you can't identify these students. I think they have to also vet the students who are coming in better, to see what kind of backgrounds that they have, even professors who come on campuses: Are they teaching ideology or more in subjects?

So, I personally have done this in conversations with these presidents, with other presidents of universities, to understand what their policies are. Our Office for Civil Rights has opened many cases looking at anti-Semitism, and we are actively enforcing that, as well as we have defunded some of Columbia's programs, \$400 million there, and about \$2.2 billion with Harvard. We are saying we mean business, these programs and policies have to have teeth, they have to be enforced, no student should have to go on campus and be afraid to go to class.

Senator CAPITO. Right. Well, I agree with the substance of what you are saying. My concern is by cutting so much out of that particular—you are one person; you need the support and the backup of that office to be able to investigate these cases. So, I will leave it at that.

## LITERACY

Let us talk about literacy, as I mentioned at my opening statement, these test scores are very troubling, I think. And you want to try to figure out what—how do we attribute to this? It's not like there are not great teachers everywhere all around this country trying to figure out how to get their students' achievement moving up in the right direction.

I will say this. My State of West Virginia, the State Legislature in recognizing this, did allocate additional funds for reading teachers in the very early, you know, grades one through three, to try to move our scores up, because we have traditionally lower scores. We did actually make it—that did make a difference. Having that extra teacher in the classroom, we can pull a child aside, give them that one-on-one attention, really does make a difference.

How is the budget that you have put together, is the answer to push it down to the States so that they can make those differences with our literacy and our math scores that we are falling behind? I think it is a chief concern.

Secretary McMAHON. Well, certainly, I think just what you were talking about, at your State level, you put an extra teacher in the classroom because you recognize the need there. I think that will make an incredible difference. You know, there have been a lot of programs that have been tried to make sure that we could help students to read, and they have not worked.

But what we are seeing in States that are doing programs now that are returning to the science of reading, we saw it in Louisiana in the past NAEP (National Assessment of Educational Progress) scores. We have seen it in Mississippi. We have seen it in Iowa. The children that are learning to read and can read by the end of third grade are those that have the greatest opportunity for success. Up until third grade we read to learn, and after that we learn—I mean, we learn to read up through third grade, and then we read to learn after that.

Senator CAPITO. Right. Thank you. Senator Durbin.

Senator DURBIN. Thanks, Madam Chair.

And welcome, Madam Secretary. Since you are the Secretary of Education, I think it may be appropriate that we start questioning with a pop quiz. Are you ready?

Secretary McMAHON. I never have liked pop quizzes.

## FOR-PROFIT COLLEGES

Senator DURBIN. I never have either. But I am going to give you the answers ahead of time. The answers are 8 and 30, 8 and 30, remember those two numbers. What percentage of high school students in America attend for-profit colleges and universities?

Secretary McMAHON. Eight percent.

Senator DURBIN. Eight percent, perfect. What percentage of student loan defaults in America come from students in for-profit colleges and universities?

Secretary McMAHON. Must be 30.

Senator DURBIN. It is. Great. You just aced the test. But the problem is that the difficulty the students face becomes a lifetime problem. Imagine, if you will, a first-generation college student try-



ing to pick a place to go to school, inundated in high school with glossy brochures for for-profit colleges and universities which promise the sun, the moon, and the stars. The student goes and learns that there are Pell Grants available through for-profit colleges and universities. They hear the promises that if they just attend this school and graduate there is going to be a good-paying job at the end of the rainbow, and it turns out it's all phony. Over and over again, these students are being deluded and deceived. There is much more scam than there is scholarship. There is more hype than there is higher education.

So, most of them, or at least 30 percent of them, end up with loans they can't pay back. They never see that job that was promised to them. But they have got one last place to turn to, to try to get their lives back on track. I have met a lot of these students. Have you met any of them?

Secretary McMAHON. I have.

Senator DURBIN. I have seen their stories and heard their stories from them living in their parents' basement because of student loan debt and no college diploma, or a worthless one from some for-profit colleges and universities. You have a department within the Department of Education for Borrower Defense. Are you familiar with that?

Secretary McMAHON. Yes, I am.

Senator DURBIN. Can you tell me what you understand the Borrower Defense Law to promise?

#### COST OF COLLEGE

Secretary McMAHON. Well, first of all, I would like to address how we started the conversation, not the percentages. But this is an issue, sir, that is, I think you well know, is not just relative to for-profit universities. We have many of our universities today that are promising degrees and jobs which are not being fulfilled, even those from very prestigious and elite universities.

The cost of college today is so incredibly high that we have many students who are graduating thinking that they were going to have a job, that they would be able to repay their loan, but the cost of those loans are so high that even if they get that job, it may not, over the course of their lifetime, be able to repay that loan.

So one of the things that we have proposed, in looking at our FAFSA (Free Application for Federal Student Aid) application forms, is providing information even on FAFSA that would indicate to a student who is applying for a student loan: Hey, take a look at this, this is the college you are going to, this is the job that you want, and this is about how much money this job can pay. And is this college the right place for you? Are these courses the right place for you to take?

So let's us give upfront a little more information so that they actually have an understanding of what their opportunity in the marketplace can be.

#### FOR-PROFIT COLLEGES

Senator DURBIN. Thank you, Madam Secretary. I want to reclaim my time, since it is very limited. The point that I am making is, there is one brand of college and university that is particularly

egregious when it comes to deceiving these students. It is for-profit colleges and universities, 8 percent of high school grads, 30 percent of student loan defaults in that category alone. It stands out from all the rest. The point I am getting to is you are hollowing out the Borrower Defense agency within your own Department. This is supposed to be the rescue for these students to finally get back on track and maybe go to a good school one way or the other.

Why would you hollow out the resources there and the people that are enforcing the Borrower Defense Rule when we have these terrible numbers of exploitation of students?

Secretary McMAHON. Well, and my point is that we should not just focus on those schools. I do know that—I totally agree with you there are some scam universities out there, and also——

Senator DURBIN. Then why would you hollow out the people who were supposed to enforce it?

Secretary McMAHON. Because I think we are putting other measures in place, but the scam——

Senator DURBIN. Give me an idea what you are putting in place that is better than the Borrower Defense Rule?

Secretary McMAHON. Well, we just talked a little bit about FAFSA, and it is the education upfront, so that is——

Senator DURBIN. I am talking about the victims. The ones who are already victims, they are in debt by tens of thousands of dollars. They are living in their parents' basement, they have no place to turn, and you are telling me the FAFSA form application is going to help them? How can it help them?

Secretary McMAHON. And that is not in place yet, but I think that is going to be very, very helpful. Here is the other thing. Where are our guidance counselors in high schools? Who are they talking to?

Senator DURBIN. The question. I think we are finding these counselors——

Secretary McMAHON. And I think they need—I think that they need to be totally informed, and I think they need to look at the cost of education.

Senator DURBIN. You are cutting the number of counselors in these schools at the same time.

Secretary McMAHON. Well, the counselors that are doing their jobs can provide information to these students.

Senator DURBIN. There aren't enough of them. That is the point I am making. And the situation is terrible for these students. First-generation students who are being exploited by these schools, they need your protection, they need our protection. They deserve it. They are doing the right thing, and unfortunately, you are reducing the number of people to enforce the law.

I yield, Madam Chair.

Senator CAPITO. Thank you. Senator Kennedy.

#### TRIO AND GEAR UP

Senator KENNEDY. Madam Secretary, I want to welcome, by the way, I want to ask you about the TRIO Program that has been mentioned, and its sister program, GEAR UP. We spend \$1.58 billion a year on TRIO.

Secretary McMAHON. Yes.

Senator KENNEDY. That is \$1,580 million a year. Is my math, right?

Secretary McMAHON. I think that is right, sir.

Senator KENNEDY. And how long have we been spending \$1,580 million a year on this program?

Secretary McMAHON. I am not sure the total length of time of the program.

Senator KENNEDY. More than 10 years?

Secretary McMAHON. Yes.

Senator KENNEDY. So that is over a trillion dollars we have spent on this program. And in this program, these trillion dollars we have spent, we give this money, as I appreciate it, to colleges and universities to encourage poor kids to go to college; is that right?

Secretary McMAHON. To provide some of those kids who have not yet been exposed to what it takes to get ready to go to college.

Senator KENNEDY. Okay. To encourage poor kids to go to college, right?

Secretary McMAHON. Yes.

Senator KENNEDY. Okay. And given that we have spent a trillion dollars, how many poor kids who otherwise wouldn't have gone to college, have gone to college and graduated?

Secretary McMAHON. A significant number, I would imagine.

Senator KENNEDY. How many?

Secretary McMAHON. I don't know exactly.

Senator KENNEDY. Isn't that a question we should ask?

Secretary McMAHON. I think, Senator, and we will be happy to get back to you with that answer. You know, the other thing about the——

Senator KENNEDY. But wait, Madam Secretary. I am not fussing at you. Do we have that number?

Secretary McMAHON. I don't think so.

Senator KENNEDY. I am looking. We don't have it?

Secretary McMAHON. I don't think so, because there is the——

Senator KENNEDY. Well, if we were——so we have spent a trillion dollars, and we have given this money to universities, and they are supposed to encourage poor kids to go to college, but we don't know how many poor kids went to college who otherwise would not have gone to college and graduated, right?

Secretary McMAHON. Correct.

Senator KENNEDY. Well, what do your audits show?

Secretary McMAHON. Well, that is the issue, and I mentioned it when I was at——

Senator KENNEDY. Are you able to audit?

Secretary McMAHON. We are not. We are not able to audit, and there are constraints against the TRIO Program for its accountability. The other issue with——

Senator KENNEDY. Well, I am sorry to cut you off, but I don't have much time. So, we spent a trillion bucks, we gave it to the colleges, we said encourage poor kids to go to college, we don't know how many kids went to college because you don't have the authority to audit. How do you know these universities are not just using the money to operate instead of encouraging poor kids to go to college?

Secretary McMAHON. I am not sure.

Senator KENNEDY. You don't know how?

Secretary McMAHON. No.

Senator KENNEDY. Because you can't audit?

Secretary McMAHON. Correct.

Senator KENNEDY. You understand hope is not a strategy.

Secretary McMAHON. Yes, sir.

Senator KENNEDY. I mean, if you told the average American we just spent a trillion dollars of your money and we gave it to colleges and universities, and we said encourage poor kids to go to college, but we don't know how many kids went to college who otherwise wouldn't have gone and who graduated. You understand the average American would ask us what planet we just parachuted in from, right?

Secretary McMAHON. That is right. You know, Senator, if I may, there is one other issue on the TRIO Program.

Senator KENNEDY. Sure.

Secretary McMAHON. What we have found is——

Senator KENNEDY. I am going to run out of time. But can make it fast.

Secretary McMAHON. Take your time back then.

#### HARVARD UNIVERSITY

Senator KENNEDY. Let me ask you a question about our skirmish with Harvard. And I don't want to get under the merits. President Trump has said that Harvard is violating Federal law, and he is withholding their money; is that right?

Secretary McMAHON. Yes, sir.

Senator KENNEDY. And Harvard has responded: We have never violated Federal law, but if we did, we give you a pinky promise that we won't do it again; is that right?

Secretary McMAHON. Yes.

Senator KENNEDY. And then President Trump said: Okay, no offense, but you know, I just want to be sure. So why doesn't Harvard, I will give Harvard the authority to appoint a monitor, pick a monitor, pick whomever they want, the Federal Government has the right to veto the pick, so if they picked their brother-in-law, that wouldn't be fair. And Harvard said: No, you just have to trust us. You have to accept their pinky promise. Is that basically what is going on?

Secretary McMAHON. Well, and not only that, but Harvard did respond to our request for negotiations with a lawsuit, we are in the throes of litigation.

Senator KENNEDY. Well, if Harvard would just agree to a monitor, that would solve the problem, wouldn't it?

Secretary McMAHON. It might solve part of it. But the provost is what—vice provost that we have asked that would come on to be one of the monitors on that situation.

Senator KENNEDY. I am way over. I am sorry, Madam Chair.

Senator CAPITO. Senator Reed.

Senator REED. Well, thanks very much.

Welcome, Madam Secretary. And I am not a great mathematician, but I think you were talking about a trillion dollars. I believe \$1.5 billion times 10 is \$15 billion. That is a little bit off from a trillion dollars, but.

Secretary McMAHON. I think the budget cut is \$1.2 billion for a—

Senator REED. Well, 1.2 that would be \$12 billion, not a trillion dollars.

Secretary McMAHON. Okay.

Audit of TRIO Programs

Senator REED. Fine. Why are you not recommending an audit for the TRIO Program if that is what the problem is?

Secretary McMAHON. Not allowed to audit it.

Senator REED. Oh, I think legislatively, you could propose that.

Secretary McMAHON. We could propose it, which is what I had said at the very beginning. I would look forward—

Senator REED. But you are not proposing that.

Secretary McMAHON [continuing]. We would look forward—

Senator REED. You are not proposing the audit. You are proposing to essentially constrain the program, put it into a block grant, and without any request for audit language, which could—would come from the United States Senate.

Secretary McMAHON. Well, that is exactly what I would request, if the President goes for—

Senator REED. Well, why don't you request it, Madam Secretary?

Secretary McMAHON. Yes, I would like to do that.

Senator REED. Well?

Secretary McMAHON. If Congress is going to appropriate, again, money for the TRIO programs, then I would like to work with Congress, and part of that would be auditing.

Senator REED. Well—

Secretary McMAHON. We have found that about 92 percent of the TRIO funds go to the same people all of the time, the same institutions.

Senator REED. That could indeed imply an audit necessary, but it doesn't validate the budgetary approach you are taking. You are taking basically many programs, combining them into a—from \$8 billion total to \$2 billion, to a block grant.

Now, in Washington, the block grant is the slow path to extinction, because next year the request will be for probably \$2 billion, and 4 or 5 years from now, when the request is still \$2 billion, the cost will far exceed that. That is sort of budgeting 101. So, you are really out to eliminate these programs, I think, not to make them more efficient?

Secretary McMAHON. That's not true. I disagree with that.

Senator REED. Well—

Secretary McMAHON. There are some budget cuts, but what we are asking for is a simplified funding measure, which will be a single grant funding to the States for them to use in the best way possible to make sure their education is working better.

Senator REED. No, I do—

Secretary McMAHON. However, the other side of that, if I may, sir, is that we are reducing the regulatory burden. Do you know that 47 cents of every dollar that goes into a school, teachers spend complying with regulations? So, if we can take away that regulatory burden, yes, while there are some cuts in the cost of funding, we still give the opportunity to have more dollars because we are reducing the regulatory burden.

## PROPOSED CUTS

Senator REED. But let me understand this. You are very enthusiastic about an audit, but the regulatory burden is so crippling, an audit would impose more requirements on the schools. I just think you are coming and going, and we are not making progress. The cut to these programs is profound, \$6 billion, and the States are not going to step up and pick and say: Look, we can do this.

I will tell you why. Because if this budget passed every State in this country is going to make a difficult decision: Do I save my healthcare system? Or do I save my public education system? Many of them can't do both. And this is profound—it will be a profound shock to the education systems around the country in 1 year, a loss of these funds, and to the students that need it.

Secretary MCMAHON. Well, what we have found—

Senator REED. Have you ever taken public assistance?

Secretary MCMAHON. Have I ever taken public assistance; no, sir.

Senator REED. No. Not at all?

Secretary MCMAHON. No, sir.

Senator REED. Well, many people do, and they need that support to get ahead, and education is a key mechanism to go ahead. I am over my—no, I still have some time—to get ahead. And it is remarkable. I think you know this all sort of started with the GI Bill, when a generation of Americans got to education who never could get there before. And then Senator Pell, my colleague, sort of saw that model and increased it.

By the way, you are also decreasing the Pell Grants. You are shrinking educational opportunity in the United States for a whole generation and also shrinking our ability to compete internationally and globally, because I don't think the Chinese will slack off in their investments in education.

Secretary MCMAHON. Senator, I appreciate your comments. However, we have spent \$3 trillion since 1980 on education in our country, when this department was set up, and our scores have continued to go down. We are not doing something right. And your numbers are a little bit off on the number, we are going to have about—it is still a cut—but it is about a \$4.5 billion cut, not \$8 billion cut.

Senator REED. Well, it is a significant cut and—

Secretary MCMAHON. To be more responsible.

Senator REED [continuing]. To be more responsible? Your responsibility amounts to just surrendering.

Secretary MCMAHON. Sorry, sir?

Senator REED. Surrendering. We have this crisis in education, in literacy, all these factors, what we are going to do is pull back, let the States do it?

Secretary MCMAHON. No, we will spend it more responsibly.

Senator REED. I doubt it very seriously.

Secretary MCMAHON. Let's hope we do.

Senator REED. Well, hope, as someone said, is not a plan. Thank you.

Senator CAPITO. All right. Senator Britt.

## HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Senator BRITT. Madam Secretary, thank you so much for being here today. I want to start with talking about HBCUs (Historically Black Colleges and Universities), so Alabama has more HBCUs than any other State in the Nation. We are proud of the work that is done on those campuses. We know that it helps strengthen student experience, our workforce, our communities, and our future.

So, if you look across coast to coast, there are about 285,000 individuals that are attending HBCUs, and the Strengthening HBCU program has about \$300 million annually allocated to supporting the operations and student services and academic infrastructure. So, can you walk us through in the President's fiscal year 2026 budget, kind of, what you have put in place to continue to make sure that our HBCUs can thrive and provide that educational opportunity for so many students that otherwise would not have it?

Secretary MCMAHON. Well, in a word, or in a very short sentence, we are continuing the educational support and the budget support that have been for HBCUs. It is one of the promises that the President made, and that is exactly what we are going to continue to do.

Senator BRITT. Good. And will you make sure that there are guardrails put up to, whether it is assistance for grant administration or technical assistance; that those remain in place?

Secretary MCMAHON. Yes.

Senator BRITT. Excellent. Thank you.

Secretary MCMAHON. It is very important.

Senator BRITT. So, you just mentioned that when this Department was founded, you said since 1980, we have had about—spent about \$3 trillion, but yet student scores have not improved. One of the reasons I ran for the Senate is I want the unseen to be seen. I want to close the gap between the have and have-nots. And that is why I am so excited and thrilled about your support and commitment to educational freedom and opportunity.

## SCHOOL CHOICE

When you look at a State like Alabama, we have the Alabama Accountability Act, and we are working to help families better have access to educational opportunities through scholarship, tuition, and tax credits. But we know that the demand is—it far outpaces the actual supply. So, in your fiscal year 2026 budget for charter school programs, you have taken it to \$500 million, which is a \$60 million increase. Thank you.

My question to you is, can you walk us through how these funds will be used to expand options, particularly in rural communities and underserved communities, so when we work to close that gap, these parents have an opportunity and a choice for their child?

Secretary MCMAHON. Well, thank you very much, Senator Britt. It is very important to the President that all students have access, equal access, to a quality education.

Senator BRITT. That is right.

Secretary MCMAHON. And one of the things that he has said time after time is that no child should be trapped in a failing school, which is one of the reasons why he wanted to expand the amount

of dollars for charter schools. And I have visited several charter schools, and public schools too, already around the country, and we can see how innovative they are being, how creative they are being, you know, with their curriculum, with their content.

In most instances, they are outperforming the public schools in that area. And which, when I talked to Governor Reynolds, I said, you know, there is always concern, you have charter schools or freedom of—you know, or choice for schools that public schools will go down. And she said it is just the opposite in Iowa. She said our public-school levels are coming up. The competition is really great.

Parents are more involved, and that is one of the requirements. Parents are understanding more that they need to be part of the school board, or help to elect the school board members, they are attending the meetings, more conferences with teachers, understanding what it is that their child needs in their community to be successful to go on for their education.

Senator BRITT. Absolutely. And I am a public-school kid, and I am really proud of it.

Secretary McMAHON. So am I.

Senator BRITT. And I want to make sure that where we have children who are trapped in a failing school, that they have an option and an opportunity and a pathway forward, because education is the great equalizer. As our colleague Tim Scott always says, it is the closest thing to magic that we have in America. So, thank you so much for continuing to be committed to making sure that every child has that opportunity to thrive and grow.

#### LITERACY

Last, in my last minute, I want to talk to you a little bit about literacy. Thank you for your commitment to that, I want to understand kind of what your vision is. And I also want to add Alabama to the list of success stories. So, we passed, in 2019, the Alabama Literacy Act. Since that time period, we have seen significant growth in our numbers and proficiency amongst our third and fourth graders.

For instance, Alabama's national ranking for fourth-grade reading improved from 49th in the Nation, when we actually—that the year that we put this into place—5 years later, we have moved up to 34. We believe with intentionality and evidence-based reading instruction and early intervention, you can make a difference that changes a child's pathway forward and opportunity that will be in front of them.

So just want to talk a little bit about that. If you can tell me what your plans are there, and how we can continue to support great work that is being done in States like Alabama?

Secretary McMAHON. Well, evidence-based—excuse me—literacy is number one on my priority list. And I want to make sure that we are providing the information and the tools, you know, to States, too, for them to see the success that other States have had. I mean, other governors, just like you have said in Alabama, have put in place kind of a return to basics for that science of reading, and they have seen incredible results. And that is what I want to continue to see across the country.



Senator BRITT. We saw a nine-point tick up between 2003 and—I mean, 2023 and 2024. Obviously, we have a ways to go, and we are going to continue to be committed to that. But thank you for your commitment to making sure these programs thrive.

Secretary McMAHON. Thank you.

Senator CAPITO. Thank you. Senator Shaheen.

Senator SHAHEEN. Thank you, Madam Chair.

Welcome, Secretary McMAHON.

Secretary McMAHON. Thank you.

#### TRIO

Senator SHAHEEN. In your testimony, you said that your goal is to make education better, fairer, and more accountable. I think that is something that everyone on this committee could agree with. It is one of the reasons I support the TRIO programs, and I would like to align myself with the statements of Chair Capito and Chair Collins. And I can tell you that in New Hampshire, for the 2024 and 2025 school year, we had 1,468 students who were served by Upward Bound, of which 96 percent graduated from high school, and 87 percent enrolled in college. 812 college students served, of which nearly 80 percent graduated with bachelor's degrees within 6 years.

So, I would say, if there was a problem with accountability, let's address that. I think the TRIO programs keep that information. But let us not throw the baby out with the bathwater, because this is making a difference for students who otherwise would not be able to graduate from high school, to get into college, and to have a better future.

I have seen it firsthand, like Chair Capito, when I worked at the University of New Hampshire, I had an Upward Bound student who worked with me. She never would have been in college without that program. So, I have seen it firsthand. I know how it works, and I would urge you to reassess whether eliminating those programs is the best way to help those students have a better future.

#### PANDEMIC FUNDING FOR RURAL SCHOOLS

I also want to ask you about a particular issue that we are having in the Mascoma Valley School District in New Hampshire. As you know, schools across New Hampshire and the country have really been challenged by the pandemic, have been trying to get back to some of the successes that happened before that pandemic, and the school district, the Mascoma Valley School District, which is in a rural part of New Hampshire, completed a project to improve ventilation at two elementary schools for the students' safety.

It was a real problem with the HVAC system in ensuring that the students could be safe at school. The school district was approved for late liquidation after facing challenges with finding contractors to do the work. The school district completed the project with the assurance from the Federal Government that the cost would be reimbursed.

Unfortunately, in May, the Department denied their reimbursement, even though the school district had followed the rules and had previously received approval from the Department.

Secretary McMahan, will you work with me to ensure that rural schools, including the Mascoma Valley School District, which undertook these projects to protect their students, will receive the funding that they were promised by the Department?

Secretary McMAHON. Yes, and I would look forward to getting back to you on that particular issue as well, Senator. Thank you.

Senator SHAHEEN. Well, thank you, Madam Secretary. I know that when you were the administrator at the SBA and we worked closely together, you would have been outraged by that kind of denial when business had been promised the funding, so I am sure that you will look into it and hopefully be able to help us.

#### STUDENTS WITH DISABILITIES

Educators around the country have been really struggling to ensure that students with disabilities receive the education they deserve. It has been an ongoing challenge since the Congress passed the Individuals with Disabilities Education Act, when we promised that we would give a lot more money to school districts than we have. It supports schools around the country through national activities, such as technical assistance that can help States improve their special education systems.

In New Hampshire, with the help of expert guidance from the National Center for Systemic Improvement, which is funded by IDEA, the Department of Education conducted a successful—in New Hampshire, conducted a successful initiative to raise literacy rates for students with disabilities.

Unfortunately, the President's budget proposal recommends eliminating this support. And so, I am not clear on why the Department would eliminate programs that are working in States, and force them to develop their own programs when there is already an effort that has been successful. So, can you help me understand that?

Secretary McMAHON. Well, I am happy very much for the success in New Hampshire, and I know that there are many of those programs around the country that are successful. We are not cutting any of the IDEA funding. It is staying intact. And so, the President really has a commitment to make sure that funding does get into the States. However, there is more flexibility for the States to handle those programs, which they think is better for their State.

So, if that program would be working in New Hampshire, I don't see why it would not be able to continue the way it is operating.

Senator SHAHEEN. Well, as I understand—

Secretary McMAHON. And I would like to get back to you on that.

Senator SHAHEEN. That would be helpful.

Secretary McMAHON. Um-hum.

Senator SHAHEEN. Because as I understand, the President's budget would eliminate this successful program that provides help with systemic—the National Center for Systemic Improvement.

Secretary McMAHON. Okay. Let me get back to you on that.

Senator SHAHEEN. Thank you. Thank you very much.

Senator CAPITO. Senator Mullin.

Senator MULLIN. Thank you, Chairman.

Madam Chair, what is the definition of sanity (sic)?

Secretary McMAHON. Of sanity or insanity?

Senator MULLIN. Insanity.

Secretary McMAHON. Insanity?

Senator MULLIN. Yes.

Secretary McMAHON. Doing the same thing over and over again and expecting a different outcome.

#### LACK OF PROGRESS IN EDUCATIONAL ACHIEVEMENT AND OUTCOMES

Senator MULLIN. Right. And what were we—ranked in reading and math in 1979?

Secretary McMAHON. I am sorry, what?

Senator MULLIN. What were we ranked nationally in math and reading in 1979?

Secretary McMAHON. We were very, very low on the totem pole. Senator MULLIN. We were number one in 1979. Today—

Secretary McMAHON. Oh. In 1979; I am sorry. Okay.

Senator MULLIN. In 1979, we were ranked number one around the world. Today, in reading, we are ranked 36th. In mathematics, we are ranked 28th. It's not working. What we are doing isn't working. We are throwing money at the problem. Today, we have \$1.6 trillion out in student loans. We have 50 percent of the \$1.6 trillion, which is 42.7 million borrowers that are current, only 50 percent.

Thirty percent is either deferred or in default, and 20 percent are just gone. Here is what is scary, is the biggest growing population that is defaulting on their loans, is 50-year-olds plus. It is a problem. It is a huge, huge problem. So, while my colleagues want to complain about you making changes, thank you, because we are wasting taxpayer dollars, and it is not paying a dividend back, which is the definition of insanity, doing the same thing expecting different results.

We deserve better. Our kids deserve better. Our taxpayers deserve better. And we have to make changes. So, thank you to yourself and to President Trump, who has got the backbone to say: Hey, let's make some changes.

#### REDUCING WASTEFUL SPENDING

Can you explain how the budget reduces wasteful spending and ensures taxpayer dollars are used efficiently?

Secretary McMAHON. Well, I do believe that, as we have combined a lot of our competitive grant programs to simplify funding measures, so we have cut the total amount. However, as I was mentioning earlier, the amount that is going into the States will be in a—some States call it a block grant or a single allocation to that State, and it will be controlled by those closest to the child. It will be the governor, or it will be the State superintendent, or it will be parents and teachers, making sure those dollars are maximized within the State.

There are a lot of programs, some successful, but not all of them, that have been just awarded, you know, it is a little bit like mission creep. You know, you start a department, you start programs, and suddenly we have 264 different programs in the Department of Education that we are trying to fund and get to these States

with, not fully having an overall understanding of how well they are doing. So, I believe that by consolidating them and putting them in a single grant that will go to the States, they can best spend that money. If they need more mental health, if they need an area of concern that is in their State, they know where to send that money much better than the bureaucracy in Washington, so cutting——

Senator MULLIN. So that will, you know——

Secretary McMAHON [continuing]. So we are cutting regulation, but at the same—you know, we are cutting some of the spending, but we are also cutting regulation to help pay for that.

#### REDUCING BUREAUCRACY

Senator MULLIN. Well, so that kind of leads to my other questions of, what steps are you taking to reduce bureaucracy and streamline the Department's operations, which I do appreciate that. Because my mother was a special ed teacher, my brother-in-law is currently the principal at Guthrie High School, my aunt retired as a special ed teacher, my two sisters went to school for special ed. And it is frustrating for them to sit in the classroom and not be able to actually meet the students' needs but have to meet a testing standard that these students with special needs can never achieve.

As my mom used to say, when she was teaching back in the '70s, that she taught these kids how to try to live on their own, how to just simply take care of themselves through hygiene, how to actually be able to understand their finances to some degree, to be able to wash their clothes, to be able to maybe cook a meal.

And we hate to take it down that far, but at some point, these kids are going to be out of high school, and taking a test isn't their future. Their taking their test is learning how to depend on themselves to some degree, to the most they can, to live the fullest life of their potential. And not having the resources available to do that in these schools are tough. And so, the bureaucracy affects that. And by the way, it affects the entire school too.

And so, by cutting that red tape, you are helping the teachers. And the teachers are the ones that are desperately crying out for help. They went to school to be educators. Let them teach because they can do a phenomenal job. They have a heart to do something that I don't. I tell people all the time, I don't have the patience to be a teacher. But those that do, I want to give them all the help they can without having to worry about the red tape and the bureaucracy along the way. So, I appreciate you pushing this from Washington, D.C., and letting the classroom make this decision for themselves. Thank you.

Secretary McMAHON. Thank you.

Senator CAPITO. We have been joined by the Vice Chair, so I will call on Vice Chair Murray for her questions.

Senator MURRAY. Thank you very much, Chair Capito.

#### EFFORTS TO ELIMINATE THE DEPARTMENT

Good morning, Secretary McMAHON. You know, President Trump has made clear that he wants to abolish the very department that you lead. And we know here that you cannot eliminate the Depart-

ment of Education without an act of Congress, but I am afraid that that has not stopped you from preventing the Department from actually doing its job.

You have indiscriminately shuttered offices and pushed out half of the Department staff. And under your leadership, we have seen critical research to improve student outcomes axed overnight, and funding for mental health services and teacher training, among a whole lot, abruptly cut off and discontinued.

Now today, you come before this committee to request massive funding cuts that do, in my opinion, nothing to help improve opportunities for students in our public schools throughout the country. You are proposing to slash Pell Grants, and much more.

Now, you and the President say this isn't about cutting education funding but all about, quote, "Returning education to the States", but actually, that couldn't be further from the truth, because the reality is this administration is actually taking unprecedented steps to extort schools and universities and hold Federal funding hostage if they don't conform with your agenda. So, it is pretty clear that returning education to the States actually means letting States and colleges and local communities pick up the tab.

And I just don't believe that is how things should work in America. I don't believe that is good for students, and I don't believe it is good for our families.

#### STAFFING CUTS AT THE DEPARTMENT

Now, having said that, Secretary McMahon, as I mentioned, you have set out to eliminate nearly half of your Department's workforce, and that includes pushing out the door more than half of the staff at the Office for Civil Rights, the entire staff responsible for managing grant operations and contract procurement, and employees who actually prevent students from getting ripped off by predatory colleges.

The Department cannot do its basic job to execute the law given how many staff have been pushed out, and it is our students and our teachers who will suffer the consequences.

So, I want to know from you, before you cut that much staff, did you conduct any analysis to assess whether or not it would degrade support and services for students in our schools, or how the Department would still be able to execute the law after losing so many employees?

Secretary McMAHON. Certainly—excuse me. Good morning. Thank you for that. Yes, we did talk to the Department itself, you know—

Senator MURRAY. But did you do an actual analysis?

Secretary McMAHON [continuing]. OCR (Office for Civil Rights). What we looked at across was: how can we restructure the Department so that we can maximize the use of the people who are there? So, what we did was in, like, training manuals and things of that nature to look at it and say, okay, we can better operate if we focus on certain—

Senator MURRAY. So, this was a conversation? You didn't do an actual analysis to determine what the effects of this would be?

Secretary McMAHON. No.

Senator MURRAY. So, no study was done, they were just fired, and you assumed that it would have worked?

Secretary McMAHON. No, obviously not. I have been in the private sector and done restructuring before in companies, and it is painful to do restructuring——

Senator MURRAY. It is painful. But normally, companies look ahead and say: What are our goals, and what will be the impact if these employees are gone from this Department? That is why I asked. But you have not done an analysis, and my time is short, so let me continue.

#### FISCAL YEAR 2025 OPERATING PLAN

I know Ranking Member Baldwin talked with you about this as well. You were required by law to submit an operating plan 45 days after enactment of the full-year CR (Continuing Resolution) detailing exactly how you are spending funding Congress provided this year. You didn't do that. The purported operating plan that you did submit told us virtually nothing about how you are spending taxpayer dollars right now at this very moment. And that really raises concerns about when, and actually if, you are going to get funding that Congress did provide for fiscal year 2025 out the door.

For example, your fiscal year 2026 budget request zeroes out dedicated funding for literacy education programs, and your operating plan for this year describes this funding as unallocated. So, will you allocate the 220 million for literacy programs that Congress appropriated for fiscal year 2025?

Secretary McMAHON. Well, Senator, as I mentioned earlier, we are looking at the unallocated dollars now to determine which of those programs we can best spend those dollars on. And I will be happy to get back to you, and we want to work with Congress on those unallocated dollars to see where they could be spent the best.

Senator MURRAY. Well, what is your plan to make sure that that funding actually gets to the schools and students it was intended to support? We are running out of time here.

Secretary McMAHON. Well, to look at those programs and then to allocate them to the States if those programs, we believe, is the best interest of the students——

Senator MURRAY. Those funds were appropriated by Congress. Your Department was to allocate them. And it really looks to me like the Department is illegally impounding funding that would help our students succeed with plans that don't exist and just day after day going by here, and that is our concern.

Secretary McMAHON. Well, let us work more with you as we update those allocations, as we did before with——

Senator MURRAY. When do you plan to have those funds out by?

Secretary McMAHON. Well, the funds that we are approving will go out in this year.

Senator MURRAY. Like in this next month, or?

Secretary McMAHON. In the fiscal year?

Senator MURRAY. You are running out of time, so we need to see what the plan is if you could provide it?

Secretary McMAHON. Yes.

## ANTISEMITISM AND CIVIL RIGHTS

Senator MURRAY. Okay. Secretary McMahon, the administration says that one of its priorities is tackling anti-Semitism in our schools; that is correct, right?

Secretary McMAHON. Correct.

Senator MURRAY. Well, the Office for Civil Rights at your Department takes the leading role in preventing anti-Semitism and enforcing our Nation's Civil Rights Law. It is really an important mission. But as you hopefully know that office is underwater. What is the current backlog at OCR; can you tell us that?

Secretary McMAHON. We inherited about 20,000 backlog from the Biden administration, but one of the things that we found is some of those cases were like one-page complaints, and we have really been able to get rid of many of them. And we are fulfilling—

Senator MURRAY. So, what is the plan?

Secretary McMAHON. Wait, let me—this is important for me to finish. We absolutely are fulfilling all of our statutory requirements, have not failed to do any of those, and not only are we reducing the backlog, but we are keeping up with what is coming—

Senator MURRAY. I appreciate that.

Secretary McMAHON. [continuing.] With a reduced staff.

Senator MURRAY. I appreciate—

Secretary McMAHON [continuing]. Because we are doing it efficiently.

Senator MURRAY. If you don't have the staff, you can't do them, so.

Secretary McMAHON. Excuse me, if you have an efficient staff that has changed programs, and you are addressing all of the issues—

Senator MURRAY. My question is, what is—

Secretary McMAHON [continuing]. Then you are being successful. So, I am answering your question by completely answering it.

Senator MURRAY. Actually—Madam Secretary, my question is: What is the current backlog?

Secretary McMAHON. Current backlog is probably about, let us see, I am looking at my numbers now, about 2,500 cases.

Senator MURRAY. 2,500; and how many are you processing per month; do you have any sense?

Secretary McMAHON. No—well, we are catching up with the backlog and keeping current on the ones that are coming in.

Senator MURRAY. But you don't know how many you are processing every month, you can't tell us, so we can get an idea?

Secretary McMAHON. I can get back to you with that exact number.

Senator MURRAY. Would you?

Secretary McMAHON. Sure.

Senator MURRAY. If you could commit to giving us quarterly reports so we know whether OCR is simply dismissing these cases, or doing its job, if you could give us a quarterly?

Secretary McMAHON. I would be happy to do that. I can assure you it is doing its job.

Senator MURRAY. Thank you very much.

Thank you, Madam Chair.  
 Senator CAPITO. Senator Hyde-Smith.  
 Senator HYDE-SMITH. Thank you, Madam Chairman.

#### PELL GRANTS

And thank you, Madam Secretary, for being here. And I applaud you for your courage to make changes and the efficiency that is so needed that you are addressing that. You know, we have talked a lot about Pell Grants for short-term courses. And I got here in 2018, we were talking about it then, we continue to talk about it today. Can you just kind of expand a timeline of what you are looking at for allowing the Pell Grants, or getting us to the position that Pell Grants can cover short-term courses?

Secretary McMAHON. Well, we would like to do that right away. And I think, as we are looking in the new budget, we would like to see those short-term Pell Grants be part of that budget because I do think that that is one of the best ways that we can get students into the economy and working right away. We had a little brief conversation about that before you joined, and it is one of the things that I have talked about for a long time, since back in 2009 and 2010 when I actually ran for the Senate in Connecticut, I was talking about those same things; that we needed a skilled workforce in our country because we are not fulfilling those needs and those requirements.

And short-term Pell Grants will actually get people into the marketplace quicker. They are cheaper. They can be—you know, we are hoping they could be 6 to 8 weeks. It is not the full term of a community college, and we can get them earning a living, and the productive part—

Senator HYDE-SMITH. So, you are hopeful within the next 1 to 2 years?

Secretary McMAHON. Oh.

Senator HYDE-SMITH. Do you think that is a practical timeframe?

Secretary McMAHON. I would hope it would be before that.

Senator HYDE-SMITH. Great. That is what I am hoping for as well.

Secretary McMAHON. And hoping, you know, working with Congress to make sure that that happens.

#### CAREER AND TECHNICAL EDUCATION

Senator HYDE-SMITH. Yes. And we have always talked about the administration's wish for workforce-aligned, apprenticeship-focused learning as well, and that is just so aligned with career and technical education training that is so important in my State, and I know many States. But the initiatives happening in Mississippi, this is really important. And we are thrilled that, as Senator Britt was talking about Alabama, we have the Mississippi miracle that, you know, we were 49th at one time in fourth-grade reading, and we are in the top 20 now. So, it just shows that if you are intentional about something, you can accomplish it.

Secretary McMAHON. And you did it at the State level without the interference—

Senator HYDE-SMITH. Exactly.

Secretary McMAHON [continuing]. Of the Federal Government.



Senator HYDE-SMITH. We did it at the State level because we were intentional about doing it. But as such, career and technical grants are especially important to me and my constituents. Please provide us the details about the Department of Education's proposed fiscal year 2026 budget for these career and technical programs.

Secretary McMAHON. Well, really, we are looking very much across all States, and we are level funding CTE (Career and Technical Education). It isn't being reduced in the current 2026 budget. And I think, you know, it is really—the President has charged us to work with Commerce, and Labor, and all the different departments. We have about 43 different workforce development programs across Government, and it is incredibly inefficient.

So, we would like to narrow that scope and work with different departments and find out exactly what we can do. And I think, you know, Senator, you referenced about going with the Department of Labor. Those are conversations that are being held because: Can we be more efficient working across different departments? And that is what we really want to do and what we want to accomplish.

#### EDUCATION INNOVATION AND RESEARCH

Senator HYDE-SMITH. And let us go—let us talk about EIR grants, the Education Innovation and Research grants that are critical for boosting achievements in these high-need students. But Mississippi has received no grants from 2021 to 2024, despite the State facing challenges of medium incomes, low-medium incomes, high rural student enrollment, and the teacher shortage that we are facing.

In fact, no EIR grants were awarded to nearly two-thirds of the States represented by Republicans on the Senate Appropriations Committee. But California, New York, and Massachusetts were awarded 49 separate EIR grants totaling more than \$300 million. But I just feel it is important to note that there are no limits on indirect costs imposed by these grants. And do you agree that the EIR funds need to be reformed to optimize their program's impact so that direct resources are sent to the areas of greatest need?

Secretary McMAHON. I would like to work with you and get back to you on that. I am not familiar, specifically, with what happened in Mississippi, but I would like to get back to you and work with you on that program.

Senator HYDE-SMITH. Yes. We know a specific that applied—so it isn't like we are not applying, we are definitely applying, right, but—

Secretary McMAHON. In the competitive grant process?

Senator HYDE-SMITH. Correct. But zero, absolutely zero of that. Okay. I am out of my time but thank you for everything you are doing.

Secretary McMAHON. Thank you.

Senator CAPITO. Senator Murphy.

Senator MURPHY. Thank you, Madam Chairman.

#### MENTAL HEALTH GRANTS

Thank you, to both of you for being here today. A few years ago, we worked really hard across the aisle to pass the Bipartisan Safer

Communities Act, a bill that made changes in our gun laws, but in large part, because it was a real priority for my Republican colleagues, it also included billions of dollars in funding for school-based and children's mental health.

Earlier this year, you did something extraordinary. You canceled a billion dollars worth of existing, ongoing grants to schools all across the country. And it is extraordinary because you didn't cut off new grants, you cut off existing grants. So, in States all across the Nation, Blue and Red, there are now mental health programs for kids that are shutting down, and kids who have been relying on really important adults in their life, these counselors and social workers, are losing access.

You know Connecticut very well. You shut off a program that provides mental health resources to kids in crisis in Northwest Connecticut. When they did a survey of these kids and asked the kids who were in this particular program who the one adult was who they would go to if they were in mental health trouble, or in response to a trauma, every single one of those kids in that program named the counselor funded by this program.

You've shut that grant down. When those kids show up to school next fall, that trusted adult will not be there. You have told this program, as well as all the other programs, that the reason is they are violating civil rights laws. This program has no idea what you mean by that.

And I guess I will just ask you this, I am sure you had to weigh factors in making this decision, but did you worry about what your decision would do to these kids, these kids where you have ripped away their counselors and social workers, literally, in the middle of the program? Do you worry about what is going to happen to those kids in Northwest Connecticut and kids all across the country who have lost access to their trusted adults?

Secretary MCMAHON. I certainly worry about mental health for children and adults all across the country. I certainly do.

Senator MURPHY. I guess I am asking specific, you must have weighed this. I assume you weighed this when you made this extraordinary decision to shut down a billion dollars worth of mental health programming for kids. Did you worry about what you would do to those specific kids?

Secretary MCMAHON. Well, what we have to do I think, and that is what our simplified funding program is going to do, is to put programs into a single grant that is going to the States to be determined how that money can be best used, and so we—

Senator MURPHY. But how did you weigh the—I am asking about this specific decision, how did you weigh the impact that—again, these kids in Northwest Connecticut, they literally say: This adult is the most important adult in my life, and you decided, you made a decision to shut down that program. And this can be replicated all over the country. How did you weigh the impact on those kids? It is a really cruel thing to do to those kids. So, did you think about the impact on those kids?

Secretary MCMAHON. Well, I certainly can't evaluate every particular program in every school district across the State. There are some areas that need mental health more than there are others. And there were programs in the mental health program that did

deal with DEI and with gender issues, et cetera, and it wasn't just about the kind of things that you are talking about. So, in totality, as we look at mental health grants across the country, we have to make sure that those programs are being used to serve best in those communities.

Senator MURPHY. Yes——

Secretary McMAHON. So therefore, a governor, or a principal, or a State superintendent would have the best information relative to what is needed in that particular State.

Senator MURPHY. Yes, we know what we need in Northwest Connecticut, and what we need is for the Federal Government not to rip funding away from these kids in need in the middle of the service program.

Secretary McMAHON. Or to better allocate the dollars you have and provide those professionals across the State in many——

#### VIEWPOINT DIVERSITY AT COLLEGES AND UNIVERSITIES

Senator MURPHY. Let me ask you another question. Obviously, we are trying to understand what the Department of Education is doing with respect to the threats you have made against institutions of higher education. In the letter that you sent to Harvard demanding that they make certain changes, you told them that they had to end all of their diversity programs, but that they had to institute viewpoint diversity. That doesn't seem to make sense.

How do you tell them to end all their diversity programs, and we assume that this is a mandate that you will make of other schools as well; how do you ask them to end diversity programs while instituting viewpoint diversity? Those seem to be totally contradictory.

Secretary McMAHON. Now, the diversity programs that we have asked and demanded to be eliminated were the DEI, where they were—those programs actually were pitting one group against another.

Senator MURPHY. Isn't viewpoint diversity a diversity program?

Secretary McMAHON. A viewpoint diversity is exchange of ideas that is actually better, absolutely. Now here, because Harvard only has 3 percent—by its own numbers, 3 percent conservative faculty, do you think they are allowing enough of viewpoint diversity through that teaching on the campus?

Senator MURPHY. Where in the statute does it give you the ability to cut off Federal funding for a university based upon your decision—your determination, that they don't have viewpoint diversity? Can you cite to a statute and authority that Congress has given you to micromanage the viewpoint diversity of a college?

Secretary McMAHON. Well certainly, if—well no, let's back up.

Senator MURPHY. Well, no, no, no. I think that is really important. Can you cite——

Secretary McMAHON. No, no, no. I am going to answer your question.

Senator MURPHY. Can you cite a statute? Because you can't cut off funding for universities unless you have a statutory authorization to do so, so what statute gives you the right to tell any university that they have to have a certain mixture of viewpoints?

Secretary McMAHON. So here is what happened with Harvard, it is the same idea——

Senator MURPHY. This is very simple. I don't mean to be—I don't mean to provide a—to be hostile, but——

Secretary McMAHON. Well, I have to give you some—I have to give you some background —

#### CIVIL RIGHTS AT COLLEGES AND UNIVERSITIES

Senator MURPHY [continuing]. But I think you have cited the statute.

Secretary McMAHON [continuing]. The statute is Title VI. These were civil rights violations. That is why we filed a case and defunded, or stopped the funding for a while, for Harvard, as well as we did Columbia. And in that conversation with them, we talked about different things that they should do coming back to the table to make their programming better. The President of Columbia absolutely indicated, as well as the President of Harvard, that they needed to do things on their campus to eliminate anti-Semitism. That was kind of the crux of what brought us into talking to the different universities.

And then we sat down with them to say: Okay, these are other issues that you need to address on your campus because you do receive Federal funding.

Senator MURPHY. I will——

Secretary McMAHON. And under Federal funding, if you are breaking the law, which they did under Title VI——

Senator MURPHY. I am well over my time. But I know, I don't want I don't understand, and any conception——

Secretary McMAHON. Well, I have answered your question, it was Title VI.

Senator MURPHY [continuing]. Of civil rights law to give you the authorization to micromanage viewpoint diversity on campus. That is not authorized under the civil rights title provided to you by the United States Congress.

Thank you very much.

Senator CAPITO. Senator Merkley.

Senator MERKLEY. Thank you very much.

#### TRIO PROGRAMS

Greetings, glad to have you before the committee. I wanted to turn to TRIO. I wanted to echo Senator Collins' support, but I know you wanted accountability, and you think it would be a good idea to have each grantee have to have benchmarks that they are seeking to address?

Secretary McMAHON. I think that we do need to have better accountability with TRIO, but one of the things that I have seen since——

Senator MERKLEY. Well, having benchmark—I have limited time, but benchmarks upfront would be useful to have these programs meet?

Secretary McMAHON. Yes, they——

Senator MERKLEY. Maybe have them do an annual report on meeting those benchmarks?

Secretary McMAHON. Accountability, yes, because we don't now have the ability to track that.

Senator MERKLEY. So actually, those benchmarks are set now, and each grantee has to do an annual report. Have you read those annual reports?

Secretary MCMAHON. I have not read them all, no.

Senator MERKLEY. Okay. Because I also want——

Secretary MCMAHON. But I do know that they are not following all different laws, and I have also said that if Congress——

Senator MERKLEY. Madam, just let me finish, if I can. And that is that you said there was no accountability. I just pointed out that two of the things you would like to see, which are benchmarks and annual performance reports, are already done. In addition, the Pell Institute published a recent summary of four of the studies the Department of Education did on four of these eight TRIO programs. Have you looked at those reports, because they did a thorough evaluation of these programs?

Secretary MCMAHON. I have not, personally, no.

Senator MERKLEY. Well, that bothers me. For you to come before us today and say there needs to be accountability, and yet there is accountability. It just seems like a cover story for saying we don't want to help blue-collar kids make it into college. And I must tell you, most of my colleagues here, they are not blue-collar kids. I am. I know how hard it was to make that leap into college. I know the difficulty of the culture when you grow up in high school and you never talk to anybody about going to college. And you don't understand what that's all about in that world.

And these TRIO programs have resulted in six million students graduating through those programs. And you want accountability? Well, what did those studies say that have been done by the Department of Education? They said Upward Bound students are twice as likely to earn a bachelor's degree; Talent Search students, 33 percent more likely to enroll in college; Veterans Upward Bound, 42 percent more likely.

I am going to go on to my next question. But let me just say, your argument that there are no studies, no accountability, is just actually wrong. And the fact that you are coming here not even having looked at your own Department's studies of these programs in order to be informed about them is profoundly troubling.

#### COST OF COLLEGE

Let me turn to the cost of higher education. This is also very important to a blue-collar kid. Folks in my community today, because I still live in a blue-collar community, they say: We are not sure our kids should go to college, because they will end up with a millstone of mountain of debt and maybe no job. And here you are making it more expensive. I wonder if you know how much a student in Germany has to pay in tuition for university.

Secretary MCMAHON. I don't.

Senator MERKLEY. It is zero. What about the broader European Economic zone?

Secretary MCMAHON. Sir, we don't live in Europe——

Senator MERKLEY. It is zero.

Secretary MCMAHON [continuing]. We live in the United States.

Senator MERKLEY. But my point here is, those countries are saying: We want every child to thrive. We want every child to have

opportunity. We don't want them to be saying, our kids—maybe we should tell them not to go to college because they will have this mountain of debt. And that opportunity, that's American values of opportunity for every individual. And here you are raising the cost of college, making it much harder for ordinary kids from blue-collar backgrounds to be able to pursue their dreams. And I find that totally inconsistent with Trump's campaign, where he said he would fight for ordinary families.

Secretary McMAHON. No, I have to disagree, sir. We are not raising the cost of college. We are actually, with all of the programs that we want to put in place, we want colleges to reduce their cost.

Senator MERKLEY. Well actually, these loan programs that you are changing are making it much more expensive for kids to go to college, and they are getting the message.

Secretary McMAHON. We have not changed loan programs.

#### MENTAL HEALTH

Senator MERKLEY. I am going to turn to mental health, because I am very concerned about mental health. A few years ago, before COVID, when I was in a meeting with student counselors in Eastern Oregon, a very rural area, and they said, you know, we are seeing kids come in at early ages and they are acting out much more than they ever did before. And I said, well, is this because—was there a factory that just shut down here, or a mill that just shut down, or an infusion—new wave of meth? And they said, no, the economy is a factor, drug use is a factor in our community, but no, those aren't new.

And one of the counselors said: This is what's new. And they pulled out their cell phone. This is what's new. Kids are coming in with far less understanding and ability of how to sit in a collaborative environment like a classroom, and how to communicate with other children and teachers.

There is a book that just came out, my staff happened to put it on my desk this morning, so I am going to ask for chapter five to be put into the record.

Senator CAPITO. Without objection.

[The information follows:]

## Chapter 5

### THE FOUR FOUNDATIONAL HARMS: SOCIAL DEPRIVATION, SLEEP DEPRIVATION, ATTENTION FRAGMENTATION, AND ADDICTION

One morning, on a family trip to Vermont in 2016, my six-year-old daughter was playing a video game on my iPad. She called out to me: “Daddy, can you take the iPad away from me? I’m trying to take my eyes off it but I can’t.” My daughter was in the grip of a *variable-ratio reinforcement schedule* administered by the game designers, which is the most powerful way to take control of an animal’s behavior short of implanting electrodes in its brain.

In 1911, in one of the foundational experiments in psychology, Edward Thorndike put hungry cats into “puzzle boxes.” These were small cages from which the cat could escape and get food if it performed a particular behavior, such as pulling on a ring connected to a chain that opened the latch. The cats thrashed around unhappily, trying to escape, and they hit on the solution eventually. But what do you think happened the next time the same cat was put into that same box? Did it go right for the ring? No. Thorndike found that the cats thrashed around again, although on average they hit upon the solution a bit faster the second time, and a bit faster each time after that, until they performed the escape behavior immediately. There was always a learning curve. There was never a moment of insight in which the cat “got it” and the times suddenly dropped.

Thorndike described the cat's learning like this: "The one impulse, out of many accidental ones, which leads to pleasure, becomes strengthened and stamped in." He said that animal learning is "the wearing smooth of a path in the brain, not the decisions of a rational consciousness."<sup>[1]</sup> Keep that phrase in mind whenever you see anyone (including yourself) making repetitive motions on a touch screen, as if in a trance: "the wearing smooth of a path in the brain."

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MY GOAL IN PART 3 IS TO EXAMINE THE EVIDENCE OF HARM FROM THE GREAT Rewiring across a wide spectrum of outcomes. The rapid switch from flip phones (and other basic phones) to smartphones with high-speed internet and social media apps created the new phone-based childhood, which laid down many new paths in the brains of Gen Z. In this chapter, I describe the four foundational harms of the new phone-based childhood that damage boys and girls of all ages: social deprivation, sleep deprivation, attention fragmentation, and addiction. Then, in chapter 6, I'll lay out the main reasons why social media has been especially damaging to girls, including chronic social comparison and relational aggression. In chapter 7, I'll examine what's going wrong for boys, whose mental health did not decline as suddenly as it did for girls, but who have been withdrawing from the real world and investing ever more of their efforts in the virtual world for several decades. In chapter 8, I'll show that the Great Rewiring encouraged habits that are exactly contrary to the accumulated wisdom of the world's religious and philosophical traditions. I'll show how we can draw on ancient spiritual practices for guidance on how to live in our confusing, overwhelming time. But first, I need to explain what the phone-based childhood is and where it came from.



## THE ARRIVAL OF THE PHONE-BASED CHILDHOOD

When Steve Jobs announced the first iPhone in June 2007, he described it as “a widescreen iPod with touch controls, a revolutionary mobile phone, and breakthrough internet communication device.”<sup>[2]</sup> The first iteration of the iPhone was quite simple by today’s standards, and I have no reason to believe it was harmful to mental health. I bought one in 2008 and found it to be a remarkable digital Swiss Army knife, full of tools I could call on when I needed them. It even had a flashlight! It was not designed to be addictive or to monopolize my attention.

This soon changed with the introduction of software development kits, which allowed third-party apps to be downloaded onto mobile devices. This revolutionary move culminated in the launch of the App Store by Apple in July 2008, starting with 500 apps available. Google followed suit with the Android Market in October 2008, which was rebranded and expanded into Google Play in 2012. By September 2008, the Apple App Store had grown to hold more than 3,000 apps, and by 2013 it had more than 1 million.<sup>[3]</sup> The Google Play store grew right alongside Apple, reaching 1 million apps in 2013.<sup>[4]</sup>

The opening of smartphones to third-party apps led to fierce competition among companies large and small to create the most engaging mobile apps. The winners of this race were often those that adopted free-to-use, advertising-based business models because few consumers would pay \$2.99 for an app if a competitor offered one for free. This proliferation of advertising-driven apps caused a change in the nature of time spent using a smartphone. By the early 2010s, our phones had transformed from Swiss Army knives, which we pulled out when we needed a tool, to platforms upon which companies competed to see who could hold on to eyeballs the longest.<sup>[5]</sup>

The people with the least willpower and the greatest vulnerability to manipulation were, of course, children and adolescents, whose frontal cortices were still highly underdeveloped. Children have been drawn powerfully to screens since the advent of television, but they could not take

those screens with them to school or when they went outside to play. Before the iPhone, there was a limit to the amount of screen time a child could have, so there was still time for play and face-to-face conversation. But the explosion of smartphone-based apps such as Instagram in the exact years in which teens and preteens were moving from basic phones to smartphones marked a qualitative change in the nature of childhood. By 2015, more than 70% of American teens carried a touch screen around with them,<sup>[6]</sup> and these screens became much better at holding their attention, even when they were with their friends. This is why I date the beginning of the phone-based childhood to the early 2010s.

As I noted in the introduction, I use the term “phone-based” in an expansive sense to include *all internet-connected devices*. In the late 2000s and early 2010s, many of these devices, particularly video game consoles such as the PS3 and Xbox 360, gained access to the internet, introducing advertising and new commercial incentives to platforms that had once been self-enclosed. Insofar as laptops with high-speed internet provided access to social media platforms, internet-based computer games, and free streaming platforms with user-generated videos (including YouTube and many online pornography sites), they are part of the phone-based childhood too. I use the term “childhood” here expansively as well, to include both childhood and adolescence.

## SOCIAL MEDIA AND ITS TRANSFORMATIONS

Social media has evolved over time,<sup>[7]</sup> but there are at least four major features common to the platforms we generally think of as being clear examples of social media: *user profiles* (users can create individual profiles where they can share personal information and interests); *user-generated content* (users create and share a variety of content to a broad audience, including text posts, photos, videos, and links); *networking* (users can connect with other users by following their profiles, becoming friends, or joining the same groups); and *interactivity* (users interact with each other

and with the content they share; interactions may include liking, commenting, sharing, or direct messaging). The prototypical social media platforms such as Facebook, Instagram, Twitter, Snapchat, TikTok, Reddit, and LinkedIn share all four features, as does YouTube (even though YouTube is more widely used as the world's video library than for its social features) and also the now popular video game streaming platform Twitch. Even modern adult-content sites, like OnlyFans, have adopted these four features. On the other hand, messaging apps such as WhatsApp and Facebook Messenger do not have all four features, and while they are certainly social, they would not be considered social media.

A transformational shift in the nature of social media happened in the years around 2010 that made it more harmful to young people. In the early years of Facebook, Myspace, and Friendster (all founded between 2002 and 2004), we called these services *social networking systems* because they were primarily about connecting individuals, such as long-lost high school friends or fans of a particular musician. But around 2010 there was a series of innovations that fundamentally changed these services.

First and foremost, in 2009, Facebook introduced the “like” button and Twitter introduced the “retweet” button. Both of these innovations were then widely copied by other platforms, making viral content dissemination possible. These innovations quantified the success of every post and incentivized users to craft each post for maximum spread, which sometimes meant making more extreme statements or expressing more anger and disgust.<sup>[8]</sup> At the same time, Facebook began using algorithmically curated news feeds, which motivated other platforms to join the race and curate content that would most successfully hook users. Push notifications were released in 2009, pinging users with notifications throughout the day. The app store brought new advertising-driven platforms to smartphones. Front-facing cameras (2010) made it easier to take photos and videos of oneself, and the rapid spread of high-speed internet (reaching 61% of American homes by January 2010<sup>[9]</sup>) made it easier for everyone to consume everything quickly.

By the early 2010s, social “networking” systems that had been structured (for the most part) to connect people turned into social media “platforms” redesigned (for the most part) in such a way that they encouraged one-to-many public performances in search of validation, not just from friends but from strangers. Even users who don’t actively post are affected by the incentive structures these apps have designed.<sup>[10]</sup>

These changes explain why the Great Rewiring began around 2010 and why it was largely complete by 2015. Children and adolescents, who were increasingly kept at home and isolated by the national mania for overprotection, found it ever easier to turn to their growing collection of internet-enabled devices, and those devices offered ever more attractive and varied rewards. The play-based childhood was over; the phone-based childhood had begun.

## THE OPPORTUNITY COST OF A PHONE-BASED CHILDHOOD

Suppose a salesman in an electronics store told you he had a new product for your 11-year-old daughter that would be very entertaining—even more than television—with no harmful side effects of any kind, but also no more than minimal benefits beyond the entertainment value. How much would this product be worth to you?

You can’t answer this question without knowing the *opportunity cost*. Economists define that term as the loss of other potential gains when one alternative is chosen. Suppose you are starting a business and you consider paying \$2,000 to take a course on graphic design at a local university so that you can make your company’s communications look better. You can’t just ask yourself whether more attractive flyers and websites will earn back the \$2,000. You have to consider all the other things you could have done with that money—and, perhaps more importantly, what else you could have done to help your business with all the *time* you spent taking the course.



So, when that salesman tells you that the product is free, you ask about the opportunity cost. How much time does the average child spend using the product? Around 40 hours a week for preteens like your daughter, he says. For teens aged 13 to 18, it's closer to 50 hours per week. At that point, wouldn't you walk out of the store?

Those numbers—six to eight hours per day—are what teens spend on all screen-based leisure activities.<sup>[11]</sup> Of course, children were already spending a lot of their time watching TV and playing video games before the smartphone and internet became parts of their daily lives. Long-running studies of American adolescents show that the average teen was watching a little less than three hours per day of television in the early 1990s.<sup>[12]</sup> As most families gained dial-up access to the internet during that decade, followed by high-speed internet in the 2000s, the amount of time spent on internet-based activities increased, while time spent watching TV decreased. Kids also began to spend more time playing video games and less time reading books and magazines. Putting it all together, the Great Rewiring and the dawn of the phone-based childhood seem to have added two to three hours of *additional* screen-based activity, on average, to a child's day, compared with life before the smartphone. These numbers vary somewhat by social class (more use in lower-income families than in high-income families), race (more use in Black and Latino families than in white and Asian families<sup>[13]</sup>), and sexual minority status (more use among LGBTQ youth; see more detail in this endnote<sup>[14]</sup>).

I should note that researchers' efforts to measure screen time are probably underestimates. When the question is asked differently, Pew Research finds that a third of teens say they are on one of the major social media sites "almost constantly,"<sup>[15]</sup> and 45% of teens report that they use the internet "almost constantly." So even if the average teen reports "just" seven hours of leisure screen time per day, if you count all the time that they are actively *thinking* about social media while multitasking in the real world, you can understand why nearly half of all teens say that they are online almost all the time. That means around 16 hours per day—112 hours per week—in which they are not fully present in whatever is going on

around them. This kind of continuous use, often involving two or three screens at the same time, was simply not possible before kids carried touch screens in their pockets. It has enormous implications for cognition, addiction, and the wearing smooth of paths in the brain, especially during the sensitive period of puberty.

In *Walden*, his 1854 reflection on simple living, Henry David Thoreau wrote, “The cost of a thing is the amount of . . . life which is required to be exchanged for it, immediately or in the long run.”<sup>[16]</sup> So what was the opportunity cost to children and adolescents when they started spending six, or eight, or perhaps even 16 hours each day interacting with their devices? Might they have exchanged any parts of life that were necessary for healthy human development?

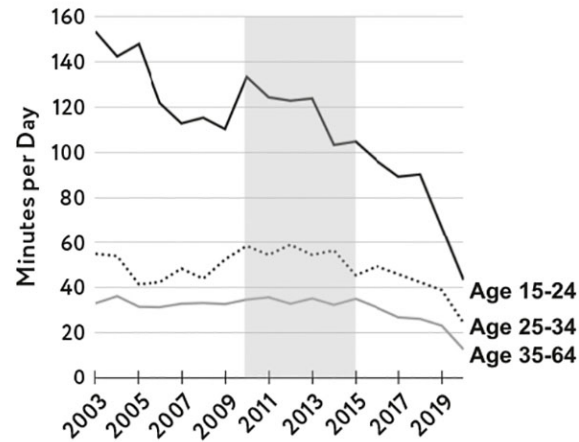
## **HARM #1: SOCIAL DEPRIVATION**

Children need a lot of time to play with each other, face to face, to foster social development.<sup>[17]</sup> But back in chapter 2, I showed that the percentage of 12th graders who said that they got together with their friends “almost every day” dropped sharply after 2009.

You can see the loss of friend time in finer detail in figure 5.1, from a study on how Americans of all ages spend their time.<sup>[18]</sup> The figure shows the daily average number of minutes that people in different age brackets spend with their friends. Not surprisingly, the youngest group (ages 15–24) spends more time with friends, compared with the older groups, who are more likely to be employed and married. The difference was very large in the early 2000s, but it was declining, and the decline accelerated after 2013. The data for 2020 was collected after the COVID epidemic arrived, which explains why the lines bend downward in that last year for the two older groups. But for the youngest age group there is no bend at 2019. The decline caused by the first year of COVID restrictions was no bigger than the decline that occurred the year before COVID arrived. In 2020, we began telling everyone to avoid proximity to any person outside their “bubble,”

but members of Gen Z began socially distancing themselves as soon as they got their first smartphones.

### Daily Time with Friends, by Age Group



**Figure 5.1.** Daily average time spent with friends in minutes. Only the youngest age group shows a sharp drop before the 2020 data collection, which was performed after COVID restrictions had begun. (Source: American Time Use Study.)<sup>[19]</sup>

Of course, teens at the time might not have thought they were losing their friends; they thought they were just moving the friendship from real life to Instagram, Snapchat, and online video games. Isn't that just as good? No. As Jean Twenge has shown, teens who spend more time using social media are more likely to suffer from depression, anxiety, and other disorders, while teens who spend more time with groups of young people (such as playing team sports or participating in religious communities) have better mental health.<sup>[20]</sup>

It makes sense. Children need face-to-face, synchronous, embodied, physical play. The healthiest play is outdoors and includes occasional physical risk-taking and thrilling adventure. Talking on FaceTime with

close friends is good, like an old-fashioned phone call to which a visual channel has been added. In contrast, sitting alone in your bedroom consuming a bottomless feed of other people's content, or playing endless hours of video games with a shifting cast of friends and strangers, or posting your own content and waiting for other kids (or strangers) to like or comment is so far from what children need that these activities should not be considered healthy new forms of adolescent interaction; they are alternatives that consume so much time that they reduce the amount of time teens spend together.

The sharp drop of time with friends actually *underestimates* the social deprivation caused by the Great Rewiring because even when teens are within a few feet of their friends, their phone-based childhoods damage the quality of their time together. Smartphones grab our attention so powerfully that if they merely vibrate in our pockets for a tenth of a second, many of us will interrupt a face-to-face conversation, just in case the phone is bringing us an important update. We usually don't tell the other person to stop talking; we just pull out our phone and spend some time pecking at it, leaving the other person to conclude, reasonably, that she is less important than the latest notification. When a conversation partner pulls out a phone, [21] or when a phone is merely visible[22] (not even your own phone), the quality and intimacy of a social interaction is reduced. As screen-based technologies move out of our pockets and onto our wrists, and into headsets and goggles, our ability to pay full attention to others is likely to deteriorate further.

It's painful to be ignored, at any age. Just imagine being a teen trying to develop a sense of who you are and where you fit, while everyone you meet tells you, indirectly: You're not as important as the people on my phone. And now imagine being a young child. A 2014 survey of children ages 6–12, conducted by *Highlights* magazine, found that 62% of children reported that their parents were "often distracted" when the child tried to talk with them.[23] When they were asked the reasons why their parents were distracted, cell phones were the top response. Parents know that they are shortchanging their own children. A 2020 Pew survey found that 68% of



parents said that they sometimes or often feel distracted by their phones when they are spending time with their children. Those numbers were higher for parents who were younger and who were college educated.<sup>[24]</sup>

The Great Rewiring devastated the social lives of Gen Z by connecting them to everyone in the world and disconnecting them from the people around them. As a Canadian college student wrote to me,

Gen Z are an incredibly isolated group of people. We have shallow friendships and superfluous romantic relationships that are mediated and governed to a large degree by social media. . . . There is hardly a sense of community on campus and it's not hard to see. Oftentimes I'll arrive early to a lecture to find a room of 30+ students sitting together in complete silence, absorbed in their smartphones, afraid to speak and be heard by their peers. This leads to further isolation and a weakening of self identity and confidence, something I know because I've experienced it firsthand.<sup>[25]</sup>

## **HARM #2: SLEEP DEPRIVATION**

Parents have long struggled to get their children to go to bed on school nights, and smartphones have exacerbated this struggle. Natural sleep patterns shift during puberty.<sup>[26]</sup> Teens start to go to bed later, but because their weekday mornings are dictated by school start times, they can't sleep later. Rather, most teens just get less sleep than their brains and bodies need. This is a shame because sleep is vital for good performance in school and life, particularly during puberty, when the brain is rewiring itself even faster than it did in the years before puberty. Sleep-deprived teens cannot concentrate, focus, or remember as well as teens who get sufficient sleep.<sup>[27]</sup> Their learning and their grades suffer.<sup>[28]</sup> Their reaction times, decision making, and motor skills suffer, which elevates their risk of accidents.<sup>[29]</sup> They are more irritable and anxious throughout the day, so their

relationships suffer. If sleep deprivation goes on long enough, other physiological systems become perturbed, leading to weight gain, immune suppression, and other health problems.<sup>[30]</sup>

Teens need more sleep than adults—at least nine hours a night for preteens and eight hours a night for teens.<sup>[31]</sup> Back in 2001, a leading sleep expert wrote that “almost all teenagers, as they reach puberty, become walking zombies because they are getting far too little sleep.”<sup>[32]</sup> When he wrote that, sleep deprivation had been rising for a decade, as you can see in Figure 5.2. Sleep deprivation then leveled off through the early 2010s. After 2013, it resumed its upward march.

#### Teens Who Get Less Than 7 Hours of Sleep

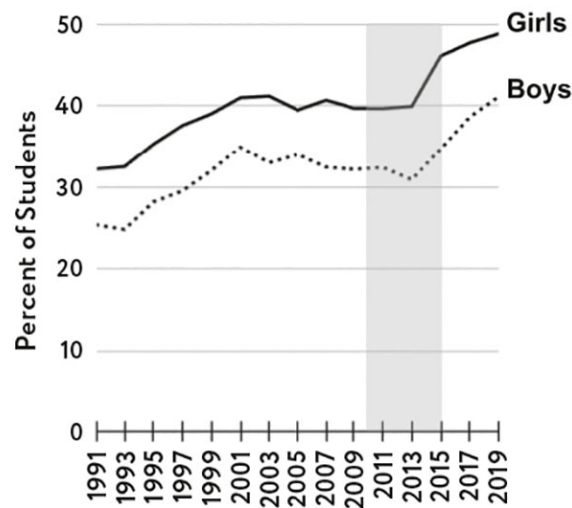


Figure 5.2. Percent of U.S. students (8th, 10th, and 12th grade) who get less than seven hours of sleep on most nights. (Source: Monitoring the Future.)<sup>[33]</sup>

Is that just a coincidence, or is there evidence directly linking the upsurge in sleep problems to the arrival of the phone-based childhood?

There's a lot of evidence. A review of 36 correlational studies found significant associations between high social media use and poor sleep, and also between high social media use and poor mental health outcomes.<sup>[34]</sup> That same review also found that high social media use at one time predicted sleep problems and worse mental health at later times. One experiment found that adolescents who restricted their use of screen devices after 9 p.m. on school nights for two weeks showed increased total sleep time, earlier sleep onset times, and improved performance on a task that required focused attention and quick reactions.<sup>[35]</sup> Other experiments, using a variety of different screen-based technologies (including e-readers, video games, and computers), have also found that late-night use is disruptive to sleep.<sup>[36]</sup> Thus, the relationships are not merely correlations; they are causal.

It makes intuitive sense. A study by Jean Twenge and colleagues of a large U.K. data set found that "heavy use of screen media was associated with shorter sleep duration, longer sleep latency, and more mid-sleep awakenings."<sup>[37]</sup> The sleep disturbances were greatest for those who were on social media or who were surfing the internet in bed.<sup>[38]</sup>

It's not just social media on smartphones that has disturbed sleep for Gen Z; sleep deprivation is increased by the ease of access to other highly stimulating smartphone activities, including mobile gaming and video streaming.<sup>[39]</sup> As the CEO of Netflix put it on an earnings call with investors when asked about Netflix's competitors, "You know, think about it, when you watch a show from Netflix and you get addicted to it, you stay up late at night. We're competing with sleep, on the margin."<sup>[40]</sup>

What does sleep deprivation do to the rapidly changing brains of adolescents? To answer that question, we can turn to the findings of the Adolescent Brain Cognitive Development Study, which scanned the brains of more than 11,000 9- and 10-year-olds back in 2016 and has been following them as they went through puberty and adolescence. Hundreds of academic papers have emerged from this large collaboration, and several examined the effects of sleep deprivation. For example, a 2020 study found that greater sleep disturbance and shorter total sleep time were associated

with greater internalizing scores (which include depression), as well as greater externalizing scores (which include aggression and other antisocial actions associated with a lack of impulse control).<sup>[41]</sup> They also found that the size of the sleep disturbance at the start of the study “significantly predicted depression and internalizing and externalizing scores at 1-year follow-up.” In other words, when your sleep is truncated or disturbed, you’re more likely to become depressed and develop behavioral problems. The effects were larger for girls.

In short, children and adolescents need a lot of sleep to promote healthy brain development and good attention and mood the next day. When screens are allowed in bedrooms, however, many children will use them late into the night—especially if they have a small screen that can be used under the blanket. The screen-related decline of sleep is likely a contributor to the tidal wave of adolescent mental illness that swept across many countries in the early 2010s.

### **HARM #3: ATTENTION FRAGMENTATION**

Kurt Vonnegut’s 1961 short story “Harrison Bergeron” is set in an ultra-egalitarian future America where, by constitutional amendment, nobody is allowed to be smarter, better looking, or more physically able than anyone else. The “handicapper general” is the government officer tasked with enforcing equality of abilities and outcomes. Anyone with a high IQ is required to wear an earpiece at all times that buzzes loudly every 20 seconds or so with a variety of noises designed to interrupt sustained thinking, thereby bringing the person down to the functional intelligence of the average citizen.

I thought about this story as I began to talk with my students a few years ago about how their phones were affecting their productivity. Young people have relied, since the late 1990s, on texting as their basic mode of communication. They keep their ringers off, which means that their phones vibrate repeatedly throughout the day, especially when they participate in

group chats. But the situation was far worse than I had imagined. Most of my students get alerts from dozens of apps, including messaging apps (such as WhatsApp), social media apps (Instagram and Twitter), and a variety of news sites that ping them with “breaking news” about politics, sports, and the romantic lives of celebrities. For my MBA students (who are mostly in their late 20s), there are also work-related apps such as Slack. Most of my students also have their phones set to vibrate with an alert every time an email message arrives.

When you add it all up, the average number of notifications on young people’s phones from the top social and communication apps amounts to 192 alerts per day, according to one study.<sup>[42]</sup> The average teen, who now gets only seven hours of sleep per night, therefore gets about 11 notifications per waking hour, or one every five minutes. And that’s just for the apps that are about communication. When we add in the dozens of other apps for which they have not turned off push notifications, the number of interruptions grows far higher. And we’re still only talking about the *average* teen. If we zoom in on heavy users, such as older teen girls, who use texting and social media apps far more often than any other group, we are now in the ballpark of one interruption every minute. Thanks to the tech industry and its voracious competition for the limited resource of adolescent attention, many members of Gen Z are now living in Kurt Vonnegut’s dystopia.

In 1890, the great American psychologist William James described attention as “the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. . . . It implies withdrawal from some things in order to deal effectively with others.”<sup>[43]</sup> Attention is a choice we make to stay on one task, one line of thinking, one mental road, even as attractive off-ramps beckon. When we fail to make that choice and allow ourselves to be frequently sidetracked, we end up in “the confused, dazed, scatterbrained state” that James said is the opposite of attention.

Staying on one road got much harder when the internet arrived and moved much of our reading online. Every hyperlink is an off-ramp, calling



us to abandon the choice we made moments earlier. Nicholas Carr, in his aptly titled 2010 book, *The Shallows: What the Internet Is Doing to Our Brains*, lamented his lost ability to stay on one path. Life on the internet changed how his brain sought out information, even when he was off-line trying to read a book. It reduced his ability to focus and reflect because he now craved a constant stream of stimulation: “Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.”<sup>[44]</sup>

Carr’s book was about the internet as he experienced it on his computers in the 1990s and 2000s. He occasionally mentions BlackBerrys and iPhones, which had become popular just a few years before his book was published. But a buzzing smartphone is so much more alluring than a passive hyperlink, so much deadlier for concentration. Every app is an off-ramp; every notification is a Las Vegas-style sign calling out to you to turn the wheel: “Tap here and I’ll tell you what someone just said about you!”

And no matter how hard it is for an adult to stay committed to one mental road, it is far harder for an adolescent, who has an immature frontal cortex and therefore limited ability to say no to off-ramps. James described children like this: “Sensitiveness to immediately exciting sensorial stimuli characterizes the attention of childhood and youth. . . . the child seem[s] to belong less to himself than to every object which happens to catch his notice.” Overcoming this tendency to flit around is “the first thing which the teacher must overcome.” This is why it is so important that schools go phone-free for the entire school day by using phone lockers or lockable pouches.<sup>[45]</sup> Capturing the child’s attention with “immediately exciting sensorial stimuli” is the goal of app designers, and they are very good at what they do.

This never-ending stream of interruptions—this constant fragmentation of attention—takes a toll on adolescents’ ability to think and may leave permanent marks in their rapidly reconfiguring brains. Many studies find that students with access to their phones use them in class and pay far less attention to their teachers.<sup>[46]</sup> People can’t really multitask; all we can do is shift attention back and forth between tasks while wasting a lot of it on each shift.<sup>[47]</sup>

But even when students don't check their phones, the mere presence of a phone damages their ability to think. In one study, researchers brought college students into the lab and randomly assigned them to (1) leave their bag and phone out in the entry room of the lab, (2) keep their phone with them in their pocket or bag, or (3) put their phone on their desk next to them. They then had the students complete tasks that tested their fluid intelligence and working memory capacity, such as by solving math problems while also remembering a string of letters. They found that performance was best when phones were left in the other room, and worst when phones were visible, with pocketed phones in between. The effect was bigger for heavy users. The article was titled "Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity."<sup>[48]</sup>

When adolescents have continuous access to a smartphone at that developmentally sensitive age, it may interfere with their maturing ability to focus. Studies show that adolescents with attention deficit hyperactivity disorder (ADHD) are heavier users of smartphones and video games, and the commonsense assumption is that people with ADHD are more likely to seek out the stimulation of screens and the enhanced focus that can be found in video games. But does causation run in the reverse direction too? Can a phone-based childhood exacerbate existing ADHD symptoms?

It appears so.<sup>[49]</sup> A Dutch longitudinal study found that young people who engaged in more problematic (addictive) social media use at one measurement time had stronger ADHD symptoms at the next measurement time.<sup>[50]</sup> Another study by a different group of Dutch researchers used a similar design and also found evidence suggesting that heavy media multitasking caused later attention problems, but they found this causal effect only among younger adolescents (ages 11–13), and it was especially strong for girls.<sup>[51]</sup>

The brain develops throughout childhood, with an acceleration of change during puberty. One of the main skills that adolescents are expected to develop as they advance through middle school and high school is "executive function," which refers to the child's growing ability to make

plans and then do the things necessary to execute those plans. Executive function skills are slow to develop because they are based in large part in the frontal cortex, which is the last part of the brain to rewire during puberty. Skills essential for executive function include self-control, focus, and the ability to resist off-ramps. A phone-based childhood is likely to interfere with the development of executive function.<sup>[52]</sup> I cannot say that light use of these products is harmful to attention, but among heavy users we do consistently find worse outcomes in part because such users are often, to some degree, addicted.

#### **HARM #4: ADDICTION**

When my daughter found herself powerless to lift her eyes up from my iPad, what exactly was going on in her brain? Thorndike didn't know about neurotransmitters, but he correctly guessed that the repetition of small pleasures played a big role in laying down those new paths in the brain. Now we know that when an action is followed by a good outcome (such as gaining food, or relieving pain, or just achieving a goal), certain brain circuits involved with learning release a bit of dopamine—the neurotransmitter most centrally involved in feelings of pleasure and pain. The release of dopamine feels good; we register it in our consciousness. But it's not a passive reward that satisfies us and reduces our craving. Rather, dopamine circuits are centrally involved in *wanting*, as in “that felt great, I want more!” When you eat a potato chip, you get a small hit of dopamine, which is why you then want the second one even more than you wanted the first one.

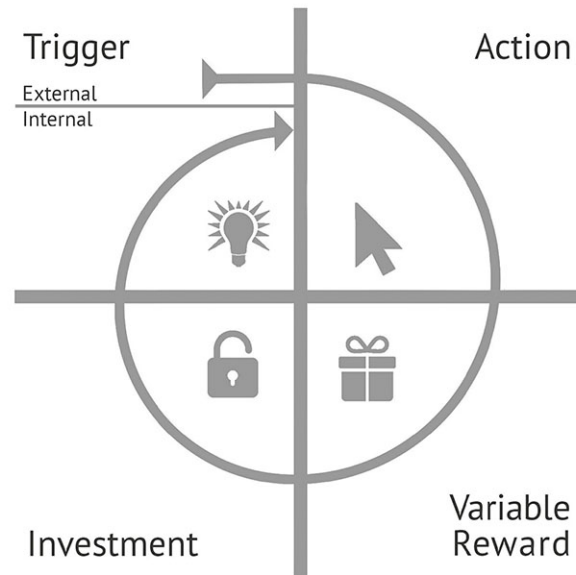
It's the same with slot machines: A win feels great, but it doesn't cause gambling addicts to take their earnings and go home, satisfied. Rather, the pleasure motivates them to keep going. It's the same for video games, social media, shopping sites, and other apps that routinely cause people to spend far more time or money than they had intended to spend. The neural basis of behavioral addictions to social media or video games is not exactly the



same as chemical addictions to cocaine or opiates.<sup>[53]</sup> Nonetheless, they all involve dopamine, craving, compulsion, and the feeling my daughter expressed—that she was powerless to act on her conscious wishes. That happens by design. The creators of these apps use every trick in the psychologists’ tool kit to hook users as deeply as slot machines hook gamblers.<sup>[54]</sup>

To be clear, the great majority of adolescents using Instagram or playing *Fortnite* are not addicted, but their desires are being hacked and their actions manipulated nonetheless. Of course, advertisers have long sought to do exactly this, but touch screens and internet connections opened up vast new possibilities for employing behaviorist techniques, which work best when there are rapid cycles or loops of behaviors and rewards. One researcher who explored these possibilities was B.J. Fogg, a professor at Stanford who wrote a 2002 book titled *Persuasive Technology: Using Computers to Change What We Think and Do*. Fogg also taught a course titled “Persuasive Technology” in which he taught students how to take behaviorist techniques for training animals and apply them to humans. Many of his students went on to found or work at social media companies, including Mike Krieger, a cofounder of Instagram.

How do habit-forming products hook adolescents? Take the case of a 12-year-old girl sitting at her desk at home, struggling to understand photosynthesis for a test in her science class the next day. How can Instagram lure her away and then keep her away for an hour? App designers often use a four-step process that creates a self-perpetuating loop, shown in Figure 5.3.



**Figure 5.3.** The Hooked model. From Nir Eyal’s 2014 book, *Hooked: How to Build Habit-Forming Products*. In the book, Eyal warned about the ethical implications of misusing the model in a section titled “The Morality of Manipulation.”<sup>[55]</sup>

The Hooked model guides designers through the loop they need to create if they want to build strong habits in their users.

The loop starts with an external trigger, such as a notification that someone commented on one of her posts. That’s step 1, the off-ramp inviting her to leave the path she was on. It appears on her phone and automatically triggers a desire to perform an action (step 2) that had previously been rewarded: touching the notification to bring up the Instagram app. The action then leads to a pleasurable event, but only sometimes, and this is step 3: a variable reward. Maybe she’ll find some expression of praise or friendship, maybe not.

This is a key discovery of behaviorist psychology: It’s best not to reward a behavior *every time* the animal does what you want. If you reward

an animal on a *variable-ratio schedule* (such as one time out of every 10 times, on average, but sometimes fewer, sometimes more), you create the strongest and most persistent behavior. When you put a rat into a cage where it has learned to get food by pressing a bar, it gets a surge of dopamine in anticipation of the reward. It runs to the bar and starts pressing. But if the first few presses yield no reward, that does not dampen the rat's enthusiasm. Rather, as the rat continues to press, dopamine levels will go *up* in anticipation of the reward, which must be coming at any moment! When the reward finally comes, it feels great, but the heightened levels of dopamine make the rat continue to press, in anticipation of the next reward, which will come . . . after some unknown number of presses, so just keep pressing! There is no off-ramp in an app with a bottomless feed; there is no signal to stop.

These first three steps are classic behaviorism. They deploy operant conditioning as taught by B. F. Skinner in the 1940s. What the Hooked model adds for humans, which was not applicable for those working with rats, was the fourth step: investment. Humans can be offered ways to put a bit of themselves into the app so that it matters more to them. The girl has already filled out her profile, posted many photos of herself, and linked herself to all of her friends plus hundreds of other Instagram users. (Her brother, studying for an exam in the room next to hers, has spent hundreds of hours accumulating digital badges, purchased "skins," and made other investments in video games such as *Fortnite* and *Call of Duty*.)

At this point, after investment, the trigger for the next round of behavior may become *internal*. The girl no longer needs a push notification to call her over to Instagram. As she is rereading a difficult passage in her textbook, the thought pops up in her mind: "I wonder if anyone has liked the photo I posted 20 minutes ago?" An attractive off-ramp appears in consciousness (step 1). She tries to resist temptation and stick with her homework, but the mere thought of a possible reward triggers the release of a bit of dopamine, which makes her *want* to go to Instagram immediately. She feels a craving. She goes (step 2) and finds that nobody liked or commented on her post. She feels disappointment, but her dopamine-

primed brain still craves a reward, so she starts looking through her other posts, or her direct messages, or anything that shows that she matters to someone else, or anything that provides easy entertainment, which she finds (step 3). She wanders down her feed, leaving comments for her friends along the way. Sure enough, a friend reciprocates by liking her last post. An hour later, she returns to her study of photosynthesis, depleted and less able to focus.

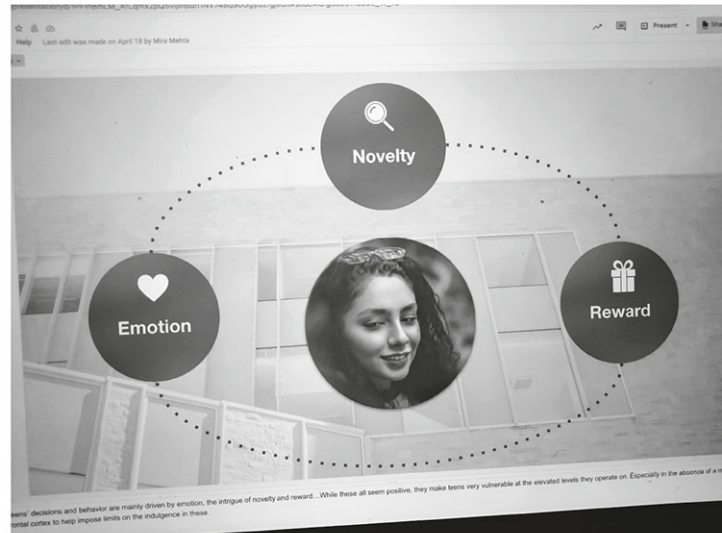
Once the user's own feelings are enough to trigger a behavior that gets variably rewarded, the user is "hooked." We know that Facebook intentionally hooked teens using behaviorist techniques thanks to the Facebook Files—the trove of internal documents and screenshots of presentations brought out by the whistleblower Frances Haugen in 2021. In one chilling section, a trio of Facebook employees give a presentation titled "The Power of Identities: Why Teens and Young Adults Choose Instagram." The stated objective is "to support Facebook Inc.-wide product strategy for engaging younger users." A section titled "Teen Fundamentals" delves into neuroscience, showing the gradual maturation of the brain during puberty, with the frontal cortex not mature until after age 20. A later photo shows an MRI image of a brain with this caption:

The teenage brain is usually about 80% mature. The remaining 20% rests in the frontal cortex. . . . At this time teens are highly dependent on their temporal lobe where emotions, memory and learning, and the reward system reign supreme.

A subsequent slide shows the loop that Facebook's designers strive to create in users and notes the points of vulnerability (see Figure 5.4).

Many other slides in the presentation indicate that the presenters were not trying to protect the young woman in the center from overuse and addiction; their goal was to advise other Facebook employees on how to keep her "engaged" for longer with rewards, novelty, and emotions.

Suggestions include making it easier for teens to open multiple accounts and implementing “stronger paths to related interest content.”



**Figure 5.4.** Screenshot of an internal Facebook presentation, brought out by Frances Haugen. The caption says, “Teens’ decisions and behavior are mainly driven by emotion, the intrigue of novelty and reward. While these all seem positive, they make teens very vulnerable at the elevated levels they operate on. Especially in the absence of a mature frontal cortex to help impose limits on the indulgence in these.” (Source: The Facebook Files, section 42/15, p. 53.)<sup>[56]</sup>

IN HER BOOK *DOPAMINE NATION*, THE STANFORD UNIVERSITY ADDICTION researcher Anna Lembke explains how addiction plays out in her patients, who suffer from a variety of drug and behavioral addictions (such as gambling, shopping, sex). Increasingly in the 2010s, she began to treat teenagers who had digital addictions. Like people with heroin and cocaine addictions, those addicted to digital activities found that “nothing feels good anymore” when they were not doing their preferred activity. The reason is

that the brain adapts to long periods of elevated dopamine by changing itself in a variety of ways to maintain homeostasis. The most important adaptation is by “downregulating” dopamine transmission. The user needs to increase the dosage of the drug to get the pleasure back.

Unfortunately, when an addicted person’s brain adapts by counteracting the effect of the drug, the brain then enters a state of deficit when the user is *not* taking the drug. If dopamine release is pleasurable, dopamine deficit is unpleasant. Ordinary life becomes boring and even painful without the drug. Nothing feels good anymore, except the drug. The addicted person is in a state of withdrawal, which will go away only if she can stay off the drug long enough for her brain to return to its default state (usually a few weeks).

Lembke says that “the universal symptoms of withdrawal from any addictive substance are anxiety, irritability, insomnia, and dysphoria.”<sup>[57]</sup> Dysphoria is the opposite of euphoria; it refers to a generalized feeling of discomfort or unease. This is basically what many teens say they feel—and what parents and clinicians observe—when kids who are heavy users of social media or video games are separated from their phones and game consoles involuntarily. Symptoms of sadness, anxiety, and irritability are listed as the signs of withdrawal for those diagnosed with internet gaming disorder.<sup>[58]</sup>

Lembke’s list of the universal symptoms of withdrawal shows us how addiction magnifies the three other foundational harms. Most obviously, those who are addicted to screen-based activities have more trouble falling asleep, both because of the direct competition with sleep and because of the high dose of blue light delivered to the retina from just inches away, which tells the brain: It’s morning time! Stop making melatonin!<sup>[59]</sup> Also, while most people wake up multiple times during the night and then fall right back to sleep, people who have become addicted will often reach for their phones and start scrolling.

Lembke writes, “The smartphone is the modern-day hypodermic needle, delivering digital dopamine 24/7 for a wired generation.”<sup>[60]</sup> Her metaphor helps to explain why the transition from play-based childhood to



phone-based childhood has been so devastating, and why the crisis showed up so suddenly in the early 2010s. Millennial adolescents in the 1990s and early 2000s had access to all kinds of addictive activities on their home computers, and some of them did get addicted. But they couldn't take their computers with them everywhere they went. After the Great Rewiring, the next generation of adolescents could, and did.

To see the far-reaching effects of the transition to smartphones, imagine a sleep-deprived, anxious, and irritable student interacting with fellow students at school. It's not likely to go well, especially if her school allows her to keep her phone with her during the school day. She'll use much of lunchtime and time between classes to catch up on social media, rather than having the synchronous, face-to-face hangout time she needs for healthy social development, thereby further compounding her feelings of social isolation.

Now imagine a sleep-deprived, anxious, irritable, and socially isolated student trying to focus on her homework as off-ramps beckon from the phone lying faceup on her desk. Her impaired executive abilities will strain to keep her on task for more than a minute or two at a time. Her attention is fragmented. Her consciousness becomes "the confused, dazed, scatterbrained state" that William James said is the opposite of attention.

When we gave children and adolescents smartphones in the early 2010s, we gave companies the ability to apply variable-ratio reinforcement schedules all day long, training them like rats during their most sensitive years of brain rewiring. Those companies developed addictive apps that sculpted some very deep pathways in our children's brains.<sup>[61]</sup>

## **ON THE BENEFITS OF SOCIAL MEDIA FOR ADOLESCENTS**

In 2023, the U.S. surgeon general, Vivek Murthy, issued an advisory discussing the effects of social media use on youth mental health.<sup>[62]</sup> The advisory warned that social media poses "a profound risk of harm to the

mental health and well-being of children and adolescents.” His 25-page report outlined the potential costs and benefits of social media use. Regarding benefits, he stated,

Social media can provide benefits for some youth by providing positive community and connection with others who share identities, abilities, and interests. It can provide access to important information and create a space for self-expression. The ability to form and maintain friendships online and develop social connections are among the positive effects of social media use for youth. These relationships can afford opportunities to have positive interactions with more diverse peer groups than are available to them offline and can provide important social support to youth. The buffering effects against stress that online social support from peers may provide can be especially important for youth who are often marginalized, including racial, ethnic, and sexual and gender minorities.

These benefits all sound plausible, and indeed the surgeon general was drawing on surveys showing that many teens say that they obtain these benefits from social media. For instance, a 2023 Pew report found that 58% of teenagers report that social media helps them feel more accepted, 71% saw it as a creative outlet, and 80% felt more in touch with their friends’ lives.<sup>[63]</sup> A 2023 Common Sense Media report found that 73% of girls report having fun daily on TikTok, and 34% said their lives would be worse if they did not have access to the platform. Sixty-three percent of girls say they have fun daily on Instagram, with 21% saying their lives would be worse without it.<sup>[64]</sup>

Certainly, these digital platforms offer fun and entertainment, as television did for previous generations. They also confer some unique benefits for specific groups such as sexual minority youth and those with



autism—where some virtual communities can help soften the pain of social exclusion in the real world.<sup>[65]</sup>

However, unlike the extensive evidence of harm found in correlational, longitudinal, and experimental studies, there is very little evidence showing *benefits* to adolescent mental health from long-term or heavy social media use.<sup>[66]</sup> There was no wave of mental health and happiness breaking out around the world in 2013, as young people embraced Instagram. Teens are certainly right when they say that social media gives them a connection with their friends, but as we’ve seen in their reports of increasing loneliness and isolation, that connection does not seem to be as good as what it replaced.

A second reason why I am skeptical of claims about the benefits of social media for adolescents is that these claims often confuse social media with the larger internet. During the COVID shutdowns I often heard people say, “Thank goodness for social media! How would young people have connected without it?” To which I respond: Yes, let’s imagine a world in which the only way that children and adolescents could connect was by telephone, text, Skype, Zoom, FaceTime, and email, or by going over to each other’s homes and talking or playing outside. And let’s imagine a world in which the only way they could find information was by using Google, Bing, Wikipedia, YouTube,<sup>[67]</sup> and the rest of the internet, including blogs, news sites, and the websites of the many nonprofit organizations devoted to their specific interests.<sup>[68]</sup>

A third reason for skepticism is that the same demographic groups that are widely said to benefit most from social media are also the *most* likely to have bad experiences on these platforms. The 2023 Common Sense Media survey found that LGBTQ adolescents were *more* likely than their non-LGBTQ peers to believe that their lives would be better without each platform they use.<sup>[69]</sup> This same report found that LGBTQ girls were more than twice as likely as non-LGBTQ girls to encounter harmful content related to suicide and eating disorders. Regarding race, a 2022 Pew report found that Black teens were about twice as likely as Hispanic or white teens to say they think their race or ethnicity made them a target of online abuse.

[20] And teens from low-income households (\$30,000 or less) were twice as likely as teens from higher-income families (\$75,000 or higher) to report physical threats online (16% versus 8%).

My fourth reason for skepticism is that these discussions of benefits rarely consider the age of the child. All of the benefits sound plausible for older teens, but do we really think that 12-year-olds need Instagram or TikTok to “connect” them with strangers instead of simply seeing their friends in person? I cannot see any justification for not enforcing the current minimum age of 13 for opening accounts on social media platforms.

We need to develop a more nuanced mental map of the digital landscape. Social media is not synonymous with the internet, smartphones are not equivalent to desktop computers or laptops, PacMan is not World of Warcraft, and the 2006 version of Facebook is not the 2024 version of TikTok. Almost all of it is more harmful to preteens than to older teens. I’m not saying that 11-year-olds should be kept off the internet. I’m saying that the Great Rewiring of Childhood, in which the phone-based childhood replaced the play-based childhood, is the major cause of the international epidemic of adolescent mental illness. We need to be careful about which kids have access to which products, at which ages, and on which devices. Unfettered access to everything, everywhere, at any age has been a disaster, even if there are a few benefits.

## IN SUM

In this chapter I described the four foundational harms of the phone-based childhood. These are profound changes to childhood caused by the rapid technological shift of the early 2010s. Each one is foundational because it affects the development of multiple social, emotional, and cognitive abilities.

- The sheer amount of time that adolescents spend with their phones is staggering, even compared with the high levels of screen time they

had before the invention of the iPhone. Studies of time use routinely find that the average teen reports spending more than seven hours a day on screen-based leisure activities (not including school and homework).

- The opportunity cost of a phone-based childhood refers to everything that children do less of once they get unlimited round-the-clock access to the internet.
- The first foundational harm is social deprivation. When American adolescents moved onto smartphones, time with friends in face-to-face settings plummeted immediately, from 122 minutes per day in 2012 down to 67 minutes per day in 2019. Time with friends dropped further because of COVID restrictions, but Gen Z was already socially distanced before COVID restrictions were put in place.
- The second fundamental harm is sleep deprivation. As soon as adolescents moved from basic phones to smartphones, their sleep declined in both quantity and quality, around the developed world. Longitudinal studies show that smartphone use came first and was followed by sleep deprivation.
- Sleep deprivation is extremely well studied, and its effects are far reaching. They include depression, anxiety, irritability, cognitive deficits, poor learning, lower grades, more accidents, and more deaths from accidents.
- The third fundamental harm is attention fragmentation. Attention is the ability to stay on one mental road while many off-ramps beckon. Staying on a road, staying on a task, is a feature of maturity and a sign of good executive function. But smartphones are kryptonite for attention. Many adolescents get hundreds of notifications per day, meaning that they rarely have five or 10 minutes to think without an interruption.

- There is evidence that the fragmentation of attention in early adolescence caused by problematic use of social media and video games may interfere with the development of executive function.
- The fourth fundamental harm is addiction. The behaviorists discovered that learning, for animals, is “the wearing smooth of a path in the brain.” The developers of the most successful social media apps used advanced behaviorist techniques to “hook” children into becoming heavy users of their products.
- Dopamine release is pleasurable, but it does not trigger a feeling of satisfaction. Rather, it makes you want more of whatever you did to trigger the release. The addiction researcher Anna Lembke says that the universal symptoms of withdrawal are “anxiety, irritability, insomnia, and dysphoria.” She and other researchers find that many adolescents have developed behavioral addictions that are very much like the way that people develop addictions to slot machine gambling, with profound consequences for their well-being, their social development, and their families.
- When we put these four foundational harms together, they explain why mental health got so much worse so suddenly as soon as childhood became phone-based.

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Senator MERKLEY. “The Anxious Generation”, and I was paging through it, and under chapter five it notes that there are four factors in which these cell phones are affecting our children profoundly: Social deprivation, sleep deprivation, attention fragmentation, and screen addiction. I would really encourage you to take a look at this. I have been urging the Department to seriously look at the issue of how childhood is changing. And childhood is changing because of technology, in ways that are really compromising the ability of our education enterprise to work well.

#### MENTAL HEALTH GRANT CONTINUATIONS

But this brings me to my point about why you have canceled mental health grants for our schools. We have five schools in Oregon that got grants to have more mental health counselors, and you have canceled them. Why have you canceled mental health grants in the middle of an enormously challenging time for our students?

Secretary MCMAHON. We have not canceled mental health grants. We have said we are not continuing them after this year because we are going to allow those programs to be rebid and to take a different look at them. But they have not been canceled.

And I couldn't agree with you more about cell phones. There are governors of several States who have said bell-to-bell, there are not going to be cell phones in the classroom, and they are seeing upticks in their literacy and also in the social interaction. So therefore, States have the abilities, at very different levels, to go ahead and make decisions and to put their policies in place that can be effective.

Senator MERKLEY. Then the five grants that you have canceled that you are unaware of in Oregon; you will restore those five grants?

Secretary MCMAHON. We have not canceled; we are not continuing those grants.

Senator MERKLEY. So, if you discover that you have actually canceled grants that were already awarded, you will undo those cancellations?

Secretary MCMAHON. I would like to get back to you on that. I don't believe we have canceled any grants. We are not continuing, but we will rebid them.

Senator MERKLEY. Oh. You will rebid them, meaning you are canceling them, but you will rebid them?

Secretary MCMAHON. We are not continuing them. We haven't canceled them.

Senator MERKLEY. Okay, well——

Secretary MCMAHON. We are continuing.

Senator MERKLEY. Well, I have got five schools that have received letters from you or your Department saying their grants, their mental health grants, have been canceled. They worked very hard to apply for those grants.

Secretary MCMAHON. Canceled or not continued?

Senator MERKLEY. That they have been canceled, the grants that they have received for their programs.

Secretary MCMAHON. And I will look into that and get back to you.

Senator MERKLEY. Obviously, when you get a grant, it is for work you are doing from here forward. So, if not continuing means: As of today, we are not funding it, then you canceled the grant.

Secretary MCMAHON. No. You can rebid the grant. You can re-compete the grant, and you can have different aspects of it.

Senator MERKLEY. Is that what you are doing? You said: The grants you got, we are ending them, and we are taking them back, but we are going to re-compete them?

Secretary MCMAHON. I said we are not continuing them after this year. We will have a rebidding process to relook at those grants.

Senator MERKLEY. Well, I strongly——

Secretary MCMAHON. To do it responsibly.

Senator MERKLEY [continuing]. Encourage you to understand how the changes you are making are hurting ordinary kids across this country who may have aspirations, and those aspirations may not all require going to college, but many of those aspirations can be well served by higher education. And you shouldn't be putting obstacles in their path.

Senator CAPITO. Thank you.

Secretary MCMAHON. Senator Merkley, if you look, what we are doing has not worked.

Senator CAPITO. All right.

Secretary MCMAHON. But we are continuing to throw money at things that have not been successful. So, we are trying to look, appropriately, at all of our grants and how the Department of Education is operating.

#### TRIO PROGRAMS

Senator MERKLEY. Madam Chair, I will just say, those programs have been successful. If you had taken the very effort to read the evaluations of the TRIO programs, you wouldn't be here making that argument today.

Senator CAPITO. All right, let us wrap up Senator Merkley's questioning. And I will say this in terms of wrapping up, there have been several questions about these particular grants through the—so the follow-up will be great with individual Senators. I know you will do it, because you do it with me. And so, I appreciate your hands-on approach.

Secretary MCMAHON. We will do it right away. Thank you.

Senator CAPITO. All right, this will end our hearing today.

I would like to thank my fellow committee members for their thoughtful conversation.

And particular thanks to you, Secretary MCMAHON.

#### ADDITIONAL COMMITTEE QUESTIONS

For any Senator who wishes to ask additional questions, questions for the record will be open until June the 10. The hearing record will remain open until then for members who wish to submit additional materials for the record.

[The following questions were not asked at the hearing, but were submitted to the Department for response subsequent to the hearing:]

#### QUESTIONS SUBMITTED TO HON. LINDA MCMAHON

##### QUESTIONS SUBMITTED BY SENATOR CINDY HYDE-SMITH

*Question.* The Promise Neighborhoods program is an important initiative that awards competitive grants for data driven, comprehensive neighborhood programs that combat the effects of poverty for children and youth, from birth through college. Since its inception over a decade ago, data on the program indicates that Promise Neighborhoods generate positive outcomes for youth, their families, and their surrounding communities, and yields community-wide economic benefits and other positive externalities. For the past two fiscal years, the Promise Neighborhood program has been funded at \$91 million annually.

Under the proposed K-12 SFP program, would funding for current Promise Neighborhoods be maintained? For example, for a newly awarded Promise Neighborhood, will funding for the Promise Neighborhood be continued for the duration of the award?

*Answer.* No, however, under K-12 Simplified Funding Program (SFP), States would have the discretion to support any activity that was previously allowable under the Promise Neighborhoods program. Continuation awards for FY 2025 will be awarded by the Department, however no new awards will be awarded.

*Question.* How will the K-12 SFP state formula grant program be structured to ensure that Promise Neighborhoods are not cut off from continued funding, critical to the program's model, when competing against other priorities that have been rolled into the proposed K-12 SFP?

*Answer.* States and localities, not the Federal government, are best suited to determine whether to continue to support the activities allowable under the Promise Neighborhoods program, without the unnecessary administrative burdens imposed under current law.

*Question.* 2-year Promise Neighborhoods extensions, beyond the 5-year project period, are important to maintain funding for high quality Promise Neighborhood grantees that have demonstrated improvements in program performance indicators in order to ensure that their programs can be leveraged for optimal outcomes. Would existing Promise Neighborhoods be eligible for 2-year extensions under the proposed K-12 SFP program?

*Answer.* No, however, under K-12 SFP, States would have the discretion to support any activity that was previously allowable under the Promise Neighborhoods program.

*Question.* Under the K-12 SFP, would there be grant competitions for new 5-year awards, and would previously awarded grantees with programs that may have recently expired be able to compete for additional funding for the same neighborhood, provided they justify the need for additional funding for their continued implementation of high-quality plans and evidence-based claims?

*Answer.* No, however, under K-12 SFP, States would have the discretion to support any activity that was previously allowable under the Promise Neighborhoods program.

*Question.* Education, Innovation, and Research (EIR) grants are critical for boosting achievement among high-need students. Yet, Mississippi received no EIR grants from 2021 to 2024 despite my state facing challenges such as lowest median income, highest rural school enrollment, and the most severe teacher shortages. In fact, no EIR grants were awarded to 10 of the 15 states represented by Republicans on the Senate Appropriations Committee. However, California, New York, and Massachusetts were awarded 49 separate EIR grants, totaling more than \$300 million. I feel it is also important to note that there are no limits on indirect costs imposed by these grants.

Do you agree that EIR funds need to be reformed to optimize the EIR program's impact so that direct resources are sent to areas of greatest need?

*Answer.* The Administration's request for fiscal year 2026 does not include funds for Education Innovation and Research. Elimination of this program is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

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#### QUESTIONS SUBMITTED BY SENATOR JOHN BOOZMAN

*Question.* As a member of this committee who values both fiscal responsibility and providing opportunities for disadvantaged students, I am concerned about proposed reductions in funding for the TRIO programs.

I have seen firsthand the impact and success of programs such as TRIO's Upward Bound program has on students in Arkansas, helping low-income and first-generation students not just access college, but thrive there.

Can you explain how the Department plans to maintain or improve support for these students if TRIO funding is reduced?

*Answer.* TRIO represents a sixty-year-old approach to college access when financial incentives were needed to motivate institutions of higher education to engage with low-income students to enroll in and graduate from college. The lack of action by institutions also meant that States and local school districts needed additional support to prepare low-income students for college. Colleges and universities should be using their own resources to engage with K-12 schools in their communities to recruit students and then, once those students are on campus, aid in their success through to graduation. Institutions and States, not the Federal government, should be responsible for funding institutional reforms and innovative programs that maintain and improve support for all students. The fiscal year (FY) 2026 Budget maintains funding for Pell Grants to help low-income students access higher education and a smaller but more targeted Federal Work Study program to subsidize career-relevant work experience for students with financial need.

*Question.* As I talk to Arkansans, especially those in our rural communities, one concern I hear consistently is that rural school districts often struggle to access the resources they need to serve their students well.

With the proposed K–12 Simplified Funding Program consolidating many existing grants, how will the Department ensure that students in rural areas not only maintain their access to essential resources, but actually see improvements in educational opportunities and support?

*Answer.* The proposed K–12 Simplified Funding Program would be awarded by formula to States which could then, when subgranting, direct funding to local educational agencies facing unique challenges, such as those serving students in rural areas. The Administration looks forward to working with Congress on the details of the proposed program, including the possibility of safeguards to ensure that States provide funding to under-resourced school districts and support them in improving student achievement.

*Question.* I have heard from students, parents, and local employers in the state of Arkansas who say Career and Technical Education programs are making a real difference in addressing workforce shortages and helping young people find purpose in preparing them for well-paying jobs.

CTE Teachers are worried about limited access to resources to attract students to these careers.

*Answer.* The FY 2026 President's Budget Request would provide \$1.4 billion for CTE programs under the Perkins Act, level with the fiscal year 2025 appropriation, to help students attain academic and career skills, learn about career pathways, and attain credentials for careers in in-demand, high-wage fields. CTE programs would be expected to provide high-quality, work-based learning opportunities and assist students in the transition from secondary education to postsecondary education and jobs.

*Question.* Can you speak to how this year's budget supports expanding and modernizing CTE programs, particularly in rural or underserved communities?

*Answer.* The FY 2026 President's Budget Request would support the Administration's policy to optimize and target Federal investments in workforce development to align with our country's workforce needs and equip American workers to fill the growing demand for skilled trades and other occupations. This is particularly important as students, workers, and recent graduates prepare for and enter jobs in a changing economy and demand for CTE from individuals seeking to obtain new skills or credentials in order to pursue job opportunities in different fields increases. The request is consistent with the Administration's efforts to send education back to the States and local communities, including rural and underserved communities which are better poised to determine what their needs are and how to best address them.

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#### QUESTIONS SUBMITTED BY SENATOR SUSAN M. COLLINS

*Question.* More than two decades ago, I authored the Rural Education Achievement Program, REAP, which is the only dedicated Federal funding stream to support rural schools. The majority of Maine's schools and school districts are small and rural, which means they are often at a disadvantage when it comes to applying for competitive Federal funds. REAP has worked well to help level the playing field when it comes to securing additional Federal funding for small rural and low-income rural schools and districts. The budget request would consolidate REAP into the newly-proposed K–12 Simplified Funding Program. While Congress consolidated some competitive grants when it reauthorized the Elementary and Secondary Education Act in 2015, we maintained REAP's unique, separate, and direct funding because rural schools face unique challenges, and we should continue to do so.

How does the budget continue to support the unique needs of rural schools and rural students?

*Answer.* The proposed K–12 Simplified Funding Program would be awarded by formula to States which could then, when subgranting, direct funds to local educational agencies facing unique challenges, such as those serving students in rural areas.

*Question.* Have you considered additional ways to ensure students in rural schools receive the same educational opportunities as those in urban and suburban areas?

*Answer.* The Administration seeks to reform elementary and secondary education, wherein the Federal Government does not interfere with the prerogatives of States and school districts. As the Department steps back, States will have a greater ability to influence the programs and distribution of funds operating therein, enabling them to focus on school districts in the greatest need including those in rural areas.



## QUESTIONS SUBMITTED BY SENATOR TAMMY BALDWIN

*Question.* For 50 years, the Individuals with Disabilities Education Act (IDEA) has stood to ensure that children with disabilities have access to a free appropriate public education. Congress has regularly appropriated funding for IDEA to help States, school districts and schools meet the requirements of IDEA, falling short of the Federal goal to fund 40 percent of the average per pupil expenditure for special education. Federal funding has also supported the critical infrastructure around children with disabilities—ensuring that schools have the technical assistance to help children academically succeed and that teachers, counselors, occupational therapists and all the other related service personnel have the knowledge and skills they need to help children with disabilities.

Please identify the specific authority under IDEA that allows for the creation of a consolidated block grant of IDEA programs?

*Answer.* The Administration's fiscal year 2026 request does not propose a block grant of IDEA programs. Instead, the Administration proposes to consolidate funding for the Preschool grant program (IDEA Part B 619) and the IDEA National Activities programs (IDEA Part D) under the Grants to States program (IDEA Part B 611). As discussed in the Special Education Congressional Justification, States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families.

*Question.* For each of FY2024, FY2025 and the President's FY2026 budget, please identify the number of FTE responsible for and a description of completed or planned activities for the Secretary's responsibilities for monitoring, technical assistance and enforcement under section 616 of the IDEA, including: monitoring under subsection 616(b).

*Answer.* Office of Special Education Programs (OSEP) conducts monitoring under subsection 616(b), through the Differentiated Monitoring and Support (DMS) process. Under DMS all State grantees are monitored in a six-year cycle evaluating State's general supervision of local programs. In addition, OSEP continues to provide support and technical assistance that is differentiated based on each State's unique strengths, challenges, and needs.

FY 2024: 33 State leads were responsible for providing technical assistance to States and were engaged in the DMS process. A total of 12 monitoring events occurred (4 for Part C, and 8 for Part B).

FY2025: 27 State leads are responsible for providing technical assistance to States and were engaged in the DMS process. A total of 22 monitoring events occurred (11 for Part C, and 11 for Part B).

FY2026: OSEP anticipates 27 State leads will be responsible for providing technical assistance to States and engage in the DMS process. A total of 16 monitoring events are planned (8 for Part C, and 8 for Part B).

*Question.* review and determination of state performance plans under subsections 616(c) and (d); and

*Answer.* States submit State Performance Plans (SPP/APRs) on February 1st of each year to OSEP. An initial review is conducted between February and March and OSEP provides initial feedback to States. This is followed by a clarification period in April, during which time States may submit revised SPP/APRs based on OSEP feedback. A final review is conducted between April and June, with annual determinations issued prior to the end of June each year.

FY2024: 33 State leads and four supervisors were responsible for reviewing State SPP/APR submissions and completing the determination process. A total of 116 determinations were released June 15 for Part C and June 21 for Part B.

FY2025: 27 State leads and four supervisors were responsible for reviewing State SPP/APR submissions and completing the determination process. A total of 116 determinations were released June 17 for Part C and June 20 for Part B.

FY2026: OSEP anticipates 27 State leads and four supervisors will be involved in the State SPP/APR process with determinations made the week of June 15, 2026.

*Question.* data capacity and technical assistance review under subsection (i).

*Answer.* OSEP fulfills this requirement as part of the SPP/APR, and evaluates the timeliness, accuracy, completeness, and reliability of data submitted by States under IDEA Sections 616 and 618. When concerns are identified, OSEP uses funds reserved under § 1411(c) to provide technical assistance. This support is primarily delivered through six IDEA Data Technical Assistance Centers, which develop tools, templates, and training to strengthen State data systems and ensure compliance with Federal reporting requirements. In addition, OSEP staff maintain regular communication with State data managers, responding to questions and providing indi-

vidualized support. OSEP also coordinates cross-State peer learning opportunities to promote continuous improvement in data quality and use.

FY2024: Four Research to Practice data team members and one supervisor were responsible for providing technical assistance to IDEA data managers and managing six technical assistance centers that provide technical assistance to States to improve their capacity to meet the data collection requirements.

FY2025: Four Research to Practice data team members and one supervisor are responsible for providing technical assistance to IDEA data managers and managing six technical assistance centers that provide technical assistance to States to improve their capacity to meet the data collection requirements.

FY2026: OSEP anticipates four Research to Practice data team members and one supervisor will continue to be responsible for providing technical assistance to IDEA data managers and managing any continued technical assistance centers funded to provide technical assistance to States to improve their capacity to meet the data collection requirements.

*Question.* Please provide any analysis conducted of how the Department can effectively carryout these statutory responsibilities at a reduced staffing level.

*Answer.* OSEP plans to complete all statutory responsibilities with existing staffing in 2026. OSEP has successfully completed its statutory obligations in FY 2025, as noted above, and plans to have a similar number of staff complete similar statutory obligations in FY 2026.

*Question.* Earlier this year, I supported S. Res. 99, a resolution celebrating Black History Month, which included findings of “African Americans suffered enslavement and subsequently faced the injustices of lynch mobs, segregation, and denial of the basic and fundamental rights of citizenship,” “the United States has imperfectly progressed toward noble goals,” and “in 2025, the vestiges of those injustices and inequalities remain evident in the society of the United States.”

Do you agree with these findings? If not, why not?

*Answer.* The Department has not initiated an interagency review through the Office of Management and Budget on its official views of this active congressional resolution. As such, we cannot comment on the contents at this time.

*Question.* If you do agree, please describe planned actions the Department will take under current law to reduce these injustices and inequalities.

*Answer.* Same answer as above.

*Question.* The President’s FY2026 budget request proposes to eliminate funding for the Training and Advisory Services program, which is authorized by title IV of the Civil Rights Act of 1964 to support educators and schools in developing, adopting, and implementing plans for desegregating public schools. Seventy-one years after Brown v. Board of Education, 131 school districts remain under desegregation court orders—and all but one of these are located in the South. The FY2026 CBJ indicates the program is ineffective, while the Department’s own performance measures indicate the 86 percent of clients report changed policies or practices related to providing students with a full opportunity for participation in all educational programs and reporting an increase in awareness or knowledge resulting from technical assistance provided.

Please provide the evaluation or analysis supporting the assertion the program is ineffective.

*Answer.* The Administration believes this program is ineffective and has been used inappropriately to support training in illegal diversity, equity, and inclusion and gender ideology. This is reflected in the Department’s cancellation in February of grants under this program that supported illegal and divisive training in these topics.

*Question.* The President’s budget proposes \$91 million for the Office for Civil Rights, \$49 million less than the amount provided in FY2025, which would support just 271 FTE. For each quarter of FY2024, through the third quarter of FY2025, and under the FY2026 President’s budget, please provide:

Data on cases opened through a complaint by type of discrimination and in total;  
*Answer.*

	Percentage of cases opened for investigation
<i>Q1 FY2024</i>	
Title VI .....	25.08%
Title IX .....	19.10%
Disability .....	53.04%
Age .....	2.77%

	Percentage of cases opened for investigation
<i>Q2 FY2024</i>	
Title VI .....	26.18%
Title IX .....	20.47%
Disability .....	51.86%
Age .....	1.49%
<i>Q3 FY2024</i>	
Title VI .....	22.79%
Title IX .....	22.35%
Disability .....	52.72%
Age .....	2.06%
Boy Scouts Act .....	0.07%
<i>Q4 FY2024</i>	
Title VI .....	24.90%
Title IX .....	21.11%
Disability .....	51.85%
Age .....	2.14%
<i>Q1 FY2025</i>	
Title VI .....	21.45%
Title IX .....	16.25%
Disability .....	59.82%
Age .....	2.48%
<i>Q2 FY2025</i>	
Title VI .....	27.74%
Title IX .....	12.72%
Disability .....	58.19%
Age .....	1.35%
<i>Q3 FY2025</i>	
Title VI .....	25.71%
Title IX .....	16.19%
Disability .....	56.19%
Age .....	1.90%

Note: A single complaint may contain more than one discrimination type.

**Question.** Data on complaint cases dismissed without investigation by type of discrimination and in total;

**Answer.**

	Dismissals
<i>Q1 FY2024</i>	
Title VI .....	28.37%
Title IX .....	16.67%
Disability .....	48.81%
Age .....	5.90%
Boy Scouts Act .....	0.27%
<i>Q2 FY2024</i>	
Title VI .....	18.18%
Title IX .....	49.09%
Disability .....	29.08%
Age .....	3.46%
Boy Scouts Act .....	0.20%
<i>Q3 FY2024</i>	
Title VI .....	28.74%
Title IX .....	16.21%
Disability .....	49.28%
Age .....	5.45%
Boy Scouts Act .....	0.32%
<i>Q4 FY2024</i>	
Title VI .....	28.39%

	Dismissals
Title IX .....	20.47%
Disability .....	45.42%
Age .....	5.54%
Boy Scouts Act .....	0.17%
<i>Q1 FY2025</i>	
Title VI .....	24.72%
Title IX .....	16.78%
Disability .....	53.11%
Age .....	5.24%
Boy Scouts Act .....	0.17%
<i>Q2 FY2025</i>	
Title VI .....	25.18%
Title IX .....	13.02%
Disability .....	56.08%
Age .....	5.53%
Boy Scouts Act .....	0.24%
<i>Q3 FY2025</i>	
Title VI .....	26.93%
Title IX .....	16.34%
Disability .....	50.89%
Age .....	5.70%
Boy Scouts Act .....	0.16%

Note: A single complaint may contain more than one discrimination type.

**Question.** Data on complaint cases with a violation by type of discrimination and in total;

**Answer.**

	Percentage of complaints resolved after a finding of violation
<i>Q1 FY2024</i>	
Title IX .....	52.38%
Disability .....	47.62%
<i>Q2 FY2024</i>	
Title VI .....	20.00%
Title IX .....	36.67%
Disability .....	43.33%
<i>Q3 FY2024</i>	
Title VI .....	8.70%
Title IX .....	43.48%
Disability .....	47.83%
<i>Q4 FY2024</i>	
Title VI .....	23.08%
Title IX .....	41.03%
Disability .....	35.90%
<i>Q1 FY2025</i>	
Title VI .....	24.14%
Title IX .....	51.72%
Disability .....	24.14%
<i>Q2 FY2025</i>	
Title VI .....	9.09%
Title IX .....	72.73%
Disability .....	18.18%
<i>Q3 FY2025</i>	
Title VI .....	100%

Note: A single complaint resolution may contain more than one allegation.

*Question.* Data on cases opened through a compliance review by type of discrimination and in total;

*Answer.*

	Percentage of compliance reviews opened
<i>Q3 FY2024</i>	
Title VI .....	50%
Disability .....	50%
<i>Q4 FY2024</i>	
Title VI .....	36.36%
Title IX .....	45.45%
Disability .....	18.18%
<i>Q3 FY2025</i>	
Title VI .....	100%

*Question.* Data on compliance review cases dismissed without investigation by type of discrimination and in total;

*Answer.* 0

*Question.* Data on compliance review cases with a violation by type of discrimination and in total;

*Answer.*

	Percentage of compliance reviews resolved with a violation by type of discrimination
<i>Q1 FY2024</i>	
Title IX .....	50%
Disability .....	50%
<i>Q3 FY2024</i>	
Title IX .....	100%
<i>Q4 FY2024</i>	
Title VI .....	16.67%
Title IX .....	66.67%
Disability .....	16.67%
<i>Q1 FY2025</i>	
Title VI .....	25%
Title IX .....	75%

*Question.* Data on cases opened through a directed investigation by type of discrimination and in total;

*Answer.*

	Directed Investigations by type of discrimination
<i>Q2 FY2025</i>	
Title VI .....	33.33%
Title IX .....	60.00%
Disability .....	6.67%
<i>Q3 FY2025</i>	
Title VI .....	8.33%
Title IX .....	91.67%

Note: A single directed investigation may include more than one type of discrimination

*Question.* Data on directed investigation cases dismissed without investigation by type of discrimination and in total;

*Answer.* 0

*Question.* Data on directed investigation cases with a violation by type of discrimination and in total;

*Answer.* 4 Title IX

*Question.* Data on cases resolved through the Rapid Resolution Process by type of discrimination and in total;

*Answer.*

	RRP percentage by discrimination type
<i>Q1 FY2024</i>	
Title VI .....	9.59%
Disability .....	28.77%
Title IX .....	61.64%
<i>Q2 FY2024</i>	
Title VI .....	9.73%
Disability .....	29.20%
Title IX .....	61.06%
<i>Q3 FY2024</i>	
Title VI .....	3.70%
Disability .....	47.22%
Title IX .....	47.22%
Age .....	1.85%
<i>Q4 FY2024</i>	
Title VI .....	7.75%
Disability .....	31.78%
Title IX .....	60.47%
<i>Q1 FY2025</i>	
Title VI .....	6.58%
Disability .....	43.42%
Title IX .....	50.00%
<i>Q2 FY2025</i>	
Title VI .....	9.47%
Disability .....	26.32%
Title IX .....	64.21%
<i>Q3 FY2025</i>	
Disability .....	48.72%
Title IX .....	51.28%

*Question.* Data on the number of resolution agreements terminated or modified by type of discrimination and in total;

*Answer.*

	Percentage of Monitorings Completed
<i>Q1 FY2024</i>	
Title VI .....	6.45%
Title IX .....	12.90%
Disability .....	80.65%
<i>Q2 FY2024</i>	
Title VI .....	6.06%
Title IX .....	16.67%
Disability .....	75.76%
Age .....	1.52%
<i>Q3 FY2024</i>	
Title VI .....	7.69%
Title IX .....	15.38%
Disability .....	76.92%
<i>Q4 FY2024</i>	
Title VI .....	15.70%

	Percentage of Monitorings Completed
Title IX .....	13.37%
Disability .....	69.77%
Age .....	1.16%
<i>Q1 FY2025</i>	
Title VI .....	11.11%
Title IX .....	14.81%
Disability .....	74.07%
<i>Q2 FY2025</i>	
Title VI .....	9.38%
Title IX .....	21.88%
Disability .....	68.75%
<i>Q3 FY2025</i>	
Title VI .....	3.03%
Title IX .....	3.03%
Disability .....	93.94%

*Question.* Data on the number of resolution agreements by type of discrimination and in total for which a recipient has yet to fulfill its obligations under a resolution agreement;

*Answer.*

	Percentage of cases resolved and in monitoring
<i>Q1 FY2024</i>	
Title VI .....	4.88%
Title IX .....	15.85%
Disability .....	76.83%
Age .....	2.44%
<i>Q2 FY2024</i>	
Title VI .....	14.58%
Title IX .....	18.75%
Disability .....	64.58%
Age .....	2.08%
<i>Q3 FY2024</i>	
Title VI .....	14.65%
Title IX .....	14.01%
Disability .....	70.70%
Age .....	0.64%
<i>Q4 FY2024</i>	
Title VI .....	15.79%
Title IX .....	19.30%
Disability .....	64.91%
<i>Q1 FY2025</i>	
Title VI .....	20.27%
Title IX .....	15.54%
Disability .....	64.19%
<i>Q2 FY2025</i>	
Title VI .....	34.62%
Title IX .....	23.08%
Disability .....	42.31%
<i>Q3 FY2025</i>	
Title VI .....	10.71%
Title IX .....	7.14%
Disability .....	82.14%

*Question.* Data on actions taken by OCR to determine whether a recipient that is a party to a resolution agreement has complied with the terms and obligations of the resolution agreement, in total and by type of discrimination;

*Answer.* OCR routinely ensures that interim and final monitoring reports submitted to OCR provide sufficient information to determine whether the recipient has complied with the terms and conditions of the resolution agreement. Current performance standards for investigative staff require them to determine compliance with respect to submitted monitoring reports within 90 days of receipt, on average.

*Question.* The average time a resolution agreement remains open due to the failure of a recipient to fully and effectively implement the terms and obligations of the resolution agreement, in total and by type of discrimination;

*Answer.* OCR does not track information on the average time a resolution agreement remains open due to the failure of a recipient to fully and effectively implement the terms and obligations of the agreement. Current performance standards for investigative staff require them to determine compliance with respect to submitted monitoring reports within 90 days of receipt, on average.

*Question.* Data on the actions taken to verify compliance under the Rapid Resolution process, in total and by type of discrimination;

*Answer.* Where, through the Rapid Resolution Process, a recipient has indicated that it is willing to take action in the future to resolve the complaint or the recipient has already taken action that requires monitoring, or where OCR obtains sufficient information from the recipient to make a determination of noncompliance with the civil rights law(s) at issue, OCR will obtain a resolution agreement and monitor the recipient's compliance with its terms and obligations pursuant to Article V: Monitoring Resolution Agreements of OCR's Case Processing Manual. Current performance standards for investigative staff require them to determine compliance with respect to submitted monitoring reports within 90 days of receipt, on average.

*Question.* Data on the number of OCR staff by position type;

*Answer.*

Row Labels	ES-0301-00	ES-0905-00	GS-0301-15	GS-0303-07	GS-0303-08	GS-0341-11	GS-0343-13	GS-0360-11	GS-0360-12	GS-0360-13	GS-0360-14	GS-0905-11	GS-0905-12
Atlanta					2			1	2	1	1	4	4
Dallas													
DC Metro	1	2	1		1	1	2		3			7	4
Denver						1			2	2			1
Kansas City						1			1			1	3
Seattle				1	1	1	2		2	1		2	
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>14</b>	<b>12</b>

Row Labels	GS-0905-13	GS-0905-14	GS-0905-15	GS-0950-12	GS-1040-09	GS-1530-13	GS-1530-14	GS-1530-15	GS-904-13	Grand Total
Atlanta	9	14	3	1						42
Dallas	1									1
DC Metro	10	17	4	1						54
Denver	8	5	2	1	1					23
Kansas City	7	9	2	1					1	26
Seattle	6	13	3	1		3	1	1		38
<b>Grand Total</b>	<b>41</b>	<b>58</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>184</b>

*Question.* Data on the number of open investigations per OCR staff; and

*Answer.* 168 cases per staff member.

*Question.* The number of resolution agreements per OCR staff.

*Answer.* Between March 11, 2025 and June 27, 2025 there were 1.6 resolution agreements per OCR staff member. See table below for additional details.

#### OCR's CASE PROCESSING ACTIVITIES: MARCH 11, 2025—JUNE 27, 2025

Number of complaints received .....	4,833
Number of complaints opened for investigation .....	309
Number of directed investigations initiated .....	26
Number of complaints resolved with agreements, OCR-mediated settlements, or where the recipient works directly with OCR staff to ensure that its digital resources are accessible to students with disabilities.	290 (including 71 from closed offices)
Number of complaints with findings of insufficient evidence after investigation.	96
Dismissals .....	3,424

*Question.* The FY2026 President's budget does not request funding for the English Language Acquisition program. The Full-Year Continuing Appropriations Act, 2025



provides \$890,000,000 for carrying out Part A of title III of the ESEA, which the Department currently described as “unallocated” in the Department’s latest operating plan. The CBJ also states “Parents, States and localities, not the Federal government, are best suited to determine what evidence-based literacy instructional materials will improve outcomes for all students, without the unnecessary administrative burden imposed by the Federal government.”

When will the Department obligate the FY2025 appropriation as required by the law?

*Answer.* The Department of Education submitted its Operating Plan for FY 2025 in accordance with the Full-Year Continuing Appropriations and Extensions Act, 2025. The Department is still currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly. Funding for the Title III–A formula program has been sent to states.

*Question.* What is the Department’s plan to faithfully meet all its statutory obligations to English language education and English Learners under Title III of the ESEA?

*Answer.* The Department is committed to meeting all of its statutory obligations as we are working to responsibly and lawfully wind down the activities of the agency. As you know, the President’s FY 2026 Request does not request continued funding for the ELA program as the President believes that continued funding for the program is not in keeping with the goal of reducing the Federal role in education. We will, however, continue to work with States to ensure effective and efficient use of funds already awarded under the program to maximize taxpayer’s benefits.

*Question.* Please provide evidence of each instance of the Federal Government determining evidence-based literacy instructional materials for States and localities since the enactment of the Every Student Succeeds Act.

*Answer.* The Department retains a public repository of evidence-based research at <https://ies.ed.gov/ncee/wwc/>.

*Question.* Please provide the analysis identifying unnecessary administrative burden imposed by the Federal Government since the enactment of the Every Student Succeeds Act.

*Answer.* The Department has consistently heard from stakeholders across the country and at every level of the education system that administrative burdens for Federal programs are too high. For example, the Consolidated State Performance Report, Consolidated State Plans and EDFacts data collections on their own generate more than 250,000 hours of burden on States and localities every year, while the National Evaluation of Title III Implementation and the Study of the Impact of English Learner Reclassification Policies data collections add another 1,794 hours of burden, without any real improvement in ELA proficiency in reading and math.

*Question.* Please share findings from the January 2025 review of state and local report cards for each of the elements reviewed below and their adherence to requirements to be concise, presented in an understandable and uniform format, to the extent practicable, in a language that parents can understand; and widely accessible to the public:

7a—Per-pupil expenditure information at the State, LEA, and school-levels under ESEA section 1111(h)(1)(C)(x) and (2)(C);

7b—Clear and concise description of the state’s accountability system under ESEA section 1111(h)(1)(C)(i);

7c—Progress towards long-term goals and measurements of interim progress (ESEA section 1111(h)(1)(C)(vi); and

7d—Unresolved findings from reviews in prior years by fiscal year and finding of noncompliance.

*Answer.* The three elements (7a, 7b, and 7c) were the focus on the Department’s annual review of State report cards in January 2025. As a result, below is the summary of the status of that review of report cards from the 2023–2024 school year. Note that for any State that was missing any of this information, the Department is continuing to follow up with the State until it provides evidence that the information is publicly available.

7a—As of June 25, 2025, 45 States have per-pupil expenditure information at the State, LEA, and school-levels available on the State and local report cards.

7b—As of June 25, 2025, 38 States have a clear and concise description of the State’s accountability system that includes all required elements outlined in ESEA section 1111(h)(1)(C)(i).

7c—As of June 25, 2025, 37 States reported progress on academic achievement long-term goals, 35 States reported progress on four-year graduation rate long-term goals, and 36 States reported progress on achieving English Language Proficiency long-term goals.

7d—The Department continues to work with all States to resolve all findings from each monitoring review (whether they are findings from a consolidated monitoring review, targeted monitoring review, or from the annual review of State report cards). The Department does not close a monitoring report until it receives satisfactory evidence from the State.

*Question.* The CBJ indicates: “For fiscal year 2026, the Administration requests \$124 million, in addition to specific funding for the Assessment and the National Assessment Governing Board (NAGB) lines, to enable IES to meet statutory requirements, continue critical data collections and studies, and fund administrative expenses in the short-term.” The Full-Year Continuing Appropriations Act, 2025 provides \$793,106,000 for the Institute of Education Sciences, of which \$586.488 million is currently described as “unallocated” in the Department’s latest operating plan. Please provide separately for FY2025 and FY2026, the amount of funding to be obligated to carry out the following requirements of Public Law 107–279 and Public Law 119–4:

Each of the organizations required by section 111(c) of Public Law 107–279;

The activities required under each subsection of section 112 of Public Law 107–279; 8c. The activities required under each section of 113 of Public Law 107–279;

The activities required under each section of 153 of Public Law 107–279; 8e. The reports required under section 155 of Public Law 107–279;

The activities required under each section of 172 of Public Law 107–279 and permissible under section 173 of Public Law 107–279; and

The Regional Educational Laboratories required under each section of 174 of Public Law 107–279.

Please provide any analysis demonstrating how these requirements can be conducted at least as effectively at reduced staffing or program levels.

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. As part of this re-envisioning effort, IES is reviewing fiscal year 2025 funding requirements for statutorily required activities and will update the Committee on the progress of the re-envisioning process once complete. Similarly, the allocation of the \$124 million included in the Administration’s fiscal year 2026 request is dependent on the completion of the Administration’s review of statutorily required IES activities.

*Question.* The Statewide Longitudinal Data Systems (SLDS) grant program, authorized in the Education Sciences Reform Act (ESRA), is the only Federal source of funding for state education data systems. It, in conjunction with its companion program, the Workforce Data Quality Initiative (WDQI), provide funding to states that supplements the states’ own investments in their cross-agency, P–20W state data systems.

These systems support data and evidence-based policies at the state level, transparency of education and workforce outcomes, and informed decisionmaking by students, workers, and families. Without the SLDS grant program, states will struggle to modernize and maintain the infrastructure and analytical capacity necessary to collect, analyze, and use the data that supports effective early childhood, K–12, post-secondary, and workforce systems. The President’s budget request for FY2026 does not specify funding for the SLDS grant program.

Please describe in detail the plan and associated FY2025 and FY2026 funding and FTE levels for the Department and NCES for the continuation of the SLDS grant program, including through the provision of technical assistance and support to its grantees.

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. This includes reviewing the SLDS grant program and fiscal year 2025 funding requirements for statutorily required activities. Similarly, the allocation of the \$124 million included in the Administration’s fiscal year 2026 request is dependent on the completion of the Administration’s review of statutorily required IES activities. The Department will update the Committee on the progress of the re-envisioning process and its implementation as soon as possible.

*Question.* Secretary, your prepared statement included: “Additionally, the National Center for Education Statistics (NCES) will continue to meet its statutory responsibility to provide high-quality Federal statistical products, include the Nation’s Report Card.” However, NCES failed to meet the statutory deadline of “not later than June 1” for “the Statistics Commissioner, shall submit to the President and the appropriate congressional committees a statistical report on the condition and progress of education in the United States.”

Please identify the number of FTE and each contract or award supporting the fulfillment of this statutory requirement as of January 19, 2025.

*Answer.* As of that date, NCES's Annual Reports and Information Staff included 5 FTE. Contracts associated with the Condition of Education included: 91990024F0344 ("ARIS 1a") held by Optimal Solutions Group; 91990024F0347 ("ARIS 1b") held by RTI International; and 91990022F0337 ("ARIS Desktopping") held by Synergy Enterprises.

*Question.* For each contract or award identified in response 9a. that was modified on January 20, 2025 or later, please identify the contract or award, the legal business name, the amount of funding deobligated from the contract or award, the rationale for and identification of each change in project scope, requirement, task or deliverable, and the remaining unobligated total contract value. Please also identify the number of FTE responsible for the work for each of FY2025 and FY2026.

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES, including the National Center for Education Statistics (NCES), to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. As part of this re-envisioning effort, IES is reviewing all contracts and awards, including those associated with the Nation's Report Card, and will provide additional information as soon as practicable. The fiscal year 2026 Budget request builds on current re-envisioning efforts to implement a streamlined National Assessment of Educational Progress that continues to meet NAEP's longstanding standards for data quality, reliability, and validity.

*Question.* During last year's Evidence Submission to OMB, NCES identified twelve full-time equivalent (FTE) positions that would allow them to better meet Evidence Act mandates.

In FY2024, how many FTEs were responsible for fulfilling Evidence Act mandates?

*Answer.* The Department estimates that approximately 13 NCES staff members were responsible, in whole or in part, for fulfilling mandates under Title III of the Evidence Act. This includes the NCES Commissioner and staff assigned to the Statistical Standards and Data Confidentiality branch. Title III-related workload varied by staff person.

*Question.* Please describe ongoing and planned activities and the number of FTEs involved in fulfilling Evidence Act mandates in FY2025.

*Answer.* As noted above, the Department estimates that, at peak, approximately 13 NCES staff members worked to fulfill various aspects of the Evidence Act. Work included overall leadership for Title III functions; promulgation and enforcement of statistical standards for quality and confidentiality; cybersecurity compliance; disclosure risk review; oversight of restricted use data licensing programs.

*Question.* Please describe planned activities and the number of FTEs involved in fulfilling Evidence Act mandates under the FY2026 President's budget.

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES, including the National Center for Education Statistics (NCES), to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. This includes identifying efficiencies to implement the Evidence Act and associated staffing. The allocation of resources included in the Administration's fiscal year 2026 request is dependent on the completion of the Administration's review of statutorily required IES activities.

*Question.* For each of FY2025 and FY2026, please identify FTE and program budgets under the following NCES program categories and describe the specific activities and associated timelines under such categories.

Administrative Data Collections and Support; 12b. Longitudinal Studies;

International Studies;

Cross Sectional Studies; and 12e. Crosscutting Activities.

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES, including the National Center for Education Statistics (NCES), to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. As part of this re-envisioning effort, IES is reviewing fiscal year 2025 funding requirements, including studies and activities supported from the Statistics line item. Similarly, the allocation of the \$124 million included in the Administration's fiscal year 2026 request is dependent on the completion of the Administration's review of statutorily required IES activities. The Department will update the Committee on the progress of the re-envisioning process and its implementations as soon as possible.

*Question.* Following the pause and reduction in scope of the Common Core of Data (CCD) contracts after January 20, 2025, how many of the original contracts are still in place today and what was the nature and scope of tasks and cost reduction of each of those contracts?

Did the reduction in contract scope include the new EDPASS system that NCES used to conduct quality control checks on state and district entries in real time? If so, please explain what controls have been put in place to ensure an equivalent level of data quality and timeliness of releases for CCD non-fiscal datasets to the public.

*Answer.* No. EDPASS continues to be in use.

*Question.* What assurance can you provide that the public-use CCD component of the EDFacts data collection (the component where NCES is responsible) is being adequately managed with such a severe reduction in resources? Specifically, with the reduction in staff at NCES and the termination of the contract used to support quality control in the collection, what ED career staff outside of NCES is specifically responsible for the data quality and oversight of the public-use CCD?

*Answer.* The Institute of Education Sciences (IES) continues to support CCD-related quality assurance activities through a combination of existing NCES staff resources and NCES contractors, and a continually developing partnership with the ED OCDO.

*Question.* Is the online CCD search data tool contract still in place? If not, how is the Department ensuring the on-going maintenance and technical assistance in support of thousands of data users? If the contract is still funded, was it reduced in scope, and if so, how and by how much?

*Answer.* IES is currently re-evaluating the scope of several contracts, including the contract that supported the online CCD search data tool. Since the award of that contract, the CCD data became fully searchable using the primary ies.ed.gov website. As such, IES is revisiting the best use of CCD-related contract resources.

*Question.* While the Department pushes out scores of public servants and guts entire agencies, a recent Office of Personnel Management memo encourages agencies to help install loyalists and to pay them at the highest possible rate.

Do you commit to exercising the same fiscal restraint over the pay of political staff that you are everywhere else in the Department?

*Answer.* The Department is committed to fiscal restraint and ensuring taxpayer dollars are spent wisely.

*Question.* Please provide the average annualized total compensation and benefits for such staff currently, and compared to each of the prior three fiscal years?

*Answer.* Average annualized salary and benefits for political staff:

Average Salary in FY25: \$185,492

Average Salary in FY24: \$201,235

Average salary in FY23: \$188,624

Average salary in FY22: \$180,634

*Question.* While you consistently talk about local control, your actions have consistently second-guessed or attempted to restrict such authorized decisionmaking. You could match your words to your actions by respecting local decisionmaking under programs authorized by Congress and reversing your grant and contract terminations, grant non-continuations and termination of liquidation extensions of American Rescue Plan funds, including a contract in Wisconsin that was supporting wraparound services to hundreds of students experiencing homelessness and their families just as Congress intended funds to be used.

Will you reverse the abrupt March 28 reversal of the liquidation extension for the contract supporting students experiencing homelessness in Wisconsin? If not, why not?

*Answer.* Secretary McMahon sent a letter to chief State school officers on June 26 regarding all Education Stabilization Fund requests, including the ARP-HCY program. In that letter (and the frequently asked questions guidance released with the letter), the Department noted that all States may proceed with requesting funds consistent with their approved late liquidation that was in place prior to March 28, 2025.

*Question.* What about the abrupt termination of hundreds of approved liquidation extensions, including 340 liquidation extensions requested by 34 states? Will you reverse your abrupt decisions on those? If not, why not?

*Answer.* The Department is currently complying with the associated May 6 injunction. The Department is processing payment requests aligned to plaintiffs' previously approved liquidation extensions as they are received from States. As noted in the Department's February 19, 2025 communication, all payments related to the American Rescue Plan Act programs have shifted to the Department's standard reimbursement payment structure. States should submit these requests to the appropriate program office mailbox and include the necessary information and documentation as described in the Department's February 25, 2025 and May 11, 2025 communications. States with an applicable U.S. Treasury- State agreement may draw down allowable expenditures through the route payment approval process as described in the Department's March 17, 2025 and May 11, 2025 communications.

*Question.* Before abruptly terminating these liquidation extensions, did the Department consider the administrative burden of the multi-step review and appeal process for these previously approved extensions? If so, what was Education's burden estimate? Please explain why if Education did not consider the burden it imposed. Please provide an estimate of Education's FTE and non-personnel costs related to these terminations and the multi-step review and approval process.

*Answer.* As stated above, the Department is processing payment requests aligned to the State's previously approved liquidation extensions as they are received from States.

*Question.* Will you reverse the termination of hundreds of grants for projects carrying out activities under authorized programs across the majority of states? If not, why not?

*Answer.* Grants were terminated when identified as investments that were no longer in the best interests of the American taxpayer and/or were found to be in violation of Federal law. When appropriate, affected grant recipients can appeal the Department's determination regarding their grants. The Department will reverse decisions on a case-by-case basis when sufficient justification is provided or when directed to do so by a lawful authority.

*Question.* Before abruptly terminating these grants, did the Department consider the administrative burden of the multi-step appeal process for these approved grants? If so, what was Education's burden estimate? Please explain why if Education did not consider the burden it imposed. Please provide an estimate of Education's FTE and non-personnel costs related to these terminations and the multi-step review and approval process.

*Answer.* The Department and its staff are sworn to enforce Federal laws and to defend the Constitution. One of the most important ways in which the Department and its staff fulfill this duty is by ensuring taxpayer funds awarded through its grant competitions are being expended both effectively and legally, and do not support unallowable activities. The review process, including a multi-step appeal for terminated projects, has always been a part of the Department's staff workflow and as such has been and continues to be covered by existing Department FTEs.

*Question.* Will you reverse the non-continuation decision made for hundreds of grants for school based mental health projects carrying out activities under authorized programs across the majority of states? If not, why not?

*Answer.* Grantees under the mental health programs who were designated for non-continuation were informed that they could request reconsideration of the decision and were instructed about what information to submit and the timeline to submit such information in the letter communicating the decision to not continue the grants.

*Question.* Before deciding to discontinue these grants, did the Department consider the administrative burden of the multi-step reconsideration process for these approved grants? If so, what was Education's burden estimate? Please explain why if Education did not consider the burden it imposed. Please provide an estimate of Education's FTE and non-personnel costs related to the reconsideration process of these non-continuation decisions.

*Answer.* The Department and its staff are sworn to enforce Federal laws and to defend the Constitution. One of the most important ways in which the Department and its staff fulfill this duty is by ensuring taxpayer funds awarded through its grant competitions are being expended both effectively and legally, and do not support unallowable activities. The non-competitive review process, including a multi-step reconsideration for non-continued projects, has always been a part of the Department's staff workflow and as such has been and continues to be covered by existing Department FTEs.

*Question.* Before requiring states to certify for their state overall and to collect certification responses from all of their local educational agencies on the Department's unusual and unclear request related to Title VI of the Civil Rights Act and the responsibilities outlined in *Students for Fair Admissions v. Harvard* within 10 days, did the Department consider the administrative burden of the request? If so, what was Education's burden estimate? Please explain why if Education did not consider the burden it imposed.

*Answer.* Education considered the administrative requirements of certifying compliance with Title VI and determined that 10 days (April 14) would generally be sufficient. Many states and LEAs were able to and did submit their certifications within that initial window, while others in good faith requested an extension of the deadline, which Education granted for an additional 10 days. It appears that all states who intended to submit responses did so by April 24.

*Question.* The FY2025 application for the Small, Rural School Achievement was not open until May 14 when it is usually open in February. This delay will give

these small rural school districts, who have much smaller staff capacity, significantly less time to fill out the application.

Please explain the reason for this delay in releasing the program application.

*Answer.* The Administration is in the process of a comprehensive review of the Department's programs. The Administration was still in the process of this review with respect to the Small, Rural School Achievement program (SRSA) into early spring and, accordingly, deemed it imprudent to publish a notice inviting applications until the review of the program was complete.

*Question.* How do you intend to avoid this misstep in the future?

*Answer.* The Department expects to resume its normal SRSA process and schedule in FY 2026, and, therefore, does not expect delays in the application window in future years.

*Question.* Section 114 of the Carl D. Perkins Career and Technical Education Act directs the Department, acting through the Institute of Education Sciences (IES), to evaluate the Perkins CTE program as it was amended in 2018 by the Strengthening Career and Technical Education for the 21st Century Act. IES was preparing to transmit that report to Congress this summer. However, the Department terminated the two contracts supporting that work in January and laid off the IES employees responsible for the evaluation in March.

What is the status of the IES report?

*Answer.* The Institute of Education Sciences (IES) is currently evaluating several contracts for potential reinstatement or recompetition, including the contract that supported the National Evaluation of Career and Technical Education Program (NECTEP).

*Question.* When will the Department deliver this statutorily-mandated report to Congress?

*Answer.* The Department will update the Committee on the status of this report as soon as practicable.

*Question.* The College Scorecard has been an important tool to inform students and their families, as well as policymakers, about the costs and outcomes of their prospective institutions, helping them make data-driven decisions about where to go to college and what to study. The Scorecard data are meant to be refreshed annually with new information on student loan debt and earnings, among other important data points. Last year, these key data points were published in June.

Is the Administration committed to maintaining that regular schedule this year, despite the firings of Department staff?

*Answer.* The College Scorecard is a collaboration between IES and other offices within the Department, including but not limited to the Office of the Chief Data Officer (OCDO). IES and OCDO are in active discussions with their contractor teams to finalize the Scorecard production and release schedule.

*Question.* Please provide an estimated timeline for updates to the Scorecard this year.

*Answer.* The Department will update the Committee on the College Scorecard production and release as soon as practicable.

*Question.* In Fiscal Years 2023, 2024, and 2025, Congress appropriated funding for Perkins CTE Innovation and Modernization grants. Out of a pool of over 160 applicants, the Department selected 19 grantees across the country—the majority of which are serving rural communities—to implement Career-Connected High Schools. The Wisconsin Department of Public Instruction received \$1.5 million to support Unlocking Pathways Wisconsin. Unfortunately, in the middle of the school year, grantees in Wisconsin and across the country were notified that their year-two funding was frozen.

Will you commit to releasing the FY 2024 funding for the Career-Connected High School grantees? Please provide the timeline for the release of the funding.

*Answer.* The Department is reviewing grantees' annual performance reports to ensure funded projects do not: violate the letter or purpose of Federal civil rights law; conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of Federal funds.

*Question.* Will you commit to providing continuation grants for these grantees using the FY 2025 funding Congress appropriated for this program?

*Answer.* The Department expects to review grantees' Year 2 annual performance reports to ensure funded projects do not: violate the letter or purpose of Federal civil rights law; conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of Federal funds.

*Question.* In FY24, FSA oversaw the disbursement of more than \$120 billion in Federal financial aid to more than 9 million students across the country and man-

aged \$1.6 trillion in student loans held by approximately 45 million borrowers. To help implement the FAFSA and provide student loan services, the Department contracts with vendors and is responsible for ensuring the quality of the work those contractors provide.

Have there been cuts to FSA contracts, including contracts that impact FAFSA implementation, call centers, and the FSA website since January 20, 2025. If yes, please provide for each contract that saw a change or cut, the dollar amount of the cut and what scope of work was cut from the contract, and the impact on student borrowers and institutions of higher education.

*Answer.* FSA is consistently reviewing its contracts, including its Digital and Customer Care or DCC and Title IV Financial Aid Origination and Disbursement or TIVOD contracts, to identify possible efficiencies that would have little operational impact on students and families. The goal of this undertaking is to maintain and strengthen what is beneficial to the American people and taxpayers while descope activities that can be handled by FSA staff or eliminated from the underlying contract.

*Question.* How does the Department plan to oversee the vendors and contractors who are providing these services to student borrowers?

*Answer.* FSA continues to provide critical oversight responsibilities for all of its contracts across divisions, including activities such as invoice review and validation, performance monitoring, and working daily with vendors to correct issues as needed. We have cross-functional teams to ensure continued coordination on vendor oversight activities.

*Question.* Please describe how the Department will work to uphold strong loan servicing standards across the agency's vendors.

*Answer.* FSA continues to employ Service Level Agreements (SLAs) to ensure our Federal loan servicers are performing and providing high-quality services for both student and parent borrowers. Under the Unified Servicing and Data Solution (USDS) contracts, FSA leverages financial disincentives when SLAs are missed and provides performance incentives for positive repayment outcomes.

*Question.* Please describe organizational changes being contemplated as they relate to the student loan portfolio, including ongoing discussions to move the student loan portfolio to another Federal agency, and how such potential changes comply with current statutory requirements.

*Answer.* FSA continues to properly manage the administration of the Federal student loan portfolio as required under the Higher Education Act. As announced on May 5, 2025, we worked with the U.S. Department of Treasury to restart involuntary collections activities such as the Treasury Offset Program and administrative wage garnishment consistent with Treasury's approach prior to the pause in collections due to the COVID-19 pandemic. Because FSA lacks the infrastructure to perform the suite of collections activities, the Secretary is interested in engaging Treasury to perform our collections, similar to a shared services environment. The Department will keep Congress updated on this work as it progresses.

*Question.* Congress has authorized the Secretary of Education to carry out and administer the Carl D. Perkins Career and Technical Education (CTE) program. The Perkins CTE law requires the Secretary of Education to carry out various activities, including: allotting funds to States; rulemaking under the law; assisting States by reviewing and approving State-determined levels of performance required under the law; carrying out numerous reporting requirements; making grants to outlying areas; making grants to Indian tribes, Alaska Natives, and Native Hawaiian organizations; reviewing and approving State plans; working with States to implement improvement activities; withholding a portion of an eligible agency's allotment if the agency is not properly implementing improvement activities; waiving distribution rules for Perkins CTE formula dollars under certain circumstances; and enforcing maintenance of effort requirements; among other activities. Congress provides bipartisan funding on an annual basis to the Department to carry out the Perkins CTE program. On May 21, 2025, the Department entered into an Inter-Agency Agreement (IAA) to transfer certain CTE functions to the Department of Labor in contravention of both authorizing and appropriations law.

Please describe how splitting the administration of the Perkins CTE program between the Department of Education and Department of Labor will lead to greater efficiencies in the Perkins CTE program. Please provide any analysis to support the any claimed efficiencies.

Perkins CTE requires the Secretary of Education to assist states in establishing state determined levels of performance. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to make reservations and state allotments of Perkins CTE formula dollars. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to collect performance information about career and technical education and provide reports annually to Congress about career and technical education. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to carry out, through grants and contracts, research and evaluation of career and technical education programs. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to make grants to outlying areas. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to make grants to Indian Tribes, Alaska Native Entities, Native Hawaiian organizations, and grants to support students in tribally controlled postsecondary institutions? Under the May 21st IAA, which Department will carry out this function?

Perkins CTE requires the Secretary of Education to approve or deny state plans submitted under Perkins CTE, including any modifications to such state plans. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE directs the Secretary of Education to work with states to implement improvement activities if the Secretary determines state agencies are not properly implementing improvement activities. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE provides the Secretary of Education numerous enforcement authorities, including withholding of funds if eligible agencies fail to implement improvement activities, waiving sanctions for uncontrollable circumstances, and using withheld funds to provide technical assistance or other improvement activities. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE provides that the Secretary of Education can waive the distribution rules of funds to secondary education programs if an eligible agency submits to the Secretary an application for such a waiver. Under the May 21st IAA, which Department will carry out this function?

Perkins CTE directs the Secretary of Education to carry out enforcement of maintenance of effort and other fiscal requirements. Under the May 21st IAA, which Department will carry out this function? How will performance and fiscal reporting change under this IAA—please describe in detail.

Perkins CTE directs the Secretary of Education to issue regulations under Perkins CTE. Under the May 21st IAA, which Department will carry out this function?

Please describe the administrative reforms you are pursuing in the Perkins CTE and WIOA Title II programs.

Please describe the process improvements that will “enhance the experience for education and workforce program participants.”

Please describe how splitting the administration of Perkins CTE and WIOA Title II between two Federal agencies and making states deal with two Federal agencies in administering these programs helps to “return education to the states”.

Please describe how splitting the administration of Perkins CTE and WIOA Title II between two Federal agencies and making states deal with two Federal agencies in administering these programs helps to “reduce the administrative burden on states.”

Please describe the efficiencies being implemented to “streamline information collection” in both Perkins CTE and WIOA Title II programs.

Please list specific reporting requirements that will be reduced in the Perkins CTE and WIOA Title II current reporting requirements.

Do you commit to maintaining all reporting requirements required by statute for both Perkins CTE and WIOA Title II?

Describe how you will align performance reporting requirements across Perkins CTE and WIOA Title II programs given that both Perkins CTE and WIOA have different data collection and performance reporting requirements and different accountability systems.

Please enumerate the administrative hours currently required of eligible agencies to comply with Perkins CTE and WIOA Title II and the expected reducing in those administrative hours if the IAA is implemented.

The IAA only discusses the transfer of grant fund administration to the Department of Labor (DOL), not the transfer of any personnel from OCTAE to DOL. Please describe who will lead the work described in Section 3 of the IAA and if the answer is current staff at DOL, describe how they will be trained to work with educational entities and on education issues, which is very different than work with workforce entities and workforce issues.



Please describe how the IAA will not lead to more tracking in our nation's high schools and pushing CTE secondary school students into low-quality and short-term job training programs.

Please describe the "common programmatic requirements for identifying and making transparent alternative credentials and assessments to the 4-year college degree" and whether this effort will only be supportive of alternative, short term alternatives to postsecondary education.

The IAA states that it will ensure "that performance outcomes are measured using the most reliable data sources." Please describe what the most reliable data sources are for CTE and WIOA Title II.

The IAA states that DOL will execute monitoring visits to ensure discretionary grantees' compliance with Perkins CTE and WIOA Title II. Please describe how DOL staff will execute such monitoring visits. Given that the IAA does not speak to any staff being transferred to DOL, will policy decisions, including which states should be monitored, be made by the Department of Education or DOL? Who specifically will decide which states to monitor and what happens to such states if there are findings from the monitoring? If these decisions will still be made by the Department of Education, please describe how it is more efficient to have one agency conducting the monitoring and policy work while another agency administers the grant funds.

Please describe how the discretionary competitions would work under this IAA for Perkins CTE and WIOA Title II. Would any priorities or requirements for such competitions be determined solely by Department of Education staff or DOL staff? Please describe the role of each agency in these competitions and which agency would administer the competitions.

The IAA states that transfers of funds will be by "means of an Intra-Government Payment and Collection (IPAC) system". Did the Department of Education conduct any analysis to determine under such a system that it or DOL could award formula or competitive grants in a timely manner so that grantees can expect their funds on timelines that allow them to adequately plan for the upcoming school year?

Please describe how the Department of Education and DOL will establish the quarterly process to "reconcile balances" for work under the IAA. How will Congress be notified of this reconciling and the outcomes of such reconciling?

The IAA indicates a transfer of all funding from the CTE appropriations account to carry out "reimbursable activities" carried out by DOL and to award grants related to OCTAE. What specific reimbursable activities and grants do you envision being carried out in this manner?

Would this transfer also mean that Perkins CTE or WIOA Title II grantees would have to submit a public payment justification when requesting reimbursement, like other users of the HHS payment management system, which DOL also utilizes?

*Answer.* This is a response to all questions related to the Inter-Agency Agreement (IAA). The U.S. Department of Education's (ED's) Office of Career, Technical, and Adult Education (OCTAE) is partnering with the U.S. Department of Labor's (DOL's) Employment and Training Administration (ETA) to demonstrate how federally funded workforce programs can be improved to better serve students. The Department is utilizing an IAA, a commonplace practice, to facilitate the OCTAE and ETA partnership. This IAA is a partnership between two agencies to generate efficiencies in the public workforce system by ensuring that the dollars appropriated for workforce development are devoted to training rather than administration. The goal of this IAA is to increase the national labor force participation rate and the postsecondary education attainment rate by providing integrated education and training with an employment first perspective that places employers at the forefront of workforce development programs.

ED has carefully reviewed every statutory authority assigned to OCTAE. ED will maintain its oversight functions and fulfil all statutory functions. OCTAE staff will work alongside ETA staff to provide day-to-day administration of the federally funded public workforce system during the life of the IAA. ETA has the infrastructure to support workforce programs and state grant administration, and, with oversight from ED, will manage competitions, provide technical assistance, and integrate OCTAE programs into the larger suite of workforce programs that DOL already administers.

Further, this IAA will facilitate states more easily taking advantage of combined Perkins and WIOA State Plans, and combined planning processes, which is the intent of Congress in Perkins V and WIOA. ED and DOL have worked together for years on State Plans, as required by Congress. Administering Perkins V and WIOA Title I, II, and III at DOL will allow for even more synchronized submission and reviews of the required state plans for WIOA and facilitate much greater coordination with Perkins.

ED and DOL will provide states with additional guidance as changes are implemented to ensure grantees are not impacted and will update the Committee as appropriate.

*Question.* The Department's FY2026 CBJ notes international education programs are to help ensure the competitiveness of the United States on the international stage. Such programs increase the number of American experts in foreign languages and international studies and strengthen the teaching of foreign languages in our schools, a critical need as our world becomes ever more interconnected and global. Yet universities are reporting that implementation of the Federal international education programs have become challenging since the Trump Administration came into office and the ongoing uncertainty over whether you are going to fund the FY2025 international education programs as Congress intended. There are reports of delays to graduate school admissions because of the inability of universities to make admissions with FLAS fellowships. Universities have said the longer they wait to make fellowship awards, the more students will not opt to not study foreign languages and other international studies.

Please provide an update on the allocation of the FY25 funding for international education programs, including when you will award grants for these programs.

*Answer.* The Department of Education submitted its Operating Plan for fiscal year 2025 in accordance with the Full-Year Continuing Appropriations and Extensions Act, 2025. The Department is still finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

*Question.* The CBJ states that one of the reasons for the proposed elimination of the international education programs is that it imposes an "unnecessary administrative burden". Please describe the unnecessary burden that these programs impose on grantees, who presumably if they felt such a burden, would just choose not to apply for these competitive grants.

*Answer.* Administrative burden makes it harder for millions of individuals, families, and organizations to receive government benefits and services for which they may be eligible. For some institutions of higher education and individuals that participate in the referenced programs—costs like the "time tax" required to learn about a program, fill out paperwork, and assemble required documents—completely prevent access. Others may succeed in accessing the funding streams, but pay a heavy cost through lost time, additional stress, or more. Institutions of higher education, states, and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets. This funding model allows programs to be structured in unique and novel ways that both maximize access and ensure programs are responsive to local needs.

*Question.* Please provide the analysis the Department conducted to demonstrate that states and institutions of higher education could fund these international education programs instead of the Federal government. If the Department did not conduct such an analysis, please note that.

*Answer.* Elimination of [the IFLE] program[s] is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education, consistent with Executive Order 14242, 'Improving Education Outcomes by Empowering Parents, States, and Communities.' States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities.

*Question.* Please provide the number of staff in total and for each office or division, including sub-offices or branches, within FSA for the immediately preceding pay period to the date including January 20, 2025 and the number of staff in total and for each office or division, including sub-offices or branches, within FSA that were terminated as a result of March 11, 2025 reduction in force or that took any voluntary retirement option.

*Answer.* The spreadsheet below includes the requested data.

Org	Org Desc	Pre-RIF Counts	Post-RIF Counts
ENAC	INSTITUTION ENFORCEMENT DIVISION	3	2
<b>ENAC Total</b>		<b>3</b>	<b>2</b>
ENACA	ADMIN ACTIONS & APPEALS BRANCH	14	9
<b>ENACA Total</b>		<b>14</b>	<b>9</b>
ENACC	CLERY GROUP	12	10
<b>ENACC Total</b>		<b>12</b>	<b>10</b>
ENACD	BORROWER DEFENSE BRANCH	66	52
<b>ENACD Total</b>		<b>66</b>	<b>52</b>
ENACI	INVESTIGATIONS BRANCH	17	10
<b>ENACI Total</b>		<b>17</b>	<b>10</b>
ENAE	INSTITUTION OVERSIGHT DIVISION	28	24
<b>ENAE Total</b>		<b>28</b>	<b>24</b>
ENAECD	COHORT DEFAULT RATE BRANCH	9	8
<b>ENAECD Total</b>		<b>9</b>	<b>8</b>
ENAEF	SCHOOL ELIGIBILITY & OVERSIGHT SVC BR	8	3
<b>ENAEF Total</b>		<b>8</b>	<b>3</b>
ENAEFA	ATLANTA SCHOOL PARTICIPATION SECTION	33	
<b>ENAEFA Total</b>		<b>33</b>	
ENAEFC	CHICAGO/DENVER SCHOOL PARTICIP SEC	20	19
<b>ENAEFC Total</b>		<b>20</b>	<b>19</b>
ENAEFD	DALLAS SCHOOL PARTICIPATION SECTION	16	
<b>ENAEFD Total</b>		<b>16</b>	
ENAEFE	KANSAS CITY SCHOOL PARTICIPATION SEC	19	
<b>ENAEFE Total</b>		<b>19</b>	
ENAEFM	MULTI-REG & FORGN SCHOOL PARTICIP SEC	30	
<b>ENAEFM Total</b>		<b>30</b>	
ENAEFN	NEW YORK/BOSTON SCHOOL PART DIV	1	
	NEW YORK/BOSTON SCHOOL PARTICIP SEC	18	
<b>ENAEFN Total</b>		<b>19</b>	
ENAEFP	PHILADELPHIA SCHOOL PARTICIPATION SEC	19	14
<b>ENAEFP Total</b>		<b>19</b>	<b>14</b>
ENAEFS	SAN FRAN/SEATTLE SCHOOL PARTICIP SEC	21	
<b>ENAEFS Total</b>		<b>21</b>	
<b>Grand Total</b>		<b>334</b>	<b>151</b>

*Question.* In the last year, over 130,000 complaints were submitted to FSA and the Student Loan Ombudsman.

Will the Department maintain the online portal for student borrowers to submit complaints regarding their student loans and if so, which office at the Department will be tasked with responding to those complaints?

*Answer.* Yes, FSA will maintain an online portal through our Feedback Center for borrowers to submit complaints. The Office of the Ombudsman will continue to receive, review, and work towards the informal resolution of these complaints.

*Question.* Please provide the Department's response time to complaints submitted through the online portal as of January 20, 2025 and the response time to complaints submitted through the online portal as of June 12, 2025.

*Answer.* During fiscal year 2025, 70,040 complaints were submitted to the Feedback and Dispute Management System through January 20th. As of January 20th, 53,153 of those cases were closed, with an average age upon closure of 9.2 days. During fiscal year 2025, 188,747 complaints were submitted to the Feedback and Dispute Management System through June 12th. As of June 12th, 164,051 of those cases were closed, with an average age upon closure of 15.8 days.

*Question.* What proportion of FSA staff will be responsible for fulfilling the Sweet settlement, and how will the Department ensure borrowers not included in the settlement are also able to file claims and have them resolved accordingly?

*Answer.* FSA has 47 staff dedicated to adjudicating borrower defense to repayment applications. Additionally, FSA has 6 staff dedicated to overseeing the vendors responsible for intake, loan processing, and answering borrower questions. Borrowers who are not included in the Sweet settlement can apply for borrower defense through the FSA website or by submitting an application by mail. Borrowers' accounts are placed in forbearance or stopped collections while their applications are pending. These cases will be adjudicated under the applicable regulations and processed accordingly.

*Question.* How many people are currently working on adjudicating the current backlog of Borrower Defense applications?

*Answer.* FSA has 47 staff adjudicating borrower defense to repayment applications.

*Question.* What is the Department's current plan to process the backlog of Borrower Defense applications?

*Answer.* FSA's staff continue to work through the massive backlog of borrower defense applications left by the previous administration using the Department's current policies and procedures.

*Question.* Do you commit to ensuring that all borrowers with a pending BD application or waiting for their relief to be processed will not be subject to forced collections, including offset of their tax returns, Social Security benefits and garnishment of their wages?

*Answer.* Yes, borrowers with borrower defense to repayment accounts are placed in forbearance or stopped collections while their applications are pending.

*Question.* The Higher Education Act requires the Department to carry out numerous oversight responsibilities over the thousands of institutions of higher education that seek to participate in the Title IV program, including eligibility and certification requirements, program reviews, and enforcement of program participation agreements. These requirements help ensure institutions of higher education are on sound financial footing and abide by all requirements of Title IV.

Please describe how the Department will continue to carry out the work of the School Eligibility and Oversight Service Group (SEOSG), including ensuring institutions of higher education can submit initial and updated applications, recertifications, letters of credit, and documents related to program reviews.

*Answer.* FSA's Office of Institutions of Higher Education Oversight and Enforcement continues to fulfill its statutory responsibilities under the law, including working to clear the inventory of routine eligibility and oversight cases left by the previous administration. In order to handle this workload, FSA has streamlined its oversight processes and cross-trained additional staff to provide immediate support to institutions with time sensitive issues related to school eligibility, financial responsibility, and other oversight actions. FSA has also begun to eliminate non-statutory requirements from the eligibility process and will prioritize the adoption of new technologies and innovative strategies to optimize capacity of the team. Additionally, FSA continues to work Prison Education Program, Direct Assessment program, and Comprehensive Transition and Postsecondary program applications. During this process, FSA provides the initial analysis, communicates with the institution of higher education to ensure all required approvals and documentation are submitted, and then reviews the documentation to make a final decision. Our institutional partners are welcome to contact [caseteams@ed.gov](mailto:caseteams@ed.gov) if they have any questions or concerns regarding pending cases.

*Question.* Please describe how the reductions in the SEOSG will impact the case-loads of remaining staff at the Department conducting this important oversight work and not lead to increased waste, fraud, and abuse in the Title IV program.

*Answer.* FSA's Office of Institutions of Higher Education Oversight and Enforcement continues to fulfill its statutory responsibilities under the law. By strategically implementing a combination of process improvements, targeted training, and enhanced collaboration, the office continues to work to address the backlog left by the previous administration and carry out its traditional program reviews, change in ownership reviews, and other responsibilities. As noted above, FSA has key personnel to support compliance oversight activities and is currently reviewing opportunities to streamline its oversight processes to ensure continued fulfillment of statutory compliance responsibilities and decrease the overall time of resolution for applications. FSA is also cross-training additional staff to provide immediate support to institutions with time sensitive issues related to school eligibility, financial responsibility, and other oversight actions.

*Question.* How many program reviews does the Department estimate remaining staff will be able to conduct in FY2025, given the staffing cuts?

*Answer.* FSA is focused on closing out all open program reviews during FY 2025. While we cannot guarantee a specific number, FSA has also opened program reviews since January 20, 2025, and will continue to do so, when necessary.

*Question.* For the Office of Institutions of Higher Education Oversight & Enforcement, please provide the number of staff on board after all of the Department's personnel actions taken since January 20, 2025, including the March 11, 2025 reduction.

Please provide the number of such staff in total and for each work unit under the Office of Enforcement and the Office of Partner Participation and Oversight for the immediately preceding pay period to the date including January 20, 2025.

*Answer.* The number of staff in each work unit under the Office of Enforcement and the Office of Partner Participation and Oversight is available in the Excel spreadsheet below.

Org	Org Desc	Pre-RIF Counts	Post-RIF Counts
ENAC	INSTITUTION ENFORCEMENT DIVISION	3	2
<b>ENAC Total</b>		<b>3</b>	<b>2</b>
ENACA	ADMIN ACTIONS & APPEALS BRANCH	14	9
<b>ENACA Total</b>		<b>14</b>	<b>9</b>
ENACC	CLERY GROUP	12	10
<b>ENACC Total</b>		<b>12</b>	<b>10</b>
ENACD	BORROWER DEFENSE BRANCH	66	52
<b>ENACD Total</b>		<b>66</b>	<b>52</b>
ENACI	INVESTIGATIONS BRANCH	17	10
<b>ENACI Total</b>		<b>17</b>	<b>10</b>
ENAE	INSTITUTION OVERSIGHT DIVISION	28	24
<b>ENAE Total</b>		<b>28</b>	<b>24</b>
ENAECD	COHORT DEFAULT RATE BRANCH	9	8
<b>ENAECD Total</b>		<b>9</b>	<b>8</b>
ENAECE	SCHOOL ELIGIBILITY & OVERSIGHT SVC BR	8	3
<b>ENAECE Total</b>		<b>8</b>	<b>3</b>
ENAECEA	ATLANTA SCHOOL PARTICIPATION SECTION	33	
<b>ENAECEA Total</b>		<b>33</b>	
ENAECEC	CHICAGO/DENVER SCHOOL PARTICIP SEC	20	19
<b>ENAECEC Total</b>		<b>20</b>	<b>19</b>
ENAECED	DALLAS SCHOOL PARTICIPATION SECTION	16	
<b>ENAECED Total</b>		<b>16</b>	
ENAECEK	KANSAS CITY SCHOOL PARTICIPATION SEC	19	
<b>ENAECEK Total</b>		<b>19</b>	
ENAECEM	MULTI-REG & FORGN SCHOOL PARTICIP SEC	30	
<b>ENAECEM Total</b>		<b>30</b>	
ENAECEEN	NEW YORK/BOSTON SCHOOL PART DIV	1	
	NEW YORK/BOSTON SCHOOL PARTICIP SEC	18	
<b>ENAECEEN Total</b>		<b>19</b>	
ENAECEP	PHILADELPHIA SCHOOL PARTICIPATION SEC	19	14
<b>ENAECEP Total</b>		<b>19</b>	<b>14</b>
ENAECEES	SAN FRAN/SEATTLE SCHOOL PARTICIP SEC	21	
<b>ENAECEES Total</b>		<b>21</b>	
<b>Grand Total</b>		<b>334</b>	<b>151</b>

*Question.* Please describe any changes planned to investigations and oversight responsibilities under the Investigations Group, the Administrative Actions and Appeals Service Group, and the Resolutions and Referral Management Group, and ex-

plain how each change would protect students and taxpayers from misconduct by institutions.

*Answer.* FSA's Administrative Actions and Appeals Service Group (AAASG) and Investigations Group continue to carry out their activities consistent with current law. The Resolution and Referral Management Group was incorporated into FSA's Office of the Ombudsman as part of FSA's reorganization that was approved on January 8, 2025, and took effect on February 9, 2025. Department leadership continues to review FSA's operating structure to eliminate redundancy and ensure the organization effectively meets its statutory obligations.

*Question.* The Department's recent non-continuation notices to certain TRIO grantees stated that the awards "provide funding for programs that reflect the prior Administration's priorities and policy preferences and conflict with those of the current Administration."

What processes, if any, does the Department follow to ensure grantees have notice of its "priorities and policy preferences?"

*Answer.* Grantees have access to publicly available documents such as Notices Inviting Applications (NIAs), Notice of Proposed Priorities, Notices of Final Priorities, the Secretary's Supplemental Priority press releases, and statements from Secretary McMahon indicating the priorities and policy preferences of the Education Department.

*Question.* What steps does the Department take to provide feedback to programs that it deems out of compliance so that they may meet the agency's new expectations prior to non-continuation?

*Answer.* Grantees receive a notification of discontinuation that outlines their non-compliance and are given 7 days from the date of their official notification of discontinued funds from the Office of Planning, Evaluation and Policy Development to request reconsideration by the Office of Postsecondary Education. This 7-day notice for reconsideration is included in the official notification originally sent to grantees upon discontinuation of their NCC. Grantees may not rewrite applications as part of the reconsideration process as this would undermine the fairness of the original grant competition.

*Question.* The Department recently decided to not make continuation awards to certain TRIO program grantees on the basis that the Department determined that continuation was "not in the best interest of the Federal government," citing 34 CFR 75.253(a)(5).

Who in the Department recommended this determination?

*Answer.* Funding for TRIO Program NCCs is included on the Department's Operating Plan for fiscal year 2025. Before making continuation awards, the Department expects to review grantees' applications and annual performance reports (APRs). Analysis of grants for continuation or discontinuation goes through a multi-step process involving a grantee's program specialist, political and career leadership, and goes through a defined process to ensure funded projects do not: violate the letter or purpose of Federal civil rights law; conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of Federal funds. Ultimately, career staff in OPE made the recommendation and the final decision was made by the Principal Deputy Assistant Secretary of the Office of Planning, Evaluation, and Policy Development.

*Question.* Who in the Department made the determination?

*Answer.* The Secretary has delegated the authority to make determinations on continuation, non-continuation, reduction, and termination of grants administered by the Department to the Principal Deputy Assistant Secretary of the Office of Planning, Evaluation and Policy Development. Decisions are made in close collaboration with OPE staff.

*Question.* How does the Department determine what is "the best interest of the Federal government?"

*Answer.* In evaluating NCC awards, program offices shall review grants to ensure that continuations are granted in the best interest of the Federal government under 34 CFR § 75.253(a)(5), which requires "a determination from the Secretary that continuation of the project is in the best interest of the Federal Government." The Department will review all grant awards to advance the Administration's priorities of ensuring Federal funds do not support projects that: violate the letter or purpose of Federal civil rights law; conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of Federal funds.

*Question.* During your confirmation hearing, you committed to following requirements in the Higher Education Act and carrying out Public Service Loan Forgiveness.

How many borrowers have received PSLF cancellation since January 20, 2025?

*Answer.* Approximately 63,000 borrowers have received PSLF for the first time since the end of January 2025.

*Question.* How many borrowers received PSLF cancellation through the PSLF Buyback program since January 20, 2025?

*Answer.* More than 200 borrowers who were approved for PSLF buyback since January 20, 2025, have received PSLF discharges totaling approximately \$27 million.

*Question.* How many borrowers have been denied PSLF cancellation since January 20, 2025?

*Answer.* Approximately 390,000 PSLF forms have been closed since the end of January 2025. Of those, more than 75 percent were closed due to having an incomplete application.

*Question.* How many borrowers have exceeded the 120-payment threshold and are eligible for PSLF cancellation, but are currently in the SAVE forbearance?

*Answer.* Borrowers who meet the 120 qualifying payment requirement have their loans discharged, regardless of repayment plan. A borrower may have more than 120 months of qualifying employment but not have met the requirements for forgiveness for those same months due to being in a forbearance status. Borrowers who are in a forbearance status may buy back months while in an ineligible status if they have certified approved employment for that same time period.

*Question.* How many borrowers have applied for a reconsideration under the PSLF Buyback option and how is the Department processing requests for reconsideration under the PSLF Buyback option?

*Answer.* As of May 2025, approximately 65,000 unduplicated buyback requests have been received. These requests are processed in a first in/first out manner.

*Question.* If borrowers are determined to be eligible for the Buyback, how is the Department calculating the buyback amount and how are borrowers informed of the amount that they must pay in order to buyback the past time?

*Answer.* The buyback amount used by FSA is the lesser of the before/after plan amounts that span the forbearance period. As FSA staff complete the review of the customer accounts in a first in/first out manner, a letter is sent by FSA to customers advising of next steps.

*Question.* Describe how AI is being used in the administration of Federal Student Aid programs.

*Answer.* The Department provides an inventory of artificial intelligence (AI) use-cases, including those used by FSA, on its website at <https://www.ed.gov/about/ed-overview/artificial-intelligence-ai-guidance>. Further details about FSA's use of AI are provided in response to your specific questions below.

*Question.* Is AI being used in FAFSA submissions or processing? If so, what AI technology is being used?

*Answer.* Artificial intelligence is not currently being used in the submissions or processing of the FAFSA.

*Question.* Is AI being used to review or adjudicate borrower defense applications? If so, what AI technology is being used?

*Answer.* Artificial intelligence is not currently being used to review or adjudicate borrower defense applications.

*Question.* Is AI being used to answer student borrowers' financial aid questions through chat features or call centers administered by the Department? If so, what AI technology is being used?

*Answer.* FSA offers a virtual assistant, Aidan®, on its StudentAid.gov website. Aidan provides students, borrowers, and their families with quick access to information about Federal student aid, including while completing the online Free Application for Federal Student Aid (FAFSA®) form. Aidan uses advanced technology to answer most common questions about Federal student aid, such as providing information about grant programs and repayment plans, helping a borrower contact their student loan servicer, or finding a borrower's current loan balance and providing other account-specific information if the borrower is logged in. In March 2025, FSA improved Aidan's technology by leveraging artificial intelligence to improve its responses to customer questions. Since then, FSA has seen notable improvements in customer service, including a significant increase in Aidan's ability to resolve questions, thus reducing the need for our customers to reach out to a contact center. Customers can use Aidan on StudentAid.gov with or without logging in with their FSA ID.

*Question.* What steps is the Department taking to ensure the accuracy of the data informing any AI model being used by FSA?

*Answer.* FSA is committed to ongoing improvements, ensuring AI adoption remains safe, secure, and resilient, while delivering meaningful benefits to borrowers. FSA is aligned with guidance released by the Office of Management and Budget to ensure that AI is deployed responsibly and follows strong safeguards for privacy, civil rights, and civil liberties.

FSA practices robust technical and manual (i.e., AI outputs are subjected to human oversight) monitoring to assess AI performance and mitigate potential biases and risks. More specifically, the data informing any AI model is encrypted, localized within FSA's security boundary, and protected using the same strict security protocols that FSA leverages for its other systems. Access to the AI tools and related data is also controlled and managed by FSA to protect privacy.

*Question.* The Privacy Act prohibits the access of personally identifiable data except for the purposes for which that data was collected and both HEA and Perkins include prohibitions on the creation of national databases.

Please specify what education data DOGE currently has access to, including student or student borrower data, the purpose for which DOGE has access to such data, and what other sensitive data DOGE may be attempting to connect such education data to.

*Answer.* DOGE employees are employees of the Department of Education and are required to meet all necessary information technology protections to handle sensitive data. FSA maintains strong access controls to protect data, in accordance with NIST 800-53 access controls and Department security guidance. These controls apply to all employees and contractors to ensure the Department maintains robust control and data security within our systems.

*Question.* Please describe how DOGE's access to and work with any education data follow existing laws such as the Privacy Act, HEA, and Perkins?

*Answer.* DOGE employees are employees of the Department of Education and are required to meet all necessary information technology protections to handle sensitive data. FSA maintains strong access controls to protect data, in accordance with NIST 800-53 access controls and Department security guidance. These controls apply to all employees and contractors to ensure the Department maintains robust control and data security within our systems.

*Question.* What steps are the Department taking to ensure data under the Department's control is protected from misuse by DOGE or anyone else?

*Answer.* FSA maintains strong access controls to protect data, in accordance with NIST 800-53 access controls and Department security guidance. These controls apply to all employees and contractors to ensure the Department maintains robust control and data security within our systems.

#### QUESTIONS SUBMITTED BY SENATOR PATTY MURRAY

*Question.* You have eliminated more than 600 positions at the Office of Federal Student Aid (FSA), even as students and borrowers face major challenges getting help with their loans. A national survey found widespread FAFSA disruptions, and students continue to report confusing or incomplete information from FSA. Borrowers are also seeing their credit scores drop, in some cases without receiving any communication from your Department, as loan collections resume.

What steps are you taking to ensure that students and borrowers can access clear, timely assistance from FSA?

*Answer.* FSA is committed to keeping student and parent borrowers updated with clear information about their payment options to put them on a productive path toward repaying their Federal student loans. Starting in mid-April, we conducted multiple robust communications campaigns to engage all borrowers on the importance of repayment. This included outreach to borrowers in repayment, delinquency, default, and enrolled in the Saving on a Valuable Education or SAVE Plan through email and social media reminding them of their obligations and providing resources and support to assist them in selecting the best repayment plan, like the new Loan Simulator, AI Assistant (Aidan), and extended servicers call times. FSA also launched an enhanced Income-Driven Repayment (IDR) process, simplifying the time that it will take borrowers to enroll in IDR plans and eliminating the need for borrowers to recertify their income every year. It is important to note that FSA's Federal student loan servicers are the primary contact point for borrowers and assist students and parents who are in repayment on their Federal Direct Loans by handling general billing and payment processes, answering questions, and working with borrowers to identify and enroll in the repayment plan that best meets their



unique and individual financial situations. The Department's workforce restructuring efforts have had no impact on the servicer staffing levels. Together, these actions will move the Federal student loan portfolio back into repayment, which benefits borrowers and taxpayers alike.

*Question.* What specific actions are you taking to prevent harm to borrowers' financial security as loan collections resume?

*Answer.* On May 5, 2025, FSA began involuntary collections efforts on the Federal student loan program in order to assist more than 5 million borrowers who have been in default on their loans since March 2020. Through a robust communications campaign, we notified student and parent borrowers of their obligations under the law, including FSA's intention to work with the U.S. Department of Treasury to restart the Treasury Offset Program and administrative wage garnishment. For those borrowers on a fixed income such as Social Security beneficiaries or Federal pension benefit recipients, FSA intends to use outbound calls to work with these borrowers to enroll in loan rehabilitation programs, income-driven repayment options, and other support to get them out of default. FSA's efforts will shepherd the Federal student loan program back into repayment responsibly and consistent with the law, which means helping borrowers restore their credit reports both for the sake of their own financial health and our nation's economic outlook.

*Question.* What data and metrics is your Department using to assess the impact of FSA staffing reductions on borrower support and service quality?

*Answer.* FSA routinely monitors a wide variety of metrics to ensure borrowers are receiving appropriate support and service. This includes portfolio data (such as the numbers of borrowers current, delinquent, or in default), call center data (such as overall volume, hold times, and abandon rates by vendor), and volumes and trends of complaints submitted through FSA's Feedback Center, among others.

*Question.* Your Department canceled the comprehensive literacy program evaluation, terminated contracts with regional educational labs that support districts' efforts to improve literacy outcomes, and failed to allocate nearly a quarter-billion dollars in funding for Federal literacy programs.

What specific evidence or data-informed your decision to cancel the comprehensive literacy program evaluation?

*Answer.* The Institute of Education Sciences (IES) is currently evaluating several contracts for potential reinstatement or recompetition, including the contract that supported the evaluation of the Comprehensive Literacy State Development grant program.

*Question.* What was the rationale for terminating contracts with regional educational labs that were assisting districts in improving literacy outcomes? Please provide any documentation or analysis that supported this decision.

*Answer.* As noted at the time, the Department terminated contracts associated with the Regional Educational Laboratories (RELs) after determining such spending was not in the interest of students and taxpayers.

*Question.* What is the current status of the unallocated literacy program funds? Please provide a timeline for when all this funding will be distributed to states, districts and other authorized awardees.

*Answer.* Funding for Comprehensive Literacy State Development grants and Innovative Approaches to Literacy are included on the Department's Operating Plan for fiscal year 2025. Before making continuation awards, the Department expects to review grantees' annual performance reports to ensure funded projects do not: violate the letter or purpose of Federal civil rights law; conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; undermine the well-being of the students these programs are intended to help; or constitute an inappropriate use of Federal funds.

*Question.* You have said you want to take a new approach to improving literacy. But by eliminating key evaluation tools and cutting support for states and school districts, your Department has made it harder for policymakers to track progress and see what works.

How will you ensure transparency and accountability for literacy outcomes without these tools and resources?

*Answer.* The fiscal year 2026 request would support the Administration's policy to support evidence-based literacy instruction through the K-12 Simplified Funding Program (K-12 SFP). Under the K-12 SFP, at least 7.5 percent of grant funds would be required to support literacy instruction backed by high or moderate evidence. The request is consistent with the Administration's efforts to send education back to the States and local communities, which are better poised to determine what their needs are and how to best address them.

*Question.* According to the Government Accountability Office, fewer than half of the CSI schools identified for additional support have improvement plans that fully

comply with the law, including the requirement to identify resource gaps. Last year, the Department monitored how five states were implementing these requirements. This year, the Department has only monitored three states and has not shared plans for monitoring the remaining states next year.

What steps will the Department take to increase monitoring of ESEA programs to ensure that states are complying with the law's requirements? Please identify the number of states in which consolidated monitoring and targeted monitoring will take place in FY2026 and the focus area for the targeted monitoring.

*Answer.* The Department has not finalized its monitoring plans for FY 2026.

*Question.* How does the Department plan to ensure that the 2024 Report to Congress on Title I monitoring includes information on whether states are acting to implement the Department's monitoring recommendations in a timely and effective manner?

*Answer.* Department staff are in regular communication with States to support them in addressing monitoring issues. We will consider how to best convey this information in future reports.

*Question.* When will the Department provide the \$50 million that Congress required this year for the Comprehensive Centers program?

*Answer.* The Department of Education submitted its Operating Plan for fiscal year 2025 in accordance with the Full-Year Continuing Appropriations and Extensions Act, 2025. The Department is still currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

*Question.* In 2020, Congress passed the FAFSA Simplification Act to modernize and streamline the FAFSA to make it easier for students and their families to apply for Federal financial aid to attend postsecondary education. Initial implementation of the law was flawed and led to a chaotic launch of the 2024–2025 FAFSA. Due to a lot of hard work by dedicated Department staff, the roll out of the 2025–2026 FAFSA went more smoothly, yet more remains to be done to ensure the effective implementation of the FAFSA Simplification Act and the FUTURE Act. While you have said there will be no disruptions to the FAFSA, a recent survey from NASFAA found that 60% of the colleges surveyed reported changes in FSA responsiveness since the mass firings happened. Almost one-third mentioned that there were disruptions in the FAFSA and related systems. And 47% reported that their students received confusing or incomplete information from FSA. We have also heard that the narrative coming from the Administration about the termination of the Department of Education and the Department's "final mission" has caused confusion among students and families, with students wondering if financial aid will continue if the Department is dismantled.

Please describe how the Department will engage in ongoing communication efforts with students and their families to ensure they know Federal financial aid is available to them and the FAFSA form is available to fill out.

*Answer.* FSA has conducted extensive communications with our external partners to prepare them for the launch of the 2026–2027 FAFSA. In August, we successfully began to beta test the new form with institutions of higher education, community-based organizations, and other stakeholders to ensure that the form is ready for launch on October 1. FSA's communication efforts include email, webinars, paid advertising, and communication through stakeholders. Communication happens in both English and Spanish, with guides for completing the FAFSA available in 11 languages.

*Question.* Please describe how you will continue to report on important FAFSA submission and completion data and maintain monthly briefings for Congress.

*Answer.* FSA has continued its monthly FAFSA briefings for congressional staff, which provide updated data on FAFSA submission rates, FAFSA completion rates, FAFSA errors, student and family satisfaction rates, customer call center hold times, and other important information. In all cases, FSA is exceeding its benchmarks set for the 2025–2026 FAFSA compared to the dismal record of the previous administration.

*Question.* Please describe changes in availability of the call center, including weekend and evening hours by providing the hours of the call center prior to Jan. 20, 2025 and the current hours of the call center.

*Answer.* FSA's contact centers serve as a centralized source of information on Federal student aid for students, borrowers, and their families. Consistent with past campaigns, FSA extended contact center hours for FAFSA support from the launch of the 2025–2026 form on December 1 (the previous administration was 2 months behind schedule) through the end of the heavy period in March 2025. During this time, additional support was provided on Fridays and Saturdays. Beginning April 1, 2025, FSA also extended weekday contact center hours for loan servicers, while

also adding Saturday hours. Contact center staff receive standardized training and operate under the FSA brand with standard hours of operation, enabling them to provide consistent support for customers and partners. This includes multilingual customer service like English and Spanish communications support for chats and emails, and translation services for customers who speak other languages. FSA regularly monitors call volumes and other metrics to minimize hold times and abandon rates to the extent possible.

*Question.* Please describe how the Department will meet its statutory requirements to support applicants in the most common languages spoken in the United States?

*Answer.* FSA recently released several FAFSA guides, which translate and provide support for answering every question on the form, in 11 languages. Additionally, the contact center provides direct support in English and Spanish and translation services in over 100 other languages. The form itself can be completed in either English or Spanish.

*Question.* Please provide an update on the processing of paper FAFSA forms. What was the backlog of paper FAFSAs awaiting processing on January 20, 2025 and what is backlog of paper FAFSA awaiting processing as of May 31, 2025.

*Answer.* On both January 20, 2025 and May 31, 2025, FSA processed paper FAFSA forms within a two-business day turnaround. On January 20, 2025, we received 499 paper FAFSA forms, which were all processed by the end of January 21. May 31, 2025 was a Saturday. The previous business day, May 30, all outstanding forms that had been received were processed.

*Question.* The College Scorecard provides valuable information to students, their families, policymakers, and others about various data points in higher education, such as costs, as well as outcomes, such as graduation rates. This data helps students and their families make informed decisions about postsecondary education. The College Scorecard is meant to be updated annually with updated data on costs and outcomes. The Department last updated the College Scorecard in June 2024.

Please provide an estimated timeline for updates to the Scorecard this year by month.

*Answer.* The College Scorecard is a collaboration between IES and other offices within the Department, including but not limited to the Office of the Chief Data Officer (OCDO). IES and OCDO are in active discussions with their contractor teams to finalize the Scorecard production and release schedule and will update the Committee as soon as practicable.

*Question.* Please describe the specific activities and timeline for the Department's work to ensure public reporting by all States include multiple years of publicly available and readily understandable data demonstrating progress in addressing any disproportionate rates of access to ineffective, inexperienced, or out-of-field teachers by low-income and minority children in Title I, Part A schools and that all States have a plan and timeline for regular updates of these data that are frequent enough to demonstrate progress being made as required by ESEA.

*Answer.* ESEA section 1111(g)(1)(B) requires each State to describe in its State plan the measures it will use to evaluate and publicly report the progress of the State ensuring that low-income and minority students in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. In 2023, the Department conducted targeted monitoring of nine States regarding the Title I requirements to report information, including the requirement in ESEA section 1111(g)(1)(B) to report progress in addressing any disproportionate rates of access to educators. The ESEA does not stipulate how often States have to report this progress; however, the Department ensured as part of its targeted monitoring that each State had reported progress, which requires at least 2 years of data. Following that review, the Department issued monitoring findings to each of the nine States. The Department is following up with each State until it has submitted evidence that it resolved all findings. As of June 2025, five States have resolved all required actions. Public reporting requirements, including the requirements in ESEA section 1111(g)(1)(B), are also included in the consolidated monitoring review.

As a result of the 2023 targeted monitoring, the Department released a letter in September 2024 sharing recommendations based on lessons learned (see <https://www.ed.gov/media/document/reporting-dcl-9424-107323.pdf>), released updated guidance on State and local report cards in January 2025 (see <https://www.ed.gov/media/document/report-card-guidance-2025-109244.pdf>), and updated the relevant sections of our consolidated monitoring protocol. In addition, we shared the findings of the targeted monitoring at large, national meetings, including the National Association of ESEA Program Administrators (NAESPA) meetings.

*Question.* Please describe the specific activities and timeline for the Department's work to support meaningful implementation of the Title I, Part A reservation for students experiencing homelessness.

*Answer.* Since our last briefing to appropriators in spring 2024, the Department continues to coordinate between the Title I, Part A (Title I-A) and McKinney-Vento Education for Homeless Children and Youth (EHCY) programs. In our program monitoring of States, when a local educational agency with homeless students enrolled and receiving a Title I-A grant has not reserved funds, we require the State educational agency (SEA) to ensure that there is a set-aside in that fiscal year or the next one. If set-aside amounts are varying widely without any mention in Title I-A subgrant applications, we require the SEA to issue guidance on determining a sufficient set-aside. Since 2023, the Department has identified an issue during monitoring of 10 SEAs. As of June 2025, all have resolved their finding or are in progress to do so. Several of the SEAs have posted this guidance on their website. The Department has highlighted this common finding at large, national meetings (e.g., the recent NAESPA meetings) and shared the SEA guidance from several States as a technical assistance resource for all States. Department staff who work on Title I and EHCY collaborate in analyzing the data received in EDFacts file 193 on Title I-A LEA reservations. Finally, starting this year, the Department used the analysis of the SY 2022–23 data in the 2025 EHCY risk assessment of States for future monitoring.

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QUESTIONS SUBMITTED BY SENATOR RICHARD J. DURBIN

*Question.* Over the past few years, the Department has provided relief to defrauded students through group borrower defense discharge. I applaud the Department for taking steps to offer group borrower defense discharge to students, including former students of Corinthian Colleges (Corinthian), ITT Technical Institute, Inc. (ITT Tech), Westwood College (Westwood), Ashford University, the University of Phoenix, the Arts Institutes, DeVry University (DeVry), and Marinello Schools of Beauty. These students were misled by unscrupulous for-profit colleges, and they are not the only students who are crippled with student loan debt and a worthless degree. Since June 2018, the Department has released borrower defense data on a quarterly basis; however, data has not been released since January 2023:

Please provide data for each quarter since January 2023 in the format that the data historically has been provided in (i.e., Total Received Applications, Total Pending Applications, Total Approved Applications, Total Denied Applications, Total Closed Applications, and by state).

*Answer.* FSA did not regularly produce quarterly data in this format between January 2023 and March 2025 due to system and reporting changes required as a result of the Sweet settlement. In March 2025, FSA again began producing a quarterly report with the requested data. See attached reports from March and June 2025.

## Borrower Defense to Repayment Applications by Grouped OPE ID

Source: Digital Customer Care (DCC) System  
Data as of June-end 2020, rounded to the nearest ten and redacted for values less than ten

OPE ID Group	Primary School Name	Open Campus State	Pending	Approved	Settlement Refund	Disputed	Closed	Reopened
		<b>Total</b>	<b>461,188</b>	<b>221,128</b>	<b>251,296</b>	<b>26,980</b>	<b>21,728</b>	<b>879,580</b>
00098800	University of Phoenix	Arizona	63,190	1,100	35,620	-	-	100,960
00072200	DeVry University	Illinois	24,110	7,070	33,850	<10	-	65,720
00722900	ITT Technical Institute	Indiana	5,570	15,360	8,510	-	-	39,600
00149900	Altierus Career College	Florida	2,190	25,520	610	140	-	29,520
00188100	University of Arizona Global Campus (The)	California	4,510	14,260	4,520	-	-	23,520
00458600	Purdue University Global	Indiana	1,110	-	7,550	-	-	20,880
00179900	Argosy University	California	9,540	1,160	5,060	-	-	15,970
00728400	Heald College	California	1,090	11,850	470	130	-	14,670
02542200	Walden University	Minnesota	11,970	-	2,590	-	-	14,940
00247300	Capella University	Minnesota	10,030	-	1,770	-	-	11,880
00010600	Virginia College	Alabama	7,800	-	3,730	-	-	11,140
00118600	American International University System	Arizona	2,150	-	3,360	-	-	10,660
00107400	Grand Canyon University	Arizona	5,990	-	1,700	-	-	10,960
00141800	Colorado Technical University	Colorado	6,010	-	3,510	-	-	9,600
00137100	WyoTech	Wyoming	530	8,950	80	40	-	9,770
00078400	Keller Graduate School of Management	Illinois	5,510	-	3,610	-	-	9,200
00051300	Art Institute of Las Vegas (The)	Nevada	3,150	1,170	4,040	-	-	8,450
00159400	Everest University	Florida	1,130	4,390	220	40	-	7,690
01303900	South University	Georgia	5,430	850	1,250	-	-	7,140
00747000	Art Institute of Pittsburgh (The)	Pennsylvania	1,040	2,070	3,430	-	-	6,710
00211800	Kean University	Florida	4,520	-	1,220	-	-	6,180
00958800	Altierus Career Education	Michigan	830	5,010	180	50	-	6,070
00145900	Strayer University	District of Columbia	5,090	-	590	50	-	5,780
00187800	WyoTech	California	220	4,500	70	10	-	5,020
00794800	Westwood College - Denver North	Colorado	460	2,290	1,610	-	-	4,460
00300100	Altierus Career College	Washington	260	3,940	220	30	-	4,600
00638500	Chamberlain University	Illinois	4,210	-	840	-	-	4,570
00027000	Art Institute of Atlanta (The)	Georgia	360	1,470	1,570	-	-	4,110
00031400	Sanford-Brown College	Washington	2,100	-	1,690	-	-	3,980
00128400	Illinois Institute of Art (The)	Illinois	940	1,470	1,740	-	-	3,850
00110200	Sanford-Brown College	Texas	2,070	<10	1,700	-	-	3,880
00072800	Everest College	California	190	3,240	30	<10	-	3,660
00077900	Everest College	Oregon	320	6,050	160	20	-	6,650
00072700	Westwood College - Los Angeles	California	360	1,920	1,260	-	-	3,600
00067400	Independence University	Utah	320	2,140	1,040	<10	-	3,530
00974300	Florida Coastal School of Law	Florida	3,060	-	880	-	-	3,920
00104100	Everest Institute	Michigan	280	2,990	100	20	-	3,410
00809000	Everest College	California	160	2,810	140	10	-	3,440
00118800	Everest College	Illinois	200	2,790	170	10	-	3,310
00014600	Everest University - Pompano Beach	Florida	410	2,670	100	20	-	3,260
00305800	Florida Career College	Florida	2,560	-	660	-	-	3,240
00771300	American Career Institute	Maryland	60	2,910	140	-	-	3,140
00161300	Altierus Career College	Texas	270	2,540	100	20	-	3,050
00110900	Everest College	Minnesota	120	2,600	70	10	-	3,010
00446600	Minnesota School of Business	Minnesota	900	70	1,940	-	-	2,960
00060100	Full Sail University	Florida	2,170	540	80	-	-	2,810
00060200	Everest College	Washington	160	2,440	70	10	-	2,770
00093000	Heald College	California	370	2,110	140	30	-	2,740
00728600	Art Institute of California - Los Angeles (The)	California	670	560	1,320	-	-	2,630
00186600	Everest Institute	West Virginia	150	2,260	60	10	-	2,610
00599700	Vatterott College	Missouri	1,570	-	880	-	-	2,530
00713000	WyoTech	California	140	2,050	140	10	-	2,440
00093900	Heald College	California	300	1,750	220	50	-	2,400
00598800	Everest University	Florida	400	1,840	70	20	-	2,390
00756000	Everest College	Missouri	260	1,970	50	10	-	2,370
00187500	Heald College	California	390	1,610	240	60	-	2,340
00246000	Ross University School of Medicine	-	2,090	-	190	-	-	2,300
00086300	Art Institute of Philadelphia (The)	Pennsylvania	520	690	1,040	-	-	2,280
00481100	Everest Institute	New York	260	1,810	70	10	-	2,160
00814200	Miller - Motte Technical College	Tennessee	1,780	-	420	-	-	2,000
00599000	United Education Institute	California	1,770	-	910	-	-	2,100
00131000	Everest Institute	Massachusetts	110	1,810	30	20	-	2,110
00112300	Everest College	California	120	1,870	60	<10	-	2,110
00495700	Altierus Career College	Colorado	220	1,770	70	20	-	2,140
00277900	Ross University School of Veterinary Medicine	Illinois	1,160	-	140	-	-	2,110
00160800	Sanford-Brown College	Illinois	1,290	-	830	-	-	2,120
00148100	Charlotte School of Law	North Carolina	360	-	1,110	-	-	2,110
00740700	ITT Technical Institute	Indiana	520	690	800	-	-	2,110
00926700	Altierus Career College	Virginia	150	1,790	60	10	-	2,080
00119500	Art Institute of Fort Lauderdale (The)	Florida	580	430	1,030	-	-	2,080
00453300	Altierus Career College	Colorado	140	1,750	100	10	-	2,070
00028500	Remington College	Texas	1,730	-	320	-	-	2,070
00878700	Miami International University of Art & Design	Florida	510	790	680	-	-	2,060
00260100	Artium College	Arizona	380	-	1,020	-	-	2,020
00593800	Heald College	California	290	1,460	190	50	-	1,990
00117100	Art Institute of Houston (The)	Texas	510	740	690	-	-	1,970
00419100	Everest College	California	100	1,680	20	<10	-	1,950
00593200	Heald College	California	300	1,340	200	60	-	1,960
00819200	ITT Technical Institute	Indiana	550	570	770	-	-	1,940
00205200	Sanford-Brown College	Missouri	370	-	940	-	-	1,910
00612700	Brown Mackie College-Cincinnati	Ohio	1,000	-	880	-	-	1,910
00210300	Le Cordon Bleu College of Culinary Arts	California	300	-	970	-	-	1,800
00155300	Chicago School of Professional Psychology	California	1,750	-	120	-	-	1,880
00617500	Altierus Career College	Virginia	170	1,490	120	10	-	1,860
00593100	Heald College	California	270	1,860	160	40	-	1,860
00121600	Everest Institute	Florida	200	1,490	60	20	-	1,840
00112300	Brooks Institute	California	760	-	990	-	-	1,830
00296000	Everest College Phoenix	Arizona	360	1,800	50	10	-	1,820
00464200	Globe University	Minnesota	460	20	1,120	<10	-	1,800
00569900	Le Cordon Bleu College of Culinary Arts	Texas	880	-	920	-	-	1,770
00477700	Heald College	California	290	1,200	170	40	-	1,730
00616700	Le Cordon Bleu College of Culinary Arts	Arizona	620	-	880	-	-	1,780

01246100	Lincoln Technical Institute	New Jersey	1,810	-	410	-	-	1,770
00258000	Southern New Hampshire University	New Hampshire	1,510	-	70	30	-	1,660
08122000	Le Cordon Bleu College of Culinary Arts	Oregon	800	-	80	-	-	1,090
02054000	Liberty University	Virginia	1,490	-	110	30	-	1,600
08649000	Ultimate Medical Academy	Florida	1,940	-	260	<10	-	1,690
02616000	Sanford-Brown College	Florida	800	-	700	-	-	1,610
08079400	ITT Technical Institute	Tennessee	800	560	690	-	-	1,600
02078900	Art Institute of Colorado (The)	Colorado	430	820	800	-	-	1,630
02948000	Hend College	California	270	1,130	130	30	-	1,590
01102400	Bryman College	California	160	1,290	30	10	-	1,560
02286500	ITT Technical Institute	Florida	400	430	690	-	-	1,560
02076600	Bryman School of Arizona (The)	Arizona	960	-	470	30	-	1,500
02913900	Westwood College - O'Hare Airport	Illinois	140	840	460	-	-	1,480
00785700	ITT Technical Institute	Missouri	400	490	590	-	-	1,470
01062700	ITT Technical Institute	Michigan	860	450	620	-	-	1,470
02095800	ITT Technical Institute	Tennessee	370	460	600	-	-	1,490
00974800	Carrington College	California	960	-	460	-	-	1,440
01018100	Fortis Institute - Tyson	Maryland	1,240	-	180	-	-	1,430
02030600	Miller-Motte College	Tennessee	1,180	-	210	<10	-	1,410
02927600	Art Institute of California - San Diego	California	820	340	700	-	-	1,400
02796000	Everest College	Utah	140	1,160	40	<10	-	1,390
08037900	ITT Technical Institute	Florida	320	490	560	-	-	1,390
00419800	McCann School of Business & Technology	Pennsylvania	1,030	-	850	-	-	1,390
08075300	Westwood College - DuPage	Illinois	150	790	430	-	-	1,370
00753100	Academy of Art University	California	820	-	400	30	-	1,350
02237500	Las Vegas College	Nevada	140	1,080	70	<10	-	1,340
00736200	Madtech College	Indiana	870	-	430	-	-	1,320
00202000	Bryant & Stratton College	New York	1,070	-	230	30	-	1,330
02630900	Wright Career College	Kansas	570	-	710	-	-	1,300
00669600	Kean University	Minnesota	1,060	-	160	60	-	1,290
01110700	Everest College	California	20	1,070	30	<10	-	1,180
00748600	New England Institute of Art (The)	Massachusetts	200	890	640	-	-	1,280
01024800	Art Institutes International Minnesota (The)	Minnesota	320	390	560	-	-	1,260
04118400	Arizona Summit Law School	Arizona	1,020	-	280	-	-	1,240
08001020	Everest Institute	Florida	120	1,030	50	<10	-	1,240
00466600	American College for Medical Careers	Florida	570	-	610	-	-	1,200
02791100	Art Institute of Seattle (The)	Washington	280	390	520	-	-	1,200
08339400	Western Governors University	Utah	1,100	-	60	10	-	1,180
00793800	Lincoln College of Technology	Indiana	880	-	280	-	-	1,160
08499300	Miller-Motte Technical College	Virginia	910	-	260	-	-	1,160
08067500	ITT Technical Institute -	Wisconsin	240	400	470	-	-	1,150
02159400	Harrison College	Indiana	730	-	300	100	-	1,140
00747000	Marionette School of Beauty	California	800	140	660	-	-	1,140
02631100	Career Point College	Texas	510	-	580	-	-	1,130
00406700	National American University	South Dakota	800	-	200	30	-	1,130
00075700	Briarcliffe College	New York	670	-	440	-	-	1,120
02172500	Western International University	Arizona	860	-	250	-	-	1,110
00467800	Baker College	Michigan	920	-	120	<10	-	1,110
01146000	National University	California	1,020	-	50	<10	-	1,070
00372500	American National University	Virginia	810	-	60	-	-	1,000
08119300	American Public University System	West Virginia	920	-	60	10	-	1,000
00739400	Berkley College	New York	880	-	130	-	-	1,000
02157100	Concorde Career College	Tennessee	960	-	80	-	-	1,000
08480300	Fortis College	Louisiana	820	-	230	-	-	1,000
08495300	ICDC College	California	590	-	470	10	-	1,050
02261000	ITT Technical Institute	Utah	230	960	430	-	-	1,150
08071900	ITT Technical Institute	Washington	130	450	370	-	-	1,040
00465300	ITT Technical Institute	Idaho	210	450	350	-	-	1,040
01162000	Westwood College - South Bay	California	110	510	530	-	-	1,040
02283200	ATI Career Training Center	Florida	420	-	600	-	-	1,030
00781300	Art Institute of Portland (The)	Oregon	200	380	440	-	-	1,010
00946600	Brigham Young College	Texas	610	-	380	-	-	1,010
02110500	Art Institute of Charlotte (The)	North Carolina	280	260	450	-	-	990
08006800	Le Cordon Bleu Institute of Culinary Arts	Pennsylvania	430	-	430	-	-	990
02065900	Remington College - Mobile Campus	Alabama	780	-	230	-	-	980
02074000	Bradford Hall Career Institute	Connecticut	710	-	260	-	-	970
00709100	Everest Institute	Pennsylvania	120	730	40	<10	-	970
02180700	Fortis College	Ohio	810	-	150	-	-	970
00294300	Blue Cliff College	Louisiana	830	-	110	-	-	960
01019800	ECPI University	Virginia	730	-	130	<10	-	960
01043000	Agency Newry Institute	Minnesota	510	-	300	110	-	940
02061000	Sanford-Brown College	New York	480	-	440	-	-	930
02524600	Art Institute of New York City (The)	New York	150	260	490	-	-	920
00454800	Brown Mackie College-South Bend	Indiana	440	-	460	-	-	910
02062300	ITT Technical Institute -	Arizona	290	300	360	-	-	900
02202800	Pittsburgh Career Institute	Pennsylvania	580	-	310	-	-	900
01212600	Lincoln College of Technology	Ohio	590	-	360	-	-	890
00780300	Lincoln Technical Institute	Connecticut	710	-	170	-	-	890
02100600	Carrington College	Arizona	660	-	210	-	-	870
00622100	Universal Technical Institute	Arizona	500	-	360	<10	-	870
02012700	ITT Technical Institute	Colorado	220	250	370	-	-	860
02241000	Fortis College	Alabama	750	-	100	-	-	860
00679500	Brown Mackie College (The)	Kansas	420	-	410	-	-	860
02210100	ITT Technical Institute	California	200	260	370	-	-	860
00981700	ITT Technical Institute	Ohio	290	260	360	-	-	860
00616200	Brown Mackie College-Findlay	Ohio	440	<10	370	-	-	830
02512100	ITT Technical Institute	California	260	220	350	-	-	830
08383900	Star Career Academy	New York	430	-	380	-	-	830
02021800	Brightwood College	Indiana	540	-	250	<10	-	810
02124000	Collins College	Arizona	420	-	370	-	-	810
02213700	Florida Technical College	Florida	650	-	160	-	-	810
01157400	Bauder College	Georgia	570	-	210	-	-	780
01115900	Brightwood College	Texas	430	-	350	-	-	780
02223900	Drake College of Business	New Jersey	90	280	300	30	-	790
08010800	Fortis Institute	Alabama	650	-	130	-	-	780
02052200	Le Cordon Bleu College of Culinary Arts in Chicago	Illinois	420	-	340	-	-	780
00751100	Sanford-Brown College	Minnesota	420	-	330	-	-	780
08087400	ITT Technical Institute	California	170	300	270	-	-	760
02676600	ATI Career Training Center	Texas	880	-	800	-	-	750

0090800	ITT Technical Institute -	Ohio	250	200	300	-	-	750
0014010	Past University	Connecticut	530	-	50	170	-	750
0049000	Brightwood Career Institute	Pennsylvania	510	-	230	-	-	740
0048920	Conry College	Michigan	480	-	80	160	-	720
0096210	Herrzing University	Wisconsin	480	-	70	<10	-	700
0236110	ITT Technical Institute -	Arizona	180	220	300	-	-	700
0312640	Art Institute of California-Hollywood (The)	California	140	140	280	-	-	720
0229160	ITT Technical Institute	California	200	200	300	-	-	720
0104880	American National University	Kentucky	480	-	220	-	-	710
0309460	Art Institute of Las Vegas (The)	Nevada	200	160	380	-	-	710
0257200	Viola College	Texas	640	-	60	<10	-	710
0228860	Brightwood Career Institute	Pennsylvania	440	-	260	-	-	700
0307040	ITT Technical Institute	California	170	220	310	-	-	700
0073900	Katharine Gibbs School	New York	430	-	260	-	-	700
0212070	San Joaquin Valley College	California	520	-	130	40	-	700
0846300	University of the Rockies	Colorado	540	-	140	-	-	700
0224180	American Career College	California	500	-	190	-	-	690
0811800	Northcentral University	California	620	-	80	<10	-	690
0232860	ITT Technical Institute -	Texas	170	160	340	-	-	670
0078040	Star Career Academy	New York	270	-	390	-	-	670
0120610	Byrman College	California	40	600	<10	-	-	660
0049940	Daymar College	Tennessee	470	-	170	-	-	650
0209170	Brightwood College	California	400	-	240	-	-	640
0093130	Daymar College	Kentucky	350	-	290	-	-	640
0116200	ITT Technical Institute	Oregon	160	200	270	-	-	640
0253600	ATI - Career Training Center	Texas	280	-	340	-	-	630
0075000	Berkley College	New Jersey	540	-	80	-	-	620
0227880	Southern Technical College	Florida	420	-	140	-	-	620
0303500	ASA College	New York	510	-	30	<10	-	610
0231220	Brightwood College	Texas	350	-	250	-	-	610
0261100	Heritage College	Colorado	200	-	280	10	-	610
0084400	ITT Technical Institute -	Washington	140	210	260	-	-	610
0030810	Arizona State University	Arizona	550	-	40	<10	-	600
0047290	Mount Washington College	New Hampshire	350	-	240	-	-	600
0015090	Nova Southeastern University	Florida	500	-	80	<10	-	600
0221710	Pima Medical Institute	Arizona	340	-	120	120	-	600
0260270	UEI (United Education Institute)	Florida	290	-	260	-	-	550
0267000	Venture College	Iowa	370	-	200	-	-	580
0253960	Art Institute of Dallas (The)	Texas	230	80	250	-	-	570
0812300	Duke Medical College	Florida	260	-	280	20	-	570
0212090	ITT Technical Institute	California	130	200	230	-	-	570
0097720	Kaplan College	Indiana	390	-	170	-	-	570
0058600	Harrington College - Tampa Campus	Florida	320	-	150	-	-	570
0115400	University of Maryland Global Campus	Maryland	300	-	30	200	-	570
0249110	Bedford College	Kentucky	380	-	50	120	-	560
0226200	Brightwood College	Tennessee	370	-	160	-	-	540
0008860	Concorde Career Institute	Florida	500	-	60	-	-	540
0038700	Mountain State University	West Virginia	320	-	200	30	-	540
0037600	Miami - Jacobs Career College	Ohio	360	-	170	-	-	550
0210500	Universal Technical Institute	Arizona	350	-	250	<10	-	550
0232100	Academy of Court Reporting and Technology	Ohio	260	-	280	-	-	540
0941800	Computer Systems Institute	Illinois	240	-	290	-	-	540
0110810	Technical Career Institutes	New York	380	-	200	30	-	540
0230190	Brightwood College	California	270	-	260	-	-	530
0253400	CollegiateAmerica Center	Colorado	130	220	170	-	-	530
0212180	ITT Technical Institute -	California	120	160	230	-	-	530
0223500	Arbuthnot College	Missouri	270	-	250	-	-	520
0343900	All-State Career	Maryland	400	-	110	-	-	510
0124520	ATI Technical Training Center	Texas	200	-	300	-	-	510
0254900	Brightwood College	California	280	-	210	-	-	500
0076960	Byrman College	California	50	420	<10	-	-	500
1107220	Delry University	Washington	170	90	120	-	-	500
0093170	Ivy Tech Community College of Indiana	Indiana	270	-	70	160	-	500
0224440	American University of the Caribbean	California	440	-	30	-	-	490
0253910	Brightwood College	California	240	-	250	-	-	490
0206500	Brooks College	California	230	-	250	-	-	490
0342940	Career Colleges of America	California	250	-	230	<10	-	490
0022400	Deery Institute of Technology	Georgia	300	-	180	<10	-	490
0233200	Deery Institute of Technology-Tomona	California	260	<10	230	<10	-	490
0323200	Lincoln Technical Institute	Rhode Island	310	-	170	-	-	490
0226000	NLC University	Puerto Rico	460	-	30	-	-	490
0043000	Brightwood College	Nevada	280	-	190	-	-	480
0077810	Brightwood Career Institute	Pennsylvania	290	-	180	-	-	470
0222030	Le Cordon Bleu College of Culinary Arts	California	230	-	220	-	-	470
0074860	Brightwood Career Institute	Pennsylvania	300	-	160	-	-	460
0106100	Brantford Hall Career Institute	New Jersey	240	-	210	-	-	450
0234930	Brightwood College	California	230	-	210	-	-	450
0238400	Centura College	Virginia	240	-	100	110	-	450
0017460	Robert Morris University Illinois	Illinois	380	-	50	30	-	450
0015360	University of Southern California	California	390	-	40	<10	-	450
0236160	Concorde Career College	Missouri	380	-	60	-	-	440
0223090	Lincoln College of Technology	Florida	290	-	150	-	-	440
0077730	Harrington College - Cleveland Campus	Ohio	350	-	30	-	-	440
0217200	Brightwood College	Texas	250	-	180	-	-	430
0219400	Harris School of Business	New Jersey	340	-	30	-	-	430
0307400	ITT Technical Institute	Texas	120	90	210	-	-	430
0254120	Stratford University	Virginia	340	-	40	40	-	430
0234620	WyoTech	Florida	60	320	30	<10	-	430
0843200	Concorde Career College	Texas	360	-	50	-	-	420
0205200	Harrington College of Design	Illinois	290	-	120	-	-	430
0116970	SBI Campus - an affiliate of Sanford Brown	New York	200	-	210	-	-	420
0301600	Southern Technical College	Florida	190	-	80	30	-	420
0396860	UEI College	California	270	-	150	-	-	420
0221880	Brookline College	Arizona	240	-	30	30	-	410
0252930	Harrington College - Lafayette Campus	Louisiana	310	-	100	-	-	410
0253190	Brightwood College	Texas	290	-	170	-	-	400
0888710	Concorde Career College	Colorado	350	-	50	-	-	400
0211200	Court Reporting Institute of St Louis	Missouri	230	-	170	-	-	400
0313540	Everest College	California	20	340	10	-	-	400

0231800	Everett Institute	Georgia	110	250	10	-	-	400
0263400	James International University	Colorado	280	-	120	<10	-	400
0337100	Temple University	Pennsylvania	880	-	60	<10	-	400
0412200	University of Arkansas - Grantham	Arkansas	220	-	80	250	-	400
0232600	Fortis Institute	Tennessee	280	-	150	-	-	800
0227400	Life University	Georgia	370	-	30	-	-	800
0124200	Stone Academy	Connecticut	370	-	10	<10	-	800
0205200	Brightwood College	Ohio	250	-	130	-	-	880
0224900	Davenport University	Michigan	220	-	60	30	-	880
0206700	Dowling College	New York	170	-	140	60	-	880
0258800	Madresh College	Virginia	170	-	200	-	-	880
0811800	UEI College	California	240	-	140	-	-	880
0202700	Art Institute of York (The) - Pennsylvania	Pennsylvania	50	140	170	-	-	870
0228800	Beauty Schools of America	Florida	200	-	120	50	-	870
0345100	Brown Mackie College	Arizona	200	-	160	-	-	870
0412300	Columbia Southern University	Alabama	210	-	40	120	-	870
0111100	Fashion Institute of Design & Merchandising	California	800	-	70	<10	-	870
0094100	Fertis College	Ohio	300	-	50	-	-	870
0340400	Johnson & Wales University	Rhode Island	250	-	40	60	-	870
0015200	Saint Leo University	Florida	890	-	30	<10	-	870
0274900	Brightwood College	Maryland	210	-	160	-	-	860
0111100	Brims College	California	70	220	<10	<10	-	860
0227040	College of New Rochelle (The)	New York	280	-	80	50	-	860
0381800	Concordia University	Oregon	220	-	40	30	-	860
0217300	Empire Beauty School	New York	320	-	40	-	-	860
0102700	International Academy of Design and Technology	Tennessee	210	-	140	-	-	860
0294200	Sanford-Brown College	Virginia	180	-	180	-	-	860
0284800	Sanford-Brown Institute	New York	170	-	180	-	-	860
0296200	Universal Technical Institute	Texas	280	-	120	<10	-	860
0218900	Antarioni College	Ohio	280	-	70	-	-	860
0227940	Empire Beauty School	Pennsylvania	820	-	40	-	-	860
0105420	Empire Beauty School	Pennsylvania	800	-	40	-	-	860
0306800	Florida International University	Florida	220	-	40	80	-	860
0294700	Fertis College	Virginia	280	-	50	-	-	860
0015740	Georgia State University	Georgia	220	-	20	110	-	860
0013800	Morris Brown College	Georgia	220	-	100	20	-	860
0044100	Archery Institute	Pennsylvania	180	-	140	-	-	860
0215100	ATI College of Health	Florida	180	-	170	-	-	860
0253200	Business Career Training Institute	Washington	150	-	180	<10	-	860
0286800	Harris School of Business	New Jersey	240	-	30	-	-	860
0106900	Houston Community College	Texas	210	-	30	90	-	860
0227500	Long Island University	New York	290	-	40	<10	-	860
0304700	Marybeth School of Beauty	California	120	40	180	-	-	860
0339200	Pennsylvania State University (The)	Pennsylvania	270	-	30	40	-	860
0046100	Sullivan University	Kentucky	270	-	70	<10	-	860
0296400	Texas Southern University	Texas	290	-	40	10	-	860
0211060	California College San Diego	California	40	220	70	-	-	860
0083200	Devry Institute of Technology	Arizona	170	<10	150	-	-	860
0913100	Heritage College	Oklahoma	160	-	150	10	-	860
0213600	Northwestern College	Illinois	220	-	30	80	-	860
0912800	Southeastern College	Florida	260	-	60	-	-	860
0205210	Webster University	Missouri	290	-	80	<10	-	860
0917100	American Career College	California	240	-	30	-	-	820
0275700	Empire Beauty School	New York	290	-	40	-	-	820
0810800	Everglades University	Florida	260	-	60	-	-	820
0270700	Gleits College	New Jersey	210	-	110	-	-	820
0101600	Lincoln College of Technology	Illinois	240	-	70	-	-	820
0297800	Missouri College	Missouri	150	-	170	-	-	820
0293200	Center for Employment Training	California	200	-	110	-	-	810
0257600	Charter College	Alaska	200	-	80	30	-	810
0120300	Empire Beauty School	Pennsylvania	280	-	20	-	-	810
0943400	Fertis College	Florida	240	-	60	-	-	810
0210300	Brown Mackie College-Merrillville	Indiana	170	-	120	-	-	800
0227510	Concord Career Institute	Florida	260	-	30	-	-	800
0227700	Porter and Chester Institute	Connecticut	200	-	70	30	-	800
0206900	Vatterott College	Illinois	200	-	100	-	-	800
0108100	Western State University College of Law	California	280	-	20	-	-	800
0912610	College of Health Care Professions (The)	Texas	260	-	40	<10	-	290
0014000	Florida Agricultural & Mechanical University	Florida	200	-	40	40	-	290
0802400	Germant College	Georgia	170	-	100	-	-	290
0202500	Institute of Technology	California	200	-	80	<10	-	290
0088800	Lehigh Valley College	Pennsylvania	170	-	120	-	-	290
0202900	Rutgers the State University of New Jersey	New Jersey	200	-	30	60	-	290
0918300	Southern Career Institute	Texas	180	-	40	50	-	290
0221500	ATI Career Training Center	Florida	130	-	150	-	-	280
0251540	City College	Florida	200	-	50	30	-	280
0205600	Empire Beauty School	Pennsylvania	250	-	30	-	-	280
0259710	Heritage Institute	Florida	120	-	140	20	-	280
0205220	Tennessee State University	Tennessee	260	-	20	<10	-	280
0104700	Troy University	Alabama	150	-	10	110	-	280
0270500	Vatterott College	Nebraska	170	-	110	-	-	280
0906200	Westech College	California	120	-	140	20	-	280
0114700	Bellevue College	Florida	240	-	30	<10	-	270
0208800	Brightwood College	Maryland	130	-	130	-	-	270
0294900	Empire Beauty School	Maine	250	-	20	-	-	270
0284400	Marybeth School of Beauty	California	50	40	140	-	-	270
0046170	National College	Tennessee	240	-	30	<10	-	270
0042500	Carrington College	Oregon	180	-	80	-	-	260
0012800	Devry College of Technology	New Jersey	170	<10	120	-	-	260
0081780	Empire Beauty School	Michigan	220	-	40	-	-	260
0912300	Fair D College	California	110	-	120	30	-	260
0104400	Howard University	District of Columbia	220	-	40	20	-	260
0253400	InterCoast Colleges	California	130	-	30	30	-	260
0208700	Oregon College of Oriental Medicine	Oregon	280	-	-	<10	-	260
0911100	Remington College	Colorado	150	-	70	-	-	260
0095900	University of Memphis (The)	Tennessee	160	-	20	80	-	260
0204600	Columbia College	Missouri	180	-	20	80	-	260
0085700	Concord Career College	California	180	-	60	-	-	260
0047900	Devry Webster College	New Hampshire	110	80	10	<10	-	250



0024800	Ferris College	Florida	180	-	20	-	-	260
0086400	Ferris College	Alabama	220	-	80	-	-	260
0218300	Ferris Institute	New Jersey	200	-	40	-	-	260
0112200	Indiana Wesleyan University	Indiana	140	-	10	100	-	260
0029900	King's College	North Carolina	170	-	80	<10	-	260
0070600	Lincoln Technical Institute	New Jersey	150	-	80	-	-	260
0021800	Midwest Del...	New York	120	-	30	40	-	260
0129700	Sanford-Brown College	Connecticut	140	-	110	-	-	260
0088400	University of Central Florida	Florida	280	-	20	<10	-	260
0011500	University of Cincinnati	Ohio	160	-	20	70	-	260
0014600	Barry University	Florida	140	-	30	70	-	260
0015500	Clark Atlanta University	Georgia	140	-	20	70	-	260
0079800	Corcoran Career College	California	240	-	40	-	-	260
0046200	Delgado Community College	Louisiana	160	-	20	90	-	260
0016700	DePaul University	Illinois	150	-	30	60	-	260
0045800	Devry Institute of Technology	Missouri	180	<10	110	-	-	260
0062400	Ferris College	Texas	180	-	70	-	-	260
0007900	Illinois School of Health Careers	Illinois	150	-	80	<10	-	260
0006100	Kent State University	Ohio	150	-	20	60	-	260
0018000	Lincoln Technical Institute	Massachusetts	130	-	100	-	-	260
0403700	Los Angeles Film School (The)	California	160	-	50	80	-	260
0026600	Marinello School of Beauty	California	60	40	140	-	-	260
0047800	Monroe University	New York	150	-	40	<10	-	260
0074300	Pittsburgh Technical College	Pennsylvania	170	-	40	20	-	260
0046300	Spencerian College	Kentucky	170	-	30	-	-	260
0023900	Berks Technical Institute	Pennsylvania	200	-	80	-	-	260
0021800	Carrington College	Idaho	190	-	40	-	-	260
0021200	Corcoran Career Institute	Florida	200	-	30	-	-	260
0014800	Florida Institute of Technology	Florida	120	-	80	280	-	260
0018500	Indiana Institute of Technology	Indiana	120	-	20	90	-	260
0026400	Kaplan College	California	160	-	60	-	-	260
0114500	Lowes Star College System	Texas	140	-	80	80	-	260
0023800	Marinello School of Beauty	California	60	50	100	-	-	260
0006800	Midwest Technical Institute	Illinois	140	-	30	50	-	260
0027800	New York University	New York	170	-	80	80	-	260
0006600	University of Texas at Arlington	Texas	220	-	10	<10	-	260
0063800	West Coast University	California	200	-	20	<10	-	260
0104100	Brightwood College	Maryland	120	-	100	-	-	260
0016900	Chicago State University	Illinois	170	-	20	30	-	260
0012000	ColgateAmerica - Flagstaff	Arizona	10	150	50	-	-	260
0016800	Columbia College Chicago	Illinois	140	-	80	50	-	260
0009900	Devry Institute of Technology	Ohio	120	<10	90	-	-	260
0014900	Florida State College at Jacksonville	Florida	110	-	20	80	-	260
0024100	Jackson State University	Mississippi	110	-	80	70	-	260
0074800	Kaplan Career Institute	Massachusetts	70	-	150	-	-	260
0109100	Madison Media Institute	Wisconsin	120	-	70	20	-	260
0062700	Piatt College	California	170	-	20	-	-	260
0043800	South College	Tennessee	140	-	20	60	-	260
0020500	Southern University and Agricultural & Mechanical Coll at Baton Rouge	Louisiana	190	-	20	<10	-	260
0013100	University of South Florida	Florida	150	-	20	20	-	260
0098000	Victory University	Tennessee	90	-	50	80	-	260
0023200	Wayne State University	Michigan	190	-	20	<10	-	260
0076300	Aviation College	Texas	110	-	80	-	-	260
0074600	Russian College	Pennsylvania	200	-	<10	-	-	260
0110800	Kaplan College	Ohio	140	-	70	-	-	260
0024500	Marinello School of Beauty	California	40	30	110	-	-	260
0062700	Pacific College of Health and Science	California	200	-	<10	<10	-	260
0074800	Sanford-Brown College	Massachusetts	100	-	100	-	-	260
0058400	Thomas Jefferson School of Law	California	170	-	40	<10	-	260
0067500	Valencia College	Florida	140	-	20	40	-	260
0028500	All-State Career School	Pennsylvania	120	-	30	-	-	260
0062400	Arthen Institute	New York	80	-	70	40	-	260
0071600	Bryson University	Arizona	120	-	60	20	-	260
0006900	Career Technical College	Louisiana	120	-	30	<10	-	260
0001600	Ferris Institute	Pennsylvania	160	-	40	-	-	260
0020600	Grambling State University	Louisiana	130	-	20	90	-	260
0042200	Hampton College	Iowa	130	-	70	-	-	260
0021700	Mary University	New York	130	-	20	40	-	260
0115500	Sawyer School (The)	Rhode Island	80	-	110	<10	-	260
0012700	Saginner-Douglass College	Maryland	120	-	70	<10	-	260
0023700	Spartan College of Aeronautics and Technology	Colorado	140	-	50	<10	-	260
0015200	St. Petersburg College	Florida	110	-	30	60	-	260
0403900	Sullivan and Cogliano Training Centers	Florida	80	-	80	40	-	260
0403000	Aspen University	Arizona	150	-	<10	<10	-	260
0025900	Eastern Michigan University	Michigan	110	-	20	60	-	260
0083700	Galen Health Institutes	Kentucky	100	-	20	70	-	260
0026600	Helm's Career Institute	Georgia	80	-	70	80	-	260
0015700	Kennesaw State University	Georgia	140	-	10	30	-	260
0079800	Lincoln College of Technology	Maryland	130	-	60	-	-	260
0083000	Lincoln Technical Institute	Florida	120	-	70	-	-	260
0022100	Marinello School of Beauty	California	40	20	120	-	-	260
0078700	Marinello School of Beauty	Nevada	60	20	100	-	-	260
0023800	National University of Natural Medicine	Oregon	190	-	<10	-	-	260
0017900	Northern Illinois University	Illinois	110	-	10	70	-	260
0086800	Prairie View Agricultural & Mechanical University	Texas	170	-	20	<10	-	260
0010300	Alabama Agricultural & Mechanical University	Alabama	110	-	20	30	-	260
0010500	Alabama State University	Alabama	160	-	20	<10	-	260
0011200	Arizona College	Arizona	110	-	20	50	-	260
0076300	Bellevue University	Nebraska	160	-	20	<10	-	260
0015000	Broward College	Florida	100	-	20	50	-	260
0068700	Columbus State Community College	Ohio	160	-	10	<10	-	260
0026600	Dynair College	Ohio	120	-	50	-	-	260
0028400	Excelsior University	New York	150	-	20	<10	-	260
0014800	Florida Atlantic University	Florida	130	-	10	40	-	260
0025500	Hallmark Institute of Photography	Massachusetts	120	-	40	-	-	260
0078700	Hillsborough Community College	Florida	90	-	20	70	-	260
0418100	Jersey College	New Jersey	110	-	10	60	-	260
0118000	Marinello School of Beauty	California	50	20	80	-	-	260
0087400	Marinello School of Beauty	Connecticut	50	80	90	-	-	260

00478000	Montish College	New Hampshire	110	-	60	-	-	180
00472000	Millen Institute	Texas	120	-	40	30	-	180
00276000	North Carolina Central University	North Carolina	120	-	10	50	-	180
00380100	Pioneer Pacific College	Oregon	180	-	20	40	-	180
00289000	Rein Medical Education Center	Michigan	160	-	20	<10	-	180
00241500	Savannah College of Art and Design	Georgia	150	-	20	<10	-	180
00789000	Unitech Training Academy	Louisiana	100	-	30	50	-	180
00384000	University of North Texas	Texas	120	-	20	40	-	180
00244100	University of Southern Mississippi	Mississippi	100	-	20	80	-	180
00148300	American Beauty Academy	Maryland	60	-	60	30	-	120
00342000	Benedict College	South Carolina	140	-	30	<10	-	120
01116600	Broadview College	Utah	90	-	40	30	-	120
00106200	Brown Mackie College-Louisville	Kentucky	90	-	80	-	-	120
00324900	Community College of Philadelphia	Pennsylvania	150	-	<10	<10	-	120
01018900	Deery Institute of Technology	Texas	90	-	70	-	-	120
00418800	Gannett College-Sandy Springs	Georgia	140	-	30	-	-	120
01020900	Hallmark University	Texas	140	-	30	-	-	120
04074300	Hondros College of Nursing	Ohio	160	-	<10	-	-	120
00161300	Indiana University-Indianapolis	Indiana	100	-	10	50	-	120
00632000	Kaplan Career Institute	Ohio	100	-	70	-	-	120
00248000	Lindenwood University	Missouri	110	-	10	50	-	120
00001200	Motley Smith College of Music	Minnesota	120	-	40	<10	-	120
00903000	New England College of Business and Finance	Massachusetts	150	-	10	-	-	120
00175800	Southern Illinois University at Carbondale	Illinois	90	-	20	80	-	120
00522000	Southwest Acupuncture College	New Mexico	140	-	20	<10	-	120
00312100	Tiffin University	Ohio	160	-	10	<10	-	120
04127900	Trident University International	California	100	-	20	50	-	120
00381000	University of Toledo	Ohio	110	-	20	40	-	120
00154400	Albany State University	Georgia	80	-	10	20	-	100
00385800	Allen School	New York	110	-	50	<10	-	100
01005700	American Commercial College	Texas	70	-	30	-	-	100
00242500	Baylor University	Washington	150	-	10	-	-	100
04161800	Brandman University	California	140	-	20	<10	-	100
00077800	Brown Mackie College-North Canton	Ohio	90	-	80	-	-	100
00208100	Central Michigan University	Michigan	100	-	10	50	-	100
00400600	Chester Career College	Virginia	120	-	40	<10	-	100
00180700	Concordia Career College	Oregon	120	-	40	-	-	100
00070100	Concordia Career College	California	110	-	40	-	-	100
00030600	Cortiva Institute	Utah	110	-	40	<10	-	100
00384600	Franklin University	Ohio	90	-	10	80	-	100
04120000	Health and State Institute	North Carolina	150	-	10	-	-	100
00784100	International Beauty School	Maryland	60	-	90	<10	-	100
00228000	Michigan State University	Michigan	110	-	10	40	-	100
00276500	Norfolk State University	Virginia	130	-	20	<10	-	100
00206500	North Carolina Agricultural and Technical State University	North Carolina	100	-	20	40	-	100
00841700	Stanleytype Institute of Jacksonville	Florida	70	-	70	30	-	100
00112000	University of Akron (The)	Ohio	130	-	20	<10	-	100
00108300	University of Arizona (The)	Arizona	120	-	20	30	-	100
00237600	College of Office Technology	Illinois	110	-	30	<10	-	100
00126400	Drexel University	Pennsylvania	90	-	40	40	-	100
00247600	Florida National University	Florida	100	-	30	30	-	100
00148900	Florida State University	Florida	100	-	20	30	-	100
00116000	Georgia Perimeter College	Georgia	90	-	10	50	-	100
00244400	Goodwin University	Connecticut	90	-	20	40	-	100
00712000	Kaplan College	Arizona	90	-	60	40	-	100
00386100	Lincoln University	Texas	90	-	<10	40	-	100
00340700	Lincoln College of New England	Connecticut	90	-	60	-	-	100
00386600	Milwaukee Area Technical College	Wisconsin	90	-	20	30	-	100
00178300	National Louis University	Illinois	80	-	10	50	-	100
00258400	Newbridge College	California	80	-	60	<10	-	100
00372800	Old Dominion University	Virginia	110	-	<10	30	-	100
00175000	Rio Salado Community College	Arizona	90	-	20	50	-	100
00282300	Saint John's University	New York	110	-	10	20	-	100
00784400	Sanford-Brown Institute	Rhode Island	90	-	60	-	-	100
00466600	Steinbecker College	Ohio	110	-	30	<10	-	100
00142000	Touro University	New York	120	-	20	<10	-	100
01023200	Union Institute & University	Ohio	120	-	<10	30	-	100
00363000	University of Houston	Texas	110	-	10	40	-	100
00069000	Western Career College	California	80	-	60	<10	-	100
00740500	Wood Tobe - Coburn School	New York	30	-	60	<10	-	100
01111700	Alliant International University	California	130	-	<10	<10	-	100
00348000	Bethel University	Tennessee	130	-	10	<10	-	100
00115300	California State University, Northridge	California	110	-	20	20	-	100
00278300	Charles College	California	70	-	60	20	-	100
01034500	Cincinnati State Technical & Community College	Ohio	120	-	10	<10	-	100
00728600	Cofeman University	California	90	-	50	<10	-	100
00707000	Concord Career College	California	100	-	30	-	-	100
00157200	Georgia Southern University	Georgia	90	-	10	40	-	100
00222000	Henry Ford College	Michigan	80	-	<10	50	-	100
00240700	Hinds Community College	Mississippi	70	-	20	60	-	100
00149700	James College	Florida	60	-	40	30	-	100
00856300	Lincoln College of Technology	Texas	90	-	60	-	-	100
00118100	Merric College	California	80	-	50	<10	-	100
00851000	Middle Tennessee State University	Tennessee	80	-	20	40	-	100
00208000	Morgan State University	Maryland	90	-	20	30	-	100
00128700	Mt. Sierra College	California	100	-	40	-	-	100
00276200	New York Institute of Technology	New York	110	-	20	<10	-	100
00106200	Northern Arizona University	Arizona	90	-	10	30	-	100
00200000	Ohio State University (The)	Ohio	100	-	20	30	-	100
01040500	Pinnacle Career Institute	Missouri	90	-	30	20	-	100
00182700	Purdue University Northwest	Indiana	60	-	<10	20	-	100
00122800	Ridley - Lowell Business & Technical Institute	Connecticut	60	-	60	30	-	100
00174900	Roosevelt University	Illinois	90	-	<10	30	-	100
00344600	South Carolina State University	South Carolina	90	-	20	30	-	100
00429300	Southwest University of Visual Arts	Arizona	80	-	30	20	-	100
00108100	Summit Career College	California	100	-	30	<10	-	100
00430000	Trident Technical College	South Carolina	120	-	20	<10	-	100
00427600	University of Antelope Valley	California	120	-	<10	10	-	100
00378500	Virginia Commonwealth University	Virginia	100	-	10	30	-	100

0099000	Wayne County Community College District	Michigan	110	-	10	20	-	140
01001100	ACT College	Virginia	40	-	40	20	-	100
02106600	American Institute	Connecticut	70	-	20	40	-	130
04240100	American University of Antigua College of Medicine		110	-	<10	20	-	130
07181400	Breadstone College of Business	North Carolina	80	-	40	<10	-	130
03999300	Bryan College	California	60	-	60	<10	-	130
04089700	Career Institute of Health and Technology	New York	50	-	20	10	-	130
02296500	Deery Institute of Technology	Illinois	90	-	40	<10	-	130
00148600	Florida Memorial University	Florida	120	-	10	<10	-	130
04142900	Georgia Gwinnett College	Georgia	50	-	<10	80	-	130
02634000	Georgetown College	Georgia	120	-	<10	-	-	130
00327900	Harrisburg Area Community College	Pennsylvania	80	-	<10	40	-	130
00262200	Edin University	New Jersey	90	-	10	30	-	130
02261700	Montclair State University	New Jersey	80	-	20	20	-	130
00219300	Mount Ida College	Massachusetts	90	-	30	<10	-	130
00779100	Pace University	New York	80	-	20	30	-	130
02090700	Ross Medical Education Center	Michigan	120	-	10	<10	-	130
00973300	SAC Expression College	California	100	-	30	<10	-	130
00133000	Savannah State University	Georgia	100	-	<10	20	-	130
02161500	Texas State University	Texas	90	-	<10	20	-	130
00361200	University of Houston - Downtown	Texas	90	-	10	30	-	130
00177600	University of Illinois Chicago	Illinois	120	-	10	<10	-	130
02060900	University of Nevada - Las Vegas	Nevada	110	-	20	<10	-	130
00385000	University of the Arts (The)	Pennsylvania	120	-	<10	<10	-	130
03896900	University of Wisconsin - Milwaukee	Wisconsin	90	-	10	20	-	130
02394400	Virginia State University	Virginia	70	-	10	40	-	130
01008900	American Commercial College	Texas	50	-	70	-	-	120
02200800	American Commercial College	Texas	60	-	60	-	-	120
04038300	ATA College	Kentucky	70	-	10	30	-	120
02602000	Aveda Arts & Sciences Institute Covington	Louisiana	100	-	20	-	-	120
03988600	Bay State College	Massachusetts	110	-	10	<10	-	120
03448300	Business Industrial Resources	Illinois	40	-	30	30	-	120
03904300	Centura College	South Carolina	40	-	40	30	-	120
00897600	Clayton State University	Georgia	70	-	<10	40	-	120
01036200	College of Southern Nevada	Nevada	70	-	10	40	-	120
04208700	Colorado State University - Global Campus	Colorado	60	-	<10	40	-	120
00052200	Court Reporting Institute Inc	Washington	20	30	60	-	-	120
03040000	Cuyahoga Community College	Ohio	40	-	10	30	-	120
02154000	Dyers Academy of the Eastern Seaboard	New Jersey	100	-	<10	10	-	120
02178500	Eagle Gate College	Utah	80	-	30	-	-	120
01444100	Georgia Washington University	District of Columbia	90	-	10	20	-	120
00914500	Governors State University	Illinois	80	-	<10	30	-	120
03899100	Greenville Technical College	South Carolina	60	-	10	40	-	120
03429300	Harris School of Business	Delaware	90	-	30	-	-	120
02128900	Institute for Business & Technology	California	70	-	30	20	-	120
00775900	Lincoln Technical Institute	Pennsylvania	90	-	30	-	-	120
03914900	Lincoln Technical Institute - Hartford	Connecticut	90	-	20	-	-	120
04509000	Marietta School of Beauty	Kansas	40	20	40	-	-	120
03849400	Mattis College	Florida	60	-	50	<10	-	120
03445000	MCT College of Health Sciences	Illinois	110	-	10	<10	-	120
00153000	Mercer University	Georgia	60	-	10	40	-	120
00101000	Ohio University	Ohio	90	-	<10	20	-	120
00574300	Owens Community College	Ohio	100	-	10	30	-	120
03091300	Regent University	Virginia	80	-	10	30	-	120
03089500	Sage College	California	50	-	50	10	-	120
00152000	Seminole State College of Florida	Florida	80	-	10	80	-	120
03639900	Smith Chason College	California	100	-	20	-	-	120
01088100	Stark State College	Ohio	70	-	10	40	-	120
00962600	Tarrant County College District	Texas	70	-	<10	40	-	120
01262700	Thomas M. Cooley Law School	Michigan	80	-	10	30	-	120
03971200	Tidewater Community College	Virginia	70	-	20	40	-	120
00446700	Tucson College	Arizona	80	-	40	-	-	120
00961800	Tulsa Welding School	Oklahoma	90	-	20	10	-	120
00153600	University of Miami	Florida	80	-	10	20	-	120
00155700	University of South Alabama	Alabama	80	-	10	30	-	120
01011500	University of Texas at San Antonio	Texas	80	-	10	30	-	120
00382700	West Virginia University	West Virginia	80	-	10	30	-	120
00230000	Western Michigan University	Michigan	70	-	20	30	-	120
00136900	American Commercial College	Texas	40	-	60	-	-	110
00111700	Abura Pacific University	California	80	-	20	10	-	110
00112900	Becker College	Massachusetts	90	-	<10	20	-	110
00239700	Belhaven University	Mississippi	60	-	10	40	-	110
00054400	Bossier Parish Community College	Louisiana	60	-	<10	50	-	110
03839700	Cardinal Stritch University	Wisconsin	100	-	<10	<10	-	110
03032500	Cleveland State University	Ohio	70	-	<10	40	-	110
02231100	Crown College	Washington	60	-	50	<10	-	110
03412600	Dallas Nursing Institute	Texas	100	-	10	<10	-	110
01412900	Delaware State University	Delaware	90	-	10	20	-	110
00292900	East Carolina University	North Carolina	90	-	10	<10	-	110
04131300	FastTrain of Miami	Florida	40	-	70	-	-	110
01010100	Fuller Theological Seminary	Alabama	60	-	<10	40	-	110
02616200	Florida Career College	Florida	80	-	80	-	-	110
02989500	Glendale Career College	California	90	-	20	-	-	110
00175700	Hodges University	Florida	90	-	<10	20	-	110
00273200	Hofstra University	New York	70	-	20	20	-	110
00445400	Kaplan College	California	50	-	60	-	-	110
00794700	Lincoln College of Technology	Colorado	60	-	50	-	-	110
00481000	Maryville University of Saint Louis	Missouri	70	-	<10	40	-	110
00136000	Metropolitan State University of Denver	Colorado	70	-	10	20	-	110
01154000	Miami Dade College	Florida	70	-	20	20	-	110
03809400	Micropower Career Institute	New York	90	-	70	-	-	110
02576200	Mid-Continent University	Kentucky	70	-	30	10	-	110
02042800	Mississippi State University	Mississippi	70	-	<10	30	-	110
02066200	New School, The	New York	80	-	10	<10	-	110
00292900	Oakland University	Michigan	80	-	<10	20	-	110
03931600	Pennsylvania Western University	Pennsylvania	70	-	<10	30	-	110
02558700	Prism Career Institute	Pennsylvania	90	-	20	<10	-	110
00298800	Saint Augustine's University	North Carolina	80	-	20	<10	-	110
03100000	School of Communication Arts of North Carolina	North Carolina	80	-	20	10	-	110

00767800	Spartan College of Aeronautics and Technology	Oklahoma	60	-	50	<10	-	110
02940600	St. Louis College of Health Careers	Missouri	90	-	20	-	-	110
00151800	Tallahassee State College	Florida	70	-	10	80	-	110
00101100	University of Alabama	Alabama	70	-	10	80	-	110
00105200	University of Alabama at Birmingham	Alabama	70	-	<10	80	-	110
00110100	University of Arkansas at Little Rock	Arkansas	80	-	<10	80	-	110
00151800	University of Florida	Florida	70	-	10	80	-	110
00295500	University of North Carolina - Charlotte	North Carolina	80	-	<10	80	-	110
00344800	University of South Carolina - Columbia	South Carolina	70	-	20	80	-	110
00155900	Valdosta State University	Georgia	70	-	10	80	-	110
02572800	Vista College	Texas	100	-	<10	<10	-	110
00279000	Alliance University	New York	90	-	<10	<10	-	100
00757200	American Musical & Dramatic Academy	New York	70	-	20	10	-	100
00613400	Apex School Of Theology	North Carolina	70	-	<10	10	-	100
00100000	Arkansas State University	Arkansas	60	-	10	80	-	100
00694300	Atlanta Technical College	Georgia	70	-	<10	<10	-	100
03730300	Baton Rouge Community College	Louisiana	90	-	<10	<10	-	100
03422600	Blue Cliff College	Louisiana	80	-	20	-	-	100
00115400	California State University - Sacramento	California	60	-	10	20	-	100
03989300	COA Technical Institute	Florida	70	-	<10	-	-	100
02110700	Cleveland Institute of Dental - Medical Assistants	Ohio	50	-	20	80	-	100
02684400	Colin County Community College District	Texas	50	-	<10	50	-	100
00156100	Columbus State University	Georgia	90	-	<10	-	-	100
03008600	Cortiva Institute	Florida	80	-	20	<10	-	100
08777700	Decker College	Kentucky	40	-	50	<10	-	100
02066500	Delta School of Business and Technology	Louisiana	70	-	30	-	-	100
01301500	Empire Beauty School	Pennsylvania	90	-	<10	-	-	100
00126600	Empire State University	New York	70	-	10	10	-	100
00156700	Fort Valley State University	Georgia	70	-	<10	80	-	100
00854200	Fortis College	Florida	50	-	80	-	-	100
00438800	Gulfport Technical Community College	North Carolina	60	-	<10	40	-	100
02268400	Guilford Technical Community College	Georgia	50	-	<10	50	-	100
02186700	Harrison Career Institute	New Jersey	60	-	80	<10	-	100
00084800	Heritage Institute	Florida	50	-	80	<10	-	100
00160200	Illinois State University	Illinois	80	-	10	10	-	100
00180700	Indiana State University	Indiana	60	-	10	80	-	100
02129200	ITT Technical Institute	Texas	40	-	70	-	-	100
01782900	ITT Technical Institute	Wisconsin	20	40	80	-	-	100
03042700	Laurus Technical Institute	Georgia	50	-	40	10	-	100
00171000	Loyola University Chicago	Illinois	60	-	<10	80	-	100
00144300	Manhattan Beauty School	Florida	50	-	50	<10	-	100
03927200	Mannello School of Beauty	Connecticut	40	20	50	-	-	100
00228400	Marygrove College	Michigan	80	-	20	<10	-	100
00277700	Mediana University	New York	60	-	20	-	-	100
00399800	Midlands Technical College	South Carolina	40	-	20	40	-	100
00497800	Milan Institute	California	60	-	80	<10	-	100
02446200	Milan Institute of Cosmetology	Nevada	60	-	20	20	-	100
02687200	Monroe Community College	New York	80	-	20	<10	-	100
00784500	New England Institute of Technology	Rhode Island	70	-	20	<10	-	100
00161800	New Jersey City University	New Jersey	60	-	10	20	-	100
00111900	Northeastern University	Massachusetts	80	-	10	<10	-	100
01287200	North-West College	California	80	-	20	<10	-	100
00202100	Northwestern State University	Louisiana	50	-	<10	40	-	100
01300500	Olympic Academy of Cosmetology	New Mexico	60	-	20	<10	-	100
04181900	Orion College	Florida	50	-	20	80	-	100
00159700	Ottawa University	Kansas	70	-	<10	20	-	100
00152100	Portland Community College	Oregon	70	-	10	20	-	100
00182500	Purdue University	Indiana	60	-	10	80	-	100
00394300	Remington College - San Diego Campus	California	60	-	40	-	-	100
02246800	Ross Medical Education Center	Ohio	70	-	10	-	-	100
00146800	Saint Thomas University	Florida	70	-	<10	30	-	100
00115400	San Francisco State University	California	70	-	10	20	-	100
00161000	Satin Hall University	New Jersey	70	-	<10	20	-	100
00236200	Shaw University	North Carolina	90	-	10	<10	-	100
00311900	Sindler Community College	Ohio	60	-	<10	40	-	100
00748600	Southern University at Shreveport - Bossier City	Louisiana	80	-	10	10	-	100
00362400	Stephen F Austin State University	Texas	70	-	<10	80	-	100
00193000	Suburban Technical School	New York	70	-	80	-	-	100
00364100	Texas Tech University	Texas	70	-	<10	20	-	100
00078300	University of Arkansas - Pulaski Technical College	Arkansas	50	-	<10	40	-	100
00177600	University of Illinois Urbana-Champaign	Illinois	70	-	10	80	-	100
00206100	University of Louisiana at Lafayette	Louisiana	60	-	<10	80	-	100
00244300	University of Mississippi	Mississippi	60	-	10	80	-	100
00318400	University of Oklahoma	Oklahoma	90	-	<10	-	-	100
00160100	University of West Georgia	Georgia	60	-	<10	80	-	100
00380200	Washington State University	Washington	70	-	<10	10	-	100
00178000	Western Illinois University	Illinois	50	-	<10	40	-	100
00202000	Western Kentucky University	Kentucky	90	-	10	<10	-	100
00134200	Whitner College	California	80	-	20	-	-	100
00784800	Wilmington University	Delaware	80	-	<10	20	-	100
00110000	Academy of Healing Arts	Nevada	40	-	80	20	-	90
00476700	Austin Peay State University	Tennessee	50	-	20	20	-	90
00176700	Benedictine University	Illinois	60	-	<10	20	-	90
03422600	Blue Cliff College	Louisiana	70	-	10	-	-	90
00111900	Boston University	Massachusetts	60	-	10	20	-	90
00206200	Bowie State University	Maryland	80	-	<10	<10	-	90
00301800	Bowling Green State University	Ohio	60	-	10	10	-	90
00972100	Bradford School	Pennsylvania	70	-	20	<10	-	90
00155600	Brenau University	Georgia	80	-	<10	-	-	90
00113900	California State University, Long Beach	California	60	-	10	20	-	90
00151900	Career Quest Learning Centers	Michigan	70	-	<10	10	-	90
00104300	Career Technical Institute	District of Columbia	50	-	80	10	-	90
00304300	Chancellor University	Ohio	60	-	80	<10	-	90
00461100	Coastal Carolina University	South Carolina	80	-	<10	<10	-	90
00272600	College of Saint Rose	New York	70	-	<10	<10	-	90
00340100	Colorado Christian University	Colorado	60	-	<10	20	-	90
00360400	Community Care College	Oklahoma	70	-	10	<10	-	90
00754900	Coyne College	Illinois	50	-	<10	80	-	90
00842600	Daymar College	Kentucky	40	-	80	-	-	90

00147600	Oswego State College	Florida	40	-	10	80	-	90
01234600	Owens Business College	New Jersey	70	-	20	<10	-	90
02166600	Earl West University	Illinois	40	-	<10	40	-	90
03043000	Omaha Business Institute	New York	60	-	80	-	-	90
00147900	Embry Riddle Aeronautical University	Florida	80	-	<10	<10	-	90
00228000	Fayetteville State University	North Carolina	90	-	<10	-	-	90
00285700	Ferris College	Florida	60	-	80	-	-	90
00374900	George Mason University	Virginia	50	-	<10	80	-	90
00357100	Georgia Military College	Georgia	50	-	<10	80	-	90
00371400	Hampton University	Virginia	60	-	10	20	-	90
00385200	Harrison Career Institute	Pennsylvania	40	-	20	20	-	90
00219500	Harvard University	Massachusetts	80	-	<10	-	-	90
04182600	HCI College	Florida	30	-	<10	-	-	90
01274900	Institute of Audio Research	New York	50	-	81	<10	-	90
00618900	Institute of Technical Arts	Florida	30	-	40	10	-	90
02840100	Inverion Institute	Georgia	60	-	30	<10	-	90
00271100	L'V Jansen International College - Des Moines	Iowa	50	-	40	-	-	90
00201000	Louisiana State University & Agricultural & Mechanical College	Louisiana	50	-	<10	80	-	90
00740100	Manad School	New York	50	-	20	20	-	90
02578100	Maryland University of Integrative Health	Maryland	80	-	<10	<10	-	90
00102800	Miles College	Alabama	50	-	10	20	-	90
04208000	MyComputerCareer at Raleigh	North Carolina	70	-	<10	<10	-	90
00744000	Nashville Auto Credit College	Tennessee	70	-	10	<10	-	90
00407200	Northwood University	Michigan	60	-	20	10	-	90
00230900	Oakland Community College	Michigan	50	-	<10	40	-	90
01230000	Palmer College of Chiropractic	Iowa	60	-	<10	<10	-	90
00249800	Park University	Missouri	60	-	<10	30	-	90
00012600	PCI Health Training Center	Texas	40	-	20	80	-	90
00109600	Pennsylvania Institute of Technology	Pennsylvania	40	-	80	-	-	90
02801300	Pison Career Institute	Pennsylvania	40	-	30	<10	-	90
00180100	PSI Institute	New York	30	-	90	<10	-	90
04130000	Radars College	District of Columbia	30	-	50	-	-	90
02180100	Ross Medical Education Center	Michigan	80	-	10	<10	-	90
02577900	Santa Barbara Business College	California	80	-	10	<10	-	90
00269800	Santa Fe University of Art and Design	New Mexico	40	-	80	-	-	90
01010700	Savannah University of Health Sciences	Arizona	60	-	<10	-	-	90
00211100	Springfield College	Massachusetts	50	-	10	20	-	90
02238900	St. George's University, School of Medicine	St. George's University, School of Medicine	50	-	<10	40	-	90
00280700	State University of New York at Buffalo	New York	60	-	<10	-	-	90
00585000	Texas A&M University - Commerce	Texas	90	-	<10	<10	-	90
00364600	Texas Woman's University	Texas	60	-	<10	30	-	90
00104000	Tuskegee University	Alabama	70	-	<10	<10	-	90
01171300	Universidad Ana G. M. ynder - Gurabo Campus	Puerto Rico	70	-	20	<10	-	90
00108600	University of Arkansas at Pine Bluff	Arkansas	80	-	<10	<10	-	90
00141600	University of Bridgeport	Connecticut	60	-	20	10	-	90
00158900	University of Kentucky	Kentucky	60	-	<10	20	-	90
00121600	University of La Verne	California	80	-	<10	<10	-	90
00231800	University of Missouri - Kansas City	Missouri	60	-	<10	20	-	90
00184200	Valparaiso University	Indiana	60	-	20	20	-	90
01050900	Wichita Technical Institute	Kansas	60	-	20	<10	-	90
00262600	William Paterson University of New Jersey	New Jersey	70	-	30	<10	-	90
00907800	Wright State University	Ohio	50	-	<10	20	-	90
00239600	Alcorn State University	Mississippi	50	-	10	30	-	80
00718100	Ape Technical School	New York	40	-	80	-	-	80
00346600	Armstrong State University	Georgia	50	-	<10	30	-	80
00178600	Ball State University	Indiana	50	-	<10	80	-	80
00269600	Brown College of Court Reporting	Georgia	50	-	10	20	-	80
03646300	Bryn University	Missouri	60	-	20	<10	-	80
00112500	California Baptist University	California	50	-	<10	20	-	80
00114000	California State University, Los Angeles	California	50	-	10	10	-	80
00805600	Central State University	Ohio	40	-	20	20	-	80
00799000	City College	Florida	50	-	20	20	-	80
00270700	Columbia University in the City of New York	New York	70	-	<10	<10	-	80
00381500	Commonwealth University of Pennsylvania	Pennsylvania	60	-	<10	-	-	80
00328100	Community College of Allegheny County	Pennsylvania	50	-	<10	20	-	80
00269800	Community College of Baltimore County	Maryland	70	-	<10	-	-	80
00897200	Computer Learning Center of Alexandria	Virginia	50	-	80	<10	-	80
00959100	Computer Learning Centers, Inc. Los Angeles	California	40	-	40	-	-	80
00316100	CPT Business School	Pennsylvania	60	-	20	<10	-	80
00441000	CSJ College of Business	Texas	40	-	20	20	-	80
00280700	Fairleigh Dickinson University	New Jersey	50	-	10	20	-	80
04130000	FastTrain of Fort Lauderdale	Florida	30	-	50	-	-	80
00028900	Fremont University	California	60	-	20	<10	-	80
00866300	Gallano Career Academy	Florida	30	-	40	<10	-	80
04129800	Harris School of Business	Maine	50	-	30	-	-	80
01027900	Hickory College	Missouri	60	-	20	<10	-	80
04165000	Hollywood Institute of Beauty Careers	Florida	40	-	20	20	-	80
00180900	Indiana University - Bloomington	Indiana	50	-	<10	20	-	80
00183500	Indiana University - Northwest	Indiana	40	-	<10	20	-	80
00327700	Indiana University of Pennsylvania	Pennsylvania	60	-	<10	20	-	80
00457900	International Business College	Indiana	70	-	<10	<10	-	80
00148900	Iowa State University of Science & Technology	Iowa	50	-	<10	20	-	80
00100000	Jacksonville State University	Alabama	50	-	<10	80	-	80
00448400	John F. Kennedy University	California	70	-	<10	-	-	80
00296600	Johnson C. Smith University	North Carolina	40	-	<10	80	-	80
00794600	Kaplan College	Maryland	50	-	80	-	-	80
00167800	Kaplan College	Colorado	30	-	40	-	-	80
00170300	Kendall College	Illinois	60	-	10	<10	-	80
00840400	L'V Jansen International College	Iowa	40	-	40	-	-	80
00349900	Lane College	Tennessee	50	-	<10	20	-	80
00343600	Limestone University	South Carolina	60	-	<10	10	-	80
02228600	Lincoln Technical Institute - East Windsor	Connecticut	50	-	50	-	-	80
00329000	Lincoln University	Pennsylvania	50	-	10	20	-	80
00470300	Logan University	Missouri	60	-	<10	<10	-	80
00270900	Metropolitan College of New York	New York	50	-	10	10	-	80
00456800	Midstate College	Illinois	50	-	10	20	-	80
00236200	Minneapolis Community and Technical College	Minnesota	50	-	10	20	-	80
00140400	Mississippi Valley State University	Mississippi	40	-	<10	80	-	80
00059900	Newark College	Texas	50	-	<10	20	-	80

00257900	New England College	New Hampshire	40	-	<10	30	-	80
00748800	Newbury College	Massachusetts	40	-	20	20	-	80
00972500	Northern Kentucky University	Kentucky	50	-	<10	30	-	80
00317700	Northern Virginia Community College	Virginia	50	-	<10	20	-	80
00466200	Ohio Media School	Ohio	50	-	20	<10	-	80
00348700	Paine College	Georgia	70	-	<10	-	-	80
00340000	Penn College	Pennsylvania	50	-	<10	30	-	80
00143000	Pepperdine University	California	60	-	<10	20	-	80
00367000	Point Park University	Pennsylvania	50	-	<10	10	-	80
00341600	Portland State University	Oregon	60	-	10	10	-	80
00400300	Quest College	Texas	60	-	20	<10	-	80
00528600	Ross Medical Education Center	Illinois	60	-	10	20	-	80
00176000	Saint Xavier University	Illinois	50	-	<10	20	-	80
00360600	Sam Houston State University	Texas	50	-	<10	20	-	80
00151100	San Diego State University	California	60	-	<10	20	-	80
00204000	Southeastern Louisiana University	Louisiana	70	-	10	<10	-	80
00175900	Southern Illinois Edwardsville	Illinois	40	-	<10	30	-	80
00200600	Southern University at New Orleans	Louisiana	40	-	10	30	-	80
00576600	Spartan College of Aeronautics and Technology	California	60	-	20	<10	-	80
00288600	State University of New York at Albany	New York	60	-	<10	<10	-	80
00104400	Stillman College	Alabama	50	-	10	20	-	80
00264200	SUNY Buffalo State University	New York	60	-	10	<10	-	80
00365200	Texas A&M University	Texas	60	-	<10	10	-	80
00368400	Texas State Technical College	Texas	60	-	10	10	-	80
00529000	University of Advancing Computer Technology	Arizona	40	-	20	10	-	80
00131500	University of California, Los Angeles	California	50	-	20	10	-	80
00199900	University of Louisville	Kentucky	60	-	<10	10	-	80
00222000	University of Massachusetts at Boston	Massachusetts	60	-	<10	10	-	80
00396900	University of Minnesota - Twin Cities	Minnesota	60	-	<10	<10	-	80
00251600	University of Missouri - Columbia	Missouri	60	-	<10	20	-	80
00251300	University of Missouri - Saint Louis	Missouri	50	-	<10	20	-	80
00266800	University of New Mexico	New Mexico	60	-	10	-	-	80
00297600	University of North Carolina - Greensboro	North Carolina	60	-	<10	20	-	80
00197800	University of Pittsburgh	Pennsylvania	60	-	<10	<10	-	80
00461100	University of Texas at El Paso	Texas	70	-	10	<10	-	80
00378800	University of Washington - Seattle	Washington	70	-	10	<10	-	80
00104000	University of West Alabama	Alabama	40	-	<10	40	-	80
00189300	Upper Iowa University	Iowa	50	-	<10	20	-	80
00416000	Vides Symphony Enter Training	California	40	-	40	<10	-	80
00484400	Wale Technical Community College	North Carolina	40	-	10	30	-	80
00143800	Wesley College	Delaware	70	-	<10	-	-	80
00331300	Widener University	Pennsylvania	60	-	10	<10	-	80
00276800	Winston-Salem State University	North Carolina	50	-	<10	20	-	80
00344200	Youngstown State University	Ohio	70	-	<10	<10	-	80
00448000	American University (The)	District of Columbia	50	-	<10	<10	-	70
00301000	Antioch University	Ohio	50	-	10	<10	-	70
00740400	ATI College	California	30	-	40	-	-	70
00776300	Auguste Escoffier School of Culinary Arts	Colorado	60	-	-	10	-	70
00347700	Bacon College	Ohio	50	-	<10	<10	-	70
00826300	Blue Cliff College	Mississippi	50	-	10	-	-	70
00344400	Bluegrass Community & Technical College	Kentucky	60	-	<10	<10	-	70
00161600	Bowling Green State University	Ohio	50	-	<10	10	-	70
00483300	Bradford School	Ohio	60	-	10	-	-	70
00151100	Butler Business School	Connecticut	30	-	40	<10	-	70
00174000	Caliber Training Institute	New York	30	-	40	<10	-	70
00141100	California State University, Dominguez Hills	California	40	-	<10	20	-	70
00118800	California State University, East Bay	California	40	-	<10	20	-	70
00141200	California State University, San Bernardino	California	60	-	<10	-	-	70
00142500	Cambridge College	Massachusetts	60	-	<10	-	-	70
00488400	Cambridge College of Healthcare & Technology	Florida	60	-	<10	-	-	70
00274100	Capitol City Trade & Technical School	Texas	40	-	20	10	-	70
00623500	Career College of Northern Nevada	Nevada	50	-	10	<10	-	70
00659300	Carnegie Career College	Ohio	20	-	40	<10	-	70
00071600	CBT Technology Institute	Florida	40	-	20	<10	-	70
00826400	Central Florida Institute	Florida	30	-	20	20	-	70
00126400	Centura College	Virginia	40	-	30	<10	-	70
00666400	College of Outrage	Illinois	60	-	<10	-	-	70
00826300	College of Western Idaho (The)	New York	40	-	30	<10	-	70
00206800	Coppin State University	Maryland	50	-	<10	20	-	70
00964000	Dallas Baptist University	Texas	30	-	<10	30	-	70
00493300	Dallas College	Texas	60	-	<10	<10	-	70
00154300	Dartmouth State College	Georgia	40	-	<10	30	-	70
00026300	Dawn Career Institute	Delaware	50	-	20	<10	-	70
00212000	Des Moines Area Community College	Iowa	40	-	<10	20	-	70
00147000	Eastern Florida State College	Florida	40	-	<10	10	-	70
00196300	Eastern Kentucky University	Kentucky	50	-	10	10	-	70
00776300	Engle Beauty School	Pennsylvania	60	-	<10	-	-	70
00226000	Ferris State University	Michigan	50	-	<10	10	-	70
00272200	Fordham University	New York	50	-	<10	10	-	70
00268600	Fulton College	Ohio	30	-	20	-	-	70
00779900	Front Range Community College	Colorado	50	-	<10	10	-	70
00226800	Grand Valley State University	Michigan	70	-	<10	<10	-	70
00461300	Greiner College	North Carolina	60	-	10	-	-	70
00760600	Hollywood Institute	Florida	40	-	20	20	-	70
00492500	Horry-Georgetown Technical College	South Carolina	30	-	<10	20	-	70
00060900	HealthTech College	Colorado	50	-	20	<10	-	70
00017700	ITT Technical Institute	Texas	10	10	30	-	-	70
00696100	Jefferson Community and Technical College	Kentucky	40	-	<10	30	-	70
00207700	Johns Hopkins University	Maryland	50	-	10	<10	-	70
00467800	Kirkwood Community College	Iowa	50	-	<10	20	-	70
00134500	La James International College	Iowa	50	-	30	-	-	70
00277800	Landing Community College	Michigan	60	-	<10	<10	-	70
00961100	LeTourneau College	Tennessee	30	-	10	30	-	70
00388400	LeTourneau University	Texas	40	-	<10	20	-	70
00147000	Levens University	Illinois	40	-	<10	20	-	70
00170600	Lincoln College	Illinois	50	-	-	20	-	70
00763200	Lincoln Technical Institute	Pennsylvania	50	-	20	-	-	70
00296800	Masters Institute	California	40	-	30	<10	-	70
00214800	McPherson University	Massachusetts	60	-	<10	-	-	70



00107700	Mesa Community College	Arizona	40	-	<10	20	-	70
00307700	Miami University	Ohio	50	-	<10	20	-	70
00308200	Mid-America Christian University	Oklahoma	40	-	<10	20	-	70
01151100	Middle Georgia State University	Georgia	60	-	<10	<10	-	70
00241700	Mississippi Gulf Coast Community College	Mississippi	30	-	10	30	-	70
01250900	Missouri State University	Missouri	40	-	10	<10	-	70
02450200	MtVU College of Business and Technology	Texas	40	-	20	10	-	70
00814500	Nashville State Community College	Tennessee	60	-	<10	<10	-	70
00218700	Nassau Community College	New York	50	-	<10	10	-	70
02080700	New Mexico State University	New Mexico	50	-	10	10	-	70
00308000	Notre Dame College of Ohio	Ohio	60	-	<10	<10	-	70
00105900	Oakwood University	Alabama	60	-	<10	<10	-	70
00305000	Ohio Christian University	Ohio	40	-	<10	20	-	70
00812800	Omnitech Institute	Georgia	50	-	20	<10	-	70
00398500	Oral Roberts University	Oklahoma	50	-	20	<10	-	70
01311200	Palm Beach State College	Florida	40	-	<10	20	-	70
02531800	Paul Mitchell The School - Costa Mesa	California	60	-	<10	<10	-	70
02131600	Pennco Tech	New Jersey	40	-	80	<10	-	70
00182000	Purdue University Fort Wayne	Indiana	40	-	<10	20	-	70
00138000	Ragin' University	Colorado	40	-	20	10	-	70
00260900	Rowan University	New Jersey	50	-	<10	10	-	70
00110500	San Jose State University	California	50	-	10	20	-	70
02229300	Savannah River College	Georgia	30	-	20	20	-	70
00159100	Shenier University	Georgia	40	-	<10	20	-	70
04131700	Southeast University at El Paso	Texas	40	-	10	20	-	70
02515400	Star Technical Institute	Pennsylvania	60	-	10	-	-	70
02539900	Star Technical Institute	Pennsylvania	50	-	20	-	-	70
02358600	State University of New York at Stony Brook	New York	40	-	<10	20	-	70
00288200	Syracuse University	New York	60	-	<10	<10	-	70
00363100	Tarleton State University	Texas	50	-	<10	20	-	70
02313200	Thomas Edison State University	New Jersey	40	-	<10	20	-	70
00364800	Tyler Junior College	Texas	50	-	<10	20	-	70
04160700	Unitec College	California	60	-	<10	-	-	70
01010000	University of Central Arkansas	Arkansas	30	-	10	30	-	70
00315200	University of Central Oklahoma	Oklahoma	50	-	<10	10	-	70
00131100	University of Denver	Colorado	50	-	<10	10	-	70
00180200	University of Iowa	Iowa	40	-	<10	<10	-	70
00210600	University of Maryland - Eastern Shore	Maryland	40	-	<10	20	-	70
00210300	University of Maryland, College Park	Maryland	50	-	<10	10	-	70
00210100	University of Massachusetts - Lowell	Massachusetts	50	-	<10	20	-	70
00203500	University of New Orleans (The)	Louisiana	50	-	10	10	-	70
00981100	University of North Florida	Florida	50	-	<10	10	-	70
02536200	University of Southernmost Florida	Florida	20	-	20	10	-	70
00353000	University of Tennessee	Tennessee	50	-	<10	20	-	70
00353100	University of Tennessee - Martin	Tennessee	30	-	<10	40	-	70
01395500	University of West Florida (The)	Florida	40	-	<10	20	-	70
00353800	West Chester University of Pennsylvania	Pennsylvania	40	-	<10	20	-	70
00202000	Xavier University of Louisiana	Louisiana	60	-	<10	<10	-	70
02129400	YTI Career Institute	Pennsylvania	40	-	10	20	-	70
02366500	Adelphi University	New York	40	-	<10	20	-	70
02311200	American School of Technology	Ohio	40	-	30	-	-	60
01836100	Angley College	Florida	20	-	20	<10	-	60
01836400	AOMA Graduate School of Integrative Medicine	Texas	60	-	10	-	-	60
00173300	Atlanta Law Center	Georgia	50	-	10	-	-	60
00831000	Autism University Montgomery	Alabama	30	-	<10	20	-	60
01201500	Austin Community College	Texas	40	-	<10	20	-	60
00623800	Aviation Institute Of Maintenance	Georgia	50	-	10	-	-	60
02314800	Baltimore International College	Maryland	40	-	20	<10	-	60
02525700	Bloomfield College	New Jersey	50	-	<10	-	-	60
04137900	Brendsen Education	Wisconsin	30	-	80	<10	-	60
00114700	California State University, Fresno	California	40	-	<10	<10	-	60
00111700	California State University, Fullerton	California	50	-	<10	<10	-	60
00028000	Camelot College	Louisiana	40	-	20	-	-	60
00797400	Career Care Institute	California	40	-	10	10	-	60
00131600	Chapman University	California	40	-	10	<10	-	60
00302900	Cincinnati Christian University	Ohio	40	-	<10	<10	-	60
00188400	City Colleges of Chicago - Kennedy King College	Illinois	50	-	<10	<10	-	60
04181200	Clark State College	Ohio	30	-	<10	20	-	60
00180000	Colorado State University	Colorado	40	-	<10	10	-	60
02110200	Columbia College Hollywood	California	50	-	<10	<10	-	60
00961200	Community College of Denver	Colorado	40	-	<10	10	-	60
00166600	Concordia University	Illinois	60	-	<10	<10	-	60
00398400	Concordia University	Wisconsin	40	-	<10	10	-	60
00711000	Delaware County Community College	Pennsylvania	30	-	<10	20	-	60
00764800	Denver Technical College	Colorado	30	-	30	-	-	60
00489800	Dubuque Business College	Pennsylvania	20	-	80	<10	-	60
00940700	East Tennessee State University	Tennessee	40	-	<10	10	-	60
00152400	Eastern Illinois University	Illinois	40	-	<10	20	-	60
00122600	Eastern International College	New Jersey	40	-	10	<10	-	60
02391200	Elegance International	California	60	-	<10	-	-	60
02607600	Empire Beauty School	Georgia	50	-	<10	-	-	60
00002500	Empire Beauty School	North Carolina	50	-	<10	-	-	60
01103100	Empire Beauty School	Pennsylvania	50	-	<10	-	-	60
02394300	Empire Beauty School	Ohio	50	-	<10	-	-	60
04132100	FastTrain of Jacksonville	Florida	20	-	40	-	-	60
04132100	FastTrain of Tampa	Florida	20	-	80	-	-	60
00764900	Fayetteville Technical Community College	North Carolina	40	-	<10	10	-	60
00417700	Florida SouthWestern State College	Florida	30	-	<10	20	-	60
00011500	Fortis Institute	Pennsylvania	60	-	<10	-	-	60
00084400	Georgia Career Institute	Georgia	30	-	<10	20	-	60
00107600	Glendale Community College	Arizona	30	-	<10	20	-	60
00276700	Grand Rapids Community College	Michigan	40	-	<10	20	-	60
04230100	High Desert Medical College	California	50	-	<10	<10	-	60
00357600	Houston Christian University	Texas	40	-	<10	10	-	60
00886900	IBMC College	Colorado	30	-	10	20	-	60
03005900	IBMC College	Colorado	30	-	10	10	-	60
04130200	Institute of Production and Recording (The)	Minnesota	50	-	<10	-	-	60
00398600	Inter American University of Puerto Rico - San German Campus	Puerto Rico	40	-	10	<10	-	60
02538900	International Business College	Texas	30	-	20	10	-	60

0014900	Jacksonville University	Florida	40	-	<10	20	-	60
0027000	Joyce University of Nursing and Health Sciences	Utah	40	-	10	10	-	60
0097600	Kelley Jernay College	California	30	-	30	<10	-	60
0012600	LA College International	California	20	-	20	20	-	60
0130000	La' James International College	Iowa	30	-	20	-	-	60
0891900	Lady Cosmetology School	South Carolina	10	-	40	10	-	60
0135700	Lanette University	Oklahoma	50	-	<10	<10	-	60
0414100	Larson College	California	40	-	20	<10	-	60
0021000	Lesley University	Massachusetts	30	-	<10	20	-	60
0029200	Livestone College	North Carolina	40	-	<10	10	-	60
0020100	Louisiana State University in Shreveport	Louisiana	30	-	<10	30	-	60
0025500	Mannello School of Beauty	California	30	<10	30	-	-	60
0041700	Mannello School of Beauty	Connecticut	20	<10	30	-	-	60
0079100	Mannello School of Beauty	Nevada	10	<10	40	-	-	60
0031900	Maryhurst University	Oregon	40	-	20	-	-	60
0893300	McI Institute of Technology	Florida	20	-	20	10	-	60
0418000	Midwestern Career College	Illinois	40	-	<10	20	-	60
0008700	Milan Institute	California	40	-	10	<10	-	60
0129100	MPI College	California	40	-	10	<10	-	60
0412600	MyComputerCareer at Columbus	Ohio	50	-	10	<10	-	60
0108100	New College of California	California	30	-	20	<10	-	60
0041400	Newbridge College - San Diego East	California	20	-	30	10	-	60
0988600	Northwest Career College	Nevada	30	-	10	10	-	60
0031700	Oklahoma State University	Oklahoma	50	-	<10	<10	-	60
0026300	Parker University	Texas	30	-	<10	<10	-	60
0025200	Pennsylvania School Of Business	Pennsylvania	30	-	20	<10	-	60
0063300	Performance Training Institute	New Jersey	30	-	20	<10	-	60
0007800	Phoenix College	Arizona	30	-	10	20	-	60
0075600	Pima County Community College	Arizona	40	-	<10	<10	-	60
0006100	Remington College - New Orleans Campus	Louisiana	40	-	20	-	-	60
0004500	Sanford Career College	Illinois	10	-	30	-	-	60
0084300	S&I Institute of Technology	Tennessee	50	-	<10	-	-	60
0038700	Saint Joseph's University	Pennsylvania	40	-	<10	10	-	60
0026600	Saint Louis University	Missouri	40	-	<10	10	-	60
0077800	Saint Paul's College	Virginia	40	-	20	<10	-	60
0007600	Sanford-Brown College	Illinois	30	-	20	-	-	60
0031500	Santa Fe College	Florida	30	-	<10	20	-	60
0022600	Simmons University	Massachusetts	60	-	<10	-	-	60
0015100	Southeastern University	Florida	40	-	<10	10	-	60
0027900	Spauld School of Media Arts	Michigan	30	-	<10	20	-	60
0010400	State College of Florida-Mantel-Parola	Florida	40	-	10	<10	-	60
0093600	Stockton University	New Jersey	40	-	<10	10	-	60
0025900	Towson University	Maryland	50	-	<10	<10	-	60
0026200	University of Baltimore	Maryland	50	-	<10	<10	-	60
0018400	University of California, Irvine	California	40	-	<10	<10	-	60
0045800	University of Colorado Denver	Colorado	40	-	10	10	-	60
0041700	University of Connecticut	Connecticut	50	-	<10	<10	-	60
0023200	University of Detroit Mercy	Michigan	40	-	<10	10	-	60
0019400	University of Kansas	Kansas	40	-	<10	10	-	60
0020200	University of Louisiana at Monroe	Louisiana	20	-	<10	30	-	60
0022100	University of Massachusetts - Dartmouth	Massachusetts	40	-	<10	10	-	60
0024500	University of Michigan	Michigan	50	-	<10	<10	-	60
0023700	University of Michigan - Flint	Michigan	40	-	<10	10	-	60
0018970	University of New Haven	Connecticut	50	-	<10	-	-	60
0028400	University of North Carolina at Pembroke	North Carolina	40	-	<10	10	-	60
0025900	University of North Carolina at Wilmington (The)	North Carolina	40	-	<10	10	-	60
0032200	University of Oregon	Oregon	50	-	<10	<10	-	60
0096800	University of Texas at Austin	Texas	40	-	<10	10	-	60
0097400	University of Texas at Dallas	Texas	40	-	<10	10	-	60
0083900	University of Texas Rio Grande Valley	Texas	40	-	<10	<10	-	60
0044100	University of the District of Columbia	District of Columbia	50	-	10	-	-	60
0087800	University of the Incarnate Word	Texas	50	-	<10	<10	-	60
0040700	Utah Valley University	Utah	40	-	<10	<10	-	60
0026800	Utica University	New York	40	-	<10	10	-	60
0014900	Vincennes University	Indiana	40	-	<10	20	-	60
0006100	West Virginia Business College	West Virginia	20	-	40	<10	-	60
0046300	Academy for Nursing and Health Occupations	Florida	20	-	<10	20	-	60
0044500	Acupuncture and Massage College	Florida	50	-	-	<10	-	60
0000100	Albany Technical College	Georgia	30	-	<10	20	-	60
0000000	Alderson Broaddus University	West Virginia	40	-	<10	<10	-	60
0041900	Allied American University	California	20	-	10	10	-	60
0007600	American College of Traditional Chinese Medicine	California	50	-	-	-	-	60
0021100	American International College	Massachusetts	30	-	<10	<10	-	60
0006700	Arizona Automotive Institute	Arizona	40	-	10	-	-	60
0010870	Arkansas Baptist College	Arkansas	20	-	20	10	-	60
0025100	Arlington Career Institute	Texas	20	-	<10	20	-	60
0020780	Ashe College	California	30	-	10	<10	-	60
0090200	Associated Technical College	California	30	-	20	<10	-	60
0021600	Atlanta Metropolitan State College	Georgia	30	-	<10	20	-	60
0010280	Auburn University	Alabama	50	-	<10	10	-	60
0016300	Aurora University	Illinois	40	-	<10	-	-	60
0006800	Avallon Institute	Arizona	30	-	<10	10	-	60
0411900	Aweda Institute - South Florida	Florida	40	-	<10	<10	-	60
0020000	Barber-Scotia College	North Carolina	30	-	10	<10	-	60
0094500	Baylor University	Texas	40	-	<10	-	-	60
0047800	Beggs Community College	New Jersey	40	-	<10	-	-	60
0094300	Blinn College	Texas	40	-	<10	10	-	60
0021800	Bridgewater State University	Massachusetts	30	-	<10	20	-	60
0098900	California Aeronautical University	California	40	-	<10	<10	-	60
0079900	California State University, Bakersfield	California	30	-	<10	10	-	60
0042500	Cambridge College of Healthcare & Technology	Florida	40	-	<10	-	-	60
0028100	Campbell University	North Carolina	30	-	<10	10	-	60
0067800	Casa Loma College	California	30	-	20	<10	-	60
0019700	Central Connecticut State University	Connecticut	30	-	10	10	-	60
0037600	Central Georgia Technical College	Georgia	30	-	<10	20	-	60
0048000	Central Penn College	Pennsylvania	30	-	10	10	-	60
0037700	Central Washington University	Washington	40	-	<10	<10	-	60
0020100	Charles Stewart Mott Community College	Michigan	30	-	<10	10	-	60
0034100	Charleston Southern University	South Carolina	40	-	<10	-	-	60



0039800	Chattanooga State Community College	Tennessee	30	-	<10	20	-	50
00391700	Cheney University of Pennsylvania	Pennsylvania	40	-	<10	<10	-	50
00106000	Central Alabama Community College	Alabama	20	-	<10	30	-	50
00400000	College of Health Care Professions (Chc)	Texas	40	-	<10	-	-	50
04169000	Compass College of Cinematic Arts	Michigan	40	-	-	<10	-	50
02310000	Computer Learning Centers, Inc., Chicago	Illinois	40	-	<10	-	-	50
00287000	Concordia University, Saint Paul	Minnesota	30	-	<10	10	-	50
04157400	Credentia University	Arizona	20	-	<10	20	-	50
00269000	CUNY John Jay College of Criminal Justice	New York	40	-	<10	10	-	50
00702000	CUNY Lehman College	New York	20	-	<10	<10	-	50
00204000	Dillard University	Louisiana	30	-	10	10	-	50
00330000	East Stroudsburg University of Pennsylvania	Pennsylvania	40	-	<10	<10	-	50
00224000	Eastern College of Health Professions	Arizona	20	-	<10	20	-	50
00353000	Eastern University	Pennsylvania	30	-	-	10	-	50
00375000	Eastern Washington University	Washington	40	-	<10	<10	-	50
00147000	Edward Waters University	Florida	30	-	<10	10	-	50
00303000	Empire College	California	30	-	<10	10	-	50
01261000	Five Towns College	New York	30	-	10	-	-	50
00160000	Ferris Institute of Professional Psychology	Missouri	30	-	20	<10	-	50
00070000	Ferris Institute	Florida	30	-	20	-	-	50
00741000	Fountainhead College of Technology	Tennessee	30	-	10	<10	-	50
00922000	Francis Marion University	South Carolina	30	-	<10	20	-	50
00830000	GateWay Community College	Arizona	30	-	<10	20	-	50
00538000	Gateway Technical College	Wisconsin	30	-	<10	10	-	50
00820000	Genesee Career College	Tennessee	20	-	<10	20	-	50
00145000	Georgetown University	District of Columbia	40	-	<10	<10	-	50
00562000	Georgia Piedmont Technical College	Georgia	50	-	<10	-	-	50
00102000	Golden Gate University	California	40	-	<10	-	-	50
00157000	Gordon State College	Georgia	30	-	<10	20	-	50
04169000	Gurnick Academy of Medical Arts	California	50	-	<10	<10	-	50
00001000	Harrison Career Institute	Delaware	20	-	10	10	-	50
00566000	Harrison Career Institute	New Jersey	20	-	10	10	-	50
00009700	Harrison College	Indiana	20	-	30	-	-	50
00178000	Heald College School of Business	California	20	-	20	<10	-	50
00087000	Herring University	Georgia	40	-	10	<10	-	50
00240000	Holmes Community College	Mississippi	30	-	<10	20	-	50
00118000	Holy Names University	California	40	-	<10	<10	-	50
00266000	Hudson Valley Community College	New York	30	-	<10	20	-	50
00101800	Illinois Media School	Illinois	30	-	10	10	-	50
00224000	Interactive College of Technology	Georgia	40	-	<10	<10	-	50
00222000	International Air & Hospitality Academy	Washington	30	-	10	10	-	50
00644000	International School of Health, Beauty & Technology	Florida	20	-	20	<10	-	50
00136000	Iowa Central Community College	Iowa	30	-	<10	20	-	50
00379000	J. Sargent Reynolds Community College	Virginia	30	-	<10	10	-	50
00132800	Kansas State University	Kansas	30	-	<10	20	-	50
00136800	Kentucky State University	Kentucky	30	-	10	10	-	50
00604000	Lakeland Community College	Ohio	30	-	<10	10	-	50
00521000	Lanson College	Arizona	30	-	20	-	-	50
00348000	Lane Community College	Oregon	20	-	10	10	-	50
00746000	LMI College	New York	40	-	<10	<10	-	50
00190000	Lynn University	Florida	40	-	<10	-	-	50
00407000	Madison Area Technical College	Wisconsin	30	-	<10	<10	-	50
00161000	Marshall University	West Virginia	40	-	<10	<10	-	50
00208000	Masters of Cosmetology College	Indiana	20	-	20	<10	-	50
00326800	Meridian College	Florida	30	-	20	-	-	50
00178000	Miami Media School	Florida	30	-	20	<10	-	50
00003000	MIAT College of Technology	Michigan	40	-	<10	<10	-	50
00456000	Minnesota Business College	Minnesota	40	-	<10	-	-	50
00236000	Minnesota State University, Mankato	Minnesota	30	-	10	<10	-	50
00241500	Mississippi College	Mississippi	30	-	<10	10	-	50
00242200	Mississippi University for Women	Mississippi	20	-	<10	10	-	50
00175000	Molloy University	New York	40	-	<10	<10	-	50
00261600	Monmouth University	New Jersey	40	-	<10	<10	-	50
00445200	Montgomery County Community College	Pennsylvania	30	-	<10	10	-	50
00161000	Morehouse College	Georgia	30	-	<10	10	-	50
00161800	Musicians Institute	California	30	-	20	<10	-	50
00952000	National Academy of Beauty Arts	Missouri	30	-	20	<10	-	50
00166000	National University College LLC Institute	Puerto Rico	50	-	<10	-	-	50
00202000	New England Traveler Training School of Connecticut	Connecticut	30	-	20	<10	-	50
04148000	New Life Business Institute	New York	20	-	20	<10	-	50
00131000	Northampton County Area Community College	Pennsylvania	50	-	<10	<10	-	50
00169000	Northeastern Illinois University	Illinois	30	-	<10	10	-	50
00170700	North-West College	California	40	-	20	<10	-	50
00117000	Notre Dame de Namur University	California	40	-	<10	-	-	50
00215800	Ohio Business College	Ohio	30	-	<10	10	-	50
00321000	Oregon State University	Oregon	40	-	<10	10	-	50
00068000	Owens Technical Community College	Missouri	20	-	<10	<10	-	50
00739100	Pacific Travel Trade School - Main Campus	California	20	-	20	<10	-	50
00849000	Palm Beach Atlantic University	Florida	30	-	<10	10	-	50
04149000	Park West Barber School	North Carolina	20	-	20	<10	-	50
00711800	Parkland College	Illinois	20	-	<10	20	-	50
00808000	Pikes Peak State College	Colorado	30	-	<10	20	-	50
00608000	Pinellas College	California	20	-	20	<10	-	50
00781300	PITT Institute	Pennsylvania	40	-	<10	-	-	50
00279800	Pratt Institute	New York	40	-	<10	<10	-	50
00126000	Premier Career College	California	30	-	10	<10	-	50
00208000	Prince George's Community College	Maryland	40	-	<10	10	-	50
00703000	Prosser College	District of Columbia	40	-	10	-	-	50
00360600	Provo College	Utah	30	-	10	-	-	50
00230600	Quincy College	Massachusetts	20	-	10	10	-	50
00378000	Radford University	Virginia	30	-	<10	10	-	50
00801000	Ramapoese College	Florida	40	-	20	<10	-	50
00038800	Reading Area Community College	Pennsylvania	40	-	<10	<10	-	50
04115700	Regina's College of Beauty	North Carolina	20	-	20	<10	-	50
00502000	Rider University	New Jersey	30	-	<10	<10	-	50
00369000	Robert Morris University	Pennsylvania	30	-	<10	<10	-	50
00280600	Rochester Institute of Technology	New York	30	-	10	10	-	50
00164700	Rochy Mountain College of Art + Design	Colorado	20	-	10	10	-	50
00106700	Royal Beauty Careers	Texas	30	-	20	<10	-	50

00281400	Saginaw Valley State University	Michigan	40	-	<10	10	-	50
00583000	Saint Paul College - A Community & Technical College	Minnesota	20	-	<10	10	-	50
00268000	Saint Peter's University	New Jersey	30	-	<10	10	-	50
00802000	Salem University	West Virginia	30	-	<10	<10	-	50
01753000	School of the Art Institute of Chicago	Illinois	40	-	<10	<10	-	50
00746000	School of Visual Arts	New York	30	-	<10	<10	-	50
01493000	SIS Business and Technical Institute	New York	20	-	20	<10	-	50
02277400	South Coast College	California	30	-	20	<10	-	50
00456600	Southeastern University	Distrcit of Columbia	40	-	10	<10	-	50
00406000	Southern Connecticut State University	Connecticut	30	-	<10	10	-	50
00156300	St. Catharine College	Kentucky	20	-	20	<10	-	50
00221800	Suffolk University	Massachusetts	30	-	10	<10	-	50
02170000	Swedish Institute	New York	40	-	<10	-	-	50
01181000	Taylor Business Institute	Illinois	20	-	10	20	-	50
01116100	Texas A&M University - Corpus Christi	Texas	30	-	<10	20	-	50
00669000	Texas A&M University - Kingsville	Texas	40	-	<10	10	-	50
00177200	Trinity International University	Illinois	50	-	<10	-	-	50
00970000	Tulsa Community College	Oklahoma	40	-	<10	10	-	50
00814700	Universidad Autonoma de Guadaluajara		50	-	<10	<10	-	50
00110800	University of Arkansas	Arkansas	40	-	<10	<10	-	50
00181300	University of California, Davis	California	30	-	<10	10	-	50
00231600	University of California, Riverside	California	30	-	<10	<10	-	50
00131700	University of California, San Diego	California	40	-	<10	<10	-	50
00245400	University of Central Missouri	Missouri	20	-	<10	20	-	50
00137000	University of Colorado Boulder	Colorado	40	-	<10	<10	-	50
00422000	University of Hartford	Connecticut	30	-	<10	<10	-	50
00101000	University of Hawaii at Manoa	Hawaii	40	-	<10	<10	-	50
01211100	University of Houston - Clear Lake	Texas	40	-	<10	<10	-	50
00180400	University of Indianapolis	Indiana	30	-	<10	10	-	50
00221200	University of Massachusetts - Amherst	Massachusetts	40	-	<10	<10	-	50
00202000	University of Michigan - Dearborn	Michigan	40	<10	<10	<10	-	50
00294300	University of Mount Olive	North Carolina	30	-	<10	10	-	50
00255400	University of Nebraska at Omaha	Nebraska	30	-	<10	<10	-	50
00246800	University of Nevada, Reno	Nevada	20	-	10	20	-	50
00248000	University of New Hampshire	New Hampshire	40	-	<10	<10	-	50
00112500	University of San Francisco	California	40	-	10	<10	-	50
00131800	University of Tampa (Tul)	Florida	20	-	<10	10	-	50
00802000	University of Tennessee - Chattanooga	Tennessee	30	-	<10	10	-	50
00196200	University of the Cumberlands	Kentucky	30	-	<10	<10	-	50
00132900	University of the Pacific	California	30	-	<10	<10	-	50
00313300	Urbana University	Ohio	40	-	<10	<10	-	50
00434800	Vantage College	Texas	20	-	20	<10	-	50
00916600	Virginia Union University	Virginia	30	-	<10	10	-	50
00232800	Washburn Community College	Michigan	30	-	<10	20	-	50
00424500	Westcliff University	California	50	-	<10	-	-	50
00722500	Western Beauty Institute	California	10	-	30	<10	-	50
00914100	Wilberforce University	Ohio	40	-	<10	-	-	50
00866900	Wiley University	Texas	20	-	<10	20	-	50
01121000	Yorktowne Business Institute	Pennsylvania	20	-	10	10	-	50
00246100	Adler University	Illinois	30	-	<10	<10	-	50
00780300	Advanced College	California	30	-	10	<10	-	40
00127500	Advanced Technology Institute	Virginia	30	-	<10	<10	-	40
00112500	AdventHealth University	Florida	30	-	<10	10	-	40
00041700	Allen University	South Carolina	30	-	<10	10	-	40
00882200	Alverno College	Wisconsin	30	-	<10	<10	-	40
00444100	American College of Healthcare and Technology	California	30	-	10	<10	-	40
00963000	American Institute of Business	Iowa	30	-	10	<10	-	40
00317800	American Institute of Trucking	Arizona	20	-	20	<10	-	40
00529400	Armstrong University	Alabama	20	-	<10	20	-	40
00925200	Andover College	Maine	20	-	20	-	-	40
00258100	Anne Arundel Community College	Maryland	20	-	<10	<10	-	40
00111300	Antelope Valley College	California	30	-	<10	<10	-	40
00106900	Arkansas Tech University	Arkansas	30	-	<10	<10	-	40
00816900	Artistic Nails & Beauty Academy	Florida	20	-	<10	<10	-	40
00011200	Ashland University	Ohio	20	-	<10	10	-	40
00157900	Augusta University	Georgia	40	-	<10	<10	-	40
00673300	Aviation Institute of Maintenance	Texas	30	-	<10	-	-	40
01107600	Bainbridge State College	Georgia	30	-	<10	-	-	40
00291100	Bennett College	North Carolina	20	-	<10	10	-	40
00212600	Berklee College of Music	Massachusetts	30	-	<10	<10	-	40
04217900	Boca Beauty Academy	Florida	30	-	<10	<10	-	40
00164100	Bradley University	Illinois	20	-	<10	<10	-	40
01040100	Bryant and Stratton College-Virginia Beach Campus	Virginia	20	-	10	-	-	40
00241100	Calicut University	Pennsylvania	30	-	<10	<10	-	40
00101300	Calhoun Community College	Alabama	40	-	<10	-	-	40
01254100	California Institute of Integral Studies	California	40	-	<10	-	-	40
00114400	California State Polytechnic University, Pomona	California	30	-	<10	<10	-	40
00488800	Cambria-Kowee Business College	Pennsylvania	20	-	10	<10	-	40
00135900	Campbellville University	Kentucky	20	-	<10	10	-	40
00242300	Career Network Institute	California	20	-	<10	<10	-	40
00205000	Career Training Academy	Pennsylvania	10	-	20	<10	-	40
02266900	Carolina Beauty College	North Carolina	30	-	<10	<10	-	40
01050100	CCO College	California	30	-	<10	<10	-	40
00281200	CCU Cosmetology College	Oklahoma	20	-	20	<10	-	40
00243300	Central Career School	New Jersey	30	-	<10	<10	-	40
00898500	Central Carolina Technical College	South Carolina	20	-	<10	10	-	40
01104600	Central Ohio Technical College	Ohio	20	-	<10	10	-	40
00998400	Centura Institute	Florida	20	-	10	<10	-	40
00294200	Chattanooga College - Medical, Dental and Technical Careers	Tennessee	20	-	<10	<10	-	40
00921800	Chenabata Community College	Oregon	20	-	<10	<10	-	40
01302200	City University of Seattle	Washington	20	-	<10	10	-	40
00842600	Coflin University	South Carolina	30	-	<10	20	-	40
00377300	Clark College	Washington	30	-	<10	<10	-	40
00942600	Clemson University	South Carolina	30	-	<10	<10	-	40
00417600	Cleveland Chiropractic College	California	20	-	10	<10	-	40
00575200	Clover Park Technical College	Washington	20	-	<10	<10	-	40
00942800	College of Charleston	South Carolina	20	-	<10	10	-	40
00273300	College of Mount Saint Vincent	New York	30	-	<10	<10	-	40
00269800	College of Staten Island/CUNY	New York	20	-	<10	<10	-	40

00276900	Community College of Aurora	Colorado	30	-	<10	<10	-	40
02919000	Computer Learning Center	Pennsylvania	20	-	20	<10	-	40
00064200	Computer Learning Center of Anaheim	California	20	-	20	-	-	40
03232200	Computer Learning Centers, Inc. San Francisco	California	20	-	20	<10	-	40
00270900	Concordia College	New York	30	-	<10	10	-	40
01095400	Concordia College Alabama	Alabama	30	-	10	<10	-	40
04848700	Contra Institute, Chicago	Illinois	30	-	<10	<10	-	40
00780400	Culinary Institute of America	New York	30	-	<10	10	-	40
00289100	CUNY Borough of Manhattan Community College	New York	30	-	<10	<10	-	40
00268700	CUNY Brooklyn College	New York	40	-	<10	-	-	40
00269000	CUNY Queens College	New York	30	-	<10	<10	-	40
02538800	Delta College of Arts & Technology	Louisiana	20	-	<10	20	-	40
00260200	Delta State University	Mississippi	30	-	<10	<10	-	40
04127400	Digital Media Arts College	Florida	30	-	<10	<10	-	40
00176000	Dominican University	Illinois	20	-	<10	10	-	40
01096200	Duluth Business University	Minnesota	20	-	10	<10	-	40
00328800	Duquesne University of the Holy Spirit	Pennsylvania	20	-	10	<10	-	40
00240300	East Mississippi Community College	Mississippi	40	-	-	<10	-	40
00729500	Eastern Gateway Community College	Ohio	30	-	<10	10	-	40
04047500	Eastern Iowa Community College District	Iowa	30	-	<10	10	-	40
00261700	Eastwick College	New Jersey	30	-	<10	-	-	40
00392800	Eastwick College - Nutley Campus	New Jersey	20	-	<10	<10	-	40
00350000	Elizabeth City State University	North Carolina	40	-	<10	<10	-	40
00156400	Emory University	Georgia	40	-	<10	<10	-	40
00077600	Empire Beauty School	Wisconsin	40	-	<10	-	-	40
01264400	Empire Beauty School	Kentucky	40	-	<10	-	-	40
01054100	Empire Beauty School	Pennsylvania	40	-	<10	-	-	40
00382100	Empire Beauty School	Wisconsin	30	-	<10	-	-	40
01265100	Empire Beauty School	Massachusetts	30	-	<10	-	-	40
00214900	Empire Beauty School	Pennsylvania	30	-	<10	-	-	40
00214900	Empire Beauty School-Laurel Springs	New Jersey	40	-	<10	-	-	40
00489100	Erie Business Center	Pennsylvania	20	-	<10	<10	-	40
02568100	ETI School of Skilled Trade	Illinois	30	-	<10	-	-	40
00286600	Fashion Institute of Technology	New York	30	-	<10	<10	-	40
00261000	Felician University	New Jersey	20	-	<10	10	-	40
00298100	Felding Graduate University	California	30	-	<10	-	-	40
00213000	Fisher College	Massachusetts	30	-	<10	<10	-	40
00395000	Florence - Charleston Technical College	South Carolina	20	-	<10	10	-	40
00325900	Florida Gulf Coast University	Florida	30	-	<10	<10	-	40
00249400	Fordham University	Missouri	30	-	<10	<10	-	40
00531200	Forshyth Technical Community College	North Carolina	30	-	<10	10	-	40
00191500	Fort Hays State University	Kansas	20	-	<10	10	-	40
00292900	Gardner - Webb University	North Carolina	20	-	<10	10	-	40
00527500	Gallatin Community and Technical College	Kentucky	20	-	<10	20	-	40
00361100	Genesis Career College	Tennessee	20	-	<10	<10	-	40
02540800	Globe Institute of Technology	New York	20	-	20	<10	-	40
00312200	Great Lakes Institute of Technology	Pennsylvania	30	-	<10	<10	-	40
00327200	Harbom College	Pennsylvania	30	-	<10	-	-	40
00246600	Harris - Stowe State University	Missouri	20	-	<10	10	-	40
00727900	Hawaii Pacific University	Hawaii	30	-	<10	<10	-	40
00495600	Hawkeays Community College	Iowa	20	-	<10	10	-	40
04132700	Healthcare Career College	California	30	-	<10	-	-	40
00029600	Henderson State University	Arkansas	20	-	<10	10	-	40
00049100	Hennepin Technical College	Minnesota	20	-	<10	20	-	40
00792800	Hooding Technical College	Ohio	20	-	<10	10	-	40
00121200	Humphrey University	California	20	-	<10	<10	-	40
00867700	Huston - Tillotson University	Texas	20	-	<10	10	-	40
00162000	Idaho State University	Idaho	30	-	<10	<10	-	40
00449600	Indian River State College	Florida	30	-	<10	<10	-	40
04125200	Institute of Allied Medical Professions	New York	10	-	30	-	-	40
04182800	Institute of Medical Education	California	20	-	20	<10	-	40
02259700	Intel-Tec College	Colorado	30	-	<10	<10	-	40
02520000	International School of Skin and Nailcare	Georgia	20	-	<10	10	-	40
00279700	Iona University	New York	30	-	<10	-	-	40
00218600	ITI Technical College	Louisiana	30	-	<10	10	-	40
01004000	Ivy Tech Community College of Indiana - Region 1	Indiana	20	-	<10	10	-	40
00227400	Jackson College	Michigan	30	-	<10	<10	-	40
00627400	Jacksonville Beauty Institute	Florida	20	-	20	<10	-	40
00102200	Jefferson State Community College	Alabama	20	-	<10	10	-	40
00304400	Jolie Hair and Beauty Academy	Massachusetts	30	-	<10	<10	-	40
00292100	Joy College	Florida	30	-	10	<10	-	40
00284200	KeyStone Technical Institute	Pennsylvania	20	-	10	<10	-	40
00322200	Kutztown University of Pennsylvania	Pennsylvania	30	-	10	-	-	40
00395900	La James International College	Iowa	20	-	10	-	-	40
00329700	La Salle University	Pennsylvania	20	-	<10	10	-	40
01284600	Lawton School for Medical and Dental Assistants	California	20	-	20	<10	-	40
00390200	Lincoln Memorial University	Tennessee	20	-	<10	10	-	40
00390800	Loren County Community College	Ohio	30	-	<10	<10	-	40
01164900	Loyola Marymount University	California	30	-	<10	<10	-	40
00772800	Macon State College	Georgia	20	-	<10	10	-	40
00383800	Marinello School of Beauty	Kansas	20	<10	20	-	-	40
01280100	Marinello School of Beauty	California	20	<10	10	-	-	40
01047400	Marymount California University	California	30	-	<10	<10	-	40
00173400	Marymount University	Virginia	30	-	<10	<10	-	40
00093000	McLennan Community College	Texas	20	-	<10	10	-	40
00201700	McNeese State University	Louisiana	20	-	<10	10	-	40
00164900	Medical Professional Institute	Massachusetts	10	-	20	<10	-	40
00247200	Mediga Careers Institute	Virginia	20	-	<10	10	-	40
00329700	Merchhurst University	Pennsylvania	40	-	<10	<10	-	40
00130200	Metro Business College	Missouri	20	-	<10	10	-	40
01258600	Metropolitan Community College	Nebraska	20	-	<10	<10	-	40
00248400	Metropolitan Community College	Missouri	20	-	<10	10	-	40
00390400	Metropolitan State University	Minnesota	30	-	<10	<10	-	40
00212100	Midwest Institute	Missouri	20	-	10	<10	-	40
00165700	Midwestern University	Illinois	30	-	<10	<10	-	40
04117400	Milwaukee Career College	Wisconsin	30	-	<10	<10	-	40
00248800	Missouri Southern State University	Missouri	30	-	<10	<10	-	40
00691100	Montgomery College	Maryland	30	-	-	<10	-	40
00197600	Morehead State University	Kentucky	20	-	<10	<10	-	40

00349900	Morris College	South Carolina	30	-	<10	<10	-	40
04227900	Mountland College	Illinois	20	-	30	<10	-	40
00126300	Mount Saint Mary's University	California	20	-	<10	<10	-	40
00197700	Murry State University	Kentucky	30	-	<10	10	-	40
00978400	National Education Center-Boulder College Campus	Florida	10	-	10	<10	-	40
05423000	National Holistic Institute	California	30	-	<10	-	-	40
03534000	New England Tractor Trailer Training School of Massachusetts	Rhode Island	30	-	<10	<10	-	40
00262100	New Jersey Institute of Technology	New Jersey	30	-	<10	<10	-	40
00012500	New Wave Hair Academy	Tennessee	20	-	20	10	-	40
00002600	Nichols State University	Louisiana	30	-	<10	10	-	40
02645400	North American Trade Schools	Maryland	20	-	<10	<10	-	40
00297200	North Carolina State University	North Carolina	30	-	<10	10	-	40
02236000	Ogle School Hair Skin Nails	Texas	30	-	<10	10	-	40
01301600	Ogle School Hair Skin Nails	Texas	20	-	<10	20	-	40
02236300	Ogle School Hair Skin Nails	Texas	30	-	<10	10	-	40
01176500	Ohio Technical College	Ohio	20	-	10	<10	-	40
00181300	Ohio Valley University	West Virginia	20	-	-	20	-	40
00174100	Olivet Nazarene University	Illinois	30	-	<10	<10	-	40
00219500	Oranoga Community College	New York	30	-	<10	<10	-	40
00189300	Our Lady of The Lake University	Texas	20	-	<10	10	-	40
00044900	Pennco Tech	Pennsylvania	20	-	10	<10	-	40
00189500	Pennsylvania College of Technology	Pennsylvania	20	-	<10	<10	-	40
01318400	Phiadelphia University	Pennsylvania	20	-	<10	10	-	40
02237200	Phillips Graduate University	California	30	-	<10	<10	-	40
00395200	Piedmont Technical College	South Carolina	30	-	<10	10	-	40
00406200	Pitt Community College	North Carolina	20	-	<10	20	-	40
02337200	Pi's College of Cosmetology	Kentucky	20	-	<10	<10	-	40
02363800	Piatt College, San Diego	California	30	-	<10	-	-	40
01236500	Piara College	New York	20	-	<10	-	-	40
00151400	Polk State College	Florida	20	-	<10	10	-	40
00399600	Pontifical Catholic University of Puerto Rico (The)	Puerto Rico	30	-	<10	<10	-	40
02736300	Porter and Chester Institute of Hamden	Connecticut	30	-	<10	<10	-	40
02116900	Pueblo Community College	Colorado	20	-	<10	<10	-	40
00340700	Rhode Island College	Rhode Island	30	-	<10	<10	-	40
00279400	Rutger-Lowell School of Business	New York	20	-	10	<10	-	40
00241900	Rust College	Mississippi	30	-	<10	-	-	40
00140300	Sacred Heart University	Connecticut	30	-	<10	<10	-	40
00189600	Saint Joseph's College	Indiana	20	-	<10	<10	-	40
00241100	Saint Louis Community College	Missouri	20	-	<10	10	-	40
00522000	Salt Lake Community College	Utah	30	-	<10	<10	-	40
04136500	San Diego College	California	20	-	10	<10	-	40
02120600	Savannah University	California	30	-	10	-	-	40
02534400	Stylene College - Richmond	Virginia	30	-	<10	<10	-	40
00139700	Somerset Community College	Kentucky	30	-	<10	<10	-	40
02454000	South Texas Vocational Technical Institute	Texas	20	-	10	-	-	40
00250100	Southeast Missouri State University	Missouri	20	-	<10	10	-	40
00174400	Southeastern College	South Carolina	30	-	<10	-	-	40
01030500	Southern College	Florida	10	-	10	<10	-	40
00361300	Southern Methodist University	Texas	30	-	<10	<10	-	40
00169000	Southern Illinois College	Illinois	10	-	<10	20	-	40
01361200	St. Catherine University	Minnesota	30	-	<10	<10	-	40
00282500	St. Joseph's University New York	New York	20	-	<10	10	-	40
00947900	St. Paul's School of Nursing	New York	40	-	<10	-	-	40
00889800	Stambridge University	California	30	-	<10	<10	-	40
00238600	State University of New York at Oswego (SUNY Oswego)	New York	30	-	<10	<10	-	40
00210700	Stevenson University	Maryland	20	-	<10	<10	-	40
04152900	Studio Academy of Beauty (The)	Arizona	30	-	<10	<10	-	40
00287800	Suffolk County Community College	New York	20	-	<10	<10	-	40
01126800	Sullivan College of Technology and Design	Kentucky	30	-	<10	<10	-	40
00266200	SUNY Broome Community College	New York	30	-	<10	<10	-	40
00289100	SUNY College at Brodport	New York	30	-	<10	<10	-	40
00285800	SUNY College of Agriculture & Technology at Morrisville	New York	30	-	<10	<10	-	40
00710500	SUNY Old Westbury	New York	30	-	<10	<10	-	40
02130000	Superior Training Services	Arizona	<10	-	30	<10	-	40
04100400	Taft University System (The)	Colorado	40	-	<10	<10	-	40
00104600	Talladega College	Alabama	20	-	<10	<10	-	40
00191700	Teachers College, Columbia University	New York	30	-	<10	<10	-	40
02640000	Tennessee Academy of Cosmetology	Tennessee	30	-	10	-	-	40
04234900	Tennessee Academy of Cosmetology	Tennessee	20	-	10	<10	-	40
00262400	Tennessee Temple University	Tennessee	10	-	20	<10	-	40
02648100	Texas Barber College	Texas	20	-	<10	<10	-	40
00395800	Texas College	Texas	20	-	<10	<10	-	40
01665000	Texas Wesleyan University	Texas	30	-	<10	-	-	40
01239900	Thomas Jefferson University	Pennsylvania	40	-	<10	<10	-	40
02320900	Tidewater Tech	Virginia	20	-	10	<10	-	40
04142000	Town University Worldwide	California	30	-	<10	-	-	40
00146000	Trinity Washington University	District of Columbia	30	-	<10	10	-	40
02564800	Trumbull Business College	Ohio	20	-	10	10	-	40
00202900	Tulane University	Louisiana	30	-	<10	<10	-	40
00052800	Union University	Tennessee	20	-	<10	10	-	40
00686600	Unity Environmental University	Maine	30	-	-	<10	-	40
00396100	Unversidad Ana G. M. ynder - Carolina Campus	Puerto Rico	30	-	<10	<10	-	40
02612500	Unversidad Ana G. M. ynder - Cuyup Campus	Puerto Rico	40	-	<10	<10	-	40
01097700	Unversidad Central del Este	30	-	<10	<10	-	-	40
01010500	University of Alabama in Huntsville	Alabama	30	-	<10	<10	-	40
01146200	University of Alaska Anchorage	Alaska	30	-	<10	<10	-	40
00179400	University of Chicago (The)	Illinois	30	-	<10	<10	-	40
01326100	University of Houston - Victoria	Texas	30	-	<10	<10	-	40
00264800	University of Nebraska	Nebraska	30	-	<10	<10	-	40
00101600	University of North Alabama	Alabama	40	-	<10	<10	-	40
00297400	University of North Carolina - Chapel Hill	North Carolina	20	-	<10	<10	-	40
01130900	University of Northern Colorado	Colorado	30	-	<10	<10	-	40
30088800	University of Phoenix	California	20	-	<10	-	-	40
00341400	University of Rhode Island	Rhode Island	30	-	<10	<10	-	40
01018500	University of San Diego	California	40	-	<10	<10	-	40
00691100	University of South Carolina Upstate	South Carolina	40	-	<10	<10	-	40

03171300	University of St. Augustine for Health Sciences	California	40	-	<10	-	-	40
01116300	University of Texas at Tyler	Texas	20	-	<10	10	-	40
0316300	University of the Sciences in Philadelphia	Pennsylvania	30	-	<10	<10	-	40
0367500	University of Utah	Utah	30	-	<10	<10	-	40
0120200	USA Training Academy Home Study	Delaware	20	-	20	<10	-	40
0023300	Vassar College	New York	30	-	10	-	-	40
0316800	Villanova University	Pennsylvania	20	-	20	<10	-	40
0068700	Virginia Peninsula Community College	Virginia	30	-	<10	<10	-	40
0315400	Virginia Polytechnic Institute & State University	Virginia	30	-	<10	<10	-	40
0313400	Washburn University - Topeka	Kansas	20	-	<10	10	-	40
0028600	Western Carolina University	North Carolina	30	-	<10	<10	-	40
0313000	Western Connecticut State University	Connecticut	30	-	<10	<10	-	40
0328300	Western Technical College	Texas	30	-	<10	-	-	40
0319000	Wichita State University	Kansas	20	-	<10	10	-	40
0319800	Wilkes University	Pennsylvania	30	-	<10	-	-	40
0344700	William Carey University	Mississippi	20	-	<10	20	-	40
0346500	Winthrop University	South Carolina	30	-	<10	20	-	40
0314400	Xavier University	Ohio	30	-	<10	<10	-	40
0341700	A. T. Still University of Health Sciences	Missouri	20	-	<10	<10	-	40
0319700	Abilene Christian University	Texas	20	-	<10	<10	-	40
03194100	Abraham Baldwin Agricultural College	Georgia	20	-	<10	10	-	40
0316300	Academy Pacific Travel College	California	<10	-	10	<10	-	40
0319500	Adams State University	Colorado	20	-	<10	<10	-	40
03137400	Albertus Magnus College	Connecticut	20	-	<10	<10	-	40
0317200	Albion University	Puerto Rico	30	-	<10	-	-	40
0323800	Alvernia University	Pennsylvania	20	-	<10	<10	-	40
0303800	American Broadcasting School	Oklahoma	20	-	<10	-	-	40
0321700	American Business Institute	New York	<10	-	20	<10	-	40
0318500	American Career College	California	20	-	<10	-	-	40
0228300	American Career Training Travel School	Florida	20	-	<10	<10	-	40
0318400	American College of Medical Technology	California	10	-	20	<10	-	40
03194400	American Institute of Alternative Medicine	Ohio	20	-	<10	<10	-	40
0312000	American River College	California	20	-	<10	<10	-	40
03194100	Angelo State University	Texas	20	-	<10	-	-	40
0323000	Antioch-Sunway Community College	Minnesota	30	-	-	-	-	40
0347000	Antioch Institute	Pennsylvania	10	-	<10	<10	-	40
0319400	Anyantic Community College	Colorado	20	-	<10	<10	-	40
0322800	Arcadia University	Pennsylvania	20	-	<10	<10	-	40
0311600	Art Center College of Design	California	10	-	<10	<10	-	40
0321400	Art Institute of Business	Georgia	20	-	10	-	-	40
0310300	Athens State University	Alabama	20	-	-	<10	-	40
0240000	Atlanta School of Massage	Georgia	30	-	<10	<10	-	40
0321700	Austin School of Spa Technology	New York	20	-	<10	-	-	40
0413700	Aveda Institute Columbus	Ohio	20	-	<10	<10	-	40
0244900	Avila University	Missouri	20	-	<10	<10	-	40
0319300	Baker University	Kansas	10	-	<10	10	-	40
0301400	Baldern Wallace University	Ohio	20	-	<10	<10	-	40
0344000	Baptist Memorial College of Health Sciences	Tennessee	20	-	<10	-	-	40
0321200	Bay Path University	Massachusetts	30	-	<10	<10	-	40
0225000	Beauty Institute (The)	Pennsylvania	20	-	<10	<10	-	40
0270500	Bellevue Academy	California	20	-	<10	<10	-	40
0343400	Bella Academy	California	20	-	<10	<10	-	40
0347900	Bellmont University	Tennessee	20	-	<10	<10	-	40
0218600	Binghamton University	New York	20	-	-	<10	-	40
0403000	Blake Austin College	California	20	-	<10	-	-	40
0117700	Blake Business School	New York	10	-	20	-	-	40
0376300	Blue Cliff Career College	Alabama	<10	-	<10	20	-	40
0340300	Bluefield State University	West Virginia	20	-	<10	<10	-	40
0379400	Bold Beauty Academy	Montana	30	-	-	-	-	40
0400400	Brightpoint Community College	Virginia	10	-	<10	20	-	40
0346300	Bristol University	California	10	-	10	<10	-	40
0323900	Brittany Beauty School	New York	10	-	<10	<10	-	40
0340400	Brookdale Community College	New Jersey	30	-	<10	-	-	40
0346200	Bryon University	Kansas	10	-	10	<10	-	40
0323900	Buck County Community College	Pennsylvania	20	-	<10	<10	-	40
0319000	Butler County Community College	Kansas	20	-	<10	<10	-	40
0369800	California College of Vocational Careers	California	10	-	20	<10	-	40
0314300	California State Polytechnic University, Humboldt	California	20	-	<10	<10	-	40
0308000	California State University, Monterey Bay	California	20	-	<10	<10	-	40
0301100	California State University, San Marcos	California	20	-	<10	<10	-	40
0313700	California State University, Stanislaus	California	20	-	<10	<10	-	40
0368800	Camden County College	New Jersey	20	-	<10	-	-	40
0256100	Canisius University of Buffalo, New York	New York	20	-	<10	<10	-	40
0313300	Carlow University	Pennsylvania	10	-	<10	10	-	40
0302400	Cave Western Reserve University	Ohio	20	-	<10	-	-	40
0344700	Catholic University of America (The)	District of Columbia	20	-	<10	<10	-	40
0409800	CCI Training Center	Texas	10	-	<10	10	-	40
0347400	Central New Mexico Community College	New Mexico	30	-	<10	-	-	40
0400300	Central Texas College District	Texas	20	-	<10	10	-	40
0319400	Century College	Minnesota	20	-	<10	<10	-	40
0368400	Champlain College	Vermont	20	-	<10	<10	-	40
0319600	Charles R. Drew University of Medicine and Science	California	20	-	<10	<10	-	40
0319400	Chatham University	Pennsylvania	20	-	<10	<10	-	40
0324500	Chestnut Hill College	Pennsylvania	20	-	<10	<10	-	40
0271600	Chowan University	North Carolina	20	-	<10	<10	-	40
0315200	CIT College of Information Technology	California	10	-	20	<10	-	40
0268800	City College of New York - CUNY	New York	20	-	<10	<10	-	40
0316500	City Colleges of Chicago - Malcolm X College	Illinois	20	-	<10	10	-	40
0318100	Clarion University of Pennsylvania	Pennsylvania	20	-	<10	<10	-	40
0347100	College of Central Florida	Florida	20	-	<10	10	-	40
0369300	Colorado Chinese Medicine University	Colorado	30	-	<10	-	-	40
0318000	Colorado Mesa University	Colorado	20	-	<10	<10	-	40
0313600	Colorado State University Pueblo	Colorado	20	-	<10	<10	-	40
0258400	Commonwealth International University	Colorado	10	-	<10	<10	-	40
0340800	Community College of Rhode Island	Rhode Island	20	-	<10	<10	-	40
0345000	Computer Learning Center	Pennsylvania	20	-	<10	<10	-	40
0254100	Concordia University	Nebraska	10	-	<10	20	-	40
0317500	Concordia University Irvine	California	20	-	<10	<10	-	40
0355700	Concordia University Texas	Texas	20	-	<10	<10	-	40

00084000	Conservatory of Recording Arts & Sciences	Arizona	20	-	<10	-	-	30
00271100	Cornell University	New York	20	-	<10	<10	-	30
00226000	Coronado University	Michigan	20	-	<10	<10	-	30
00090300	Cortiva Institute	Maryland	30	-	<10	<10	-	30
00241200	Crestline University	Nebraska	20	-	<10	<10	-	30
08010400	Crescent City School of Gaming & Bartending	Louisiana	20	-	<10	<10	-	30
00727300	CUNY Bernard M. Baruch College	New York	30	-	<10	<10	-	30
00260200	CUNY Bronx Community College	New York	20	-	<10	<10	-	30
00268900	CUNY Hunter College	New York	30	-	<10	<10	-	30
00009700	CUNY Medgar Evers College	New York	20	-	<10	<10	-	30
00214300	Curry College	Massachusetts	20	-	<10	<10	-	30
08939000	Daytona College	Florida	10	-	<10	<10	-	30
00490700	DeVry College	Oklahoma	20	-	<10	<10	-	30
00536900	DePaul Technical College	South Carolina	20	-	<10	<10	-	30
00271300	Dominican University New York	New York	30	-	<10	<10	-	30
00880200	Douglas / Aveda Institute	Michigan	20	-	<10	<10	-	30
00271200	Driscoll University	New York	20	-	<10	<10	-	30
01099700	East Georgia State College	Georgia	20	-	<10	10	-	30
00142600	Eastern Connecticut State University	Connecticut	20	-	<10	<10	-	30
00245000	Eastern Nazarene College	Massachusetts	20	-	<10	<10	-	30
01246200	Eastwick College- Hackensack Campus	New Jersey	30	-	<10	<10	-	30
00932100	Edinboro University of Pennsylvania	Pennsylvania	20	-	<10	<10	-	30
00139100	Elmhurst Community and Technical College	Kentucky	20	-	<10	<10	-	30
00167600	Elmhurst University	Illinois	20	-	<10	<10	-	30
00214600	Emerson College	Massachusetts	20	-	<10	<10	-	30
02840200	Empire Beauty School	New Jersey	30	-	<10	-	-	30
00820200	Empire Beauty School	Minnesota	20	-	<10	-	-	30
01010200	Empire Beauty School	Pennsylvania	30	-	<10	-	-	30
01216100	Empire Beauty School	Kentucky	30	-	<10	-	-	30
00288800	Empire Beauty School	Pennsylvania	30	-	<10	-	-	30
01004300	Empire Beauty School	Pennsylvania	20	-	<10	-	-	30
00202200	Empire Beauty School	Massachusetts	20	-	<10	-	-	30
00118000	Empire Beauty School - Flagstaff	Arizona	20	-	<10	-	-	30
01060400	Erie Community College	New York	30	-	<10	<10	-	30
00150100	Ethel M. Mountain Community College	Arizona	20	-	<10	<10	-	30
00377600	Everett Community College	Washington	10	-	<10	<10	-	30
00081200	Fairmont State University	West Virginia	20	-	<10	<10	-	30
00234900	Fashion Careers of California College	California	10	-	<10	<10	-	30
00343000	Fisk University	Tennessee	10	-	<10	10	-	30
08131300	Five Branches University	California	30	-	<10	<10	-	30
01789100	Flagler College	Florida	30	-	<10	<10	-	30
08611400	Florida Barber Academy	Florida	20	-	<10	<10	-	30
00148900	Florida Southern College	Florida	20	-	<10	<10	-	30
02822000	Fox College	Illinois	30	-	<10	-	-	30
08106200	Franciscan Missionaries of Our Lady University	Louisiana	20	-	<10	<10	-	30
00257500	Franklin Pierce University	New Hampshire	20	-	<10	<10	-	30
00125400	Franklin Pacific University	California	30	-	<10	-	-	30
00207200	Frostburg State University	Maryland	30	-	<10	<10	-	30
02496200	G Skin & Beauty Institute	Illinois	30	-	<10	-	-	30
01027000	Galen College of California	California	10	-	<10	-	-	30
00171600	Generations College	Illinois	10	-	<10	10	-	30
00787100	George C. Wallace State Community College	Alabama	20	-	<10	<10	-	30
04151300	Georgia Beauty Academy	Georgia	<10	-	10	<10	-	30
00160200	Georgia College & State University	Georgia	30	-	<10	<10	-	30
00089100	Georgia Institute of Cosmetology	Georgia	10	-	<10	<10	-	30
00157300	Georgia Southwestern State University	Georgia	10	-	<10	20	-	30
04140000	Global Health College	Virginia	10	-	<10	<10	-	30
00368700	Green Mountain College	Vermont	20	-	<10	<10	-	30
00051100	Guthrie Center College	Louisiana	20	-	<10	<10	-	30
00327000	Gwynedd Mercy University	Pennsylvania	20	-	<10	<10	-	30
00233000	Hair Academy	Maryland	20	-	<10	<10	-	30
00830500	Hair Fashioners By Kaye Beauty College	Indiana	10	-	10	<10	-	30
00121100	Heald Business College	California	10	-	10	<10	-	30
00121000	Heald Institute of Technology	California	<10	-	10	<10	-	30
00876400	Health Hair Academy	Texas	20	-	10	-	-	30
00377700	Heritage University	Washington	20	-	<10	<10	-	30
01013900	Hertzing University	Alabama	20	-	<10	-	-	30
00349400	Hewitt College	Tennessee	20	-	10	<10	-	30
04158700	Hollywood Beauty College	California	10	-	10	<10	-	30
00275000	Holy Family University	Pennsylvania	20	-	<10	<10	-	30
00125200	Hope International University	California	20	-	<10	<10	-	30
00199400	Hopkinsville Community College	Kentucky	20	-	<10	<10	-	30
00206000	Hunter Business School	New York	20	-	<10	<10	-	30
00149100	Illinois Institute of Technology	Illinois	10	-	<10	<10	-	30
00181600	Indiana University- South Bend	Indiana	20	-	<10	10	-	30
00181700	Indiana University Southeast	Indiana	20	-	<10	<10	-	30
00137300	Institute for Health Education (The)	New Jersey	<10	-	20	-	-	30
09863900	Institute of Health and Technology	Mississippi	20	-	<10	<10	-	30
00257900	International Academy	Florida	20	-	<10	<10	-	30
00060200	International Business College	Texas	20	-	<10	<10	-	30
00275400	International Culinary Center	New York	20	-	<10	-	-	30
00187100	Iowa Wesleyan University	Iowa	30	-	<10	<10	-	30
00151900	Iowa Western Community College	Iowa	20	-	<10	<10	-	30
00932600	Ivy Tech Community College of Indiana- Region 3	Indiana	20	-	<10	<10	-	30
00372100	James Madison University	Virginia	20	-	<10	<10	-	30
00369700	Jesus Christian University	Texas	20	-	<10	10	-	30
00169000	John Marshall Law School (The)	Illinois	20	-	<10	<10	-	30
00824400	Johnson County Community College	Kansas	10	-	<10	<10	-	30
01210900	Jolie Health and Beauty Academy	Pennsylvania	30	-	<10	<10	-	30
00169900	Joliet Junior College	Illinois	20	-	<10	<10	-	30
00694300	Kalamazoo Valley Community College	Michigan	20	-	<10	<10	-	30
00132600	Kansas City Kansas Community College	Kansas	20	-	<10	10	-	30
00272600	Kellogg Community College	Michigan	20	-	<10	<10	-	30
00368000	Kilgore College	Texas	20	-	<10	<10	-	30
00449300	Knoxville College	Tennessee	20	-	10	<10	-	30
00328300	Lackawanna College	Pennsylvania	20	-	<10	<10	-	30
04147700	Lake Lanier School of Massage	Georgia	10	-	10	<10	-	30
00304000	Lakeland University	Wisconsin	20	-	<10	<10	-	30
00348600	Lander University	South Carolina	20	-	<10	<10	-	30



00227900	Lawrence Technological University	Michigan	20	-	<10	<10	-	30
00190000	Lee University	Tennessee	20	-	<10	<10	-	30
00401000	Lehigh Carbon Community College	Pennsylvania	30	-	<10	-	-	30
00220600	Life Chiropractic College West	California	20	-	<10	<10	-	30
00247900	Linden University	Missouri	20	-	<10	10	-	30
00137200	Lindsey Wilson College	Kentucky	20	-	<10	<10	-	30
00446600	Lipscomb University	Tennessee	20	-	-	<10	-	30
00121800	Loma Linda University	California	20	-	<10	<10	-	30
00585600	Lon Morris College	Texas	20	-	10	<10	-	30
00121300	Long Beach City College	California	20	-	<10	<10	-	30
02812800	Los Angeles Recording School	California	10	-	10	-	-	30
04180100	Louisiana Delta Community College	Louisiana	20	-	<10	10	-	30
00020100	Louisiana State University at Eunice	Louisiana	20	-	<10	<10	-	30
00200800	Louisiana Tech University	Louisiana	20	-	<10	10	-	30
00021600	Louisiana University New Orleans	Louisiana	30	-	<10	-	-	30
00171700	Mankenberg College	Illinois	20	-	<10	<10	-	30
00830600	Mascomb Community College	Michigan	20	-	<10	10	-	30
00120600	Magdala College of Cosmetology	Mississippi	30	-	<10	-	-	30
00276800	Manhattan University	New York	20	-	<10	<10	-	30
00182100	Marian University	Indiana	20	-	<10	<10	-	30
00278600	Mariano School of Beauty	California	<10	<10	20	-	<10	30
01171100	Mariano School of Beauty	California	<10	<10	20	-	-	30
00278500	Marit College	New York	20	-	<10	<10	-	30
00143000	Martin University	Indiana	20	-	<10	<10	-	30
00276900	Marymount Manhattan College	New York	20	-	<10	<10	-	30
00129600	Marywood University	Pennsylvania	20	-	<10	<10	-	30
00172200	McKendree University	Illinois	20	-	<10	<10	-	30
04128800	MediaTech Institute	Texas	20	-	<10	<10	-	30
03900800	Medical University of the Americas		30	-	-	-	-	30
04219800	MedLife Institute	Florida	20	-	<10	<10	-	30
04229300	MedQuest College	Kentucky	20	-	<10	<10	-	30
04128400	Miami Regional University	Florida	20	-	<10	<10	-	30
00137500	Milbra University	Kentucky	20	-	<10	<10	-	30
00359200	Midwestern State University	Texas	10	-	<10	10	-	30
00132900	Millersville University of Pennsylvania	Pennsylvania	20	-	<10	<10	-	30
00128600	Milk College	California	30	-	-	<10	-	30
00554100	Minnesota State Community and Technical College	Minnesota	20	-	<10	-	-	30
00194300	Missouri Baptist University	Missouri	20	-	-	<10	-	30
00240600	Missouri Technical School	Missouri	10	-	10	<10	-	30
00248900	Missouri Valley College	Missouri	20	-	<10	<10	-	30
00240000	Missouri Western State University	Missouri	20	-	<10	<10	-	30
00107100	Midvale Valley Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	-	30
00253000	Montana State University - Billings	Montana	20	-	<10	<10	-	30
00277800	Mount Saint Mary College	New York	20	-	<10	<10	-	30
00209900	Mount St. Joseph University	Ohio	20	-	<10	<10	-	30
02646400	MTI Business College	California	20	-	10	-	-	30
00217500	Naropa University	Colorado	20	-	<10	-	-	30
01120400	Nashville College of Medical Careers	Tennessee	10	<10	10	10	-	30
00295700	National Academy of Beauty Arts	Missouri	<10	-	20	<10	-	30
00019000	National Aviation Academy	Florida	10	-	<10	<10	-	30
00019600	National Aviation Academy - New England	Massachusetts	10	10	<10	<10	-	30
03952300	National Massage Therapy Institute	Pennsylvania	10	-	<10	<10	-	30
00173200	National University of Health Sciences (Thi)	Illinois	30	-	<10	-	-	30
00178800	Neumann University	Pennsylvania	20	-	-	<10	-	30
01009800	Neumont College of Computer Science	Utah	20	-	<10	<10	-	30
00169400	New York Career Institute	New York	20	-	<10	<10	-	30
00209600	New York City College of Technology of the City University of New York	New York	20	-	<10	<10	-	30
02639400	New York College of Health Professions	New York	20	-	<10	-	-	30
04118800	New York Film Academy	California	20	-	<10	<10	-	30
00278300	New York Law School	New York	20	-	<10	<10	-	30
01055100	New York School for Medical & Dental Assistants	New York	10	-	<10	<10	-	30
00784400	Normandale Community College	Minnesota	20	-	<10	<10	-	30
00285100	North Carolina Wesleyan University	North Carolina	20	-	<10	10	-	30
01288600	North Coast College, The	Ohio	20	-	10	<10	-	30
00237000	North Hennepin Community College	Minnesota	20	-	<10	<10	-	30
00142000	North Idaho College	Idaho	20	-	<10	<10	-	30
00178500	North Park University	Illinois	10	-	<10	10	-	30
01277700	Northeast College of Health Sciences	New York	20	-	<10	<10	-	30
00830100	Northeast Wisconsin Technical College	Wisconsin	20	-	<10	<10	-	30
00316100	Northeastern State University	Oklahoma	20	-	<10	<10	-	30
00280100	Northern Michigan University	Michigan	20	-	<10	<10	-	30
00403300	Northeast Arkansas Community College	Arkansas	20	-	<10	<10	-	30
00101000	Northeast College School of Beauty	Oregon	20	-	<10	-	-	30
00242700	Northwest Mississippi Community College	Mississippi	20	-	<10	<10	-	30
00249800	Northwest Missouri State University	Missouri	20	-	<10	<10	-	30
01232800	Northwestern Health Sciences University	Minnesota	20	-	-	<10	-	30
00873900	Northwestern University	Illinois	30	-	<10	<10	-	30
00462000	Norwich University	Vermont	10	-	10	<10	-	30
02678200	Noss College of Art and Design	Tennessee	20	-	<10	<10	-	30
02214100	Oak Point University	Illinois	20	-	<10	<10	-	30
00526400	Ohio Dominican University	Ohio	20	-	<10	<10	-	30
00045800	Ohio Institute of Health Careers	Ohio	20	-	<10	<10	-	30
00109100	Oklahoma City Community College	Oklahoma	20	-	<10	<10	-	30
00116600	Oklahoma City University	Oklahoma	20	-	<10	<10	-	30
00964700	Oklahoma State University - Oklahoma City	Oklahoma	20	-	<10	<10	-	30
00219600	Omaha Institute	New Jersey	<10	-	10	<10	-	30
01006400	Orion Technical College	Iowa	10	-	<10	10	-	30
00169000	Pacific Coast College	California	10	-	20	<10	-	30
00125000	Pacific Oaks College	California	20	-	<10	<10	-	30
01626000	Pacific Graduate Institute	California	20	-	10	-	-	30
04106300	Palm Beach Academy of Health & Beauty	Florida	20	-	<10	<10	-	30
01062300	Pasco - Hernandez State College	Florida	20	-	<10	10	-	30
01297900	Pat Sporn Beauty Schools	Louisiana	30	-	<10	-	-	30
03124300	Paul Mitchell the School - Little Rock	Arkansas	20	-	<10	-	-	30
03977300	Paul Mitchell The School Charlotte	North Carolina	20	-	<10	-	-	30
01248900	Paul Mitchell The School Dallas	Texas	30	-	<10	<10	-	30
00821700	Paul Mitchell The School Green Bay	Wisconsin	10	-	10	<10	-	30
02657700	Paul Mitchell The School Houston	Texas	20	-	<10	-	-	30
00603400	Paul Mitchell The School Trinity Park	Illinois	20	-	<10	-	-	30

0090200	Paul Quinn College	Texas	20	-	<10	<10	-	10
0090600	PC Age	New Jersey	20	-	<10	<10	-	10
0047900	PCI College	California	10	-	10	<10	-	10
0048000	Pearl River Community College	Mississippi	20	-	-	10	-	10
0028500	Pfeiffer University	North Carolina	10	-	<10	10	-	10
0010900	Philander Smith College	Arkansas	20	-	<10	10	-	10
0028500	Phillips Junior College	California	10	-	10	<10	-	10
0039800	Piedmont University	Georgia	20	-	<10	<10	-	10
0022010	Pine Manor College	Massachusetts	20	-	<10	<10	-	10
0029100	Plymouth State University of the University System of New Hampshire	New Hampshire	20	-	<10	10	-	10
0015200	Point Loma Nazarene University	California	20	-	<10	<10	-	10
0034700	Point University	Georgia	10	-	<10	10	-	10
0019600	Prairie State College	Illinois	30	-	-	<10	-	10
0094400	Professional Careers Institute	Texas	20	-	<10	<10	-	10
0022600	PTC Career Institute	Pennsylvania	10	-	10	<10	-	10
0012600	Purdue University - North Central	Indiana	20	-	<10	10	-	10
0028700	Queens University of Charlotte	North Carolina	20	-	<10	<10	-	10
0014000	Quinnipiac University	Connecticut	30	-	-	<10	-	10
0011700	Quinnipiac Community College	Massachusetts	20	-	<10	<10	-	10
0064400	Rapency Beauty Institute	North Carolina	<10	-	10	<10	-	10
0022600	Rapcy College	Massachusetts	20	-	<10	<10	-	10
0028500	Roberts Wesleyan University	New York	20	-	<10	<10	-	10
0094100	Roger Williams University	Rhode Island	10	-	<10	<10	-	10
0038000	Rosemont College	Pennsylvania	20	-	<10	<10	-	10
0021100	Russell Sage College	New York	10	-	<10	<10	-	10
0012800	Sacramento City College	California	20	-	-	10	-	10
0028200	Saint Francis College	New York	20	-	<10	<10	-	10
0041800	Saint Gregory's University	Delaware	20	-	<10	<10	-	10
0021800	Salern State University	Massachusetts	20	-	<10	<10	-	10
0130800	Salon Success Academy	California	20	-	<10	<10	-	10
0071200	Samuel Merritt University	California	20	-	<10	<10	-	10
0091800	San Antonio College	Texas	20	-	<10	<10	-	10
0022070	San Diego Golf Academy	California	20	-	10	-	-	10
0094800	San Francisco Art Institute	California	30	-	<10	<10	-	10
0040700	San Jacinto Community College District	Texas	20	-	<10	10	-	10
0023100	Schoolcraft College	Michigan	20	-	<10	10	-	10
0037300	Seattle University	Washington	20	-	<10	<10	-	10
0407700	Selma University	Alabama	10	-	<10	<10	-	10
0094100	Shawnee State University	Ohio	20	-	<10	<10	-	10
0021800	Sierra Heights University	Michigan	<10	-	<10	<10	-	10
0015900	Sierra Valley College of Court Reporting	California	10	-	<10	<10	-	10
0032700	Slippery Rock University	Pennsylvania	20	-	<10	10	-	10
0096300	South Louisiana Community College	Louisiana	30	-	<10	-	-	10
0062800	Southeast Community College	Iowa	20	-	<10	<10	-	10
0023400	Southeastern College	Florida	10	-	10	<10	-	10
0065400	Southeastern College	South Carolina	30	-	<10	-	-	10
0063300	Southeastern College	North Carolina	20	-	<10	<10	-	10
0063300	Southeastern College	Florida	10	-	<10	10	-	10
0010700	Southern Arkansas University	Arkansas	20	-	<10	<10	-	10
0011800	Southern California Institute of Technology	California	20	-	<10	<10	-	10
0012200	Southern California University of Health Sciences	California	20	-	<10	<10	-	10
0096900	Southern Vermont College	Vermont	20	-	<10	<10	-	10
0041200	Southern Wesleyan University	South Carolina	10	-	<10	10	-	10
0012800	Southwestern Law School	California	30	-	<10	<10	-	10
0019000	Spalding University	Kentucky	20	-	<10	<10	-	10
0037900	Spokane Community College	Washington	20	-	10	<10	-	10
0023180	Spring Arbor University	Michigan	20	-	<10	<10	-	10
0023700	St. Cloud State University	Minnesota	20	-	<10	<10	-	10
0026200	St. Mary's University	Texas	10	-	<10	<10	-	10
0123600	St. Paul's School of Nursing	New York	20	-	<10	<10	-	10
0026400	State University of New York at Farmingdale	New York	30	-	-	<10	-	10
0028900	State University of New York at Pittsburgh	New York	20	-	<10	-	-	10
0028000	State University of New York College at Potsdam	New York	20	-	<10	<10	-	10
0015100	Stetson University	Florida	20	-	<10	-	-	10
0010400	Stevenson College	Oregon	10	-	10	<10	-	10
0067900	SUNY College at Purchase	New York	20	-	<10	<10	-	10
0028500	SUNY College of Technology at Canton	New York	30	-	<10	<10	-	10
0028400	SUNY Cortland	New York	20	-	<10	<10	-	10
0087400	Sutter County Career Training Center	California	20	-	<10	<10	-	10
0037800	Tacoma Community College	Washington	20	-	<10	<10	-	10
0040700	Temple College	Texas	20	-	<10	10	-	10
0095200	Tennessee Technological University	Tennessee	20	-	<10	<10	-	10
0063600	TEEST College of Technology	Virginia	20	-	10	-	-	10
0036900	Texas Christian University	Texas	20	-	<10	<10	-	10
0064600	Texas Southmost College	Texas	30	-	<10	<10	-	10
0028400	TONI&GUY Hairdressing Academy	California	10	-	<10	-	-	10
0041800	Tougaloo College	Mississippi	20	-	<10	10	-	10
0018400	Tranco Bus School	Illinois	10	-	10	<10	-	10
0052600	Trevecca Nazarene University	Tennessee	20	-	<10	<10	-	10
0041800	Tross University of Beauty Culture	Indiana	30	-	<10	-	-	10
0095700	Tusculum University	Tennessee	20	-	<10	<10	-	10
0095700	United College of Business	California	10	-	10	-	-	10
0081800	Unversited Beranmiansa (UNIB)	Indiana	10	-	<10	<10	-	10
0011100	University of Arkansas at Fort Smith	Arkansas	20	-	<10	<10	-	10
0010800	University of Arkansas at Monticello	Arkansas	20	-	<10	-	-	10
0018100	University of California, Berkeley	California	20	-	<10	<10	-	10
0013000	University of California, Santa Barbara	California	20	-	<10	<10	-	10
0091800	University of Charleston	West Virginia	20	-	<10	<10	-	10
0011700	University of Dayton	Ohio	20	-	<10	<10	-	10
0030400	University of Findlay (The)	Ohio	20	-	<10	<10	-	10
0016200	University of Idaho	Idaho	20	-	<10	<10	-	10
0026300	University of Maine	Maine	20	-	<10	<10	-	10
0021000	University of Maryland - Baltimore County	Maryland	20	-	<10	<10	-	10
0010200	University of Mobile	Alabama	20	-	<10	10	-	10
0023600	University of Montana (The)	Montana	20	-	<10	<10	-	10
0020600	University of New England	Maine	20	-	<10	10	-	10
0030300	University of North Dakota	North Dakota	20	-	<10	<10	-	10
0031600	University of North Georgia	Georgia	20	-	-	<10	-	10
0048610	University of Northwestern Ohio	Ohio	20	-	<10	<10	-	10



0037700	University of Pennsylvania	Pennsylvania	20	-	<10	<10	-	30
4208800	University of Phoenix	Nevada	20	-	<10	-	-	30
0013220	University of Redlands	California	20	-	<10	<10	-	30
0011600	University of Rio Grande	Ohio	10	-	<10	10	-	30
0028500	University of Saint Thomas	Minnesota	30	-	<10	<10	-	30
0088400	University of Saint Thomas	Texas	20	-	<10	<10	-	30
0011700	University of Silicon Valley	California	20	-	<10	<10	-	30
0084900	University of South Carolina - Aiken	South Carolina	20	-	<10	<10	-	30
0084700	University of South Dakota	South Dakota	20	-	<10	<10	-	30
0140000	University of Southern Indiana	Indiana	20	-	<10	<10	-	30
0028400	University of Southern Maine	Maine	20	-	<10	<10	-	30
0018900	University of St. Francis	Illinois	30	-	<10	-	-	30
0028500	University of the Sacred Heart	New Mexico	20	-	<10	10	-	30
0061500	University of Wisconsin - Parkside	Wisconsin	20	-	<10	<10	-	30
0039200	University of Wisconsin - Whitewater	Wisconsin	20	-	<10	10	-	30
0007700	Utica School of Commerce	New York	20	-	<10	<10	-	30
0060400	Valley College	West Virginia	20	-	<10	<10	-	30
0012900	Vanguard University of Southern California	California	20	-	<10	<10	-	30
0028800	Vaughn College of Aeronautics and Technology	New York	20	-	<10	<10	-	30
0075200	Virginia Intermont College	Virginia	10	-	<10	<10	-	30
0076200	Virginia University of Lynchburg	Virginia	20	-	<10	<10	-	30
0046500	Voorhees University	South Carolina	30	-	<10	<10	-	30
0018900	Waldorf University	Iowa	20	-	<10	<10	-	30
0040700	Walsh College of Accountancy & Business Administration	Michigan	20	-	<10	<10	-	30
0101800	Warde Center Beauty Academy	Virginia	30	-	<10	-	-	30
0088400	Warner University	Florida	20	-	<10	10	-	30
0026700	Washington Adventist University	Maryland	10	-	<10	<10	-	30
0023200	Washington University in St. Louis	Missouri	20	-	<10	<10	-	30
0052900	Waukesha County Technical College	Wisconsin	20	-	<10	<10	-	30
0086800	Wayland Baptist University	Texas	20	-	<10	<10	-	30
0018400	Webber International University	Florida	20	-	<10	<10	-	30
0088000	Webster State University	Utah	20	-	<10	<10	-	30
0104700	West Georgia Technical College	Georgia	30	-	-	-	-	30
0041700	West Tennessee Business College	Tennessee	20	-	10	<10	-	30
0086500	West Texas A&M University	Texas	30	-	<10	<10	-	30
0105700	West Virginia Junior College	West Virginia	20	-	<10	<10	-	30
0086800	West Virginia State University	West Virginia	20	-	<10	<10	-	30
0226900	Western Hills School of Beauty & Hair Design	Ohio	10	-	<10	<10	-	30
0022600	Western New England University	Massachusetts	20	-	<10	<10	-	30
0047200	Western University of Health Sciences	California	20	-	<10	<10	-	30
0101700	Westwood College Community College	Pennsylvania	20	-	<10	<10	-	30
0084800	Wichita State University Campus of Applied Sciences and Technology	Kansas	10	-	<10	<10	-	30
0075200	World Medicine Institute	Hawaii	10	-	10	-	-	30
0039200	York Technical College	South Carolina	20	-	<10	<10	-	30
0080100	YTI Career Institute - Altoona	Pennsylvania	20	-	<10	<10	-	30
0418900	Abbott Institute	Michigan	10	-	<10	<10	-	20
0410500	Academy of Barbering Arts (The)	California	<10	-	<10	-	-	20
0084200	Academy of Radio & TV Broadcasting	California	10	-	10	<10	-	20
0412100	Ale Cosmology and Barber Training Center	Connecticut	20	-	<10	-	-	20
0132700	Aspen College and Integrative Medicine College, Berkeley	California	10	-	<10	<10	-	20
0103700	Adelphi Business College	Arizona	10	-	10	<10	-	20
0028000	Adirondack Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	-	20
0028400	Adrian College	Michigan	20	-	<10	-	-	20
0417100	Advanced Training Institute	Nevada	10	-	<10	<10	-	20
0086800	Algonquin College of Applied Arts and Technology	Ontario	10	-	<10	<10	-	20
0104500	Albert Merrill School	New York	<10	-	10	-	-	20
0032200	Allbright College	Pennsylvania	20	-	-	<10	-	20
0026700	Alliway College of Maryland	Maryland	<10	-	<10	<10	-	20
0028400	Amelia College	Texas	10	-	<10	<10	-	20
0108100	American Academy McAllister Institute	New York	20	-	<10	<10	-	20
0018200	American Academy of Art College	Illinois	<10	-	<10	<10	-	20
0074800	American Academy of Dramatic Arts	New York	10	-	<10	<10	-	20
0020400	American Academy of Hair Design	Kansas	<10	-	<10	<10	-	20
0083300	American Academy of Health and Wellness	Minnesota	20	-	<10	<10	-	20
0108700	American Business Institute	California	<10	-	<10	<10	-	20
0157800	American Hi-Tech Business Technology	New York	<10	-	10	<10	-	20
0401800	American Institute of Beauty	Florida	20	-	<10	<10	-	20
0101800	American National College	Texas	10	-	<10	<10	-	20
0060100	American School of Business	Louisiana	<10	-	<10	<10	-	20
0412700	American Sentinel University	Colorado	20	-	<10	-	-	20
0426400	Ans G. Menden University	Florida	20	-	<10	-	-	20
0017800	Antioch College	Indiana	10	-	<10	-	-	20
0017800	Anderson University	Indiana	20	-	<10	<10	-	20
0102800	Andrews University	Michigan	10	-	<10	<10	-	20
0021100	Anna Maria College	Massachusetts	<10	-	<10	<10	-	20
0078000	Anoka Technical College	Minnesota	10	-	<10	<10	-	20
0022600	Art Institute of Cincinnati (The)	Ohio	<10	-	<10	-	-	20
0094900	Art Institute of Tucson (The)	Arizona	<10	-	<10	-	-	20
0086100	Ascension College	Louisiana	10	-	<10	<10	-	20
0013000	Ashland Community and Technical College	Kentucky	10	-	-	<10	-	20
0058500	Associated Technical College	California	10	-	<10	-	-	20
0080600	ATA Career Education	Florida	<10	-	<10	<10	-	20
0406000	ATA College	Alabama	20	-	-	<10	-	20
0029600	Atlantic Cape Community College	New Jersey	10	-	<10	<10	-	20
0021100	Atlantic Union College	Massachusetts	<10	-	<10	<10	-	20
0023900	Augsburg University	Minnesota	10	-	<10	<10	-	20
0018600	Austin Business College	Texas	<10	-	<10	-	-	20
0028600	Aviation School of Cosmetology	California	20	-	<10	<10	-	20
0414200	Aveda Arts & Sciences Institute Corpus Christi	Texas	20	-	-	-	-	20
0414400	Aveda Institute - Tampa Bay	Florida	10	-	<10	-	-	20
0026600	Aveda Institute - Fort Myers	Florida	10	-	<10	<10	-	20
0097000	Avett University	Virginia	20	-	<10	<10	-	20
0012600	Aviation Institute of Maintenance	Virginia	10	-	<10	-	-	20
0010700	Aviation Institute of Maintenance	Pennsylvania	<10	-	<10	-	-	20
0082600	Award Beauty School	Maryland	10	-	<10	<10	-	20
0442100	Ayers Career College	Louisiana	10	-	<10	<10	-	20
0421600	Abure College	Florida	<10	-	<10	<10	-	20
0109600	Bain Inst of Technology	Georgia	<10	-	<10	<10	-	20
0060600	Baptist Health System School of Health Professions	Texas	10	-	<10	-	-	20

02241400	Bartley Career School	New York	10	-	<10	-	-	-	20
01089000	Bartley Career School	District of Columbia	<10	-	<10	<10	-	-	20
00110400	Bartley College	California	<10	-	10	<10	-	-	20
00209800	Barton College	North Carolina	10	-	<10	<10	-	-	20
00617100	Baton Rouge College	Louisiana	10	-	<10	-	-	-	20
00197500	Baton Rouge School of Computers	Louisiana	10	-	<10	<10	-	-	20
02246200	Bay State School of Technology	Massachusetts	<10	-	<10	-	-	-	20
00144000	Beauty Institute (The)	Pennsylvania	20	-	<10	<10	-	-	20
00219800	Beauty Institute'schwartkopf Professional (The)	Idaho	10	-	<10	<10	-	-	20
01260000	Bel - Rea Institute of Animal Technology	Colorado	20	-	<10	<10	-	-	20
00843400	Belafonte Academy of Beauty	Kentucky	<10	-	<10	<10	-	-	20
01202600	Bellus Academy	California	10	-	<10	<10	-	-	20
00290000	Belmont Abbey College	North Carolina	<10	<10	<10	<10	-	-	20
00018000	Benet's Career Academy	Florida	10	-	<10	<10	-	-	20
00112100	Bethany University of the Assemblies of God	California	<10	-	<10	<10	-	-	20
00958000	Bethel University	Minnesota	10	-	<10	<10	-	-	20
00110700	Bethel University	Indiana	<10	-	<10	<10	-	-	20
00076900	Beulah Heights University	Georgia	10	-	<10	<10	-	-	20
00198000	Big Sandy Community and Technical College	Kentucky	<10	-	<10	<10	-	-	20
04118000	Bioethics College	California	<10	-	<10	<10	-	-	20
00112200	Biola University	California	10	-	<10	<10	-	-	20
00212800	Boston College	Massachusetts	<10	-	<10	<10	-	-	20
01157700	Brenton Parker College	Georgia	10	-	<10	<10	-	-	20
00184600	Brian Cliff University	Iowa	<10	-	<10	<10	-	-	20
01191100	Brick Computer Science Institute	New Jersey	<10	-	10	-	-	-	20
00162500	Brigham Young University - Idaho	Idaho	20	-	<10	<10	-	-	20
00261900	Brilliant Hand Dressing Academy	Arizona	10	-	<10	<10	-	-	20
00217600	Bristol Community College	Massachusetts	20	-	<10	<10	-	-	20
00105900	Britany Beauty Academy	New York	10	-	<10	<10	-	-	20
00210000	Brookhaven College	Texas	<10	-	<10	<10	-	-	20
00827600	Bryant & Stratton Business Institute - Syracuse	New York	10	-	<10	-	-	-	20
00620900	Bryant & Stratton College	Wisconsin	20	-	<10	-	-	-	20
02274400	Bryant and Stratton College	Ohio	<10	-	<10	<10	-	-	20
00184700	Buena Vista University	Iowa	<10	-	<10	<10	-	-	20
01110000	Bunker Hill Community College	Massachusetts	<10	-	<10	<10	-	-	20
01218800	Burlington College	Vermont	10	-	<10	<10	-	-	20
00572900	Business Informatics Center	New York	<10	-	<10	<10	-	-	20
00807800	Butte College	California	<10	-	<10	<10	-	-	20
00299800	Calhoun University	New Jersey	10	-	<10	<10	-	-	20
04215100	California Career Institute	California	10	-	<10	<10	-	-	20
00851300	California Healing Arts College	California	10	-	10	<10	-	-	20
00216800	California Institute	California	<10	-	10	-	-	-	20
00118200	California Institute of the Arts	California	10	-	<10	<10	-	-	20
00118900	California Lutheran University	California	20	-	<10	<10	-	-	20
00114300	California Polytechnic State University	California	<10	-	<10	<10	-	-	20
00114600	California State University, Chico	California	20	-	<10	<10	-	-	20
04221300	California Technical Academy	California	10	-	<10	<10	-	-	20
01310300	California Western School of Law	California	10	-	<10	<10	-	-	20
00189400	Calumet College of Saint Joseph	Indiana	<10	-	-	10	-	-	20
00904500	Cambridge Tech Inst	Ohio	<10	-	<10	<10	-	-	20
00315000	Cameron University	Oklahoma	20	-	<10	<10	-	-	20
00519000	Cape Fear Community College	North Carolina	10	-	<10	<10	-	-	20
00902800	Capital University	Ohio	10	-	<10	<10	-	-	20
00294800	Capital City Career	Texas	10	-	<10	<10	-	-	20
01306700	Capri Beauty College	Illinois	10	-	<10	10	-	-	20
00907800	Capri Institute of Hair Design	New Jersey	20	-	<10	<10	-	-	20
00285000	Capri Institute of Hair Design	New Jersey	20	-	<10	<10	-	-	20
00189600	Capri Institute of Hair Design	New Jersey	20	-	-	-	-	-	20
00854400	Career Colleges of Chicago	Illinois	<10	-	<10	<10	-	-	20
00404100	Carson - Newman University	Tennessee	10	-	<10	<10	-	-	20
00389900	Carthage College	Wisconsin	<10	-	<10	<10	-	-	20
00291400	Catawba College	North Carolina	10	-	<10	<10	-	-	20
00909400	Catharine College	Illinois	<10	-	10	<10	-	-	20
00286100	Cayuga Community College	New York	20	-	-	<10	-	-	20
00248800	Cazenovia College	New York	20	-	-	<10	-	-	20
04127500	CDK Career Institute	Pennsylvania	<10	-	<10	<10	-	-	20
00294300	Cedar Crest College	Pennsylvania	20	-	<10	<10	-	-	20
00984100	Cedar Valley College	Texas	20	-	<10	-	-	-	20
00259900	Centenary University	New Jersey	10	-	<10	<10	-	-	20
00647700	Center for Advanced Legal Studies	Texas	20	-	<10	<10	-	-	20
00152700	Center for the Media Arts	New York	<10	-	10	-	-	-	20
00100700	Central Alabama Community College	Alabama	10	-	-	<10	-	-	20
00729800	Central Arizona College	Arizona	<10	-	<10	<10	-	-	20
00190800	Central Christian College of Kansas	Kansas	<10	-	<10	<10	-	-	20
04150000	Central Nursing College	California	<10	-	10	<10	-	-	20
00283600	Central Piedmont Community College	North Carolina	<10	-	<10	<10	-	-	20
00116100	Centros Community College	California	10	-	<10	<10	-	-	20
00180600	Chaminade University of Honolulu	Hawaii	10	-	<10	<10	-	-	20
00712200	Chandler - Gilbert Community College	Arizona	10	-	<10	<10	-	-	20
01088000	Chatfield College	Ohio	20	-	<10	-	-	-	20
01216000	Chattahoochee Valley Community College	Alabama	20	-	<10	-	-	-	20
00830400	Chippewa Valley Technical College	Wisconsin	<10	-	<10	<10	-	-	20
00346200	Christian Brothers University	Tennessee	10	-	-	<10	-	-	20
04180000	Cinta Aveda Institute	California	20	-	<10	-	-	-	20
00571500	City College	Oklahoma	20	-	<10	<10	-	-	20
00450200	City College of San Francisco	California	10	-	<10	<10	-	-	20
00184800	City Colleges of Chicago Harry S Truman College	Illinois	10	-	-	<10	-	-	20
00407800	Clackamas Community College	Oregon	10	-	<10	<10	-	-	20
00148900	Cleveland Graduate University	California	10	-	-	<10	-	-	20
00399900	Cleveland State Community College	Tennessee	<10	-	<10	<10	-	-	20
00207000	Cleveland University-Kansas City	Kansas	10	-	<10	<10	-	-	20
00842700	Coker University	South Carolina	10	-	<10	<10	-	-	20
00677100	College for Creative Studies	Michigan	10	-	<10	<10	-	-	20
00358800	College of Coastal Georgia	Georgia	10	-	<10	<10	-	-	20
00615800	College of Court Reporting	Indiana	10	-	<10	<10	-	-	20
00768400	College of Lake County	Illinois	<10	-	<10	<10	-	-	20
00214000	College of Our Lady of the Elm s	Massachusetts	10	-	<10	<10	-	-	20
00385000	College of Saint Joseph	Vermont	<10	-	<10	<10	-	-	20
00254000	College of Saint Mary	Nebraska	10	-	<10	<10	-	-	20

00101900	College of Southern Idaho	Idaho	10	-	<10	<10	-	20
00206100	College of Southern Maryland	Maryland	10	-	-	<10	-	20
00234300	College of St. Scholastica	Minnesota	10	-	<10	<10	-	20
04211800	College of Western Idaho	Idaho	10	-	<10	<10	-	20
00400000	Columbia College	South Carolina	20	-	-	<10	-	20
01121900	Columbia School of Broadcasting, Home Study	Nevada	<10	-	10	<10	-	20
00499100	Commonwealth College, Norfolk	Virginia	<10	-	<10	<10	-	20
08094400	Community Christian College	California	20	-	<10	-	-	20
01007600	Computer Processing Inst.	Connecticut	<10	-	<10	<10	-	20
02298600	Consolidated School of Business	Pennsylvania	10	-	<10	<10	-	20
08029900	Consolidated School of Business	Pennsylvania	<10	-	<10	<10	-	20
00792200	Continental School of Beauty Culture	New York	10	-	<10	<10	-	20
00032700	Copper Career Institute	Florida	10	-	<10	<10	-	20
00402000	Copiah Lincoln Community College	Mississippi	<10	-	<10	<10	-	20
00286900	Corning Community College - SUNY Office of Community Colleges	New York	<10	-	<10	<10	-	20
02982700	Cortiva Institute - Tucson	Arizona	10	-	<10	-	-	20
01130600	Cosmetology and Tpa Academy	Illinois	20	-	<10	<10	-	20
00275300	Cosmetology Career Institute	Texas	<10	-	10	<10	-	20
00793600	Cosumes River College	California	10	-	<10	<10	-	20
01100200	Cowley College	Kansas	10	-	<10	<10	-	20
02609100	Crave Beauty Academy, LLC	Kansas	<10	-	<10	-	-	20
01187600	CyberTax Institute of Technology	Texas	20	-	<10	<10	-	20
00200600	Damen University	New York	20	-	<10	<10	-	20
00291900	Davidson-Covek Community College	North Carolina	20	-	<10	-	-	20
00485400	Davis College	Ohio	10	-	<10	<10	-	20
01117800	Dayton School of Medical Massage	Ohio	10	-	<10	<10	-	20
01172200	Delaware Technical Community College	Delaware	10	-	-	<10	-	20
04232400	Delaware Valley Academy of Medical & Dental Assistants	Pennsylvania	<10	-	<10	<10	-	20
00225100	Delta College	Michigan	20	-	<10	<10	-	20
00966900	Delta College South	Louisiana	<10	-	<10	<10	-	20
00398600	Delaware University	Pennsylvania	<10	-	<10	<10	-	20
00540600	Diversified Vocational College	California	20	-	<10	<10	-	20
01169100	D'Way's Institute of Cosmetology and Esthetics	Louisiana	10	-	<10	<10	-	20
02209000	Dorsey School of Beauty	Michigan	20	-	<10	-	-	20
02068800	Douglas Education Center	Pennsylvania	<10	-	<10	<10	-	20
01176600	Drake Business School	New York	<10	-	<10	<10	-	20
00439300	Draughtons Junior College	Tennessee	10	-	<10	-	-	20
00448100	Drury University	Missouri	10	-	<10	<10	-	20
00250200	Duke University	North Carolina	10	-	<10	<10	-	20
00748000	Durham Beauty Academy	North Carolina	<10	-	<10	<10	-	20
00644800	Durham Technical Community College	North Carolina	<10	-	<10	<10	-	20
00658000	Dyersburg State Community College	Tennessee	<10	-	<10	<10	-	20
04119000	Eagle Rock College	California	<10	-	<10	<10	-	20
00204000	East Central Community College	Mississippi	10	-	<10	<10	-	20
00842900	East West College of Natural Medicine	Florida	20	-	<10	<10	-	20
00265100	Eastern New Mexico University	New Mexico	20	-	<10	<10	-	20
00341900	Eastern Oregon University	Oregon	10	-	<10	<10	-	20
00644900	Eastern Virginia Career College	Virginia	10	-	<10	<10	-	20
00851000	Eastfield College	Texas	20	-	<10	-	-	20
01485000	Edgemoor Community College	North Carolina	10	-	<10	<10	-	20
00119700	El Camino College	California	<10	-	<10	-	-	20
02166100	Elaine P. Nunez Community College	Louisiana	10	-	<10	<10	-	20
04204500	Elaine Sterling Institute (The)	Georgia	10	-	<10	<10	-	20
02646700	Elaine Stevens Beauty College	Missouri	20	-	<10	<10	-	20
02186000	Eldorado College	California	<10	-	<10	-	-	20
00232700	Elon University	North Carolina	10	-	<10	<10	-	20
00966600	Empire Beauty School	Pennsylvania	20	-	<10	-	-	20
01291500	Empire Beauty School	Kentucky	20	-	<10	-	-	20
00966800	Empire Beauty School	Pennsylvania	20	-	<10	-	-	20
00234700	Empire Beauty School	Wisconsin	20	-	<10	-	-	20
01243400	Empire Beauty School	Arizona	20	-	<10	-	-	20
01260500	Empire Beauty School	Pennsylvania	20	-	<10	-	-	20
00463200	Empire Beauty School	Indiana	20	-	<10	-	-	20
02177100	Empire Beauty School	Kentucky	20	-	-	-	-	20
00972200	Empire Beauty School	Minnesota	10	-	<10	-	-	20
02220900	Empire Beauty School	Arizona	10	-	<10	-	-	20
01291700	Empire Beauty School	Kentucky	10	-	<10	-	-	20
01291700	Empire Beauty School	Arizona	10	-	<10	-	-	20
00846500	Empire Beauty School	Arizona	10	-	<10	-	-	20
02100600	Empire Beauty School - Thornton	Colorado	20	-	<10	-	-	20
01070900	Empire Beauty School-Lakewood	Colorado	10	-	<10	-	-	20
02141100	Empire Beauty School-Littleton	Colorado	20	-	<10	-	-	20
02178600	Empire Beauty Schools	New Hampshire	10	-	<10	-	-	20
00132700	Emporia State University	Kansas	<10	-	<10	<10	-	20
00244800	Endicott College	Massachusetts	<10	-	<10	<10	-	20
04172300	Eternity Cosmetology School, Corp.	Florida	<10	-	10	<10	-	20
08078000	ETI Technical College of Niles	Ohio	<10	-	<10	<10	-	20
00135500	Evergreen State College (The)	Washington	20	-	<10	<10	-	20
00787300	Expertise Cosmetology Institute	Nevada	10	-	<10	-	-	20
00445000	Fayette Beauty Academy	Georgia	<10	-	<10	<10	-	20
00729300	Federico Beauty Institute	California	10	-	<10	<10	-	20
00793200	Finger Lakes Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	-	20
01167600	Finger Lakes School of Massage (The)	New York	10	-	<10	<10	-	20
00212200	Finlands University	Michigan	20	-	<10	-	-	20
02984300	First Institute	Illinois	<10	-	<10	<10	-	20
00218400	Fitchburg State University	Massachusetts	20	-	<10	<10	-	20
00670600	Florida Education Institute	Florida	10	-	<10	<10	-	20
04197600	Florida Institute of Recording, Sound and Technology	Florida	20	-	-	<10	-	20
00296700	Fort Worth Beauty School	Texas	20	-	<10	<10	-	20
04246000	Foundation of Youth Academy of Cosmetology	Pennsylvania	10	-	<10	<10	-	20
00974400	Fox Valley Technical College	Wisconsin	10	-	-	<10	-	20
00218800	Framingham State University	Massachusetts	20	-	<10	<10	-	20
00130700	Fresno City College	California	10	-	<10	<10	-	20
00131800	Friends University	Kansas	10	-	<10	<10	-	20
08000000	Frontier Nursing University	Kentucky	<10	-	-	10	-	20
00120100	Fulbert College	California	10	-	<10	<10	-	20
04206300	FWI School of Nursing and Technology	Florida	10	-	<10	<10	-	20
00261200	G Skin & Beauty Institute	Illinois	20	-	<10	-	-	20
00306600	Gannon University	Pennsylvania	10	-	<10	<10	-	20

02203900	Gene Isneret Academy	Washington	<10	-	<10	<10	-	20
00319600	Georgia Fox University	Oregon	10	-	<10	<10	-	20
00920700	Georgia Highlands College	Georgia	20	-	<10	-	-	20
00316800	Georgia Institute of Technology	Georgia	20	-	<10	-	-	20
00402400	Georgia Northwestern Technical College	Georgia	<10	-	<10	<10	-	20
02344800	Georgia School of Bartending	Georgia	<10	-	<10	<10	-	20
00263600	Georgian Court University	New Jersey	<10	-	<10	<10	-	20
00972800	Gier Dore Academy of Hair Design & Salons	Washington	<10	-	<10	<10	-	20
00368600	Goddard College	Vermont	20	-	<10	-	-	20
00412900	Goldsey Seacom College	Delaware	10	-	<10	<10	-	20
00377800	Gonzaga University	Washington	10	-	<10	-	-	20
00228600	Grace Christian University	Michigan	10	-	<10	<10	-	20
00186600	Graceland University	Iowa	20	-	-	<10	-	20
00978800	Green River College	Washington	10	-	<10	-	-	20
00279800	Greenbush College	North Carolina	10	-	<10	<10	-	20
01093400	Griffin College	Washington	<10	-	10	-	-	20
00279100	Guilford College	North Carolina	10	-	<10	<10	-	20
00149000	Guilford State College	Florida	10	-	<10	<10	-	20
02297700	Har Design School (The)	New Jersey	<10	-	<10	-	-	20
00218400	Harlins University	Minnesota	20	-	<10	<10	-	20
00109700	Harding University	Arkansas	10	-	<10	<10	-	20
00362000	Harold Washington College	Illinois	<10	-	<10	<10	-	20
00976100	Harper College	Illinois	10	-	<10	<10	-	20
02056100	Hawaii Business College	Hawaii	10	-	10	-	-	20
02262300	Heald College	California	<10	-	10	<10	-	20
00729400	Heald College School of Business	California	<10	-	<10	<10	-	20
02592900	Heald College School of Technology	California	<10	-	<10	<10	-	20
09803800	Healthcare Training Institute	New Jersey	20	-	<10	-	-	20
02204500	Heritage Institute	Virginia	<10	-	<10	-	-	20
00478800	Herkimer County Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	-	20
00279300	High Point University	North Carolina	10	-	<10	<10	-	20
00837300	Hill College	Texas	<10	-	<10	<10	-	20
00849400	Holofusus School of Trade and Technical Sciences	New Jersey	<10	-	<10	<10	-	20
00800600	Holy Family College	Wisconsin	10	-	<10	<10	-	20
00175000	Howard Community College	Maryland	<10	-	<10	<10	-	20
00857500	Howard Payne University	Texas	<10	-	<10	<10	-	20
04143200	Hult International Business School	Massachusetts	10	-	<10	-	-	20
00301300	Huntingdon College	Alabama	10	-	<10	-	-	20
00206900	Husson University	Maine	20	-	<10	-	-	20
00327600	Immaculata University	Pennsylvania	10	-	<10	<10	-	20
00463900	Indian Hills Community College	Iowa	<10	-	<10	<10	-	20
00181100	Indiana University - East	Indiana	10	-	<10	<10	-	20
00181400	Indiana University - Kokomo	Indiana	10	-	<10	-	-	20
04155100	Institute of Medical and Business Careers	Pennsylvania	10	-	<10	-	-	20
03642300	Institute of Technology	Oregon	20	-	<10	-	-	20
00394000	Inter American University of Puerto Rico - Metropolitan Campus	Puerto Rico	20	-	<10	<10	-	20
04242100	Inter American University of Puerto Rico - San German Campus	Puerto Rico	20	-	<10	<10	-	20
02326800	Interface College	Washington	20	-	<10	-	-	20
02270200	International Aviation and Travel Academy	Texas	<10	-	10	<10	-	20
01280200	International Salon and Spa Academy	Colorado	20	-	<10	<10	-	20
00978600	Inver Hills Community College	Minnesota	10	-	<10	<10	-	20
00240900	Iwakamba Community College	Mississippi	20	-	<10	<10	-	20
00271900	Ithaca College	New York	20	-	<10	<10	-	20
01009800	Ivy Tech Community College of Indiana - Region 4	Indiana	10	-	<10	<10	-	20
01004100	Ivy Tech Community College of Indiana - Region 5	Indiana	10	-	<10	<10	-	20
00939400	Ivy Tech Community College of Indiana - Region 6	Indiana	10	-	<10	<10	-	20
00854700	Ivy Tech Community College of Indiana - Region 7	Indiana	<10	-	<10	<10	-	20
01002700	James A. Rhodes State College	Ohio	10	-	<10	<10	-	20
00246800	Jamestown Community College	New York	<10	-	<10	<10	-	20
09683000	Jay's Technical Institute	Texas	20	-	<10	<10	-	20
02616100	Jean Madeline Aveda Institute	Pennsylvania	<10	-	<10	<10	-	20
00244800	Jefferson College	Missouri	10	-	<10	<10	-	20
00287000	Jefferson Community College	New York	10	-	<10	<10	-	20
04187400	John Amico School of Hair Design	Illinois	20	-	<10	-	-	20
02269700	John Health and Beauty Academy	Pennsylvania	10	-	<10	<10	-	20
00241100	Jones County Junior College	Mississippi	10	-	-	<10	-	20
02524000	Jones Technical Institute	Florida	20	-	<10	-	-	20
02088200	Jordan College	Michigan	<10	-	<10	<10	-	20
00102900	Judson College	Alabama	20	-	<10	<10	-	20
02918200	KD Conservatory College of Film and Dramatic Arts	Texas	10	-	<10	<10	-	20
01291000	Kean State College	New Hampshire	10	-	<10	<10	-	20
02341100	Kenneth Shuler School of Cosmetology & Nails	South Carolina	20	-	<10	<10	-	20
00274400	Kesika College	New York	20	-	<10	<10	-	20
00328000	KeyStone College	Pennsylvania	10	-	<10	<10	-	20
00349600	King University	Tennessee	10	-	<10	<10	-	20
00382800	King's College	Pennsylvania	10	-	<10	<10	-	20
00269400	Kingsborough Community College/CUNY	New York	10	-	<10	<10	-	20
03034700	KRS Computer and Business School	Minnesota	<10	-	<10	<10	-	20
00769500	La' James College of Hairstyling	Iowa	<10	-	-	10	-	20
03897000	La Roche University	Pennsylvania	10	-	<10	<10	-	20
00121500	La Sierra University	California	20	-	<10	<10	-	20
00600600	Lake Erie College of Osteopathic Medicine	Pennsylvania	20	-	<10	<10	-	20
01975700	Lake Superior College	Minnesota	10	-	-	<10	-	20
03627900	Lamar Institute of Technology	Texas	<10	-	<10	<10	-	20
00349800	Lambuth University	Tennessee	<10	-	<10	<10	-	20
01830300	Lancaster Beauty School	California	10	-	<10	<10	-	20
00777900	Lancaster School of Business	Pennsylvania	10	-	<10	<10	-	20
00215300	Lavell University	Massachusetts	10	-	<10	<10	-	20
01981900	Law College	Texas	10	-	<10	-	-	20
00298100	Lenoir-Rhyne University	North Carolina	20	-	<10	<10	-	20
01239900	Levin College of Business	Michigan	<10	-	<10	<10	-	20
00713200	Lincoln Land Community College	Illinois	10	-	<10	<10	-	20
02461900	Lincoln Technical Institute	Illinois	20	-	<10	-	-	20
00932900	Lock Haven University of Pennsylvania	Pennsylvania	10	-	<10	-	-	20
02570300	Los Angeles CRT Technical Institute	California	10	-	<10	<10	-	20
04278800	Los Angeles Pacific University	California	10	-	-	<10	-	20
00122600	Los Angeles Pierce College	California	<10	-	<10	<10	-	20
00122700	Los Angeles Trade Technical College	California	10	-	<10	<10	-	20
00294300	Louisburg College	North Carolina	<10	-	<10	<10	-	20

00200700	Louisiana Christian University	Louisiana	10	-	<10	<10	-	20
00201100	Louisiana State University at Alexandria	Louisiana	10	-	<10	<10	-	20
00300900	Lourdes University	Ohio	20	-	<10	<10	-	20
00666600	Lutheran School of Nursing	Missouri	<10	-	<10	<10	-	20
00681100	Luzerne County Community College	Pennsylvania	20	-	<10	<10	-	20
00226000	Madonna University	Michigan	20	-	<10	<10	-	20
01111300	Maharishi International University	Iowa	10	-	-	<10	-	20
00072000	Malone University	Ohio	20	-	<10	<10	-	20
00256000	Manchester Community College	New Hampshire	10	-	<10	<10	-	20
04160000	Manhattan Institute (The)	New York	10	-	<10	-	-	20
00278000	Manhattanville College	New York	<10	-	<10	<10	-	20
00294000	Manor College	Pennsylvania	20	-	-	<10	-	20
00948200	Mansfield Business College	Texas	<10	-	10	<10	-	20
01278000	Maria College	New York	10	-	<10	<10	-	20
00687800	Marian Court College	Massachusetts	10	-	<10	<10	-	20
00386100	Marian University	Wisconsin	<10	-	<10	<10	-	20
00812200	Marineville School of Beauty	Utah	<10	<10	10	-	-	20
02604000	Marionville School of Beauty	Utah	<10	<10	10	-	-	20
02616100	Marionville School of Beauty	Utah	<10	<10	<10	-	-	20
01046000	Marquette University	Wisconsin	20	-	<10	<10	-	20
00372300	Mary Baldwin University	Virginia	10	-	<10	<10	-	20
00200000	Maryland Institute College of Art	Maryland	10	-	<10	<10	-	20
00278300	Massachusetts School of Law at Andover	Massachusetts	<10	-	<10	<10	-	20
00217700	Massasoit Community College	Massachusetts	10	-	<10	-	-	20
04115600	Mayfield College	California	20	-	<10	<10	-	20
00698000	Mayville Community and Technical College	Kentucky	10	-	<10	<10	-	20
00922800	McBry Business Training Institute	Wisconsin	<10	-	<10	<10	-	20
04228900	McDougle Technical Institute	Florida	20	-	<10	-	-	20
00859100	McHenry University	Texas	20	-	<10	<10	-	20
04244000	Medical Prep Institute of Tampa Bay	Florida	20	-	<10	-	-	20
00839300	Medical University of Lublin	20	-	<10	-	-	-	20
00928300	Medical University of Silesia (The)	20	-	<10	<10	-	-	20
00341800	Medical University of South Carolina	South Carolina	10	-	<10	<10	-	20
00306000	Meharry Medical College	Tennessee	<10	-	<10	<10	-	20
00807000	Merrill College of Art	Tennessee	20	-	<10	<10	-	20
00701300	Merrill College of Barbering	Tennessee	<10	-	<10	<10	-	20
00128600	Mesa College	California	<10	-	<10	-	-	20
00279400	Meredith College	North Carolina	<10	-	<10	<10	-	20
00241300	Merridian Community College	Mississippi	10	-	<10	<10	-	20
00212000	Merrimack College	Massachusetts	10	-	<10	-	-	20
00294600	Methodist University	North Carolina	10	-	<10	<10	-	20
00678300	Metropolitan College	Oklahoma	<10	-	<10	<10	-	20
00699000	Metropolitan College	New Mexico	<10	-	<10	<10	-	20
00261500	Midwestern College	New Jersey	<10	-	<10	<10	-	20
02616400	Midwest Career Institute	Indiana	<10	-	<10	<10	-	20
00928300	Midway Paris Beauty School	New York	10	-	<10	<10	-	20
00612100	Midwest College of Acupuncture and Herbal Medicine	Wisconsin	20	-	<10	<10	-	20
00124000	Miliken University	Illinois	<10	-	<10	<10	-	20
00236700	Minnesota State University Moorhead	Minnesota	10	-	<10	<10	-	20
00324700	Misericordia University	Pennsylvania	10	-	<10	<10	-	20
02638000	Modern College of Design (The)	Ohio	10	-	<10	-	-	20
00634000	Modern Technology School	California	10	-	-	<10	-	20
01186400	Modesto Community College	Arizona	10	-	<10	<10	-	20
00188000	Moler Barber College	California	10	-	<10	<10	-	20
00283000	Montana State University Bozeman	Montana	20	-	<10	<10	-	20
00241800	Montgomery Beauty School	Maryland	10	-	<10	<10	-	20
00727500	Moore Career College	Louisiana	10	-	<10	<10	-	20
00926600	Moraine Park Technical College	Wisconsin	10	-	<10	<10	-	20
00769200	Moraine Valley Community College	Illinois	20	-	<10	<10	-	20
00122000	Morton College	Illinois	10	-	<10	<10	-	20
00315200	Motolting Technical Training Institute	Massachusetts	10	-	<10	<10	-	20
00382000	Mount Aloysius College	Pennsylvania	10	-	<10	<10	-	20
00708500	Mount Vernon Nazarene University	Ohio	<10	-	<10	<10	-	20
00600900	Mountain State College	West Virginia	20	-	<10	<10	-	20
00277500	Mountain States Technical Institute	Arizona	<10	-	<10	<10	-	20
00630000	Mountain View College	Texas	10	-	<10	<10	-	20
04041400	Mountwest Community and Technical College	West Virginia	10	-	<10	<10	-	20
00320400	Mt. Hood Community College	Oregon	10	-	<10	<10	-	20
02640000	MtA School, Resident School	Ohio	<10	-	<10	<10	-	20
00939300	Muefler College	California	10	-	<10	<10	-	20
04121000	MyComputerCareer at Indianapolis	Indiana	10	-	<10	<10	-	20
04144000	National Career Institute	New Jersey	<10	-	<10	<10	-	20
01116200	National Education Center Bryman Campus	Texas	<10	-	<10	<10	-	20
00769300	National Education Center Kee Business College Campus	Virginia	10	-	<10	<10	-	20
00949100	National Education Center National Institute of Technology Campus	Texas	<10	-	<10	<10	-	20
00604300	National Graduate School of Quality Management (The)	Massachusetts	10	-	<10	<10	-	20
00218400	National Hispanic University (The)	California	<10	-	<10	<10	-	20
00301400	National Polytechnic College	California	10	-	10	-	-	20
01046300	National Technical School	California	<10	-	10	<10	-	20
00361600	Nelson University	Texas	20	-	<10	<10	-	20
04114000	Nevada State University	Nevada	10	-	<10	<10	-	20
04102300	New Age Training	New York	10	-	<10	<10	-	20
00284000	New England Culinary Institute	Vermont	20	-	<10	-	-	20
00616100	New England Law   Boston	Massachusetts	10	-	<10	<10	-	20
02679000	New England School of Acupuncture	Massachusetts	10	-	<10	-	-	20
00162300	New Hampshire Institute of Art	New Hampshire	20	-	-	-	-	20
04221100	New Horizon Medical Institute	Georgia	10	-	<10	<10	-	20
00637300	New York Automotive & Diesel Institute	New York	10	-	<10	<10	-	20
00920700	New York Conservatory For Dramatic Arts (The)	New York	<10	-	<10	<10	-	20
00430100	Newport Business Institute	Pennsylvania	<10	-	<10	<10	-	20
00404900	NewSchool of Architecture and Design	California	<10	-	<10	<10	-	20
00268100	NHTI - Concord's Community College	New Hampshire	10	-	<10	<10	-	20
00267900	Niagara County Community College	New York	10	-	<10	<10	-	20
00278800	Niagara University	New York	20	-	<10	<10	-	20
00219700	Nichols College	Massachusetts	10	-	<10	<10	-	20
00688000	Nightingale College	Utah	20	-	<10	<10	-	20
00718700	North Adair's College of Beauty	California	10	-	<10	<10	-	20
00058800	North Central Texas College	Texas	20	-	<10	<10	-	20
00299700	North Dakota State University - Fargo	North Dakota	10	-	<10	<10	-	20

0077400	North Lake College	Texas	10	-	-	<10	-	20
0021700	North Shore Community College	Massachusetts	<10	-	<10	<10	-	20
00838700	Northcentral Technical College	Wisconsin	<10	-	<10	<10	-	20
0411800	Northcoast Medical Training Academy	Ohio	10	-	-	<10	-	20
00458700	Northeast Iowa Community College	Iowa	<10	-	<10	<10	-	20
00368800	Northern Vermont University	Vermont	20	-	<10	-	-	20
00368900	Northern Vermont University Lyndon	Vermont	20	-	<10	-	-	20
00869700	Northwest - Shoah Community College	Alabama	10	-	<10	<10	-	20
00851600	North-West College	California	20	-	<10	-	-	20
00381400	Northwest War Academy	Washington	10	-	<10	-	-	20
00378300	Northwest University	Washington	10	-	-	<10	-	20
00372300	Northwest Vista College	Texas	10	-	<10	<10	-	20
00124000	Northwestern Technological Institute	Michigan	10	-	<10	<10	-	20
00206800	Notre Dame of Maryland University	Maryland	<10	-	<10	<10	-	20
00236100	Now Academy of Cosmetology Woodbury	Minnesota	10	-	<10	<10	-	20
00830400	NTMA Machinist Career College	California	20	-	<10	<10	-	20
00800000	Ocean (The)	Texas	10	-	<10	<10	-	20
00024800	Ocean County College	New Jersey	20	-	<10	-	-	20
00069800	Ohio Northern University	Ohio	10	-	<10	-	-	20
00316900	Oklahoma Christian University	Oklahoma	10	-	-	<10	-	20
00317200	Oklahoma State University Institute of Technology - Okmulgee	Oklahoma	10	-	<10	<10	-	20
00370700	Olney-Harvey College	Illinois	20	-	<10	<10	-	20
00287600	Orange County Community College	New York	<10	-	<10	<10	-	20
00881500	Orangeburg - Calhoun Technical College	South Carolina	20	-	<10	<10	-	20
00138000	Orleans Technical College	Pennsylvania	10	-	<10	<10	-	20
00126100	Otto College of Art and Design	California	10	-	-	<10	-	20
00311000	Ottawa University	Ohio	10	-	<10	<10	-	20
00834500	Owensboro Community & Technical College	Kentucky	<10	-	<10	-	-	20
04014300	P&A Scholars Beauty School	Michigan	20	-	<10	<10	-	20
00289800	Pace Institute	Pennsylvania	10	-	<10	<10	-	20
00259300	Pacific College	California	10	-	<10	<10	-	20
00126800	Pacific Union College	California	10	-	<10	<10	-	20
00321200	Pacific University	Oregon	10	-	<10	<10	-	20
00740300	Paine College	Connecticut	20	-	-	-	-	20
00184900	Palmer College of Chiropractic West	California	20	-	<10	-	-	20
00360000	Panola College	Texas	10	-	-	<10	-	20
00394600	Passaic County Community College	New Jersey	<10	-	<10	<10	-	20
04138700	Paul Mitchell The School - Pasadena	California	20	-	<10	-	-	20
04142000	Paul Mitchell The School Atlanta	Georgia	20	-	<10	-	-	20
00137900	Paul Mitchell The School Charleston	South Carolina	20	-	<10	-	-	20
00430300	Paul Mitchell The School Chicago	Illinois	20	-	<10	-	-	20
04143100	Paul Mitchell The School Cincinnati	Ohio	10	-	<10	-	-	20
04142100	Paul Mitchell The School East Bay	California	20	-	<10	-	-	20
00249800	Paul Mitchell The School Jacksonville	Florida	10	-	<10	-	-	20
00253800	Paul Mitchell The School Memphis	Tennessee	20	-	<10	-	-	20
04162800	Paul Mitchell The School Modesto	California	10	-	<10	-	-	20
00254800	Paul Mitchell The School New Orleans	Louisiana	10	-	<10	<10	-	20
04152800	Paul Mitchell The School Sacramento	California	20	-	<10	-	-	20
00256800	Paul Mitchell The School Salt Lake City	Utah	10	-	<10	-	-	20
04167000	Paul Mitchell The School Tamecula	California	20	-	<10	-	-	20
00269800	Pellissippi State Community College	Tennessee	<10	-	<10	<10	-	20
04168700	Pelican College	Texas	10	-	<10	<10	-	20
00430000	Penn Commercial Business/Technical School	Pennsylvania	10	-	<10	<10	-	20
00351300	Pensacola State College	Florida	<10	-	<10	<10	-	20
04211300	Philadelphia Technician Training Institute	Pennsylvania	20	-	<10	<10	-	20
00113300	Phillips Junior College	Louisiana	<10	-	<10	<10	-	20
00943800	Phillips Junior College At Birmingham	Alabama	<10	-	<10	<10	-	20
00468800	Phillips Junior College Hardberger Campus	North Carolina	10	-	<10	<10	-	20
00500000	Pierce College	Washington	20	-	<10	<10	-	20
04038800	Pierpont Community & Technical College	West Virginia	10	-	<10	<10	-	20
04171100	Pima Medical Institute	Colorado	20	-	<10	<10	-	20
04161200	Pinebluff University	Washington	10	-	<10	-	-	20
00130600	Pittsburg State University	Kansas	10	-	-	<10	-	20
00069600	Pivot Point Academy	Illinois	10	-	<10	-	-	20
00620900	Platt College	California	10	-	<10	<10	-	20
00447700	Plaza Beauty School	Tennessee	<10	-	<10	<10	-	20
00414300	Ponce Health Sciences University	Puerto Rico	20	-	<10	-	-	20
00114700	Prairie Institute	Florida	10	-	<10	-	-	20
00249300	Prescott College	Arizona	10	-	<10	<10	-	20
00467100	Presentation College	South Dakota	20	-	<10	-	-	20
00136700	Prince Institute - Rocky Mountains	Colorado	10	-	<10	-	-	20
00296000	Prince Institute- Southeast	Illinois	<10	-	<10	<10	-	20
00288000	Professional Business School	Missouri	<10	-	<10	<10	-	20
00360100	Professional Career College	Texas	<10	-	<10	<10	-	20
04062300	Professional Career Training Institute	Texas	10	-	<10	<10	-	20
04143100	Professional Hands Institute	Florida	<10	-	<10	<10	-	20
00377700	Professional Skills Institute	Ohio	20	-	<10	-	-	20
00269700	Queensborough Community College-CUNY	New York	20	-	<10	<10	-	20
00174500	Quincy University	Illinois	10	-	<10	<10	-	20
00384100	Ramapo College of New Jersey	New Jersey	10	-	<10	<10	-	20
00125000	Ranken Technical College	Missouri	20	-	<10	<10	-	20
00778100	Raritan Valley Community College	New Jersey	10	-	<10	<10	-	20
00484000	Rasmussen College	North Dakota	20	-	<10	-	-	20
04177200	Real Barbers College (The)	California	<10	-	<10	<10	-	20
00994300	Real Rocks Community College	Colorado	20	-	<10	<10	-	20
00168900	Refrigeration School (The)	Arizona	20	-	<10	<10	-	20
00700300	Regency Beauty Institute- Cleveland	Ohio	<10	-	<10	<10	-	20
00158900	Reinhardt University	Georgia	10	-	<10	<10	-	20
00504100	Richland College	Texas	20	-	<10	<10	-	20
00257400	Ringling College of Art and Design	Florida	<10	-	<10	<10	-	20
00788400	River Parishes Community College	Louisiana	10	-	<10	<10	-	20
00381400	Roseville State Community College	Tennessee	20	-	-	-	-	20
04094300	Robert & Miller College (The)	Michigan	<10	-	<10	<10	-	20
00209000	Robert Fiance Beauty Schools	New Jersey	10	-	<10	<10	-	20
00223700	Robert Fiance Beauty Schools	New Jersey	10	-	<10	<10	-	20
00252600	Robert Fiance Beauty Schools	New Jersey	<10	-	<10	<10	-	20
00228800	Rochester Christian University	Michigan	10	-	<10	<10	-	20
00237800	Rochester Community and Technical College	Minnesota	20	-	<10	<10	-	20
00174800	Rockford University	Illinois	10	-	<10	<10	-	20



00316000	Rogers State University	Oklahoma	<10	-	<10	<10	-	20
00149100	Rosalind Franklin University of Medicine and Science	Illinois	10	-	<10	-	-	20
00918000	Rose State College	Oklahoma	20	-	<10	<10	-	20
00463000	Rosman University of Health Sciences	Newada	10	-	<10	<10	-	20
00770000	Rowan College at Burlington County	New Jersey	10	-	<10	<10	-	20
00690100	Rowan College of South Jersey	New Jersey	10	-	-	<10	-	20
00634000	Rowan-Cabarrus Community College	North Carolina	10	-	<10	<10	-	20
00780000	Saba University School of Medicine	Florida	10	-	<10	<10	-	20
00696400	SABER College	Florida	<10	-	-	<10	-	20
00265000	SAC Institute of Technology, Los Angeles	California	10	-	<10	-	-	20
00240000	Saint Elizabeth University	New Jersey	10	-	<10	<10	-	20
00152000	Saint John's River State College	Florida	<10	-	<10	<10	-	20
00180000	Saint Mary's College of California	California	20	-	<10	<10	-	20
00330000	Saint Mary's University of Minnesota	Minnesota	20	-	<10	<10	-	20
00340000	Saint Philip's College	Texas	<10	-	<10	<10	-	20
00209100	Salisbury University	Maryland	20	-	<10	<10	-	20
00110000	Salem Academy (The)	Michigan	<10	-	<10	<10	-	20
00612000	Salem Professional Academy - Melbourne, The	Florida	10	-	<10	<10	-	20
01209100	San Diego Christian College	California	20	-	<10	<10	-	20
00120000	San Joaquin Delta College	California	10	-	<10	<10	-	20
00678000	Santa Barbara Business College	California	20	-	<10	-	-	20
00126000	Santa Barbara City College	California	10	-	<10	<10	-	20
01112000	Sawyer College	California	<10	-	10	<10	-	20
01118100	Sawyer School-Sawyer School	Pennsylvania	<10	-	<10	<10	-	20
00678000	Schenectady County Community College	New York	10	-	<10	<10	-	20
00241100	Schiller International University	Florida	10	-	<10	<10	-	20
00690400	Scottsdale Community College	Arizona	10	-	<10	<10	-	20
00378000	Seattle Pacific University	Washington	20	-	-	<10	-	20
00372000	Shenandoah University	Virginia	10	-	-	<10	-	20
00382000	Shepherd University	West Virginia	10	-	<10	<10	-	20
00249000	Sherman College of Straight Chiropractic	South Carolina	10	-	<10	<10	-	20
00340000	Shippensburg University of Pennsylvania	Pennsylvania	10	-	<10	<10	-	20
00610000	Shirley Baker Career Institute	Texas	<10	-	<10	<10	-	20
00120000	Sierra College	California	10	-	<10	<10	-	20
00912000	Sierra Nevada College	Newada	20	-	-	<10	-	20
00372000	Skyline College	Virginia	20	-	<10	-	-	20
00249000	Sofia University	California	10	-	<10	-	-	20
00114000	Sonoma State University	California	20	-	<10	<10	-	20
00444000	Sonoran Desert Institute	Arizona	10	-	<10	<10	-	20
00637000	South Central College	Minnesota	10	-	-	<10	-	20
00249400	South College Asheville	North Carolina	<10	-	<10	<10	-	20
00471000	South Dakota State University	South Dakota	10	-	-	<10	-	20
00159000	South Georgia State College	Georgia	10	-	<10	<10	-	20
00146000	South Mountain Community College	Arizona	<10	-	-	<10	-	20
00361100	South Plains College	Texas	20	-	-	<10	-	20
00448000	South Texas Vocational Technical Institute	Texas	20	-	<10	-	-	20
00627100	Southeastern Kentucky Community and Technical College	Kentucky	10	-	<10	<10	-	20
00774000	Southeast Technical College	South Dakota	10	-	<10	<10	-	20
00317000	Southeastern Oklahoma State University	Oklahoma	20	-	<10	-	-	20
00181200	Southern California Health Institute (SOCHI)	California	10	-	<10	<10	-	20
00642100	Southern Crescent Technical College	Georgia	20	-	-	<10	-	20
00398000	Southern Institute of Cosmetology	Tennessee	<10	-	<10	<10	-	20
00652000	Southern Maine Community College	Maine	10	-	<10	<10	-	20
00141000	Southern Nazarene University	Oklahoma	20	-	-	<10	-	20
00321000	Southern Oregon University	Oregon	20	-	<10	<10	-	20
00132000	Southern Polytechnic State University	Georgia	<10	-	<10	10	-	20
00136000	Southern Technical College	Alabama	10	-	<10	-	-	20
00104000	Southern Union State Community College	Alabama	10	-	-	<10	-	20
00638000	Southwest Institute of Healing Arts	Arizona	10	-	<10	<10	-	20
00218000	Southwest School of Business & Technical Careers	Texas	10	-	<10	<10	-	20
00136000	Southwestern College	Kansas	20	-	-	<10	-	20
00129400	Southwestern Community College District	California	10	-	<10	<10	-	20
00341000	Southwestern Professional Institute	Texas	<10	-	<10	<10	-	20
00394000	Spartanburg Community College	South Carolina	10	-	<10	<10	-	20
00159000	Spelman College	Georgia	10	-	-	<10	-	20
00344100	Spokane Falls Community College	Washington	20	-	<10	<10	-	20
00104100	Spring Hill College	Alabama	20	-	<10	-	-	20
00637000	Springfield Technical Community College	Massachusetts	<10	-	<10	<10	-	20
00610100	St. Michael's College	Connecticut	20	-	-	<10	-	20
00189000	St. Ambrose University	Iowa	20	-	-	<10	-	20
00362100	St. Edward's University	Texas	20	-	<10	<10	-	20
00374000	St. George's University, School of Veterinary Medicine	Florida	<10	-	-	10	-	20
00382100	St. John's University	New York	20	-	<10	<10	-	20
00346000	State University of New York at New Paltz	New York	20	-	<10	<10	-	20
00249700	State University of New York at Oneonta	New York	10	-	<10	<10	-	20
00167000	State University of New York Polytechnic Institute	New York	20	-	<10	<10	-	20
00389200	Stawers - The Institute of Business & Arts	Missouri	10	-	<10	<10	-	20
00162000	St. Leo State University	Texas	10	-	<10	<10	-	20
00614000	Summit Institute	Florida	<10	-	<10	<10	-	20
00142400	Summit Salem Academy	Kentucky	10	-	<10	<10	-	20
00386000	SUNY College of Agriculture & Technology at Cobleskill	New York	20	-	<10	<10	-	20
00249400	SUNY College of Technology at Alfred	New York	10	-	<10	<10	-	20
00288700	SUNY College of Technology at Delhi	New York	20	-	-	-	-	20
00166700	SUNY Fulton-Montgomery Community College	New York	10	-	<10	<10	-	20
00288100	SUNY Westchester Community College	New York	10	-	<10	<10	-	20
00116000	Taylor College	Florida	10	-	<10	-	-	20
00628000	TCCS Technical Institute	Ohio	20	-	<10	<10	-	20
00272000	Tenn State Community College	Ohio	10	-	<10	<10	-	20
00348100	Texas A&M International University	Texas	20	-	<10	<10	-	20
00348000	Texas Chiropractic College	Texas	10	-	<10	<10	-	20
00164000	Texas Tech University Health Sciences Center	Texas	10	-	<10	<10	-	20
00200100	Thomas More University	Kentucky	10	-	<10	<10	-	20
00158000	Thomas University	Georgia	20	-	<10	<10	-	20
00102000	Thunderbird School of Global Management	Arizona	<10	-	-	<10	-	20
00670000	Trip Handressing Academy Legacy	Colorado	10	-	<10	<10	-	20
00618000	Toledo Public Schools Adult and Continuing Education	Ohio	<10	-	<10	<10	-	20
00638000	Tompkins Cortland Community College	New York	<10	-	<10	<10	-	20
00322100	Treasure Valley Community College	Oregon	<10	-	<10	<10	-	20
00251500	Trend Setterz Academy of Beauty Culture	Kentucky	10	-	<10	<10	-	20

00120000	Triangle Tech	Pennsylvania	10	-	<10	-	-	20
00789000	Triangle Tech	Pennsylvania	10	-	<10	-	-	20
04136400	Tribece Flashpoint College	Illinois	10	-	<10	<10	-	20
04137500	Trieste University of Beauty Culture	Illinois	20	-	-	-	-	20
00435000	Tri-County Technical College	South Carolina	<10	-	<10	<10	-	20
00189900	Trine University	Indiana	10	-	<10	<10	-	20
01872200	Trinity Valley Community College	Texas	10	-	<10	<10	-	20
02646000	Trinity College of Aspidochore	New York	10	-	<10	<10	-	20
00177800	Trinity College	Illinois	10	-	<10	<10	-	20
02527700	Trustee Meadows Community College	Nevada	10	-	<10	<10	-	20
00221300	Tufts University	Massachusetts	<10	-	<10	<10	-	20
00284300	Union College	New Jersey	20	-	<10	<10	-	20
00136800	Union Commonwealth University	Kentucky	<10	-	<10	<10	-	20
02285200	United Schools	Florida	<10	-	10	<10	-	20
04020300	United States University	California	20	-	<10	<10	-	20
00856900	Universal Career School	Florida	10	-	-	<10	-	20
03191700	Universidad del Sagrado Corazon	Puerto Rico	10	-	<10	-	-	20
00100000	Universidad Politecnica de Puerto Rico	Puerto Rico	20	-	<10	<10	-	20
00156300	University of Alaska Fairbanks	Alaska	10	-	<10	<10	-	20
00130000	University of Arkansas for Medical Sciences	Arkansas	10	-	<10	-	-	20
04127100	University of California, Merced	California	10	-	-	<10	-	20
00132100	University of California, Santa Cruz	California	20	-	<10	<10	-	20
03181100	University of Dallas	Texas	10	-	<10	<10	-	20
00189100	University of Dubuque	Iowa	10	-	<10	<10	-	20
00919300	University of Illinois at Springfield	Illinois	20	-	<10	<10	-	20
00236000	University of Maine - Augusta	Maine	10	-	<10	<10	-	20
00388800	University of Mary Hardin-Baylor	Texas	20	-	-	<10	-	20
00216400	University of Maryland, Baltimore	Maryland	10	-	<10	<10	-	20
00238600	University of Minnesota - Duluth	Minnesota	10	-	<10	<10	-	20
00286100	University of Nebraska - Kearney	Nebraska	10	-	-	<10	-	20
04242100	University of North Texas at Dallas	Texas	20	-	<10	<10	-	20
00148000	University of Northern Iowa	Iowa	10	-	<10	<10	-	20
82078800	University of Phoenix	Arizona	<10	-	<10	-	-	20
12078800	University of Phoenix	Alabama	<10	-	<10	-	-	20
00136000	University of Phoenix	Kentucky	<10	-	<10	<10	-	20
00189200	University of Saint Francis	Indiana	10	-	<10	<10	-	20
00140000	University of Saint Joseph	Connecticut	10	-	<10	<10	-	20
04267700	University of Saint Katherine	California	20	-	-	-	-	20
00136300	University of Saint Mary	Kansas	<10	-	-	<10	-	20
02536000	University of South Carolina	Florida	10	-	<10	-	-	20
00384400	University of South Carolina	Pennsylvania	10	-	<10	<10	-	20
00480000	University of South Carolina Beaufort	South Carolina	10	-	<10	<10	-	20
00919000	University of Texas of the Permian Basin	Texas	20	-	<10	-	-	20
00218000	University of the Pacific	Colombia of Columbia	10	-	<10	<10	-	20
00360600	University of Valley Forge	Pennsylvania	10	-	<10	<10	-	20
00989600	University of Vermont and State Agricultural College	Vermont	10	-	<10	-	-	20
01230000	University of Western States	Oregon	10	-	<10	-	-	20
00389600	University of Wisconsin - Madison	Wisconsin	20	-	<10	<10	-	20
00919000	University of Wisconsin - Oshkosh	Wisconsin	20	-	<10	-	-	20
00919500	University of Wisconsin - Stout	Wisconsin	20	-	<10	<10	-	20
00389700	University of Wisconsin Colleges	Wisconsin	20	-	<10	<10	-	20
00919200	University of Wyoming	Wyoming	10	-	<10	<10	-	20
00167700	Utah State University	Utah	20	-	<10	<10	-	20
00389100	Utah Tech University	Utah	10	-	<10	<10	-	20
04114500	Valley College of Medical Careers	California	10	-	<10	-	-	20
00919000	Valley Commercial College	California	<10	-	<10	<10	-	20
00363600	Vanderbilt University	Tennessee	10	-	<10	<10	-	20
04179100	Vene College	Illinois	10	-	<10	<10	-	20
00856800	Vet Tech Institute	Pennsylvania	20	-	<10	<10	-	20
02646200	Vet Tech Institute of Houston	Texas	10	-	<10	<10	-	20
00360000	Veterinarian Institute	Texas	10	-	<10	<10	-	20
00100500	Virginia College of Podiatry	Florida	10	-	<10	-	-	20
00319700	Virginia Wesleyan University	Virginia	10	-	<10	<10	-	20
00376000	Virginia Western Community College	Virginia	<10	-	<10	<10	-	20
00387700	Vocational Training Center	Missouri	<10	-	<10	<10	-	20
00116100	Vogue Beauty and Barber School	Georgia	10	-	<10	<10	-	20
00911200	Volunteer State Community College	Tennessee	<10	-	<10	10	-	20
01611000	Wade College	Texas	<10	-	<10	<10	-	20
00299000	Wagner College	New York	10	-	<10	<10	-	20
00278700	Wake Forest University	North Carolina	10	-	<10	<10	-	20
00130800	Walnut Hill College	Pennsylvania	20	-	<10	<10	-	20
00318600	Walsh University	Ohio	10	-	<10	<10	-	20
00322500	Warner Pacific University	Oregon	10	-	<10	<10	-	20
00784400	Watterson College	Kentucky	10	-	<10	<10	-	20
04237000	Watterson College	California	10	-	<10	-	-	20
00919200	Watterson College Pacific	California	<10	-	<10	-	-	20
00691100	Waubesa Community College	Illinois	10	-	<10	-	-	20
00441200	Waubesa Community College	California	<10	-	10	<10	-	20
00230100	Wells College	New York	10	-	<10	<10	-	20
00222600	Wentworth Institute of Technology	Massachusetts	10	-	<10	<10	-	20
00362300	West Liberty University	West Virginia	10	-	<10	<10	-	20
00607000	West Virginia Junior College	West Virginia	20	-	<10	<10	-	20
00266400	Western New Mexico University	New Mexico	20	-	<10	<10	-	20
00302000	Western Oregon University	Oregon	20	-	<10	<10	-	20
00360000	Western Technical College	Wisconsin	10	-	<10	<10	-	20
00380200	Western Washington University	Washington	10	-	<10	<10	-	20
00118100	Westfield State University	Massachusetts	10	-	<10	<10	-	20
00388100	Wheelock University	West Virginia	20	-	<10	-	-	20
00120800	Wheelock College	Massachusetts	10	-	<10	<10	-	20
00620000	Wilfred Academy	New Jersey	<10	-	10	<10	-	20
02160400	Wilfred Academy of Hair Design & Beauty Culture	Florida	<10	-	20	-	-	20
00263600	William Peace University	North Carolina	10	-	-	<10	-	20
00130000	William Penn University	Iowa	20	-	<10	<10	-	20
00861500	Willsey Institute	New York	<10	-	<10	<10	-	20
00278600	Wingate University	North Carolina	10	-	<10	<10	-	20
00919300	Worland College	Florida	10	-	<10	<10	-	20
00136300	Woodbury University	California	20	-	<10	<10	-	20
04203800	Woodruff Medical and Wellness Training	Georgia	<10	-	<10	<10	-	20
00213000	Worcester State University	Massachusetts	10	-	-	<10	-	20



02591000	Wright Business School	Oklahoma	<10	-	10	-	-	20
00270300	Yeshiva University	New York	20	-	<10	<10	-	20
00399000	York College of Pennsylvania	Pennsylvania	20	-	-	<10	-	20
00811900	Yuba State College	Ohio	10	-	<10	<10	-	20
08103000	A. Technical College	California	<10	-	<10	<10	-	10
03734000	Abdell Career College	Oregon	10	-	-	<10	-	10
02067000	Academy College	Minnesota	<10	-	<10	<10	-	10
04104000	Academy Di Capelli	Connecticut	<10	-	<10	<10	-	10
04990000	Academy of Cosmetology	Florida	<10	-	-	<10	-	10
03275000	Academy of Hair Design	Texas	10	-	<10	<10	-	10
06043000	Ace Institute of Technology	New York	10	-	<10	<10	-	10
04215000	Advanced Computing Institute	California	<10	-	<10	<10	-	10
00705000	Admi Community College	Colorado	<10	-	<10	<10	-	10
02541000	Alaska Career College	Alaska	<10	-	<10	<10	-	10
02566000	Alfred University	New York	<10	-	<10	<10	-	10
00278000	Alma College	Michigan	<10	-	<10	<10	-	10
06043000	Alpine College	Washington	<10	-	<10	<10	-	10
00352000	Alvanetta's College of Cosmetology	Illinois	<10	-	<10	-	-	10
04124700	Amelia College of Nursing	Illinois	<10	-	<10	<10	-	10
02325300	American Center for Technical Arts & Sciences	Pennsylvania	<10	-	<10	<10	-	10
01030100	American College	Arkansas	<10	-	<10	<10	-	10
02595100	American College of Business	California	<10	-	<10	<10	-	10
04194400	American College of Healthcare Sciences	Oregon	<10	-	<10	<10	-	10
04170300	American Health Institute	Florida	-	-	<10	<10	-	10
02282000	American Institute	Arizona	<10	-	<10	-	-	10
04193000	American Institute of Medical Sonography	Nevada	<10	-	<10	<10	-	10
04298000	AMIS School of Nursing	New York	<10	-	<10	<10	-	10
03044000	Anderson University	South Carolina	<10	-	<10	<10	-	10
00354500	Andrew College	Georgia	<10	-	<10	<10	-	10
00627000	Antonelli Medical & Professional Institute	Pennsylvania	<10	-	<10	<10	-	10
00200000	Appalachian State University	North Carolina	<10	-	-	<10	-	10
03047700	Alpinas College	Tennessee	<10	-	<10	<10	-	10
02247500	Arizona Institute of Electrolysis Div Univ School of AM	Arizona	<10	-	<10	<10	-	10
03078100	Arizona Beauty School-Little Rock	Arkansas	<10	-	<10	<10	-	10
02368000	Arthur's Beauty College	Arkansas	<10	-	<10	<10	-	10
00178200	Asbury University	Kentucky	10	-	<10	-	-	10
04049000	Ashland-Busckow Technical Community College	North Carolina	<10	-	<10	<10	-	10
03109100	ASMA City College	Pennsylvania	<10	-	<10	<10	-	10
00211800	Assumption University	Massachusetts	10	-	-	<10	-	10
04152200	Athens Career Academy	Ohio	<10	-	<10	<10	-	10
00349000	Atlanta College of Art	Georgia	<10	-	<10	<10	-	10
00304500	Atlanta Institute of Music and Media	Georgia	<10	-	-	<10	-	10
04239000	Atlanta University	Florida	<10	-	-	<10	-	10
03155200	Augusta State University	Georgia	<10	-	<10	<10	-	10
01162100	Automotive Training Center	Pennsylvania	<10	-	<10	<10	-	10
02560000	Avian Vocational Technical Inst	Texas	<10	-	<10	<10	-	10
02691400	Ave Maria School of Law	Florida	10	-	-	<10	-	10
02299400	Aveda Arts & Sciences Institute Baton Rouge	Louisiana	10	-	-	-	-	10
02117000	Aveda Arts & Sciences Institute Lafayette	Louisiana	<10	-	<10	-	-	10
03189100	Aveda Arts & Sciences Institute New York	New York	10	-	-	-	-	10
04167100	Aveda Institute Denver	Colorado	10	-	<10	-	-	10
04147000	Aveda Institute Las Vegas	Nevada	<10	-	<10	<10	-	10
02260700	Aveda Institute Maryland	Maryland	<10	-	<10	<10	-	10
03170300	Aviation Institute of Maintenance	Indiana	10	-	<10	<10	-	10
08894000	Aviation Institute of Maintenance	Virginia	<10	-	<10	-	-	10
04154400	Aviation Institute of Maintenance	Florida	10	-	-	<10	-	10
02494700	Baltimore Studio of Hair Design	Maryland	10	-	<10	<10	-	10
04050400	Barnes Business College	Colorado	<10	-	<10	<10	-	10
00529000	Beal University	Maine	<10	-	<10	-	-	10
02154400	Beau Monde Academy of Barbering and Cosmetology	Oregon	10	-	<10	-	-	10
02266000	Beauty Institute (Thel)	Pennsylvania	10	-	<10	-	-	10
03449000	Beauty Institute (Thel)	Tennessee	<10	-	<10	<10	-	10
00739100	Beauty School of Middletown	New York	<10	-	-	<10	-	10
02642200	BELO Beauty Institute	Louisiana	<10	-	-	<10	-	10
04131700	Bella Capelli Academy A Paul Mitchell Partner School	Pennsylvania	<10	-	-	<10	-	10
00184400	Bellarmine University	Kentucky	<10	-	<10	<10	-	10
00769000	Bellvue College	Washington	<10	-	<10	-	-	10
04199000	Bellingham Technical College	Washington	<10	-	-	<10	-	10
00218100	Bergeron-Franklin Community Institute	Massachusetts	<10	-	<10	<10	-	10
04029000	Bennett Career Institute	District of Columbia	10	-	<10	-	-	10
00742100	Bentley College	New York	10	-	<10	-	-	10
00389000	Bethany College	West Virginia	<10	-	<10	<10	-	10
00101200	Birmingham-Southern College	Alabama	10	-	-	<10	-	10
03495300	Blue Hills State University	South Dakota	<10	-	-	<10	-	10
02052200	Black River Technical College	Arkansas	<10	-	<10	<10	-	10
00539000	Blackhawk Technical College	Wisconsin	<10	-	<10	<10	-	10
00697900	Blue Ridge Community and Technical College	West Virginia	<10	-	<10	<10	-	10
03042100	Bob Jones University	South Carolina	<10	-	<10	<10	-	10
00366000	Boston Architectural College	Massachusetts	10	-	<10	<10	-	10
02106000	Branson CMT College Main Campus-01	New York	<10	-	<10	<10	-	10
00184000	Brescia University	Kentucky	<10	-	-	<10	-	10
04036000	BridgeValley Community and Technical College	West Virginia	<10	-	<10	<10	-	10
00340100	Brigham University	Rhode Island	<10	-	<10	-	-	10
00120300	Burkehill University	Oregon	<10	-	<10	-	-	10
02582000	Business Skills Institute	New Mexico	<10	-	<10	-	-	10
00170300	Butler University	Indiana	<10	-	<10	<10	-	10
00112700	California College of the Arts	California	<10	-	<10	<10	-	10
04244000	California Intercontinental University	South Dakota	10	-	<10	<10	-	10
00980300	California State University Channel Islands	California	<10	-	<10	<10	-	10
00234100	Celan University	Michigan	<10	-	<10	<10	-	10
02236000	Cameron College	Louisiana	<10	-	<10	<10	-	10
01309800	Capri Beauty College	Illinois	<10	-	<10	<10	-	10
02010700	Capri Institute of Hair Design	New Jersey	10	-	-	<10	-	10
00019000	Capstone College	California	<10	-	<10	-	-	10
00212000	Career Academy of Beauty	California	<10	-	<10	<10	-	10
04050300	Career College of California	California	<10	-	<10	<10	-	10
02306000	Career Institute of America	Florida	<10	-	<10	-	-	10
04126000	Career School of NY	New York	<10	-	<10	<10	-	10
02570000	CareerCam Junior College of Business	Kentucky	<10	-	<10	-	-	10

00394200	Carnegie Mellon University	Pennsylvania	<10	-	<10	<10	-	10
00296600	Carolina University	North Carolina	<10	-	<10	<10	-	10
01116600	Carousell Beauty College	Ohio	<10	-	<10	<10	-	10
00389800	Carroll University	Wisconsin	10	-	<10	<10	-	10
00196200	Carson City Beauty Academy	Nevada	<10	-	<10	-	-	10
00097900	Carsten Institute of Cosmetology	New York	10	-	<10	<10	-	10
01419300	Cedebry School of Beauty	Florida	<10	-	<10	<10	-	10
01161700	Center for Allied Health Education	New York	<10	-	<10	<10	-	10
00097700	Central California School of Continuing Education	California	<10	-	<10	<10	-	10
00602900	Central Coast College	California	<10	-	<10	-	-	10
00239900	Central Lakes College	Minnesota	<10	-	<10	<10	-	10
00527600	Central Maine Community College	Maine	<10	-	-	<10	-	10
00248500	Central Oklahoma College	Oklahoma	<10	-	<10	<10	-	10
00318800	Central Oregon Community College	Oregon	<10	-	<10	<10	-	10
00293900	Centro De Estudios Universitarios Xochicalco	California	<10	-	<10	<10	-	10
00318800	Century Schools	California	<10	-	<10	<10	-	10
00116300	Chabot College	California	<10	-	<10	<10	-	10
04117900	Champion Beauty College	Texas	<10	-	<10	<10	-	10
04090300	Charleston School of Law	South Carolina	<10	-	<10	-	-	10
00244300	Charter Oak State College	Connecticut	<10	-	<10	<10	-	10
00392300	Chase College	California	<10	-	<10	-	-	10
00294700	Chicago Institute of Technology	Illinois	<10	-	<10	<10	-	10
00393300	Chico State College	Texas	<10	-	<10	<10	-	10
00342300	Citadel, The Military College of South Carolina	South Carolina	<10	-	<10	<10	-	10
00269900	Clarkson University	New York	10	-	-	<10	-	10
00246600	Clemson University	Michigan	<10	-	<10	<10	-	10
00396200	Cleveland Institute of Art (The)	Ohio	10	-	-	<10	-	10
04138000	Coast Career Institute	California	<10	-	<10	-	-	10
00877300	Coba Academy	California	<10	-	<10	<10	-	10
00090600	Cobb Beauty College	Georgia	<10	-	<10	-	-	10
00240300	Collectiv Academy	Massachusetts	<10	-	<10	-	-	10
00220200	Colleen Chapp's Beauty Academy	California	<10	-	<10	<10	-	10
00264200	College of New Jersey (The)	New Jersey	<10	-	<10	<10	-	10
00890300	College of the Canyons	California	<10	-	<10	<10	-	10
00295000	College of Wilmington	North Carolina	<10	-	<10	<10	-	10
00678800	Columbia - Greene Community College - SUNY Office of Onvity Colleges	New York	<10	-	<10	<10	-	10
00197400	Columbia Basin College	Washington	<10	-	<10	<10	-	10
00348300	Columbia State Community College	Tennessee	<10	-	<10	<10	-	10
00303900	Columbus College of Art & Design	Ohio	<10	-	-	<10	-	10
00680700	Community College of Beaver County	Pennsylvania	<10	-	<10	<10	-	10
01116700	Community College of Vermont	Vermont	<10	-	<10	<10	-	10
00494400	Computer Dynamics Institute	Virginia	<10	-	<10	<10	-	10
00292000	Computer Learning Center	New Jersey	<10	-	<10	-	-	10
00294600	Concho Career Institute	Texas	<10	-	<10	<10	-	10
00381000	Concord University	West Virginia	<10	-	<10	<10	-	10
00137900	Connecticut College	Connecticut	<10	-	-	<10	-	10
00318200	Continental School of Beauty Culture	New York	<10	-	<10	<10	-	10
00348100	Converse University	South Carolina	<10	-	<10	<10	-	10
00196000	Corcoran College of Art and Design	District of Columbia	<10	-	<10	<10	-	10
01291500	Cornish College of the Arts	Washington	<10	-	<10	<10	-	10
00279800	Cortiva Institute	Florida	10	-	<10	<10	-	10
00090000	Cortiva Institute - Seattle	Washington	<10	-	<10	<10	-	10
01294100	Cosmetology Academy of Louisiana	Texas	<10	-	<10	<10	-	10
00772900	County College of Morris	New Jersey	<10	-	<10	<10	-	10
00919900	Creative Images Institute of Cosmetology	Ohio	<10	-	-	<10	-	10
00297700	Crown Business Institute/Miami	Florida	<10	-	<10	<10	-	10
00236900	Crown College	Minnesota	<10	-	<10	-	-	10
00729900	Culinary Institute Lechmere	Texas	10	-	<10	-	-	10
00440200	Culver Station College	Missouri	<10	-	<10	<10	-	10
00260100	Cumberland County College	New Jersey	<10	-	<10	-	-	10
00348500	Cumberland University	Tennessee	10	-	<10	-	-	10
00478500	CUNY Graduate School & University Center	New York	<10	-	-	<10	-	10
00295100	CUNY Lehman College	New York	<10	-	<10	<10	-	10
00475900	CUNY York College	New York	10	-	<10	<10	-	10
00196400	Cutting Edge Hairdressing Academy	Kansas	<10	-	<10	-	-	10
00119900	Cypress College	California	10	-	-	-	-	10
00400200	Dakota County Technical College	Minnesota	<10	-	<10	<10	-	10
00396600	Dalton State College	Georgia	<10	-	<10	<10	-	10
04149400	Danah Traditions College of Chinese Medical Arts	North Carolina	<10	-	-	<10	-	10
00225300	Davenport University - Eastern Region	Michigan	<10	-	<10	-	-	10
01062700	David Prentiss Professional School of Cosmetology	Michigan	10	-	-	<10	-	10
00361100	Davis & Elkins College	West Virginia	<10	-	-	<10	-	10
00418000	De Anza Community College	California	<10	-	<10	<10	-	10
00214400	Dean College	Massachusetts	10	-	<10	<10	-	10
00919800	Dean Institute of Technology	Pennsylvania	<10	-	-	<10	-	10
00304100	DePaul College	Ohio	<10	-	<10	<10	-	10
00366300	Del Mar College	Texas	<10	-	<10	<10	-	10
00244300	Delaware Technical Community College	Delaware	10	-	-	-	-	10
00325200	Delaware Valley University	Pennsylvania	<10	-	<10	<10	-	10
00069300	Delta Career College	Louisiana	<10	-	<10	<10	-	10
00320200	Delta College	Louisiana	<10	-	<10	<10	-	10
04100300	Denmark College	Indiana	<10	-	<10	<10	-	10
04146300	Denver College of Nursing	Colorado	10	-	<10	-	-	10
00413300	DePaul-Warren Business College	California	<10	-	<10	<10	-	10
00030900	Diessel Driving Academy	Louisiana	<10	-	<10	<10	-	10
00280200	Diessel Driving Academy	Louisiana	<10	-	<10	<10	-	10
00724300	DigPen Institute of Technology	Washington	<10	-	<10	-	-	10
00148100	Divers Institute of Technology	Washington	<10	-	<10	-	-	10
00244400	Doane University	Nebraska	<10	-	<10	<10	-	10
00119600	Dominion University of California	California	10	-	<10	<10	-	10
00186000	Drake University	Iowa	<10	-	<10	<10	-	10
00495200	Dragonair College	Georgia	<10	-	<10	<10	-	10
00200300	Drexel University	New Jersey	10	-	-	<10	-	10
00464100	Dunwoody College of Technology	Minnesota	<10	-	<10	<10	-	10
00286400	Dutchess Community College	New York	<10	-	<10	<10	-	10
00354500	East Central University	Oklahoma	<10	-	<10	<10	-	10
00301400	East Ohio College	Ohio	<10	-	<10	<10	-	10
00916900	ECIPS School of Cosmetology and Barbering	Missouri	<10	-	<10	<10	-	10
00394800	Edgewood College	Wisconsin	<10	-	<10	<10	-	10

00600100	Edmonds College	Washington	10	-	<10	-	-	10
02140100	EDP University of Puerto Rico	Puerto Rico	<10	-	<10	-	-	10
01040100	Education America Topoka Technical College	Kansas	<10	-	<10	<10	-	10
01030700	El Paso Community College	Texas	<10	-	<10	<10	-	10
04121100	Elevate Salon Institute	Michigan	10	-	-	<10	-	10
00167600	Elgin Community College	Illinois	<10	-	<10	<10	-	10
00231800	Elmira College	New York	<10	-	<10	<10	-	10
00214700	Emmanuel College	Massachusetts	<10	-	<10	-	-	10
00767000	Empire Beauty School	Massachusetts	<10	-	<10	-	-	10
00371900	Empire Beauty School	Rhode Island	<10	-	<10	-	-	10
02896000	Empire Beauty School	Illinois	<10	-	<10	-	-	10
00665000	Empire Beauty Schools	New Hampshire	10	-	-	-	-	10
00868000	Employment Solutions	Kentucky	<10	-	<10	<10	-	10
04178600	Enbourage Institute of Beauty and Ethics	Kansas	<10	-	<10	<10	-	10
00167800	Eureka College	Illinois	<10	-	-	<10	-	10
08110000	European Graduate School (EGS)	Switzerland	<10	-	<10	-	-	10
00246800	Evangel University	Missouri	<10	-	<10	<10	-	10
00917800	Evergreen Beauty and Barber College	Washington	10	-	<10	-	-	10
00371100	Farmington College	Vermont	<10	-	<10	<10	-	10
04121600	Fila Academy (The)	Maryland	<10	-	<10	-	-	10
02208800	First Business School (The)	Illinois	<10	-	<10	<10	-	10
04118000	Florida Academy	Florida	<10	-	-	<10	-	10
00493400	Forrest College	South Carolina	<10	-	<10	<10	-	10
04250400	Forre Academy of Hair Design	Washington	<10	-	<10	-	-	10
04154400	Franklin Career College	California	<10	-	<10	<10	-	10
00349200	Freed-Hardman University	Tennessee	<10	-	<10	<10	-	10
00007900	Gallipolis Career College	Ohio	<10	-	<10	-	-	10
04248600	Garden State Science and Technology Institute	New Jersey	<10	-	<10	<10	-	10
02263000	General Communications	Maryland	<10	-	<10	<10	-	10
00676200	Genesee Community College	New York	<10	-	<10	<10	-	10
00847800	Genesis Vocational Training	Texas	<10	-	<10	<10	-	10
03136400	Georgetown College	Kentucky	<10	-	-	<10	-	10
00381800	Glennville State University	West Virginia	<10	-	<10	<10	-	10
02648000	Graber School of Hair Design	Missouri	<10	-	<10	<10	-	10
00186700	Grand View University	Iowa	10	-	<10	<10	-	10
00931400	Great Falls College Montana State University	Montana	<10	-	-	<10	-	10
00166400	Greenville University	Illinois	<10	-	<10	<10	-	10
01077100	Gustav Jones College of Funeral Service	Georgia	<10	-	<10	<10	-	10
02200100	GUTH, The Premier Beauty and Wellness Academy	Florida	<10	-	<10	-	-	10
01130600	Hair Design Schools, The	New Jersey	<10	-	<10	-	-	10
00865000	Hair Expressions Academy - Paul Mitchell The School - Jessup	Maryland	<10	-	<10	<10	-	10
02430600	Hair Fashions By Kaye Beauty College	Indiana	<10	-	<10	<10	-	10
02262100	Hair Professionals School of Cosmetology	Illinois	<10	-	<10	<10	-	10
00908000	Hartwick - LaGrange University	Missouri	<10	-	<10	<10	-	10
00367100	Hartwick-Simmons University	Texas	<10	-	<10	<10	-	10
00948000	Harrisburg University of Science and Technology	Pennsylvania	<10	-	<10	<10	-	10
00272000	Hartwick College	New York	<10	-	<10	-	-	10
04182200	Hawaii Medical College	Hawaii	<10	-	-	<10	-	10
04127800	Healthy Hair Academy	California	<10	-	<10	<10	-	10
01004000	Heidelberg University	Ohio	<10	-	<10	<10	-	10
04206400	Helms College	Georgia	<10	-	<10	-	-	10
00378100	Hemline College	Washington	<10	-	<10	-	-	10
00278600	Hilbert College	New York	10	-	<10	<10	-	10
00217000	Holyoke Community College	Massachusetts	<10	-	<10	<10	-	10
04147000	Homestead Schools	California	<10	-	<10	<10	-	10
00861100	Hunter Community College of the City University of New York	New York	<10	-	-	<10	-	10
04277900	Houston School of Carpentry	Texas	10	-	-	-	-	10
01296400	Hudson County Community College	New Jersey	<10	-	-	<10	-	10
00047000	Huntington Junior College	West Virginia	<10	-	<10	<10	-	10
00192800	Hutchinson Community College	Kansas	<10	-	<10	<10	-	10
02468000	Hypnosis Motivation Institute	California	<10	-	<10	<10	-	10
00763000	Illness Control College	Illinois	<10	-	<10	<10	-	10
02185200	Illinois School of Commerce	Illinois	<10	-	<10	-	-	10
02295100	Inst of Security & Techlogy	Pennsylvania	<10	-	<10	-	-	10
00689000	International Barber & Style College	Tennessee	<10	-	<10	<10	-	10
00760000	International Beauty School	West Virginia	<10	-	<10	-	-	10
01313000	International College of Broadcasting	Ohio	<10	-	<10	<10	-	10
00270000	International Institute of Chinese Medicine	New Mexico	<10	-	<10	<10	-	10
00494700	Interstate Business College	North Dakota	<10	-	<10	<10	-	10
00186400	Iowa Lakes Community College	Iowa	<10	-	<10	<10	-	10
00101000	Ivy Tech Community College of Indiana - Region 13	Indiana	<10	-	<10	<10	-	10
00443900	Ivy Tech Community College of Indiana - Region 2	Indiana	<10	-	<10	<10	-	10
00186400	James Albert School of Cosmetology	California	<10	-	<10	-	-	10
02181800	Jefferson Business College (Dorset)	District of Columbia	<10	-	<10	-	-	10
00662000	Jefferson College of Health Sciences	Virginia	10	-	<10	<10	-	10
00421000	JFK Medical Center Muhlenberg Harold B. and Dorothy A. Snyder Schools	New Jersey	10	-	-	-	-	10
00686000	John Carroll University	Ohio	<10	-	<10	-	-	10
04136400	John Paoletti's Browne Beauty Institute, Goldwell Products Activity	New York	10	-	-	-	-	10
00298000	John Wesley University	North Carolina	<10	-	<10	<10	-	10
01151900	Joseph's College Cosmetology	Nebraska	<10	-	<10	<10	-	10
00130000	Judson University	Illinois	<10	-	<10	<10	-	10
00247800	Kansas City Art Institute	Missouri	<10	-	<10	<10	-	10
00247400	Kansas City University	Missouri	<10	-	<10	<10	-	10
00130700	Kansas Wesleyan University	Kansas	<10	-	<10	<10	-	10
02118000	Katherine Gibbs School	Pennsylvania	<10	-	<10	-	-	10
01120900	Kenneth Shuler School of Cosmetology	South Carolina	<10	-	<10	<10	-	10
00023000	Kenneth Shuler School of Cosmetology & Hair Design	South Carolina	<10	-	<10	<10	-	10
00186000	Kentucky Wesleyan College	Kentucky	<10	-	<10	<10	-	10
02144600	Kilian Community College	South Dakota	<10	-	<10	<10	-	10
08145000	King's University (The)	Texas	<10	-	<10	<10	-	10
00737100	Kirtland Community College	Michigan	<10	-	-	<10	-	10
00768400	Koshkonong Community College	Illinois	<10	-	-	<10	-	10
00576100	L.E. Fletcher Technical Community College	Louisiana	<10	-	<10	-	-	10
04178100	Lab Paul Mitchell Partner School (The)	New Jersey	<10	-	<10	-	-	10
00653000	Labour College of Healthcare	Massachusetts	<10	-	<10	<10	-	10
02678600	L'Academie du Cuirage	Maine	<10	-	<10	<10	-	10
00157800	LaGrange College	Georgia	<10	-	<10	<10	-	10
00396600	Lake Erie College	Ohio	<10	-	<10	<10	-	10
00768400	Lake Land College	Illinois	<10	-	-	<10	-	10

00227700	Lake Michigan College	Michigan	<10	-	<10	<10	-	10
00637300	Lake Washington Institute of Technology	Washington	<10	-	<10	<10	-	10
00126600	Laney College	California	<10	-	<10	<10	-	10
00929000	Laramie County Community College	Wyoming	<10	-	-	<10	-	10
02618000	Louisiana Tech	Louisiana	<10	-	<10	<10	-	10
00826200	Lehigh Technical Institute	Pennsylvania	<10	-	<10	<10	-	10
00628000	Leiden Career Institute	Michigan	<10	-	<10	-	-	10
01107600	Le Cordon Bleu		<10	-	10	-	-	10
00274800	Le Moyne College	New York	10	-	<10	<10	-	10
04158400	Leport Academy	Michigan	10	-	<10	<10	-	10
00162100	Lewis-Clark State College	Idaho	<10	-	<10	-	-	10
00970700	Lexington Community Community	Kentucky	<10	-	<10	<10	-	10
00173800	Lincoln Christian University	Illinois	10	-	-	<10	-	10
00786600	Lincoln Technical Institute	New Jersey	<10	-	<10	-	-	10
00697500	Lincoln University	California	<10	-	<10	<10	-	10
00319800	Linfield University	Oregon	<10	-	<10	<10	-	10
00786700	Long Island Beauty School	New York	<10	-	<10	<10	-	10
00997000	Long Island Business Institute	New York	<10	-	<10	-	-	10
00477300	Long Island University - Brooklyn Campus	New York	<10	-	-	<10	-	10
01016100	Loraines Academy & Spa	Florida	<10	-	<10	<10	-	10
00122800	Los Angeles City College	California	<10	-	<10	<10	-	10
00120800	Los Angeles Valley College	California	<10	-	<10	<10	-	10
00978200	Lower Columbia College	Washington	<10	-	<10	<10	-	10
00007800	Loyola University Maryland	Maryland	10	-	<10	<10	-	10
01186800	Lu Koss Academy	California	<10	-	<10	-	-	10
00989600	Lubbock Christian University	Texas	<10	-	<10	<10	-	10
00100900	Luther Rice College & Seminary	Georgia	<10	-	<10	<10	-	10
00901000	Madisonville Community College	Kentucky	<10	-	<10	<10	-	10
04093400	Make-Up Designory	California	10	-	-	-	-	10
00618300	Marion School of Beauty	New York	<10	-	<10	<10	-	10
01029400	Mary Hill University	North Carolina	<10	-	<10	-	-	10
00481200	Mary Holmes College	Mississippi	<10	-	<10	-	-	10
00217100	Massachusetts Bay Community College	Massachusetts	10	-	<10	-	-	10
00626500	Meach Tech College	Puerto Rico	<10	-	<10	<10	-	10
04148000	Medical Institute of Palm Beach	Florida	<10	-	<10	-	-	10
00474000	Mercer County Community College	New Jersey	<10	-	-	<10	-	10
00627300	Mercy College of Health Sciences	Iowa	<10	-	<10	<10	-	10
00970200	Mercy College of Ohio	Ohio	<10	-	<10	-	-	10
01115400	Ment College	California	<10	-	<10	<10	-	10
00403000	Mesaabi Range College	Minnesota	<10	-	<10	<10	-	10
00329800	Messiah University	Pennsylvania	<10	-	<10	-	-	10
04158000	Metro Beauty Academy	Pennsylvania	<10	-	<10	-	-	10
00938200	Metropolitan Technical Institute & Business College	California	<10	-	<10	<10	-	10
00793400	Michael's School of Beauty	Georgia	<10	-	<10	<10	-	10
00926700	Michigan Computer Institute	Michigan	-	-	<10	<10	-	10
00678800	Mid Michigan College	Michigan	<10	-	<10	<10	-	10
01041800	Mid America College of Funeral Service	Indiana	<10	-	<10	-	-	10
00703200	MidAmerica Nazarene University	Kansas	<10	-	<10	<10	-	10
00993600	Mid Essex Community College	Massachusetts	<10	-	<10	<10	-	10
04120000	Millennium Training Institute	Massachusetts	<10	-	<10	-	-	10
00448600	Mineral Area College	Missouri	<10	-	<10	<10	-	10
00289000	Minnesota North College	Minnesota	<10	-	<10	<10	-	10
00239300	Minnesota State College Southeast	Minnesota	<10	-	<10	<10	-	10
00299400	Minot State University	North Dakota	10	-	-	<10	-	10
00251700	Missouri University of Science and Technology	Missouri	<10	-	-	<10	-	10
00610800	Mt's Beauty Academy	Texas	<10	-	<10	-	-	10
00495100	Moberly Area Community College	Missouri	<10	-	-	<10	-	10
00175600	Monmouth College	Illinois	<10	-	<10	<10	-	10
00561000	Montana Technological University	Montana	<10	-	<10	<10	-	10
00294300	Monterey College	North Carolina	<10	-	<10	-	-	10
00380100	Moravian University	Pennsylvania	10	-	-	<10	-	10
00386800	Mount Mary University	Wisconsin	<10	-	<10	<10	-	10
00148200	Mount Mercy University	Iowa	<10	-	<10	-	-	10
00887800	Mount Senario College	Wisconsin	<10	-	<10	<10	-	10
00036600	Mount St. Mary's University	Maryland	10	-	<10	<10	-	10
00217200	Mount Wachusett Community College	Massachusetts	<10	-	<10	-	-	10
00903800	Mr. Bernard's School of Hair Fashion	Maine	<10	-	<10	<10	-	10
00218400	MTA Business College (Closed)	Illinois	<10	-	<10	<10	-	10
04228400	MTI Training Center	Texas	10	-	<10	<10	-	10
01204700	MTA School, Resident School	Pennsylvania	<10	-	<10	<10	-	10
02646800	Mta School, Resident School	Ohio	<10	-	<10	-	-	10
00164100	MTI Business School (Closed)	New York	<10	-	<10	-	-	10
00908400	Muskingum University	Ohio	<10	-	<10	<10	-	10
00928600	Nashua Community College	New Hampshire	<10	-	<10	<10	-	10
01216200	National Park College	Arkansas	<10	-	<10	<10	-	10
01169600	National Polytechnic College of Science	California	<10	-	<10	-	-	10
00287800	National Tractor Trailer School	New York	<10	-	-	-	-	10
00168300	National Training Systems - Correspondence School	Maryland	<10	-	<10	<10	-	10
00277900	Nazareth University	New York	<10	-	<10	<10	-	10
00230400	Nevada Career School	Nevada	<10	-	<10	<10	-	10
04247600	New Beginning Beauty Academy	Arkansas	<10	-	<10	-	-	10
00778000	New Castle School of Trade	Pennsylvania	<10	-	<10	<10	-	10
00281300	New Mexico Highlands University	New Mexico	<10	-	<10	<10	-	10
00960800	New River Community and Technical College	West Virginia	<10	-	<10	<10	-	10
00274900	New York College of Podiatric Medicine	New York	<10	-	<10	<10	-	10
04139700	New York Medical Career Training Center	New York	<10	-	<10	<10	-	10
00444000	Newberry College	South Carolina	<10	-	<10	<10	-	10
00139000	Neuman University	Kansas	<10	-	<10	<10	-	10
04105300	Nightgale Medical Institute	Georgia	<10	-	<10	<10	-	10
00179400	North Central College	Illinois	<10	-	<10	<10	-	10
00226300	North Central University	Minnesota	<10	-	<10	<10	-	10
00711100	North Country Community College	New York	<10	-	-	<10	-	10
00239600	North Dakota State College of Science	North Dakota	<10	-	<10	<10	-	10
00341100	North Greenville University	South Carolina	<10	-	<10	<10	-	10
00315400	Northeast Texas Community College	Texas	<10	-	-	<10	-	10
00316200	Northeastern Oklahoma A & M College	Oklahoma	10	-	-	-	-	10
00217400	Northern Essex Community College	Massachusetts	<10	-	<10	<10	-	10
00288000	Northland Community and Technical College	Minnesota	<10	-	<10	<10	-	10
00676600	Northshore Technical Community College	Louisiana	<10	-	-	<10	-	10

00260100	Northwest College of Art & Design	Washington	<10	-	<10	<10	-	10
00280000	Northwestern Michigan College	Michigan	10	-	-	<10	-	10
04210800	NRI Institute of Health Sciences	Florida	<10	-	<10	<10	-	10
01313600	Oakbridge Academy of Arts	Pennsylvania	<10	-	<10	<10	-	10
00182400	Oakland City University	Indiana	<10	-	<10	<10	-	10
00159600	Oglethorpe University	Georgia	10	-	<10	-	-	10
00648900	Oho Institute of Allied Health	Ohio	<10	-	-	<10	-	10
03996400	Oklahoma Health Academy	Oklahoma	<10	-	<10	<10	-	10
00378400	Olympic College	Washington	<10	-	<10	-	-	10
01280200	Onondaga Central Madison BOCES	New York	10	-	-	<10	-	10
09801300	Pacific Coast Trade School	California	<10	-	<10	-	-	10
00378500	Pacific Lutheran University	Washington	<10	-	<10	<10	-	10
03020700	Pacific Northwest College of Art	Oregon	<10	-	-	<10	-	10
04014400	Palladium Technical Academy	California	<10	-	<10	<10	-	10
02138300	Palo Alto University	California	<10	-	-	<10	-	10
02822000	Paradise Valley Community College	Arizona	<10	-	<10	-	-	10
02548800	PARIS II Educational Center	Missouri	<10	-	<10	<10	-	10
00759300	Parisian Beauty Academy Paul Mitchell Partner School	New Jersey	<10	-	-	<10	-	10
02149400	Parish College	New Mexico	<10	-	<10	<10	-	10
00136100	Parsons City College	California	10	-	-	-	-	10
00449000	Parsons University	California	<10	-	<10	<10	-	10
02570000	Paul Mitchell The School - Evans	Georgia	<10	-	<10	-	-	10
04210200	Paul Mitchell The School - Jersey Shore	New Jersey	10	-	-	-	-	10
04162400	Paul Mitchell The School Albuquerque	New Mexico	<10	-	<10	<10	-	10
02607100	Paul Mitchell The School Boise	Idaho	<10	-	<10	-	-	10
04170000	Paul Mitchell The School Colorado Springs	Colorado	10	-	-	-	-	10
04148300	Paul Mitchell The School Fresno	California	<10	-	<10	-	-	10
02276500	Paul Mitchell The School Knoxville	Tennessee	10	-	<10	-	-	10
04186300	Paul Mitchell The School Las Vegas	Nevada	<10	-	-	-	-	10
04120400	Paul Mitchell The School Miami	Florida	<10	-	<10	-	-	10
02153100	Paul Mitchell The School Murfreesboro	Tennessee	10	-	<10	-	-	10
02311000	Paul Mitchell The School Portland	Oregon	<10	-	<10	-	-	10
01062900	PB Cosmetology Education Centre	New Jersey	<10	-	<10	<10	-	10
04136900	PCCenter	Texas	<10	-	<10	<10	-	10
01810400	Pennsylvania Highlands Community College	Pennsylvania	<10	-	<10	<10	-	10
04109400	Pennscola School of Massage Therapy & Health Careers	Florida	<10	-	<10	<10	-	10
00391200	Philadelphia College of Osteopathic Medicine	Pennsylvania	<10	-	<10	<10	-	10
02960700	Phillips Junior College Conroe Campus	California	<10	-	<10	<10	-	10
01179100	Phoenix Institute of Technology	Arizona	<10	-	<10	<10	-	10
04669000	Pillar College	New Jersey	<10	-	-	<10	-	10
00619000	Pinnacle Career Institute	Kansas	<10	-	<10	<10	-	10
02241700	Pi's College of Cosmetology	Indiana	<10	-	<10	<10	-	10
08262100	Polytechnic Institute	Texas	<10	-	<10	<10	-	10
02539000	Ponce Paranaidol College (PCPAC)	Puerto Rico	10	-	<10	-	-	10
02322100	Professional Career Centers	Texas	<10	-	<10	-	-	10
01148600	Rasmussen College - Eden Prairie	Minnesota	<10	-	<10	-	-	10
02502800	Rasmussen College - Mankato	Minnesota	<10	-	<10	-	-	10
02598100	Remington College	Arkansas	<10	-	<10	-	-	10
02828000	Rensselaer Polytechnic Institute	New York	<10	-	<10	<10	-	10
02149600	REU Electronic Institute	Alabama	<10	-	<10	<10	-	10
00525200	Ridgewater College	Minnesota	10	-	-	<10	-	10
00128900	Rio Hondo Community College	California	<10	-	<10	<10	-	10
00238500	Riveland Community College	Minnesota	<10	-	<10	<10	-	10
00910900	Riverside School of Aeronautics	New York	<10	-	<10	<10	-	10
03020000	Rivertown School of Beauty, Barber, Skin Care and Nails	Georgia	<10	-	-	<10	-	10
00259600	River University	New Hampshire	<10	-	<10	<10	-	10
00780600	Robert France Hair Design Inst	New York	<10	-	<10	<10	-	10
00287700	Rockland Community College	New York	<10	-	<10	<10	-	10
00142000	Rogue Community College	Oregon	<10	-	<10	<10	-	10
00151500	Rodriguez College	Florida	<10	-	<10	<10	-	10
01236000	Rosedale Technical College	Pennsylvania	<10	-	<10	<10	-	10
02342700	Roston College	California	<10	-	<10	-	-	10
02100800	Royal Business School (Closed)	New York	<10	-	<10	-	-	10
04150300	RWM Fiber Optics	California	<10	-	<10	<10	-	10
04266600	SAC Institute of Technology - Atlanta	Georgia	<10	-	<10	-	-	10
02530000	Saint Charles Community College	Missouri	<10	-	-	<10	-	10
00208100	Saint Joseph's College	Maine	<10	-	<10	<10	-	10
01294000	Saint Louis Christian College	Missouri	<10	-	<10	<10	-	10
02180200	Saint Thomas Aquinas College	New York	<10	-	<10	-	-	10
00720300	Salon Success Academy	California	<10	-	<10	<10	-	10
00341100	Salve Regina University	Rhode Island	<10	-	<10	<10	-	10
01010600	Sanford University	Alabama	<10	-	<10	<10	-	10
00127800	San Diego City College	California	<10	-	<10	<10	-	10
00182600	Santa Clara University	California	<10	-	-	<10	-	10
02278100	Santa Fe Community College	New Mexico	<10	-	<10	<10	-	10
00128600	Santa Monica College	California	<10	-	-	<10	-	10
00360000	Schreiner University	Texas	<10	-	<10	-	-	10
01330200	Seton Hill University	Pennsylvania	<10	-	<10	<10	-	10
02234600	Shore Beauty School	New Jersey	10	-	-	<10	-	10
00379100	Shoreline Community College	Washington	<10	-	<10	<10	-	10
00119500	Shorter College	Arkansas	10	-	<10	<10	-	10
00281600	Siena College	New York	10	-	-	<10	-	10
02542000	Sierra Academy of Aeronautics-Airline Training Center	California	<10	-	<10	<10	-	10
00148700	Simpson College	Iowa	<10	-	-	<10	-	10
00129100	Simpson University	California	<10	-	<10	<10	-	10
08661400	South Florida Institute of Technology	Florida	10	-	<10	-	-	10
01320800	South Hills School of Business & Technology	Pennsylvania	<10	-	<10	<10	-	10
02247700	South West Academy of Technology	Arizona	<10	-	<10	<10	-	10
00570700	Southeast Arkansas College	Arkansas	<10	-	-	<10	-	10
01061500	Southeastern Beauty Schools	Georgia	10	-	<10	-	-	10
02270400	Southeastern Bible College	Alabama	<10	-	<10	<10	-	10
00194800	Southeastern Community College	Iowa	<10	-	<10	<10	-	10
02851800	Southern Adventist University	Tennessee	10	-	-	<10	-	10
03014400	Southern California International College	California	<10	-	<10	<10	-	10
01287000	Southern State Community College	Ohio	<10	-	-	<10	-	10
00607000	Southern Utah University	Utah	<10	-	<10	<10	-	10
00381600	Southern West Virginia Community and Technical College	West Virginia	<10	-	-	<10	-	10
00250200	Southwest Baptist University	Missouri	<10	-	<10	<10	-	10
00314000	Southwestern Christian University	Oklahoma	<10	-	<10	<10	-	10

00281700	Southwestern Michigan College	Michigan	<10	-	<10	<10	-	10
00318100	Southwestern Oklahoma State University	Oklahoma	<10	-	<10	<10	-	10
00344700	Spartanburg Methodist College	South Carolina	<10	-	<10	<10	-	10
00368600	Special School District of St. Louis County	Missouri	<10	-	<10	<10	-	10
00281700	St. Bonaventure University	New York	<10	-	<10	<10	-	10
08551400	State Beauty Academy	Texas	<10	-	<10	<10	-	10
00753500	Stellar Career College	California	10	-	<10	-	-	10
00251200	Stephens College	Missouri	<10	-	<10	<10	-	10
00269900	Stevens Institute of Technology	New Jersey	10	-	<10	-	-	10
01113900	Stanford School	New York	<10	-	<10	-	-	10
00287900	Sullivan County Community College - SUNY Office of Community Colleges	New York	<10	-	<10	<10	-	10
08752400	SUM Bible College & Theological Seminary	California	<10	-	-	<10	-	10
00284400	SUNY at Fredonia	New York	<10	-	<10	<10	-	10
00294500	SUNY College at Geneseo	New York	<10	-	<10	<10	-	10
00399900	Susquehanna University	Pennsylvania	<10	-	<10	<10	-	10
00374200	Sweet Briar College	Virginia	<10	-	<10	<10	-	10
00194600	Tabor College	Kansas	<10	-	<10	-	-	10
00251300	Tarkio College	Missouri	<10	-	<10	<10	-	10
04171300	Taylor Andrew's Academy Of Hair Design	Utah	10	-	-	<10	-	10
00163800	Taylor University	Indiana	<10	-	<10	-	-	10
04169200	Ten's Salon Institute	Florida	<10	-	<10	<10	-	10
00625000	Tennessee Wesleyan University	Tennessee	<10	-	<10	<10	-	10
08172000	Texas A & M University - Texasarkia	Texas	10	-	<10	-	-	10
04248500	Texas A&M University-San Antonio	Texas	10	-	<10	-	-	10
08178500	Texas Health and Science University	Texas	10	-	-	<10	-	10
00893200	Texas State Technical College West Texas	Texas	<10	-	<10	<10	-	10
02254800	Texas Vocational School	Texas	<10	-	<10	<10	-	10
00397000	Thiel College	Pennsylvania	10	-	<10	<10	-	10
01235200	Thit School of Makeup & Cosmetology	Washington	10	-	<10	-	-	10
04156000	Toni & Guy Hairdressing Academy	California	<10	-	<10	-	-	10
04221800	Toni&Guy Hairdressing Academy	California	<10	-	<10	-	-	10
04142800	Tours University	California	<10	-	<10	<10	-	10
00739200	Travel & Trade Center Institute	California	<10	-	<10	<10	-	10
00201300	Tribas Institute of Fine Arts	California	<10	-	<10	-	-	10
00714400	Trend Barber College	Texas	-	-	<10	<10	-	10
04226500	Trend Beauty Academy	Illinois	<10	-	<10	-	-	10
04147100	Tricool University of Beauty Culture	Illinois	10	-	<10	-	-	10
04147200	Tricool University of Beauty Culture	Illinois	10	-	<10	-	-	10
00217300	Tricool University of Beauty Culture	Illinois	<10	-	<10	<10	-	10
04147500	Tricool University of Beauty Culture	Illinois	10	-	<10	-	-	10
01152500	Tricool University of Beauty Culture	Indiana	10	-	<10	-	-	10
00186600	Trinidad State College	Colorado	<10	-	<10	<10	-	10
00177100	Trinity Christian College	Illinois	<10	-	<10	<10	-	10
04177700	Tri-State Institute of Hair Design	Kentucky	<10	-	<10	<10	-	10
00881200	Trocene College	New York	<10	-	<10	<10	-	10
08814300	Turning Point Beauty College	Arizona	<10	-	<10	<10	-	10
08767300	Twin City Beauty College	Michigan	10	-	<10	-	-	10
00269400	UC&I University of Cosmetology Arts & Sciences	Texas	10	-	<10	<10	-	10
00922200	Umpqua Community College	Oregon	10	-	<10	<10	-	10
00119800	United States International Univ	California	<10	-	<10	<10	-	10
00170600	United States Sports Academy	Alabama	<10	-	<10	<10	-	10
04210600	Universal Training Institute	New Jersey	<10	-	<10	<10	-	10
08934300	Universidad Cat lica Nordestana	Dominican Republic	<10	-	<10	-	-	10
00163100	University of Hawaii at Hilo	Hawaii	<10	-	<10	<10	-	10
00264200	University of Health Sciences and Pharmacy in St. Louis	Missouri	10	-	-	<10	-	10
00202800	University of Holy Cross	Louisiana	10	-	<10	-	-	10
00372000	University of Lynchburg	Virginia	<10	-	<10	<10	-	10
00286000	University of Maryland	North Carolina	<10	-	<10	<10	-	10
01039400	University of Medicine & Dentistry of New Jersey	New Jersey	<10	-	<10	<10	-	10
00104000	University of Montevallo	Alabama	<10	-	<10	<10	-	10
00693000	University of Mount Union	Ohio	10	-	<10	-	-	10
00297100	University of Northwestern- St Paul	Minnesota	<10	-	<10	<10	-	10
00280800	University of Olivet (The)	Michigan	10	-	<10	-	-	10
00262700	University of Providence	Montana	<10	-	<10	-	-	10
00994200	University of Puerto Rico - Central Administration	Puerto Rico	<10	-	<10	-	-	10
00710800	University of Puerto Rico - Rio Piedras Campus	Puerto Rico	<10	-	-	<10	-	10
00289400	University of Rochester	New York	10	-	<10	<10	-	10
00672500	University of Tennessee Health Science Center	Tennessee	<10	-	<10	-	-	10
00800400	University of Tennessee Southern	Tennessee	<10	-	<10	<10	-	10
00818900	University of Texas Health Science Center at San Antonio	Texas	<10	-	<10	<10	-	10
00994600	University of the Virgin Islands	Virgin Islands	-	-	<10	-	-	10
00318500	University of Tulsa (The)	Oklahoma	<10	-	<10	<10	-	10
00374500	University of Virginia	Virginia	<10	-	<10	<10	-	10
00262400	University of West Los Angeles	California	<10	-	<10	<10	-	10
00391700	University of Wisconsin - Eau Claire	Wisconsin	<10	-	<10	<10	-	10
00392200	University of Wisconsin - Platteville	Wisconsin	<10	-	<10	<10	-	10
00392300	University of Wisconsin - River Falls	Wisconsin	<10	-	<10	<10	-	10
00392400	University of Wisconsin - Stevens Point	Wisconsin	<10	-	<10	<10	-	10
00392500	University of Wisconsin - Superior	Wisconsin	10	-	<10	<10	-	10
00313600	Unswine College	Ohio	<10	-	<10	<10	-	10
00308400	Valley College	West Virginia	<10	-	<10	<10	-	10
00398800	Valley Forge Military College	Pennsylvania	<10	-	<10	<10	-	10
00612400	Valley Grande Institute for Academic Studies	Texas	<10	-	-	<10	-	10
04234400	Vantage College - San Antonio	Texas	<10	-	<10	-	-	10
01229300	VELB Nassau County School of Practical Nursing	New York	<10	-	<10	<10	-	10
04194800	Velvet Touch Academy of Cosmetology	Idaho	<10	-	<10	-	-	10
00139500	Victor Valley Community College	California	<10	-	<10	-	-	10
00393100	Viterbo University	Wisconsin	10	-	-	<10	-	10
04176600	Vogue College of Cosmetology	Texas	<10	-	<10	<10	-	10
00506000	Walla Walla Community College	Washington	<10	-	<10	<10	-	10
01045300	Washington State College of Ohio	Ohio	<10	-	<10	<10	-	10
00388800	Waters College of Art, Design & Film	Tennessee	<10	-	-	<10	-	10
00445000	Watsonville College	California	<10	-	<10	<10	-	10
00393100	Waynesburg University	Pennsylvania	<10	-	<10	<10	-	10
00163000	Wesleyan College	Georgia	<10	-	<10	<10	-	10
00139500	West Kentucky Community and Technical College	Kentucky	<10	-	<10	<10	-	10
00859600	West Los Angeles College	California	<10	-	<10	<10	-	10
00905400	West Virginia Northern Community College	West Virginia	<10	-	<10	-	-	10
00826800	West Virginia University Parkersburg	West Virginia	<10	-	-	<10	-	10
00781600	Western Iowa Tech Community College	Iowa	10	-	<10	-	-	10
01036300	Western Nevada College	Nevada	<10	-	<10	<10	-	10
04086800	WestMed College	California	<10	-	<10	<10	-	10
00365100	Westminster University	Utah	<10	-	<10	<10	-	10
00866800	Wharton County Junior College	Texas	<10	-	<10	<10	-	10
00778800	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	<10	-	10
00884900	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	-	-	10
01443000	Wilfred Academy of Hair & Beauty Culture	Illinois	<10	-	<10	<10	-	10
00779100	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	<10	-	10
01702900	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	-	-	10
00322700	Willamette University	Oregon	<10	-	<10	<10	-	10
00128100	William Jessup University	California	10	-	<10	<10	-	10
01282600	William Woods University	Missouri	<10	-	<10	<10	-	10
00304100	Willshire Computer College	California	<10	-	<10	-	-	10
00289400	Winona State University	Minnesota	<10	-	<10	<10	-	10
00314300	Wittenberg University	Ohio	<10	-	<10	<10	-	10
00805000	Yakima Valley College	Washington	<10	-	<10	<10	-	10
00142600	Yale University	Connecticut	<10	-	<10	<10	-	10
01010700	Yampa Valley College	Arizona	<10	-	<10	<10	-	10
00290400	YTI Career Institute - Capital Region	Pennsylvania	<10	-	<10	<10	-	10
OPE ID Groups with Less than 10 Cases Received			7470	<10	2,890	1,680	-	12,540
No Primary School Name Listed			510	7,300	<10	-	4,530	12,240



## Borrower Defense to Repayment Applications by Grouped OPE ID

Source: Digital Customer Care (DCC) System

Data as of March-end 2025, rounded to the nearest ten and redacted for values less than ten

OPE ID Group	Primary School Name	Main Campus State	Pending	Approved	Settlement Relief	Denied	Closed	Received
			457,848	282,238	254,228	21,818	23,378	955,708
020988	University of Phoenix	Arizona	6,160	1,120	36,840	-	80	18,960
010727	DeVry University	Illinois	23,980	7,160	36,040	<10	700	65,280
007259	ITT Technical Institute	Indiana	5,570	15,380	8,530	-	1,220	30,750
004489	Albion Career College	Florida	2,350	26,520	620	140	1,250	29,840
001881	University of Arizona Global Campus (The)	California	15,920	2,450	4,570	-	200	23,130
004586	Purdue University Global	Indiana	12,600	-	7,550	-	180	20,380
011739	Argosy University	California	3,300	1,180	5,000	-	200	15,720
007284	Heald College	California	1,070	11,850	470	130	1,340	14,560
025042	Walden University	Minnesota	11,100	-	2,530	-	80	13,770
003673	Capella University	Minnesota	9,790	-	1,770	-	80	11,640
000106	Virginia College	Alabama	7,090	-	3,750	-	110	10,870
021136	American International University System	Arizona	6,940	-	3,380	-	120	10,340
001074	Grand Canyon University	Arizona	8,720	-	1,790	-	70	10,580
001017	Wyotech	Wyoming	3,30	8,360	300	40	270	13,660
010148	Colorado Technical University	Colorado	5,770	-	3,510	-	70	9,360
020794	Keller Graduate School of Management	Illinois	5,410	-	3,610	-	80	9,100
000113	Art Institute of Las Vegas (The)	Nevada	2,390	1,160	4,040	-	30	8,280
001534	Everest University	Florida	1,120	6,280	210	40	230	7,880
013039	South University	Georgia	5,290	80	1,250	-	110	6,990
007437	Art Institute of Pittsburgh (The)	Pennsylvania	1,000	2,070	3,490	-	110	6,560
008628	Albion Career Education	Michigan	610	5,010	180	50	190	6,040
021519	Kaiser University	Florida	4,740	-	3,220	-	40	6,000
011459	Strayer University	District of Columbia	4,760	-	390	50	60	5,650
012873	Wyotech	California	210	4,500	70	10	220	5,020
007548	Westwood College - Denver North	Colorado	620	2,290	1,610	-	110	4,640
003001	Albion Career College	Washington	380	3,360	220	30	170	4,330
006385	Chamberlain University	Illinois	4,150	-	330	-	30	4,500
009270	Art Institute of Atlanta (The)	Georgia	880	1,460	1,590	-	100	4,030
011284	Illion Institute of Art (The)	Illinois	380	1,460	1,760	-	100	3,900
000384	Sanford-Brown College	Washington	2,000	-	1,630	-	50	3,670
021160	Sanford-Brown College	Texas	1,960	<10	1,760	-	50	3,770
006728	Everest College	California	130	3,260	50	<10	150	3,690
006079	Everest College	Oregon	310	3,260	160	20	100	3,890
000727	Westwood College - Los Angeles	California	340	1,920	1,250	-	30	3,530
006874	Independence University	Utah	2,430	-	1,040	<10	30	3,500
021004	Everest Institute	Michigan	380	2,390	110	20	100	3,490
008743	Florida Coastal School of Law	Florida	3,050	-	370	-	70	3,430
008920	Everest College	California	160	2,610	140	10	320	3,440
011865	Everest College	Illinois	200	2,750	170	10	140	3,320
008146	Everest University - Pompano Beach	Florida	400	2,670	70	20	80	3,240
007713	American Career Institute	Maryland	60	2,910	140	-	30	3,130
020613	Albion Career College	Texas	360	2,540	120	20	110	3,040
011109	Everest College	California	120	2,600	70	10	210	3,010
020858	Florida Career College	Florida	2,320	-	660	-	20	3,000
004646	Minnesota School of Business	Minnesota	370	70	1,340	-	30	2,910
020602	Everest College	Washington	160	2,440	70	10	110	2,790
000332	Heald College	California	370	2,120	140	30	80	2,740
020621	Full Sail University	Florida	1,380	-	590	30	30	2,620
007286	Art Institute of California - Los Angeles (The)	California	660	560	1,320	-	80	2,610
010866	Everest Institute	West Virginia	150	2,260	60	10	130	2,600
025997	Valterri College	Missouri	1,510	-	980	-	30	2,520
007150	Wyotech	California	140	2,050	130	10	130	2,460
008093	Heald College	California	320	1,750	220	50	60	2,390
022526	Everest College	Missouri	250	1,570	50	10	50	2,370
025996	Everest University	Florida	390	1,480	70	20	60	2,370
021875	Heald College	California	380	1,610	240	60	50	2,330
004811	Everest Institute	New York	250	1,610	60	10	140	2,280
020460	Toi University School of Medicine	All Other Locations	2,090	-	150	-	70	2,280
008800	Art Institute of Philadelphia (The)	Pennsylvania	510	660	1,040	-	60	2,260
011510	Everest Institute	Massachusetts	100	1,610	50	20	210	2,190
011123	Everest College	California	130	1,670	60	<10	120	2,110
026142	Miller - Motte Technical College	Tennessee	1,720	-	420	-	<10	2,150
004507	Albion Career College	Colorado	220	1,770	70	20	60	2,140
022779	Boisjourn University School of Veterinary Medicine	All Other Locations	1,340	-	160	-	30	2,120
025599	United Education Institute	California	1,180	-	910	-	20	2,110
004146	Charlotte School of Law	North Carolina	860	-	1,120	-	30	2,100
007327	ITT Technical Institute	Indiana	510	880	-	-	40	2,090
009267	Albion Career College	Virginia	150	1,790	60	10	70	2,080
021003	Sanford-Brown College	Illinois	1,210	-	830	-	40	2,080
004503	Albion Career College	Colorado	130	1,750	100	10	70	2,060
010196	Art Institute of Fort Lauderdale (The)	Florida	550	430	1,090	-	40	2,050
008878	Miami International University of Art & Design	Florida	530	780	680	-	60	2,050
000246	Kennington College	Texas	1,660	-	320	-	20	2,010
022681	Archery College	Arizona	300	-	1,010	-	50	1,980
025993	Heald College	California	280	1,460	150	50	50	1,980
004494	Everest College	California	100	1,680	20	<10	140	1,960
025992	Heald College	California	300	1,360	200	60	40	1,950
021171	Art Institute of Houston (The)	Texas	480	730	690	-	30	1,940
003329	ITT Technical Institute	Indiana	540	570	770	-	50	1,920
022002	Sanford-Brown College	Missouri	500	-	390	-	20	1,870
021553	Chicago School of Professional Psychology	California	1,730	-	120	-	20	1,860
006176	Albion Career College	Virginia	160	1,430	120	10	60	1,850
001127	Brown Mackie College (Cincinnati)	Ohio	370	-	880	-	20	1,850
002103	Le Cordon Bleu College of Culinary Arts	California	850	-	370	-	30	1,850
021218	Everest Institute	Florida	200	1,430	60	20	70	1,840
025991	Heald College	California	230	1,360	160	40	30	1,840
001123	Brooks Institute	California	750	-	990	-	80	1,820
022900	Everest College Phoenix	Arizona	360	1,300	50	10	30	1,810
004642	Global University	Minnesota	610	20	1,120	<10	20	1,770
007477	Heald College	California	290	1,200	160	40	40	1,720
025693	Le Cordon Bleu College of Culinary Arts	Texas	780	-	320	-	20	1,720
026167	Le Cordon Bleu College of Culinary Arts	Arizona	780	-	680	-	30	1,690

012461	Lincoln Technical Institute	New Jersey	1,260	-	410	-	10	1,690
030734	ITT Technical Institute	Tennessee	360	560	690	-	20	1,590
030726	Le Cordon Bleu College of Culinary Arts	Oregon	760	-	810	-	20	1,590
030360	Herald College	California	260	1,130	130	30	30	1,590
035154	Sanford-Brown College	Florida	730	-	760	-	30	1,520
030769	Art Institute of Colorado (The)	Colorado	410	320	800	-	40	1,570
011024	Bryman College	California	1,60	1,290	30	10	70	1,560
022580	Southern New Hampshire University	New Hampshire	1,460	-	70	10	10	1,550
022805	ITT Technical Institute	Florida	390	430	690	-	30	1,540
020930	Liberty University	Virginia	1,390	-	100	20	20	1,530
084593	Ultimate Medical Academy	Florida	1,230	-	260	<10	20	1,510
007557	ITT Technical Institute	Missouri	400	430	550	-	30	1,470
029139	Westwood College - O'Hare Airport	Illinois	140	840	460	-	40	1,470
010627	ITT Technical Institute	Michigan	340	450	620	-	40	1,460
025598	ITT Technical Institute	Tennessee	360	460	600	-	30	1,450
030764	Bryman School of Arizona (The)	Arizona	920	-	470	20	30	1,440
032726	Art Institute of California - San Diego	California	810	700	-	-	50	1,390
007948	Carrington College	California	700	-	460	-	20	1,390
022905	Everest College	Utah	140	1,160	40	<10	60	1,390
010419	Fortis Institute - Towson	Maryland	1,200	-	180	-	<10	1,390
030376	ITT Technical Institute	Florida	300	390	590	-	30	1,390
030792	Westwood College - O'Fallon	Illinois	150	790	420	-	20	1,370
004598	McCann School of Business & Technology	Pennsylvania	790	-	860	-	10	1,360
026068	Miller-Motte College	Tennessee	1,140	-	210	<10	<10	1,360
022375	Las Vegas College	Nevada	140	1,080	70	<10	40	1,330
007531	Academy of Art University	California	880	-	400	20	10	1,320
007362	Medisch College	Indiana	860	-	430	-	10	1,290
007486	New England Institute of Art (The)	Massachusetts	130	390	640	-	50	1,280
025309	Wright Career College	Kansas	540	-	710	-	30	1,280
011107	Everest College	California	70	1,090	30	<10	80	1,270
014184	Arizona Summit Law School	Arizona	1,000	-	220	-	10	1,240
030002	Everest Institute	Florida	120	1,010	50	<10	50	1,240
010246	Art Institute International Minnesota (The)	Minnesota	390	390	560	-	40	1,230
020678	Bryant & Stratton College	New York	1,000	-	200	20	10	1,230
030694	Rasmussen University	Minnesota	1,050	-	150	20	<10	1,230
022913	Art Institute of Seattle (The)	Washington	240	330	570	-	30	1,190
004666	American College for Medical Careers	Florida	550	-	610	-	20	1,170
030675	ITT Technical Institute	Wisconsin	240	400	470	-	40	1,140
034592	Miller-Motte Technical College	Virginia	240	-	240	-	10	1,140
007476	Marinello School of Beauty	California	310	140	640	-	40	1,130
007388	Lincoln College of Technology	Indiana	630	-	280	-	<10	1,120
030394	Western Governors University	Utah	1,040	-	60	10	<10	1,120
025911	Career Point College	Texas	480	-	530	-	30	1,100
021584	Harrison College	Indiana	760	-	300	30	20	1,100
032715	Western International University	Arizona	840	-	260	-	10	1,100
004057	National American University	South Dakota	870	-	200	10	10	1,090
000757	Briardiffl College	New York	640	-	440	-	<10	1,080
030716	ITT Technical Institute	Washington	130	270	450	-	40	1,040
023610	ITT Technical Institute	Utah	220	860	430	-	30	1,040
014140	National University	California	880	-	50	<10	10	1,040
011026	Westwood College - South Bay	California	110	370	530	-	30	1,040
033726	American National University	Virginia	780	-	240	-	10	1,030
004473	Baker College	Michigan	890	-	130	<10	10	1,030
007294	Berkley College	New York	850	-	170	-	<10	1,030
021571	Concorde Career College	Tennessee	360	-	80	-	<10	1,030
034803	Fortis College	Louisiana	790	-	230	-	<10	1,030
004553	ITT Technical Institute	Idaho	210	450	360	-	30	1,030
036139	American Public University System	West Virginia	990	-	60	10	20	1,020
039563	KDC College	California	520	-	470	10	10	1,020
007619	Art Institute of Portland (The)	Oregon	130	890	440	-	40	1,010
022392	ATI Career Training Center	Florida	390	-	630	-	20	1,020
009466	Brightwood College	Texas	530	-	380	-	20	990
021105	Art Institute of Charlotte (The)	North Carolina	270	240	450	-	20	980
020701	Everest Institute	Pennsylvania	110	770	40	<10	40	970
030068	Le Cordon Bleu Institute of Culinary Arts	Pennsylvania	470	-	490	-	10	970
020740	Branford Hall Career Institute	Connecticut	690	-	260	-	<10	950
036095	Remington College - Mobile Campus	Alabama	750	-	230	-	<10	980
032943	Blue Cliff College	Louisiana	820	-	110	-	<10	930
021307	Fortis College	Ohio	780	-	150	-	<10	930
026266	Art Institute of New York City (The)	New York	150	260	490	-	20	910
026130	Sanford-Brown College	New York	450	-	440	-	10	900
004569	Brown Mackie College-South Bend	Indiana	420	-	460	-	10	880
020652	ITT Technical Institute	Arizona	220	300	360	-	20	890
010490	Regency Beauty Institute	Minnesota	520	-	300	50	30	890
001158	ECH University	Virginia	730	-	130	<10	20	880
012126	Lincoln College of Technology	Ohio	530	-	340	-	<10	870
007303	Lincoln Technical Institute	Connecticut	690	-	170	-	10	870
029217	ITT Technical Institute -	Colorado	210	250	370	-	20	860
020203	Hutchinson Career Institute	Pennsylvania	550	-	310	-	<10	860
021006	Carrington College	Arizona	630	-	210	-	<10	860
022915	ITT Technical Institute	California	130	260	370	-	10	840
033410	Fortis College	Alabama	720	120	-	-	<10	840
039837	ITT Technical Institute	Ohio	230	240	340	-	30	830
029218	ITT Technical Institute -	California	240	220	360	-	20	830
036221	Universal Technical Institute	Arizona	440	360	-	<10	<10	820
036705	Brown Mackie College (the)	Kansas	400	-	410	-	<10	810
039803	Star Career Academy	New York	410	-	380	-	20	810
036162	Brown Mackie College-Findlay	Ohio	410	<10	370	-	<10	800
021349	Colliers College	Arizona	400	-	370	-	10	790
020018	Brightwood College	Indiana	530	-	250	<10	<10	780
022239	Ortle College of Business	New Jersey	360	-	380	20	30	780
022187	Florida Technical College	Florida	620	-	160	-	10	780
011574	Baudier College	Georgia	550	-	210	-	<10	770
030150	Brightwood College	Texas	410	-	360	-	<10	770
007351	Sanford-Brown College	Minnesota	420	-	330	-	30	770
030108	Fortis Institute	Alabama	690	-	130	-	<10	760
036474	ITT Technical Institute	California	160	300	270	-	30	760
029522	Le Cordon Bleu College of Culinary Arts in Chicago	Illinois	400	-	340	-	20	760
009088	ITT Technical Institute -	Ohio	210	200	300	-	20	750



029360	ATI Career Training Center	Texas	970	-	360	-	<10	730
029811	ITT Technical Institute -	Arizona	180	220	300	-	10	790
004910	Brightwood Career Institute	Pennsylvania	490	-	220	-	<10	720
022916	ITT Technical Institute	California	200	-	800	-	30	720
031254	Art Institute of California-Hollywood (The)	California	140	130	390	-	10	710
004692	Dorsey College	Michigan	560	-	80	70	<10	710
030946	Art Institute of Las Vegas (The)	Nevada	130	160	330	-	30	700
029651	Herring University	Wisconsin	620	-	70	<10	<10	700
030204	ITT Technical Institute	California	160	220	310	-	<10	700
031401	Post University	Connecticut	480	-	50	150	10	700
030489	American National University	Kentucky	460	-	220	-	<10	680
022898	Brightwood Career Institute	Pennsylvania	420	-	260	-	<10	680
007398	Katharine Gibbs School	New York	410	-	260	-	10	680
038139	Northcentral University	California	820	-	60	<10	<10	670
036453	University of the Rockies	Colorado	530	-	130	-	<10	670
022418	American Career College	California	470	-	180	-	<10	660
012061	Bryman College	California	410	800	<10	-	30	660
023286	ITT Technical Institute -	Texas	130	160	310	-	10	660
021307	San Joaquin Valley College	California	510	-	130	10	<10	660
007404	Star Career Academy	New York	260	-	390	-	10	650
011852	ITT Technical Institute	Oregon	160	200	270	-	10	640
029720	Vista College	Texas	570	-	60	<10	<10	640
020917	Brightwood College	California	360	-	240	-	<10	630
004394	Daymar College	Tennessee	450	-	170	-	<10	630
009313	Daymar College	Kentucky	330	-	290	-	<10	620
029385	ATI Career Training Center	Texas	270	-	340	-	<10	610
007502	Berkley College	New Jersey	510	-	80	-	<10	600
008443	ITT Technical Institute -	Washington	140	210	260	-	<10	600
022789	Southern Technical College	Florida	470	-	140	-	<10	600
035110	Heritage College	Colorado	280	-	260	10	30	590
004729	Mount Washington College	New Hampshire	340	-	240	-	<10	590
023122	Brightwood College	Texas	320	-	250	-	<10	580
021309	ITT Technical Institute	California	130	200	230	-	10	570
031509	Nova Southeastern University	Florida	470	-	80	<10	<10	570
026027	UOI (United Education Institute)	Florida	310	-	260	-	<10	570
031081	Arizona State University	Arizona	510	-	40	<10	<10	560
029396	Art Institute of Dallas (The)	Texas	220	80	250	-	30	560
034911	Bedford College	Kentucky	500	-	30	-	<10	560
022171	Pima Medical Institute	Arizona	320	-	120	110	10	560
007586	Remington College - Tampa Campus	Florida	370	-	190	-	<10	560
020592	Vatterott College	Iowa	340	-	200	-	10	560
030955	ASA College	New York	450	-	30	<10	<10	550
020896	Concorde Career Institute	Florida	480	-	60	-	<10	550
038329	Dade Medical College	Florida	240	-	280	20	10	550
029777	Fashion College	Indiana	380	-	170	-	<10	550
038807	Mountain State University	West Virginia	320	-	200	80	10	550
015121	Academy of Court Reporting and Technology	Ohio	250	-	280	-	<10	540
023262	Brightwood College	Tennessee	360	-	180	-	<10	540
030765	Miami - Jacobs Career College	Ohio	360	-	170	-	<10	540
029349	CollegeAmerica Career	Colorado	150	200	170	-	10	530
034163	Computer Systems Institute	Illinois	230	-	290	-	<10	530
023219	ITT Technical Institute -	California	110	160	230	-	30	530
011644	University of Maryland Global Campus	Maryland	330	-	30	160	<10	530
011030	Technical Career Institute	New York	310	-	220	10	<10	520
021005	Universal Technical Institute	Arizona	320	-	200	<10	<10	520
022392	Anthem College	Missouri	260	-	250	-	<10	510
020519	Brightwood College	California	260	-	260	-	<10	510
034393	All-State Career	Maryland	380	-	110	-	<10	500
012482	ATI Technical Training Center	Texas	130	-	300	-	<10	500
027006	Bryman College	California	350	420	<10	-	30	500
020605	Brooks College	California	230	-	250	-	10	490
023329	Devry Institute of Technology-Pomona	California	260	<10	220	<10	<10	490
022444	American University of the Caribbean	All Other Locations	440	-	30	-	30	480
025490	Brightwood College	California	260	-	210	-	<10	480
029391	Brightwood College	California	230	-	250	-	<10	480
034274	Career College of America	California	230	-	230	<10	<10	470
009224	Devry Institute of Technology	Georgia	280	-	180	<10	<10	470
009917	Ivy Tech Community College of Indiana	Indiana	260	-	70	140	<10	470
030233	Lincoln Technical Institute	Rhode Island	250	-	170	-	<10	470
022606	NUC University	Puerto Rico	430	-	30	-	<10	470
030432	Brightwood College	Nevada	260	-	190	-	<10	460
022202	Le Cordon Bleu College of Culinary Arts	California	220	-	280	-	30	460
007496	Brightwood Career Institute	Pennsylvania	280	-	160	-	<10	450
007781	Brightwood Career Institute	Pennsylvania	270	-	180	-	<10	450
031061	Brantford Hall Career Institute	New Jersey	230	-	210	-	<10	440
029344	Certura College	Virginia	240	-	150	90	10	440
023069	Brightwood College	California	210	-	210	-	10	430
023616	Concorde Career College	Missouri	370	-	60	-	<10	430
030724	ITT Technical Institute	Texas	120	30	210	-	10	430
022808	Lincoln College of Technology	Florida	280	-	150	-	<10	430
007777	Remington College - Cleveland Campus	Ohio	330	-	30	-	<10	430
031746	Robert Morris University Illinois	Illinois	370	-	50	<10	<10	430
023462	WyoTech	Florida	60	320	30	<10	30	430
032729	Brightwood College	Texas	240	-	180	-	<10	420
020552	Harrington College of Design	Illinois	290	-	120	-	<10	420
021040	Harris School of Business	New Jersey	320	-	90	-	<10	420
031328	University of Southern California	California	360	-	40	<10	<10	420
034129	Concorde Career College	Texas	350	-	50	-	<10	410
035203	Remington College - Lafayette Campus	Louisiana	310	-	100	-	<10	410
030906	Southern Technical College	Florida	330	-	80	-	<10	410
021192	Court Reporting Institute of St Louis	Missouri	220	-	170	-	<10	400
031354	Everett College	California	20	340	10	-	30	400
035343	Jones International University	Colorado	270	-	110	<10	<10	400
011647	SJS Campus - an Affiliate of Sanford-Brown	New York	130	-	210	-	<10	400
025412	Stratford University	Virginia	350	-	40	<10	<10	400
029319	Brightwood College	Texas	220	-	170	-	<10	390
022188	Brookline College	Arizona	230	-	30	70	<10	390
030871	Concorde Career College	Colorado	330	-	50	-	<10	390
023186	Everest Institute	Georgia	100	250	10	-	30	390

000768	Life University	Georgia	360	-	30	-	<10	360
000971	Temple University	Pennsylvania	360	-	60	<10	<10	360
000986	Uti College	California	280	-	150	-	<10	360
011123	University of Arkansas - Grantham	Arkansas	210	-	30	140	<10	360
005578	Art Institute of York (The) - Pennsylvania	Pennsylvania	50	140	170	-	<10	370
000520	Brightwood College	Ohio	240	-	190	-	<10	370
004412	Forts College	Ohio	310	-	50	-	<10	370
003263	Forts Institute	Tennessee	220	-	150	-	<10	370
005189	Mettech College	Virginia	140	-	200	-	10	370
004061	Brown Mackie College	Arizona	190	-	160	-	10	360
011121	Bryman College	California	60	270	<10	<10	10	360
000249	Dawson College	Michigan	220	-	60	70	<10	360
002467	Cowling College	New York	140	-	140	60	<10	360
012425	Stone Academy	Connecticut	940	-	10	<10	<10	360
001133	Uti College	California	210	-	140	-	<10	360
000791	Brightwood College	Maryland	170	-	160	-	<10	360
041125	Columbia Southern University	Alabama	200	-	40	100	<10	360
000191	Concordia University	Oregon	310	-	40	<10	<10	360
001192	Empire Beauty School	New York	300	-	40	-	<10	360
000217	International Academy of Design and Technology	Tennessee	200	-	140	-	<10	360
001526	Saint Leo University	Florida	310	-	30	<10	<10	360
004420	Sanford-Brown College	Virginia	170	-	180	-	<10	360
005149	Sanford-Brown Institute	New York	170	-	180	-	<10	360
002838	Beauty Schools of America	Florida	180	-	120	50	<10	360
005101	Business Career Training Institute	Washington	150	-	180	<10	<10	360
002204	College of New Rochelle (The)	New York	240	-	80	20	<10	360
000542	Empire Beauty School	Pennsylvania	290	-	40	-	<10	360
000794	Empire Beauty School	Pennsylvania	300	-	30	-	<10	360
004247	Forts College	Virginia	280	-	50	-	<10	360
004673	Marinello School of Beauty	California	100	40	180	-	20	360
001583	Morris Brown College	Georgia	210	-	100	20	<10	360
004441	Anthem Institute	Pennsylvania	180	-	140	-	<10	360
011281	Antonelli College	Ohio	260	-	70	-	<10	360
001511	ATI College of Health	Florida	170	-	170	-	<10	360
000404	Johnson & Wales University	Rhode Island	220	-	40	80	<10	360
003630	Universal Technical Institute	Texas	200	-	120	<10	<10	360
001108	California College San Diego	California	250	-	70	-	<10	360
000802	DeVry Institute of Technology	Arizona	170	<10	170	-	<10	360
001005	Everglades University	Florida	260	-	60	-	<10	360
001112	Fashion Institute of Design & Merchandising	California	250	-	70	<10	<10	360
007507	Glbia College	New Jersey	200	-	110	-	<10	360
005869	Harris School of Business	New Jersey	290	-	30	-	<10	360
001551	Heritage College	Alabama	150	-	150	10	10	360
004619	Sullivan University	Kentucky	250	-	70	<10	<10	360
009713	American Career College	California	220	-	20	-	<10	360
000773	Empire Beauty School	New York	280	-	40	-	<10	360
000606	Florida International University	Florida	200	-	40	80	<10	360
001515	Lincoln College of Technology	Illinois	240	-	70	-	<10	360
002751	Long Island University	New York	260	-	40	<10	<10	360
007795	Missouri College	Missouri	140	-	170	-	<10	360
011262	Northwestern College	Illinois	260	-	30	10	<10	360
000329	Pennsylvania State University (The)	Pennsylvania	270	-	30	<10	<10	360
001289	Southeastern College	Florida	250	-	60	-	<10	360
003908	Center for Employment Training	California	190	-	110	-	<10	360
011606	Empire Beauty School	Pennsylvania	270	-	20	-	<10	360
004343	Forts College	Florida	230	-	60	-	<10	360
001574	Georgia State University	Georgia	190	-	20	80	<10	360
001633	Houston Community College	Texas	180	-	30	90	<10	360
003842	Texas Southern University	Texas	250	-	40	10	<10	360
002521	Webster University	Missouri	270	-	30	<10	<10	360
001632	Western State University College of Law	California	280	-	20	-	<10	360
001032	Brown Mackie College-Merrillville	Indiana	170	-	120	-	<10	290
005169	Charter College	Alaska	210	-	40	<10	<10	290
002751	Concorde Career Institute	Florida	250	-	30	-	<10	290
000889	Leligh Valley College	Pennsylvania	160	-	120	-	<10	290
000493	Vatterott College	Illinois	190	-	100	-	<10	290
002159	ATI Career Training Center	Florida	120	-	150	-	<10	290
000625	Institute of Technology	California	190	-	80	<10	<10	280
001779	Porter and Chester Institute	Connecticut	210	-	70	<10	<10	280
000209	Rutgers, The State University of New Jersey	New Jersey	190	-	30	60	<10	280
000701	Vatterott College	Nebraska	170	-	110	-	-	280
000464	Empire Beauty School	Pennsylvania	240	-	30	-	<10	270
004619	Empire Beauty School	Maine	240	-	20	-	<10	270
008044	Gwinnett College	Georgia	180	-	100	-	<10	270
005791	Heritage Institute	Florida	120	-	140	20	<10	270
000244	Marinello School of Beauty	California	50	40	160	-	<10	270
000623	Westech College	California	120	-	140	<10	<10	270
000486	Brightwood College	Maryland	120	-	130	-	<10	260
004425	Carrington College	Oregon	170	-	80	-	<10	260
001281	College of Health Care Professions (The)	Texas	220	-	40	<10	<10	260
000228	DeVry College of Technology	New Jersey	120	<10	120	-	10	260
000176	Empire Beauty School	Michigan	220	-	40	-	<10	260
004617	National College	Tennessee	290	-	30	<10	<10	260
000037	Oregon College of Oriental Medicine	Oregon	260	-	-	<10	-	260
000163	Southern Careers Institute	Texas	150	-	60	50	<10	260
001047	Troy University	Alabama	140	-	10	110	<10	260
001467	Bethune Cookman University	Florida	210	-	30	<10	<10	250
005154	City College	Florida	180	-	30	30	<10	250
004731	Daniel Webster College	New Hampshire	110	80	10	<10	40	250
001480	Florida Agricultural & Mechanical University	Florida	200	-	40	<10	<10	250
002466	Forts College	Florida	170	-	70	-	<10	250
001603	Four-O College	California	110	-	120	30	<10	250
005534	InterCoast Colleges	California	130	-	90	30	<10	250
000121	Kean College	Colorado	180	-	70	-	<10	250
000622	Tennessee State University	Tennessee	220	-	20	<10	<10	250
000456	Columbia College	Missouri	210	-	20	<10	<10	240
000537	Concorde Career College	California	180	-	60	-	<10	240
001740	Concorde Career College	California	210	-	40	-	<10	240
003614	Forts College	Alabama	210	-	30	-	<10	240

001802	Indiana Wesleyan University	Indiana	140	-	10	80	<10	240
002997	King's College	North Carolina	150	-	80	<10	<10	240
007506	Lincoln Technical Institute	New Jersey	140	-	90	-	<10	240
003694	Marnell School of Beauty	California	80	40	140	-	<10	240
022116	Milford City	New York	210	-	30	<10	-	240
012877	Sanford-Brown College	Connecticut	190	-	110	-	<10	240
022539	Berks Technical Institute	Pennsylvania	200	-	30	-	<10	240
022110	Carrington College	Idaho	190	-	40	-	<10	240
001671	DePaul University	Illinois	140	-	30	60	<10	240
002455	Derry Institute of Technology	Missouri	120	<10	110	-	<10	240
004204	Fortis College	Texas	160	-	70	-	<10	240
021323	Fortis Institute	New Jersey	190	-	40	-	<10	240
001448	Howard University	District of Columbia	120	-	40	20	<10	240
002998	Illness School of Health Careers	Illinois	140	-	80	<10	<10	240
003051	Kent State University	Ohio	140	-	20	60	<10	240
001969	Lincoln Technical Institute	Massachusetts	120	-	100	-	<10	240
023887	Marnell School of Beauty	California	40	50	100	-	10	240
004618	Spencerian College	Kentucky	160	-	70	-	<10	240
003984	University of Central Florida	Florida	200	-	20	<10	<10	240
001125	University of Cincinnati	Ohio	140	-	20	70	<10	240
003509	University of Memphis (The)	Tennessee	120	-	20	40	<10	240
001466	Barry University	Florida	160	-	30	40	<10	220
004040	Brightwood College	Maryland	120	-	100	-	<10	220
001203	CollegeAmerica - Flagstaff	Arizona	160	-	50	-	<10	220
021727	Concorde Career Institute	Florida	190	-	30	-	<10	220
004625	Degroot Community College	Louisiana	190	-	20	<10	-	220
001805	Indiana Institute of Technology	Indiana	110	-	20	90	<10	220
002488	Kaplan Career Institute	Massachusetts	70	-	150	-	<10	220
025464	Kaplan College	California	160	-	60	-	<10	220
011145	Low State College System	Texas	120	-	20	70	<10	220
000373	Los Angeles Film School (The)	California	170	-	50	<10	<10	220
004799	Monroe University	New York	120	-	40	<10	<10	220
023982	Victory University	Tennessee	90	-	50	70	<10	220
001694	Chicago State University	Illinois	190	-	20	<10	<10	210
001695	Columbia College Chicago	Illinois	190	-	30	50	<10	210
003079	Cerrito Institute of Technology	Ohio	120	<10	80	-	<10	210
001469	Florida Institute of Technology	Florida	120	-	20	80	<10	210
001913	Madison Media Institute	Wisconsin	190	-	70	<10	<10	210
023549	Marnell School of Beauty	California	40	30	130	-	<10	210
003683	Midwest Technical Institute	Illinois	140	-	30	30	<10	210
002785	New York University	New York	160	-	30	30	<10	210
021427	Pittsburgh Technical College	Pennsylvania	160	-	40	20	<10	210
003627	Platt College	California	150	-	50	-	<10	210
007481	Sanford-Brown College	Massachusetts	100	-	100	-	<10	210
001844	Thomas Jefferson School of Law	California	160	-	40	<10	<10	210
003656	University of Texas at Arlington	Texas	190	-	10	<10	<10	210
002329	Wayne State University	Michigan	180	-	20	<10	<10	210
006969	West Coast University	California	180	-	20	<10	<10	210
004955	Alt State Career School	Pennsylvania	170	-	30	-	-	200
007563	Anamora College	Texas	110	-	90	-	<10	200
008068	Career Technical College	Louisiana	160	-	30	<10	<10	200
001559	Clark Atlanta University	Georgia	110	-	70	70	<10	200
001494	Florida State College at Jacksonville	Florida	100	-	20	80	<10	200
004220	Hamilton College	Iowa	190	-	70	-	<10	200
011005	Kaplan College	Ohio	190	-	70	-	<10	200
000277	Pacific College of Health and Science	California	190	-	<10	-	<10	200
011159	Sawyer School (The)	Rhode Island	80	-	110	<10	<10	200
004938	South College	Tennessee	120	-	20	60	<10	200
002025	Southern University and Agricultural & Mechanical Coll at Baton Rouge	Louisiana	170	-	20	<10	<10	200
004264	Antlion Institute	New York	80	-	70	40	<10	190
021104	Bryn Mawr University	Pennsylvania	190	-	60	-	<10	190
000116	Fortis Institute	Pennsylvania	160	-	40	-	<10	190
007469	Husson College	Pennsylvania	190	-	<10	-	<10	190
001410	Jackson State University	Mississippi	90	-	30	70	<10	190
022213	Marnell School of Beauty	California	40	20	120	-	<10	190
007367	Marnell School of Beauty	Nevada	60	20	100	-	<10	190
026340	National University of Natural Medicine	Oregon	190	-	<10	-	-	190
021729	Soljourner-Douglas College	Maryland	110	-	70	<10	<10	190
007297	Spartan College of Aeronautics and Technology	Colorado	140	-	50	<10	<10	190
001328	St. Petersburg College	Florida	120	-	30	60	<10	190
000393	Sullivan and Cogliano Training Centers	Florida	100	-	80	10	<10	190
001537	University of South Florida	Florida	120	-	20	50	<10	190
006760	Valencia College	Florida	140	-	20	20	<10	190
004609	Alpen University	Arizona	180	-	<10	-	<10	180
022151	Hallmark Institute of Photography	Massachusetts	120	-	40	-	10	180
022662	Helm Career Institute	Georgia	70	-	70	30	<10	180
007596	Lincoln College of Technology	Maryland	190	-	60	-	-	180
003903	Lincoln Technical Institute	Florida	120	-	70	-	<10	180
011260	Marnell School of Beauty	California	50	20	90	-	<10	180
008124	Marnell School of Beauty	Connecticut	50	30	90	-	10	180
004730	McIntosh College	New Hampshire	110	-	60	-	<10	180
007772	Mercy University	New York	120	-	20	40	<10	180
001707	Northern Illinois University	Illinois	100	-	10	70	<10	180
023301	Pioneer Pacific College	Oregon	190	-	20	80	-	180
009743	Bellevue University	Nebraska	150	-	20	<10	<10	170
011062	Brown Mackie College-Louisville	Kentucky	90	-	80	-	<10	170
006867	Columbus State Community College	Ohio	150	-	10	<10	<10	170
002968	Daymar College	Ohio	120	-	50	-	<10	170
002259	Eastern Michigan University	Michigan	90	-	20	60	<10	170
002834	Excelsior University	New York	140	-	20	<10	<10	170
000837	Galen Health Institutes	Kentucky	80	-	20	70	<10	170
002026	Grimsby State University	Louisiana	90	-	20	50	<10	170
004183	Gwinnett College-Sandy Springs	Georgia	140	-	30	-	<10	170
000509	Hallmark University	Texas	140	-	30	-	<10	170
000743	Hardisty College of Nursing	Ohio	160	-	<10	-	<10	170
001341	Jersey College	New Jersey	150	-	10	10	-	170
005829	Kaplan Career Institute	Ohio	90	-	70	-	<10	170
000012	Ministry Smith College of Music	Minnesota	120	-	40	<10	<10	170
008229	Milan Institute	Texas	120	-	40	<10	<10	170

001800	Braine View Agricultural & Mechanical University	Texas	140	-	20	<10	<10	170
023897	Kean Medical Education Center	Michigan	150	-	20	<10	<10	170
001415	Savannah College of Art and Design	Georgia	140	-	20	<10	<10	170
003604	University of North Texas	Texas	110	-	20	40	<10	170
001025	Alabama State University	Alabama	150	-	20	<10	<10	160
001493	American Beauty Academy	Maryland	60	-	60	30	<10	160
010057	American Commercial College	Texas	60	-	90	-	<10	160
001150	Arizona College	Arizona	100	-	20	50	-	160
011166	Broadview College	Utah	90	-	40	30	<10	160
001500	Broward College	Florida	90	-	20	50	<10	160
000778	Brown Mackie College-North Canton	Ohio	80	-	80	-	<10	160
002493	Community College of Philadelphia	Pennsylvania	140	-	<10	<10	<10	160
000887	Concorde Career College	Oregon	120	-	40	-	<10	160
001039	Deery Institute of Technology	Texas	90	-	70	-	<10	160
011411	Florida Atlantic University	Florida	110	-	10	40	<10	160
007820	Hillsborough Community College	Florida	80	-	20	70	<10	160
001813	Indiana University-Indianapolis	Indiana	90	-	10	50	<10	160
007441	International Beauty School	Maryland	60	-	90	<10	<10	160
001577	Kennesaw State University	Georgia	150	-	10	<10	<10	160
000400	Lindenwood University	Missouri	100	-	10	50	<10	160
000693	New England College of Business and Finance	Massachusetts	150	-	10	-	<10	160
002800	North Carolina Central University	North Carolina	140	-	10	<10	<10	160
001758	Southern Illinois University at Carbondale	Illinois	110	-	20	30	<10	160
002020	Southwest Baptist University College	New Mexico	140	-	20	<10	<10	160
003121	Tiffin University	Ohio	150	-	10	<10	<10	160
041279	Trident University International	California	130	-	20	10	<10	160
017093	Unitech Training Academy	Louisiana	120	-	30	30	<10	160
000441	University of Southern Mississippi	Mississippi	80	-	20	60	<10	160
003131	University of Toledo	Ohio	110	-	20	30	<10	160
001002	Alabama Agricultural & Mechanical University	Alabama	80	-	20	50	<10	150
013344	Albany State University	Georgia	70	-	10	70	<10	150
003889	Allen School	New York	100	-	50	<10	<10	150
012426	Eastyr University	Washington	150	-	<10	-	<10	150
014020	Benedict College	South Carolina	120	-	30	<10	150	150
041618	Brandman University	California	130	-	20	<10	-	150
002243	Central Michigan University	Michigan	80	-	10	50	<10	150
018076	Charter Center College	Virginia	110	-	40	<10	<10	150
008071	Concorde Career College	California	110	-	40	-	<10	150
000306	Corvus Institute	Utah	100	-	40	<10	<10	150
013646	Franklin University	Ohio	80	-	10	60	<10	150
002449	Goodwin University	Connecticut	80	-	20	40	<10	150
000712	Kaplan College	Arizona	80	-	60	-	<10	150
000607	Lincoln College of New England	Connecticut	90	-	60	-	<10	150
002290	Michigan State University	Michigan	100	-	10	40	<10	150
001775	Rio Salado Community College	Arizona	120	-	20	<10	150	150
007444	Sanford Brown Institute	Rhode Island	80	-	60	-	<10	150
000417	Stanotype Institute of Jacksonville	Florida	80	-	70	<10	<10	150
003123	University of Akron (The)	Ohio	120	-	20	<10	<10	150
011039	University of Arizona (The)	Arizona	120	-	20	30	<10	150
000699	Western Career College	California	80	-	60	<10	<10	150
011117	Alliant International University	California	130	-	<10	<10	<10	140
002796	Columbia University	California	50	-	50	<10	<10	140
010379	College of Office Technology	Illinois	100	-	30	<10	<10	140
003256	Cresell University	Pennsylvania	80	-	20	40	<10	140
011562	Georgia Perimeter College	Georgia	80	-	10	50	<10	140
008593	Lincoln College of Technology	Texas	80	-	60	-	<10	140
031287	Mt. Sierra College	California	100	-	40	-	<10	140
001789	National Louis University	Illinois	80	-	10	50	<10	140
026542	Newbridge College	California	90	-	60	<10	<10	140
010405	Pinetide Career Institute	Missouri	100	-	30	<10	-	140
001129	Ridley - Lowell Business & Technical Institute	Connecticut	60	-	60	10	<10	140
002023	Saint John's University	New York	120	-	10	20	<10	140
004866	Stautzenberger College	Ohio	100	-	30	<10	<10	140
003042	Touro University	New York	110	-	20	<10	<10	140
010313	Union Institute & University	Ohio	110	-	<10	20	<10	140
009290	Wayne County Community College District	Michigan	110	-	10	20	<10	140
007405	Weed Tube - Colum School	New York	80	-	60	<10	<10	140
010366	American Institute	Connecticut	60	-	20	40	<10	130
043401	American University of Antigua College of Medicine	All Other Locations	110	-	<10	20	<10	130
000400	Bethel University	Tennessee	120	-	10	<10	<10	130
010399	Eryon College	California	40	-	60	<10	<10	130
001153	California State University, Northridge	California	90	-	20	20	<10	130
010789	Charter College	California	60	-	60	10	<10	130
010345	Cincinnati State Technical & Community College	Ohio	120	-	10	<10	<10	130
007807	Concorde Career College	California	100	-	30	-	<10	130
002966	Deery Institute of Technology	Illinois	80	-	40	<10	<10	130
004726	Florida National University	Florida	100	-	30	<10	<10	130
001480	Florida State University	Florida	90	-	20	30	-	130
001572	Georgia Southern University	Georgia	120	-	10	<10	<10	130
000279	Harrisburg Area Community College	Pennsylvania	120	-	<10	<10	<10	130
002720	Henry Ford College	Michigan	70	-	<10	50	<10	130
002407	Hinds Community College	Mississippi	60	-	20	50	<10	130
001497	Jones College	Florida	60	-	40	30	<10	130
001131	Maric College	California	80	-	30	<10	<10	130
003866	Milwaukee Area Technical College	Wisconsin	100	-	20	<10	<10	130
002199	Mount Ida College	Massachusetts	80	-	30	<10	<10	130
012762	New York Institute of Technology	New York	120	-	20	<10	<10	130
002905	North Carolina Agricultural and Technical State University	North Carolina	110	-	20	<10	<10	130
001062	Northern Arizona University	Arizona	120	-	10	<10	<10	130
003900	Ohio State University (The)	Ohio	90	-	20	30	<10	130
003728	Old Dominion University	Virginia	110	-	<10	<10	<10	130
001527	Purdue University Northwest	Indiana	60	-	<10	70	<10	130
001319	Ramapo University	Illinois	80	-	<10	30	<10	130
000997	Ross Medical Education Center	Michigan	110	-	10	<10	<10	130
000446	South Carolina State University	South Carolina	80	-	20	10	<10	130
004815	Southwest University of Visual Arts	Arizona	90	-	30	20	<10	130
001081	Summit Career College	California	100	-	30	<10	<10	130
004900	Trident Technical College	South Carolina	100	-	20	<10	<10	130
001882	University of Houston	Texas	80	-	10	30	<10	130

00376	Virginia Commonwealth University	Virginia	80	-	10	30	-	100
01811	ACT College	Virginia	60	-	40	20	<10	120
01089	American Commercial College	Texas	50	-	70	-	-	120
00786	Bay State College	Massachusetts	100	-	10	<10	<10	120
07814	Brockton College of Business	North Carolina	80	-	40	<10	<10	120
00397	Career Institute of Health and Technology	New York	40	-	70	10	<10	120
01082	College of Southern Nevada	Nevada	60	-	10	30	<10	120
04207	Colorado State University - Global Campus	Colorado	110	-	<10	<10	-	120
00146	Florida Memorial University	Florida	100	-	10	<10	<10	120
04149	Georgia Dinkens College	Georgia	40	-	<10	80	<10	120
02580	Gwinnett College	Georgia	110	-	<10	-	-	120
08433	Harris School of Business	Delaware	90	-	30	-	-	120
04120	Health and Style Institute	North Carolina	110	-	<10	-	<10	120
02189	Institute for Business & Technology	California	70	-	30	10	<10	120
00622	Kean University	New Jersey	110	-	10	<10	<10	120
00581	Lamar University	Texas	70	-	<10	40	<10	120
00759	Lincoln Technical Institute	Pennsylvania	30	-	30	-	<10	120
04809	Marmette School of Beauty	Kansas	50	20	40	-	<10	120
04686	MDT College of Health Sciences	Illinois	100	-	10	<10	<10	120
00910	Midle Tennessee State University	Tennessee	70	-	20	40	<10	120
02617	Monterey State University	New Jersey	70	-	20	20	<10	120
00083	Morgan State University	Maryland	70	-	20	30	<10	120
00786	Norfolk State University	Virginia	100	-	20	<10	<10	120
08753	Owens Community College	Ohio	80	-	10	30	<10	120
00278	Pace University	New York	80	-	20	20	<10	120
08783	SAE - Expression College	California	100	-	30	<10	<10	120
02550	Savannah State University	Georgia	110	-	<10	-	<10	120
01081	Stark State College	Ohio	60	-	10	40	<10	120
01267	Thomas M. Cooley Law School	Michigan	110	-	10	-	-	120
03712	Tolowee Community College	Virginia	60	-	20	40	<10	120
00467	Tucson College	Arizona	80	-	40	-	<10	120
03425	University of Antelope Valley	California	110	-	<10	<10	-	120
03176	University of Illinois - Chicago	Illinois	110	-	10	<10	<10	120
00269	University of Nevada - Las Vegas	Nevada	100	-	20	<10	<10	120
00180	University of the Arts (The)	Pennsylvania	100	-	<10	<10	<10	120
00784	Virginia State University	Virginia	60	-	10	40	<10	120
02300	Western Michigan University	Michigan	70	-	20	30	<10	120
02208	American Commercial College	Texas	60	-	60	-	-	110
02188	American Commercial College	Texas	40	-	60	-	<10	110
04083	ATA College	Kentucky	90	-	10	<10	<10	110
00609	Aveda Arts & Sciences Institute Covington	Louisiana	90	-	20	-	<10	110
00117	Abia Pacific University	California	30	-	20	<10	<10	110
00584	Becker-Bandh Community College	Louisiana	50	-	<10	50	<10	110
08483	Business Industrial Resources	Illinois	80	-	30	<10	-	110
03043	Centura College	South Carolina	70	-	40	<10	<10	110
03076	Chapman State University	Georgia	60	-	10	40	-	110
00522	Court Reporting Institute	Washington	20	30	60	-	<10	110
02381	Crown College	Washington	50	-	50	<10	<10	110
00060	Cuyahoga Community College	Ohio	70	-	10	30	<10	110
04188	Dallas Nursing Institute	Texas	100	-	<10	<10	-	110
02140	Dyers Academy of the Eastern Seaboard	New Jersey	110	-	<10	-	<10	110
03178	Eagle Crest College	Utah	80	-	30	-	-	110
04183	East-Texas College	Florida	40	-	70	-	<10	110
05182	Florida Career College	Florida	80	-	30	-	<10	110
01444	Georgia Washington University	District of Columbia	30	-	10	10	<10	110
02385	Glendale Career College	California	90	-	20	-	<10	110
00945	Governors State University	Illinois	100	-	<10	<10	<10	110
01991	Greenville Technical College	South Carolina	70	-	10	30	<10	110
08445	Harbin College	California	50	-	60	-	<10	110
03163	Lincoln Technical Institute - Hartford	Connecticut	80	-	30	-	<10	110
08484	Matix College	Florida	50	-	50	<10	<10	110
01580	Menorah University	Georgia	60	-	10	40	<10	110
00180	Metropolitan State University of Denver	Colorado	70	-	10	20	<10	110
02762	Mid-Continent University	Kentucky	80	-	30	<10	<10	110
03100	Ohio University	Ohio	100	-	<10	<10	<10	110
00316	Pennsylvania Western University	Pennsylvania	70	-	10	30	-	110
02587	Prim Career Institute	Pennsylvania	30	-	20	<10	<10	110
01813	Rapport University	Virginia	90	-	10	-	<10	110
00606	Sage College	California	50	-	50	10	<10	110
01800	School of Communication Arts of North Carolina	North Carolina	70	-	20	10	<10	110
01330	Seminole State College of Florida	Florida	70	-	10	30	<10	110
08689	Smith Chason College	California	90	-	20	-	<10	110
00826	Tarrant County College District	Texas	50	-	<10	40	<10	110
00615	Texas State University	Texas	60	-	<10	20	<10	110
00968	Tulsa Welding School	Oklahoma	70	-	20	10	<10	110
00612	University of Houston - Downtown	Texas	70	-	10	30	<10	110
00536	University of Miami	Florida	80	-	10	20	<10	110
01017	University of South Alabama	Alabama	80	-	10	10	<10	110
00448	University of South Carolina - Columbia	South Carolina	60	-	20	30	<10	110
01896	University of Wisconsin - Milwaukee	Wisconsin	80	-	10	20	<10	110
01827	West Virginia University	West Virginia	70	-	10	30	<10	110
00123	Becker College	Massachusetts	90	-	<10	10	<10	100
00297	Beth-John University	Mississippi	50	-	10	40	-	100
04125	Blue Cliff College	Louisiana	80	-	20	-	-	100
00887	Cardinal Stritch University	Wisconsin	90	-	<10	<10	<10	100
02107	Cleveland Institute of Dental - Medical Assistants	Ohio	50	-	20	30	<10	100
00002	Cleveland State University	Ohio	60	-	<10	40	<10	100
00777	Decker College	Kentucky	40	-	50	<10	<10	100
00223	East Carolina University	North Carolina	30	-	10	<10	<10	100
01305	Engle Beauty School	Pennsylvania	30	-	<10	-	<10	100
00103	Faulkner University	Alabama	60	-	<10	40	<10	100
00542	Forts College	Florida	50	-	50	-	<10	100
02084	Gwinnett Technical College	Georgia	40	-	<10	50	<10	100
02187	Harrison Career Institute	New Jersey	60	-	30	<10	<10	100
00088	Heritage Institute	Florida	50	-	50	<10	<10	100
00125	Holmes University	Florida	80	-	<10	20	<10	100
00272	Hofstra University	New York	80	-	20	<10	<10	100
02387	ITT Technical Institute	Texas	40	-	70	-	<10	100
00047	Laurus Technical Institute	Georgia	50	-	40	10	-	100



007547	Lincoln College of Technology	Colorado	50	-	30	-	<10	100
001710	Loyola University Chicago	Illinois	60	-	<10	30	<10	100
021489	Manhattan Beauty School	Florida	50	-	30	<10	<10	100
038773	Marionville School of Beauty	Connecticut	30	20	30	-	<10	100
002384	Marygrove College	Michigan	70	-	20	<10	<10	100
004882	Maryville University of Saint Louis	Missouri	60	-	<10	40	<10	100
011506	Miami Dade College	Florida	60	-	20	30	<10	100
038094	Micropower Career Institute	New York	30	-	70	-	<10	100
024482	Milan Institute of Cosmetology	Nevada	70	-	20	<10	<10	100
002623	Mississippi State University	Mississippi	60	-	<10	30	<10	100
020662	New School, The	New York	80	-	10	<10	<10	100
002139	Northeastern University	Massachusetts	80	-	10	<10	<10	100
002307	Oakland University	Michigan	70	-	<10	20	<10	100
013405	Olympic Academy of Cosmetology	New Mexico	80	-	20	<10	<10	100
041369	Orion College	Florida	40	-	20	30	<10	100
003213	Portland Community College	Oregon	80	-	10	<10	<10	100
011125	Purdue University	Indiana	60	-	10	30	<10	100
039343	Remington College-San Diego Campus	California	60	-	40	-	-	100
003119	Sindar Community College	Ohio	50	-	<10	40	<10	100
077686	Southern University at Shreveport - Bossier City	Louisiana	80	-	10	<10	<10	100
007678	Spartan College of Aeronautics and Technology	Oklahoma	60	-	30	<10	<10	100
028405	St. Louis College of Health Careers	Missouri	80	-	20	-	<10	100
010190	Suburban Technical School	New York	70	-	30	-	<10	100
001533	Tallahassee State College	Florida	60	-	10	30	<10	100
001061	University of Alabama	Alabama	60	-	10	30	<10	100
003062	University of Alabama at Birmingham	Alabama	80	-	<10	<10	<10	100
020753	University of Arkansas - Pulaski Technical College	Arkansas	50	-	<10	40	<10	100
001101	University of Arkansas at Little Rock	Arkansas	70	-	<10	20	<10	100
013118	University of Florida	Florida	60	-	10	30	<10	100
001775	University of Illinois Urbana-Champaign	Illinois	70	-	10	20	<10	100
002375	University of North Carolina - Charlotte	North Carolina	70	-	<10	30	<10	100
010115	University of Texas at San Antonio	Texas	70	-	30	-	<10	100
013139	Valdosta State University	Georgia	60	-	10	30	<10	100
026728	Vista College	Texas	30	-	<10	<10	<10	100
001342	Whitner College	California	80	-	20	-	<10	100
002790	Alliance University	New York	60	-	<10	30	<10	100
007572	American Musical & Dramatic Academy	New York	60	-	20	10	-	90
081141	Apex School of Theology	North Carolina	80	-	<10	<10	-	90
011090	Arkansas State University	Arkansas	80	-	20	-	90	90
008543	Atlanta Technical College	Georgia	90	-	<10	<10	-	90
037303	Baton Rouge Community College	Louisiana	80	-	<10	<10	<10	90
001367	Benedictine University	Illinois	50	-	<10	20	30	90
003721	Bradford School	Pennsylvania	70	-	20	<10	<10	90
001150	California State University - Sacramento	California	50	-	10	20	<10	90
001189	California State University - Long Beach	California	60	-	<10	20	<10	90
039353	Career Quest Learning Centers	Michigan	60	-	<10	10	<10	90
031043	Career Technical Institute	District of Columbia	50	-	30	10	<10	90
039553	Coca Technical Institute	Florida	20	-	<10	<10	<10	90
023814	Collin County Community College District	Texas	40	-	<10	30	<10	90
001561	Columbus State University	Georgia	30	-	<10	-	-	90
001066	Corliss Institute	Florida	70	-	20	<10	-	90
006426	Dixmar College	Kentucky	40	-	30	-	<10	90
001475	Dryden State College	Florida	40	-	10	30	<10	90
001420	Delaware State University	Delaware	60	-	10	20	<10	90
020505	Delta School of Business and Technology	Louisiana	60	-	30	-	<10	90
001479	Embry-Riddle Aeronautical University	Florida	80	-	<10	<10	<10	90
010286	Empire State University	New York	70	-	10	10	<10	90
022520	Fayetteville State University	North Carolina	80	-	<10	-	-	90
001566	Fort Valley State University	Georgia	80	-	<10	<10	-	90
028537	Farris College	Florida	60	-	30	-	-	90
004538	Gulfward Technical Community College	North Carolina	50	-	<10	30	<10	90
002335	Harvard University	Massachusetts	80	-	<10	-	<10	90
041126	HCI College	Florida	80	-	<10	-	<10	90
003082	Illinois State University	Illinois	80	-	<10	<10	<10	90
001307	Indiana State University	Indiana	50	-	10	30	-	90
022949	Institute Of Audio Research	New York	50	-	30	<10	<10	90
016189	Institute of Technical Arts	Florida	30	-	40	<10	<10	90
026301	Iverson Institute	Georgia	50	-	30	<10	<10	90
022741	La James International College - Des Moines	Iowa	50	-	40	-	<10	90
007401	Mandis School	New York	50	-	20	20	<10	90
025794	Maryland University of Integrative Health	Maryland	80	-	<10	<10	<10	90
002777	Medaille University	New York	70	-	10	10	-	90
003993	Midlands Technical College	South Carolina	30	-	20	40	<10	90
004779	Milan Institute	California	60	-	30	<10	<10	90
002872	Manroe Community College	New York	70	-	20	<10	<10	90
007945	New England Institute of Technology	Rhode Island	60	-	20	<10	<10	90
022613	New Jersey City University	New Jersey	60	-	10	10	<10	90
012872	North-West College	California	80	-	20	<10	-	90
002021	Northwestern State University	Louisiana	50	-	<10	40	<10	90
001337	Orissa University	Kansas	60	-	<10	20	-	90
012300	Palmer College of Chiropractic	Iowa	80	-	<10	<10	<10	90
004498	Park University	Missouri	50	-	<10	30	<10	90
030136	PCI Health Training Center	Texas	40	-	20	30	<10	90
023013	Priam Career Institute	Pennsylvania	60	-	30	<10	-	90
010161	PSI Institute	New York	30	-	30	<10	<10	90
041300	Radiana College	District of Columbia	30	-	30	-	<10	90
031301	Ross Medical Education Center	Michigan	70	-	10	<10	<10	90
024463	Ross Medical Education Center	Ohio	80	-	10	-	<10	90
002368	Saint Augustine's University	North Carolina	70	-	20	<10	<10	90
001468	Saint Thomas University	Florida	60	-	<10	20	<10	90
001154	San Francisco State University	California	60	-	10	20	<10	90
026779	Santa Barbara Business College	California	70	-	10	<10	<10	90
002049	Santa Fe University of Art and Design	New Mexico	40	-	30	20	<10	90
002632	Seton Hall University	New Jersey	70	-	<10	10	<10	90
002762	Shaw University	North Carolina	80	-	10	<10	-	90
016220	Spirodon University of Health Sciences	Arizona	80	-	<10	-	-	90
022333	St. George's University, School of Medicine	All Other Locations	50	-	<10	30	-	90
001604	Stephen F. Austin State University	Texas	60	-	<10	20	<10	90
003644	Texas Tech University	Texas	60	-	<10	20	<10	90

00366	Texas Women's University	Texas	50	-	<10	30	<10	80
00370	University of Louisiana at Lafayette	Louisiana	50	-	<10	20	<10	80
00384	University of Oklahoma	Oklahoma	80	-	<10	-	-	80
00385	University of West Georgia	Georgia	50	-	<10	30	<10	80
00387	Valparaiso University	Indiana	60	-	20	20	-	80
00388	Washington State University	Washington	70	-	<10	<10	<10	80
00389	Western Illinois University	Illinois	40	-	<10	40	<10	80
00392	Western Kentucky University	Kentucky	80	-	10	<10	<10	80
01003	Wichita Technical Institute	Kansas	60	-	20	<10	-	80
00798	Wilmington University	Delaware	70	-	<10	20	<10	80
00100	Academy of Healing Arts	Nevada	50	-	30	20	-	80
00296	Alcorn State University	Mississippi	40	-	10	30	-	80
00751	Apex Technical School	New York	50	-	30	<10	<10	80
00170	Austin Peay State University	Tennessee	40	-	20	20	-	80
00426	Blue Cliff College	Louisiana	70	-	10	-	-	80
00110	Boston University	Massachusetts	50	-	10	20	<10	80
00010	Brantley Green State University	Ohio	60	-	10	<10	<10	80
00356	Brenau University	Georgia	70	-	<10	-	-	80
00409	Brown College of Court Reporting	Georgia	40	-	10	20	-	80
00669	Bryan University	Missouri	60	-	20	<10	-	80
00140	California State University, Los Angeles	California	50	-	10	10	<10	80
00026	Central State University	Ohio	30	-	20	20	<10	80
00049	Chancellor University	Ohio	50	-	30	<10	<10	80
00799	City College	Florida	40	-	20	10	<10	80
00209	College of Saint Rose	New York	60	-	<10	<10	<10	80
00403	Colorado Christian University	Colorado	60	-	<10	20	-	80
00624	Community Care College	Oklahoma	70	-	10	<10	-	80
00391	Community College of Allegheny County	Pennsylvania	50	-	<10	20	-	80
00072	Computer Learning Center of Alexandria	Virginia	40	-	30	<10	-	80
00501	Computer Learning Centers, Inc. Los Angeles	California	40	-	40	-	<10	80
00749	Cornell College	Illinois	40	-	<10	30	<10	80
01246	Cover Business College	New Jersey	60	-	20	<10	<10	80
00016	DPT Business School	Pennsylvania	50	-	20	<10	<10	80
00166	East West University	Illinois	50	-	<10	20	<10	80
00043	Delta Business Institute	New York	60	-	30	-	-	80
00412	ESA College of Business	Texas	40	-	20	20	<10	80
00130	Eastman College of Art and Design	Florida	30	-	50	-	<10	80
00669	Eastman College of Art and Design	Florida	30	-	40	<10	<10	80
00393	Georgia Mason University	Virginia	50	-	<10	30	<10	80
00371	Georgia Military College	Georgia	40	-	<10	30	<10	80
00629	Harris School of Business	Maine	50	-	30	-	<10	80
00062	Harrison Career Institute	Pennsylvania	60	-	20	<10	<10	80
00279	Hockey College	Missouri	60	-	20	<10	-	80
00189	Indiana University - Bloomington	Indiana	50	-	<10	20	<10	80
00277	Indiana University of Pennsylvania	Pennsylvania	60	-	<10	20	<10	80
00100	Jacksonville State University	Alabama	40	-	<10	30	-	80
00464	John F. Kennedy University	California	70	-	<10	-	<10	80
00746	Kaplan College	Maryland	50	-	30	-	<10	80
00170	Kaplan College	Colorado	30	-	40	-	<10	80
00170	Kaplan College	Illinois	30	-	10	<10	-	80
00424	La Jolla International College	Iowa	40	-	40	-	<10	80
00268	Lincoln Technical Institute - East Windsor	Connecticut	50	-	30	-	-	80
00470	Loran University	Missouri	60	-	<10	<10	<10	80
00210	Louisiana State University & Agricultural & Mechanical College	Louisiana	50	-	<10	30	-	80
00468	Madison College	Illinois	50	-	10	20	-	80
00108	Malik College	Alabama	50	-	10	20	<10	80
00262	Marquette Community and Technical College	Minnesota	50	-	10	20	<10	80
00244	Mississippi Valley State University	Mississippi	30	-	<10	30	<10	80
00740	Nashville Auto Detail College	Tennessee	70	-	10	<10	<10	80
00279	New England College	New Hampshire	60	-	<10	<10	<10	80
00377	Northern Virginia Community College	Virginia	50	-	<10	20	<10	80
00472	Northwood University	Michigan	50	-	20	10	<10	80
00203	Oakland Community College	Michigan	40	-	<10	30	<10	80
00682	Ohio Media School	Ohio	50	-	20	<10	<10	80
00387	Paine College	Georgia	70	-	<10	-	<10	80
00109	Penn State College	Pennsylvania	50	-	<10	30	-	80
00290	Pennsylvania Institute of Technology	Pennsylvania	50	-	10	20	<10	80
00126	Portland State University	Oregon	70	-	10	-	-	80
00131	San Diego State University	California	50	-	<10	30	<10	80
00264	Spartan College of Aeronautics and Technology	California	60	-	20	<10	<10	80
00211	Springfield College	Massachusetts	40	-	10	20	<10	80
00257	State University of New York at Buffalo	New York	50	-	10	10	<10	80
00060	Texas A&M University - Commerce	Texas	80	-	<10	<10	-	80
00364	Texas State Technical College	Texas	60	-	10	10	-	80
00179	Universidad Ana G. M. de Cienfuegos	Puerto Rico	50	-	20	<10	<10	80
00066	University of Arkansas at Pine Bluff	Arkansas	70	-	<10	<10	-	80
00416	University of Bridgeport	Connecticut	50	-	20	10	<10	80
00125	University of California, Los Angeles	California	50	-	20	<10	<10	80
00389	University of Kentucky	Kentucky	50	-	<10	20	<10	80
00126	University of La Verne	California	70	-	<10	<10	<10	80
00340	University of Mississippi	Mississippi	50	-	10	30	<10	80
00216	University of Missouri - Columbia	Missouri	60	-	<10	20	<10	80
00218	University of Missouri - Kansas City	Missouri	50	-	<10	20	<10	80
00219	University of Missouri - Saint Louis	Missouri	50	-	<10	20	<10	80
00109	Upper Iowa University	Iowa	40	-	<10	20	<10	80
00110	Video Symphony Entertainment	California	30	-	40	<10	<10	80
00464	Wake Technical Community College	North Carolina	40	-	10	30	<10	80
00113	Walden University	Pennsylvania	60	-	10	<10	<10	80
00265	William Paterson University of New Jersey	New Jersey	60	-	<10	20	<10	80
00078	Wright State University	Ohio	50	-	<10	20	<10	80
00246	Yamaguchi State University	Georgia	40	-	<10	20	-	70
00704	Yale College	California	30	-	40	-	-	70
00178	Ball State University	Indiana	50	-	<10	30	<10	70
00213	Blue Cliff College	Mississippi	50	-	10	-	-	70
00202	Bowie State University	Maryland	60	-	<10	<10	<10	70
00489	Bradford School	Ohio	60	-	10	-	<10	70
00274	Calicut Training Institute	New York	30	-	40	<10	<10	70
00115	California Baptist University	California	50	-	<10	20	<10	70
00129	Cambridge College	Massachusetts	60	-	<10	-	-	70

060394	Cambridge College of Healthcare & Technology	Florida	60	-	<10	-	<10	70
020741	Capitol City Trade & Technical School	Texas	40	-	20	10	<10	70
016793	Carriage Career College	Ohio	20	-	40	-	<10	70
020716	CIT Technology Institute	Florida	40	-	20	<10	<10	70
015264	Centura College	Virginia	40	-	80	<10	-	70
003461	Coastal Carolina University	South Carolina	70	-	<10	<10	-	70
015235	College of Westchester (The)	New York	40	-	20	<10	-	70
002707	Columbia University in the City of New York	New York	60	-	<10	<10	<10	70
003335	Commonwealth University of Pennsylvania	Pennsylvania	60	-	10	<10	<10	70
020263	Community College of Baltimore County	Maryland	60	-	<10	-	<10	70
004453	Dallas College	Texas	50	-	<10	<10	<10	70
030268	Dawn Career Institute	Delaware	50	-	20	<10	-	70
001363	Eastern Kentucky University	Kentucky	40	-	10	10	<10	70
009783	Empire Beauty School	Pennsylvania	60	-	<10	-	-	70
002407	Fairleigh Dickinson University	New Jersey	40	-	10	20	<10	70
030399	Fremont University	California	50	-	20	<10	<10	70
002268	Grand Valley State University	Michigan	60	-	<10	<10	<10	70
033613	Gwinnett College	North Carolina	60	-	10	-	<10	70
010714	Hampton University	Virginia	60	-	10	-	-	70
041625	Hollywood Institute of Beauty Careers	Florida	30	-	20	20	<10	70
001315	Indiana University - Northwest	Indiana	40	-	<10	20	<10	70
004579	International Business College	Indiana	60	-	<10	<10	<10	70
001369	Iowa State University of Science & Technology	Iowa	40	-	<10	20	<10	70
030378	ITT Technical Institute	Texas	10	10	30	-	<10	70
006261	Jefferson Community and Technical College	Kentucky	30	-	<10	30	<10	70
002077	Johns Hopkins University	Maryland	50	-	10	<10	<10	70
002396	Johnson C. Smith University	North Carolina	50	-	<10	<10	<10	70
040476	Kirkwood Community College	Iowa	40	-	<10	20	-	70
001345	Lafayette International College	Iowa	50	-	30	-	-	70
003499	Lane College	Tennessee	40	-	<10	20	<10	70
002278	Lansing Community College	Michigan	60	-	<10	<10	<10	70
003021	Le Moyne-Owen College	Tennessee	20	-	10	30	<10	70
001307	Lewis University	Illinois	30	-	<10	20	-	70
001309	Lincoln College	Illinois	50	-	-	20	<10	70
001312	Lincoln Technical Institute	Pennsylvania	50	-	20	-	-	70
003290	Lincoln University	Pennsylvania	40	-	10	20	-	70
002360	Masters Institute	California	40	-	30	<10	<10	70
003783	Metropolitan College of New York	New York	40	-	10	10	<10	70
003077	Miami University	Ohio	40	-	<10	20	<10	70
002462	MTI College of Business and Technology	Texas	30	-	20	10	<10	70
041205	My Computer Career at Salisbury	North Carolina	40	-	<10	-	<10	70
002873	Nassau Community College	New York	50	-	<10	10	<10	70
003639	Navarro College	Texas	40	-	<10	20	<10	70
002887	New Mexico State University	New Mexico	40	-	10	10	<10	70
007464	Newbury College	Massachusetts	30	-	20	20	-	70
009275	Northern Kentucky University	Kentucky	40	-	<10	30	-	70
003030	Ohio Christian University	Ohio	30	-	<10	20	<10	70
018123	Ominitech Institute	Georgia	40	-	20	<10	<10	70
001312	Palm Beach State College	Florida	40	-	<10	20	<10	70
001316	Parsons Tech	New Jersey	30	-	10	<10	<10	70
010149	Pepperdine University	California	40	-	<10	10	-	70
003807	Penn State Harrisburg	Pennsylvania	60	-	<10	-	<10	70
018103	Penn State Schuylkill	Texas	50	-	20	<10	-	70
001363	Piedmont College	Georgia	50	-	20	<10	<10	70
025336	Piedmont College	Michigan	60	-	10	<10	<10	70
002609	Piedmont College	New Jersey	50	-	<10	10	<10	70
001368	Piedmont College	Illinois	40	-	<10	20	<10	70
003806	Sam Houston State University	Texas	40	-	<10	20	<10	70
001335	San Jose State University	California	50	-	10	<10	-	70
002024	Southeastern Louisiana University	Louisiana	60	-	10	<10	<10	70
001359	Southern Illinois University Edwardsville	Illinois	30	-	<10	30	<10	70
002026	Southern University at New Orleans	Louisiana	30	-	10	30	<10	70
025154	Star Technical Institute	Pennsylvania	60	-	10	-	<10	70
002886	State University of New York at Albany	New York	50	-	<10	<10	<10	70
001044	Stillman College	Alabama	40	-	10	20	-	70
002842	SUNY Buffalo State University	New York	50	-	10	<10	-	70
003631	Tarleton State University	Texas	40	-	<10	20	<10	70
003632	Texas A&M University	Texas	50	-	<10	10	<10	70
011322	Thomas Edison State University	New Jersey	40	-	<10	20	<10	70
001360	Tuskegee University	Alabama	60	-	<10	<10	<10	70
003649	Tyler Junior College	Texas	40	-	<10	20	<10	70
041697	Unitek College	California	60	-	<10	-	-	70
025330	University of Advancing Computer Technology	Arizona	40	-	20	10	<10	70
001092	University of Central Arkansas	Arkansas	30	-	10	30	<10	70
001399	University of Louisville	Kentucky	60	-	<10	<10	<10	70
002161	University of Massachusetts - Lowell	Massachusetts	50	-	<10	20	<10	70
002222	University of Massachusetts at Boston	Massachusetts	50	-	<10	10	<10	70
003869	University of Minnesota - Twin Cities	Minnesota	60	-	<10	<10	<10	70
002663	University of New Mexico	New Mexico	40	-	10	-	-	70
002015	University of New Orleans (The)	Louisiana	40	-	10	10	-	70
002376	University of North Carolina - Greensboro	North Carolina	50	-	<10	20	-	70
025362	University of Southwestern Florida	Florida	30	-	20	10	<10	70
003930	University of Tennessee	Tennessee	40	-	<10	20	<10	70
003831	University of Tennessee - Martin	Tennessee	20	-	<10	40	<10	70
003661	University of Texas at El Paso	Texas	40	-	10	<10	-	70
003790	University of Washington - Seattle	Washington	60	-	10	<10	<10	70
001024	University of West Alabama	Alabama	40	-	<10	30	-	70
001433	Wesley College	Delaware	60	-	<10	-	-	70
002786	Winston-Salem State University	North Carolina	40	-	<10	20	-	70
003445	Youngstown State University	Ohio	60	-	<10	<10	<10	70
001274	YTI Career Institute	Pennsylvania	40	-	10	20	-	70
023112	American School of Technology	Ohio	30	-	30	-	<10	60
001434	American University (The)	District of Columbia	50	-	<10	<10	<10	60
038344	Angelo College	Florida	20	-	20	<10	-	60
003010	Antioch University	Ohio	50	-	10	<10	<10	60
018364	AOA Graduate School of Integrative Medicine	Texas	60	-	<10	-	<10	60
011733	Atlanta Live Center	Georgia	50	-	10	-	<10	60
007763	Augusta Excelsior School of Culinary Arts	Colorado	50	-	-	10	-	60
012015	Austin Community College	Texas	30	-	<10	20	<10	60



003147	Bacone College	Oklahoma	50	-	<10	<10	<10	60
023148	Baltimore International College	Maryland	40	-	20	<10	-	60
030244	Bluegrass Community & Technical College	Kentucky	50	-	<10	<10	-	60
010166	Brewer State University	Idaho	40	-	<10	10	<10	60
041379	Brensten Education	Wisconsin	30	-	30	<10	-	60
021151	Butler Business School	Connecticut	30	-	40	<10	<10	60
001441	California State University, Dominguez Hills	California	30	-	<10	20	-	60
001138	California State University, East Bay	California	30	-	<10	20	<10	60
001137	California State University, Fullerton	California	40	-	<10	<10	-	60
011442	California State University, San Bernardino	California	50	-	<10	-	-	60
030206	Carnelot College	Louisiana	40	-	20	-	<10	60
037974	Career Care Institute	California	40	-	10	<10	<10	60
020235	Career College of Northern Nevada	Nevada	50	-	10	<10	-	60
034254	Central Florida Institute	Florida	20	-	20	20	<10	60
001164	Chapman University	California	40	-	10	<10	<10	60
011044	City College of Chicago - Kennedy King College	Illinois	50	-	<10	<10	-	60
004852	Clark State College	Ohio	30	-	<10	20	<10	60
004886	College of Our Page	Illinois	60	-	<10	-	-	60
021102	Columbia College Hollywood	California	50	-	<10	10	-	60
010666	Concordia University	Illinois	50	-	<10	<10	<10	60
039842	Concordia University	Wisconsin	50	-	<10	<10	<10	60
010640	Coyle Baptist University	Texas	30	-	<10	30	<10	60
001543	Darton State College	Georgia	30	-	<10	30	<10	60
007110	Delaware County Community College	Pennsylvania	40	-	<10	20	<10	60
007483	Denver Technical College	Colorado	20	-	30	-	<10	60
007120	Des Moines Area Community College	Iowa	40	-	<10	10	<10	60
004120	Eastern Florida State College	Florida	50	-	<10	<10	<10	60
001024	Eastern Illinois University	Illinois	40	-	<10	-	-	60
031226	Eastern International College	New Jersey	40	-	10	<10	<10	60
029912	Elegance International	California	50	-	<10	-	<10	60
030076	Empire Beauty School	Georgia	50	-	<10	-	-	60
020026	Empire Beauty School	North Carolina	50	-	<10	-	-	60
029343	Empire Beauty School	Ohio	50	-	<10	-	<10	60
011021	Empire Beauty School	Pennsylvania	50	-	<10	-	<10	60
041022	FastTrack of Jacksonville	Florida	20	-	40	-	<10	60
007640	Fayetteville Technical Community College	North Carolina	50	-	<10	-	-	60
002090	Ferris State University	Michigan	50	-	<10	10	<10	60
011212	Ferris State University	New York	40	-	<10	10	<10	60
029036	Ferris State University	Ohio	50	-	20	-	-	60
001115	Ferris State University	Pennsylvania	60	-	<10	-	-	60
027333	Front Range Community College	Colorado	50	-	<10	10	-	60
003084	Georgia Career Institute	Georgia	30	-	<10	20	-	60
002267	Grand Rapids Community College	Michigan	30	-	<10	20	<10	60
007069	Highwood Institute	Florida	20	-	20	20	-	60
004325	Horry - Georgetown Technical College	South Carolina	30	-	<10	20	<10	60
004846	IBMC College	Colorado	30	-	10	10	<10	60
003069	IBMC College	Colorado	30	-	10	10	<10	60
030469	Intelliflex College	Colorado	50	-	20	<10	-	60
029389	International Business College	Texas	20	-	20	10	<10	60
021220	Ivy Tech University of Nursing and Health Sciences	Utah	30	-	10	10	-	60
009268	Kelley Seney College	California	30	-	30	<10	<10	60
021241	LA College International	California	20	-	20	20	<10	60
013006	La James International College	Iowa	30	-	20	-	<10	60
030139	Lacy Cosmetology School	South Carolina	10	-	40	10	<10	60
003894	LeTourneau University	Texas	60	-	<10	<10	<10	60
001013	Louisiana State University in Shreveport	Louisiana	30	-	<10	30	-	60
022566	Marietta School of Beauty	California	30	<10	30	-	<10	60
010417	Marietta School of Beauty	Connecticut	20	<10	30	-	<10	60
007371	Marietta School of Beauty	Nevada	10	<10	40	-	<10	60
010139	Maryhurst University	Oregon	40	-	20	-	<10	60
002148	MCPS University	Massachusetts	50	-	<10	-	<10	60
001077	Mesa Community College	Arizona	30	-	<10	20	<10	60
006942	Mid-America Christian University	Oklahoma	30	-	<10	20	<10	60
001581	Middle Georgia State University	Georgia	60	-	<10	<10	<10	60
030387	Milan Institute	California	40	-	10	<10	<10	60
010417	Mississippi Gulf Coast Community College	Mississippi	30	-	10	30	<10	60
002903	Missouri State University	Missouri	40	-	10	<10	<10	60
012912	MTH College	California	40	-	10	<10	<10	60
041340	MyComputerCareer at Columbus	Ohio	50	-	10	-	-	60
004145	Nashville State Community College	Tennessee	60	-	<10	<10	<10	60
004414	Newbridge College - San Diego East	California	20	-	30	10	-	60
031008	Norix College of Ohio	Ohio	50	-	<10	<10	-	60
001039	Oakwood University	Alabama	50	-	<10	<10	<10	60
001986	Oral Roberts University	Oklahoma	40	-	20	<10	-	60
020859	Parlier University	Texas	50	-	<10	<10	-	60
029318	Paul Mitchell The School Costa Mesa	California	50	-	<10	<10	<10	60
036253	Performance Training Institute	New Jersey	30	-	20	<10	-	60
001028	Purdue University Fort Wayne	Indiana	30	-	<10	20	-	60
000451	Remington College - New Orleans Campus	Louisiana	40	-	20	-	<10	60
001367	Saint Joseph's University	Pennsylvania	40	-	<10	10	<10	60
003739	Saint Paul's College	Virginia	40	-	20	<10	-	60
000706	Sanford Brown College	Illinois	30	-	20	-	<10	60
001519	Santa Fe College	Florida	30	-	<10	20	<10	60
021063	Savannah River College	Georgia	50	-	20	-	<10	60
010191	Shenier University	Georgia	60	-	<10	-	-	60
002208	Simmons University	Massachusetts	50	-	<10	-	<10	60
001521	Southwestern University	Florida	40	-	<10	10	<10	60
041317	Southwest University of El Paso	Texas	30	-	10	20	<10	60
022378	Spies Howard School of Media Arts	Michigan	30	-	<10	20	<10	60
029399	Star Technical Institute	Pennsylvania	50	-	20	-	-	60
001004	State College of Florida, Manatee-Sarasota	Florida	40	-	10	<10	-	60
002838	State University of New York at Stony Brook	New York	40	-	<10	10	<10	60
002882	Synodist University	New York	50	-	<10	<10	-	60
010152	University of Central Oklahoma	Oklahoma	40	-	<10	10	<10	60
004508	University of Colorado Denver	Colorado	40	-	10	10	<10	60
004117	University of Connecticut	Connecticut	40	-	<10	<10	<10	60
001371	University of Denver	Colorado	40	-	<10	10	<10	60
002323	University of Detroit Mercy	Michigan	30	-	<10	10	<10	60
001892	University of Iowa	Iowa	50	-	<10	<10	<10	60

001368	University of Kansas	Kansas	40	-	<10	10	-	60
002106	University of Maryland - Eastern Shore	Maryland	30	-	<10	20	<10	60
002109	University of Maryland, College Park	Maryland	40	-	<10	10	-	60
002210	University of Massachusetts - Dartmouth	Massachusetts	30	-	<10	10	<10	60
002325	University of Michigan	Michigan	50	-	<10	<10	<10	60
001397	University of New Haven	Connecticut	50	-	<10	<10	<10	60
003441	University of North Florida	Florida	50	-	<10	10	<10	60
003223	University of Oregon	Oregon	40	-	<10	<10	<10	60
003979	University of Pittsburgh	Pennsylvania	60	-	<10	<10	<10	60
003668	University of Texas at Austin	Texas	40	-	<10	10	<10	60
003539	University of Texas Rio Grande Valley	Texas	40	-	<10	<10	<10	60
001441	University of the District of Columbia	District of Columbia	40	-	10	-	<10	60
003365	University of West Florida (Thl)	Florida	40	-	<10	20	<10	60
003308	West Chester University of Pennsylvania	Pennsylvania	40	-	<10	20	<10	60
010161	West Virginia Business College	West Virginia	20	-	40	<10	-	60
002092	Xavier University of Louisiana	Louisiana	50	-	<10	<10	<10	60
014145	Acupuncture and Massage College	Florida	50	-	-	-	-	50
002666	Adelphi University	New York	30	-	<10	20	<10	50
005401	Albany Technical College	Georgia	30	-	<10	<10	<10	50
000792	American College of Traditional Chinese Medicine	California	50	-	-	-	-	50
010347	Arizona Automotive Institute	Arizona	40	-	10	-	<10	50
001087	Arkansas Baptist College	Arkansas	20	-	20	10	<10	50
015112	Arington Career Institute	Texas	20	-	<10	20	-	10
003022	Associated Technical College	California	30	-	20	<10	<10	50
012148	Atlanta Metropolitan State College	Georgia	40	-	<10	<10	<10	50
003510	Auburn University Montgomery	Alabama	20	-	<10	20	<10	50
010188	Aviation Institute	Arizona	30	-	<10	<10	<10	50
001134	Aweda Institute-South Florida	Florida	40	-	<10	<10	-	50
015133	Aviation Institute of Maintenance	Georgia	40	-	10	-	<10	50
002597	Bloomfield College	New Jersey	50	-	<10	-	<10	50
002183	Bridgewater State University	Massachusetts	30	-	<10	20	-	50
010960	California Agricultural University	California	40	-	<10	<10	<10	50
001147	California State University, Fresno	California	40	-	<10	<10	<10	50
004425	Cambridge College of Healthcare & Technology	Florida	40	-	<10	-	-	50
007913	Campbell University	North Carolina	30	-	<10	10	<10	50
006731	Casa Luna College	California	30	-	20	<10	-	50
001378	Central Connecticut State University	Connecticut	30	-	10	10	-	50
005763	Central Georgia Technical College	Georgia	30	-	<10	20	<10	50
004190	Central Penn College	Pennsylvania	30	-	10	-	<10	50
003771	Central Washington University	Washington	40	-	<10	<10	<10	50
003419	Charleston Southern University	South Carolina	40	-	<10	-	<10	50
003317	Chenoweth University of Pennsylvania	Pennsylvania	40	-	<10	-	<10	50
003029	Cincinnati Christian University	Ohio	40	-	<10	<10	-	50
001090	Coastal Alabama Community College	Alabama	20	-	<10	30	<10	50
001360	Colorado State University	Colorado	40	-	<10	10	<10	50
003642	Community College of Denver	Colorado	40	-	<10	10	-	50
002130	Computer Learning Centers, Inc. Chicago	Illinois	40	-	<10	-	<10	50
002447	Concordia University - Saint Paul	Minnesota	20	-	<10	<10	<10	50
002068	Coppin State University	Maryland	40	-	<10	<10	-	50
001374	Credentia University	Arizona	20	-	<10	20	-	50
010702	Curt LeMay College	New York	20	-	<10	<10	<10	50
004399	Duquesne Business College	Pennsylvania	20	-	30	<10	-	50
003487	East Tennessee State University	Tennessee	40	-	<10	<10	<10	50
002724	Eastern College of Health Vocations	Arkansas	20	-	<10	20	-	50
014178	Edward Water University	Florida	30	-	<10	10	-	50
003032	Empire College	California	30	-	<10	10	-	50
001301	EverTram of Tampa	Florida	20	-	30	-	<10	50
004177	Florida SouthWestern State College	Florida	30	-	<10	20	<10	50
001642	Forest Institute of Professional Psychology	Missouri	30	-	20	<10	-	50
003669	Fortis Institute	Florida	30	-	20	-	-	50
002026	Francis Marion University	South Carolina	30	-	<10	20	-	50
003303	Gateway Community College	Arizona	40	-	<10	<10	<10	50
005389	Gateway Technical College	Wisconsin	30	-	<10	10	<10	50
001445	Georgetown University	District of Columbia	40	-	<10	<10	<10	50
005622	Georgia Piedmont Technical College	Georgia	40	-	<10	-	<10	50
001076	Glendale Community College	Arizona	30	-	<10	20	-	50
011109	Golden Gate University	California	40	-	<10	10	-	50
001375	Gordon State College	Georgia	50	-	<10	-	<10	50
001678	Gurnick Academy of Medical Arts	California	50	-	<10	<10	-	50
000210	Hampton Career Institute	Delaware	30	-	10	<10	<10	50
015168	Hampton Career Institute	New Jersey	30	-	10	<10	<10	50
003097	Hampton College	Indiana	20	-	30	-	<10	50
003798	Heald College, School of Business	California	20	-	30	<10	<10	50
002281	High Desert Medical College	California	50	-	<10	<10	-	50
002408	Holmes Community College	Mississippi	30	-	<10	10	<10	50
001183	Holy Names University	California	30	-	<10	<10	<10	50
015076	Houston Christian University	Texas	30	-	<10	10	<10	50
002868	Hudson Valley Community College	New York	30	-	<10	20	-	50
010118	Illinois Media School	Illinois	30	-	10	10	-	50
001302	Institute of Production and Recording (Thl)	Minnesota	50	-	<10	-	<10	50
003998	Inter American University of Puerto Rico - San German Campus	Puerto Rico	30	-	10	<10	<10	50
002943	Interactive College of Technology	Georgia	30	-	<10	<10	<10	50
012229	International Air & Hospitality Academy	Washington	30	-	10	-	-	10
016443	International School of Health, Beauty & Technology	Florida	20	-	20	<10	<10	50
001386	Iowa Central Community College	Iowa	30	-	<10	20	<10	50
004149	Jacksonville University	Florida	20	-	<10	20	<10	50
001308	Kansas State University	Kansas	30	-	<10	20	-	50
006804	Lakeland Community College	Ohio	30	-	<10	10	-	50
005115	Lanston College	Arizona	30	-	20	-	<10	50
003336	Lane Community College	Oregon	20	-	10	10	<10	50
003317	Langston University	Oklahoma	40	-	<10	<10	<10	50
004144	Laurens College	California	30	-	20	<10	-	50
002140	Lecley University	Massachusetts	50	-	<10	<10	<10	50
007466	LIM College	New York	30	-	<10	<10	<10	50
003436	Limestone University	South Carolina	30	-	<10	10	<10	50
002842	Livingstone College	North Carolina	30	-	<10	10	<10	50
006753	MCI Institute of Technology	Florida	30	-	20	10	<10	50
002268	Mendican College	Florida	30	-	20	-	-	50
000780	Miami Media School	Florida	20	-	20	<10	<10	50

001900	Midwestern Career College	Illinois	30	-	<10	20	-	50
004645	Minneapolis Business College	Minnesota	40	-	<10	-	<10	50
004419	Mississippi College	Mississippi	30	-	<10	10	<10	50
002775	Mississippi University	New York	30	-	<10	<10	<10	50
002616	Morhamouth University	New Jersey	30	-	<10	<10	<10	50
001582	Morehouse College	Georgia	30	-	<10	10	<10	50
001618	Murders Institute	California	30	-	20	<10	-	50
009520	National Academy of Beauty Arts	Missouri	30	-	20	<10	<10	50
002664	National University College-BIC Institute	Puerto Rico	40	-	<10	-	<10	50
002591	New College of California	California	30	-	20	<10	<10	50
002025	New England Tractor Trailer Training School of Connecticut	Connecticut	30	-	20	<10	-	50
041480	New Life Business Institute	New York	10	-	30	<10	<10	50
002176	Northampton County Area Community College	Pennsylvania	40	-	<10	<10	<10	50
001693	Northeastern Illinois University	Illinois	30	-	<10	10	-	50
008365	Northland Career College	Nevada	30	-	10	10	-	50
011737	North West College	California	30	-	20	<10	<10	50
002585	Ohio Business College	Ohio	40	-	<10	<10	-	50
003120	Oklahoma State University	Oklahoma	40	-	<10	<10	-	50
002010	Oregon State University	Oregon	40	-	<10	10	-	50
000800	Ozarks Technical Community College	Missouri	30	-	<10	<10	<10	50
007391	Pacific Travel Trade School - Main Campus	California	20	-	20	<10	<10	50
008489	Palm Beach Atlantic University	Florida	30	-	<10	10	-	50
041493	Park West Barber School	North Carolina	30	-	20	<10	<10	50
007118	Parkland College	Illinois	40	-	<10	<10	<10	50
002552	Pennsylvania School Of Business	Pennsylvania	30	-	20	<10	-	50
001078	Phoenix College	Arizona	20	-	10	20	-	50
008396	Pikes Peak State College	Colorado	30	-	<10	20	<10	50
007266	Pima County Community College	Arizona	50	-	<10	<10	<10	50
002089	Pinnacle College	California	20	-	20	<10	<10	50
015268	Pinnacle Career College	California	30	-	10	<10	-	50
008408	Provo College	Utah	20	-	10	-	-	50
009001	Rasmussen College	Florida	30	-	20	<10	<10	50
041157	Ragin's College of Beauty	North Carolina	20	-	20	<10	<10	50
001819	Robert Morris University	Pennsylvania	20	-	<10	<10	<10	50
002900	Rochester Institute of Technology	New York	20	-	10	10	-	50
009545	Rockford Career College	Illinois	40	-	10	-	-	50
001087	Royal Beauty Careers	Texas	30	-	20	<10	<10	50
008393	S&I Institute of Technology	Tennessee	30	-	<10	-	-	50
002384	Saginaw Valley State University	Michigan	30	-	<10	10	<10	50
002506	Saint Louis University	Missouri	30	-	<10	<10	-	50
008393	Saint Paul College - A Community & Technical College	Minnesota	20	-	<10	10	<10	50
003820	Salem University	West Virginia	30	-	<10	<10	<10	50
002499	SOS Business and Technical Institute	New York	20	-	20	<10	<10	50
001456	Southwestern University	District of Columbia	40	-	10	<10	-	50
001363	St. Catharine College	Kentucky	30	-	20	<10	<10	50
009345	Stockton University	New Jersey	30	-	<10	10	-	50
002118	Suffolk University	Massachusetts	30	-	10	<10	-	50
011810	Taylor Business Institute	Illinois	20	-	10	20	<10	50
011161	Texas A&M University - Corpus Christi	Texas	30	-	<10	20	-	50
002639	Texas A&M University - Kingsville	Texas	30	-	<10	10	<10	50
002099	Towson University	Maryland	40	-	<10	<10	-	50
001722	Trinity International University	Illinois	40	-	<10	-	<10	50
009769	Tulsa Community College	Oklahoma	30	-	<10	<10	-	50
003147	Universidad Autonoma de Guadalajara	All Other Locations	-	-	<10	<10	-	50
001108	University of Arkansas	Arkansas	30	-	<10	<10	<10	50
001102	University of Baltimore	Maryland	50	-	<10	<10	-	50
001313	University of California, Davis	California	30	-	<10	<10	-	50
001314	University of California, Irvine	California	40	-	<10	<10	<10	50
001316	University of California, Riverside	California	30	-	<10	<10	<10	50
001317	University of California, San Diego	California	30	-	<10	<10	<10	50
002454	University of Central Missouri	Missouri	20	-	<10	20	<10	50
001370	University of Colorado Boulder	Colorado	40	-	<10	<10	-	50
001610	University of Hawaii at Manoa	Hawaii	30	-	<10	<10	<10	50
002000	University of Louisiana at Monroe	Louisiana	20	-	<10	20	<10	50
002221	University of Massachusetts - Amherst	Massachusetts	30	-	<10	<10	-	50
002327	University of Michigan - Flint	Michigan	30	-	<10	10	<10	50
002568	University of Nevada - Reno	Nevada	20	-	10	20	<10	50
002569	University of New Hampshire	New Hampshire	40	-	<10	<10	-	50
002384	University of North Carolina at Pembroke	North Carolina	30	-	<10	10	-	50
002384	University of North Carolina at Wilmington (The)	North Carolina	40	-	<10	10	-	50
001325	University of San Francisco	California	30	-	10	<10	-	50
001318	University of Tampa (The)	Florida	30	-	<10	<10	<10	50
008529	University of Tennessee - Chattanooga	Tennessee	30	-	<10	10	<10	50
009741	University of Texas at Dallas	Texas	40	-	<10	<10	-	50
008578	University of the Incarnate Word	Texas	50	-	<10	<10	<10	50
001329	University of the Pacific	California	30	-	<10	<10	<10	50
004027	Utah Valley University	Utah	50	-	<10	-	-	50
002089	Utica University	New York	40	-	<10	<10	<10	50
001843	Vincennes University	Indiana	30	-	<10	20	<10	50
002328	Washburn Community College	Michigan	30	-	<10	20	<10	50
041496	Westfield University	California	50	-	<10	-	-	50
007229	Western Beauty Institute	California	10	-	30	<10	-	50
003669	Wiley University	Texas	20	-	<10	20	<10	50
009449	Academy for Nursing and Health Occupations	Florida	20	-	<10	20	<10	40
007363	Advanced College	California	20	-	10	<10	<10	40
015275	Advanced Technology Institute	Virginia	30	-	<10	<10	<10	40
008155	AdventHealth University	Florida	30	-	<10	-	-	40
001300	Alderson Broaddus University	West Virginia	40	-	<10	<10	-	40
003417	Allen University	South Carolina	20	-	<10	10	-	40
041489	Allied American University	California	20	-	10	10	<10	40
001444	American College of Healthcare and Technology	California	20	-	10	<10	-	40
003363	American Institute of Business	Iowa	20	-	10	<10	-	40
002378	American Institute of Trucking	Arizona	20	-	20	<10	<10	40
002114	American International College	Massachusetts	20	-	<10	<10	<10	40
008292	Andover College	Maine	20	-	20	-	-	40
002088	Anne Arundel Community College	Maryland	20	-	<10	<10	<10	40
001113	Antelope Valley College	California	20	-	<10	<10	<10	40
001089	Arkansas Tech University	Arkansas	20	-	<10	<10	<10	40
040573	Asher College	California	30	-	10	<10	-	40

003012	Ashland University	Ohio	20	-	<10	10	<10	40
001009	Auburn University	Alabama	20	-	<10	10	<10	40
001684	Aurora University	Illinois	40	-	<10	<10	<10	40
011074	Bainbridge State College	Georgia	30	-	<10	-	<10	40
002909	Barber-Scotia College	North Carolina	30	-	10	<10	<10	40
003945	Baylor University	Texas	40	-	<10	-	<10	40
004736	Beigen Community College	New Jersey	40	-	<10	-	-	40
002126	Berklee College of Music	Massachusetts	30	-	<10	<10	-	40
003949	Blinn College	Texas	40	-	<10	-	<10	40
002170	Boa Beach Academy	Florida	20	-	<10	<10	<10	40
001013	Calhoun Community College	Alabama	40	-	<10	-	<10	40
012154	California Institute of Integral Studies	California	40	-	<10	-	-	40
001144	California State Polytechnic University, Pomona	California	30	-	<10	<10	-	40
007993	California State University, Bakersfield	California	20	-	<10	10	-	40
012423	Career Networks Institute	California	20	-	<10	<10	-	40
026095	Career Training Academy	Pennsylvania	10	-	20	<10	<10	40
022953	Carolina Beauty College	North Carolina	30	-	<10	<10	-	40
002503	CBO College	California	30	-	<10	-	-	40
003995	Central Carolina Technical College	South Carolina	20	-	<10	10	<10	40
011046	Central Ohio Technical College	Ohio	20	-	<10	10	<10	40
003934	Centura Institute	Florida	20	-	10	<10	-	40
002261	Charles Stewart Mott Community College	Michigan	30	-	<10	10	<10	40
022042	Chattanooga College Medical, Dental and Technical Careers	Tennessee	30	-	<10	<10	<10	40
003998	Chattanooga State Community College	Tennessee	20	-	<10	20	-	40
003218	Chemeketa Community College	Oregon	20	-	<10	<10	<10	40
013022	City University of Seattle	Washington	20	-	<10	10	<10	40
003434	Coflin University	South Carolina	20	-	<10	20	-	40
003773	Clark College	Washington	30	-	<10	<10	<10	40
014124	Cleveland Diagnostic College	California	20	-	10	<10	<10	40
003428	College of Charleston	South Carolina	20	-	<10	10	-	40
004263	College of Health Care Professions (The)	Texas	30	-	<10	-	<10	40
002733	College of Mount Saint Vincent	New York	20	-	<10	<10	<10	40
001698	College of Staten Island/CUNY	New York	20	-	<10	<10	<10	40
002769	Community College of Aurora	Colorado	30	-	<10	<10	<10	40
004169	Compass College of Cosmetic Arts	Michigan	40	-	-	<10	<10	40
002133	Computer Learning Center	Pennsylvania	20	-	20	<10	<10	40
003042	Computer Learning Center of Anaheim	California	20	-	20	-	<10	40
003220	Computer Learning Centers, Inc. San Francisco	California	20	-	30	<10	-	40
002709	Concordia College	New York	30	-	<10	10	<10	40
010554	Concordia College Alabama	Alabama	30	-	10	-	<10	40
004557	Corvita Institute - Chicago	Illinois	30	-	<10	<10	-	40
007104	Culinary Institute of America	New York	30	-	<10	<10	-	40
002691	CUNY Borough of Manhattan Community College	New York	30	-	<10	<10	<10	40
002687	CUNY Brooklyn College	New York	30	-	<10	-	<10	40
002659	CUNY John Jay College of Criminal Justice	New York	30	-	<10	10	<10	40
002983	Delta College of Arts & Technology	Louisiana	20	-	<10	10	<10	40
002403	Delta State University	Mississippi	40	-	<10	-	<10	40
001124	Digital Media Arts College	Florida	30	-	<10	<10	-	40
002004	Dillard University	Louisiana	30	-	10	<10	-	40
001760	Dominican University	Illinois	30	-	<10	<10	-	40
003912	DuSuth Business University	Minnesota	20	-	10	<10	<10	40
003258	Duquesne University of the Holy Spirit	Pennsylvania	20	-	10	<10	-	40
003300	East Stroudsburg University of Pennsylvania	Pennsylvania	30	-	<10	<10	-	40
007275	Eastern Gateway Community College	Ohio	40	-	<10	<10	-	40
004075	Eastern Iowa Community College District	Iowa	20	-	<10	10	-	40
003259	Eastern University	Pennsylvania	20	-	-	10	<10	40
003775	Eastern Washington University	Washington	30	-	<10	<10	-	40
002937	Eastwick College	New Jersey	30	-	<10	-	-	40
002923	Eastwick College - Nutley Campus	New Jersey	20	-	<10	<10	<10	40
002926	Elizabeth City State University	North Carolina	40	-	<10	<10	-	40
010544	Emory University	Georgia	40	-	<10	<10	<10	40
012914	Empire Beauty School	Kentucky	40	-	<10	-	-	40
000776	Empire Beauty School	Wisconsin	30	-	<10	-	<10	40
010541	Empire Beauty School	Pennsylvania	40	-	<10	-	-	40
012921	Empire Beauty School	Massachusetts	30	-	<10	-	-	40
002140	Empire Beauty School	Pennsylvania	30	-	<10	-	-	40
013323	Empire Beauty School	Wisconsin	30	-	<10	-	-	40
002148	Empire Beauty School Laurel Springs	New Jersey	40	-	<10	-	-	40
004894	Erie Business Center	Pennsylvania	20	-	<10	<10	-	40
002561	ETI School of Skilled Trade	Illinois	30	-	<10	-	-	40
003866	Fashion Institute of Technology	New York	30	-	<10	<10	<10	40
002150	Fisher College	Massachusetts	30	-	<10	<10	<10	40
012561	Five Towns College	New York	30	-	10	-	<10	40
002464	Fontbonne University	Missouri	30	-	<10	<10	-	40
003317	Frontier Technical Community College	North Carolina	30	-	<10	10	-	40
001955	Fort Hays State University	Kansas	20	-	<10	10	<10	40
002459	Fourtownhead College of Technology	Tennessee	30	-	10	<10	<10	40
002929	Gardner-Webb University	North Carolina	20	-	<10	10	-	40
003773	Gateway Community and Technical College	Kentucky	20	-	<10	20	-	40
003685	Genesee Center College	Tennessee	20	-	<10	20	<10	40
003611	Genesee Center College	Tennessee	20	-	<10	<10	<10	40
004508	Globe Institute of Technology	New York	20	-	20	<10	<10	40
011122	Great Lakes Institute of Technology	Pennsylvania	30	-	<10	<10	-	40
003272	Hartson College	Pennsylvania	30	-	<10	-	<10	40
007773	Hawaii Pacific University	Hawaii	30	-	<10	<10	-	40
003098	Henderson State University	Arkansas	20	-	<10	10	-	40
010491	Hennepin Technical College	Minnesota	20	-	<10	10	<10	40
002897	Herzing University	Georgia	30	-	10	<10	-	40
007938	Hocking Technical College	Ohio	20	-	<10	10	-	40
001212	Humphreys University	California	20	-	<10	<10	<10	40
001620	Idaho State University	Idaho	30	-	<10	<10	<10	40
001498	Indian River State College	Florida	20	-	<10	<10	<10	40
001292	Institute of Allied Medical Professions	New York	10	-	30	-	<10	40
001323	Institute of Medical Education	California	20	-	20	<10	<10	40
002200	International School of Skin and Nailcare	Georgia	20	-	<10	10	-	40
011662	ITI Technical College	Louisiana	40	-	<10	-	-	40
003759	J Sargeant Reynolds Community College	Virginia	40	-	<10	<10	<10	40
002276	Jackson College	Michigan	30	-	<10	<10	-	40
006274	Jacksonville Beauty Institute	Florida	20	-	20	<10	-	40

001022	Jefferson State Community College	Alabama	30	-	<10	<10	-	40
001166	Kentucky State University	Kentucky	30	-	10	<10	<10	40
001251	Key College	Florida	30	-	10	<10	-	40
001342	KeyStone Technical Institute	Pennsylvania	20	-	10	<10	<10	40
000919	Le Janset International College	Iowa	20	-	10	-	-	40
001287	La Salle University	Pennsylvania	20	-	<10	10	-	40
012946	Laxton School for Medical and Dental Assistants	California	20	-	20	<10	<10	40
001502	Lincoln Memorial University	Tennessee	20	-	<10	10	-	40
003068	Loran County Community College	Ohio	30	-	<10	<10	<10	40
011649	Loyola Marymount University	California	30	-	<10	<10	-	40
001526	Lynn University	Florida	40	-	<10	-	-	40
007728	Marion State College	Georgia	30	-	<10	<10	-	40
004007	Madison Area Technical College	Wisconsin	30	-	<10	<10	<10	40
001192	Mannello School of Beauty	Kansas	20	<10	20	-	<10	40
011081	Mannello School of Beauty	California	20	<10	10	-	<10	40
011915	Marshall University	West Virginia	30	-	<10	<10	<10	40
001724	Marymount University	Virginia	20	-	<10	<10	-	40
013089	Masters of Cosmetology College	Indiana	10	-	20	<10	<10	40
006930	McLennan Community College	Texas	20	-	<10	10	<10	40
011619	Medical Professional Institute	Massachusetts	10	-	20	<10	-	40
002472	Medspa Careers Institute	Virginia	20	-	<10	10	-	40
001297	Merchhurst University	Pennsylvania	40	-	<10	<10	-	40
001102	Metro Business College	Missouri	20	-	<10	<10	<10	40
012886	Metropolitan Community College	Nebraska	20	-	<10	<10	<10	40
010374	Metropolitan State University	Minnesota	30	-	<10	<10	-	40
001003	MAT College of Technology	Michigan	30	-	<10	<10	<10	40
002380	Minnesota State University, Mankato	Minnesota	30	-	10	<10	<10	40
002422	Mississippi University for Women	Mississippi	20	-	<10	10	<10	40
002468	Missouri Southern State University	Missouri	30	-	<10	<10	-	40
004452	Montgomery County Community College	Pennsylvania	30	-	<10	10	-	40
003439	Morris College	South Carolina	30	-	<10	<10	<10	40
041173	Morland College	Illinois	20	-	30	<10	-	40
001243	Mount Saint Mary's University	California	20	-	<10	<10	-	40
001977	Murray State University	Kentucky	30	-	<10	10	<10	40
002428	National Institute of Technology	California	30	-	<10	-	<10	40
001944	New England Trustee Trailer Training School of Massachusetts	Rhode Island	30	-	<10	<10	-	40
002621	New Jersey Institute of Technology	New Jersey	30	-	<10	<10	-	40
001119	New Wave Hair Academy	Tennessee	10	-	20	10	<10	40
002005	Nicholls State University	Louisiana	20	-	<10	10	-	40
001972	North Carolina State University	North Carolina	20	-	<10	10	-	40
001179	Nostra Domina de Namur University	California	40	-	<10	-	<10	40
013016	Ogle School Hair Skin Nails	Texas	20	-	<10	20	-	40
002306	Ogle School Hair Skin Nails	Texas	20	-	<10	10	-	40
002309	Ogle School Hair Skin Nails	Texas	20	-	<10	10	-	40
002975	Onondaga Community College	New York	30	-	<10	<10	<10	40
005958	Our Lady of The Lake University	Texas	30	-	<10	<10	<10	40
001306	Pennsylvania College of Technology	Pennsylvania	30	-	<10	<10	<10	40
001364	Philadelphia University	Pennsylvania	30	-	<10	-	-	40
002372	Phillips Graduate University	California	30	-	<10	<10	-	40
001992	Piedmont Technical College	South Carolina	40	-	<10	-	<10	40
001913	PITC Institute	Pennsylvania	30	-	<10	-	-	40
004062	Pitt Community College	North Carolina	30	-	<10	<10	<10	40
011364	Piuxa College	New York	30	-	<10	-	<10	40
001514	Polk State College	Florida	20	-	<10	10	-	40
001936	Pontifical Catholic University of Puerto Rico (The)	Puerto Rico	30	-	<10	<10	-	40
001309	Porter and Chester Institute of Hamden	Connecticut	30	-	<10	-	-	40
002798	Prairie Institute	New York	30	-	<10	<10	-	40
002089	Prince George's Community College	Maryland	40	-	<10	<10	<10	40
001909	Prospect College	District of Columbia	30	-	10	-	-	40
001205	Quincy College	Massachusetts	20	-	10	10	<10	40
001752	Radford University	Virginia	30	-	<10	10	<10	40
001388	Radford Area Community College	Pennsylvania	40	-	<10	<10	-	40
001628	Rider University	New Jersey	30	-	<10	<10	-	40
001924	Ridley-Lowell School of Business	New York	20	-	10	<10	<10	40
001665	Rocky Mountain College of Art + Design	Colorado	20	-	10	10	<10	40
001403	Sacred Heart University	Connecticut	30	-	<10	<10	-	40
001839	Saint Joseph's College	Indiana	20	-	<10	<10	<10	40
001471	Saint Louis Community College	Missouri	20	-	<10	10	<10	40
002038	Saint Peter's University	New Jersey	20	-	<10	10	<10	40
008220	Salt Lake Community College	Utah	30	-	<10	<10	<10	40
041365	San Diego College	California	20	-	10	<10	-	40
001206	Sanderson University	California	30	-	10	-	<10	40
001793	School of the Art Institute of Chicago	Illinois	30	-	<10	<10	-	40
001468	School of Visual Arts	New York	20	-	<10	<10	<10	40
008364	Skyline College - Richmond	Virginia	30	-	<10	<10	<10	40
001997	Somerset Community College	Kentucky	20	-	<10	<10	<10	40
002774	South Coast College	California	30	-	20	<10	-	40
002494	South Texas Vocational Technical Institute	Texas	30	-	10	-	<10	40
002501	Southeast Missouri State University	Missouri	20	-	<10	10	-	40
010006	Southern College	Florida	10	-	10	<10	<10	40
001406	Southern Connecticut State University	Connecticut	30	-	<10	10	-	40
001613	Southern Methodist University	Texas	30	-	<10	<10	<10	40
001636	Southeastern Illinois College	Illinois	10	-	<10	20	<10	40
001342	St. Catherine University	Minnesota	30	-	<10	<10	-	40
001826	St. Joseph's University New York	New York	20	-	<10	10	<10	40
001479	St. Paul's School of Nursing	New York	30	-	<10	-	-	40
001993	Stanbridge University	California	30	-	<10	<10	<10	40
001048	State University of New York at Oswego (SUNY Oswego)	New York	30	-	<10	<10	<10	40
041529	Studio Academy of Beauty (The)	Arizona	20	-	<10	<10	-	40
001078	Suffolk County Community College	New York	20	-	<10	<10	<10	40
012088	Sullivan College of Technology and Design	Kentucky	30	-	<10	<10	<10	40
001885	SUNY College of Agriculture & Technology at Morrisville	New York	30	-	<10	<10	<10	40
001280	Superior Training Services	Arizona	<10	-	20	<10	<10	40
001200	Swedish Institute	New York	40	-	<10	-	-	40
041004	Taft University System (The)	Colorado	40	-	<10	<10	-	40
001400	Tennessee Academy of Cosmetology	Tennessee	30	-	10	-	-	40
005924	Tennessee Temple University	Tennessee	20	-	20	<10	<10	40
005681	Texas Barber College	Texas	20	-	<10	<10	<10	40
003658	Texas College	Texas	20	-	<10	<10	-	40



012393	Thomas Jefferson University	Pennsylvania	30	-	<10	<10	-	40
001480	Trinity Washington University	District of Columbia	30	-	<10	<10	-	40
000543	Trumbull Business College	Ohio	20	-	10	10	-	40
000029	Tulane University	Louisiana	20	-	<10	-	-	40
003941	Universidad Ana G. M. ndler - Carolina Campus	Puerto Rico	30	-	<10	<10	-	40
026175	Universidad Ana G. M. ndler - Copey Campus	Puerto Rico	30	-	<10	<10	<10	40
010777	Universidad Central del Este	All Other Locations	30	-	<10	<10	-	40
011482	University of Alaska Anchorage	Alaska	20	-	<10	<10	-	40
001431	University of Delaware	Delaware	30	-	<10	<10	-	40
003286	University of Georgia	Georgia	30	-	<10	-	-	40
001422	University of Hartford	Connecticut	30	-	<10	<10	<10	40
011104	University of Houston - Clear Lake	Texas	40	-	<10	10	<10	40
011711	University of Indianapolis	Indiana	20	-	<10	10	<10	40
002326	University of Michigan - Dearborn	Michigan	30	-	<10	<10	<10	40
002369	University of Mount Olive	North Carolina	30	-	<10	<10	<10	40
002554	University of Nebraska at Omaha	Nebraska	30	-	<10	<10	-	40
001016	University of North Alabama	Alabama	30	-	<10	<10	<10	40
001363	University of Northern Colorado	Colorado	20	-	<10	<10	-	40
001414	University of Rhode Island	Rhode Island	30	-	<10	<10	-	40
010395	University of San Diego	California	30	-	<10	<10	-	40
006951	University of South Carolina Upstate	South Carolina	30	-	<10	<10	<10	40
008173	University of St. Augustine for Health Sciences	California	20	-	<10	-	<10	40
011163	University of Texas at Tyler	Texas	20	-	<10	10	<10	40
001362	University of the Cumberlands	Kentucky	30	-	<10	<10	<10	40
001613	University of the Sciences in Philadelphia	Pennsylvania	30	-	<10	<10	<10	40
000625	University of Utah	Utah	30	-	<10	<10	<10	40
003133	Urbana University	Ohio	40	-	<10	<10	<10	40
012262	USA Training Academy Home Study	Delaware	20	-	20	-	<10	40
041463	Vanguard College	Texas	20	-	20	<10	-	40
000233	Vassar College	Nebraska	20	-	10	-	-	40
003588	Villanova University	Pennsylvania	20	-	20	-	<10	40
006171	Virginia Peninsula Community College	Virginia	30	-	<10	<10	<10	40
003254	Virginia Polytechnic Institute & State University	Virginia	30	-	<10	<10	<10	40
003766	Virginia Union University	Virginia	40	-	<10	<10	-	40
002393	Western Technical College	Texas	30	-	<10	-	<10	40
001360	Wichita State University	Kansas	20	-	<10	10	<10	40
003441	Wilberforce University	Ohio	40	-	<10	-	<10	40
000447	William Carey University	Mississippi	30	-	<10	-	<10	40
003456	Winthrop University	South Carolina	20	-	<10	20	<10	40
002108	Yonkers Business Institute	Pennsylvania	20	-	10	10	<10	40
001477	A. T. Still University of Health Sciences	Missouri	20	-	<10	<10	<10	30
000537	Abilene Christian University	Texas	20	-	<10	<10	-	30
001541	Abraham Baldwin Agricultural College	Georgia	30	-	<10	-	<10	30
001345	Adams State University	Colorado	20	-	<10	<10	-	30
000481	Adler University	Illinois	20	-	<10	<10	-	30
001374	Albertus Magnus College	Connecticut	20	-	<10	<10	-	30
010724	Albion University	Puerto Rico	30	-	<10	-	<10	30
003332	Alverno College	Wisconsin	20	-	<10	<10	<10	30
000308	American Broadcasting School	Oklahoma	20	-	<10	-	-	30
000977	American Business Institute	New York	<10	-	20	<10	<10	30
002263	American Career Training Travel School	Florida	20	-	<10	<10	<10	30
001384	American College of Medical Technology	California	<10	-	20	<10	<10	30
001232	American River College	California	20	-	<10	<10	<10	30
000304	Armstrong University	Alabama	10	-	<10	20	<10	30
002332	Anoka Ramsey Community College	Minnesota	30	-	-	-	-	30
007430	Antares Institute	Pennsylvania	10	-	<10	<10	<10	30
001346	Argonne Community College	Colorado	20	-	<10	<10	-	30
008163	Artistic Nails & Beauty Academy	Florida	20	-	<10	<10	<10	30
006214	Asker School of Business	Georgia	10	-	10	-	-	30
003008	Athens State University	Alabama	20	-	<10	<10	-	30
005302	Atlanta School of Massage	Georgia	20	-	<10	<10	<10	30
003573	Augusta University	Georgia	30	-	<10	<10	-	30
007072	Austin School of Spa Technology	New York	<10	-	20	<10	-	30
041378	Aweda Institute Columbus	Ohio	20	-	<10	-	-	30
005733	Aviation Institute of Maintenance	Texas	30	-	<10	-	-	30
000449	Avila University	Missouri	20	-	<10	<10	-	30
001303	Baker University	Kansas	10	-	<10	10	<10	30
000314	Baldwin Wallace University	Ohio	20	-	<10	-	<10	30
002122	Bay Path University	Massachusetts	20	-	<10	<10	<10	30
002062	Beauty Institute (The)	Pennsylvania	20	-	<10	<10	<10	30
007030	Bellus Academy	California	20	-	<10	<10	-	30
002434	Bellus Academy	California	20	-	<10	<10	-	30
013473	Belmont University	Tennessee	20	-	<10	<10	<10	30
002311	Bennett College	North Carolina	10	-	<10	10	-	30
002536	Binghamton University	New York	20	-	<10	<10	-	30
040233	Blake Austin College	California	20	-	<10	<10	-	30
011379	Blake Business School	New York	10	-	20	-	-	30
007333	Blue Cliff Career College	Alabama	10	-	<10	20	<10	30
003809	Bluefield State University	West Virginia	20	-	<10	<10	-	30
007634	Bold Beauty Academy	Montana	30	-	-	-	-	30
001441	Bradley University	Illinois	20	-	<10	<10	<10	30
004004	Brightlight Community College	Virginia	10	-	<10	20	-	30
007034	Brittany Beauty School	New York	10	-	<10	<10	<10	30
004040	Brookdale Community College	New Jersey	30	-	<10	-	-	30
001462	Bryon University	Kansas	10	-	10	<10	-	30
001061	Bryant and Stratton College-Virginia Beach Campus	Virginia	20	-	10	-	<10	30
003239	Bucks County Community College	Pennsylvania	20	-	<10	<10	-	30
003241	Cabrini University	Pennsylvania	10	-	<10	-	-	30
006264	California College of Vocational Careers	California	<10	-	20	<10	<10	30
000113	California State University, San Marcos	California	20	-	<10	<10	<10	30
001137	California State University, Stanislaus	California	20	-	<10	<10	-	30
040589	Camden-Rose Business College	Pennsylvania	20	-	10	<10	<10	30
001369	Campbellville University	Kentucky	20	-	<10	10	-	30
000524	Case Western Reserve University	Ohio	20	-	<10	<10	<10	30
011417	Catholic University of America (The)	District of Columbia	20	-	<10	<10	-	30
040804	CC Training Center	Texas	30	-	<10	-	-	30
005312	CC's Cosmetology College	Oklahoma	20	-	20	<10	-	30
003343	Central Career School	New Jersey	30	-	<10	<10	-	30
004242	Central New Mexico Community College	New Mexico	30	-	<10	-	<10	30

00009	Central Texas College District	Texas	20	-	<10	10	<10	30
01046	Century College	Minnesota	30	-	<10	-	<10	30
00296	Chowan University	North Carolina	20	-	<10	<10	<10	30
08026	CIT College of Information Technology	California	<10	-	20	<10	<10	30
00268	City College of New York - CUNY	New York	20	-	<10	<10	-	30
00180	City Colleges of Chicago - Malcolm X College	Illinois	20	-	<10	<10	-	30
00388	Clarion University of Pennsylvania	Pennsylvania	30	-	<10	<10	-	30
00426	Clarks University	South Carolina	20	-	<10	<10	-	30
00672	Clover Park Technical College	Washington	20	-	<10	<10	<10	30
001471	College of Central Florida	Florida	20	-	<10	10	-	30
08063	Colorado Chinese Medicine University	Colorado	30	-	<10	-	-	30
00198	Colorado Mesa University	Colorado	30	-	<10	-	<10	30
00198	Colorado State University-Pueblo	Colorado	20	-	<10	<10	-	30
01254	Commonwealth International University	Colorado	10	-	<10	<10	<10	30
00060	Computer Learning Center	Pennsylvania	20	-	<10	<10	<10	30
00541	Concordia University	Nebraska	20	-	<10	10	-	30
00736	Concordia University Irvine	California	20	-	<10	<10	-	30
00907	Concordia University Texas	Texas	20	-	<10	<10	-	30
00044	Conservatory of Recording Arts & Sciences	Arizona	20	-	<10	-	-	30
00769	Corvus Institute	Maryland	30	-	<10	<10	-	30
00104	Crescent City School of Gaming & Bartending	Louisiana	20	-	<10	<10	<10	30
00773	CUNY Bernard M. Baruch College	New York	20	-	<10	-	-	30
00289	CUNY Hunter College	New York	20	-	<10	<10	-	30
00260	CUNY Queens College	New York	30	-	<10	<10	-	30
00214	Cuny College	Massachusetts	20	-	<10	<10	<10	30
00996	Dakota College	Florida	10	-	<10	<10	<10	30
00787	Delaware College	Oklahoma	20	-	<10	<10	-	30
00658	Denmark Technical College	South Carolina	20	-	<10	<10	-	30
00273	Dominican University New York	New York	20	-	<10	<10	-	30
00582	Douglas A. Webb Institute	Michigan	20	-	<10	<10	-	30
00212	D'Avella University	New York	20	-	<10	<10	<10	30
01097	East Georgia State College	Georgia	10	-	<10	10	-	30
00486	East Mississippi Community College	Mississippi	30	-	<10	<10	<10	30
00145	Eastern Connecticut State University	Connecticut	20	-	<10	<10	-	30
01242	Eastwick College - Hackensack Campus	New Jersey	20	-	<10	<10	-	30
00101	Edinboro University of Pennsylvania	Pennsylvania	20	-	<10	<10	<10	30
00195	Elizabethan Community and Technical College	Kentucky	10	<10	<10	<10	<10	30
00166	Elmhurst University	Illinois	20	-	<10	<10	-	30
00214	Emerson College	Massachusetts	20	-	<10	<10	<10	30
01442	Empire Beauty School	New Jersey	30	-	<10	-	-	30
01296	Empire Beauty School	Kentucky	30	-	<10	-	-	30
00288	Empire Beauty School	Pennsylvania	30	-	<10	-	-	30
00670	Empire Beauty School	Minnesota	20	-	<10	-	-	30
01100	Empire Beauty School	Pennsylvania	30	-	<10	-	<10	30
01043	Empire Beauty School	Pennsylvania	20	-	<10	-	-	30
00102	Empire Beauty School	Massachusetts	20	-	<10	-	<10	30
01180	Empire Beauty School - Flagstaff	Arizona	20	-	<10	-	-	30
01064	Erie Community College	New York	20	-	-	<10	<10	30
00776	Everett Community College	Washington	10	-	<10	-	-	30
00812	Farmwest State University	West Virginia	20	-	<10	<10	-	30
00243	Fashion Careers of California College	California	10	-	<10	<10	-	30
00100	Felician University	New Jersey	20	-	<10	<10	<10	30
00261	Felding Graduate University	California	30	-	<10	-	<10	30
00480	Fisk University	Tennessee	20	-	<10	<10	-	30
00183	Five Branches University	California	30	-	<10	<10	-	30
00789	Flagler College	Florida	20	-	<10	<10	<10	30
00990	Florence - Darlington Technical College	South Carolina	10	-	<10	10	<10	30
00614	Florida Barber Academy	Florida	10	-	<10	<10	-	30
00263	Florida Gulf Coast University	Florida	30	-	<10	<10	-	30
00628	Fox College	Illinois	30	-	<10	-	<10	30
00102	Franciscan Missionaries of Our Lady University	Louisiana	20	-	<10	<10	<10	30
00275	Franklin Pierce University	New Hampshire	20	-	<10	<10	-	30
00123	Fresno Pacific University	California	30	-	<10	-	-	30
00072	Frostburg State University	Maryland	30	-	<10	-	-	30
00490	Glen & Beauty Institute	Illinois	30	-	<10	-	-	30
01207	Galen College of California	California	<10	-	20	-	<10	30
00176	Generations College	Illinois	10	-	<10	10	-	30
00701	George C. Wallace State Community College	Alabama	20	-	<10	<10	-	30
00153	Georgia Beauty Academy	Georgia	<10	-	10	<10	<10	30
00180	Georgia College & State University	Georgia	30	-	<10	<10	-	30
00173	Georgia Southern State University	Georgia	<10	-	-	20	<10	30
01400	Global Health College	Virginia	10	-	<10	<10	-	30
00081	Gretna Career College	Louisiana	20	-	<10	<10	<10	30
00270	Gaymard Mercy University	Pennsylvania	20	-	<10	-	-	30
00980	Hair Academy	Maryland	10	-	<10	<10	-	30
00406	Hair Fashion By Kaye Beauty College	Indiana	10	-	10	<10	-	30
00466	Harris - Stowe State University	Missouri	10	-	<10	10	<10	30
00456	Heald Community College	Iowa	20	-	<10	10	<10	30
00121	Heald Business College	California	10	-	10	<10	<10	30
00120	Heald Institute of Technology	California	<10	-	10	<10	<10	30
00107	Healthcare Career College	California	30	-	<10	-	-	30
00674	Healthy Hair Academy	Texas	20	-	10	-	<10	30
00189	Herring University	Alabama	20	-	<10	-	<10	30
00494	Hewes College	Tennessee	20	-	10	<10	-	30
00187	Hollywood Beauty College	California	10	-	10	<10	<10	30
00276	Holy Family University	Pennsylvania	20	-	<10	<10	-	30
00194	Hopkinsville Community College	Kentucky	20	-	<10	<10	-	30
00200	Hunter Business School	New York	20	-	<10	<10	<10	30
00677	Huxton - Tillotson University	Texas	20	-	<10	10	-	30
00186	Indiana University - South Bend	Indiana	20	-	<10	10	-	30
00187	Indiana University Southeast	Indiana	20	-	<10	<10	<10	30
00197	Institute for Health Education (The)	New Jersey	<10	-	20	-	<10	30
00257	IntelliTec College	Colorado	30	-	<10	<10	<10	30
00002	International Business College	Texas	20	-	<10	-	<10	30
00674	International Culinary Center	New York	20	-	<10	-	<10	30
00277	Iona University	New York	30	-	<10	-	-	30
00498	Iowa Western Community College	Iowa	20	-	<10	<10	<10	30
01000	Ivy Tech Community College of Indiana - Region 1	Indiana	20	-	<10	<10	-	30
00906	Ivy Tech Community College of Indiana - Region 3	Indiana	20	-	<10	<10	<10	30

003721	James Madison University	Virginia	20	-	<10	<10	<10	80
003697	James Christian University	Texas	10	-	<10	10	<10	80
001498	John Marshall Law School (The)	Illinois	80	-	<10	-	-	80
000444	Johnson County Community College	Kansas	10	-	<10	<10	<10	80
010264	Jolie Hair and Beauty Academy	Massachusetts	20	-	<10	<10	-	80
002789	Jolie Health and Beauty Academy	Pennsylvania	80	-	<10	<10	<10	80
001499	Jonestown Junior College	Illinois	20	-	<10	<10	<10	80
001526	Kansas City Kansas Community College	Kansas	10	-	<10	<10	<10	80
008840	Kilgore College	Texas	10	-	<10	<10	<10	80
009497	Knoxville College	Tennessee	20	-	10	-	-	80
010102	Kutztown University of Pennsylvania	Pennsylvania	20	-	10	-	<10	80
002883	Lackawanna College	Pennsylvania	20	-	<10	<10	<10	80
001477	Lake Lanier School of Massage	Georgia	10	-	10	<10	-	80
008864	Lakeland University	Wisconsin	20	-	<10	<10	-	80
003416	Lander University	South Carolina	20	-	<10	-	<10	80
002279	Lawrence Technological University	Michigan	20	-	<10	<10	<10	80
006810	Lehigh Carbon Community College	Pennsylvania	80	-	<10	-	-	80
022286	Life Christian College West	California	20	-	<10	<10	-	80
004779	Lincoln University	Missouri	20	-	<10	10	-	80
001372	Lindsay Wilson College	Kentucky	20	-	<10	<10	-	80
001218	Loma Linda University	California	20	-	<10	<10	-	80
009846	Long Morris College	Texas	20	-	10	<10	-	80
001219	Long Beach City College	California	10	-	<10	<10	<10	80
006128	Los Angeles Recording School	California	10	-	10	-	<10	80
001301	Louisiana Delta Community College	Louisiana	20	-	<10	10	<10	80
000212	Louisiana State University at Eunice	Louisiana	20	-	<10	-	<10	80
000008	Louisiana Tech University	Louisiana	20	-	<10	10	-	80
000216	Loyola University New Orleans	Louisiana	80	-	<10	-	<10	80
001117	Madisonville College	Illinois	20	-	<10	<10	-	80
008406	Maconia Community College	Michigan	10	-	<10	-	<10	80
023208	Magdalen College of Cosmetology	Mississippi	80	-	<10	-	-	80
002588	Manhattan University	New York	20	-	<10	<10	-	80
001421	Marion University	Indiana	20	-	<10	<10	-	80
002746	Marinello School of Beauty	California	<10	<10	20	-	<10	80
012911	Marinello School of Beauty	California	<10	<10	20	-	-	80
014438	Martin University	Indiana	20	-	<10	<10	-	80
001474	Marymount California University	California	80	-	<10	<10	-	80
009296	Marywood University	Pennsylvania	20	-	<10	<10	<10	80
010317	McNeese State University	Louisiana	80	-	<10	-	<10	80
001286	MediaTech Institute	Texas	20	-	<10	<10	<10	80
009003	Medical University of the Americas	All Other Locations	80	-	-	-	<10	80
002286	Medi-Laboratory	Florida	20	-	<10	<10	-	80
004694	Metropolitan Community College	Missouri	20	-	<10	10	-	80
001284	Miami Regional University	Florida	10	-	<10	<10	<10	80
001375	Midway University	Kentucky	20	-	<10	<10	-	80
021211	Midwest Institute	Missouri	20	-	10	<10	-	80
009392	Midwestern State University	Texas	10	-	<10	10	<10	80
001487	Midwestern University	Illinois	20	-	<10	<10	<10	80
009325	Millersville University of Pennsylvania	Pennsylvania	20	-	<10	<10	<10	80
001238	Mills College	California	80	-	-	<10	-	80
001134	Minneapolis Career College	Wisconsin	80	-	<10	<10	<10	80
009441	Minnesota State Community and Technical College	Minnesota	20	-	<10	-	-	80
007840	Missouri Baptist University	Missouri	20	-	-	<10	<10	80
009440	Missouri Technical School	Missouri	10	-	<10	<10	-	80
004390	Missouri Western State University	Missouri	10	-	<10	<10	<10	80
002871	Mohawk Valley Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	<10	80
002940	Montana State University - Billings	Montana	20	-	<10	<10	<10	80
006811	Montgomery College	Maryland	80	-	-	<10	<10	80
001376	Morehead State University	Kentucky	20	-	<10	<10	-	80
009389	Mount St. Joseph University	Ohio	20	-	<10	<10	-	80
008464	MtV Business College	California	20	-	10	-	-	80
002283	Nashville College of Medical Careers	Tennessee	10	-	<10	10	<10	80
002857	National Academy of Beauty Arts	Missouri	<10	-	20	<10	-	80
006136	National Aviation Academy - New England	Massachusetts	10	-	<10	<10	-	80
009784	National Education Center-Bauder College Campus	Florida	20	-	10	<10	<10	80
009523	National Massage Therapy Institute	Pennsylvania	10	-	<10	<10	-	80
001372	National University of Health Sciences (The)	Illinois	20	-	<10	-	<10	80
010008	Neumont College of Computer Science	Utah	10	-	<10	<10	<10	80
001434	New York Career Institute	New York	20	-	<10	<10	<10	80
002696	New York City College of Technology of the City University of New York	New York	20	-	<10	<10	-	80
009394	New York College of Health Professions	New York	20	-	<10	-	<10	80
001188	New York Film Academy	California	20	-	<10	<10	-	80
002189	New York Law School	New York	20	-	<10	-	-	80
010551	New York School for Medical & Dental Assistants	New York	10	-	<10	<10	-	80
007864	Normandale Community College	Minnesota	20	-	<10	<10	-	80
008464	North American Trade Schools	Maryland	10	-	<10	<10	<10	80
002861	North Carolina Wesleyan University	North Carolina	10	-	<10	10	<10	80
012896	North Coast College, The	Ohio	20	-	10	<10	-	80
002320	North Hennepin Community College	Minnesota	20	-	<10	<10	<10	80
001423	North Idaho College	Idaho	20	-	<10	<10	-	80
001786	North Park University	Illinois	10	-	<10	10	<10	80
012277	Northeast College of Health Sciences	New York	20	-	<10	<10	-	80
008431	Northeast Wisconsin Technical College	Wisconsin	10	-	<10	<10	-	80
002801	Northern Michigan University	Michigan	20	-	<10	<10	-	80
000693	NorthWest Arkansas Community College	Arkansas	20	-	<10	<10	<10	80
010101	Northwest College School of Beauty	Oregon	20	-	<10	-	-	80
004496	Northwest Missouri State University	Missouri	20	-	<10	<10	<10	80
012328	Northwestern Health Sciences University	Minnesota	20	-	-	<10	-	80
001339	Northwestern University	Illinois	20	-	<10	<10	<10	80
002782	Nox College of Art and Design	Tennessee	20	-	<10	-	-	80
002141	Oak Point University	Illinois	20	-	<10	<10	-	80
008468	Ohio Institute of Health Careers	Ohio	20	-	<10	<10	-	80
001749	Ohio Technical College	Ohio	20	-	10	<10	-	80
008819	Ohio Valley University	West Virginia	20	-	-	20	-	80
010101	Oklahoma City Community College	Oklahoma	20	-	<10	<10	<10	80
009647	Oklahoma State University - Oklahoma City	Oklahoma	20	-	<10	<10	-	80
001741	Olivet Nazarene University	Illinois	20	-	<10	<10	-	80
002196	Omaga Institute	New Jersey	20	-	10	<10	-	80
010364	Orion Technical College	Texas	10	-	<10	10	<10	80



020692	Pacific Coast College	California	10	-	20	<10	<10	30
001265	Pacific Oaks College	California	20	-	<10	<10	<10	30
001268	Pacific Graduate Institute	California	20	-	10	-	-	30
010812	Palma - Hernandez State College	Florida	20	-	<10	<10	<10	30
012879	Pat Gools Beauty Schools	Louisiana	30	-	<10	-	<10	30
012483	Paul Mitchell The School Dallas	Texas	30	-	<10	<10	-	30
006217	Paul Mitchell The School Green Bay	Wisconsin	10	-	10	<10	<10	30
025977	Paul Mitchell The School Houston	Texas	20	-	<10	-	-	30
004063	Paul Mitchell The School Tinley Park	Illinois	20	-	<10	-	<10	30
003802	Paul Quinn College	Texas	10	-	<10	<10	-	30
038506	PC Age	New Jersey	20	-	<10	<10	-	30
034793	PCI College	California	20	-	10	-	-	30
004430	Pearl River Community College	Mississippi	20	-	-	10	<10	30
034443	Perico Tech	Pennsylvania	20	-	10	-	-	30
002965	Pfeiffer University	North Carolina	10	-	<10	10	-	30
001109	Philander Smith College	Arkansas	20	-	<10	10	-	30
022806	Phillips Junior College	California	10	-	10	<10	<10	30
003588	Piedmont University	Georgia	20	-	<10	<10	<10	30
002201	Pine Manor College	Massachusetts	20	-	<10	<10	-	30
013172	Pitt College of Cosmetology	Kentucky	20	-	<10	<10	-	30
023043	Pitt College, San Diego	California	30	-	<10	-	<10	30
001547	Point University	Georgia	10	-	<10	10	<10	30
001460	Poline State College	Illinois	20	-	-	<10	-	30
034444	Professional Careers Institute	Texas	20	-	<10	<10	-	30
020926	PTC Career Institute	Pennsylvania	10	-	10	<10	<10	30
021163	Pueblo Community College	Colorado	20	-	<10	<10	-	30
001806	Purdue University - North Central	Indiana	20	-	<10	<10	-	30
001402	Quinnipiac University	Connecticut	30	-	-	<10	<10	30
000126	Quinnipiac Community College	Massachusetts	10	-	<10	<10	-	30
030444	Rapids Beauty Institute	North Carolina	10	-	<10	<10	<10	30
002206	Raps College	Massachusetts	20	-	<10	<10	-	30
034607	Rhode Island College	Rhode Island	20	-	<10	<10	-	30
020470	Robert Wesleyan University	New York	20	-	<10	-	-	30
001380	Rosemont College	Pennsylvania	10	-	<10	<10	-	30
002810	Russell Sage College	New York	10	-	<10	<10	-	30
012191	Rust College	Mississippi	30	-	<10	-	-	30
001293	Sacramento City College	California	20	-	-	10	-	30
002100	Saint Francis College	New York	20	-	<10	<10	<10	30
033183	Saint Gregory's University	Oklahoma	10	-	<10	<10	<10	30
002188	Salem State University	Massachusetts	20	-	<10	<10	<10	30
009163	San Antonio College	Texas	20	-	<10	<10	<10	30
002567	San Diego Golf Academy	California	10	-	-	-	-	30
003948	San Francisco Art Institute	California	20	-	<10	<10	<10	30
003809	San Jacinto Community College District	Texas	20	-	<10	10	-	30
002385	Schubert College	Michigan	20	-	<10	10	-	30
003790	Seattle University	Washington	20	-	<10	<10	-	30
004673	Selma University	Alabama	10	-	<10	<10	-	30
021216	Sierra Nevada University	Michigan	20	-	<10	-	-	30
021594	Sierra Valley College of Court Reporting	California	10	-	20	<10	<10	30
003307	Sigourney Rock University	Pennsylvania	10	-	<10	10	-	30
005663	South Louisiana Community College	Louisiana	30	-	<10	-	-	30
026089	Southeast Community College	Nebraska	20	-	10	<10	<10	30
023442	Southeastern Academy	Florida	10	-	10	<10	<10	30
017494	Southeastern College	South Carolina	30	-	<10	-	-	30
038504	Southeastern College	South Carolina	30	-	<10	-	-	30
038593	Southeastern College	North Carolina	20	-	<10	<10	<10	30
001186	Southern California Institute of Technology	California	20	-	<10	-	-	30
001229	Southern California University of Health Sciences	California	20	-	<10	<10	-	30
003693	Southern Vermont College	Vermont	20	-	<10	<10	-	30
004422	Southern Wesleyan University	South Carolina	20	-	<10	<10	-	30
001286	Southeastern Law School	California	30	-	<10	<10	<10	30
003793	Spokane Community College	Washington	20	-	10	<10	<10	30
002818	Spring Arbor University	Michigan	20	-	<10	<10	<10	30
013177	St. Cloud State University	Minnesota	20	-	<10	<10	-	30
003623	St. Mary's University	Texas	10	-	<10	<10	<10	30
012364	St. Paul's School of Nursing	New York	20	-	<10	<10	<10	30
002860	State University of New York at Farmingdale	New York	30	-	<10	<10	<10	30
002880	State University of New York College at Potsdam	New York	20	-	<10	<10	-	30
003531	Stetson University	Florida	20	-	<10	-	-	30
021027	Stevenson University	Maryland	20	-	<10	<10	<10	30
021049	Summer College	Oregon	10	-	10	<10	-	30
002862	SUNY Broome Community College	New York	20	-	<10	<10	<10	30
000441	SUNY College at Brockport	New York	20	-	<10	<10	-	30
000265	SUNY College of Technology at Canton	New York	30	-	<10	<10	-	30
007109	SUNY Old Westbury	New York	20	-	<10	<10	-	30
038743	Sutter County Career Training Center	California	20	-	<10	<10	-	30
031786	Tadoma Community College	Washington	20	-	<10	<10	<10	30
001046	Talladega College	Alabama	20	-	<10	<10	<10	30
039779	Teachers College, Columbia University	New York	20	-	<10	<10	-	30
034627	Temple College	Texas	20	-	<10	10	-	30
000249	Tennessee Academy of Cosmetology	Tennessee	20	-	10	<10	-	30
009223	Tennessee Technological University	Tennessee	20	-	<10	<10	-	30
038599	TTST College of Technology	Virginia	20	-	10	-	-	30
003636	Texas Christian University	Texas	20	-	<10	<10	-	30
000946	Texas Southmost College	Texas	30	-	<10	-	-	30
013445	Texas Wesleyan University	Texas	30	-	<10	-	-	30
023209	Tidewater Tech	Virginia	20	-	10	-	-	30
041426	Touros University Worldwide	California	30	-	<10	-	-	30
031084	Transit Bus School	Illinois	10	-	10	<10	<10	30
003526	Trevecca Nazarene University	Tennessee	20	-	<10	<10	-	30
041309	Triad University of Beauty Culture	Indiana	20	-	<10	-	<10	30
038527	Trojan University	Tennessee	20	-	<10	<10	-	30
003528	Union University	Tennessee	20	-	<10	10	-	30
006858	Unity Environmental University	Maine	30	-	-	<10	-	30
028118	Universidad Interamericana (UIA)	All Other Locations	20	-	<10	<10	-	30
001056	University of Alabama in Huntsville	Alabama	30	-	<10	<10	-	30
001006	University of Arkansas at Monticello	Arkansas	20	-	<10	-	<10	30
001312	University of California, Berkeley	California	20	-	<10	<10	<10	30
001100	University of California, Santa Barbara	California	20	-	<10	<10	-	30

00388	University of Charleston	West Virginia	20	-	<10	<10	-	30
00174	University of Chicago (The)	Illinois	20	-	<10	<10	-	30
00409	University of Colorado Colorado Springs	Colorado	30	-	<10	<10	<10	30
00127	University of Dayton	Ohio	20	-	<10	<10	<10	30
00605	University of Findlay (The)	Ohio	20	-	<10	<10	-	30
013231	University of Houston - Victoria	Texas	20	-	<10	<10	-	30
00166	University of Idaho	Idaho	20	-	<10	<10	-	30
00216	University of Maryland - Baltimore County	Maryland	20	-	<10	<10	<10	30
001029	University of Mobile	Alabama	20	-	<10	10	<10	30
00296	University of Montana (The)	Montana	20	-	<10	<10	-	30
00268	University of Nebraska	Nebraska	20	-	<10	<10	-	30
00260	University of New England	Maine	20	-	<10	10	-	30
00278	University of North Carolina - Chapel Hill	North Carolina	20	-	<10	<10	-	30
00305	University of North Dakota	North Dakota	20	-	<10	<10	-	30
004861	University of Northwestern Ohio	Ohio	20	-	<10	<10	<10	30
00378	University of Pennsylvania	Pennsylvania	20	-	<10	<10	-	30
001122	University of Redlands	California	20	-	<10	<10	-	30
002365	University of St. Thomas	Minnesota	20	-	<10	<10	-	30
00449	University of South Carolina - Aiken	South Carolina	20	-	<10	<10	-	30
00434	University of South Dakota	South Dakota	10	-	<10	<10	<10	30
00188	University of Southern Indiana	Indiana	20	-	<10	<10	-	30
00284	University of Southern Maine	Maine	20	-	<10	<10	<10	30
00164	University of St. Francis	Illinois	20	-	<10	-	-	30
00280	University of the Southwest	New Mexico	20	-	<10	10	-	30
00306	University of Wisconsin - Whitewater	Wisconsin	20	-	<10	10	<10	30
006077	Utica School of Commerce	New York	20	-	<10	<10	<10	30
001293	Vanguard University of Southern California	California	30	-	<10	-	<10	30
00268	Vaughn College of Aeronautics and Technology	New York	20	-	<10	<10	-	30
00752	Virginia Intermont College	Virginia	<10	-	<10	<10	<10	30
00262	Virginia University of Lynchburg	Virginia	20	-	<10	<10	<10	30
00186	Waldorf University	Iowa	20	-	<10	<10	-	30
001088	Ward Center Beauty Academy	Virginia	20	-	<10	-	<10	30
00184	Warner University	Florida	20	-	<10	<10	-	30
001349	Washburn University - Topeka	Kansas	20	-	<10	10	-	30
00669	Wayland Baptist University	Texas	20	-	<10	<10	<10	30
00660	Weller State University	Utah	20	-	<10	<10	-	30
00487	West Georgia Technical College	Georgia	30	-	-	-	-	30
00487	West Tennessee Business College	Tennessee	20	-	10	<10	<10	30
00368	West Texas A&M University	Texas	20	-	<10	<10	-	30
00573	West Virginia Junior College	West Virginia	20	-	<10	<10	-	30
00281	Western Carolina University	North Carolina	20	-	<10	<10	-	30
00130	Western Connecticut State University	Connecticut	20	-	<10	<10	-	30
00286	Western Hills School of Beauty & Hair Design	Ohio	10	-	<10	<10	-	30
00487	Western University of Health Sciences	California	20	-	<10	<10	-	30
00176	Westmonteand County Community College	Pennsylvania	20	-	-	<10	-	30
00384	Wilkes University	Pennsylvania	30	-	<10	-	-	30
00726	World Medicine Institute	Hawaii	10	-	10	-	-	30
00344	Xavier University	Ohio	20	-	<10	<10	<10	30
00313	YTI Career Institute - Atlanta	Pennsylvania	20	-	<10	<10	<10	30
00183	Abbott Institute	Michigan	<10	-	<10	<10	-	20
00109	Academy of Barbering Arts (The)	California	<10	-	<10	-	-	20
00404	Academy of Radio & TV Broadcasting	California	10	-	<10	-	-	20
00765	Academy Pacific Travel College	California	<10	-	10	<10	-	20
00326	Aspuncture and Integrative Medicine College, Berkeley	California	10	-	<10	<10	-	20
001072	Adelphi Business College	Arizona	<10	-	10	<10	<10	20
00260	Adirondack Community College - SUNY Office of Community Colleges	New York	10	-	<10	<10	-	20
00234	Adrian College	Michigan	20	-	<10	-	-	20
00170	Advanced Training Institute	Nevada	10	-	<10	<10	-	20
00266	Albion Institute of Nursing University	Ohio	10	-	<10	<10	-	20
00631	Albert Merrill School	New York	<10	-	10	-	<10	20
00323	Albright College	Pennsylvania	20	-	-	<10	-	20
00287	Allegheny College of Maryland	Maryland	<10	-	<10	<10	<10	20
00233	Alvernia University	Pennsylvania	20	-	<10	<10	-	20
00960	Ameritech College	Texas	20	-	<10	<10	-	20
00183	American Academy McAllister Institute	New York	10	-	<10	<10	-	20
00249	American Academy of Hair Design	Kansas	10	-	<10	-	<10	20
00189	American Academy of Health and Wellness	Minnesota	20	-	<10	-	-	20
001877	American Business Institute	California	<10	-	<10	<10	<10	20
00393	American Career College	California	20	-	<10	-	-	20
002378	American Hi-Tech Business Technology	New York	<10	-	10	<10	-	20
00844	American Institute of Alternative Medicine	Ohio	20	-	<10	<10	<10	20
00408	American Institute of Beauty	Florida	10	-	<10	<10	-	20
00288	American National College	Texas	20	-	<10	-	<10	20
00610	American School of Business	Louisiana	<10	-	<10	<10	<10	20
001277	American Sentinel University	Colorado	20	-	<10	-	-	20
001404	Ana G. Mendez University	Florida	20	-	-	-	-	20
00174	Angela Comm. College	Indiana	10	-	<10	-	-	20
00230	Andrews University	Michigan	10	-	<10	<10	-	20
00541	Angelo State University	Texas	20	-	-	<10	-	20
00760	Anishu Technical College	Minnesota	10	-	<10	<10	-	20
00236	Arccadia University	Pennsylvania	20	-	<10	<10	-	20
001116	Art Center College of Design	California	10	-	<10	<10	-	20
00126	Art Institute of Cincinnati (The)	Ohio	<10	-	<10	-	-	20
00746	Art Institute of Tucson (The)	Arizona	<10	<10	<10	-	<10	20
00044	Artisan College	Louisiana	20	-	<10	<10	-	20
00130	Ashtand Community and Technical College	Kentucky	10	-	-	<10	-	20
00516	Attischofer Technical College	California	10	-	<10	-	-	20
00805	ATA Career Education	Florida	10	-	<10	<10	-	20
00408	ATA College	Oklahoma	20	-	-	-	-	20
002119	Atlantic Union College	Massachusetts	<10	-	<10	<10	-	20
00234	Augsburg University	Minnesota	10	-	<10	<10	-	20
00186	Austin Business College	Texas	10	-	<10	-	<10	20
00266	Austin School of Cosmetology	California	10	-	<10	<10	-	20
00423	Avada Arts & Sciences Institute Corpus Christi	Texas	20	-	-	-	-	20
00138	Avada Institute - Tampa Bay	Florida	10	-	<10	-	-	20
00288	Avada Institute - Fort Myers	Florida	10	-	<10	<10	<10	20
00202	Averett University	Virginia	20	-	<10	<10	-	20
001269	Aviation Institute of Maintenance	Virginia	10	-	<10	-	<10	20
001107	Aviation Institute of Maintenance	Pennsylvania	<10	-	<10	-	-	20

000269	Alward Beauty School	Maryland	10	-	<10	<10	-	20
004651	Ayers Career College	Louisiana	10	-	<10	<10	-	20
004403	Baptist Memorial College of Health Sciences	Tennessee	20	-	<10	-	-	20
021414	Bardley Career School	New York	10	-	<10	-	<10	20
020803	Bardley Career School	District of Columbia	<10	-	<10	<10	<10	20
021304	Bardley College	California	<10	-	10	<10	<10	20
022908	Barton College	North Carolina	<10	-	<10	<10	-	20
026171	Baton Rouge College	Louisiana	<10	-	<10	-	-	20
021975	Baton Rouge School of Computers	Louisiana	10	-	<10	<10	-	20
021440	Beauty Institute (The)	Pennsylvania	10	-	<10	<10	<10	20
022199	Beauty Institute/Schwarzkopf Professional (The)	Idaho	10	-	<10	<10	<10	20
012620	Bel - Rea Institute of Animal Technology	Colorado	20	-	<10	<10	<10	20
080649	Bellefonte Academy of Beauty	Kentucky	<10	-	<10	<10	-	20
012026	Bellus Academy	California	10	-	<10	<10	-	20
002910	Belmont Abbey College	North Carolina	<10	<10	<10	<10	-	20
001018	Bene's Career Academy	Florida	10	-	<10	<10	<10	20
001121	Bethany University of the Assemblies of God	California	<10	-	<10	<10	-	20
007058	Bethel University	Minnesota	10	-	<10	<10	-	20
000769	Beulah Heights University	Georgia	10	-	<10	<10	-	20
001276	Big Sandy Community and Technical College	Kentucky	<10	-	<10	<10	<10	20
041300	BioHealth College	California	<10	-	<10	<10	<10	20
001122	Biola University	California	10	-	<10	<10	-	20
001218	Bishop College	Massachusetts	<10	-	<10	<10	<10	20
001357	Bixenot Parker College	Georgia	10	-	<10	-	-	20
001846	Blair Cliff University	Iowa	<10	-	<10	<10	-	20
011211	Black Computer Science Institute	New Jersey	<10	-	10	-	-	20
001625	Bingham Young University-Idaho	Idaho	10	-	<10	<10	-	20
025419	Brilliant Manicuring Academy	Arizona	<10	-	<10	<10	-	20
002176	British Community College	Massachusetts	<10	-	<10	<10	-	20
003008	Bristol University	California	<10	-	10	<10	-	20
021093	Brittany Beauty Academy	New York	<10	-	<10	<10	<10	20
021002	Brookview College	Texas	-	<10	-	-	-	20
008276	Bryant & Stratton Business Institute- Syracuse	New York	10	-	<10	-	-	20
005009	Bryant & Stratton College	Wisconsin	10	-	<10	-	-	20
022144	Bryant and Stratton College	Ohio	-	<10	<10	<10	-	20
001847	Buena Vista University	Iowa	<10	-	<10	<10	-	20
021183	Burlington College	Vermont	10	-	<10	<10	<10	20
001326	Butler County Community College	Kansas	20	-	<10	<10	<10	20
000973	Butte College	California	<10	-	<10	<10	-	20
002938	Calwell University	New Jersey	10	-	<10	<10	-	20
008619	California Healing Arts College	California	<10	-	10	<10	-	20
022168	California Institute	California	<10	-	10	-	<10	20
001139	California Lutheran University	California	10	-	-	<10	-	20
001149	California Polytechnic State University	California	<10	-	<10	<10	<10	20
001149	California State Polytechnic University-Humboldt	California	10	-	<10	<10	-	20
001146	California State University, Chico	California	20	-	<10	<10	-	20
020903	California State University, Monterey Bay	California	20	-	<10	<10	-	20
041219	California Technical Academy	California	10	-	<10	-	-	20
031303	California Western School of Law	California	10	-	<10	<10	-	20
001394	Calumet College of Saint Joseph	Indiana	<10	-	10	-	-	20
020015	Cambridge Textile Inst	Ohio	<10	<10	<10	<10	-	20
004608	Camden County College	New Jersey	20	-	<10	-	-	20
003150	Cameron University	Oklahoma	20	-	<10	<10	-	20
002681	Canisius University of Buffalo, New York	New York	10	-	<10	<10	<10	20
000320	Cape Fear Community College	North Carolina	10	-	<10	<10	<10	20
000029	Capital University	Ohio	10	-	<10	<10	-	20
022448	Capital City Careers	Texas	10	-	<10	<10	<10	20
013087	Capri Beauty College	Illinois	10	-	<10	10	-	20
005078	Capri Institute of Hair Design	New Jersey	20	-	<10	<10	-	20
022055	Capri Institute of Hair Design	New Jersey	20	-	<10	-	<10	20
021836	Capri Institute of Hair Design	New Jersey	20	-	-	-	-	20
005844	Career College of Chicago	Illinois	<10	-	<10	<10	<10	20
001813	Carlow University	Pennsylvania	<10	-	<10	10	<10	20
003481	Carson - Newman University	Tennessee	<10	-	<10	<10	-	20
003889	Carthage College	Wisconsin	<10	-	<10	<10	-	20
021764	Catawba College	North Carolina	10	-	<10	<10	-	20
007034	Catherine College	Illinois	<10	-	10	<10	-	20
002161	Cayuga Community College	New York	10	-	-	<10	<10	20
022688	Cazenovia College	New York	10	-	-	<10	<10	20
041275	CCF Career Institute	Pennsylvania	<10	-	<10	<10	<10	20
003949	Cedar Crest College	Pennsylvania	10	-	<10	<10	-	20
002641	Cedar Valley College	Texas	10	-	<10	-	<10	20
002939	Centenary University	New Jersey	10	-	<10	<10	<10	20
020607	Center for Advanced Legal Studies	Texas	20	-	<10	<10	-	20
023327	Center for the-Related Arts	New York	<10	-	10	-	-	20
001007	Central Alabama Community College	Alabama	10	-	-	<10	<10	20
007283	Central Arizona College	Arizona	10	-	<10	<10	-	20
001308	Central Christian College of Kansas	Kansas	<10	-	<10	<10	-	20
041900	Central Nursing College	California	<10	-	10	<10	-	20
001161	Cerritos Community College	California	10	-	<10	-	<10	20
001608	Chaminade University of Honolulu	Hawaii	10	-	<10	<10	-	20
003684	Champlain College	Vermont	20	-	<10	<10	-	20
000722	Chandler - Gilbert Community College	Arizona	10	-	<10	<10	-	20
010168	Charles E. Drew University of Medicine and Science	California	20	-	<10	<10	-	20
010880	Chattfield College	Ohio	20	-	<10	-	-	20
003344	Chatham University	Pennsylvania	20	-	<10	<10	-	20
021182	Chattahoochee Valley Community College	Alabama	20	-	<10	-	-	20
001345	Chestnut Hill College	Pennsylvania	20	-	<10	<10	-	20
005304	Chippewa Valley Technical College	Wisconsin	<10	-	<10	<10	-	20
004412	Christian Brothers University	Tennessee	<10	-	<10	<10	-	20
041800	Citra Aveda Institute	California	20	-	<10	-	-	20
025715	City College	Oklahoma	20	-	<10	<10	-	20
001948	City College of Chicago-Harry's Truman College	Illinois	10	-	<10	<10	-	20
004378	Clackamas Community College	Oregon	10	-	<10	<10	-	20
001169	Clement Graduate University	California	<10	-	<10	<10	-	20
005307	Cleveland University-Lancaster City	Kansas	10	-	<10	<10	<10	20
000427	Coker University	South Carolina	10	-	<10	<10	-	20
001358	College of Coastal Georgia	Georgia	<10	-	<10	<10	-	20
028158	College of Court Reporting	Indiana	10	-	<10	<10	<10	20

002140	College of Our Lady of the Hills	Massachusetts	10	-	<10	<10	-	20
00368B	College of Saint Joseph	Vermont	<10	-	<10	<10	-	20
002040	College of Saint Mary	Nebraska	10	-	<10	<10	<10	20
001419	College of Southern Idaho	Idaho	10	-	<10	<10	<10	20
042118	College of Western Idaho	Idaho	10	-	<10	<10	-	20
003430	Columbia College	South Carolina	20	-	-	-	-	20
004991	Commonwealth College, Norfolk	Virginia	<10	-	<10	<10	-	20
008744	Community Christian College	California	10	-	<10	<10	-	20
003408	Community College of Rhode Island	Rhode Island	20	-	<10	<10	-	20
010076	Computer Processing Inst.	Connecticut	<10	-	<10	<10	-	20
007022	Continental School of Beauty Culture	New York	<10	-	<10	<10	<10	20
003027	Cooper Career Institute	Florida	10	-	<10	<10	-	20
003402	Copiah-Lincoln Community College	Mississippi	10	-	<10	<10	-	20
002721	Cornell University	New York	10	-	<10	-	<10	20
002266	Cornerstone University	Michigan	10	-	<10	<10	<10	20
002663	Corning Community College - SUNY Office of Community Colleges	New York	<10	-	<10	<10	-	20
012506	Cosmetology and Spa Academy	Illinois	20	-	<10	<10	-	20
002793	Cosmetology Career Institute	Texas	<10	-	10	<10	-	20
007936	Cosmoses River College	California	10	-	<10	<10	<10	20
001302	Cowley College	Kansas	<10	-	<10	<10	-	20
002542	Crestdon University	Nebraska	10	-	<10	<10	<10	20
002682	CUNY Bxana Community College	New York	20	-	<10	<10	<10	20
010097	Curt Medler Even College	New York	20	-	<10	-	<10	20
041878	CyberTex Institute of Technology	Texas	20	-	<10	-	-	20
002008	Daemen University	New York	10	-	<10	<10	-	20
002919	Daivdon-Daiv Community College	North Carolina	20	-	<10	-	-	20
004865	Davis College	Ohio	10	-	<10	<10	-	20
041179	Dayton School of Medical Massage	Ohio	10	-	<10	<10	-	20
011227	Delaware Technical Community College	Delaware	20	-	-	-	-	20
004900	Delaware Valley Academy of Medical & Dental Assistants	Pennsylvania	<10	-	<10	<10	-	20
002261	Delta College	Michigan	<10	-	<10	<10	-	20
003563	Delta College South	Louisiana	<10	-	<10	<10	-	20
013186	Delaware University	Pennsylvania	<10	-	<10	<10	<10	20
005346	Diversified Vocational College	California	20	-	<10	-	-	20
011691	O'ray's Institute of Cosmetology and Esthetics	Louisiana	10	-	<10	<10	-	20
022092	Doran School of Beauty	Michigan	20	-	<10	-	-	20
002689	Douglas Education Center	Pennsylvania	20	-	<10	<10	-	20
011916	Drake Business School	New York	<10	-	<10	<10	-	20
002441	Drexel University	Missouri	<10	-	<10	<10	-	20
002920	Duke University	North Carolina	10	-	<10	<10	<10	20
007486	Durham Beauty Academy	North Carolina	<10	-	<10	<10	<10	20
006886	Dyersburg State Community College	Tennessee	<10	-	<10	-	-	20
041192	Eagle Rock College	California	<10	-	<10	<10	<10	20
004297	East West College of Natural Medicine	Florida	20	-	<10	<10	-	20
002145	Eastern Nazarene College	Massachusetts	20	-	<10	<10	-	20
002681	Eastern New Mexico University	New Mexico	20	-	<10	<10	-	20
003193	Eastern Oregon University	Oregon	10	-	<10	<10	-	20
006419	Eastern Virginia Career College	Virginia	10	-	<10	<10	-	20
003010	Eastfield College	Texas	20	-	<10	-	-	20
008865	Edgemoor Community College	North Carolina	20	-	<10	-	-	20
021661	Elaine P. Hunter Community College	Louisiana	10	-	<10	<10	-	20
042040	Elaine Sterling Institute (The)	Georgia	<10	-	<10	<10	-	20
026647	Elaine Steven Beauty College	Missouri	20	-	<10	<10	-	20
021460	Elizabethtown College	California	<10	-	<10	-	<10	20
012927	Elon University	North Carolina	10	-	<10	<10	<10	20
012953	Empire Beauty School	Kentucky	20	-	<10	-	-	20
009666	Empire Beauty School	Pennsylvania	20	-	<10	-	<10	20
023477	Empire Beauty School	Wisconsin	20	-	<10	-	-	20
009668	Empire Beauty School	Pennsylvania	20	-	<10	-	<10	20
012463	Empire Beauty School	Arizona	20	-	<10	-	-	20
012605	Empire Beauty School	Pennsylvania	20	-	<10	-	-	20
024652	Empire Beauty School	Indiana	20	-	<10	-	-	20
021771	Empire Beauty School	Kentucky	20	-	-	-	-	20
009722	Empire Beauty School	Minnesota	10	-	<10	-	-	20
022209	Empire Beauty School	Arizona	10	-	<10	-	-	20
012997	Empire Beauty School	Arizona	10	-	<10	-	-	20
021406	Empire Beauty School-Thompson	Colorado	20	-	<10	-	-	20
010709	Empire Beauty School-Lakeside	Colorado	10	-	<10	-	-	20
021411	Empire Beauty School-Littleton	Colorado	20	-	<10	-	-	20
021796	Empire Beauty School	New Hampshire	10	-	<10	-	<10	20
001507	Emporia State University	Kansas	<10	-	<10	<10	-	20
002148	Endicott College	Massachusetts	<10	-	<10	<10	-	20
001543	Etterla Mountain Community College	Arizona	10	-	<10	<10	<10	20
041223	Eternity Cosmetology School, Corp.	Florida	<10	-	10	<10	-	20
007901	ETH Technical College of Niles	Ohio	<10	-	<10	<10	<10	20
008155	Evergreen State College (The)	Washington	20	-	<10	<10	<10	20
019279	Expertise Cosmetology Institute	Newada	10	-	<10	-	-	20
004465	Fayette Beauty Academy	Georgia	<10	-	<10	<10	-	20
007932	Finger Lakes Community College - SUNY Office of Community Colleges	New York	20	-	<10	<10	-	20
041696	Finger Lakes School of Massage (The)	New York	10	-	<10	-	<10	20
002322	Finlandia University	Michigan	20	-	<10	-	-	20
002184	Fitchburg State University	Massachusetts	20	-	<10	<10	-	20
006776	Florida Education Institute	Florida	10	-	<10	<10	-	20
041976	Florida Institute of Recording, Sound and Technology	Florida	20	-	-	<10	-	20
001488	Florida Southern College	Florida	20	-	<10	<10	-	20
023047	Fort Worth Beauty School	Texas	20	-	<10	<10	-	20
009744	Fox Valley Technical College	Wisconsin	10	-	-	<10	-	20
002185	Framingham State University	Massachusetts	10	-	<10	<10	<10	20
001307	Fresno City College	California	10	-	<10	<10	<10	20
003518	Francis University	Kansas	10	-	<10	<10	-	20
000070	Frontier Nursing University	Kentucky	<10	-	-	10	<10	20
001201	Fulton College	California	10	-	<10	<10	<10	20
042069	FW School of Nursing and Technology	Florida	10	-	<10	<10	-	20
022612	G Skin & Beauty Institute	Illinois	20	-	<10	-	-	20
001266	Gannon University	Pennsylvania	10	-	<10	<10	-	20
022039	Genet Institute Academy	Washington	<10	-	<10	<10	<10	20
003134	George Fox University	Oregon	10	-	<10	<10	-	20
009027	Georgia Highlands College	Georgia	20	-	<10	-	-	20
040181	Georgia Institute of Cosmetology	Georgia	10	-	<10	<10	-	20

003569	Georgia Institute of Technology	Georgia	20	-	<10	-	-	20
003608	Georgian Court University	New Jersey	10	-	<10	<10	-	20
003686	Gesford College	Vermont	10	-	<10	-	-	20
003719	Gettysburg College	Pennsylvania	<10	-	<10	<10	-	20
003778	Gonzaga University	Washington	10	-	<10	-	-	20
003785	Grace Christian University	Michigan	10	-	<10	<10	-	20
003866	Grandfield University	Iowa	20	-	<10	<10	-	20
003887	Green Mountain College	Vermont	10	-	<10	<10	-	20
003900	Green River College	Washington	10	-	<10	-	<10	20
003930	Greensboro College	North Carolina	<10	-	<10	<10	-	20
003934	Griffin College	Washington	<10	-	10	-	-	20
003931	Guilford College	North Carolina	10	-	<10	<10	<10	20
003927	Hair Design School (The)	New Jersey	<10	-	<10	-	-	20
003944	Hastine University	Minnesota	10	-	<10	<10	<10	20
003997	Harding University	Arkansas	10	-	<10	<10	-	20
003982	Harold Washington College	Illinois	10	-	<10	-	-	20
003961	Harper College	Illinois	10	-	<10	<10	-	20
003951	Hawaii Business College	Hawaii	10	-	10	-	-	20
003923	Heald College	California	<10	-	10	<10	-	20
003924	Heald College-School of Business	California	<10	-	<10	<10	-	20
003929	Heald College-School of Technology	California	<10	-	<10	<10	-	20
003933	Health Care Training Institute	New Jersey	20	-	<10	-	-	20
003945	Heritage Institute	Virginia	<10	-	10	-	-	20
003777	Heritage University	Washington	20	-	<10	<10	-	20
004788	Herkimer County Community College - SUNY Office of Community Colleges	New York	20	-	<10	-	<10	20
003939	High Point University	North Carolina	10	-	<10	<10	-	20
003873	Hill College	Texas	10	-	<10	<10	<10	20
003850	Holy Family College	Wisconsin	10	-	<10	<10	-	20
003922	Hope International University	California	20	-	<10	<10	<10	20
003875	Howard Community College	Maryland	<10	-	<10	<10	-	20
003875	Howard Payne University	Texas	<10	-	<10	<10	-	20
003919	Huntingdon College	Alabama	10	-	<10	-	-	20
003891	Illinois Institute of Technology	Illinois	10	-	<10	<10	-	20
003976	Immaculata University	Pennsylvania	10	-	<10	<10	-	20
003849	Indian Hills Community College	Iowa	10	-	<10	<10	<10	20
003811	Indiana University - East	Indiana	10	-	<10	<10	-	20
003833	Institute of Health and Technology	Mississippi	10	-	<10	<10	-	20
003851	Institute of Medical and Business Careers	Pennsylvania	10	-	<10	-	-	20
003823	Institute of Technology	Oregon	20	-	<10	-	-	20
003960	Inter American University of Puerto Rico - Metropolitan Campus	Puerto Rico	10	-	<10	<10	-	20
004242	Inter American University of Puerto Rico - San German Campus	Puerto Rico	20	-	<10	-	-	20
003936	Interface College	Washington	20	-	<10	-	<10	20
002979	International Academy	Florida	10	-	<10	<10	-	20
002952	International Aviation and Travel Academy	Texas	<10	-	10	<10	<10	20
003850	International Salon and Spa Academy	Colorado	10	-	<10	<10	-	20
003940	Inver Hills Community College	Minnesota	<10	-	<10	<10	-	20
003871	Iowa Wesleyan University	Iowa	20	-	-	-	-	20
003869	Iteawaka Community College	Mississippi	10	-	<10	<10	<10	20
002799	Ithaca College	New York	20	-	-	<10	-	20
003939	Ivy Tech Community College of Indiana - Region 4	Indiana	10	-	<10	<10	<10	20
003904	Ivy Tech Community College of Indiana - Region 6	Indiana	20	-	<10	-	-	20
003907	James A. Rhodes State College	Ohio	10	-	<10	<10	-	20
002869	Jamestown Community College	New York	10	-	<10	-	<10	20
003853	Jay's Technical Institute	Texas	10	-	<10	<10	<10	20
002616	Jean Madeline Awada Institute	Pennsylvania	<10	-	<10	<10	-	20
003868	Jefferson College	Missouri	<10	-	<10	<10	<10	20
002920	Jefferson Community College	New York	20	-	<10	-	-	20
003824	John Amico School of Hair Design	Illinois	20	-	-	-	<10	20
002897	JolieHealth and Beauty Academy	Pennsylvania	10	-	<10	<10	<10	20
003811	Johns County Junior College	Mississippi	10	-	<10	<10	-	20
002840	Jones Technical Institute	Florida	20	-	-	-	-	20
003923	Judson College	Alabama	10	-	<10	<10	-	20
003849	Kalamazoo Valley Community College	Michigan	20	-	<10	<10	-	20
002932	KC Conservatory College of Film and Dramatic Arts	Texas	10	-	<10	<10	-	20
002930	Keene State College	New Hampshire	10	-	<10	<10	-	20
002976	Kellogg Community College	Michigan	20	-	<10	<10	-	20
003811	Kenneth Shuler School of Cosmetology & Nails	South Carolina	10	-	<10	<10	-	20
002784	Keuka College	New York	10	-	<10	<10	<10	20
003830	Kew-Forest College	Pennsylvania	10	-	<10	<10	-	20
003836	King University	Tennessee	10	-	<10	<10	<10	20
002932	Kings College	Pennsylvania	10	-	<10	<10	<10	20
002934	King's College Community College/CUNY	New York	<10	-	<10	<10	<10	20
003859	Lafayette College of Hairstyling	Iowa	<10	-	-	10	-	20
003937	La Roche University	Pennsylvania	<10	-	<10	<10	-	20
002925	La Sierra University	California	10	-	<10	<10	-	20
003808	Lake Erie College of Osteopathic Medicine	Pennsylvania	10	-	<10	<10	-	20
002957	Lake Superior College	Minnesota	10	-	-	<10	-	20
002979	Lamar Institute of Technology	Texas	<10	-	<10	<10	-	20
003836	Lambuth University	Tennessee	<10	-	<10	<10	<10	20
002779	Lancaster School of Business	Pennsylvania	10	-	<10	<10	<10	20
002958	Lane University	Massachusetts	10	-	<10	<10	-	20
003900	Lee University	Tennessee	20	-	<10	<10	-	20
002941	Lebanon Valley University	North Carolina	10	-	<10	<10	<10	20
002919	Lehigh Technical Institute	Illinois	20	-	<10	-	-	20
003836	Lehigh University	Tennessee	10	-	-	<10	<10	20
002909	Los Angeles O.T. Technical Institute	California	10	-	<10	<10	-	20
002788	Los Angeles Pacific University	California	10	-	<10	<10	-	20
003926	Los Angeles Pierce College	California	10	-	<10	-	<10	20
003927	Los Angeles Trade-Technical College	California	10	-	<10	<10	<10	20
002943	Louisburg College	North Carolina	<10	-	<10	<10	-	20
002927	Louisiana Christian University	Louisiana	10	-	<10	<10	-	20
002931	Louisiana State University at Alexandria	Louisiana	10	-	<10	<10	-	20
002969	Lourdes University	Ohio	20	-	<10	<10	-	20
003866	Lutheran School of Nursing	Missouri	10	-	<10	-	-	20
002811	Luzerne County Community College	Pennsylvania	20	-	<10	<10	<10	20
002932	Madonna University	Michigan	20	-	<10	<10	-	20
003872	Madison University	Ohio	10	-	<10	<10	-	20
003860	Manhattan Institute (The)	New York	10	-	<10	-	-	20
002700	Manhattanville College	New York	10	-	<10	-	-	20



003294	Manor College	Pennsylvania	10	-	-	<10	<10	20
004482	Manfield Business College	Texas	<10	-	10	<10	<10	20
005573	Manian Court College	Massachusetts	<10	-	<10	<10	<10	20
031861	Marian University	Wisconsin	<10	-	<10	<10	<10	20
026122	Marinella School of Beauty	Utah	<10	<10	10	-	<10	20
026060	Marinella School of Beauty	Utah	<10	<10	10	-	<10	20
035161	Marinella School of Beauty	Utah	<10	<10	-	-	<10	20
002785	Marist College	New York	10	-	<10	<10	-	20
031863	Marquette University	Wisconsin	20	-	<10	<10	-	20
002723	Mary Baldwin University	Virginia	10	-	<10	<10	-	20
002080	Maryland Institute College of Art	Maryland	10	-	<10	<10	-	20
002769	Marymount Manhattan College	New York	20	-	<10	<10	<10	20
032659	Massachusetts School of Law at Andover	Massachusetts	<10	-	<10	<10	-	20
002177	Massachusetts Community College	Massachusetts	10	-	<10	-	<10	20
041156	Mayfield College	California	10	-	<10	<10	-	20
006580	Mayville Community and Technical College	Kentucky	10	-	<10	<10	-	20
032723	McClintock Business Training Institute	Wisconsin	<10	-	<10	<10	-	20
042289	McDougle Technical Institute	Florida	20	-	<10	-	-	20
001722	McDonough University	Illinois	20	-	<10	<10	<10	20
030931	McKinnon University	Texas	20	-	<10	-	-	20
042546	Medical Prep Institute of Tampa Bay	Florida	20	-	<10	-	-	20
033393	Medical University of Lublin	All Other Locations	20	-	<10	-	-	20
034838	Medical University of South Carolina	South Carolina	10	-	<10	<10	-	20
042283	MedQuest College	Kentucky	20	-	<10	-	-	20
005506	Meharry Medical College	Tennessee	<10	-	<10	<10	-	20
030507	Memphis College of Art	Tennessee	10	-	<10	<10	-	20
037013	Memphis Institute of Barbering	Tennessee	<10	-	<10	<10	<10	20
001286	Menlo College	California	<10	-	<10	-	<10	20
031120	Menorah College	Massachusetts	10	-	<10	-	-	20
002346	Methodist University	North Carolina	<10	-	<10	<10	<10	20
004673	Metropolitan College	Oklahoma	<10	-	<10	<10	<10	20
002093	Metropolitan College	New Mexico	10	-	<10	<10	<10	20
002615	Middlesex College	New Jersey	10	-	<10	<10	<10	20
026104	Midland Career Institute	Indiana	<10	-	<10	-	<10	20
002553	Midway Park Beauty School	New York	20	-	<10	-	-	20
006012	Midwest College of Acupuncture and Herbal Medicine	Wisconsin	20	-	<10	<10	-	20
033247	Midwestern University	Pennsylvania	10	-	<10	<10	-	20
003489	Midwest Valley College	Missouri	20	-	<10	<10	<10	20
003034	Modern Technology School	California	20	-	-	-	-	20
011864	Mohave Community College	Arizona	<10	-	<10	<10	-	20
002532	Montana State University Bozeman	Montana	20	-	<10	<10	-	20
024838	Montgomery Beauty School	Maryland	10	-	<10	<10	-	20
009256	Moraine Park Technical College	Wisconsin	10	-	<10	<10	-	20
007692	Moraine Valley Community College	Illinois	20	-	<10	<10	<10	20
031128	Morton College	Illinois	<10	-	<10	<10	-	20
003302	Mount Aloysius College	Pennsylvania	10	-	<10	<10	-	20
001869	Mount Mary University	Wisconsin	10	-	<10	<10	-	20
002770	Mount Saint Mary College	New York	20	-	<10	<10	-	20
007005	Mount Vernon Nazarene University	Ohio	<10	-	<10	<10	-	20
006008	Mountain State College	West Virginia	10	-	<10	<10	<10	20
001775	Mountain States Technical Institute	Arizona	<10	-	<10	<10	-	20
005803	Mountain View College	Texas	10	-	-	<10	-	20
004014	Mountwest Community and Technical College	West Virginia	10	-	<10	<10	-	20
002024	Mt. Hood Community College	Oregon	<10	-	<10	<10	-	20
026469	MTA School, Resident School	Ohio	<10	-	<10	<10	<10	20
039333	Mueller College	California	10	-	<10	<10	-	20
041110	My Computer Career at Indianapolis	Indiana	10	-	<10	-	<10	20
031175	Napa Valley College	California	20	-	<10	-	-	20
030369	National Aviation Academy	Florida	10	-	<10	<10	-	20
041343	National Career Institute	New Jersey	<10	-	<10	<10	<10	20
011162	National Education Center Bryman Campus	Texas	<10	-	<10	<10	<10	20
007893	National Education Center Kee Business College Campus	Virginia	10	-	<10	<10	<10	20
004431	National Education Center National Institute of Technology Campus	Texas	<10	-	<10	<10	<10	20
006493	National Graduate School of Quality Management (The)	Massachusetts	10	-	<10	<10	<10	20
025184	National Hispanic University (The)	California	<10	-	<10	<10	-	20
039104	National Polytechnic College	California	10	-	10	-	<10	20
010468	National Technical School	California	<10	-	10	<10	-	20
003616	Nelson University	Texas	20	-	<10	-	-	20
031988	Neumann University	Pennsylvania	20	-	-	<10	-	20
041143	Nevada State University	Nevada	10	-	<10	<10	-	20
022540	New England Culinary Institute	Vermont	20	-	<10	-	-	20
008916	New England Law   Boston	Massachusetts	10	-	<10	<10	-	20
035788	New England School of Acupuncture	Massachusetts	10	-	<10	<10	<10	20
042211	New Horizons Medical Institute	Georgia	<10	-	<10	<10	-	20
035373	New York Automotive & Diesel Institute	New York	<10	-	<10	<10	-	20
004039	Newfield of Architecture and Design	California	<10	-	<10	<10	<10	20
000274	Niagara County Community College	New York	10	-	<10	<10	-	20
002788	Niagara University	New York	20	-	<10	<10	-	20
002137	Nichols College	Massachusetts	10	-	<10	<10	<10	20
036383	Nightingale College	Utah	20	-	<10	<10	-	20
007187	North Adrian's College of Beauty	California	10	-	<10	<10	-	20
008868	North Central Texas College	Texas	10	-	<10	<10	-	20
002797	North Dakota State University-Fargo	North Dakota	10	-	<10	<10	-	20
000774	North Lake College	Texas	10	-	-	<10	-	20
002173	North Shore Community College	Massachusetts	<10	-	<10	<10	-	20
035367	Northwest Technical College	Wisconsin	<10	-	<10	<10	<10	20
041183	Northeast Medical Training Academy	Ohio	<10	-	-	<10	<10	20
045387	Northeast Iowa Community College	Iowa	<10	-	<10	<10	<10	20
031161	Northeastern State University	Oklahoma	20	-	<10	<10	-	20
003688	Northern Vermont University	Vermont	20	-	<10	-	-	20
035689	Northern Vermont University Lyndon	Vermont	20	-	<10	-	-	20
036387	Northeast-Shore Community College	Alabama	10	-	<10	<10	<10	20
025516	North-West College	California	20	-	<10	-	-	20
023914	Northwest Inaar Academy	Washington	10	-	<10	-	<10	20
004227	Northwest Mississippi Community College	Mississippi	20	-	<10	-	-	20
003769	Northwest University	Washington	10	-	-	<10	-	20
003692	Norman University	Vermont	<10	-	10	<10	<10	20
005046	Notre Dame of Maryland University	Maryland	<10	-	<10	<10	<10	20
036304	NTMA Medical Center College	California	10	-	<10	<10	<10	20

026002	Ocean (The)	Texas	<10	-	<10	<10	-	20
002604	Ocean County College	New Jersey	20	-	<10	<10	-	20
003006	Ohio Dominican University	Ohio	20	-	<10	<10	<10	20
003166	Oklahoma City University	Oklahoma	20	-	<10	<10	-	20
003172	Oklahoma State University Institute of Technology - Okmulgee	Oklahoma	10	-	<10	<10	-	20
003767	Olive Harvey College	Illinois	20	-	<10	<10	-	20
003776	Orange County Community College	New York	<10	-	<10	<10	-	20
006815	Orangeburg - Calhoun Technical College	South Carolina	10	-	<10	<10	<10	20
021000	Orleans Technical College	Pennsylvania	10	-	<10	<10	-	20
021261	Orr College of Art and Design	California	10	-	-	<10	-	20
003110	Osterlein University	Ohio	10	-	<10	<10	-	20
040149	P&A Scholars Beauty School	Michigan	10	-	<10	<10	-	20
022205	Pace Institute	Pennsylvania	10	-	<10	<10	-	20
012393	Pacific College	California	10	-	<10	<10	-	20
003212	Pacific University	Oregon	<10	-	<10	<10	-	20
041263	Palm Beach Academy of Health & Beauty	Florida	20	-	<10	<10	-	20
021849	Palmer College of Chiropractic West	California	20	-	<10	-	-	20
013900	Panola College	Texas	10	-	-	<10	-	20
018249	Paul Mitchell The School - Little Rock	Arkansas	20	-	<10	-	<10	20
041387	Paul Mitchell The School - Pasadena	California	10	-	<10	-	-	20
041470	Paul Mitchell The School Atlanta	Georgia	20	-	<10	-	-	20
011779	Paul Mitchell The School Charleston	South Carolina	20	-	<10	-	-	20
037773	Paul Mitchell The School Charlotte	North Carolina	20	-	<10	-	-	20
034303	Paul Mitchell The School Chicago	Illinois	20	-	<10	-	-	20
041476	Paul Mitchell The School Cincinnati	Ohio	10	-	<10	-	-	20
041752	Paul Mitchell The School East Bay	California	20	-	<10	-	-	20
024499	Paul Mitchell The School Jacksonville	Florida	10	-	<10	-	-	20
025458	Paul Mitchell The School Memphis	Tennessee	20	-	<10	-	-	20
041628	Paul Mitchell The School Modesto	California	20	-	<10	-	<10	20
025448	Paul Mitchell The School New Orleans	Louisiana	10	-	<10	<10	-	20
041528	Paul Mitchell The School Sacramento	California	20	-	<10	-	-	20
025468	Paul Mitchell The School Salt Lake City	Utah	10	-	<10	-	-	20
041670	Paul Mitchell The School Tamecula	California	10	-	<10	-	-	20
012699	Pennsipp State Community College	Tennessee	10	-	<10	<10	<10	20
041687	Peterson College	Texas	10	-	<10	<10	-	20
004302	Pima Commercial Business/Technical School	Pennsylvania	10	-	<10	<10	-	20
042219	Philadelphia Technical Training Institute	Pennsylvania	20	-	<10	<10	-	20
011119	Phillips Junior College	Louisiana	<10	-	<10	<10	<10	20
003436	Phillips Junior College At Birmingham	Alabama	<10	-	<10	<10	<10	20
035000	Pierce College	Washington	20	-	<10	<10	<10	20
040385	Piedmont Community & Technical College	West Virginia	10	-	<10	<10	<10	20
041771	Pima Medical Institute	Colorado	20	-	<10	-	-	20
041612	Pineblod University	Washington	10	-	<10	-	<10	20
010286	Pinebent Academy	Illinois	10	-	<10	-	<10	20
026209	Piatt College	California	10	-	<10	<10	-	20
010447	Piata Beauty School	Tennessee	<10	-	<10	<10	<10	20
023871	Plymouth State University of the University System of New Hampshire	New Hampshire	10	-	<10	<10	-	20
001262	Point Loma Nazarene University	California	20	-	<10	<10	-	20
005089	Prentiss College	Arizona	<10	-	<10	<10	-	20
004447	Prevention College	South Dakota	20	-	<10	-	<10	20
021887	Prince Institute - Rocky Mountains	Colorado	10	-	<10	-	-	20
022900	Prince Institute - Southeast	Illinois	10	-	<10	<10	-	20
022980	Professional Business School	Missouri	10	-	<10	<10	<10	20
023801	Professional Career College	Texas	<10	-	<10	<10	<10	20
005829	Professional Career Training Institute	Texas	10	-	<10	<10	-	20
023177	Professional Skills Institute	Ohio	20	-	<10	-	<10	20
002357	Queens University of Charlotte	North Carolina	20	-	<10	<10	-	20
002697	Queensborough Community College CUNY	New York	10	-	<10	<10	-	20
001245	Quincy University	Illinois	<10	-	<10	<10	-	20
009344	Ramapo College of New Jersey	New Jersey	10	-	<10	<10	-	20
012600	Ramapo Technical College	Missouri	20	-	<10	<10	-	20
043444	Rasmussen College	North Dakota	20	-	<10	-	-	20
041772	Real Barbers College (The)	California	<10	-	<10	<10	<10	20
009549	Red Rocks Community College	Colorado	10	-	<10	<10	-	20
011689	Refrigeration School (The)	Arizona	10	-	<10	<10	<10	20
010303	Regency Beauty Institute - Cleveland	Ohio	<10	-	<10	<10	<10	20
003589	Reinhart University	Georgia	<10	-	<10	<10	-	20
040504	Richland College	Texas	20	-	<10	<10	-	20
040784	River Parishes Community College	Louisiana	10	-	<10	<10	-	20
009314	Roane State Community College	Tennessee	20	-	-	-	-	20
040963	Robert B. Miller College (The)	Michigan	<10	-	<10	<10	-	20
012000	Robert Farnon Beauty Schools	New Jersey	20	-	<10	<10	-	20
025292	Robert Farnon Beauty Schools	New Jersey	20	-	<10	-	-	20
025292	Robert Farnon Beauty Schools	New Jersey	<10	-	<10	10	-	20
022373	Reichardt Community and Technical College	Minnesota	20	-	<10	-	<10	20
003410	Roger Williams University	Rhode Island	10	-	<10	<10	<10	20
003168	Rogers State University	Oklahoma	<10	-	<10	<10	<10	20
021819	Ronald Reagan University of Medicine and Science	Illinois	10	-	<10	<10	-	20
009186	Rose State College	Oklahoma	20	-	<10	<10	-	20
040483	Roseman University of Health Sciences	Nevada	10	-	<10	<10	-	20
007340	Rowan College of Burlington County	New Jersey	10	-	<10	<10	-	20
006301	Rowan College of South Jersey	New Jersey	10	-	-	<10	-	20
009754	Rowan-Calamus Community College	North Carolina	10	-	<10	<10	-	20
019763	Ryba University School of Medicine	All Other Locations	10	-	<10	<10	-	20
016364	SABER College	Florida	<10	-	-	<10	<10	20
042019	SAE Institute of Technology, Los Angeles	California	10	-	<10	-	<10	20
003129	Saint Johns River State College	Florida	<10	-	<10	<10	-	20
001302	Saint Mary's College of California	California	10	-	<10	<10	-	20
002380	Saint Mary's University of Minnesota	Minnesota	10	-	<10	<10	-	20
004619	Saint Philip's College	Texas	<10	-	<10	<10	<10	20
002091	Salisbury University	Maryland	10	-	<10	<10	-	20
018103	Salon Academy (The)	Michigan	<10	-	<10	<10	<10	20
026127	Salon Professional Academy - Melbourne, The	Florida	10	-	<10	<10	-	20
013096	Salon Success Academy	California	20	-	<10	<10	-	20
007012	Samuel Merritt University	California	20	-	<10	<10	-	20
012016	San Diego Christian College	California	20	-	<10	<10	<10	20
001380	San Joaquin Delta College	California	10	-	<10	<10	-	20
025780	Santa Barbara Business College	California	10	-	<10	-	<10	20
031205	Santa Barbara City College	California	<10	-	<10	<10	<10	20

011122	Sawyer College	California	<10	-	10	<10	-	20
011131	Sawyer School-Sawyer School	Pennsylvania	<10	-	<10	<10	<10	20
006786	Schenectady County Community College	New York	10	-	<10	<10	<10	20
010441	Schiller International University	Florida	10	-	<10	<10	-	20
008104	Scottsdale Community College	Arizona	20	-	<10	<10	-	20
003788	Seattle Pacific University	Washington	20	-	-	<10	<10	20
009412	Shawnee State University	Ohio	10	-	<10	<10	-	20
003797	Shenandoah University	Virginia	10	-	<10	<10	-	20
003022	Shepherd University	West Virginia	<10	-	<10	<10	-	20
006697	Sherman College of Straight Chiropractic	South Carolina	10	-	<10	<10	-	20
003126	Shippensburg University of Pennsylvania	Pennsylvania	10	-	<10	<10	-	20
026107	Shirley Baker Career Institute	Texas	<10	-	<10	<10	-	20
001120	Sierra College	California	20	-	<10	<10	-	20
000192	Sierra Nevada College	Nevada	20	-	-	<10	-	20
000927	Skylark College	Virginia	20	-	<10	-	-	20
022676	Sofia University	California	10	-	<10	<10	-	20
001156	Sonoma State University	California	20	-	<10	<10	-	20
042449	Sonoran Desert Institute	Arizona	10	-	<10	<10	<10	20
010164	South College Asheville	North Carolina	<10	-	<10	<10	<10	20
000471	South Dakota State University	South Dakota	10	-	-	<10	-	20
001592	South Georgia State College	Georgia	<10	-	<10	<10	-	20
000611	South Plains College	Texas	20	-	<10	<10	-	20
034488	South Texas Vocational Technical Institute	Texas	10	-	<10	-	-	20
006271	Southcentral Kentucky Community and Technical College	Kentucky	10	-	<10	<10	-	20
007764	Southeast Technical College	South Dakota	10	-	<10	<10	-	20
005339	Southeastern College	Florida	<10	-	<10	10	-	20
000179	Southeastern Oklahoma State University	Oklahoma	20	-	<10	-	-	20
001107	Southern Arkansas University	Arkansas	10	-	<10	<10	-	20
001812	Southern California Health Institute (SCHI)	California	<10	-	<10	<10	-	20
006421	Southern Crescent Technical College	Georgia	20	-	-	<10	-	20
023398	Southern Institute of Cosmetology	Tennessee	<10	-	<10	<10	<10	20
005625	Southern Maine Community College	Maine	10	-	<10	<10	-	20
001449	Southern Nazarene University	Oklahoma	10	-	<10	-	-	20
003319	Southern Oregon University	Oregon	10	-	<10	<10	-	20
001570	Southern Polytechnic State University	Georgia	<10	-	<10	10	-	20
001166	Southern Technical College	Alabama	10	-	<10	-	-	20
001040	Southern Union State Community College	Alabama	<10	-	-	<10	-	20
006393	Southern Institute of Healing Arts	Arizona	20	-	<10	<10	<10	20
022189	Southeast School of Business & Technical Careers	Texas	<10	-	<10	<10	-	20
001360	Southeastern College	Kansas	20	-	-	<10	-	20
001124	Southeastern Community College District	California	10	-	<10	<10	<10	20
008413	Southeastern Professional Institute	Texas	<10	-	<10	<10	-	20
001360	Spalding University	Kentucky	10	-	<10	<10	-	20
003994	Spartanburg Community College	South Carolina	10	-	<10	<10	<10	20
000444	Spartanburg Community College	Washington	20	-	<10	<10	<10	20
001041	Spring Hill College	Alabama	20	-	<10	-	-	20
006191	St Vincent's College	Connecticut	20	-	-	-	<10	20
001889	St Ambrose University	Iowa	20	-	-	<10	<10	20
000621	St. Edward's University	Texas	10	-	<10	<10	-	20
009243	St. George's University School of Veterinary Medicine	All Other Locations	<10	-	-	10	-	20
001021	St. John Fisher University	New York	20	-	<10	<10	<10	20
002046	State University of New York at New Paltz	New York	20	-	<10	<10	<10	20
002949	State University of New York at Plattsburgh	New York	20	-	<10	-	<10	20
011678	State University of New York Polytechnic Institute	New York	10	-	<10	<10	-	20
000052	Stevens - The Institute of Business & Art	Missouri	<10	-	<10	<10	-	20
003625	Sul Ross State University	Texas	10	-	<10	<10	-	20
005146	Summit Institute	Florida	<10	-	<10	<10	-	20
000424	Summit School Academy	Kentucky	10	-	<10	<10	-	20
006791	SUNY College at Purchase	New York	10	-	<10	<10	-	20
002856	SUNY College of Agriculture & Technology at Cobleskill	New York	20	-	<10	<10	-	20
001867	SUNY College of Technology at Delhi	New York	20	-	-	<10	-	20
002943	SUNY Cortland	New York	20	-	<10	<10	-	20
041166	Taylor College	Florida	10	-	<10	-	-	20
006389	TCCS Technical Institute	Ohio	10	-	<10	<10	<10	20
006278	Terra State Community College	Ohio	10	-	<10	<10	-	20
000851	Texas A&M International University	Texas	10	-	<10	<10	-	20
001418	Texas Chiropractic College	Texas	10	-	<10	<10	<10	20
001395	Thomas University	Georgia	20	-	<10	-	-	20
001020	Thunderbird School of Global Management	Arizona	<10	-	<10	-	-	20
006353	Tirol Handressing Academy Legacy	Colorado	10	-	<10	<10	-	20
000132	Toledo Public Schools Adult and Continuing Education	Ohio	<10	-	<10	<10	-	20
006788	Templeton Cortland Community College	New York	<10	-	<10	<10	<10	20
022554	TGN&G Handressing Academy	California	20	-	<10	-	-	20
000439	Tougaloo College	Mississippi	20	-	<10	<10	-	20
003221	Treasure Valley Community College	Oregon	<10	-	<10	<10	<10	20
022515	Trend Setters Academy of Beauty Culture	Kentucky	10	-	<10	<10	-	20
011120	Triangle Tech	Pennsylvania	10	-	<10	-	<10	20
041966	Tribeca Flashpoint College	Illinois	10	-	<10	-	<10	20
041175	Trinco University of Beauty Culture	Illinois	20	-	-	-	-	20
004326	Tri County Technical College	South Carolina	<10	-	<10	<10	<10	20
001899	Trine University	Indiana	10	-	<10	<10	-	20
000872	Trinity Valley Community College	Texas	<10	-	<10	<10	-	20
005440	Trinity State College of Acupuncture	New York	10	-	<10	<10	<10	20
001773	Trigon College	Illinois	10	-	<10	<10	-	20
010177	Truckee Meadows Community College	Nevada	10	-	<10	<10	<10	20
002219	Tufts University	Massachusetts	<10	-	<10	<10	-	20
000949	Union College	New Jersey	10	-	<10	<10	-	20
001388	Union Commonwealth University	Kentucky	<10	-	<10	<10	-	20
010577	United College of Business	California	<10	-	10	-	<10	20
022962	United Schools	Florida	<10	-	10	<10	<10	20
040263	United States University	California	20	-	<10	-	-	20
008863	Universal Center School	Florida	10	-	-	<10	<10	20
001000	Universidad Patronato de Puerto Rico	Puerto Rico	20	-	<10	<10	-	20
001063	University of Alaska Fairbanks	Alaska	10	-	<10	<10	-	20
001110	University of Arkansas at Fort Smith	Arkansas	20	-	<10	-	<10	20
001129	University of Arkansas for Medical Sciences	Arkansas	10	-	<10	-	<10	20
001321	University of California, Santa Cruz	California	20	-	<10	<10	-	20
000851	University of Dallas	Texas	10	-	<10	<10	-	20
001191	University of Dubuque	Iowa	10	-	<10	<10	-	20



003999	University of Illinois at Springfield	Illinois	10	-	<10	<10	-	20
003999	University of Maine	Maine	20	-	<10	-	<10	20
006780	University of Maine- Augusta	Maine	20	-	<10	-	-	20
00104	University of Maryland, Baltimore	Maryland	10	-	<10	<10	<10	20
003988	University of Minnesota- Duluth	Minnesota	10	-	<10	<10	<10	20
002501	University of Nebraska- Kearney	Nebraska	10	-	-	<10	-	20
003588	University of North Georgia	Georgia	10	-	-	<10	<10	20
045421	University of North Texas at Dallas	Texas	10	-	<10	<10	-	20
001890	University of Northern Iowa	Iowa	10	-	<10	<10	-	20
001360	University of Pikeville	Kentucky	<10	-	<10	<10	-	20
003116	University of Rio Grande	Ohio	10	-	<10	10	<10	20
001892	University of Saint Francis	Indiana	10	-	<10	<10	-	20
001409	University of Saint Joseph	Connecticut	10	-	<10	<10	-	20
042937	University of Saint Katherine	California	20	-	-	-	-	20
003884	University of Saint Thomas	Texas	20	-	<10	<10	-	20
026306	University of Sarasota	Florida	10	-	<10	-	<10	20
003884	University of Scranton	Pennsylvania	10	-	<10	<10	<10	20
001177	University of Silver Valley	California	20	-	<10	<10	<10	20
009900	University of Texas of the Permian Basin	Texas	10	-	<10	-	-	20
001189	University of the Bahamas	District of Columbia	10	-	<10	-	-	20
003806	University of Valley Forge	Pennsylvania	10	-	<10	-	-	20
003806	University of Vermont and State Agricultural College	Vermont	10	-	<10	-	-	20
012300	University of Western States	Oregon	10	-	<10	-	-	20
003876	University of Wisconsin- Madison	Wisconsin	20	-	<10	<10	-	20
003900	University of Wisconsin- Oshkosh	Wisconsin	20	-	<10	-	-	20
006015	University of Wisconsin- Parkside	Wisconsin	10	-	<10	<10	-	20
003913	University of Wisconsin- Stout	Wisconsin	20	-	<10	<10	<10	20
003897	University of Wisconsin- Colleges	Wisconsin	20	-	<10	<10	<10	20
003992	University of Wyoming	Wyoming	10	-	<10	<10	<10	20
003877	Utah State University	Utah	20	-	<10	-	-	20
003871	Utah Tech University	Utah	10	-	<10	<10	-	20
003804	Valley College	West Virginia	20	-	<10	-	-	20
001145	Valley College of Medical Careers	California	10	-	<10	-	-	20
003900	Valley Commercial College	California	<10	-	<10	<10	<10	20
003806	Vanderbilt University	Tennessee	10	-	<10	-	<10	20
001171	Vassar College	Illinois	10	-	<10	<10	<10	20
003868	Viet Tech Institute	Pennsylvania	20	-	<10	<10	-	20
001489	Viet Tech Institute of Houston	Texas	10	-	<10	<10	<10	20
003800	Volen Technical Institute	Texas	10	-	<10	<10	<10	20
003805	Virginia College at Pensacola	Florida	10	-	<10	-	-	20
003767	Virginia Wesleyan University	Virginia	10	-	<10	<10	-	20
003760	Virginia Western Community College	Virginia	<10	-	<10	<10	-	20
003837	Vocational Training Center	Missouri	<10	-	<10	<10	<10	20
003161	Vogue Beauty and Barber School	Georgia	10	-	<10	<10	-	20
003812	Volunteer State Community College	Tennessee	<10	-	<10	<10	<10	20
003855	Voorhees University	South Carolina	20	-	<10	<10	-	20
001030	Waide College	Texas	<10	-	<10	<10	-	20
003899	Wayne College	New York	10	-	<10	<10	-	20
001308	Walnut Hill College	Pennsylvania	20	-	<10	<10	-	20
004071	Walsh College of Accountancy & Business Administration	Michigan	10	-	<10	<10	<10	20
003825	Warner Pacific University	Oregon	10	-	<10	<10	<10	20
003807	Washington Adventist University	Maryland	10	-	<10	<10	-	20
002620	Washington University in St. Louis	Missouri	10	-	<10	<10	<10	20
003944	Watterson College	Kentucky	10	-	<10	<10	-	20
004297	Watterson College	California	10	-	<10	-	-	20
003932	Watterson College Pacific	California	<10	-	<10	-	<10	20
003981	Waubesa Community College	Illinois	10	-	<10	-	<10	20
005294	Wauchesa County Technical College	Wisconsin	10	-	<10	<10	-	20
001540	Webber International University	Florida	20	-	<10	<10	-	20
003847	Webster Career College	California	<10	-	10	<10	<10	20
002226	Wentworth Institute of Technology	Massachusetts	10	-	<10	<10	-	20
003823	West Liberty University	West Virginia	10	-	<10	<10	-	20
003807	West Virginia Junior College	West Virginia	20	-	<10	<10	<10	20
003816	West Virginia State University	West Virginia	20	-	<10	<10	-	20
002226	Western New England University	Massachusetts	20	-	<10	<10	-	20
003864	Western New Mexico University	New Mexico	10	-	<10	<10	<10	20
003809	Western Oregon University	Oregon	20	-	<10	<10	<10	20
003840	Western Technical College	Wisconsin	10	-	<10	<10	-	20
003802	Western Washington University	Washington	10	-	<10	<10	-	20
002189	Weymouth State University	Massachusetts	10	-	<10	<10	<10	20
003891	Wheeler University	West Virginia	10	-	<10	-	<10	20
004498	Wichita State University Campus of Applied Sciences and Technology	Kansas	10	-	<10	<10	-	20
006230	Wilfred Academy	New Jersey	<10	-	10	<10	<10	20
001804	Wilfred Academy of Hair Design & Beauty Culture	Florida	20	-	<10	-	<10	20
001300	William Penn University	Iowa	10	-	<10	<10	<10	20
003845	Willay Institute	New York	<10	-	<10	-	<10	20
002680	Wingate University	North Carolina	20	-	<10	<10	<10	20
003939	Wofford College	Florida	10	-	<10	<10	<10	20
001343	Woodbury University	California	20	-	<10	<10	-	20
002038	Woodruff Medical and Wellness Training	Georgia	<10	-	<10	<10	-	20
002910	Wright Business School	Oklahoma	<10	-	10	-	-	20
002303	Yeshiva University	New York	20	-	<10	<10	-	20
003899	York College of Pennsylvania	Pennsylvania	10	-	-	<10	-	20
003996	York Technical College	South Carolina	20	-	<10	<10	<10	20
003139	Zane State College	Ohio	20	-	<10	<10	-	20
001526	A. Technical College	California	<10	-	<10	<10	-	10
003834	Abdell Career College	Oregon	10	-	-	<10	-	10
001043	Academy Di Capelli	Connecticut	<10	-	<10	<10	-	10
003890	Academy of Cosmetology	Florida	<10	-	<10	<10	<10	10
003769	Academy of Hair Design	Texas	<10	-	<10	<10	-	10
002192	Ase Cosmetology and Barber Training Center	Connecticut	10	-	<10	-	-	10
004499	Ase Institute of Technology	New York	<10	-	<10	<10	-	10
002106	Advanced Computing Institute	California	<10	-	<10	-	-	10
003862	Aims Community College	Colorado	<10	-	<10	<10	-	10
004010	Alaska Career College	Alaska	<10	-	<10	<10	-	10
003868	Alfred University	New York	<10	-	<10	<10	<10	10
004034	Alpine College	Washington	<10	-	<10	<10	-	10
001247	Antonia College of Nursing	Illinois	<10	-	<10	<10	-	10
001628	American Academy of Art College	Illinois	<10	-	<10	<10	<10	10

007405	American Academy of Dramatic Arts	New York	<10	-	<10	<10	-	10
023253	American Center for Technical Arts & Sciences	Pennsylvania	<10	-	<10	<10	<10	10
010321	American College	Arkansas	<10	-	<10	<10	<10	10
026301	American College of Business	California	<10	-	<10	<10	-	10
041364	American College of Healthcare Sciences	Oregon	<10	-	<10	<10	-	10
041269	American Health Institute	Florida	-	-	<10	<10	<10	10
022304	American Institute	Arizona	<10	-	<10	-	-	10
041303	American Institute of Medical Sonography	Nevada	<10	-	<10	<10	-	10
042349	AMG School of Nursing	New York	<10	-	<10	<10	-	10
001235	Anderson University	Indiana	10	-	<10	<10	-	10
003419	Anderson University	South Carolina	<10	-	<10	<10	-	10
001545	Andrew College	Georgia	<10	-	<10	<10	-	10
002117	Anna Maria College	Massachusetts	<10	-	<10	<10	-	10
006470	Antorelli Medical & Professional Institute	Pennsylvania	<10	-	<10	<10	-	10
002306	Appalachian State University	North Carolina	<10	-	-	<10	<10	10
004377	Aquinas College	Tennessee	10	-	<10	-	-	10
024475	Arizona Institute of Electrolysis Div Unit School of AM	Arizona	-	-	<10	<10	<10	10
000261	Arkansas Beauty School-Little Rock	Arkansas	<10	-	<10	-	-	10
011362	Asbury University	Kentucky	10	-	<10	-	-	10
004039	Ashwell-Burcombe Technical Community College	North Carolina	<10	-	<10	<10	-	10
010101	ASPIRA City College	Pennsylvania	<10	-	<10	<10	<10	10
002118	Assumption University	Massachusetts	10	-	-	<10	-	10
041322	Athens Career Academy	Ohio	<10	-	<10	<10	-	10
001549	Atlanta College of Art	Georgia	<10	-	<10	<10	-	10
002536	Atlantic Cape Community College	New Jersey	10	-	<10	<10	-	10
001852	Augusta State University	Georgia	<10	-	<10	<10	-	10
011621	Automotive Training Center	Pennsylvania	<10	-	<10	<10	<10	10
025680	Availon Vocational/Technical Inst	Texas	<10	-	<10	<10	-	10
016114	Avic Maria School of Law	Florida	10	-	-	<10	<10	10
008393	Aveda Arts & Sciences Institute New York	New York	10	-	-	-	-	10
041471	Aveda Institute Denver	Colorado	10	-	<10	-	-	10
041476	Aveda Institute Las Vegas	Nevada	<10	-	<10	<10	-	10
022697	Aveda Institute Maryland	Maryland	<10	-	<10	-	-	10
008394	Aviation Institute of Maintenance	Virginia	<10	-	<10	-	-	10
031363	Aviation Institute of Maintenance	Indiana	<10	-	<10	<10	<10	10
041364	Aviation Institute of Maintenance	Florida	10	-	-	<10	-	10
042166	Azure College	Florida	<10	-	<10	<10	-	10
001958	Bain Inst of Techlogy	Georgia	<10	-	<10	<10	-	10
004347	Baltimore Studio of Hair Design	Maryland	<10	-	<10	<10	-	10
006006	Baptist Health System School of Health Professions	Texas	10	-	<10	-	-	10
040504	Barnes Business College	Colorado	<10	-	<10	<10	-	10
023802	Bay State School of Technology	Massachusetts	<10	-	<10	-	-	10
005204	Beal University	Maine	<10	-	<10	-	-	10
021544	Beau Monde Academy of Barbering and Cosmetology	Oregon	10	-	<10	-	-	10
022063	Beauty Institute (The)	Pennsylvania	<10	-	<10	-	-	10
004393	Beauty Institute (The)	Tennessee	<10	-	<10	<10	-	10
007391	Beauty School of Middletown	New York	<10	-	-	<10	-	10
041517	Beth Capelli Academy A Paul Mitchell Partner School	Pennsylvania	<10	-	<10	<10	-	10
001354	Bethlehem University	Kentucky	<10	-	<10	<10	-	10
003769	Belleuve College	Washington	<10	-	<10	-	<10	10
021231	Benjamin Franklin Cummings Institute	Massachusetts	<10	-	<10	<10	-	10
004006	Bennett Career Institute	District of Columbia	-	-	<10	-	-	10
007421	Berkley College	New York	10	-	<10	-	-	10
000308	Bethany College	West Virginia	<10	-	<10	<10	-	10
001207	Bethel University	Indiana	10	-	<10	-	<10	10
001012	Birmingham Southern College	Alabama	10	-	-	<10	-	10
011459	Black Hills State University	South Dakota	<10	-	-	<10	-	10
020522	Black River Technical College	Arkansas	<10	-	<10	-	-	10
005390	Blackhawk Technical College	Wisconsin	<10	-	<10	<10	<10	10
008978	Blue Ridge Community and Technical College	West Virginia	<10	-	<10	<10	<10	10
034321	Bob Jones University	South Carolina	<10	-	<10	<10	-	10
003866	Boston Architectural College	Massachusetts	10	-	<10	<10	-	10
001068	Branson CMT College Main Campus-01	New York	<10	-	<10	<10	<10	10
040306	Brinkleyville Community and Technical College	West Virginia	<10	-	<10	<10	-	10
011210	Bunker Hill Community College	Massachusetts	<10	-	<10	-	<10	10
003208	Bushnell University	Oregon	<10	-	<10	-	-	10
025729	Business Informatics Center	New York	<10	-	<10	<10	<10	10
025329	Business Skills Institute	New Mexico	<10	-	<10	-	-	10
001788	Butler University	Indiana	<10	-	<10	<10	<10	10
042101	California Career Institute	California	10	-	<10	<10	-	10
001127	California College of the Arts	California	<10	-	<10	<10	<10	10
001132	California Institute of the Arts	California	10	-	<10	<10	-	10
042440	California Intercontinental University	South Dakota	<10	-	<10	<10	-	10
008903	California State University Channel Islands	California	<10	-	<10	<10	<10	10
022340	Cameron College	Louisiana	<10	-	<10	<10	-	10
018088	Capri Beauty College	Illinois	<10	-	<10	<10	-	10
021037	Capri Institute of Hair Design	New Jersey	10	-	-	<10	-	10
000199	Capstone College	California	<10	-	<10	-	-	10
001260	Career Academy of Beauty	California	<10	-	<10	<10	<10	10
040603	Career College of California	California	<10	-	<10	<10	-	10
023050	Career Institute of America	Florida	<10	-	<10	-	-	10
041246	Career School of NY	New York	<10	-	<10	<10	-	10
025705	CareerCon Junior College of Business	Kentucky	<10	-	<10	-	-	10
003242	Carnegie Mellon University	Pennsylvania	<10	-	<10	<10	-	10
002366	Carolina University	North Carolina	<10	-	<10	<10	-	10
012146	Carmel Beauty College	Ohio	<10	-	<10	<10	<10	10
003838	Carrigi University	Wisconsin	10	-	-	<10	-	10
000882	Carsen City Beauty Academy	Nevada	<10	-	<10	-	<10	10
000378	Carton Institute of Cosmetology	New York	10	-	<10	<10	-	10
011617	Center for Allied Health Education	New York	<10	-	<10	<10	-	10
000377	Central California School of Continuing Education	California	<10	-	<10	<10	-	10
002339	Central Lakes College	Minnesota	<10	-	<10	<10	-	10
005276	Central Maine Community College	Maine	<10	-	-	<10	-	10
022385	Central Oklahoma College	Oklahoma	<10	-	<10	<10	-	10
001188	Central Oregon Community College	Oregon	<10	-	<10	<10	-	10
002915	Central Piedmont Community College	North Carolina	<10	-	<10	<10	-	10
002939	Centro De Estudios Universitarios Mediceo	All Other Locations	<10	-	<10	<10	-	10
003185	Century Schools	California	<10	-	<10	<10	-	10
001162	Chabot College	California	<10	-	<10	<10	-	10

040969	Charleston School of Law	South Carolina	<10	-	<10	-	-	10
012383	Charter Oak State College	Connecticut	<10	-	<10	<10	-	10
039929	Chase College	California	<10	-	<10	-	<10	10
022947	Chicago Institute of Technology	Illinois	<10	-	<10	<10	-	10
034429	Clemson University College of South Carolina	South Carolina	<10	-	<10	<10	-	10
004502	City College of San Francisco	California	<10	-	<10	<10	<10	10
002699	Clarkson University	New York	<10	-	-	<10	-	10
002346	Clemson University	Michigan	<10	-	<10	<10	-	10
003982	Cleveland Institute of Art (The)	Ohio	10	-	-	<10	<10	10
003999	Cleveland State Community College	Tennessee	<10	-	<10	<10	-	10
041265	Coast Career Institute	California	<10	-	<10	-	<10	10
030306	Cobb Beauty College	Georgia	<10	-	<10	-	<10	10
032409	Collective Academy	Massachusetts	<10	-	<10	-	-	10
022200	Colleen Ohana's Beauty Academy	California	<10	-	<10	<10	-	10
006771	College for Creative Studies	Michigan	<10	-	<10	<10	-	10
007694	College of Lake County	Illinois	<10	-	<10	<10	-	10
002064	College of Southern Maryland	Maryland	<10	-	-	<10	-	10
002383	College of St. Scholastica	Minnesota	<10	-	<10	<10	<10	10
022950	College of Wilmington	North Carolina	<10	-	<10	<10	-	10
006709	Columbia - Greene Community College - SUNY Office of Cntry Colleges	New York	<10	-	<10	<10	-	10
003724	Columbia Basin College	Washington	<10	-	<10	<10	<10	10
011219	Columbia School of Broadcasting, Home Study	Nevada	<10	-	10	<10	-	10
003489	Columbia State Community College	Tennessee	<10	-	<10	<10	<10	10
003039	Columbia College of Art & Design	Ohio	<10	-	-	<10	<10	10
006807	Community College of Beaver County	Pennsylvania	<10	-	<10	<10	-	10
048344	Computer Dynamics Institute	Virginia	<10	-	<10	<10	-	10
029200	Computer Learning Center	New Jersey	<10	-	<10	-	<10	10
022546	Concord Career Institute	Texas	<10	-	<10	-	<10	10
008800	Concord University	West Virginia	<10	-	<10	<10	-	10
011379	Connetquot College	Connecticut	<10	-	<10	<10	-	10
030299	Consolidated School of Business	Pennsylvania	<10	-	<10	<10	<10	10
022896	Consolidated School of Business	Pennsylvania	10	-	<10	<10	-	10
030189	Continental School of Beauty Culture	New York	<10	-	<10	<10	-	10
011360	Corcoran College of Art and Design	District of Columbia	<10	-	<10	<10	-	10
012355	Corish College of the Arts	Washington	<10	-	<10	<10	-	10
022796	Corixa Institute	Florida	10	-	<10	<10	<10	10
030900	Corixa Institute - Seattle	Washington	<10	-	<10	<10	<10	10
051027	Corixa Institute - Tucson	Arizona	10	-	<10	-	-	10
007729	County College of Morris	New Jersey	<10	-	<10	<10	-	10
026091	Crown Beauty Academy LLC	Kansas	<10	-	<10	-	-	10
039193	Creative Images Institute of Cosmetology	Ohio	<10	-	-	<10	-	10
021877	Crown Business Institute/Miami	Florida	<10	-	<10	<10	-	10
037239	Culinary Institute of America	Texas	10	-	<10	-	-	10
002440	Culver-Stodden College	Missouri	<10	-	<10	<10	-	10
002601	Cumberland County College	New Jersey	<10	-	<10	-	<10	10
034646	Cumberland University	Tennessee	<10	-	<10	-	-	10
004705	CUNY Graduate School & University Center	New York	<10	-	-	<10	-	10
010081	CUNY LaGuardia Community College	New York	<10	-	<10	<10	<10	10
004759	CUNY York College	New York	10	-	<10	-	-	10
011364	Cutting Edge Hairdressing Academy	Kansas	<10	-	<10	-	<10	10
001193	Cypress College	California	10	-	-	-	-	10
010402	Dakota County Technical College	Minnesota	<10	-	<10	<10	-	10
003986	Dallas State College	Georgia	<10	-	<10	<10	-	10
041464	Dartmouth College of Chinese Medical Arts	North Carolina	<10	-	-	<10	-	10
002263	Davenport University - Eastern Region	Michigan	<10	-	<10	-	-	10
010027	Davis-Peterson Professional School of Cosmetology	Michigan	10	-	-	<10	-	10
038811	Davis & Elkins College	West Virginia	<10	-	-	<10	<10	10
004480	De Anza Community College	California	<10	-	<10	<10	<10	10
002144	Dean College	Massachusetts	<10	-	<10	-	-	10
003041	Defiance College	Ohio	<10	-	<10	<10	<10	10
003663	Del Mar College	Texas	<10	-	<10	<10	<10	10
021449	Delaware Technical Community College	Delaware	10	-	-	-	-	10
003252	Delaware Valley University	Pennsylvania	<10	-	<10	<10	-	10
033326	Delta College	Louisiana	<10	-	<10	<10	-	10
041009	Denmark College	Indiana	<10	-	<10	<10	-	10
041489	Denver College of Nursing	Colorado	<10	-	<10	-	-	10
021413	Dickinson-Warren Business College	California	<10	-	<10	<10	-	10
010109	Diesel Driving Academy	Louisiana	<10	-	<10	<10	-	10
022402	Diesel Driving Academy	Louisiana	<10	-	<10	<10	-	10
037243	Digpen Institute of Technology	Washington	<10	-	<10	-	-	10
002544	Dixie University	Nebraska	<10	-	<10	<10	-	10
001136	Dominican University of California	California	<10	-	<10	-	-	10
001880	Drake University	Iowa	<10	-	<10	<10	-	10
049192	Druid Hills College	Georgia	<10	-	<10	<10	<10	10
004939	Druid Hills Junior College	Tennessee	10	-	<10	-	-	10
002029	Drew University	New Jersey	10	-	-	<10	-	10
006461	Dunwoody College of Technology	Minnesota	<10	-	<10	<10	<10	10
004446	Durham Technical Community College	North Carolina	<10	-	<10	<10	<10	10
002864	Dutchess Community College	New York	<10	-	<10	<10	-	10
004404	East Central Community College	Mississippi	<10	-	-	<10	-	10
033448	Edgewood College	Wisconsin	<10	-	<10	<10	-	10
006001	Edmonds College	Washington	10	-	<10	-	-	10
021861	EGF University of Puerto Rico	Puerto Rico	<10	-	<10	-	<10	10
010465	Educacion America Topata Technical College	Kansas	<10	-	<10	<10	<10	10
001197	El Camino College	California	<10	-	<10	-	<10	10
010387	El Paso Community College	Texas	<10	-	<10	<10	-	10
041211	Elaine Laine Institute	Michigan	<10	-	-	<10	-	10
001675	Elgin Community College	Illinois	<10	-	<10	<10	-	10
002718	Elmira College	New York	<10	-	<10	<10	<10	10
002147	Emmanuel College	Massachusetts	<10	-	<10	-	-	10
012917	Empire Beauty School	Kentucky	10	-	<10	-	-	10
008885	Empire Beauty School	Arizona	10	-	<10	-	-	10
020767	Empire Beauty School	Massachusetts	<10	-	<10	-	<10	10
007119	Empire Beauty School	Rhode Island	<10	-	<10	-	-	10
029395	Empire Beauty School	Illinois	<10	-	<10	-	-	10
010665	Empire Beauty School	New Hampshire	10	-	-	-	-	10
038853	Employment Solutions	Kentucky	<10	-	<10	<10	-	10
041796	Embourage Institute of Beauty and Esthetics	Kansas	<10	-	<10	<10	-	10
002469	Evangel University	Missouri	<10	-	<10	<10	-	10

009179	Evergreen Beauty and Barber College	Washington	<10	-	<10	-	-	10
007293	Federico Beauty Institute	California	10	-	<10	-	-	10
003711	Ferrum College	Virginia	<10	-	<10	<10	-	10
026469	First Institute	Illinois	<10	-	<10	<10	-	10
004504	Fornest College	South Carolina	<10	-	<10	<10	<10	10
042360	Fountain of Youth Academy of Cosmetology	Pennsylvania	<10	-	<10	<10	-	10
041344	Franklin Career College	California	<10	-	<10	<10	-	10
004932	Freed-Hardman University	Tennessee	<10	-	<10	<10	-	10
000079	Gallopini Career College	Ohio	<10	-	<10	-	-	10
022302	General Communications	Maryland	<10	-	<10	<10	-	10
005702	Genesee Community College	New York	<10	-	<10	<10	-	10
001964	Georgetown College	Kentucky	10	-	-	<10	-	10
004104	Georgia Northwestern Technical College	Georgia	<10	-	<10	<10	-	10
028483	Georgia School of Bartending	Georgia	-	-	<10	<10	<10	10
000739	Gen. Dow Academy of Hair Design & Salons	Washington	<10	-	<10	<10	-	10
026606	Grabber School of Hair Design	Missouri	<10	-	<10	<10	-	10
011817	Grand View University	Iowa	<10	-	<10	<10	-	10
009314	Great Falls College Montana State University	Montana	<10	-	-	<10	-	10
001490	Gulf Coast State College	Florida	<10	-	<10	<10	-	10
007071	Gupton-Jones College of Funeral Service	Georgia	<10	-	<10	<10	-	10
022001	Guthrie, The Premier Beauty and Wellness Academy	Florida	<10	-	<10	-	-	10
011208	Hair Design School, The	New Jersey	<10	-	<10	-	-	10
010868	Hair Experiences Academy - Paul Mitchell The School - Jersey	Maryland	<10	-	<10	<10	-	10
004308	Hair Fashions by Kaye Beauty College	Indiana	<10	-	<10	<10	-	10
000089	Hannibal - LaGrange University	Missouri	<10	-	<10	<10	<10	10
008071	Hardin-Simmons University	Texas	<10	-	<10	<10	<10	10
002729	Hartwick College	New York	<10	-	-	<10	<10	10
041278	Healthy Hair Academy	California	<10	-	<10	<10	-	10
010701	Hightline College	Washington	<10	-	<10	-	-	10
002726	Hilbert College	New York	10	-	<10	<10	-	10
008494	Hiolekus School of Trade and Technical Sciences	New Jersey	<10	-	<10	<10	-	10
002110	Holopete Community College	Massachusetts	<10	-	<10	<10	<10	10
006611	Honolulu Community College of the City University of New York	New York	<10	-	<10	-	-	10
012884	Hudson County Community College	New Jersey	<10	-	<10	-	-	10
041412	Hurt International Business School	Massachusetts	10	-	<10	-	-	10
003047	Huntington Junior College	West Virginia	<10	-	<10	<10	-	10
000049	Husson University	Maine	10	-	<10	-	-	10
001303	Hutchinson Community College	Kansas	<10	-	<10	<10	<10	10
024549	Hypnosis Motivation Institute	California	<10	-	<10	<10	<10	10
006739	Illinois Central College	Illinois	<10	-	<10	<10	<10	10
011862	Illinois School of Commerce	Illinois	<10	-	<10	-	<10	10
001844	Indiana University - Kokomo	Indiana	10	-	<10	-	<10	10
022501	Institute of Security & Technology	Pennsylvania	<10	-	<10	-	-	10
008883	International Barber & Style College	Tennessee	<10	-	<10	<10	-	10
007600	International Beauty School	West Virginia	<10	-	<10	-	-	10
013132	International College of Broadcasting	Ohio	<10	-	<10	<10	-	10
004347	Interstate Business College	North Dakota	<10	-	<10	<10	-	10
001884	Iowa Lakes Community College	Iowa	<10	-	<10	<10	-	10
010109	Ivy Tech Community College of Indiana - Region 13	Indiana	<10	-	<10	-	-	10
008423	Ivy Tech Community College of Indiana - Region 2	Indiana	<10	-	<10	<10	-	10
010041	Ivy Tech Community College of Indiana - Region 9	Indiana	10	-	<10	<10	<10	10
008417	Ivy Tech Community College of Indiana - Region 7	Indiana	<10	-	<10	<10	<10	10
004884	James Albert School of Cosmetology	California	<10	-	<10	-	<10	10
006622	Jefferson College of Health Sciences	Virginia	10	-	<10	<10	<10	10
004131	JFK Medical Center Muhlenberg Harold B. and Dorothy A. Snyder Schools	New Jersey	10	-	-	-	-	10
003080	John Carroll University	Ohio	10	-	<10	-	-	10
041340	John Paster's Xtreme Beauty Institute, Goldwell Products Artistry	New York	<10	-	<10	-	-	10
023286	John Wesley University	North Carolina	<10	-	<10	<10	-	10
020882	Jordan College	Michigan	<10	-	<10	<10	-	10
011313	Joseph's College Cosmetology	Nebraska	<10	-	<10	-	-	10
001300	Judson University	Illinois	10	-	<10	-	-	10
002473	Kansas City Art Institute	Missouri	10	-	<10	<10	-	10
002474	Kansas City University	Missouri	<10	-	<10	<10	-	10
001308	Kansas Wesleyan University	Kansas	<10	-	<10	<10	-	10
021139	Kathleen Gibbs School	Pennsylvania	<10	-	<10	-	<10	10
012092	Kenneth Shuler School of Cosmetology	South Carolina	<10	-	<10	-	<10	10
000039	Kenneth Shuler School of Cosmetology & Hair Design	South Carolina	<10	-	<10	<10	<10	10
001969	Kentucky Wesleyan College	Kentucky	10	-	<10	-	-	10
021446	Kilian Community College	South Dakota	<10	-	<10	<10	-	10
008163	King's University (Tulsa)	Texas	<10	-	<10	<10	-	10
007171	Kirkland Community College	Michigan	<10	-	-	<10	-	10
007694	Kishwaukee College	Illinois	<10	-	-	<10	-	10
004947	KIS Computer and Business School	Minnesota	<10	-	<10	<10	-	10
041376	Lab Paul Mitchell Partner School (Tulsa)	New Jersey	<10	-	<10	-	<10	10
006324	Labour College of Healthcare	Massachusetts	<10	-	<10	<10	<10	10
026788	L'Academie de Cuisine	Maryland	<10	-	<10	-	<10	10
011378	Lafayette College	Georgia	<10	-	<10	<10	-	10
003066	Lake Erie College	Ohio	<10	-	<10	<10	-	10
007644	Lake Land College	Illinois	<10	-	-	<10	-	10
002277	Lake Michigan College	Michigan	<10	-	<10	<10	-	10
006373	Lake Washington Institute of Technology	Washington	<10	-	<10	<10	-	10
013010	Lancaster Beauty School	California	<10	-	<10	<10	-	10
003039	Laurel Technical Institute	Pennsylvania	<10	-	<10	<10	-	10
000206	Lawton Career Institute	Michigan	<10	-	<10	-	-	10
011075	Le Cordon Bleu	All Other Locations	<10	-	10	-	-	10
002248	Le Moyne College	New York	<10	-	<10	<10	-	10
001859	Lee College	Texas	10	-	<10	-	<10	10
041594	Leopold Academy	Michigan	10	-	<10	<10	-	10
011289	Lewis College of Business	Michigan	<10	-	<10	<10	-	10
001601	Lewis-Clark State College	Idaho	<10	-	<10	-	-	10
009207	Lexington Community Community	Kentucky	<10	-	<10	<10	-	10
001308	Lincoln Christian University	Illinois	<10	-	<10	<10	-	10
007120	Lincoln Land Community College	Illinois	<10	-	<10	<10	-	10
007366	Lincoln Technical Institute	New Jersey	<10	-	<10	-	<10	10
006795	Lincoln University	California	<10	-	<10	-	-	10
011318	Linfield University	Oregon	<10	-	<10	<10	-	10
003323	Lock Haven University of Pennsylvania	Pennsylvania	10	-	<10	-	-	10
007387	Long Island Beauty School	New York	<10	-	<10	-	-	10
003387	Long Island Business Institute	New York	<10	-	<10	-	-	10

010161	Leranes Academy & Spa	Florida	<10	-	<10	<10	-	10
001229	Los Angeles City College	California	<10	-	<10	-	<10	10
001228	Los Angeles Valley College	California	<10	-	<10	<10	<10	10
003782	Lower Columbia College	Washington	<10	-	<10	<10	-	10
002078	Loyola University Maryland	Maryland	<10	-	<10	<10	-	10
011866	Lu Fats Academy	California	<10	-	<10	-	<10	10
005886	Lubbock Christian University	Texas	<10	-	<10	<10	-	10
011119	Lutheran International University	Iowa	10	-	-	<10	-	10
040584	Make-Up Designery	California	10	-	-	-	-	10
002582	Manchester Community College	New Hampshire	<10	-	<10	<10	<10	10
002769	Maria College	New York	10	-	<10	-	-	10
021185	Martin School of Beauty	New York	<10	-	<10	<10	<10	10
002944	Mars Hill University	North Carolina	<10	-	<10	-	-	10
002412	Mary Holmes College	Mississippi	<10	-	<10	<10	<10	10
002171	Massachusetts Bay Community College	Massachusetts	10	-	<10	-	-	10
000259	Mech Tech College	Puerto Rico	<10	-	<10	<10	<10	10
041485	Medical Institute of Palm Beach	Florida	<10	-	<10	-	<10	10
019383	Medical University of Silesia (The)	All Other Locations	<10	-	<10	<10	-	10
004740	Menard County Community College	New Jersey	<10	-	-	<10	-	10
006779	Mercy College of Health Sciences	Iowa	<10	-	<10	<10	-	10
040950	Mercy College of Ohio	Ohio	10	-	-	-	-	10
002945	Meredith College	North Carolina	<10	-	<10	<10	-	10
002413	Meredian Community College	Mississippi	<10	-	<10	<10	-	10
011154	Merritt College	California	<10	-	<10	<10	<10	10
004009	Messabi Range College	Minnesota	<10	-	<10	<10	<10	10
002988	Messiah University	Pennsylvania	<10	-	<10	<10	-	10
023526	Metropolitan Technical Institute & Business College	California	<10	-	<10	<10	-	10
027534	Michael's School of Beauty	Georgia	<10	-	<10	<10	-	10
029267	Michigan Computer Institute	Michigan	-	-	<10	<10	<10	10
006768	Mid Michigan College	Michigan	<10	-	<10	<10	-	10
010511	Mid America College of Funeral Service	Indiana	<10	-	<10	<10	-	10
007032	MidAmerica Nazarene University	Kansas	<10	-	<10	<10	<10	10
041380	Millennium Training Institute	Massachusetts	<10	-	<10	-	-	10
001724	Millen University	Illinois	<10	-	<10	<10	-	10
002466	Mineral Area College	Missouri	<10	-	<10	<10	<10	10
002865	Minnesota North College	Minnesota	<10	-	<10	<10	-	10
002399	Minnesota State College Southeast	Minnesota	<10	-	<10	<10	-	10
002367	Minnesota State University Moorhead	Minnesota	<10	-	<10	<10	<10	10
002994	Minnet State University	North Dakota	10	-	-	<10	-	10
002517	Missouri University of Science and Technology	Missouri	<10	-	-	<10	-	10
006103	Mi's Beauty Academy	Texas	<10	-	<10	<10	-	10
002491	Moberly Area Community College	Missouri	<10	-	-	<10	-	10
026540	Modern College of Design (The)	Ohio	10	-	-	<10	-	10
011885	Modern Barber College	California	<10	-	<10	<10	-	10
001725	Monmouth College	Illinois	<10	-	<10	<10	-	10
002531	Montana Technological University	Montana	<10	-	<10	<10	-	10
002948	Monterey College	North Carolina	<10	-	<10	<10	-	10
007275	Moore Career College	Louisiana	<10	-	<10	<10	-	10
003801	Moravian University	Pennsylvania	<10	-	<10	<10	-	10
011152	Metropolitan Technical Training Institute	Massachusetts	<10	-	<10	<10	-	10
003879	Mount Senario College	Wisconsin	<10	-	<10	<10	-	10
002086	Mount St. Mary's University	Maryland	<10	-	<10	<10	-	10
002038	Mrs. Bernard's School of Hair Fashion	Maine	<10	-	<10	<10	-	10
021814	MTA Business College (Closed)	Illinois	<10	-	<10	<10	-	10
012047	MTA School, Resident School	Pennsylvania	<10	-	<10	<10	<10	10
028448	MTA School, Resident School	Ohio	<10	-	<10	-	<10	10
021641	MTA Business Schools (Closed)	New York	<10	-	<10	-	-	10
003804	Muskingum University	Ohio	<10	-	<10	<10	-	10
002246	Nashua Community College	New Hampshire	<10	-	-	<10	-	10
012105	National Park College	Arkansas	<10	-	<10	-	<10	10
011686	National Polytechnic College of Science	California	<10	-	<10	-	-	10
021488	Nation al Training Systems - Correspondence School	Maryland	<10	-	<10	<10	<10	10
002779	Nazareth University	New York	<10	-	<10	<10	-	10
023104	Nevada Career School	Nevada	<10	-	<10	<10	-	10
041029	New Age Training	New York	<10	-	<10	<10	-	10
007780	New Castle School of Trades	Pennsylvania	<10	-	<10	<10	-	10
001829	New Hampshire Institute of Art	New Hampshire	10	-	-	-	-	10
002859	New Mexico Highlands University	New Mexico	<10	-	<10	<10	-	10
029623	New River Community and Technical College	West Virginia	<10	-	<10	<10	-	10
002749	New York College of Podiatric Medicine	New York	<10	-	<10	<10	-	10
041207	New York Conservatory for Dramatic Arts (The)	New York	<10	-	<10	<10	-	10
041397	New York Medical Career Training Center	New York	<10	-	<10	<10	<10	10
003440	Newsberry College	South Carolina	<10	-	<10	<10	-	10
001939	Newman University	Kansas	<10	-	<10	<10	-	10
004301	Newport Business Institute	Pennsylvania	<10	-	<10	<10	-	10
002581	North - Concord Community College	New Hampshire	<10	-	<10	<10	<10	10
001734	North Central College	Illinois	<10	-	<10	<10	<10	10
007111	North Country Community College	New York	<10	-	-	<10	-	10
002996	North Dakota State College of Science	North Dakota	<10	-	<10	<10	<10	10
003441	North Greenville University	South Carolina	<10	-	<10	<10	-	10
023154	Northwest Texas Community College	Texas	<10	-	-	<10	<10	10
001140	Northeastern Oklahoma & A.M. College	Oklahoma	10	-	-	-	-	10
002174	Northern Essex Community College	Massachusetts	<10	-	<10	<10	-	10
002385	Northland Community and Technical College	Minnesota	<10	-	<10	<10	-	10
002756	Northshore Technical Community College	Louisiana	<10	-	-	-	-	10
026021	Northwest College of Art & Design	Washington	<10	-	<10	<10	-	10
003779	Northwest Vista College	Texas	10	-	<10	<10	-	10
002302	Northwestern Michigan College	Michigan	<10	-	<10	<10	-	10
001240	Northwestern Technological Institute	Michigan	<10	-	<10	<10	-	10
022381	Nova Academy of Cosmetology Woodbury	Minnesota	10	-	<10	<10	-	10
042108	NVO Institute of Health Sciences	Florida	<10	-	<10	<10	-	10
021536	Oakbridge Academy of Arts	Pennsylvania	<10	-	<10	<10	-	10
001824	Oakland City University	Indiana	<10	-	<10	<10	-	10
011586	Oglethorpe University	Georgia	10	-	<10	-	-	10
008393	Ohio Institute of Allied Health	Ohio	<10	-	-	<10	-	10
003009	Ohio Northern University	Ohio	10	-	<10	-	-	10
001146	Oklahoma Christian University	Oklahoma	<10	-	-	<10	-	10
019164	Oklahoma Health Academy	Oklahoma	<10	-	<10	<10	-	10
003784	Olympic College	Washington	<10	-	<10	-	<10	10



01282	Onondaga Cortland Madison BOCES	New York	10	-	-	<10	<10	10
00045	Owensboro Community & Technical College	Kentucky	<10	-	<10	<10	-	10
009013	Pacific Coast Trade School	California	<10	-	<10	-	-	10
00138	Pacific Union College	California	<10	-	<10	<10	-	10
007459	Paine College	Connecticut	10	-	-	-	-	10
021383	Palo Alto University	California	<10	-	-	<10	-	10
026236	Parade Valley Community College	Arizona	<10	-	<10	-	-	10
021824	Parke College	New Mexico	<10	-	<10	<10	-	10
009396	Passaic County Community College	New Jersey	<10	-	<10	<10	<10	10
025720	Paul Mitchell The School - Essex	Georgia	<10	-	<10	-	-	10
026071	Paul Mitchell The School Boise	Idaho	<10	-	<10	-	-	10
041702	Paul Mitchell The School Colorado Springs	Colorado	10	-	-	-	-	10
041689	Paul Mitchell The School Fresno	California	<10	-	<10	-	-	10
041204	Paul Mitchell The School Miami	Florida	<10	-	<10	-	-	10
021531	Paul Mitchell The School Murfreesboro	Tennessee	<10	-	<10	-	-	10
023110	Paul Mitchell The School Portland	Oregon	<10	-	<10	-	-	10
010609	Pik County Community Education Centre	New Jersey	<10	-	<10	<10	-	10
041388	PICenter	Texas	<10	-	<10	<10	<10	10
031304	Pennsylvania Highlands Community College	Pennsylvania	<10	-	<10	<10	<10	10
041004	Pennsylvania School of Massage Therapy & Health Careers	Florida	<10	-	<10	<10	<10	10
001513	Pennsylvania State College	Florida	<10	-	<10	<10	<10	10
009382	Philadelphia College of Osteopathic Medicine	Pennsylvania	<10	-	<10	<10	-	10
026627	Phillips Junior College Candler Campus	California	<10	-	<10	<10	-	10
004339	Phillips Junior College Hardsanger Campus	North Carolina	<10	-	<10	<10	-	10
011261	Phoenix Institute of Technology	Arizona	<10	-	<10	-	-	10
006663	Pillar College	New Jersey	<10	-	-	<10	-	10
026130	Pinnacle Career Institute	Kansas	<10	-	<10	<10	-	10
001286	Pittsburg State University	Kansas	<10	-	-	<10	-	10
021417	Pitzer College of Cosmetology	Indiana	<10	-	-	<10	-	10
006261	Polytechnic Institute	Texas	<10	-	<10	<10	<10	10
026349	Ponce Parhamcad College (POKAC)	Puerto Rico	10	-	<10	-	-	10
031447	Pratt Institute	Florida	<10	-	<10	<10	<10	10
041431	Professional Hands Institute	Florida	<10	-	<10	<10	-	10
007731	Ramapo Valley Community College	New Jersey	<10	-	<10	<10	<10	10
026573	Ramapo Valley College - Markato	Minnesota	<10	-	<10	<10	-	10
026591	Remington College	Arkansas	<10	-	<10	-	-	10
020203	Rensselaer Polytechnic Institute	New York	10	-	<10	-	<10	10
021436	RETS Electronic Institute	Alabama	<10	-	<10	-	-	10
026262	Ridgewater College	Minnesota	<10	-	-	<10	<10	10
012924	Rising College of Art and Design	Florida	<10	-	<10	<10	-	10
001269	Rio Hondo Community College	California	<10	-	<10	<10	-	10
022336	Riverland Community College	Minnesota	10	-	-	<10	<10	10
009109	Riverside School of Aeronautics	New York	<10	-	<10	<10	-	10
031000	Riverview School of Beauty, Barber, Skin Care and Nails	Georgia	<10	-	<10	<10	-	10
022566	Royal University	New Hampshire	<10	-	<10	<10	-	10
007806	Robert Fiance Hair Design Inst.	New York	<10	-	<10	<10	<10	10
002288	Rochester Christian University	Michigan	<10	-	<10	<10	-	10
001343	Rockford University	Illinois	<10	-	<10	<10	-	10
002877	Rockland Community College	New York	<10	-	<10	<10	-	10
001182	Rogue Community College	Oregon	<10	-	<10	<10	-	10
001515	Rutgers College	Florida	<10	-	<10	<10	<10	10
012060	Riverside Technical College	Pennsylvania	<10	-	<10	<10	<10	10
023227	Renton College	California	<10	-	<10	-	<10	10
020106	Royal Business School (Closed)	New York	<10	-	<10	-	<10	10
041503	RWM Fiber Optics	California	<10	-	<10	<10	-	10
042066	SAC Institute of Technology - Atlanta	Georgia	<10	-	<10	-	-	10
002000	Saint Elizabeth University	New Jersey	10	-	<10	-	<10	10
000281	Saint Joseph's College	Maine	<10	-	<10	<10	-	10
012580	Saint Louis Christian College	Missouri	<10	-	<10	<10	-	10
007203	Salem Peckett Academy	California	<10	-	<10	<10	-	10
034111	Salve Regina University	Rhode Island	<10	-	<10	<10	-	10
001036	Samford University	Alabama	<10	-	<10	<10	<10	10
043273	San Diego City College	California	10	-	<10	<10	-	10
001306	Santa Clara University	California	<10	-	-	<10	-	10
003610	Schreiner University	Texas	<10	-	<10	-	<10	10
009362	Seton Hill University	Pennsylvania	<10	-	<10	<10	-	10
021346	Shore Beauty School	New Jersey	<10	-	-	<10	-	10
003791	Shoreline Community College	Washington	<10	-	<10	<10	-	10
001195	Shoreline College	Arkansas	10	-	<10	<10	-	10
022616	Sierra College	New York	10	-	-	<10	-	10
026430	Sierra Academy of Aeronautics-Airline Training Center	California	<10	-	<10	<10	-	10
001887	Simpson College	Iowa	<10	-	-	<10	-	10
011291	Simpson University	California	<10	-	<10	<10	-	10
006537	South Central College	Minnesota	10	-	-	<10	-	10
036614	South Florida Institute of Technology	Florida	10	-	<10	-	-	10
013263	South Hills School of Business & Technology	Pennsylvania	<10	-	<10	<10	-	10
021466	South Mountain Community College	Arizona	<10	-	-	<10	-	10
024777	South West Academy of Technology	Arizona	<10	-	<10	<10	-	10
000165	Southwestern Beauty Schools	Georgia	<10	-	<10	-	-	10
022704	Southwestern Bible College	Alabama	<10	-	<10	<10	<10	10
009518	Southern Adventist University	Tennessee	10	-	-	<10	-	10
000144	Southern California International College	California	<10	-	<10	<10	-	10
012830	Southern State Community College	Ohio	<10	-	-	<10	-	10
009678	Southern Utah University	Utah	<10	-	<10	<10	-	10
003168	Southern West Virginia Community and Technical College	West Virginia	<10	-	-	<10	<10	10
020202	Southwest Baptist University	Missouri	<10	-	<10	<10	-	10
003180	Southwestern Christian University	Oklahoma	<10	-	<10	<10	-	10
002367	Southwestern Michigan College	Michigan	<10	-	<10	<10	-	10
003181	Southwestern Oklahoma State University	Oklahoma	<10	-	<10	<10	-	10
030486	Special School District of St. Louis County	Missouri	<10	-	<10	<10	-	10
001534	Spelman College	Georgia	<10	-	-	<10	<10	10
008078	Springfield Technical Community College	Massachusetts	<10	-	<10	<10	-	10
028217	St. Bonaventure University	New York	<10	-	<10	<10	-	10
008514	State Beauty Academy	Texas	<10	-	<10	<10	-	10
020417	State University of New York at Oneonta	New York	10	-	<10	<10	-	10
007593	Stellar Career College	California	10	-	<10	-	-	10
002512	Stephens College	Missouri	<10	-	<10	<10	-	10
002699	Stevens Institute of Technology	New Jersey	<10	-	<10	-	<10	10
011139	Stratford School	New York	<10	-	<10	-	<10	10

007924	SUM Bible College & Theological Seminary	California	<10	-	-	<10	<10	10
002844	SUNY at Fredonia	New York	<10	-	<10	<10	-	10
002845	SUNY College at Geneseo	New York	<10	-	<10	<10	<10	10
00384	SUNY College of Technology at Alfred	New York	10	-	<10	<10	-	10
002867	SUNY Fulton-Montgomery Community College	New York	<10	-	<10	<10	-	10
002881	SUNY Westchester Community College	New York	<10	-	<10	<10	-	10
003860	Susquehanna University	Pennsylvania	<10	-	<10	<10	-	10
007242	Sweet Briar College	Virginia	<10	-	<10	<10	-	10
002813	Tarkio College	Missouri	<10	-	<10	<10	<10	10
041432	Tenry School Institute	Florida	<10	-	<10	<10	<10	10
005626	Tennessee Wesleyan University	Tennessee	<10	-	<10	<10	<10	10
031703	Texas A & M University- Texarkana	Texas	<10	-	<10	-	-	10
042426	Texas A&M University-San Antonio	Texas	10	-	<10	-	-	10
031736	Texas Health and Science University	Texas	10	-	-	<10	-	10
010424	Texas Tech University Health Sciences Center	Texas	<10	-	<10	<10	<10	10
022843	Texas Vocational School	Texas	<10	-	<10	<10	<10	10
003976	Thiel College	Pennsylvania	10	-	<10	-	-	10
002001	Thomas More University	Kentucky	10	-	<10	-	-	10
012992	Tish School of Makeup & Cosmetology	Washington	10	-	<10	-	-	10
041361	Ton & Guy Handressing Academy	California	<10	-	<10	-	<10	10
042218	Tom&Guy Handressing Academy	California	<10	-	<10	-	-	10
041426	Tours University	California	<10	-	<10	-	<10	10
007206	Travel & Trade Career Institute	California	<10	-	<10	<10	-	10
025013	Trebas Institute of Rec Arts	California	<10	-	<10	-	<10	10
037343	Trend Barber College	Texas	<10	-	<10	<10	-	10
042245	Trenz Beauty Academy	Illinois	<10	-	<10	-	-	10
007839	Triangle Tech	Pennsylvania	10	-	<10	-	-	10
022173	Trisoci University of Beauty Culture	Illinois	<10	-	<10	<10	-	10
041471	Trisoci University of Beauty Culture	Illinois	<10	-	<10	-	-	10
041472	Trisoci University of Beauty Culture	Illinois	<10	-	<10	-	<10	10
041475	Trisoci University of Beauty Culture	Illinois	<10	-	<10	-	-	10
031464	Trinidad State College	Colorado	<10	-	<10	<10	-	10
031771	Trinity Christian College	Illinois	<10	-	<10	<10	<10	10
041777	Tris State Institute of Hair Design	Kentucky	<10	-	<10	-	<10	10
003812	Treasure College	New York	10	-	<10	<10	-	10
038143	Turning Point Beauty College	Arizona	<10	-	<10	<10	-	10
000752	Twin City Beauty College	Michigan	10	-	<10	-	<10	10
031222	Uganda Community College	Oregan	<10	-	<10	<10	<10	10
031158	United States International Univ	California	<10	-	<10	-	<10	10
031706	United States Sports Academy	Alabama	<10	-	<10	<10	-	10
003937	Universidad del Sagrado Corazon	Puerto Rico	10	-	<10	-	<10	10
041771	University of California, Merced	California	10	-	-	<10	-	10
001411	University of Hawaii at Hilo	Hawaii	<10	-	<10	<10	-	10
002504	University of Health Sciences and Pharmacy in St. Louis	Missouri	10	-	<10	<10	<10	10
002028	University of Holy Cross	Louisiana	<10	-	<10	-	-	10
033720	University of Lynchburg	Virginia	<10	-	-	<10	<10	10
022992	University of Mary	North Dakota	<10	-	<10	<10	-	10
035688	University of Mary Hardin-Baylor	Texas	<10	-	<10	<10	<10	10
010394	University of Medicine & Dentistry of New Jersey	New Jersey	<10	-	<10	<10	<10	10
031004	University of Montevallo	Alabama	<10	-	<10	<10	<10	10
035883	University of Mount Union	Ohio	<10	-	<10	-	-	10
002371	University of Northwestern- St Paul	Minnesota	<10	-	<10	-	<10	10
002309	University of Olivet (The)	Michigan	10	-	<10	-	-	10
032327	University of Providence	Maryland	<10	-	<10	-	-	10
003942	University of Puerto Rico- Central Administration	Puerto Rico	<10	-	<10	-	-	10
002384	University of Rochester	New York	10	-	<10	<10	-	10
031843	University of Saint Mary	Kansas	<10	-	<10	<10	-	10
034650	University of South Carolina Beaufort	South Carolina	<10	-	<10	<10	-	10
006725	University of Tennessee Health Science Center	Tennessee	<10	-	<10	-	-	10
030304	University of Tennessee-Southem	Tennessee	<10	-	<10	<10	-	10
030839	University of Texas Health Science Center at San Antonio	Texas	<10	-	<10	<10	-	10
033946	University of the Virgin Islands	All Other Locations	<10	-	-	-	<10	10
030136	University of Tulsa (The)	Oklahoma	<10	-	<10	<10	-	10
030745	University of Virginia	Virginia	<10	-	<10	<10	<10	10
005923	University of West Los Angeles	California	<10	-	<10	<10	-	10
030917	University of Wisconsin- Eau Claire	Wisconsin	<10	-	<10	<10	-	10
030921	University of Wisconsin- Platteville	Wisconsin	<10	-	<10	<10	-	10
030923	University of Wisconsin- River Falls	Wisconsin	<10	-	<10	-	<10	10
030924	University of Wisconsin- Stevens Point	Wisconsin	<10	-	<10	<10	-	10
030925	University of Wisconsin- Superior	Wisconsin	10	-	<10	<10	-	10
030134	Ursuline College	Ohio	<10	-	<10	<10	-	10
030444	Valley College	West Virginia	10	-	<10	<10	-	10
030886	Valley Forge Military College	Pennsylvania	<10	-	<10	<10	-	10
036124	Valley Grande Institute for Academic Studies	Texas	<10	-	-	<10	-	10
042244	Vantage College- San Antonio	Texas	<10	-	<10	-	<10	10
041343	Vault Tech Academy of Cosmetology	Idaho	<10	-	<10	-	-	10
031326	Victor Valley Community College	California	<10	-	<10	-	<10	10
030911	Viterbo University	Wisconsin	10	-	<10	<10	-	10
041794	Vogue College of Cosmetology	Texas	<10	-	<10	<10	-	10
002378	Wake Forest University	North Carolina	<10	-	<10	<10	-	10
035006	Walla Walla Community College	Washington	<10	-	<10	<10	-	10
031116	Walsh University	Ohio	<10	-	<10	<10	-	10
010453	Washington State College of Ohio	Ohio	<10	-	<10	<10	-	10
030388	Watkins College of Art, Design & Film	Tennessee	<10	-	<10	-	-	10
044492	Watterson College	California	<10	-	<10	-	-	10
002301	Wells College	New York	10	-	<10	<10	-	10
031379	West Kentucky Community and Technical College	Kentucky	10	-	<10	<10	-	10
030716	Western Iowa Tech Community College	Iowa	10	-	<10	-	-	10
010363	Western Nevada College	Nevada	<10	-	<10	<10	-	10
040383	WestMed College	California	<10	-	<10	<10	-	10
030881	Westminster University	Utah	<10	-	<10	<10	-	10
030668	Wharton County Junior College	Texas	<10	-	<10	<10	<10	10
002228	Wheelock College	Massachusetts	<10	-	<10	<10	<10	10
007788	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	-	-	10
035949	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	10	-	<10	10
031443	Wilfred Academy of Hair & Beauty Culture	Illinois	<10	-	<10	<10	<10	10
007791	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	<10	-	10
007709	Wilfred Academy of Hair & Beauty Culture	New York	<10	-	<10	-	<10	10
003227	Willamette University	Oregon	<10	-	<10	<10	-	10

002363	William Peace University	North Carolina	10	-	-	<10	-	10
002525	William Woods University	Missouri	<10	-	<10	<10	<10	10
030401	Willshire Computer College	California	<10	-	<10	<10	-	10
002394	Winona State University	Minnesota	<10	-	-	<10	-	10
003143	Wittenberg University	Ohio	<10	-	<10	<10	-	10
002140	Worcester State University	Massachusetts	<10	-	-	<10	<10	10
003805	Yakima Valley College	Washington	<10	-	<10	<10	-	10
001079	Yavapai College	Arizona	<10	-	<10	<10	-	10
002304	YH Center Institute- Capital Region	Pennsylvania	<10	-	<10	<10	-	10
Out 10 Colleges with Less than 10 Cases Received			7540	<10	3,000	1,400	550	12,200
No Primary School Name Listed			800	6,900	<10	-	4,490	12,210

**Question.** Please provide a breakdown of “total denied” borrower defense claims to date by institution.

**Answer.** This data is provided as part of the reports provided under part a.

**Question.** Please provide a breakdown of “total ineligible” borrower defense claims to date by institution.

*Answer.* FSA no longer uses the term “ineligible” in its quarterly reporting; rather, these applications are represented in the “denied” column in the reports attached under part a.

*Question.* Please provide a breakdown of “total closed” borrower defense claims to date by institution.

*Answer.* This data is provided as part of the reports provided under part a.

*Question.* Please provide the top five reasons that borrower defense claims are placed in “total denied,” “total ineligible,” and “total closed.” Please also provide the number and corresponding percentage for borrower defense claims placed in each category.

*Answer.* Because applications are individually evaluated, the system no longer classifies the decision reason associated with denied applications (formerly called ineligible applications) into broad categories such as “Insufficient Evidence.” Each notification letter to a borrower explains the unique reasons associated with that borrower’s individual case.

As of June 2025, the top five reasons applications have been closed were as follows (numbers have been rounded to the nearest 5):

- No Loans Pre-Adjudication (e.g., no Federal loans; loans paid in full; no loans at the applicable school)—(16,335 applications or 69%);
- No Response from Customer—(2,375 applications or 10%);
- Borrower Received an Automatic Closed School Discharge—(965 applications or 4%);
- Borrower Requested Case Closure—(875 applications or 4%).
- Incomplete Application—(685 applications or 3%)

*Question.* In March, your Department announced it would initiate reductions in force, laying off nearly 50 percent of the Department’s staff. This included gutting the offices in charge of overseeing colleges to ensure institutions provide accurate information to students, are financially stable, and are held accountable for any wrongdoing. Without these staff, students across the country, including our nation’s veterans, will be left vulnerable to predatory for-profit colleges.

How many staff at the Department are working on oversight of for-profit colleges?

*Answer.* FSA’s Office of Institutions of Higher Education Oversight and Enforcement’s approximately 150 employees continue to fulfill the office’s statutory responsibilities under the law, including conducting oversight over all institutions that participate in the Title IV programs, such as for-profit, non-profit, and public institutions.

*Question.* What specific priorities are these staff are directed to work on?

*Answer.* FSA’s Office of Institutions of Higher Education Oversight and Enforcement is responsible for ensuring that institutions participating in Federal student aid programs comply with regulatory requirements and maintain high standards of operational integrity. The office oversees the eligibility, enforcement, and accountability functions related to colleges and universities. The office’s primary focus is to protect students and taxpayers by ensuring that schools uphold their responsibilities under Federal law.

*Question.* How many staff at the Department are working on processing borrower defense to repayment and closed school discharge applications?

*Answer.* FSA has 47 staff within the Office of Institutions of Higher Education Oversight and Enforcement who are responsible for adjudicating borrower defense applications. Closed school discharge applications are processed by the loan servicers.

*Question.* The for-profit college industry drastically increased its enrollment during the Great Recession. In many cases, low-value colleges preyed on out-of-work adults, promising them an education that would lead to well-paying jobs—only to leave those students with a mountain of debt and no credential of value. Enrollment peaked in 2011 at more than three million students in the for-profit sector. The Harkin investigation, which was conducted by the Senate Committee on Health, Education, Labor, and Pensions, showed that students were “churned” through these schools, with more than 50 percent of for-profit students leaving within 4 months. Schools like Westwood, Corinthian, and ITT Tech lied to prospective students about their employment outcomes and took their money, only to shutter, leaving those students without good options to complete their degrees. Under the Biden Administration, the Department took important steps to right those wrongs, discharging student loans for borrowers through borrower defense to repayment and closed school discharge, including borrowers who attended Westwood Colleges. However, many of the borrowers who were informed they would receive discharges have not actually seen their loan balances decrease.

Please describe the steps the Department is taking to complete the discharges for these borrowers.



**Answer.** FSA remains committed to ensuring that borrowers entitled to borrower defense discharges are processed to effectuate full relief. To evaluate and ensure that progress is being made on these discharges, servicers provide FSA with weekly progress updates. Though FSA reviews the updates and workplan performance, we have prioritized matters in litigation to remain in compliance with associated settlement agreements and deadlines. In January 2025, the Department directly contacted borrowers who were previously approved for borrower defense discharges in groups such as Corinthian, Marinello School of Beauty, Westwood, ITT, Art Institutes, and College America. These communications confirmed for borrowers that if discharges and/or full relief had not yet been provided, the approvals remain valid and would still be completed by their servicer(s).

**Question.** Please describe any steps the Department has taken to communicate with borrowers who have been promised, but have not yet received, a loan discharge.

**Answer.** In January 2025, FSA conducted a campaign to contact over 1.2 million borrowers approved for borrower defense discharge for Corinthian, ITT, Westwood, Marinello, Art Institutes, and College America to affirm the validity of their discharge. The letter advised each borrower that if they had not yet received their discharge, the action was still in progress and they did not need to take any action. For borrowers that already received relief, the letter advised that no further action was necessary and the matter was considered complete.

**Question.** Please provide an estimated date by which you expect these discharges to be completed.

**Answer.** The Department continues to monitor servicer progress towards completion, but is unable to provide an estimated completion date at this time.

**Question.** Please provide a list of all institutions for which the Department currently holds a letter of credit or other surety and the amount of such letter of credit or other surety.

**Answer.** The most recent Letter of Credit data available is attached.

Currently Held Letters of Credit as of 10/31/2024

Date Source: A6 Audit  
Sorted by Alphabetical Order by State and then by Institution Name

The validated LOC datafile has not been fully vetted for all possible pending LOC data entries.

QPE ID	Institution Name	State	Institution Type	Submission Final Year	LOC Request Date	LOC Requested	LOC Received Date	LOC Amount	LOC Percent Funding
00845220	Abertay University	Foreign Private		07/31/2023	05/12/2024	Failed Numeric Test	06/24/2024	\$ 86,585	10
04111431	American College Dublin (Ireland) (Ireland)	Foreign Private		04/29/2023	04/29/2024	Failed Numeric Test	04/29/2024	\$ 50,844	23
03816450	American Graduate School in Paris	Foreign Private		08/31/2023	06/17/2024	Failed Past Performance Requirements	07/22/2024	\$ 46,468	10
03816440	American Graduate School in Paris	Foreign Private		08/31/2023	03/28/2023	Failed Numeric Test	11/22/2023	\$ 232,491	50
04000103	American University of Angles College of Medicine	Foreign For Profit		03/31/2023	04/02/2024	Failed Past Performance Requirements	08/22/2024	\$ 21,552,894	23
02244400	American University of the Caribbean	Foreign For Profit		03/31/2023	06/25/2023	Failed Numeric Test	11/07/2023	\$ 12,084,042	10
03435300	Anglia Ruskin University	Foreign Private		07/31/2023	03/22/2023	Failed Numeric Test	12/05/2023	\$ 432,865	50
01178100	Arundel University London	Foreign Private		07/31/2023	05/01/2024	Failed Numeric Test	05/01/2024	\$ 243,023	50
03277300	Canadian College of Neurological Medicine	Foreign Private		04/29/2023	06/26/2022	New Owner Meeting 3 yrs of Audited Financial Statement	04/02/2024	\$ 376,674	23
00483800	Dehousse University	Foreign Private		08/31/2020	06/26/2024		05/04/2024	\$ 305,589	10
03854400	Edinburgh University	Foreign Private		07/31/2023	02/15/2023	Failed Past Performance Requirements	04/04/2024	\$ 34,220	10
01118800	Erasmus University Switzerland	Foreign Private		04/29/2023	03/08/2024	Failed Numeric Test	03/28/2024	\$ 47,570	10
04279500	Hamburg University	Foreign Private		07/31/2023	06/17/2024	Failed Numeric Test	08/17/2024	\$ 65,953	50
04118700	Herita School	Foreign Private		07/31/2023	04/30/2024	Failed Numeric Test	07/17/2024	\$ 284,152	50
01047200	HEMUS	Foreign Private		04/29/2023	07/22/2023	Failed Numeric Test	10/28/2023	\$ 445,063	50
01059500	Institut d'Etudes Politiques De Paris	Foreign Private		12/31/2023	07/31/2023	Failed Past Performance Requirements	03/31/2024	\$ 150,250	10
01059600	Institut d'Etudes Politiques De Paris	Foreign Private		12/31/2023	05/08/2024	Failed Past Performance Requirements	03/26/2024	\$ 739,630	50
01048100	Maastricht University	Foreign Private		12/31/2023	06/27/2022	Past Performance (Late Submission)	11/02/2023	\$ 114,511	10
01131300	Maastricht University	Foreign Private		12/31/2023	10/25/2022	Failed Past Performance Requirements	12/02/2023	\$ 138,020	10
00187600	Oxford Brookes University	Foreign Private		07/31/2023	05/17/2023	Failed Numeric Test	08/01/2023	\$ 788,073	50
01059400	Richmond, The American International University in London	Foreign Private		06/30/2023	05/15/2024	Failed Numeric Test	04/07/2024	\$ 158,148	10
02101600	Rutherford University	Foreign Private		07/31/2023	03/26/2024	Failed Numeric Test	08/02/2024	\$ 761,498	50
01807300	Rose Bruford College of Theatre and Performance	Foreign Private		07/31/2023	05/04/2024	Failed Past Performance Requirements	04/24/2024	\$ 52,111	10
02277800	Rose University School of Veterinary Medicine	Foreign For Profit		08/23/2023	08/23/2023	Failed Numeric Test	11/07/2023	\$ 12,444,394	10
03246600	Rose University School of Medicine	Foreign For Profit		06/23/2023	06/23/2023	Failed Numeric Test	11/07/2023	\$ 2,163,223	10
00424300	Royal College of Art	Foreign Private		07/31/2023	05/17/2024	Failed Numeric Test	05/17/2024	\$ 692,573	50
03888700	Royal Conservatoire of Scotland	Foreign Private		07/31/2023	05/04/2024	Failed Numeric Test	04/25/2024	\$ 372,867	50
03780300	Saba University School of Medicine	Foreign For Profit		04/29/2023	04/12/2024	Failed Past Performance Requirements	04/23/2024	\$ 3,271,479	10
03780300	Saba University School of Medicine	Foreign For Profit		04/29/2023	12/01/2022	Failed Numeric Test	01/24/2023	\$ 4,585,633	100
00858600	Seamless University	Foreign Private		07/31/2023	11/21/2023	Failed Numeric Test	01/01/2024	\$ 480,241	50
00152100	Trinity Labian Conservatoire of Music and Dance	Foreign Private		07/31/2023	05/28/2024	Failed Numeric Test	07/31/2024	\$ 15,621	10
04074600	University College Cork	Foreign Private		06/29/2023	06/13/2024	Failed Numeric Test	08/02/2024	\$ 142,861	10
01018800	University College Dublin, National University of Ireland, Dublin	Foreign Private		06/30/2023	06/03/2024	Failed Numeric Test	07/02/2024	\$ 7,709,389	50
01018800	University College Dublin, National University of Ireland, Dublin	Foreign Private		06/30/2023	11/21/2022	Past Performance (Late Submission)	04/15/2023	\$ 665,794	10
00151800	University of Alameda	Foreign Private		07/31/2023	05/22/2024	Failed Past Performance Requirements	07/22/2024	\$ 110,313	10
01017300	University of Brighton	Foreign Private		07/31/2023	04/07/2024	Failed Numeric Test	08/13/2024	\$ 555,908	50
03533300	University of Central Lancashire	Foreign Private		07/31/2023	10/24/2023	Failed Past Performance Requirements	12/12/2023	\$ 144,432	10
04073900	University of Chester	Foreign Private		07/31/2023	05/21/2023	Failed Past Performance Requirements	06/28/2023	\$ 144,780	10
03045000	University of East London	Foreign Private		07/31/2023	06/13/2024	Failed Numeric Test	08/13/2024	\$ 1,453,150	50
03045000	University of East London	Foreign Private		07/31/2023	06/04/2024	Failed Numeric Test	07/17/2024	\$ 288,038	10
03642600	University of Exeter	Foreign Private		07/31/2023	07/01/2023	Failed Numeric Test	08/06/2023	\$ 1,240,565	50
00668800	University of Glasgow	Foreign Private		04/29/2023	05/04/2024	Failed Numeric Test	04/02/2024	\$ 1,423,286	50
00668800	University of Glasgow	Foreign Private		04/29/2023	03/14/2023	Failed Past Performance Requirements	02/15/2024	\$ 290,667	10
01025200	University of Hertfordshire	Foreign Private		07/31/2023	08/24/2024	Past Performance (Late Submission)	10/24/2024	\$ 5,160	10
00860500	University of Kent	Foreign Private		07/31/2023	07/31/2023	Failed Numeric Test	10/27/2023	\$ 281,245	10
02229100	University of Leicester	Foreign Private		07/31/2023	10/31/2023	Failed Numeric Test	01/03/2024	\$ 234,193	50
03063000	University of Lincoln	Foreign Private		08/30/2023	07/22/2024	Failed Past Performance Requirements	08/17/2024	\$ 128,685	10

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## Currently Held Letters of Credit as of 10/31/2024

Data Source: e2-Audit  
Sorted by Alphabetical Order by State and then by Institution Name

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CPE ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Reviewed Date	LOC Amount	LOC Percent Funding	
0218400	University of London - London Business School	Foreign Private	07/01/2023	10/02/2023	Failed Numeric Test	11/15/2023	\$ 4,766,877	10	50	
0221000	University of London - London School of Hygiene & Tropical Medicine	Foreign Private	07/01/2023	05/31/2024	Failed Numeric Test	07/24/2024	\$ 516,303	10	50	
0289200	University of Nottingham	Foreign Private	07/01/2023	06/15/2024	Failed Numeric Test	08/17/2024	\$ 538,572	10	50	
0408800	University of Ottawa	Foreign Private	04/01/2023	04/15/2024	Failed Numeric Test	08/05/2024	\$ 286,144	10	50	
0508000	University of Surrey	Foreign Private	07/01/2023	07/31/2023	Failed Numeric Test	08/29/2023	\$ 44,040	10	50	
0423070	University of the Highlands and Islands	Foreign Private	07/01/2023	04/11/2024	Failed Past Performance Requirements	04/15/2024	\$ 10,487	10	50	
0423070	University of the Highlands and Islands	Foreign Private	07/01/2023	04/11/2024	Failed Numeric Test	04/20/2024	\$ 20,877	10	50	
0120780	Victoria University of Wellington	Foreign Private	12/31/2023	09/31/2024	Failed Numeric Test	10/15/2024	\$ 304,450	10	50	
0254100	Alaska Career College	AK	Proprietary	12/31/2023	11/27/2023	Unlabeled Refunds	04/21/2024	\$ 18,177	25	50
0254100	Alaska College	AK	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,515,485	10	50
0138140	Barrie College	AL	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,805,837	10	50
0421100	Salon International Academy (Ther)	AL	Proprietary	03/31/2023	07/12/2024	Failed Numeric Test	08/27/2024	\$ 213,009	10	50
0118700	Arkansas Baptist College	AR	Non Profit	06/30/2023	07/04/2024	Failed Past Performance Requirements	07/17/2024	\$ 400,913	10	50
0118700	Arkansas Baptist College	AR	Non Profit	06/30/2023	05/07/2024	Failed Numeric Test	07/17/2024	\$ 440,885	10	50
0118700	Arkansas Baptist College	AR	Non Profit	06/30/2023	11/24/2024	Failed Numeric Test	11/28/2024	\$ 386,176	10	50
0118800	Bay College	AR	Non Profit	06/30/2023	07/09/2024	Failed Numeric Test	07/22/2024	\$ 453,752	10	50
0427240	Northern Technical College	AS	Proprietary	06/30/2023	05/02/2024	Failed Numeric Test	05/13/2024	\$ 30,053	10	50
0121100	Arizona Christian University	AZ	Non Profit	06/30/2023	06/27/2024	Failed Numeric Test	08/02/2024	\$ 6,000	10	50
0126500	Arizona School of Acupuncture and Oriental Medicine	AZ	Proprietary	12/31/2023	05/29/2024	Failed Numeric Test	08/07/2024	\$ 45,354	10	50
0423300	Arizona School of Integrative Studies	AZ	Proprietary	04/30/2023	07/01/2023	Failed Numeric Test	06/13/2024	\$ 772,366	50	50
0423300	Arizona School of Integrative Studies	AZ	Proprietary	04/30/2023	03/26/2024	Unlabeled Refunds	04/23/2024	\$ 86,012	50	50
0465000	ASU Truck Driving Institute	AZ	Proprietary	12/31/2023	08/05/2023	Failed Numeric Test	08/13/2023	\$ 545,488	50	50
0427400	Paul Mitchell The School Phoenix	AZ	Proprietary	07/31/2023	07/26/2024	New Owner Missing 2 Yrs of Audited Financial Statement	12/05/2024	\$ 309,244	25	50
0427400	Paul Mitchell The School Phoenix	AZ	Proprietary	07/31/2023	07/26/2024	New Owner Missing 2 Yrs of Audited Financial Statement	12/05/2024	\$ 345,055	10	50
0413400	Academy of Ethical and Leadership Studies	CA	Proprietary	12/31/2023	04/01/2024	Failed Numeric Test	06/04/2024	\$ 25,210	10	50
0127240	Advanced Beauty Tech Academy	CA	Non Profit	12/31/2023	01/31/2024	Failed Numeric Test	05/22/2024	\$ 174,187	10	50
0420800	Advanced Beauty Tech Academy	CA	Proprietary	12/31/2023	01/31/2024	Failed Numeric Test	07/17/2024	\$ 16,486	10	50
0420800	Advanced Beauty Tech Academy	CA	Proprietary	12/31/2023	06/05/2024	Past Performance (Late Submission)	07/17/2024	\$ 48,140	3	50
0424100	Atlanta Medical University	CA	Proprietary	12/31/2023	01/02/2024	Past Performance (Late Submission)	06/27/2024	\$ 35,770	10	50
0111700	Atlanta International University	CA	Proprietary	06/30/2023	07/01/2024	Unlabeled Refunds	07/01/2024	\$ 43,890,366	50	50
0128230	American Institute of Massage Therapy	CA	Proprietary	06/30/2023	07/31/2023	Failed Past Performance Requirements	08/07/2023	\$ 3,147	10	50
0416400	Angelic Institute	CA	Proprietary	12/31/2023	11/21/2023	Unlabeled Refunds	03/19/2024	\$ 6,786	25	50
0112400	Asia College	CA	Proprietary	12/31/2023	06/11/2024	Failed Numeric Test	08/02/2024	\$ 213,290	20	50
0124040	ATI College	CA	Proprietary	12/31/2023	08/08/2023	Failed Numeric Test	08/08/2023	\$ 265,746	20	50
0421700	Bay Area Medical Academy	CA	Proprietary	12/31/2023	10/19/2023	Failed Numeric Test	11/21/2023	\$ 585,877	40	50
0121800	Bellevue Beauty College	CA	Proprietary	06/30/2023	06/03/2024	Failed Past Performance Requirements	10/15/2024	\$ 14,468	10	50
0424000	CalState Menlo Park	CA	Proprietary	12/31/2023	07/28/2024	Failed Numeric Test	08/28/2024	\$ 20,650	10	50
0421780	California Beauty & Beauty College	CA	Proprietary	12/31/2023	08/22/2024	Failed Numeric Test	08/22/2024	\$ 25,406	10	50
0120200	California Beauty College	CA	Proprietary	08/31/2023	08/22/2024	New Owner Missing 2 Yrs of Audited Financial Statement	07/15/2024	\$ 154,080	25	50
0428400	California Health Sciences University	CA	Proprietary	06/30/2023	05/24/2024	Failed Numeric Test	07/29/2024	\$ 870,869	50	50
0428400	California Health Sciences University	CA	Proprietary	06/30/2023	07/21/2024	Failed Numeric Test	08/02/2024	\$ 1,500,022	50	50
0123380	Center for Employment Training	CA	Non Profit	06/30/2023	04/21/2024	Failed Numeric Test	08/13/2024	\$ 1,015,537	10	50
0418000	China Aveda Institute	CA	Proprietary	12/31/2023	07/12/2024	Failed Numeric Test	10/28/2024	\$ 176,000	10	50
0427600	Claremont Graduate University	CA	Non Profit	03/31/2023	04/23/2024	Failed Numeric Test	08/01/2024	\$ 901,863	20	50
0112880	Claremont School of Theology	CA	Non Profit	06/30/2023	08/07/2023	Failed Numeric Test	10/28/2024	\$ 377,460	10	50
0121100	Columbia College Hollywood	CA	Non Profit	03/31/2023	03/28/2024	Failed Numeric Test	06/27/2024	\$ 632,438	20	50
0424800	Connet Technical School	CA	Proprietary	12/31/2023	05/23/2024	Failed Numeric Test	07/11/2024	\$ 76,521	10	50

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Data Source: e2-Audit  
Sorted by Alphabetical Order by State and then by Institution Name

The validated LOC datafile has not been fully vetted for all possible pending LOC data entries.

CPE ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Review Date	LOC Amount	LOC Percent Funding
0417400	Ellie Counseling School	CA	Proprietary	03/31/2023	04/07/2023	Unlabeled Refunds	05/07/2023	\$ 1,320	25
0417400	Ellie Counseling School	CA	Proprietary	03/31/2023	03/13/2024	Failed Numeric Test	07/15/2024	\$ 116,015	10
0100300	Ellis Bible College	CA	Non Profit	06/30/2023	04/19/2023	Failed Past Performance Requirements	06/27/2023	\$ 148,405	10
0121500	Evans Pacific University	CA	Non Profit	06/30/2023	07/27/2023	Unlabeled Refunds	06/19/2023	\$ 133,334	25
0415600	Galaxy Medical College	CA	Proprietary	03/31/2023	03/29/2024	Failed Numeric Test	06/14/2024	\$ 106,811	20
0427480	Heaven University	CA	Non Profit	12/31/2023	04/19/2023	Past Performance (Late Submission)	05/02/2023	\$ 1,572	10
0414170	Healing Hands School of Holistic Health	CA	Proprietary	12/31/2023	05/27/2023	Unlabeled Refunds	07/16/2023	\$ 6,979	25
0123200	Hope International University	CA	Non Profit	05/31/2023	08/06/2024	Failed Numeric Test	04/29/2024	\$ 1,202,244	10
0426500	ICHS College	CA	Non Profit	12/31/2022	07/29/2024	Past Performance (Late Submission)	08/13/2024	\$ 218,980	20
0418100	Integrity College of Health	CA	Proprietary	06/30/2023	01/10/2024	Late Return to Title IV	02/26/2024	\$ 18,828	25
0128400	Los Angeles College of Music	CA	Proprietary	08/31/2023	07/11/2024	Failed Numeric Test	10/08/2024	\$ 169,461	10
0124500	Los Angeles Pacific College	CA	Proprietary	12/31/2023	04/04/2024	Failed Numeric Test	10/22/2024	\$ 42,218	10
0129100	MTI College	CA	Proprietary	12/31/2022	05/04/2024	Failed Numeric Test	06/19/2024	\$ 2,813,182	50
0121800	Musicians Institute	CA	Proprietary	06/30/2023	07/11/2024	Failed Numeric Test	10/08/2024	\$ 454,057	10
0124300	Northeast College of Architecture and Design	CA	Proprietary	12/31/2023	01/01/2024	Failed Numeric Test	03/15/2024	\$ 2,443,133	50
0181300	Northcentral University	CA	Non Profit	06/30/2022	10/03/2023	Unlabeled Refunds	11/07/2023	\$ 954,871	25
0117900	Nostra Domini da Nazareth University	CA	Non Profit	06/30/2023	08/24/2024	Failed Numeric Test	10/08/2024	\$ 242,606	10
0135600	NTMA Machine Career College	CA	Non Profit	02/28/2023	01/24/2024	Past Performance (Late Submission)	04/21/2024	\$ 112,206	10
0121280	Pacific Union College	CA	Non Profit	06/30/2023	05/18/2024	Failed Numeric Test	08/20/2024	\$ 3,146,027	50
0416280	Paul Mitchell The School Modesto	CA	Proprietary	01/31/2023	01/27/2023	New Owner Missing 2 yrs of Audited Financial Statement	01/13/2023	\$ 786,340	25
0426500	Paul Mitchell The School San Jose	CA	Proprietary	12/31/2022	11/14/2023	Late Return to Title IV	03/12/2024	\$ 17,677	25
0427100	Phoenicia Institute of Beauty	CA	Proprietary	04/30/2023	07/28/2024	Failed Numeric Test	08/05/2024	\$ 44,079	10
0130200	Saint Mary's College of California	CA	Non Profit	06/30/2022	06/25/2023	Unlabeled Refunds	10/18/2023	\$ 15,076	25
0427400	San Francisco School of Massage & Bodywork	CA	Proprietary	12/31/2022	07/03/2024	Failed Numeric Test	08/23/2024	\$ 100,695	50
0128700	South Baptist University	CA	Non Profit	06/30/2023	04/03/2024	Failed Numeric Test	06/19/2024	\$ 317,205	10
0408000	Stear King School for the Ministry	CA	Non Profit	06/30/2022	06/28/2023	Past Performance (Late Submission)	08/07/2023	\$ 95,568	10
0415540	Unitek College	CA	Proprietary			Failed Numeric Test	08/17/2024	\$ 489,136	10
0416930	Unitek College	CA	Proprietary			Failed Numeric Test	08/17/2024	\$ 6,131,254	10
0425500	Universal Healthcare Careers College	CA	Proprietary	12/31/2022	02/18/2023	Other	05/13/2023	\$ 111,598	10
0136500	University of East-West Medicine	CA	Proprietary	12/31/2022	03/07/2024	Failed Numeric Test	03/27/2024	\$ 53,208	20
0137100	University of St. Augustine for Health Sciences	CA	Proprietary	12/31/2022	12/19/2023	Failed Numeric Test	03/12/2024	\$ 23,049,728	10
0114500	Valley College of Medical Careers	CA	Proprietary	12/31/2022	11/27/2023	Failed Numeric Test	11/27/2023	\$ 113,511	10
0128100	William Jessup University	CA	Non Profit	06/30/2022	07/27/2023	Unlabeled Refunds	11/10/2023	\$ 1,211	25
0113410	Woodbury University	CA	Non Profit	06/30/2022	07/17/2023	Failed Numeric Test	06/05/2023	\$ 1,499,640	10
0128800	World Mission University	CA	Non Profit	06/30/2022	04/04/2023	Past Performance (Late Submission)	07/04/2023	\$ 125,947	10
0418000	Colorado Academy of Veterinary Technology	CO	Proprietary	03/26/2024	CO - Failed Financial Responsibility Standards	04/19/2024	\$ 18,333	10	
0418000	Colorado Academy of Veterinary Technology	CO	Proprietary	08/15/2023	CO - Missing 2 years of Financial Statements	08/22/2023	\$ 145,357	25	
0414800	Dewar College of Nursing	CO	Proprietary	06/30/2023	08/07/2024	Failed Numeric Test	04/25/2024	\$ 1,479,449	10
0106000	DMC College	CO	Proprietary	12/31/2022	02/02/2024	Going Concern	04/25/2024	\$ 822,037	25
0121700	Naropa University	CO	Non Profit	06/30/2022	12/12/2023	Failed Past Performance Requirements	04/17/2023	\$ 1,738,585	10
0421800	Rochy Vista University	CO	Proprietary	06/30/2023	06/11/2024	Failed Numeric Test	07/02/2024	\$ 51,860,462	10
0127000	Roanoke College of Aeronautics and Technology	CT	Proprietary	01/31/2023	04/08/2023	Unlabeled Refunds	04/08/2023	\$ 9,529	25
0126600	American Institute	CT	Proprietary	03/24/2024	04/24/2024	Failed Numeric Test	03/05/2024	\$ 2,203,175	10
0127900	Porter and Chester Institute	CT	Proprietary	07/31/2021	03/24/2022	Unlabeled Refunds	06/17/2022	\$ 122,148	25
0127000	Porter and Chester Institute of Hiram	CT	Proprietary	07/31/2021	03/24/2022	Unlabeled Refunds	06/17/2022	\$ 10,401	25
0140100	Post University	CT	Proprietary	06/30/2023	05/26/2023	Unlabeled Refunds	07/09/2023	\$ 1,575,869	25
0104000	Bennett Career Institute	DC	Proprietary	12/31/2022	06/19/2024	Failed Numeric Test	08/07/2024	\$ 82,074	10

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OFF ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Received Date	LOC Amount	LOC Percent Funding
04142700	Pontifical John Paul II Institute for Studies on Marriage and Family	DC	Non Profit	12/31/2023	02/14/2024	Failed Numeric Test	03/21/2024	\$ 85,900	50
04150700	Academy of Massage and Bodywork	DE	Proprietary	12/31/2023	06/06/2023	CO - Missing two years of Financial Statements	06/27/2023	\$ 18,467	25
04153200	Artistry Hair Academy	FL	Proprietary	12/31/2023	08/04/2023	Failed Numeric Test	11/01/2023	\$ 268,425	50
04178000	Boca Beauty Academy	FL	Proprietary	12/31/2023	08/21/2023	New Owner Missing 2 yrs of Audited Financial Statement	08/26/2023	\$ 689,854	23
04184800	Center for Neuroanatomic Studies	FL	Proprietary	12/31/2023	02/01/2023	Failed Past Performance Requirements	04/28/2023	\$ 11,600	10
04184800	Center for Neuroanatomic Studies	FL	Proprietary	12/31/2023	02/08/2024	Failed Numeric Test	02/04/2024	\$ 63,370	20
04196600	Chancellor Institute	FL	Proprietary	06/30/2023	09/11/2023	Failed Numeric Test	11/07/2023	\$ 55,555	10
03108000	Compas Med Vocational Careers	FL	Proprietary	12/31/2023	08/25/2023	New Owner Missing 2 yrs of Audited Financial Statement	09/05/2023	\$ 856,056	23
01888100	Dragon River College of Oriental Medicine	FL	Non Profit	11/31/2023	05/15/2024	Failed Past Performance Requirements	07/11/2024	\$ 128,112	10
03429700	East West College of Natural Medicine	FL	Proprietary	12/31/2023	03/01/2023	Failed Numeric Test	08/28/2023	\$ 154,578	10
03429700	East West College of Natural Medicine	FL	Proprietary	12/31/2023	03/21/2023	Failed Past Performance Requirements	05/01/2023	\$ 227,838	10
04291500	Florida Academy of Nursing, The	FL	Proprietary	12/31/2023	07/11/2023	Failed Numeric Test	11/21/2023	\$ 85,353	10
04151200	Florida Academy of Nursing, The	FL	Proprietary	11/31/2023	08/24/2023	Failed Past Performance Requirements	07/08/2024	\$ 85,353	10
02103800	Florida Career College	FL	Proprietary	12/31/2023	04/11/2023	Other	05/04/2023	\$ 6,035,804	100
03434300	Fortis College	FL	Proprietary	06/30/2023	05/03/2024	Failed Numeric Test	06/25/2024	\$ 646,884	11
03188000	Frederick Sound Bible College	FL	Non Profit	06/30/2023	04/04/2023	Failed Past Performance Requirements	11/20/2023	\$ 76,296	10
04103600	FTC Cuts Academy	FL	Proprietary	12/31/2023	08/14/2023	Failed Numeric Test	08/15/2023	\$ 204,538	50
04242000	Lafin Beauty Academy	FL	Proprietary	12/31/2023	09/24/2023	Failed Past Performance Requirements	11/01/2023	\$ 135,544	10
04283000	Mohane Moore's Culinary Institute	FL	Proprietary	12/31/2023	11/21/2023	Unlabeled Refunds	12/08/2023	\$ 6,964	25
03125600	Morrell Art School	FL	Proprietary	12/31/2023	03/18/2024	Failed Numeric Test	03/06/2024	\$ 86,798	10
04120200	More Tech Institute	FL	Proprietary	12/31/2023	11/10/2023	Failed Past Performance Requirements	02/04/2024	\$ 52,453	10
04151300	Palm Beach Academy of Health & Beauty	FL	Proprietary	12/31/2023	04/16/2024	60/10 Failure	05/25/2024	\$ 82,944	10
04123500	Pardon Spa Institute	FL	Proprietary	11/31/2023	11/09/2023	Unlabeled Refunds	12/15/2023	\$ 11,447	25
04158000	Pentecost International College	FL	Proprietary	12/31/2023	03/11/2024	Past Performance (Late Submission)	04/23/2024	\$ 112,053	10
04114500	Pentecost Health & Beauty Sciences Academy	FL	Proprietary	03/31/2023	02/13/2023	New Owner Missing 2 yrs of Audited Financial Statement	04/01/2023	\$ 29,217	25
03114100	Schiller International University	FL	Proprietary	11/30/2023	11/20/2023	New Owner Missing 2 yrs of Audited Financial Statement	05/08/2024	\$ 547,235	23
03114100	Schiller International University	FL	Proprietary	11/31/2023	11/04/2023	Failed Numeric Test	03/01/2024	\$ 79,080	11
03114100	Schiller International University	FL	Proprietary	05/08/2024	Failed Numeric Test	10/08/2024	\$ 13,886	10	
03108100	Seaside College of Florida	FL	Non Profit	07/31/2023	11/29/2023	Failed Past Performance Requirements	03/07/2024	\$ 14,718	10
03108100	Seaside College of Florida	FL	Non Profit	07/31/2023	03/22/2023	Failed Numeric Test	07/06/2023	\$ 14,718	10
03128200	Trinity College of Florida	FL	Non Profit	06/30/2023	09/10/2023	Failed Numeric Test	10/01/2023	\$ 145,289	10
03493300	Ultimate Medical Academy	FL	Non Profit	12/31/2023	07/21/2023	Failed Numeric Test	11/20/2023	\$ 12,120,088	12
03173300	Ultimate Law Center	GA	Proprietary	07/31/2023	07/12/2023	Failed Past Performance Requirements	08/01/2023	\$ 1,251,549	10
04242300	Dalton Institute of Esthetics and Cosmetology	GA	Proprietary	07/31/2023	01/23/2023	New Owner Missing 2 yrs of Audited Financial Statement	04/18/2023	\$ 135,462	23
04242300	Dalton Institute of Esthetics and Cosmetology	GA	Proprietary	08/24/2023	Failed Numeric Test	12/05/2023	\$ 79,384	10	
03844400	Southwest College	GA	Proprietary	12/31/2023	02/27/2024	Failed Numeric Test	04/01/2024	\$ 208,146	10
04260000	Institute of Medical Unsound	GA	Proprietary	12/31/2023	01/09/2024	Failed Past Performance Requirements	03/01/2024	\$ 38,941	10
04260000	Institute of Medical Unsound	GA	Proprietary	12/31/2023	03/09/2024	Failed Numeric Test	03/01/2024	\$ 158,556	23
03158700	Palme College	GA	Non Profit	06/30/2023	09/15/2023	Failed Numeric Test	08/27/2024	\$ 494,104	13
03158700	Palme College	GA	Non Profit	06/30/2023	09/15/2023	Failed Numeric Test	07/01/2024	\$ 494,045	12
03158700	Palme College	GA	Non Profit	06/30/2023	09/15/2023	Failed Numeric Test	08/24/2024	\$ 250,000	8
03159300	South University	GA	Proprietary	12/31/2023	11/15/2023	Failed Numeric Test	05/01/2024	\$ 22,000,000	10
04187100	Wesley's Barber School of Arts	GA	Proprietary	12/31/2023	12/08/2023	Failed Past Performance Requirements	12/18/2023	\$ 10,386	10
03483000	Pacific Islands University	GU	Non Profit	06/30/2023	07/19/2023	Past Performance (Late Submission)	05/02/2023	\$ 86,645	20
03184600	Worliff Cliff University	IA	Non Profit	03/31/2023	08/12/2024	Failed Past Performance Requirements	06/24/2024	\$ 1,148,127	10
03105600	L.F. James International College	IA	Proprietary	06/30/2023	03/04/2024	Failed Numeric Test	06/17/2024	\$ 15,162	10
03114500	L.F. James International College	IA	Proprietary	06/30/2023	03/04/2024	Failed Numeric Test	06/17/2024	\$ 145,714	10

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03842400	L.F. James International College	IA	Proprietary	06/30/2023	03/04/2024	Failed Numeric Test	06/17/2024	\$ 44,505	10
03174500	L.F. James International College - Des Moines	IA	Proprietary	06/30/2023	03/04/2024	Failed Numeric Test	06/17/2024	\$ 105,271	10
03074500	Latson Professional Academy (Ethi)	IA	Proprietary	12/31/2023	11/27/2023	Failed Past Performance Requirements	12/27/2023	\$ 73,622	10
03061100	ICDHD Hair Academy	IA	Proprietary	12/31/2023	05/01/2024	New Owner Missing 2 yrs of Audited Financial Statement	03/21/2024	\$ 114,854	23
03145100	IAAC Institute of Technology	IA	Proprietary	12/31/2023	11/23/2023	New Owner Missing 2 yrs of Audited Financial Statement	05/04/2023	\$ 175,062	10
02146500	Canella School of Hair Design	IL	Proprietary	12/31/2023	09/29/2023	Unlabeled Concern	12/04/2023	\$ 64,878	23
02102600	Canella School of Hair Design	IL	Proprietary	12/31/2023	09/29/2023	Unlabeled Concern	12/04/2023	\$ 68,879	23
02102600	Canella School of Hair Design	IL	Proprietary	12/31/2023	11/21/2023	Failed Past Performance Requirements	04/01/2024	\$ 107,288	10
02146500	Canella School of Hair Design	IL	Proprietary	12/31/2023	11/02/2023	Failed Past Performance Requirements	04/01/2024	\$ 17,611	10
03438300	Chamberlain University	IL	Proprietary	09/30/2023	04/01/2024	Failed Numeric Test	06/18/2024	\$ 42,495,082	10
03149100	Illinois Institute of Technology	IL	Non Profit	05/31/2023	04/04/2024	Failed Numeric Test	06/18/2024	\$ 12,051,750	30
03128200	Methodist College	IL	Non Profit	01/31/2023	01/27/2023	CO - Missing one year of Financial Statements	03/06/2023	\$ 1,404,500	23
03174500	Quincy University	IL	Non Profit	07/31/2023	07/28/2023	Failed Numeric Test	03/05/2023	\$ 3,605,631	50
04155100	Indiana College of Sports & Medical Massage	IN	Proprietary	12/31/2023	11/10/2023	Failed Numeric Test	11/01/2023	\$ 97,863	10
03163200	Kenya's Academy of Barbering	IN	Proprietary	12/31/2023	12/04/2023	Failed Numeric Test	03/01/2024	\$ 680,338	50
03151300	Rowe Beauty College	IN	Proprietary	06/30/2023	02/08/2024	Failed Numeric Test	02/21/2024	\$ 2,373	100
03140800	Marion University	IN	Non Profit	06/30/2023	03/04/2024	Jobs Return to Title W	05/08/2023	\$ 74,129	23
03140800	Marion University	IN	Non Profit	06/30/2023	05/04/2023	Past Performance (Late Submission)	03/01/2023	\$ 238,746	10
04131100	MyComputerCareer at Indianapolis	IN	Proprietary	06/30/2023	08/22/2024	60/10 Failure	10/22/2024	\$ 1,214,121	10
04186000	Paul Mitchell The School Indianapolis	IN	Proprietary	03/31/2023	01/12/2023	CO - Missing two years of Financial Statements	01/09/2023	\$ 603,040	23
03183500	John Mary of the Woods College	IN	Non Profit	06/30/2023	04/28/2023	Failed Numeric Test	08/01/2023	\$ 4,327,881	50
03104000	Bethany College	KS	Non Profit	06/30/2023	05/02/2024	Failed Numeric Test	05/09/2024	\$ 772,385	10
03103800	Central Christian College of Kansas	KS	Non Profit	06/30/2023	07/01/2023	Unlabeled Refunds	08/08/2023	\$ 42,288	23
03108000	Kansas Christian College	KS	Non Profit	06/30/2023	05/15/2024	Failed Numeric Test	11/01/2024	\$ 166,127	10
03103100	Manhattan Christian College	KS	Non Profit	06/30/2023	07/19/2023	Failed Past Performance Requirements	08/28/2023	\$ 800,000	10
03134800	Old Town Barber College	KS	Proprietary	06/30/2023	05/12/2024	Failed Numeric Test	06/25/2024	\$ 103,796	10
03101700	Ottawa University	KS	Non Profit	06/30/2023	08/12/2024	Failed Numeric Test	06/20/2024	\$ 4,441,229	10
03194000	Southwestern College	KS	Non Profit	06/30/2023	06/06/2024	Failed Numeric Test	07/01/2024	\$ 866,105	10
04103000	It's Hair International	KS	Proprietary	12/31/2023	08/17/2023	Failed Past Performance Requirements	08/11/2023	\$ 73,279	10
04159100	Kennedy International School	KY	Proprietary	06/30/2023	02/08/2024	Failed Numeric Test	07/01/2024	\$ 232,174	23
04178000	South Eastern Beauty Academy	KY	Proprietary	12/31/2023	04/01/2024	CO - Missing two years of Financial Statements	06/04/2024	\$ 43,569	23
03108800	Union Commonwealth University	KY	Non Profit	06/30/2023	08/04/2024	Failed Past Performance Requirements	09/10/2024	\$ 888,179	10
02182100	BELO Beauty Institute	LA	Proprietary	06/30/2023	06/17/2023	New Owner Missing 2 yrs of Audited Financial Statement	11/04/2023	\$ 114,415	23
03148000	Compacting Training Center	LA	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	05/07/2024	\$ 138,025	23
03104000	Decent City School of Grooming & Barbering	LA	Proprietary	12/31/2023	09/20/2023	60/10 Failure	01/08/2024	\$ 451,668	10
03480300	Fortis College	LA	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,562,140	13
03169300	Johnson's Academy of Hair Design	LA	Proprietary	06/30/2023	12/26/2023	Failed Numeric Test	04/01/2024	\$ 284,127	10
02148000	Boston Baptist College	MA	Non Profit	06/30/2023	05/21/2024	Failed Numeric Test	05/22/2024	\$ 77,165	34
03182900	Cambridge College	MA	Non Profit	08/31/2023	05/30/2024	New Owner Missing 1 yr of Audited Financial Statement	07/17/2024	\$ 1,540,801	10
04116900	Edgewood School of Cosmetology	MA	Proprietary	12/31/2023	11/03/2023	Failed Past Performance Requirements	12/22/2023	\$ 26,670	10
03194700	London Concord Theological Seminary	MA	Non Profit	06/30/2023	07/07/2024	Failed Numeric Test	10/01/2024	\$ 206,866	10
03461000	Hampshire College	MA	Non Profit	06/30/2023	07/01/2024	Failed Numeric Test	09/01/2024	\$ 1,176,052	20
03114400	Hellenic College & Holy Cross Greek Orthodox School of Theology	MA	Non Profit	06/30/2023	04/07/2024	Failed Past Performance Requirements	06/12/2024	\$ 53,894	10
04143200	Health International Business School	MA	Non Profit	07/31/2023	07/01/2024	Failed Numeric Test	09/04/2024	\$ 2,048,136	10
03032200	Signature Healthcare Brighton Hospital School of Nursing	MA	Non Profit	06/30/2023	05/24/2023	Past Performance (Late Submission)	07/01/2023	\$ 144,301	10
03130300	Urban College of Boston	MA	Non Profit	08/31/2023	08/24/2023	CO - Missing two years of Financial Statements	08/30/2023	\$ 477,894	23

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03483300	All-State Career	MD	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 2,861,388	13
02424000	Agnes Beauty Academy - Laurel	MD	Proprietary	12/31/2023	03/12/2023	Late Return to Title IV	03/01/2023	\$ 317,255	23
01111500	Artis Institute - Towson	MD	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 5,253,364	13
00207600	Hood College	MD	Non-Profit	06/30/2023	03/09/2024	Past Performance (Late Submission)	03/01/2024	\$ 1,248,755	10
02333000	Maryland Beauty Academy of Essex	MD	Proprietary	03/31/2023	12/01/2023	Failed Numeric Test	06/08/2024	\$ 34,253	10
03278600	Maryland University of Integrative Health	MD	Non-Profit	07/31/2023	07/24/2024	Solving Concerns	10/08/2024	\$ 1,370,881	26
00267000	Washington Adventist University	MD	Non-Profit	06/30/2023	07/20/2024	Failed Numeric Test	10/09/2024	\$ 2,605,085	36
00761700	Carnegie Institute	MI	Proprietary	06/30/2023	07/22/2024	Failed Numeric Test	10/25/2024	\$ 465,284	36
03244600	Chazy University	MI	Non-Profit	06/30/2023	11/07/2023	Failed Numeric Test	03/06/2024	\$ 508,088	10
04024000	Ecumenical Theological Seminary	MI	Non-Profit	07/31/2023	03/25/2023	Failed Past Performance Requirements	03/01/2023	\$ 47,444	10
00246900	Great Lakes Christian College	MI	Non-Profit	06/30/2023	03/07/2023	Failed Numeric Test	03/01/2023	\$ 113,685	10
01321800	M.J. Murphy Beauty College	MI	Proprietary	12/31/2023	06/01/2024	Failed Numeric Test	10/29/2024	\$ 59,485	10
01238100	Madonna University	MI	Non-Profit	06/30/2023	06/17/2023	Unfunded Refunds	10/11/2023	\$ 738.1	18
04248700	Merco Detroit Barber College	MI	Non-Profit	12/31/2023	02/20/2024	Failed Numeric Test	06/17/2024	\$ 23,000	10
04313800	Mostay School of Cosmetology	MI	Proprietary	11/31/2023	02/14/2024	Failed Numeric Test	03/11/2024	\$ 50,780	36
04165000	Notion School of Cosmetology & SKC	MI	Proprietary	12/31/2023	02/29/2024	CIO - Missing Two years of Financial Statements	04/23/2024	\$ 73,681	23
04217800	Parham Global University	MI	Non-Profit	06/30/2023	06/15/2024	Failed Past Performance Requirements	08/27/2024	\$ 246,319	10
00992200	Oak Hills Christian College	MI	Non-Profit	05/31/2023	06/24/2024	Failed Numeric Test	08/21/2024	\$ 295,744	36
02542400	Waliden University	MI	Proprietary	06/30/2023	06/25/2023	Failed Numeric Test	11/01/2023	\$ 89,387,271	10
02542400	Waliden University	MI	Proprietary	04/20/2024	04/20/2024	Failed Numeric Test	09/01/2024	\$ 69,383,873	10
04374800	American Trade School	MD	Proprietary	12/31/2023	10/24/2022	Past Performance (Late Submission)	02/07/2023	\$ 185,698	10
04374800	American Trade School	MD	Proprietary	12/31/2023	06/26/2024	Failed Numeric Test	07/25/2024	\$ 356,307	36
01042600	Eden Theological Seminary	MO	Non-Profit	06/30/2023	04/24/2024	Failed Past Performance Requirements	08/21/2024	\$ 54,608	10
00246300	Graceland University	MO	Non-Profit	06/30/2023	02/29/2024	Failed Numeric Test	05/07/2024	\$ 1,548,121	10
04373800	Graceland Beauty Academy	MO	Proprietary	12/31/2023	03/09/2023	Failed Past Performance Requirements	03/09/2023	\$ 32,481	10
00248900	Hennrich Lutheran University	MO	Non-Profit	06/30/2023	04/04/2024	Failed Numeric Test	10/28/2024	\$ 259,159	10
04130000	Hessling Arts Center	MO	Proprietary	11/31/2023	02/08/2024	Failed Numeric Test	04/09/2024	\$ 46,654	10
00939200	Research Medical Center	MO	Proprietary	11/31/2023			03/02/2023	\$ 766,993	10
04174000	Salin Institute	MO	Proprietary	12/31/2023	08/25/2023	Failed Past Performance Requirements	11/01/2023	\$ 48,088	10
04287800	St. Louis Mid Tech	MO	Non-Profit	12/31/2023	04/02/2024	Failed Numeric Test	04/02/2024	\$ 53,890	10
04287700	Lincoln University	MO	Non-Profit	06/30/2023	03/03/2023	Failed Past Performance Requirements	02/24/2023	\$ 229,646	10
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2023	03/13/2024	Failed Numeric Test	06/17/2024	\$ 188,709	13
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2023	03/13/2024	Failed Numeric Test	06/17/2024	\$ 43,288	10
03970400	WellSpring School of Allied Health	MO	Proprietary	06/30/2023	05/13/2024	Failed Numeric Test	06/17/2024	\$ 463,801	13
00243800	Trousdale College	MS	Non-Profit	06/30/2023	11/07/2023	Unfunded Refunds	12/08/2023	\$ 12,363	23
03263300	Trident School of Hair	MS	Proprietary	12/31/2023	06/27/2024	Failed Past Performance Requirements	06/05/2024	\$ 40,550	10
00208800	Baron College	NC	Non-Profit	06/30/2023	08/24/2023	Failed Numeric Test	08/26/2023	\$ 1,132,619	10
00249600	Carolina University	NC	Non-Profit	06/30/2023	03/25/2024	Failed Past Performance Requirements	05/07/2024	\$ 446,710	10
00242400	Lingua College	NC	Non-Profit	06/30/2023	07/18/2023	Unfunded Refunds	09/05/2023	\$ 46,113	23
00245500	Platteau University	NC	Non-Profit	06/30/2023	07/17/2024	Failed Numeric Test	08/13/2024	\$ 7,350,015	10
01019500	Winston - Salem Barber School	NC	Proprietary	11/31/2023	11/08/2023	Failed Numeric Test	12/27/2023	\$ 169,012	23
04213500	Yoness Welding Training	NC	Proprietary	12/31/2023	06/11/2024	Failed Numeric Test	08/06/2024	\$ 120,103	10
01279300	Nytheranga Institute	NE	Non-Profit	12/31/2023	10/12/2023	Failed Numeric Test	11/06/2023	\$ 36,869	10
01279300	Nytheranga Institute	NE	Proprietary		08/01/2023	CIO - Missing two years of Financial Statements	12/05/2023	\$ 29,064	23
01279300	Nytheranga Institute	NE	Proprietary	11/31/2023	06/03/2023	Failed Past Performance Requirements	03/01/2023	\$ 29,791	10
04246800	Summit Christian Academy	NE	Non-Profit	06/30/2023	03/17/2024	Failed Numeric Test	07/29/2024	\$ 24,100	10
00610500	Summit A Strategic Music Academy	NE	Proprietary	12/31/2023	07/12/2024	CIO - Missing one year of Financial Statements	07/29/2024	\$ 11,007	18

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01240400	St. Joseph Hospital of Nashua, N.H.	NH	Non-Profit	12/31/2023	02/02/2023	Failed Past Performance Requirements	04/21/2023	\$ 86,814	10
04219100	Advantage Center Institute	NI	Proprietary	12/31/2023	05/28/2024	Failed Numeric Test	07/21/2024	\$ 449,538	36
04234400	American Institute of Alternative Medicine	NI	Proprietary	12/31/2023	02/14/2023	Failed Past Performance Requirements	03/01/2023	\$ 3,000	10
04181400	Best Care College	NI	Proprietary	12/31/2023	03/14/2023	Failed Past Performance Requirements	02/06/2024	\$ 145,134	10
00260300	Drew University	NI	Non-Profit	06/30/2023	03/27/2024	Failed Numeric Test	04/05/2024	\$ 1,215,585	10
00260300	Drew University	NI	Non-Profit	06/30/2023	04/04/2024	Failed Numeric Test	10/08/2024	\$ 440,340	10
00212300	Fortis Institute	NI	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 2,409,131	13
04100200	Israel Institute of Technology	NI	Non-Profit	12/31/2023	07/17/2023	Failed Numeric Test	11/14/2023	\$ 813,800	100
00266300	Itasca College	NI	Non-Profit	06/30/2023	02/02/2023	Unfunded Refunds	03/04/2023	\$ 14,862	23
00442600	Saint Francis Medical Center	NI	Non-Profit	06/30/2023	10/17/2023	New Owner - Missing 1 yr of Audited Financial Statement	10/01/2023	\$ 3,564	10
04239300	Burnell College of Osteopathic Medicine	NM	Proprietary	06/30/2023	02/06/2024	CIO - Missing one year of Financial Statements	03/05/2024	\$ 1,884,676	10
01246100	Minerals Community College	NM	Public	06/30/2023	11/10/2023	Failed Past Performance Requirements	03/21/2024	\$ 41,562	10
04171000	Advanced Training Institute	NV	Proprietary	12/31/2023	09/18/2024	Failed Numeric Test	10/08/2024	\$ 2,159,747	10
04168800	Makeup Institute	NV	Proprietary	12/31/2023	05/28/2024	Failed Numeric Test	07/27/2024	\$ 613,000	36
00445100	Arroyo Optics Medical Center	NV	Non-Profit	12/31/2023	07/03/2024	Failed Past Performance Requirements	08/26/2024	\$ 43,800	20
04113100	ARNDT Academy	NV	Proprietary	12/31/2023	04/11/2023	Solving Concerns	07/27/2023	\$ 87,439	10
04242200	Central Nevada Bath Institute	NV	Non-Profit	08/31/2023	10/04/2023	Failed Past Performance Requirements	04/29/2023	\$ 3,011	10
04108200	Congregation Hahai	NV	Non-Profit	08/31/2023	06/02/2024	Failed Past Performance Requirements	08/21/2024	\$ 615,000	36
00108600	Elk Institute Electrotechnika	NV	Non-Profit	08/31/2023	11/15/2023	Failed Numeric Test	12/22/2023	\$ 427,813	20
04214400	Elm Bible Institute and College	NV	Non-Profit	05/31/2023	05/16/2023	Failed Past Performance Requirements	06/13/2023	\$ 10,000	10
03433500	Lia School Institute of Cosmetic Skin Care Training (The)	NV	Proprietary	11/30/2023	06/03/2024	Failed Numeric Test	10/08/2024	\$ 32,730	10
01167700	Memorial Sloan Kettering Cancer Center	NV	Non-Profit	12/31/2023	05/11/2024	Past Performance (Late Submission)	05/29/2024	\$ 3,000	12
00107400	Montclair Theology Institute of America	NV	Non-Profit	08/31/2023	10/02/2023	Past Performance (Late Submission)	11/17/2023	\$ 23,396	10
00443800	Mount Sinai Phillips School of Nursing	NV	Non-Profit	12/31/2023	03/01/2023	Failed Numeric Test	04/25/2023	\$ 1,215,182	36
04102700	New Age Training	NV	Proprietary		06/14/2023	New Owner - Missing 2 yrs of Audited Financial Statement	08/08/2023	\$ 447,072	23
01103300	New York Institute of Massage	NV	Proprietary	12/31/2023	02/12/2023	Unfunded Refunds	03/01/2023	\$ 10,679	23
04190500	New York School of Esthetics & Day Spa	NV	Proprietary		02/25/2023	New Owner - Missing 2 yrs of Audited Financial Statement	04/01/2023	\$ 122,502	23
04115000	Paul Mitchell the School NYC	NV	Proprietary	06/30/2023	05/26/2024	Failed Numeric Test	04/02/2024	\$ 256,584	20
00218800	Paul Mitchell the School Schoharie	NV	Proprietary	06/30/2023	02/27/2024	Failed Numeric Test	04/17/2024	\$ 186,218	10
00107400	Rockwater Center of Health Sciences School of Practical Nursing	NV	Non-Profit	12/31/2023	06/12/2023	Late Return to Title IV	07/19/2023	\$ 10,543	20
00281500	Saint Bernard's School of Theology and Ministry	NV	Non-Profit	05/31/2020	02/22/2022	Failed Past Performance Requirements	05/27/2022	\$ 9,252	10
00441100	Saint Elizabeth Medical Center	NV	Non-Profit	12/31/2023	08/21/2024	Use of Highest Level of Financial Statements	09/17/2024	\$ 848,189	73
00446100	Saint Elizabeth Medical Center	NV	Non-Profit	12/31/2023	07/08/2024	Failed Numeric Test	08/27/2024	\$ 218,800	20
01356700	Seminar U'Mono Bas Yaukay	NV	Non-Profit	08/31/2019	08/01/2023	Failed Past Performance Requirements	01/17/2023	\$ 138,947	10
04176800	Sotheby's Institute of Art - NV	NV	Proprietary	08/31/2023	06/25/2023	Failed Numeric Test	06/25/2023	\$ 101,177	20
04176800	Sotheby's Institute of Art - NV	NV	Proprietary	08/31/2023	02/12/2023	Failed Past Performance Requirements	06/25/2023	\$ 41,409	10
01236400	St. Paul's School of Nursing	NV	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,764,501	13
00497900	St. Paul's School of Nursing	NV	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,406,275	13
01216100	Trinity Theological Seminary	NV	Non-Profit	08/31/2023	08/25/2023	Failed Numeric Test	02/22/2023	\$ 26,473	10
00285000	Union Theological Seminary	NV	Non-Profit	06/30/2023	02/24/2024	Past Performance (Late Submission)	04/05/2024	\$ 202,001	10
01192100	Westchester School of Beauty Culture	NV	Proprietary	12/31/2023	04/04/2024	Failed Numeric Test	05/02/2024	\$ 33,843	10
04161100	Westhills Sans Khamuang	NV	Non-Profit	08/31/2023	03/06/2023	Failed Numeric Test	02/14/2023	\$ 317,123	100
04144000	Westhill College	NV	Non-Profit	06/30/2023	08/02/2024	Solving Concerns	08/14/2024	\$ 251,498	20
04192200	Alhena Career Academy	OH	Proprietary	11/31/2023	06/20/2023	Failed Numeric Test	07/21/2024	\$ 1,474,212	36
00104400	Radwin Wallace University	OH	Non-Profit	06/30/2023	12/18/2023	Failed Numeric Test	01/15/2024	\$ 2,084,015	10
04134600	Chancellor School of Beauty & Hair Design	OH	Proprietary	12/31/2023	12/11/2023	Failed Past Performance Requirements	01/26/2024	\$ 30,000	10
00480500	Davis College	OH	Proprietary		12/13/2023	CIO - Missing two years of Financial Statements	11/29/2023	\$ 108,711	23

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## Currently Held Letters of Credit as of 10/31/2024

Data Source: 42-Audit  
Sorted by Alphabetical Order by State and then by Institution Name

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ORF ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Received Date	LOC Amount	LOC Percent Funding
04215000	Felby College School of Nursing	OH	Proprietary	12/31/2022	12/05/2023	Failed Numeric Test	04/23/2024	\$ 700,000	10
02180700	Fortis College	OH	Proprietary	09/30/2023	09/30/2023	Failed Numeric Test	06/25/2024	\$ 2,400,200	10
05042100	Fortis College	OH	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 2,008,651	10
04260000	Global Tech College	OH	Proprietary		07/19/2022	CO - Missing two years of Financial Statements	07/26/2022	\$ 2,287	1
04265000	Global Tech College	OH	Proprietary	12/31/2022	10/30/2023	CO - Missing two years of Financial Statements	11/21/2023	\$ 17,355	25
02128000	Midler - Pileggi Beauty College	OH	Proprietary	12/31/2021	04/06/2023	Failed Past Performance Requirements	03/05/2024	\$ 38,514	10
01284800	Midler Hollywood Beauty Academy	OH	Proprietary	12/31/2021	04/06/2023	Failed Past Performance Requirements	03/05/2024	\$ 46,452	10
02128000	Ohio State Beauty Academy	OH	Proprietary	06/30/2020	03/18/2022	Failed Past Performance Requirements	05/13/2023	\$ 81,517	10
02146100	Ohio State College of Barber Styling	OH	Proprietary	06/30/2020	04/21/2022	New Owner Missing 2 yrs of Audited Financial Statement	06/10/2023	\$ 301,681	10
02111600	University of Rio Grande	OH	Non-Profit	06/30/2023	05/14/2024	Failed Numeric Test	08/27/2024	\$ 951,508	10
02114100	Wilberforce University	OH	Non-Profit	06/30/2023	08/26/2024	Failed Numeric Test	09/24/2024	\$ 688,778	10
02184600	Yonks Beauty College	OH	Proprietary		07/11/2023	New Owner Missing 2 yrs of Audited Financial Statement	07/11/2023	\$ 64,420	25
02138000	Southwestern Christian University	OK	Non-Profit	06/30/2021	11/29/2023	Failed Numeric Test	12/02/2023	\$ 179,381	10
00978900	Stanton College of Aeronautics and Technology	OK	Proprietary	12/31/2022	02/14/2024	Failed Numeric Test	02/02/2024	\$ 4,435,367	10
00418300	Tulus Wedding School	OK	Proprietary	09/30/2023	08/12/2024	Failed Numeric Test	11/21/2024	\$ 7,124,538	10
04171400	Uenda Institute Portland	OR	Proprietary	12/31/2022	02/02/2024	Failed Numeric Test	07/01/2024	\$ 254,379	10
02074500	East West College of The Healing Arts	OR	Proprietary	06/30/2023	05/20/2024	Failed Numeric Test	06/19/2024	\$ 135,624	10
02100800	Summit Salon Academy - Portland	OR	Proprietary	12/31/2020	07/22/2022	Failed Past Performance Requirements	08/04/2022	\$ 40,508	10
02055500	All-State Career School	OR	Proprietary	06/30/2023	05/07/2024	Failed Numeric Test	06/25/2024	\$ 1,585,691	10
02324500	Crestview Hill College	PA	Non-Profit	06/30/2020	05/20/2022	Failed Numeric Test	08/01/2022	\$ 2,667,940	10
02233600	Erie Institute of Technology	PA	Proprietary	03/31/2023	12/04/2023	Failed Past Performance Requirements	12/04/2023	\$ 233,372	10
04285300	Erson Institute of Health and Science	PA	Proprietary	12/31/2022	09/19/2023	Going Concern	12/04/2023	\$ 1,409,808	25
02111600	Fortis Institute	PA	Proprietary		01/04/2024	Failed Numeric Test	06/25/2024	\$ 447,781	10
04372200	Gedinger Commonwealth School of Medicine	PA	Non-Profit		04/15/2024	Use of Highest Level of Financial Statements	04/15/2024	\$ 56,284,248	75
02138000	Keystone College	PA	Non-Profit	05/31/2022	06/15/2024	Failed Past Performance Requirements	07/12/2024	\$ 1,107,473	10
02177900	Lancaster School of Business	PA	Proprietary		06/10/2023	Failed Numeric Test	08/04/2023	\$ 353,134	10
02158700	Prison Career Institute	PA	Proprietary	12/31/2022	12/26/2023	Failed Numeric Test	03/04/2024	\$ 581,181	10
02108700	Prison Career Institute	PA	Proprietary	12/31/2022	12/26/2023	Failed Numeric Test	04/04/2024	\$ 581,181	10
04218800	Rehya School of Hair	PA	Proprietary	12/31/2022	04/03/2023	Failed Numeric Test	06/12/2024	\$ 138,434	10
02650000	Reading Hospital School of Health Sciences	PA	Non-Profit	06/30/2022	01/09/2024	Failed Numeric Test	02/23/2024	\$ 995,009	20
01121400	Reidwrough Memorial Hospital	PA	Proprietary	12/31/2022	06/10/2024	Failed Numeric Test	07/02/2024	\$ 247,634	20
02130400	University of Valley Forge	PA	Non-Profit	06/30/2020	07/17/2022	Failed Numeric Test	11/01/2022	\$ 633,034	10
02120600	University of Valley Forge	PA	Non-Profit	06/30/2022	02/12/2024	Failed Numeric Test	05/01/2024	\$ 445,346	10
02138000	Valley Forge Military College	PA	Non-Profit	06/30/2021	07/11/2022	Past Performance (Late Submission)	02/21/2023	\$ 35,222	10
02658200	Washington Hospital (Ethi)	PA	Non-Profit	06/30/2022	10/30/2024	Use of Highest Level of Financial Statements	10/30/2024	\$ 143,382	50
02658200	Washington Hospital (Ethi)	PA	Non-Profit	06/30/2022	02/06/2024	Past Performance (Late Submission)	02/06/2024	\$ 20,614	10
02104400	Advantage Technical College	PA	Proprietary		06/21/2023	New Owner Missing 2 yrs of Audited Financial Statement	12/12/2023	\$ 1,404,252	25
02104400	Advantage Technical College	PA	Proprietary		06/25/2024	Failed Numeric Test	10/08/2024	\$ 611,274	10
02118000	American Educational College	PA	Proprietary	12/31/2020	04/03/2022	Failed Past Performance Requirements	08/15/2022	\$ 152,451	10
02158800	Baepson Community College	PA	Proprietary	12/31/2022	02/02/2024	Failed Numeric Test	04/01/2024	\$ 156,861	10
03608000	Barbican Forensic & Technical College	PA	Proprietary	12/31/2022	05/08/2024	Failed Numeric Test	07/01/2024	\$ 138,611	10
02146000	Centro de Estudios Avanzados de Puerto Rico y el Caribe	PR	Non-Profit	06/30/2022	05/22/2024	Failed Past Performance Requirements	05/22/2024	\$ 144,573	10
02115500	CEP University of Puerto Rico	PR	Non-Profit		06/10/2023	Failed Numeric Test	09/10/2023	\$ 341,131	10
02260800	Huertas College	PR	Proprietary		06/17/2023	New Owner Missing 2 yrs of Audited Financial Statement	12/19/2023	\$ 800,588	25
02376400	Industrial Technical College	PR	Proprietary	12/31/2022	11/22/2023	Failed Numeric Test	12/27/2023	\$ 116,545	10
02049200	Lyons College	PR	Proprietary	06/30/2022	02/06/2024	New Owner Missing 2 yrs of Audited Financial Statement	04/02/2024	\$ 224,041	10
02245000	Marygrove Institute of Technology	PR	Proprietary	12/31/2021	02/01/2024	Failed Past Performance Requirements	02/01/2024	\$ 42,131	10

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## Currently Held Letters of Credit as of 10/31/2024

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ORF ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Received Date	LOC Amount	LOC Percent Funding
02240600	MSC University	PR	Proprietary		07/04/2023	Failed Numeric Test	08/29/2023	\$ 24,802,203	10
02484000	Ponce Health Sciences University	PR	Proprietary		01/04/2024	Failed Numeric Test	05/04/2024	\$ 7,242,212	10
02638000	Roadway Training Academy of Cosmetology	PR	Proprietary	12/31/2020	07/14/2022	Failed Numeric Test	06/15/2022	\$ 43,798	50
02288900	Seminario Evangelico de Puerto Rico	PR	Non-Profit	12/31/2020	08/04/2021	Failed Past Performance Requirements	08/26/2021	\$ 28,657	10
02633100	Universidad Personales Maza	PR	Non-Profit	06/30/2020	02/24/2022	Failed Numeric Test	02/04/2022	\$ 251,098	50
02633100	Universidad Personales Maza	PR	Non-Profit	06/30/2021	05/4/2024	Past Performance (Late Submission)	04/04/2024	\$ 43,081	10
04185600	College Universal	RI	Non-Profit	06/30/2023	04/06/2023	Failed Past Performance Requirements	04/05/2024	\$ 132,625	10
02041800	Anderson University	SC	Non-Profit	02/31/2022	02/01/2023	Unimply Refunds	03/01/2023	\$ 26,065	25
02042000	National American University	SD	Proprietary	02/31/2021	06/21/2024	Failed Numeric Test	08/01/2024	\$ 2,009,798	20
02129700	Paul Mitchell The School Rapid City	SD	Proprietary	12/31/2022	06/10/2024	Failed Numeric Test	08/26/2024	\$ 76,955	10
04251100	Allied Health Careers Institute	TN	Proprietary	12/31/2020	12/16/2021	Failed Past Performance Requirements	01/13/2022	\$ 25,000	10
04142000	Austin Beauty College	TN	Proprietary	12/31/2020	06/11/2023	Unimply Refunds	06/10/2023	\$ 11,197	25
02305000	Hair Academy The	TN	Proprietary		01/25/2023	CO - Missing two years of Financial Statements	04/03/2023	\$ 112,881	25
02049900	Lane College	TN	Non-Profit	06/30/2020	06/03/2022	Unimply Refunds	06/13/2022	\$ 33,804	25
02081300	Lane University Technical College	TN	Proprietary		06/24/2023	CO - Missing two years of Financial Statements	06/26/2023	\$ 50,251	25
04117200	Lane Beauty School	TN	Proprietary		07/11/2024	CO - Missing one year of Financial Statements	07/11/2024	\$ 68,460	10
02104800	Miller Motte College	TN	Proprietary	12/31/2018	12/02/2019	Other	12/19/2019	\$ 3,146,864	10
02179100	North Central Institute	TN	Proprietary		08/01/2023	CO - Missing two years of Financial Statements	08/21/2023	\$ 47,200	25
02275500	Paul Mitchell The School Knoxville	TN	Proprietary	12/31/2022	04/26/2024	Failed Numeric Test	05/01/2024	\$ 107,380	10
02630300	SAC Institute of Technology	TN	Proprietary	04/30/2022	04/03/2024	Failed Numeric Test	05/21/2024	\$ 10,351,607	25
02328900	Union University	TN	Non-Profit	07/31/2020	12/15/2021	Unimply Refunds	01/12/2022	\$ 9,308	25
02186200	Wishla Music College	TN	Non-Profit	06/30/2022	07/11/2023	Failed Numeric Test	10/20/2023	\$ 518,017	10
02155300	William B. Moore College of Technology	TN	Non-Profit	08/31/2020	11/22/2023	Failed Past Performance Requirements	12/19/2023	\$ 54,255	10
04072700	Allegood Beauty Institute	TX	Proprietary	12/31/2020	01/17/2023	Unimply Refunds	12/12/2020	\$ 8,801	25
04072700	Allegood Beauty Institute	TX	Proprietary	12/31/2020	04/01/2023	Failed Numeric Test	08/22/2023	\$ 22,248	10
02060600	Baptist Health System School of Health Professions	TX	Proprietary	12/31/2022	02/28/2024	Failed Numeric Test	04/06/2024	\$ 2,867,542	50
02258600	BK Cosmo College of Cosmetology	TX	Proprietary	12/31/2022	09/04/2024	Failed Numeric Test	09/24/2024	\$ 54,309	10
02144800	Evolution America College	TX	Proprietary		06/11/2024	New Owner Missing 2 yrs of Audited Financial Statement	07/01/2024	\$ 84,122	25
04018000	Houston Barber School	TX	Proprietary	12/31/2022	02/12/2024	Failed Numeric Test	03/02/2024	\$ 706,104	25
02015900	Jacksonville College	TX	Non-Profit	12/31/2022	04/11/2024	Failed Numeric Test	05/21/2024	\$ 341,381	10
02040300	JTC Technical Institute	TX	Proprietary	12/31/2022	03/12/2024	Failed Numeric Test	05/14/2024	\$ 87,276	50
02118100	KD Cosmetology College of Film and Dramatic Arts	TX	Proprietary	12/31/2020	11/10/2021	Failed Numeric Test	04/04/2024	\$ 411,481	25
02131000	King's University (Ethi)	TX	Non-Profit	06/30/2022	06/21/2023	Unimply Refunds	08/01/2023	\$ 7,487	25
04070700	McAllen Careers Institute	TX	Proprietary	12/31/2020	01/30/2023	Failed Numeric Test	04/11/2023	\$ 146,248	10
04070700	McAllen Careers Institute	TX	Proprietary	12/31/2020	02/17/2023	Unimply Refunds	04/11/2023	\$ 134,401	25
04245800	Natural Images Beauty College	TX	Proprietary	12/31/2022	06/03/2024	Failed Numeric Test	08/04/2024	\$ 89,816	10
02030300	Northwest Educational Center	TX	Proprietary	12/31/2020	02/02/2023	Failed Past Performance Requirements	12/26/2023	\$ 284,541	10
02101900	Northwest Educational Center	TX	Proprietary	12/31/2020	02/14/2023	Unimply Refunds	04/04/2023	\$ 10,887	25
04214600	Paul Mitchell The School Austin	TX	Proprietary	12/31/2022	02/09/2024	Failed Past Performance Requirements	07/01/2024	\$ 140,000	10
04288000	Pearland Innovative School of Beauty	TX	Proprietary	12/31/2022	06/12/2024	Failed Numeric Test	06/17/2024	\$ 70,808	10
02176100	Pico Academy of Hair Design	TX	Proprietary	12/31/2022	07/10/2024	Failed Numeric Test	07/29/2024	\$ 8,307	20
02205000	Remington College	TX	Non-Profit		04/11/2024	Failed Numeric Test	06/13/2024	\$ 4,013,104	10
04103800	Salon Professional Academy (Ethi)	TX	Proprietary	12/31/2022	06/09/2024	Failed Numeric Test	08/27/2024	\$ 127,614	10
02032200	School of Automotive Machinists & Technology	TX	Proprietary	12/31/2022	03/04/2024	Failed Numeric Test	07/25/2024	\$ 273,255	25
04211700	Southwest University at El Paso	TX	Proprietary		02/02/2024	Failed Numeric Test	12/02/2024	\$ 3,677,861	10
02018000	Southwestern Christian College	TX	Non-Profit	06/30/2018	06/14/2019	Failed Past Performance Requirements	10/11/2019	\$ 104,121	10
02025000	Texas College of Cosmetology	TX	Proprietary		12/03/2023	New Owner Missing 2 yrs of Audited Financial Statement	12/27/2023	\$ 465,208	25

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OFF ID	Institution Name	State	Institution Type	Submission Fiscal Year	LOC Request Date	LOC Reason Requested	LOC Received Date	LOC Amount	LOC Percent Funding
03179500 <td>Texas Health and Science University</td> <td>TX</td> <td>Proprietary</td> <td>12/31/2022</td> <td>06/11/2024</td> <td>Failed Numeric Test</td> <td>06/24/2024</td> <td>\$ 385,880</td> <td>30</td>	Texas Health and Science University	TX	Proprietary	12/31/2022	06/11/2024	Failed Numeric Test	06/24/2024	\$ 385,880	30
04289500	Toronto Arts Barber College	TX	Proprietary	02/28/2022	03/19/2023	Failed Numeric Test	04/11/2023	\$ 55,645	10
04101000	Top of the Line Barber School	TX	Proprietary	04/30/2022	06/22/2023	Failed Past Performance Requirements	08/24/2023	\$ 13,332	10
03812400	Valley Grande Institute for Academic Studies	TX	Non Profit	12/31/2022	10/11/2023	Failed Numeric Test	03/04/2024	\$ 525,004	10
00266300	Wayland Baptist University	TX	Non Profit	06/30/2022	06/27/2023	Unimply Refunds	10/31/2023	\$ 26,717	25
03166600	Wayly University	TX	Non Profit	06/30/2022	04/28/2024	Failed Numeric Test	10/03/2024	\$ 652,213	10
04169600	American Beauty Academy	UT	Proprietary	04/30/2023	02/27/2024	Late Return to Title IV	04/23/2024	\$ 5,024	25
03463300	Careers Unlimited	UT	Proprietary	03/23/2024	03/23/2024	New Owner Missing 2 yrs of Audited Financial Statement	08/27/2024	\$ 545,480	25
03178000	Eagle Gate College	UT	Proprietary	08/15/2021	08/15/2021	Failed Numeric Test	08/17/2021	\$ 1,476,156	10
04279600	Edison Academy of Beauty	UT	Proprietary	04/30/2023	03/23/2024	Failed Numeric Test	03/03/2024	\$ 36,723	20
03817300	Healing Mountain Massage School	UT	Proprietary	12/31/2021	10/11/2022	Late Return to Title IV	11/13/2022	\$ 8,767	25
03881000	Myotherapy Massage College	UT	Proprietary	06/30/2020	10/26/2021	Unimply Refunds	11/29/2021	\$ 8,624	25
03819300	Paul Mitchell the School Logan	UT	Proprietary	12/31/2021	12/06/2023	Late Return to Title IV	01/11/2023	\$ 7,267	25
04279500	Another Level Barbering and Cosmetology School	VA	Proprietary	12/31/2023	10/23/2024	Failed Numeric Test	07/20/2024	\$ 86,064	10
04189600	Appalachian College of Pharmacy	VA	Non Profit	10/31/2023	10/31/2023	In Lieu of Highest Level of Financial Statements	10/31/2023	\$ 1,525,144	15
04038400	Art Career Training	VA	Proprietary	03/02/2023	03/02/2023	CIO - Missing two years of Financial Statements	02/24/2023	\$ 156,893	25
00372400	Marriotttown University	VA	Non Profit	06/30/2022	08/07/2023	Failed Past Performance Requirements	06/22/2023	\$ 3,450,429	10
04085100	Virginia Christian College	VA	Non Profit	12/31/2022	10/03/2024	Failed Numeric Test	10/22/2024	\$ 565,950	30
03274900	Virginia Union University	VA	Non Profit	06/30/2023	11/02/2023	Past Performance (Late Submission)	01/09/2024	\$ 2,138,354	10
04238500	Virginia University of Integrative Medicine	VA	Non Profit	12/31/2022	06/10/2024	Failed Numeric Test	07/27/2024	\$ 406,560	10
04219000	Washington University of Science and Technology	VA	Proprietary	05/27/2022	02/20/2023	CIO - Missing two years of Financial Statements	02/28/2023	\$ 13,803	25
04218900	Washington University of Science and Technology	VA	Proprietary	05/27/2022	06/24/2023	Failed Numeric Test	06/24/2023	\$ 5,738	10
03816800	WesternAveda Institute	VT	Proprietary	04/30/2020	01/14/2021	Failed Numeric Test	01/04/2021	\$ 350,938	25
00369700	Vermont College of Fine Arts	VT	Non Profit	06/30/2023	03/21/2024	New Owner Missing 1 yr of Audited Financial Statement	08/13/2024	\$ 300,018	10
02341600	WPA Beauty & Barber College	WA	Proprietary	12/31/2021	03/08/2023	New Owner Missing 2 yrs of Audited Financial Statement	03/20/2023	\$ 128,550	25
03148100	Woods Institute of Technology	WA	Proprietary	12/31/2022	06/11/2024	Failed Past Performance Requirements	07/25/2024	\$ 557,400	20
03838400	Woods International University	WA	Non Profit	06/30/2021	07/16/2024	Failed Numeric Test	06/25/2024	\$ 488,465	20
02203300	Gene Juarez Academy	WA	Proprietary	03/28/2024	03/28/2024	New Owner Missing 2 yrs of Audited Financial Statement	06/04/2024	\$ 456,917	25
03185100	Wells College	WI	Non Profit	06/30/2022	03/11/2024	Failed Numeric Test	04/21/2024	\$ 2,656,700	30
04117400	Wellness Career College	WI	Proprietary	08/31/2021	01/23/2024	Failed Numeric Test	06/23/2024	\$ 118,020	10
03187400	Wellness House	WI	Non Profit	06/30/2021	06/09/2024	Failed Numeric Test	10/23/2024	\$ 25,717	10
03187400	Wellness House	WI	Non Profit	06/30/2021	06/26/2024	Failed Past Performance Requirements	10/22/2024	\$ 22,808	10
03187500	Westland College	WI	Non Profit	06/30/2023	01/23/2024	Failed Numeric Test	02/24/2024	\$ 521,236	15
00645900	State College of Beauty Culture	WI	Proprietary	12/31/2023	03/27/2024	CIO - Missing two years of Financial Statements	03/21/2024	\$ 69,851	25
03183800	Bethany College	WV	Non Profit	06/30/2023	05/12/2024	Failed Numeric Test	03/13/2024	\$ 1,173,880	20
03884400	Walley College	WV	Proprietary	10/19/2024	CIO - Failed Financial Responsibility Standards	05/07/2024	\$ 218,265	10	
03010400	Walley College	WV	Proprietary	10/19/2024	CIO - Failed Financial Responsibility Standards	05/07/2024	\$ 1,773,254	10	
03085100	Winfield University	WV	Non Profit	06/30/2023	06/03/2024	Failed Numeric Test	10/17/2024	\$ 758,323	10
04242900	Winthrup College	WY	Proprietary	12/31/2023	06/18/2024	90/10 Failure	10/08/2024	\$ 1,697,395	10
									775,897,343

The validated LOC data file has not been fully vetted for all possible pending LOC data entries.

<b>Notes regarding the report:</b> * The report identifies Letters of Credit held as of October 31, 2024 * An institution may have posted multiple Letters of Credit to satisfy the Department's financial surety requirement. * Cash deposits held as an alternative to a Letter of Credit are reported. * LOC Percent Requested data are recorded in whole numbers. * In some cases, a school provided an updated LOC before ED formally requested the LOC renewal	
Definitions of Letter of Credit Terms	
Term	Definition
OPE ID	An OPE ID is a unique eight digit code utilized by the Department to identify an institution in its systems.
Institution Name	The institution name is the legal name of the institution.
State/Country	State or country where the main institution is physically located.
Institution Type	Describes the institution as a nonprofit, public, or proprietary institution.
Institution Fiscal Year End Date	For the purposes of the LOC disclosure, this refers to the fiscal year end date of the institution. The compliance or financial statement audits, which served as the basis for most LOC requests, are due to the Department no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. <b>NOTE: If this field is left blank, it is because the LOC was not predicated on the receipt of an annual financial statement.</b>
LOC Request Date	This serves as the date the Department formally requested a LOC from the institution.
Reason LOC Requested	Describes the reason the Department requested the LOC. See detailed descriptions for reasons below.
LOC Received Date	This serves as the date the Department formally received the irrevocable LOC from the financial institution posting on behalf of the requisite institution. In most cases, the LOC must be received by the Department within 75 days of the date of the Department's correspondence requesting remittance of a LOC. <b>NOTE: In some instances, the LOC Received Date precedes the LOC Request Date because an existing LOC on file was renewed or extended. In those cases, the subsequent Award Year LOC Received Date is noted.</b>
LOC Amount	This serves as the total LOC dollar amount the Department received and accepted from the institution. The vast majority of designated amounts are based on a percentage applied against Title IV funds received by the institution during its most recently completed fiscal year or refunds not returned during that year.
LOC Percent Requested	This represents the percentage applied against the Title IV funds received or unreturned by the institution and serves as the basis for the LOC requested amount. The regulations in 34 CFR Part 668 Subpart L set minimum and/or designated percentages for LOCs due to non-compliance of the financial responsibility standards.
Reason LOC Requested	Description
Disclaimer	An institution is not considered financially responsible if, in the institution's audited financial statements, the opinion expressed by the auditor was an adverse, qualified or disclaimed opinion, unless the Secretary determines that a qualified or disclaimed opinion does not have a significant bearing on the institution's financial condition.
Failed Numeric Test	The most common reason why an institution is required to remit a letter of credit (LOC) to the Department is because they have a failing financial responsibility composite score (generally a score of 1.4 or less on a scale of -1.0 to +3.0) and are not deemed financially responsible. In accordance with 34 CFR 668.175, an institution with a composite score of 1.4 or less may continue to participate in the Title IV programs under the Provisional certification alternative. Institutions participating under provisional certification are subject to heightened cash monitoring, and may be required to submit an irrevocable LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year. <i>Institutions that passed the score in the previous year may score from 1.0 to 1.4 for up to three consecutive years without providing a LOC, provided other reporting conditions are met. Institutions that score below a 1.0 are required to submit a LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.</i>
Failed Past Performance Requirements	Institutions are required to submit acceptable annual compliance and financial statement audits no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. Institutions cited for such past performance violations under 34 CFR 668.174 are provisionally certified and must submit a LOC for a period of five years in an amount equal to no less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.
Going Concern	A LOC is generally requested when an auditor expresses a "going concern" in an audited financial statement which could result in risk to the Department and taxpayers.

<b>Notes regarding the report:</b> * The report identifies Letters of Credit held as of October 31, 2024 * An institution may have posted multiple Letters of Credit to satisfy the Department's financial surety requirement. * Cash deposits held as an alternative to a Letter of Credit are reported. * LOC Percent Requested data are recorded in whole numbers. * In some cases, a school provided an updated LOC before ED formally requested the LOC renewal	
<b>Definitions of Letter of Credit Terms</b>	
<b>Term</b>	<b>Definition</b>
New Owner Missing 1 Yr. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can only provide one year of financial statements, they are required to remit a LOC of at least 10% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
New Owner Missing 2 Yrs. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can not provide the required financial statements, they are required to remit a LOC of at least 25% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
Other or "Blank"	A LOC may be requested for less common reasons such as institutional ownership having a monetary liability owed to the Department or an institution's failure to meet debt obligations or not being in compliance with a financial lender's loan covenants. The institution may have submitted the LOC without it being requested by the Department to resolve a financial responsibility issue.
Untimely Refunds	Institutions are required to maintain sufficient cash reserves to return Title IV funds to the Department for students that withdrew from the institution in a timely fashion. As noted in 34 CFR 668.173, an institution found in violation of the reserve standard is required to submit a LOC equal to 25% of the total amount of unearned Title IV funds the institution was required to return or should have returned for its most recently completed fiscal year.

**Question.** The House Republican reconciliation bill would eliminate critical consumer protections for students and borrowers, including the gainful employment rule, borrower defense rule, 90/10 rule, and closed school discharge rule. How does the Department plan to ensure transparency, prevent predatory practices, and safeguard the interests of students— particularly first-generation and low-income learners—should these regulatory protections be weakened or repealed?

**Answer.** On July 4, 2025, the President signed into law the One Big Beautiful Bill Act, which includes significant changes to the Federal student aid programs authorized under the Higher Education Act. FSA is working to implement several of the education provisions in the law and looks forward to sharing more information about progress once available.

**Question.** New Federal Reserve data shows that the credit scores of 2.2 million student loan borrowers dipped by more than 100 points in the first 3 months of 2025 and by 150 points or more for more than 1 million borrowers. Nearly one in four borrowers required to make loan repayments were more than 90 days behind at the end of March. Meanwhile, your Department has announced it would restart collections on defaulted student loans. What is the Department doing to support student loan borrowers who are struggling and what will it do to prevent a wave of defaults that would ruin millions of student borrowers' financial lives?

**Answer.** On May 5, 2025, FSA began involuntary collections efforts on the Federal student loan program in order to assist more than 5 million borrowers who had been in default on their loans since March 2020. Through a robust communications campaign, we notified student and parent borrowers of their obligations under the law, including FSA's work with the U.S. Department of Treasury to restart the Treasury Offset Program and administrative wage garnishment. For those borrowers on a fixed income such as Social Security beneficiaries or Federal pension benefit recipients, FSA intends to use outbound calls to work with these borrowers to enroll in loan rehabilitation programs, income-driven repayment options, and other support to get them out of default. FSA's efforts will shepherd the student loan program back into repayment responsibly and consistent with the law, which means helping borrowers restore their credit reports both for the sake of their own financial health and our nation's economic outlook.

**Question.** The proposed 35 percent cuts to the Office for Civil Rights (OCR) raise concerns. Further, your Department shuttered seven of its regional OCR offices, including in Chicago, and fired more than 240 employees, many of whom were attorneys and investigators who were tasked with investigating and resolving civil rights violations. This is alarming for an office that received 22,687 filings in Fiscal Year 2024—the highest in its history.

How are the responsibilities that were once handled by the seven defunct regional offices now being managed?



*Answer.* After OCR assigned the case dockets of the closed regional offices to the five remaining regional offices, OCR worked with OCR staff and contractors to provide the remaining regional offices access to the electronic case files for all the cases assigned from the closed regional offices. OCR also provided staff in the remaining regional offices expanded access to OCR's Complaint Access System to ensure continuity of complaint intake around the nation, the inbox for each closed regional office's general email address to ensure, for example, that remaining staff continues to respond to inquiries from the public, recipients, and complainants, and network drives containing case-related information. OCR also continues to monitor the OCR-Transition@ed.gov email inbox, which is the address offered to the public should they attempt to email any employee subject to the reduction in force.

*Question.* How many open complaints is the Department investigating?

*Answer.* 6,957

*Question.* What is the current rate of OCR resolutions? How long, on average, does it take for a complaint to be resolved?

*Answer.* FY2024: 185.05 days; FY2025: 157.97 days

*Question.* How will the Department ensure that civil rights violations are thoroughly investigated and resolved in a timely manner with limited staff and fewer resources?

*Answer.* Although greatly reduced in size, OCR's current staff is composed of dedicated, top-performing personnel with years of experience enforcing Federal civil rights laws. This expert staff is nationally focused, no longer limited to resolving cases within a particular region. They benefit from a recently revised Case Processing Manual that is designed to ensure that investigations are conducted efficiently and no longer impose undue evidentiary burdens on both recipients and OCR staff. OCR has also increased its use of mediation and the expedited case processing approach known as Rapid Resolution to address, in particular, disability-related complaints and complaints of harassment in all of OCR's statutory areas of practice.

*Question.* One of the most pressing issues in our education system today is the shortage of qualified teachers, especially in high-need subjects and underserved areas. Despite this need, the Administration has unilaterally and illegally cancelled Congressionally appropriated funds for the Teacher and School Leader Incentive Program, Teacher Quality Partnership, and Supporting Effective Educator Development Grant Program, and has proposed defunding these programs and others that support teacher preparation.

What analysis has the Department conducted to determine whether grantees no longer met the criteria to receive these grants?

*Answer.* Due to ongoing litigation for the Teacher and School Leader Incentive Program, Teacher Quality Partnership, and Supporting Effective Educator Development Grant Program, the Department is unable to comment further on this issue at this time.

*Question.* What analysis or data is the Department relying on to zero out funding for these programs?

*Answer.* Due to ongoing litigation for the Teacher and School Leader Incentive Program, Teacher Quality Partnership, and Supporting Effective Educator Development Grant Program, the Department is unable to comment further on this issue at this time.

*Question.* How does the Department plan to address the shortage of qualified teachers?

*Answer.* States and districts are rightfully tasked with building and managing their educator workforce. This is important because teacher shortages are hyper-local and content-area specific, meaning that each locality and state will need to take different measures to ensure all students have a high-quality educator. The Department will support states and localities in identifying ways to use their Federal funds in more meaningful, effective, and innovative ways that help them find solutions that are right for their context.

*Question.* Millions of Americans are still grappling with the financial and administrative challenges of repaying their Federal student loans, including suspended and paused repayment plans and inconsistent and unclear loan servicer communication. In response, recent Congressional proposals would raise monthly student loan payments for millions of borrowers, undermining affordability and increasing financial stress—especially for low-income and middle-class families.

What concrete steps is the Department taking to ensure borrowers receive clear, timely guidance and support as they transition back into repayment?

*Answer.* FSA is committed to keeping borrowers updated with clear and concise information about their payment options to put them on a productive path toward repaying their Federal student loans. Earlier this year, we conducted a robust communications campaign to engage all borrowers on the importance of repayment in-

cluding borrowers in repayment, delinquent, and in default. The campaign conducted outreach to borrowers through emails and social media reminding them of their obligations and providing resources and support to assist them in selecting the best repayment plan, like the new Loan Simulator, AI Assistant (Aidan), and extended servicers call times. FSA also launched an enhanced Income-Driven Repayment (IDR) process, simplifying the time that it will take borrowers to enroll in IDR plans and eliminating the need for borrowers to recertify their income every year.

*Question.* How is your Department monitoring loan servicers to ensure accountability and preventing harm to borrowers?

*Answer.* FSA continues to employ Service Level Agreements (SLAs) to ensure our Federal loan servicers are performing and providing high-quality services for both student and parent borrowers. Under the Unified Servicing and Data Solution (USDS) contracts, FSA leverages financial disincentives when SLAs are missed and provides performance incentives for positive repayment outcomes.

*Question.* The President's Fiscal Year (FY) 2026 Budget Request asks Congress to cut Pell Grants by nearly \$1,700. More than 225,000 students in Illinois rely on Pell Grants to access higher education, including job training at community college. What analysis has the Department conducted on how such cuts would affect college enrollment, retention, and completion rates, especially for low-income and first-generation students?

*Answer.* The Department estimates 87,000 fewer students would receive Pell Grants nationally in the 2026–27 award year under a maximum award of \$5,710 compared to a \$7,395 maximum.

*Question.* The college enrollment gap based on the socioeconomic status of a student's family is persistent: students from wealthy families are almost 3.5 times more likely to attend college than students from low-income families, at 78 percent and 28 percent, respectively. College completion rates between wealthy students and low-income students also are disparate: 76 percent of students from the upper income bracket complete college in 6 years versus 48 percent of students from the bottom income bracket. Yet, your Department's budget request zeroes out programs like TRIO, Gear Up, and Strengthening Institutions Program (SIP)— programs that serve more than 1.4 million low-income and first-generation college students, and have bipartisan support. As you mentioned in your testimony before the Committee, approximately "92 percent of the TRIO funds go to the same [institutions of higher education] all of the time." What your testimony fails to recognize is that TRIO, as well as Gear Up and SIP, are designed to help support under resourced institutions that by definition lack funding to support a high number of low-income students, such as community colleges.

What analysis did your Department conduct to determine zeroing out funding for TRIO, Gear Up, and SIP?

*Answer.* Elimination of TRIO and GEAR UP is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education."

As noted in the FY 2026 President's Budget Request: "TRIO has failed to meet the vast majority of its performance measures, and studies of program effectiveness have shown that it has not increased college enrollment"; and "GEAR UP is not meeting any of its performance measures in high school graduation, college enrollment, or enrollment in college preparation math classes."

Addressing SIP specifically, "SIP-eligible institutions retain access to most of the 19 remaining Title III and Title V funding streams, assuming they meet the established minority thresholds and other eligibility requirements for each respective program."

*Question.* What steps is the Department taking to ensure the elimination of these programs will not harm low-income and first-generation students' academic achievement and college completion rates?

*Answer.* The FY 2026 President's Budget Request "seeks to shrink [the] Federal bureaucracy, save taxpayer money, and empower States, who best know their local needs, to manage their education in this country. We have reviewed our programs and identified spending that does not fulfill the mandate of trust the American people have placed with President Trump." The 2026 Budget maintains funding for Pell Grants to help low-income students access higher education and a smaller but more targeted Federal Work Study program to subsidize career-relevant work experience for students with financial need.

*Question.* Your Department discontinued \$1 billion in grants for programs that are focused on preparing mental health professionals to serve students and support schools and school districts in hiring mental health professionals to serve their students. This funding came from the Bipartisan Safer Communities Act, a piece of legislation that Republicans and Democrats passed in wake of the devastating Uvalde shooting. In addition to this, the K–12 block grants proposed in the President's

FY26 Budget Request, would presumably lump in Title IV–A grants, which are widely used to support student mental health, likely resulting in funding cuts for these grants. Just last year, 52 percent of public school districts reported that they are not able to effectively provide mental health services to all students who need them, and the top two barriers identified were a lack of mental health providers and a lack of funding.

At a time when our nation is acutely aware not only of the need of mental health supports for our students, but also of the shortage of mental health professionals to serve our students, please explain why your Department chose to discontinue the Mental Health Service Professional Demonstration Grant Program and the School-Based Mental Health Services Grant Program.

What criteria did the Department use when determining which grants to continue and discontinue?

Were different criteria given different weight in the decision to discontinue funding? If so, please explain how various criteria were weighed.

*Answer.* The Department undertook an individualized review of the projects supported by the School Based Mental Health and Mental Health Services Professional Demonstration Programs and uncovered a great many that intimately incorporated programmatic elements that violate the letter or purpose of Federal civil rights law. This was undoubtedly the result of the programs having been competed under priorities that encouraged applicants to treat participants, both mental health practitioners and students, according to crude stereotypes. Fairness for applicants who were not funded because they declined to incorporate prohibited practices dictates that the Department re-compete on a level playing field. ED staff are currently engaged in rule-making to refocus the competition on supporting student mental health as Congress intended.

*Question.* How does the Department plan to support students recovering from tragedies, such as school shootings?

*Answer.* The proposed K–12 Simplified Funding Program (SFP) provides the discretion to support any activity that was previously allowable under the consolidated programs including activities supported by the School Safety National Activities program such as mental health and violence and drug abuse prevention programs without the unnecessary administrative burdens imposed under current law. In addition, the Department would reserve \$10 million for the Project School Emergency Response to Violence program (Project SERV) under the K12 SFP to provide education-related services to LEAs and IHEs to recover from violent or traumatic events that have disrupted the learning environment.

*Question.* The President's proposed budget reduces funding for K–12 education by \$4.5 billion and consolidates 18 K–12 grant programs into a \$2 billion block grant. Block granting has the potential to reduce Federal oversight and lead to unintended and harmful consequences.

How will the Department ensure that marginalized student groups—including low-income students, students of color, and students from rural communities—are prioritized for Federal spending?

*Answer.* The proposed K–12 Simplified Funding Program (K–12 SPF) would be awarded by formula to States which could, when subgranting, implement a weighting for LEAs facing unique challenges, such as those serving students in rural areas. The Administration looks forward to working with Congress on the details of the proposed program, including the possibility of safeguards to ensure that States provide funding to under-resourced school districts and support them in improving student achievement. That said, in compliance with civil rights laws, the Administration will not implement nor support the treatment of students of certain races or ethnicities differently.

*Question.* How will the Department measure effectiveness of funding without consistent reporting requirements?

*Answer.* The K–12 SPF is intended as a bridge to an elementary and secondary education system absent Federal interference and intervention. As a temporary program under an outgoing agency, the Department would not establish goals and performance indicators for the K–12 SFP. However, in the interest of accountability and transparency, the Administration will work with Congress to include modest reporting requirements for the proposed program.

*Question.* The Administration's budget request consolidates seven Individuals with Disabilities Education Act (IDEA) programs into a single special education funding program—in essence, creating a special education block grant. Block grants can lead to less funding and less accountability. IDEA statutorily requires protections for students with disabilities and their families precisely because requirements and the resulting accountability were lacking previously. How will you ensure that

the rights of students with disabilities to a free and appropriate public education, which is mandated under IDEA, will be preserved under this block grant design?

*Answer.* The Administration's fiscal year 2026 request does not propose a block grant of IDEA programs. Instead, the Administration proposes to consolidate funding for the Preschool grant program (IDEA Part B 619) and the IDEA National Activities programs (IDEA Part D) under the Grants to States program (IDEA Part B 611). As discussed in the Special Education Congressional Justification, States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families.

*Question.* The cuts and contract cancellations at the Institute of Education Sciences ended research for a range of critical education topics, including those impacting students with disabilities and the Federal financial aid system. What are the Department's plans to provide policymakers with critical research and information about student achievement, outcomes, and education financing in the absence of these studies?

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. This includes research on issues affecting students with disabilities and the Federal financial aid system. The Department will update the Committee on the progress of the re-envisioning process and its implications for IES operations.

*Question.* Open textbooks are educational resources available to the public under an open license. While a single traditional textbook can cost hundreds of dollars, open textbooks are a free, quality alternative. The Department's Open Textbooks Pilot program, helps keep college affordable for students by creating and expanding the sustainable use of quality open college textbooks. To date, the Pilot has saved students at least \$250 million. The President's FY26 Budget Request eliminates funding for the Open Textbook Pilot. With drastic proposed cuts to programs focused on keeping college affordable and the proposed limit on borrowing in the reconciliation package, how does the Department plan to make college affordable for students?

*Answer.* The Administration's Request for fiscal year 2026 eliminates duplicative programs, programs that are more appropriately supported with State, local, institutional, or private funds, and programs that are outside of the Department's core mission or have not shown evidence of effectiveness. This is aligned to the Administration's commitment to returning education to the States, balancing the provision of support with the responsibility of each student to choose their own path and work toward a postsecondary credential, and restoring the rightful role and responsibility of State oversight in and support of higher education.

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#### QUESTIONS SUBMITTED BY SENATOR JACK REED

##### *FY2025 Formula Grant Allocations*

*Question.* The Department has just recently released the Fiscal Year 2025 allocations for the Adult Education State grants—months late. However, the allocations did not include allotments for Integrated English Literacy and Civics Education, which was over \$85 million in Fiscal Year 2024. When will you be releasing those allocations?

*Answer.* Adult Education State grants, including allotments for Integrated English Literacy and Civics Education, were distributed to the States on July 30, 2025.

*Question.* The Department has yet to release allocations to State Educational Agencies for Title II, Title III, and Title IV. When will you be releasing those allocations?

*Answer.* States have received their ESEA formula funds. Titles I–A and II–A go out in two tranches. The second tranche will be sent to states on October 1st.

##### *Adult Education*

*Question.* The long delay in getting estimated allocations out to states coupled with the elimination of adult education funding in the President's budget is causing major disruption in the field, with programs laying off staff and others preparing to close their doors. This Budget Request states that "States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government." However, adult education is a formula program that already provides States with

flexibility over how they distribute funding to local providers. Additionally, Federal funds leverage state resources, given that states are mandated to fulfill a match requirement. Eliminating Federal funding for adult education, as the Administration proposes, could dissolve the over 2300 Title II WIOA adult education programs that serve 1.1 million adults nationwide, because they cannot be sustained by State and local resources alone.

What role do you believe adult education serves in terms of ensuring adults get a GED or high school equivalency and the skills needed to compete in today's workforce, lifting Americans out of poverty and off government assistance, and into family-sustaining jobs and supporting our economy?

*Answer.* Adult education programs can be a useful strategy for helping adults get a high school equivalency degree or skills necessary for employment. The Department recognizes that States and localities are best suited to determine whether to support adult education, including using their own budgets and without unnecessary administrative burden.

*Question.* One of your proposed priorities for the Department of Education is literacy, where you state "Federal education spending must now prioritize a vital and foundational goal: ensuring that every student in America becomes proficient in reading." Does this include adult students? How does the Budget Request support Americans who need literacy, numeracy, and digital literacy skills to fill in-demand jobs, support themselves and their families, and strengthen our economy?

*Answer.* The President's fiscal year 2026 Budget Request supports the Administration's goal to return education back to the States while maintaining support for families and their students. States and localities, not the Federal government, are best suited to determine whether to support these activities or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

*Question.* Adult education also supports learning English. The President's Executive Order designating English as the Official Language, states: "In welcoming new Americans, a policy of encouraging the learning and adoption of our national language will make the United States a shared home and empower new citizens to achieve the American dream." If adult education is eliminated, how does the Administration propose to support individuals who are trying to learn English?

*Answer.* States and localities, not the Federal government, are best suited to determine whether and how to support individuals who are trying to learn English within their own budgets and without unnecessary administrative burden imposed by the Federal government.

#### *Student Financial Aid*

*Question.* The Budget Request eliminates GEAR UP and TRIO programs that provide critical college preparation and support services to students. It also eliminates the Supplemental Educational Opportunity Grant and guts Federal Work Study. Most significantly, it proposes cutting the maximum Pell Grant by \$1,685.

Has the Department modeled the potential impact on enrollment, completion, and increased cost to low- and moderate-income students of these proposed budget changes? If not, when will such an analysis be done? If so, what does the analysis show?

*Answer.* The Department estimates 87,000 fewer students would receive Pell Grants in the 2026–27 award year under a maximum award of \$5,710 compared to a \$7,395 maximum. Though the Budget proposes a reduction in Federal Work Study funding, it also proposes requiring that employers, predominately four-year universities under the current program design, pay 75 percent of a student's hourly wages and reduce the Federal contribution to 25 percent. Therefore, the Department does not anticipate a substantial decrease in aid available under the program.

*Question.* The Administration has expressed support for extending Pell Grant eligibility to shorter-term programs. Has the Administration produced any cost estimates for this change? What would be the impact on the maximum Pell Grant?

*Answer.* The One Big Beautiful Bill Act included expansion of Pell eligibility for shorter-term programs. The Department will provide more information on cost impacts through the regulatory process as appropriate.

#### *Educator Preparation*

*Question.* In February, the Administration cancelled over one hundred grants under three programs—Teacher Quality Partnerships, Supporting Effective Educator Development, and Teacher and School Leader Incentive programs, that support high-quality preparation and ongoing professional development for teachers and principals. These were competitive grants that were awarded through transparent, public, fair, and rigorous peer review process run by the Department of Education

under both the Trump and Biden Administrations. And they are a priority for Congress, as indicated in our annual appropriations laws, which the Administration is obligated to implement. Given teacher shortages, especially in subjects like math, science, and special education, and bilingual education, that these canceled grants specifically addressed, when can we expect you to restore these grants?

*Answer.* Due to ongoing litigation with the Teacher Quality Partnership, Supporting Effective Educator Development Program, and the Teacher and School Leader Incentive Program, the Department is unable to comment further on this issue at this time.

*Question.* The President's Executive Order on Advancing Artificial Intelligence Education for American Youth directs the Secretary of Education to "take steps to prioritize the use of AI in discretionary grant programs for teacher training authorized by the Elementary and Secondary Education Act of 1965 (Public Law 89–10), as amended, and Title II of the Higher Education Act of 1965 (Public Law 89–329), as amended . . . ." How will you implement the Executive Order if you eliminate the programs for teacher training?

*Answer.* The Department has published its Notice of Proposed Priorities on the Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education in order to implement the President's Executive Order on Advancing Artificial Intelligence for American Youth.

*Question.* What is the Administration's plan for addressing nationwide shortages of teachers, school principals, counselors, school librarians and other professional educators needed to ensure that all student have access to a high quality public education?

*Answer.* States and districts are rightfully tasked with building and managing their educator workforce. This is important because teacher shortages are hyper-local and content-area specific, meaning that each locality and state will need to take different measures to ensure all students have a high-quality educator. The Department will support states and localities in identifying ways to use their Federal funds in more meaningful, effective, and innovative ways that help them find solutions that are right for their context.

#### *School Infrastructure*

*Question.* In 2023, the Department awarded the first round of Supporting America's School Infrastructure Grants to help states provide technical assistance to high need school districts in facilities planning and accessing available resources for facilities improvements. The Department also established the National Center on School Infrastructure to serve as a clearinghouse for school facilities.

Please provide an update on the activities and outcomes from the first round of grants to date.

*Answer.* The Department made eight grant awards in 2023 under the Supporting America's School Infrastructure Grants program (SASI) and one grant award for the National Center on School Infrastructure (NCSI).

To date, SASI grantee outcomes and activities include:

- Providing technical assistance to high-need LEAs as they implement safe, healthy, sustainable, and equitable infrastructure improvements with Federal, State, local, and private funding.*—All SASI grantees identified high-need LEAs in their state, and completed a needs assessment of those LEAs to determine their needs and potential opportunities related to school infrastructure. Grantees have begun offering school infrastructure resources to these LEAs based on the findings of those needs assessments, such as facilities condition assessment support and training and maintenance trainings.
- Conducting facility condition assessments (FCAs).*—Half of the SASI grantees have begun conducting FCAs to determine the state of their school buildings in high-need LEAs. The remaining grantees plan to begin FCAs this year.
- Developing or improving State and local data and information systems management related to public school infrastructure.*—All SASI grantees are collecting school infrastructure data, particularly from high-need LEAs. Two grantees are developing new data management systems that will be accessible to LEAs state-wide.
- Building state capacity.*—Despite delays caused by state-level hiring procedures, all eight SASI grantees have hired at least one staff to support the implementation of the grant. SASI grantees have and continue to engage in professional development trainings related to public school infrastructure and sustainability.

To date, NCSI grantee outcomes and activities include:

- Developing and maintaining a NCSI clearinghouse website that consolidates and disseminates resources and best practices on public school infrastructure,

including resources and best practices available across Federal agencies, as a means of providing universal technical assistance to States and LEAs.

—Providing targeted technical assistance to all SASI grantees regarding public school infrastructure and sustainability topics. NCSI also provides technical assistance to non-SASI states and local education agencies.

—Developing an annual service plan in consultation with the Department that addresses implementation challenges faced by SASI grantees and high-need LEAs in those States and reflects emerging needs in public school infrastructure and sustainability.

—Facilitating national communication related to school infrastructure, sustainability, and equitable access to adequate public school facilities through a monthly newsletter.

*Question.* How does the Department plan to help states and school districts address critical infrastructure needs?

*Answer.* Construction and maintenance of school buildings is not a Federal responsibility, and the President's fiscal year 2026 Budget Request returns responsibility for services that are better provided by States and local governments to those entities.

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#### QUESTIONS SUBMITTED BY SENATOR BRIAN SCHATZ

*Question.* Secretary McMahon, last month Tribal leaders and organizations testified before the Senate Committee on Indian Affairs about how ED is critical to fulfilling the Federal government's trust and treaty obligations.

The Federal trust and treaty responsibilities flow through ED, not just the Bureau of Indian Education (BIE) and a few small grant programs at ED. Please outline the programs at ED that underpin these responsibilities, and explain how you will ensure this funding reaches Native students in public schools, BIE schools, and Tribal Colleges and Universities.

*Answer.* The Department takes its Federal trust and treaty responsibilities very seriously. The FY 2026 Request for the Department includes funding for programs that support Native students either directly to public schools, institutions of higher education, or Tribes (e.g., Indian Education Grants to LEAs, Special Programs for Indian Students, Indian Education National Activities, Native American Career and Technical Education Program, Tribally Controlled Postsecondary Career and Technical Institutions, Impact Aid, American Indian Vocational Rehabilitation Services, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-serving Institutions, and Native American-serving nontribal Institutions) or through a statutory set-aside to BIE (e.g., ESEA Title I Part A, and Special Education grants).

*Question.* President Trump's plan is to remove the Federal role in education and have the states take over. Block granting to states will be tantamount to a cut for most schools as the state governments take their part off the top. Most schools can't stay open with any more cuts.

What are you going to do to protect the Federal role in education for Native students, which is part of the Federal legal trust obligation?

*Answer.* The FY 2026 Request for the Department includes level funding for Indian Education Grants to LEAs, the Department's largest vehicle to support local efforts to address the unique academic and cultural needs of American Indian and Alaska Native students in public schools. Additionally, the FY 2026 Request includes funding for competitive programs to support Native students, including to support Native language programs, career and technical education programs, and rehabilitation services for Native Americans.

*Question.* Please detail the formula you would propose to distribute funds to states through the consolidated K–12 block grant.

*Answer.* The Administration looks forward to working with Congress to establish the formula through the K–12 Simplified Funding Program (K–12 SFP).

*Question.* Two of the programs proposed to be "consolidated", Alaska Native Education Program and the Native Hawaiian Education Program, are founded on the Federal trust responsibility. How would the proposed formula ensure that the Federal government is funding these programs adequately, and provided to states with highest representation of Alaska Native and Native Hawaiian students?

*Answer.* The formula to distribute the K–12 SFP funding could be weighted toward, for example, States that have concentrations of LEAs facing unique challenges.

*Question.* The Department's own Tribal consultation policy states that it will consult and make a serious effort to incorporate Tribal views whenever new initiatives

or program changes are considered. Please explain if/how the Department has adhered to or violated its own policy by failing to engage in any Tribal consultation on its fiscal year 2026 budget, reorganization efforts, or its school choice plans to date?

*Answer.* The Department held a Tribal Consultation regarding FY 2026 Budget Request on April 30, 2024 and is planning a Tribal Consultation in late September 2025 to inform the FY 2027 Budget Request.

*Question.* Complying with section 1113 of the Continuing Resolution by sharing your spend plans for fiscal year 2025 is vital for this committee to do its work, and for the American people to have transparency on what you are doing with taxpayer dollars. Will the Department share its real spend plan for fiscal year 2025 with this committee per Vice Chair Murray's request, and will it include spending for all Native programs across ED? The limit should not be to the "few small grant programs" in the Office of Indian Education that you believe sums up your agency's role in Native education.

*Answer.* Decisions have not been made concerning the Department's spending plan for this fiscal year. The Department will provide updates as they are available.

*Question.* How will the "English First" directive not disrupt funding for the Native American Language Resource Center, or any other Native language programs?

*Answer.* The Department continues to carefully review all of its investments to ensure that they are meeting the needs of American taxpayers. A final decision has not yet been made on the Native American Language Resource Center and we will update the Committee once decisions have been made.

*Question.* During your confirmation hearing, you used the Federal government's shameful Indian boarding school policies as a rationale for a "voucher" system. Please explain how a voucher system improves upon our history of removing Native students from their families to be educated in government-funded, privately run religious schools far from their cultures and communities.

*Answer.* All students and families need education options because no on school or education model can meet all students' needs. Providing vouchers is one way to give families broad flexibility in finding and accessing an education choice that best meets their child's unique needs.

*Question.* Today, one in 10 of all K–12 public school students in the United States is an English learner. These students face the dual challenge of acquiring a new language while mastering core subjects like math, science, and history. Vast research shows that English learners who receive appropriate support and achieve English proficiency within the recommended timeframe often go on to outperform their peers across several measures, including academic achievement, high school graduation, and college enrollment rates. Conversely, inadequate support typically yields the opposite outcomes. That's why funding for the English Language Acquisition program is absolutely critical, as it is the only Federal funding source dedicated to providing English learners the services that they need to meaningfully access the same education as their peers. Yet, you are proposing to eliminate this program.

What is the alternative you propose?

*Answer.* The President and I are committed to reducing the Federal role in education, and that includes responsibly winding down the work of the Department. Elimination of this program is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without the unnecessary burden imposed by the Federal government.

*Question.* How can you ensure that ED will not leave this significant share of our student population behind?

*Answer.* Since 2003, ED has doled out more than \$16 billion for the English Language Acquisition program with very little to nothing to show for it. The dismal NAEP results for 2024 compared to 2003 show little to no progress in reading at or above proficiency for English learners or all students. In 4th grade reading results, English learners at or above proficiency increased only 1 percentage point from 7 percent in 2003 to 8 percent in 2024 while for proficiency for all students remained flat at 31 percent. In 8th grade reading results, English learners at or above proficiency remained flat at 5 percent while proficiency for all students dropped from 32 percent in 2003 to 30 percent in 2024. Continuing wasteful spending on ineffective programs will not improve education outcome for all students.

*Question.* You have argued that we should "return education to the states". But since the 2008 recession, states have cut funding for public universities and community colleges, which just increases tuition costs and shifts financial burden onto students and families. Your department has targeted higher education—including public universities—and made it harder for Pell recipients and borrowers. If you are ar-



guing that we need to return education to the states, what steps does your budget propose to push states to reinvest in their public universities?

*Answer.* For far too long, the Federal government has picked up the tab for rising college costs, letting schools, local communities, and States off the hook from these critical investments. As a result, there have been virtually no checks on skyrocketing prices for higher education, high-cost low-quality institutions have been allowed to continue, a deluge of unlimited Federal dollars have crowded out State and local investment, and students have been stuck in the middle. This Administration refuses to continue down this path and will re-establish accountability at the State, local, and school level for college tuition and fees. If the Federal government is no longer writing a blank check, colleges and universities will have to face the very real market forces at play when prices rise year over year with no end in sight. Provisions in the One Big Beautiful Bill Act, including institutional accountability, loan limits, and reforms to loan repayment, will help reset the relationship between the Federal government and the higher education sector, allowing truly high value institutions to prosper and re-establish a meaningful role for State and local funding.

*Question.* One apparent carve-out where the administration seems to view a role for the Federal government in education is AI. While I am excited about the potential of AI to make it easier for people to navigate our government and healthcare system, and develop innovative treatments and cures. But you have suggested integrating AI curriculum as early as kindergarten. How are you ensuring that the use of AI in schools actually improves and doesn't undermine young kids' critical thinking, literacy, math, and other skills?

*Answer.* The Department does not set curriculum, and the Federal government does not determine what is taught in classrooms. That authority rests with states and local school districts. The Department's actions so far have focused on the use of Federal funds to support AI in education. This includes encouraging the use of AI technology to improve educational outcomes and expanding access to foundational computer science and AI education. When used effectively, AI can drive personalized learning, sharpen critical thinking, and help students build the problem-solving skills needed for future success. Our Dear Colleague Letter issued on July 22nd, 2025 titled "Guidance on the Use of Federal Grant Funds to Improve Education Outcomes Using Artificial Intelligence (AI)" also emphasizes the importance of involving parents and teachers to ensure AI is used ethically and responsibly to support individualized learning. By promoting these efforts, we aim to strengthen schools and help prepare students for a more competitive economy.

*Question.* Students who are in foster care are among the most in need of support and assistance. Foster care points of contact (POC) at the State Education Agency are critical to ensuring that the Federal education and child welfare laws related to education stability, best interest determinations, transportation to school of origin, and immediate enrollment and records transfer for students in foster care are implemented as intended. The work of these POCs great benefits from Federal guidance and technical assistance, which aids the necessary cross agency and system collaborations. How will the Department continue to support students in foster care generally, and specifically how will you support the foster care POCs with reduced funding and staffing?

*Answer.* The Department has not reduced the number of staff working on foster care provisions and expects to maintain the same level of support on this topic under the fiscal year 2026 Budget Request. The provisions the Department administers pertaining to students in foster care are under Title I Part A of the Elementary and Education Act, and the President requested level funding for this program for fiscal year 2026.

*Question.* Given recent funding cuts to the Department of Education and the Institute for Education Sciences particularly, how is the Department maintaining its capacity to collect, analyze, and report high-quality data on early literacy outcomes—and how is this data helping drive improvements at the classroom, district, and state levels?

*Answer.* The Administration is currently re-envisioning a more efficient, effective, and useful IES to improve support for evidence-based accountability, data-driven decisionmaking, and education research for use in the classroom. This includes research on early literacy. The Department will update the Committee on the progress of the re-envisioning process and its implications for IES operations.

*Question.* In the 2024 National Assessment of Educational Progress (NAEP) scores, only 39 percent of fourth-graders and only 28 percent of eighth graders scored at or above the NAEP Proficient level in math.

Why has the Administration chosen to eliminate effective programs like the Comprehensive Literacy Development Grants and Innovative Approaches to Literacy program?

*Answer.* The FY 2026 Budget includes the proposed K–12 Simplified Funding Program (K–12 SFP). The K–12 SFP would allow States the flexibility to use funds to support literacy initiatives as they previously have under the Comprehensive Literacy Development Grants and Innovative Approaches to Literacy program.

*Question.* Given that literacy rates are a national problem, please explain your approach to prioritize, guide, and fund states so that they can need to address basic literacy without grants such as the Comprehensive.

*Answer.* The K–12 SFP provides funding and flexibility for States to use funds to address literacy issues they identify.

#### SUBCOMMITTEE RECESS

Senator CAPITO. This subcommittee stands in recess and thank you.

[Whereupon, at 11:37 a.m., Tuesday, June 3, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

**DEPARTMENTS OF LABOR, HEALTH AND  
HUMAN SERVICES, AND EDUCATION, AND  
RELATED AGENCIES APPROPRIATIONS FOR  
FISCAL YEAR 2026**

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**TUESDAY, JUNE 10, 2025**

U.S. SENATE,  
SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS,  
*Washington, DC.*

The subcommittee met at 10:01 a.m., in room SD-124, Dirksen Senate Office Building, Hon. Shelley Moore Capito (chair) presiding.

Present: Senators Capito, Moran, Kennedy, Britt, Rounds, Collins, Baldwin, Murray, Durbin, Shaheen, Merkley, and Schatz.

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**NATIONAL INSTITUTES OF HEALTH**

**STATEMENT OF HON. JAYANTA “JAY” BHATTACHARYA, M.D., Ph.D., DIRECTOR**

**OPENING STATEMENT OF SENATOR SHELLEY MOORE CAPITO**

Senator CAPITO. Well, I think it is 10 o'clock. And I like to be prompt. And the good Doctor is here, so I think it is time to start.

Thank you, Dr. Bhattacharya, and congratulations on your new role as Director of the NIH. Thank you for appearing before the subcommittee today to discuss how the fiscal year budget of 2026 will continue efforts for NIH (National Institutes of Health) to reduce illness, enhance health, continue land-breaking, or unbelievable research, and lengthen the lives of all Americans.

My home State of West Virginia, as we have talked, is faced with many complex health challenges. I know that if we work together and make wise investments and focus on what really matters, we can create positive momentum towards eliminating these challenges. Fostering NIH collaboration with smaller and rural States is critical, and one of the strengths of the NIH IDeA Program, which many of us are very interested in.

This program provides funding to 23 States, including West Virginia, that historically have received little to no Federal research funding. The IDeA program and other NIH funding streams have been instrumental for Marshall University, West Virginia University, and other institutions in my State, in developing world-class research in neuroscience, cancer, stroke, vision, and addiction science.

Researchers throughout my State of West Virginia are making significant contributions to biomedical research in areas ranging from cancers, to Alzheimer's disease, to substance abuse disorders.

I look forward to hosting you in West Virginia soon to see first-hand all the amazing research that is being done across our State.

This will be a challenging year for Appropriations; yet supporting biomedical research is a priority for me and has long been a bicameral, bipartisan priority for Congress. The United States leads the world in biomedical innovation, and I, along with many of my colleagues on this committee, think it is important that America remains the leader in biomedical innovation and research. Investing in biomedical research has proven to save lives while exponentially strengthening the United States economy.

I look forward to hearing from you how this budget request would continue to advance this critical research and innovation. The NIH is a driver of economic growth, funding more than \$94.58 billion in national economic activity last year. In my small State, NIH supported over 700 jobs and \$147 million in economic activity in 2024 alone.

For almost a decade, this committee has supported research towards the goals of finding treatments and a cure for Alzheimer's disease. This goal is very personal to me, as you know, since both of my parents lived with and eventually succumbed to this disease. And I can look out behind you and see in the audience that many folks here are extremely interested in that area of research.

These investments have allowed NIH to fund research in a wide variety of potential causes of the disease and build evidence for prevention based on a healthy lifestyle. NIH-funded research on the amyloid protein led to the development of the FDA (Food and Drug Administration)-approved Alzheimer's drugs that were released in 2023 and 2024 to slow progression of the disease.

All of this research is very important, and I look forward to working with you to continue robust and diversified Alzheimer's disease research. NIH-funded research is also behind many of the more than 600 new cancer treatments that the FDA has approved over the last 20 years. As a lead sponsor of the Childhood Cancer STAR Act with Senator Reed, I look forward to hearing about your priorities and advancements to combat cancer and grow our clinical trial networks, especially among our children.

Although we are making positive strides, substance abuse remains an issue in my State. I look forward to hearing more from you about how combining the National Institute of Drug Abuse into a new National Institute on Behavioral Health will enable this important work to continue.

I have heard from many university leaders from schools ranging in size, location, and subject about the impact of changes being implemented at NIH. These institutions are the reason America has kept the edge in biomedical research and innovation. As with many changes in leadership, there seems to be a heightened sense of concern and confusion that diverting resources from research will result in a less healthy America, and I hope today we can work to come to a better understanding.

We have a difficult task ahead of us this year, but it is my hope that we will come together, just as we have done in prior fiscal

years, to use our limited resources in the most effective and efficient way to support the health and well-being of all Americans.

Dr. Bhattacharya, I look forward to your testimony.

And I will now turn to my ranking member, Senator Baldwin, for her opening statement.

#### STATEMENT OF SENATOR TAMMY BALDWIN

Senator BALDWIN. Thank you, Chair Capito. Good morning.

Over the last few months, this committee has heard from patients, from families, researchers, and experts about what is happening at the National Institutes of Health. It has been one consistent message: that this administration is cutting off life-saving research. And if this administration has its way, it will dismantle the U.S. Biomedical Research enterprise. That would be devastating for millions of American families counting on new life-saving treatments and cures for terrible diseases.

NIH makes the United States the global leader in biomedical research and innovation. NIH research contributed to 354 out of 356 drugs approved by the USDA—U.S. Food and Drug Administration—excuse me—between 2010 to 2019. Simply put, without NIH, there would be no cancer immunotherapy, no overdose reversal medication, no cutting-edge treatments. NIH-funded research has saved millions of lives and significantly reduced death rates from common cancers to rare diseases.

It has produced what can only be described as miracles. Like last month when American doctors made history with the first successful personalized gene editing treatment in a nine-and-a-half-month-old baby boy, curing him of a rare life-threatening genetic disorder. Congress spent nearly one hundred years building up NIH as the world's premier biomedical research agency and investing in research infrastructure at thousands of institutions nationwide, which are fueling the development of state-of-the-art treatments that would not have been imaginable just decades ago.

But as long as it took to build this, this administration has shown just how fast it can all be torn down. I am not just talking about the President's catastrophic budget request for next year, I am talking about what NIH is doing right now. If we don't stop NIH from going down the road it is on, I am deeply concerned it will wreak irreparable harm on biomedical research in this country and millions of American families counting on it.

To date, NIH has taken the completely unprecedented step of terminating 2,370 active grants and \$4.9 billion in funding. It has significantly delayed the awarding of new grants and continuation grants. It has prevented research institutions from accessing their existing grant funds. Biomedical research can't just be turned on and off on a whim.

These delays and terminations aren't just debilitating for scientists; they also derail research on everything from Alzheimer's disease, to cancer, to diabetes. Decisions about which medical research grants should be funded or terminated are, for the first time in history, being made by political appointees, most with absolutely zero scientific training or expertise.

I am very concerned about the sudden proliferation of political appointees at NIH, and other actions this administration has taken

to politicize scientific research, like allowing DOGE (Department of Government Efficiency) to decide which grants get terminated and which grantees actually get paid. Injecting politics into NIH will make American science less rigorous, less credible, and less competitive. Everything that is happening at NIH is being led by political interests, not by science.

I want to mention a few examples because details here matter. NIH has delayed \$65 million in funding for 14 Alzheimer's disease research centers in nine States, including at the University of Wisconsin—Madison. It has delayed \$47 million in cancer center support grants at nine cancer centers in eight States. It has delayed \$55 million for 11 rare disease clinical research network grants in eight States.

Let that sink in. This administration is making a conscious choice not to fund research into Alzheimer's disease, cancer, and rare diseases.

And NIH has terminated grants for a maternal morbidity and mortality center, a grant developing new digital imaging techniques for cervical cancer screening, and a clinical trial studying a potential cure for infants born with HIV (Human Immunodeficiency Virus), just to name a few.

Many of us have been sounding the alarm about this for months. Through May of this year, NIH awarded 3,288 fewer grants than through the same time period last year. Now, the administration's own budget clearly shows this is the plan, to award thousands of fewer grants this year, each one of those grants represents a contribution to scientific progress, a potential new cure or treatment, or a medical breakthrough that could save millions of lives.

And on top of that, this budget proposes to cut \$18 billion, or 40 percent, from NIH next year. That should be all the proof we need to judge this administration's intentions and its priorities. This administration says it will ensure the United States remains the global leader in biomedical research, but its actions and a budget request that would cut the number of grants funded by NIH by 15,000 next year, clearly shows those are empty words.

This administration cannot be left to its own devices. If Congress doesn't intervene, this administration will tear down our biomedical research enterprise, cede our global leadership to China, and rip away cures that families desperately need for reasons I can't begin to comprehend.

That is why I will do all I can to work with my colleagues, on both sides of the aisle, to protect what Congress has built in this country over nearly one hundred years that has produced miracle cures, saved millions of lives, and given hope to millions more.

So, I look forward to marking up the fiscal year 2026 appropriation bills in the coming weeks and, most importantly, enacting those bills into law later this year to do exactly that. Because this budget request makes it clear that if we don't, this administration will unilaterally enact policies that will be devastating for millions of American families.

Senator CAPITO. Thank you, Senator Baldwin.

And now I turn to our witness. We are very happy to have Dr. Jay Bhattacharya, who is the Director of the National Institutes of Health. Welcome.

## SUMMARY STATEMENT OF HON. JAY BHATTACHARYA, M.D., PH.D.

Dr. BHATTACHARYA. Thank you. Good morning, Chair Capito, Ranking Member Baldwin, and distinguished Members of the Committee. I am Dr. Jay Bhattacharya, Director of the National Institutes of Health, our Nation's Biomedical Research Agency, and thank you for inviting me to testify on the administration's fiscal year 2026 budget request for the NIH.

As both Senator Capito and Senator Baldwin, you both said, the NIH has long been known as the crown jewel of government and science, and for good reason. NIH researchers and NIH-funded scientists across the country have contributed to life-saving breakthroughs in biology, in medicine. Thanks to our work, Americans have improved options to control diabetes, have better treatments for heart disease, better treatments for cancer, and major breakthroughs in sickle cell anemia, and a whole host of other diseases and conditions. That, if I started to list them, I would take up more than just the 5 minutes I have.

Because of the NIH, we can reverse overdoses, we can prevent cervical cancers, the NIH's broad portfolio of investigator-initiated research and the Agency's essential role in training the future generations of scientists' fuels innovation across the country. It is an absolute honor to lead this incredible Agency.

Despite this progress, life expectancy in the U.S. has flatlined for more than a decade, since 2012, millions of children and adults face poor outcomes due to chronic diseases like heart disease, like diabetes, and conditions like cancer and Alzheimer's continuing to have tremendous impact on the lives of millions of Americans.

I am also concerned that after the COVID-19 pandemic, many Americans no longer trust the biomedical enterprise of the NIH. A Pew Study in 2024 found that one in four Americans did not believe that the scientists had the best interest of the public in mind, and as a scientist myself, I find that tremendously concerning.

I applaud the NIH's efforts to advance science during a difficult time. However, I take seriously the concerns of the public and recognize the need for reform at the NIH. So, to restore our reputation among the American people, and address the chronic disease crisis, we can't return to business as usual.

I join the President and Secretary Kennedy in their commitment to advancing 21st-century research at the NIH. We will build on the Agency's record of solving complex challenges and invest resources where they are needed by prioritizing the health needs of the American people. And I mean every single American.

We are working to accelerate innovation at the NIH by integrating recent advances in data science and technology with our growing understanding of human biology we can fundamentally change how research is conducted. We need to empower our Nation's scientists to think big and come up with new ideas that will meet the current and future health needs of the country.

Catalyzing this shift to newer technologies is more important than ever, as research and healthcare yield vast quantities of data. As part of the cross-Agency initiative, the NIH is leveraging our large-scale data resources to understand the causes of autism spectrum disorder while respecting patient privacy and the security of

sensitive health data. I look forward to working with the autism community on this effort.

To ensure our innovations make an impact, we must mend our relationships with the public. The American people should have confidence in our findings and trust we are working in their best interest. We have implemented a number of reforms to enhance oversight, transparency, and safety at the NIH. Importantly, we are taking action to improve NIH oversight of funding abroad and to improve the safety and security of biological research.

I recognize the value of foreign collaborations and know that many critical breakthroughs have been built as a result of highly productive global partnerships. However, I take seriously the fact that our work is powered by public investment and must be accountable to the taxpayer. That is why we are implementing a new policy that ensures foreign institutions receiving money from the NIH, face the same rules for payment and data sharing as the domestic grantees.

I understand it is a big change for the research community, but it is critically important. Beginning long before the pandemic, the research community has debated whether the Government should fund studies that enhance the ability of a pathogen to cause disease or transmit more efficiently among humans. I strongly believe we should not be supporting these kinds of risky experiments, which constitute only a very small fraction of the NIH portfolio.

The NIH is actively identifying and ending dangerous gain-of-function research that could threaten public safety. The scientific debate about gain-of-function research demonstrates the importance of academic freedom. Diversity of opinion is essential in driving scientific progress. Interrogating evidence and challenging the status quo ensures scientific rigor and meaningful results.

That is why I am working to ensure scientists at the NIH can engage in open academic discourse without risk of official interference. It is also important that we solve the reproducibility crisis in research. Reliable, reproducible, generalizable research must serve as a basis for truth in biomedicine. And unfortunately, many research findings have not been reproducible. This is not a moral failure of individuals, but rather a systemic issue that places too much pressure on publishing only favorable results.

We are actively exploring ways to reward scientists for cooperating, replication, sharing data, and establishing for replication.

In closing, I would like to thank this committee for their generous support of the NIH mission to improve the health and well-being of Americans. I look forward to working with all of you as we chart a path forward for biomedical research to make America healthy again.

Thank you. And I look forward to your questions.

[The statement follows:]

PREPARED STATEMENT OF JAY BHATTACHARYA, M.D., PH.D.

Good morning, Chair Capito, Ranking Member Baldwin, and distinguished Members of the Subcommittee. I am Jay Bhattacharya, M.D., Ph.D., Director of the National Institutes of Health (NIH). Thank you for inviting me to appear before you today in my first Appropriations Committee hearing. It is an honor to lead the NIH as we reestablish trust in our remarkable research community and provide stewardship of public resources to enhance the lives of all Americans.



With the committee's support, NIH research has led to significant contributions in improving the health of people across the United States. Among the advances that NIH-supported science accomplished just this past year include the first successful application of personalized gene editing to treat a previously incurable rare disease, the launch of an ambitious initiative to provide answers about the etiology of autism, advances in helping restore speech to patients who have suffered brain injuries, and countless other innovations. The mission of the NIH is to support scientific endeavors that advance the health and longevity of the American people, and it is still a worthy one.

And yet, despite these contributions, families across the country still face the steep burden of living with chronic disease, chronic pain, new cancer diagnoses; and struggle with the symptoms of mental illness, among many other challenges. Since 2012, Americans have had little to no improvement in life expectancy. During the pandemic, the job of the NIH was to support research to inform American public health recommendations, but high NIH officials often promoted policies at odds with the scientific evidence, such as school closures, toddler masking, and the denial of infection-acquired immunity. A generation of children were told they were mere bio-hazards, and many—especially poor, minority, and working-class children—lost years of schooling. They will be harmed by the learning loss they suffered for their entire lives. Despite efforts to obfuscate the facts by high NIH officials, the NIH supported work in Wuhan, China that may very well have caused the pandemic. It is no surprise, then, that so many Americans do not trust scientists to act in the best interests of the public. Now more than ever, the future of American biomedical sciences is at a crossroads.

To tackle the most persistent and complex problems, and to restore trust in science and the value it brings to society, we need to ensure our research is rigorous, reproducible, and generalizable; invest in and embrace bigger innovations and new technologies; and encourage academic freedom by cultivating a culture where scientists can respectfully express disagreement. By focusing on research informed by the experience of American communities and bridging the gap between these communities and the biomedical research enterprise, NIH will make greater strides toward finding solutions that help make America healthy again.

The FY 2026 President's Budget requests \$27.9 billion in discretionary and mandatory resources for the NIH to continue its vital work. The President has set a goal of ensuring that the United States remains the world's leading nation in biomedical sciences into the 21st Century. Streamlined research, policies, and processes will support the Administration's goal to prevent cancer deaths, understand childhood diseases, and make investments in basic and applied biomedical sciences that lead to improved health for every American.

#### *Chronic Disease*

To address the most pressing health needs of the American people, NIH is working to find better ways to prevent, treat, and cure chronic diseases. Significant strides have been made in reducing cancer deaths because of NIH research projects that have pushed the boundaries of discovery and collaboration on behalf of cancer patients. Overdose deaths are also declining due to timely interventions that grew from studies supported by NIH. However, chronic diseases, like cancer, heart disease, diabetes, and Alzheimer's disease, continue to cause a significant amount of morbidity and mortality, affecting Americans' quality of life.

NIH-funded research has highlighted crucial roles of diet as it relates to chronic disease including obesity, type 2 diabetes, cardiovascular disease, and many cancers. The Budget will continue NIH's investment in addressing the gap between nutrition support and clinical care. It will support efforts that take a closer look at current barriers within communities and healthcare organizations that hinder the reduction of obesity and other diet-related diseases. Additional support of implementation science and intervention and health quality research will assist in evaluating the effect food has on overall health and other strategies to improve public health and reduce barriers to care.

Specifically related to obesity, the Budget will support collaborative efforts among basic science, clinical, and translational investigators to advance innovative nutrition and obesity research. Building on groundbreaking research—such as a clinical trial that found restricting food intake to earlier in the day aided in weight loss—NIH will further advance the translation of discoveries into clinically applicable practices that support healthier communities.

Research has shown that chronic disease in later life is influenced by exposure to various risk factors during childhood. Biologic, social, and environmental drivers of health each contribute to a person's risk for disease development. For example, biologically, the microbiome, an assortment of bacteria and other microbes that live

in and on the human body, is particularly important in early life and in maintaining health and contributing to disease overall. Socially and environmentally, rural areas tend to see a higher burden of chronic illness and lung disease. NIH is leveraging community-engaged partners to improve access to health technologies and research in an effort to improve public health and create more resilience in rural areas.

Overall, the Budget request supports a multifaceted approach to understanding the most effective prevention and treatment efforts related to chronic illness and disease.

#### *Understanding Autism*

NIH remains steadfast in its commitment to advance our understanding of autism, a complex heterogeneous condition that affects approximately 1 in 31 children. The FY 2026 Budget requests support for a comprehensive research effort aimed at understanding the causes of autism and improving interventions and therapies for people living with autism spectrum disorders (ASD). Leveraging highly secure, large-scale data resources and cross-agency partnerships, this initiative will take a proven research approach to analyze de-identified data to better understand the causes of conditions like autism.

Additionally, NIH will continue to build on its research into the full range of symptoms—from biological to behavioral—that people with ASD may experience. Existing NIH research also seeks to find better ways to meet the individual needs of people with ASD, including studies on early screening in childhood and on support for people with ASD as they age.

#### *Encouraging Academic Freedom*

Ensuring the highest levels of scientific integrity, public accountability, and social responsibility when conducting research is critical to restoring trust between NIH and the American public. To continue its mission to seek fundamental knowledge and improve the health of all Americans, NIH must incentivize scientists to engage in open and respectful academic debate.

In FY 2026, NIH will undertake a comprehensive review of all policies and practices within its Intramural Research Program (IRP) to establish academic freedom as the rule and not the exception. Within the Administration's research priorities, investigators must feel free to pursue evidence that others find inconvenient or objectionable if NIH is to ensure scientific rigor. Additionally, scientists should be able to engage in open, academic discourse without risk of official interference, professional disadvantage, or workplace retaliation. Open debate is a cornerstone of scientific progress, contributes to more meaningful results, and will foster trust with the American people.

#### *Artificial Intelligence (AI) and Data Sharing*

The lifeblood of a research-driven Agency is its data, and for NIH, this includes data spanning fundamental research (basic science) generated in laboratories, large healthcare systems, and individual communities. The FY 2026 request promotes the integration of AI and other emerging technologies for use in biomedical, behavioral, and social sciences research.

NIH is committed to harnessing the power of artificial intelligence and machine learning to maximize benefits from the tremendous advances it has led to in research across diverse fields, diseases, and scientific communities. Importantly, NIH is advancing the safe and responsible use of AI in biomedical research by (1) supporting development of algorithms and models for research; (2) contributing to AI-ready data and infrastructure, including computing and datasets that accelerate discovery; and (3) encouraging multi-disciplinary partnerships that drive transparency, privacy, and equitable health.

Looking ahead, advanced scientific methods, new data analytics, and technologies are unlocking possibilities to leverage data in ways that achieve faster and more definitive results. At the same time, without proper safeguards, AI models and algorithms may exacerbate ongoing challenges associated with large datasets such as protecting privacy. Fortunately, NIH has a robust suite of relevant research policies to protect research participants and the privacy of their data while prioritizing public health and safety. AI approaches are only as good as the data used to train them. For research extending to the clinic, this requires data that are comprehensive and include all communities that we serve. NIH has launched innovative and ambitious initiatives to propel the fusion of biomedicine and artificial intelligence and machine learning, such as the Bridge2AI program, which aims to generate new flagship data sets and best practices for machine learning analysis. Data management and sharing policies at NIH reflect its longstanding commitment to making the results of the research it supports with public funds available to the public by expecting that NIH-supported researchers maximize appropriate data sharing.

## CONCLUSION

American biomedical sciences are at a crossroads. The goal and mission of NIH—turning discovery into health—is vital to our nation’s future. To best fulfill this mission, NIH must rebuild and restore trust with the American people. It is my goal to help NIH deliver its gold standard science and innovation to the public by increasing efforts to treat and prevent chronic disease, promoting rigor and reproducibility in research, and encouraging thoughtful and respectful academic discourse among scientists. This human-centered approach will complement and accelerate innovative research that improves health outcomes and drives the discovery of life-changing treatments. As several of my predecessors have rightfully noted, I too believe that our work is not finished when we deliver scientific discoveries; our work is finished only when all people are living long and healthy lives. With your support, NIH looks forward to reigniting the public’s interest and trust in the biomedical research enterprise through rigorous and innovative science in FY 2026. I look forward to answering your questions.

Senator CAPITO. Thank you, Doctor.

And I would like to turn to the Chair of the Committee, who we are very honored to have with us. Senator Collins.

Senator COLLINS. Thank you very much, Senator Capito.

Doctor, let me start by welcoming you to the committee. I am well aware that you have devoted your life to medical research, to health economics, and that you care very deeply about NIH. That is why the administration’s reduction of more than \$19 billion to the Agency’s budget that is approximately 40 percent is so disturbing. It would undo years of congressional investment in NIH, and it would delay or stop effective treatments and cures from being developed for diseases like Alzheimer’s, cancer, Type 1 diabetes. I could go on and on.

We also risk falling behind China and the other countries that are increasing their investments in biomed research. Let me give a specific example. There are an estimated seven million Americans living with Alzheimer’s today. Barring any major breakthrough to prevent, slow down or cure this devastating disease, this number could almost double to claim the lives of more than 13 million Americans by the year 2060. And that is why this committee has been so dedicated to increasing the funding for biomedical research, and for Alzheimer’s in particular, to more than \$3 billion last year alone.

And it has produced results. We have seen the first two drugs that have been shown, when administered early enough, to slow cognitive decline. We have also seen the development of a breakthrough blood test which will help lead to earlier diagnosis. Yet, the administration’s budget proposes a decrease of 40 percent for the National Institute on Aging, which funds most Alzheimer’s research.

As a Senator representing the oldest State in the Nation, this is of particular concern to me. And like Senator Capito I, too, lost my father to this devastating disease, as well as my grandfather, two uncles, and just last year a brother-in-law. So, I know personally what it means to so many American families.

## NATIONAL INSTITUTES OF AGING

Why is the administration proposing to cut the funding for the National Institutes of Aging when we are making progress in treating Alzheimer’s and other dementia diseases?

Dr. BHATTACHARYA. Senator, thank you for the question. And so first let me just say that I am fully committed to making progress, scientific progress on Alzheimer's. I know all too well from my own research work and from friends and family members, the devastating toll of this disease. And we have made tremendous progress.

The NIH supports a very wide range of hypotheses on Alzheimer's, and it has resulted in some advances, like for instance, the blood test for early detection. We still don't have, I think in my professional opinion, a sufficient way to manage the disease, to prevent the disease, and to cure the disease. We need more advances. And so, I am absolutely committed to making sure the NIH plays a tremendous role in that.

The President wrote a letter to Michael Kratsios, his science adviser, committing the United States to be the leading nation in the world in biomedicine, and so that is the intention of this administration. The budget, I mean, this is my first time through this budget fight and so I am still learning. But I will tell you, from what I understand is that the budget is a collaborative effort between Congress and the administration.

I look forward to working with you all to advance the needs, the real health needs, of not just the folks here in the room who represent Alzheimer's patients, but also the health needs of all Americans. We have tremendous health needs that we have to address. It is only excellent research that is going to solve those problems.

#### INDIRECT COSTS

Senator COLLINS. We look forward to working with you to remedy these problems and the deficiencies in the budget.

Prior to your confirmation, NIH abruptly, and without any notice or input from the scientific community, announced a 15 percent arbitrary cap on research-related costs, also called indirect costs, for institutions that receive grants from the NIH. This proposed cap is so poorly conceived, and I have seen firsthand how harmful it is. It is leading to scientists leaving the United States for opportunities in other countries. It is causing clinical trials to be halted and promising medical research to be abandoned.

It is also against Federal Law. Since 2018, we in Congress have specifically included language to prevent NIH from arbitrarily imposing such a cap. During your confirmation hearing, you committed to working with us on this issue. So, I was alarmed and surprised that the administration's budget request contains the same harmful 15 percent cap.

Recently, I met with Dr. Kelvin Droegemeier, who was President Trump's science advisor during the first term. He has come up with two possible models, which are far fairer, make way more sense, and increase accountability. Have you had the opportunity to meet with Dr. Droegemeier and look at the models that he has come up with after extensive consultation?

Dr. BHATTACHARYA. So, I spoke with Dr. Droegemeier before he started the process, and he told me about those proposals in the planning stages. I have not yet met with him after, because he had a working group that he put together, of experts, to think about this. I just as a—and I think that they are quite promising.

The key thing, first, I can't speak about the 15 percent because it is subject to litigation, so I am not going to—I don't want to get into that. But I want to bring up the broader policy issue, which is: How should the Federal Government support the research institutions of this country where the research we have been talking about takes place?

I think it is an opportunity to rethink that. We absolutely have an obligation to make sure that the institutions have the capacity to do the research correctly. Are we doing it fairly? Do we have processes in place that you have sufficient geographic representation; that scientists across the country, wherever they are, have access? I think we can do a lot better. And I would love to work with Congress to address that. I think there are lots of great possibilities for reform.

Senator COLLINS. Thank you. I encourage you to sit down with Dr. Droege-meier as soon as you can.

Thank you, Madam Chair.

Senator CAPITO. Thank you. Senator Baldwin.

#### DECREASED GRANT FUNDING

Senator BALDWIN. Thank you. As I said in my opening comments, I have been raising the alarm now for months about NIH grant-making being significantly behind its normal pace; this year, NIH has awarded nearly \$3 billion less compared to the same period last year. That is at least 3,288 fewer grants.

So, Dr. Bhattacharya, I want to know who is withholding this funding; is it you? Is it DOGE? Is it OMB (Office of Management and Budget)? Who is making those decisions?

Dr. BHATTACHARYA. Well, Senator, there is a range of decisions that I think led to some of those pauses of grants. I would say—

Senator BALDWIN. So, who is making those decisions?

Dr. BHATTACHARYA. And so, the—

Senator BALDWIN. Not what are the decisions, but who is making them?

Dr. BHATTACHARYA. Right—

Senator BALDWIN. You, DOGE, OMB, someone else?

Dr. BHATTACHARYA. So, because there is a range, there are different answers for some of those so—

Senator BALDWIN. Okay; so, all of the above?

Dr. BHATTACHARYA. Well, no, not necessarily. It depends on the specifics we are talking about. So, if I can, if I may? So, there is in change in priorities for the NIH to move away from politicized science. I have made those decisions.

The decisions regarding, you know, for instance, Harvard and some other institutions; that is joint with the administration. And those are, I believe, temporary, after settlements are reached with those universities. And so those are the primary, I think, classes of decisions you are talking about.

#### FORWARD FUNDING OF GRANTS

Senator BALDWIN. Okay. We now have the fiscal year 2026 budget proposal, which shows the plan is to award significantly fewer grants this year and next. OMB Director Vought recently made a major change on the way that NIH will fund grants, and I want

to make sure that the committee is really aware of this, because it hides an even deeper cut than the 40 percent that we are talking about.

So, for half of its research grants, NIH is going to start forward-funding them, in other words, in 1 year, granting a multi-year grant. This is going to have significant impact, in the near term, on the number of grants NIH awards and how much is spent on research.

Your budget requests an \$18 billion cut for NIH, and that is bad enough, but be honest with Congress and the American people. This forward-funding scheme means that the cuts are even deeper. It means billions will effectively be put in escrow and won't actually be spent on research for a number of years to come. It means that you are effectively cutting research funding next year by another \$7 billion on top of the \$18 billion cut you propose. And it means that next year NIH would award a fraction of the grants it has historically.

Your budget already proposes to award 15,000 fewer research grants next year, and this change alone, this forward funding, accounts for about 4,000 of those. While I think Congress will reject your budget request, it clearly shows the administration's intent. And you can cut \$7 billion and dramatically reduce the number of NIH awards next year on your own, unless Congress steps in to stop that.

So, Dr. Bhattacharya, I am struggling to find a reason why NIH would implement this forward-funding policy. How is this proposal anything but potentially sabotaging biomedical research?

Dr. BHATTACHARYA. So, Senator, a couple of things. So one is, regarding funding for this year, Congress allocated the money. My job is to make sure that the money goes to excellent research projects. My intention is that we will spend the money—

Senator BALDWIN. I am asking about the forward funding that—

Dr. BHATTACHARYA. I know. I know, Senator Baldwin.

Senator BALDWIN [continuing]. Disguises even deeper cuts in the NIH budget than the budget submission would suggest.

Dr. BHATTACHARYA. Yes. So, I just wanted to preface my answer to that because you asked that also. But as regarding forward funding, that is a budget proposal. I mean, again, the policy and the discretion is—

Senator BALDWIN. But you don't deny that it reduces the amount that will be spent on biomedical research next year by an even deeper amount than the \$18 billion, 40 percent cut already.

Dr. BHATTACHARYA. All right. So, the way the forward funding works, right now we have multi-year projects that we fund.

Senator BALDWIN. Yes.

Dr. BHATTACHARYA. And forward funding says we will allocate the money for those multi-year projects this year rather than in the out-years. And so, in principle in the long—

Senator BALDWIN. And so, if it is a 4-year project, 3 of the years will sit in an escrow account and not be spent next year, again further diminishing the amount that will be spent on biomedical research?

Dr. BHATTACHARYA. No, I mean, I think the thing is, in the long run, what it does, it will allow you to spend more money, and you have more flexibility for new research projects. That is because what it says is that the—

Senator BALDWIN. That is funny maths.

Dr. BHATTACHARYA [continuing]. Budget—it is a time—I mean, it is just the math. I am an economist also. What it does is it says: Look, let us allocate the money this year so that next year the money isn't tied up for—on previous years' projects. That is in the long run. I mean, I think—and as I said, I am happy to work with Congress. I am looking forward to working with Congress on this. This is a budget proposal, not a final thing.

I think if I had to start and redesign the system again from the start, allowing more flexibility as new scientific opportunities come up, the forward-funding model makes—allows that to happen actually more than the current model, where large fractions of the NIH budget are tied up with old projects.

So, I think that—but the transition is, it really matters how we do it, and so absolutely really glad to work with Congress on that to make sure that there are no disruptions.

Senator CAPITO. Thank you. I am going to save my Alzheimer's question. I think Senator Collins and I have like opinions on that and very much want to see the innovation in detection, diagnosis, and treatment move forward and hope that as you are setting the priorities and we set them with you, you know that this is a top priority for many of us who are here, and me in particular.

I want to ask about the IDeA program. You mentioned about geographic diversity of research, and we know, and I think the statistics bear out, that only a certain amount of States are getting enormous amounts of funding for research in NIH, and some of the middle States, and I am in a middle State, those of us have difficulty securing research grants and moving forward with it, and that is where the IDeA program really helps. How do you see that when you are looking at the larger picture of priorities? Where do you see the value in that, and how do you think we can make sure that those developmental awards are not just still granted but also increased?

Dr. BHATTACHARYA. All right. So, the IDeA program is a tremendously important part of how we support research in States and universities that don't traditionally get a lot of NIH money. I was looking up the numbers. I think it is like \$440 million in fiscal year 2024, which is really a small fraction of the NIH funding. I think, from a point of view of science policy, it is absolutely vital that the NIH investments are geographically dispersed.

And the main reason for that is the way we combat scientific groupthink is by empowering researchers across the country, no matter where they are, to have a great opportunity if they have great ideas, for NIH funding. And the IDeA program really guarantees—makes that happen. In my mind it is probably—it is less funded than it ought to be, and I actively would love to work with Congress to think of ways so that we can make the NIH investment in scientific research more geographically dispersed than it currently is.

It is very concentrated now; with I think 20 universities getting about 60—65 percent of the money from NIH. The system is set up almost to guarantee that that happens.

Senator CAPITO. And that continues, yes?

Dr. BHATTACHARYA. Yes.

#### DESIGNATION NATIONAL CANCER INSTITUTE CANCER CENTER

Senator CAPITO. Thank you. Well, I look forward to working with you on that. Since we are talking about the different geographies, I have learned in the course that if you have a designated cancer center or a cancer—National Cancer Institute in and around where you live, your ability to access treatments, your success rate, your early interventions are so much better. And some States are called Emerging Cancer Institute, one of those happens to be mine.

So, there are 14 States that don't have an NCI (National Cancer Institute)-designated cancer center. I guess my question is, since a lot of it is rural, and there is a huge monetary commitment, too, for the universities or the State to be able to create a cancer institute, but this is something that I think is amazingly important to rural parts of this country. How would you close that gap for the underrepresentation in the cancer institutes?

Dr. BHATTACHARYA. It is very, very important that we expand the NCI's investment in States. It should be national; it should be everywhere. I think every—and it is really important that we collaborate with universities everywhere to make that happen. And that is a major priority of mine. As you say, Senator, for there's lots of scientific reasons, like we want to make sure that the cancer trials that we do represent the entirety of the American population.

Senator CAPITO. Um-hum.

Dr. BHATTACHARYA. And the investments that we make in advancing cancer can't happen without our cooperation with—and identification of patients in places we don't traditionally go.

I think the NCI has done a really good job in the States that it is in, but we need to do better, and expanding these national cancer centers to other States we have not been is a major priority of mine.

#### OPIOID AND ADDICTION RESEARCH

Senator CAPITO. Thank you. Another priority, on my last few seconds that I have, is the research, the funded research that has actually occurred under the opioid and addiction research. I mean, this is a growing issue. The statistics have come down, but I don't think we should be taking that as a sign, that this is not still a tremendous problem across the country.

And Dr. Rezai, in our State, is using a low-intensity focused ultrasound to restructure the way that the brain reacts to certain stimuli. And so how does your budget prioritize continuing to invest in addiction treatment?

Dr. BHATTACHARYA. I mean, Senator, as you know, the statistics are heartbreaking. Ever since the pandemic—I think the pandemic fueled a rise in drug overdose deaths.

Senator CAPITO. Right.

Dr. BHATTACHARYA. With almost 100,000 Americans a year dying. And last year there was some reduction, down to 80,000, but



nowhere near pre-pandemic levels. The NIH research has funded big advances. For instance, naloxone, which is used to reverse opioid overdoses, is in part due to NIH research. I think we have a long way to go. It is absolutely vital that we make investments to address this problem that affects the lives of so many Americans and their families.

Medical research is going to be a tremendously important part of the solution going forward, and we still need more advances. How do we prevent it? You know, medicine may play an important role in that, and as well as advances in our understanding of the behavioral circumstances that lead to addiction, and much else. So absolutely, I am committed to that.

Senator CAPITO. Thank you. Thank you.

Senator Durbin.

Senator DURBIN. Thanks a lot, Madam Chair.

#### REDUCTION IN NIH FUNDING

And Doctor, welcome. Ten years ago, I made a visit to the NIH, and I met with a man who I believe is an American hero, by the name of Francis Collins. He had the job which you currently have, and I asked him what I could do as a member of the Senate to help NIH. In previous years, the number of bipartisan efforts that resulted in doubling its budget, I didn't think that was realistic.

And he said to me: What is realistic, and it is hard to do, just give us 5 percent real growth every single year. If you can do that, we are going to light up the scoreboard, we are making breakthroughs in so many different areas, 5 percent real growth. Our researchers will know they can count on next year being another good year for medical research.

So, I came back here and I talked to Patty Murray, who will join us, I am sure, before this is over, I asked her to join in this effort. Then I reached across the table to Roy Blunt, who was a predecessor as a chair of this committee, and Lamar Alexander, and a number of others who are here today, and said, let us go for 5 percent.

Do you know what we did? In 10 years we went from \$30 billion at NIH to \$48 billion, an \$18 billion increase in medical research at the NIH. I couldn't have been prouder of all of our bipartisan efforts to do that.

This year, your budget wipes it out completely, wipes out \$18 billion that we fought for over 10 years, and I can't understand that. I disagree with this administration on so many things, but this is the one that really gets to me personally, to think that this Nation would walk away from medical research. For God's sake, we lead the world in medical research. Why would we give up on it?

I look at the specifics here. Cancer, 2025, two million new cases of cancer will be diagnosed in the United State, 600,000 people will die from that disease. Yet your budget requests a 38 percent cut, 38 percent, to the National Cancer Institute. Seven million people nationwide are living with Alzheimer's. This disease, of course, is devastating to families. It robs them of their loved ones, yet your budget requests a 39 percent cut to the National Institute of Aging.

When you look at specific schools of course I am concerned about Illinois, we have great research there. Northwestern University has

not received a penny for NIH grants in 11 weeks. 1,359 NIH awards to Northwestern have been frozen or terminated, halting \$81 million in research to date. I could go through some of the specifics of this research, but it includes \$9 million in clinical trials for brain cancer, colon cancer, breast cancer, childhood cancer.

How are you able to reconcile these budget decisions with the reality of research and what it means to alleviate suffering, and more importantly, to give people hope? If research is underway, you at least have the hope that maybe there will be a cure, maybe in the lifetime of someone I love. How can you walk away from that?

Dr. BHATTACHARYA. But Senator, my intention isn't to walk away from that. I mean, I think that—

Senator DURBIN. But the budget speaks for itself. You cut \$18 billion in research.

Dr. BHATTACHARYA. But Senator, the budget is collaboration between Congress and the administration, so you know, I look forward to talking about the advances that NIH research has made. I mean, I think the transition has been a very bumpy time, and I don't mean to, like, downplay that, but there have been opportunities for reform, for how the biomedical research enterprise works. And I think the decisions about Northwestern happened before I got into office, but let me just say that—

Senator DURBIN. The buck stops in your office.

Dr. BHATTACHARYA. I know it does. So let me just say that—

Senator DURBIN. Don't blame another person.

Dr. BHATTACHARYA. I am not blaming another—

Senator DURBIN. We are asking you and you are in charge.

Dr. BHATTACHARYA. Senator, I agree with that. So let me just say, I think that the way that the universities operated during the pandemic wasn't always—didn't always make it easy for scientists to do their work. I can tell you that personally from being a professor, and I think some of the—

Senator DURBIN. But eliminating grants, eliminating research, how can that solve the problem?

Dr. BHATTACHARYA. So I think that I am very hopeful that a resolution can be made with the universities where those grants have been paused, I have worked very hard to make sure, for instance, at Harvard, we didn't pause—we paused—we didn't pause grants, for instance, to the medical centers, because there were clinical trials going on.

But I think that this is—I am very hopeful that these universities, where these pauses have happened, will come to terms so that we can move forward with the agenda that I think you and I both share, absolutely.

Senator DURBIN. Well, let me say this. I am personally disappointed. You know, you try as a Senator to pick one or two areas and really make a difference, and I think this committee and the members of this committee, on both sides, made a difference, dramatic difference, 60 percent increase in NIH research over the last 10 years. You have wiped it out, just wiped it out. And now we start anew.

And forget my disappointment, the disappointment of the people sitting behind you who are counting on this research for hope for tomorrow, that life will be better for them and their families.

Madam Chair, I would ask consent that a statement from the ALS Association be entered in the record after my statement.

Senator CAPITO. Without objection.

Senator DURBIN. Thank you.

[The information follows:]

**Statement for the Record of the ALS Association on  
Fiscal Year 2026 National Institutes of Health Appropriations  
United States Senate, Appropriations Subcommittee on  
Departments of Labor, Health and Human Services, and Education, and Related Agencies Hearing  
“A Review of the President’s Fiscal Year 2026 Budget Request for the National Institutes of Health”  
June 10, 2025**

ALS (amyotrophic lateral sclerosis), or more commonly referred to as Lou Gehrig’s Disease, impacts over 30,000 Americans today and tens of thousands of family caregivers who provide support to their loved ones every day.

ALS is a severe disease that progressively damages the nervous system, affecting muscles needed for movement, speech, and breathing, ultimately resulting in death. Once diagnosed, the average life expectancy of an individual living with ALS is approximately two to five years.

Annual costs related to ALS, including direct medical care and indirect expenses like lost income, exceed \$1 billion in the United States. Studies funded by the Department of Defense (DoD), Veterans Affairs (VA), and National Institutes of Health (NIH) found that veterans of the United States Armed Forces are more likely to be diagnosed with ALS than people who did not serve in the military.

Studies predict that cases of ALS will increase by over 10% by 2030. This is why the ALS Association is determined to make ALS a livable disease while searching for a cure. The ALS Association is the leading philanthropic funder of ALS research worldwide. Since the Ice Bucket Challenge launched in 2014, we have invested over \$155 million into ALS research. Today, more than 150 studies in 15 countries are being supported by our private investments. A cure for ALS can only occur with the collaboration of both private and public funding.

There is currently no cure for ALS. Biomedical research is at a critical point in making ALS a livable disease. Reductions in ALS research funding would significantly hinder decades of progress towards improving the lives of those affected by ALS. For example, research has indicated that both genetic and environmental factors may contribute to the development of ALS. Further research on ALS in relation to genetics and environmental toxins is critical to ending ALS. Medical technology advancements, biomarkers, and novel treatments are opening new research opportunities. Gene therapy and stem cell treatments are being studied for their potential to slow disease progression and restore muscle strength. It is imperative for government agencies, researchers, medical professionals, and organizations such as the ALS Association to collaborate, leverage advancements, and convert them into pioneering novel treatments.

Research funded by NIH has played a critical role in advancing our understanding and treatment of ALS. Progress has been made towards making ALS a manageable condition. For instance, NIH-funded grants supported essential preclinical toxicology and efficacy studies, which were required for the investigational new drug application (IND) for an antisense oligonucleotide (ASO) that ultimately became Qalsody (tofersen).<sup>1</sup> Recent confirmatory studies have demonstrated that Qalsody stabilizes ALS and results in significant preservation of function, with indications of sustained improvement in

<sup>1</sup> Campbell et al (2018). Antisense oligonucleotides extend survival and reverse decrement in muscle response in ALS models. The Journal of Clinical Investigation. DOI: [10.1172/JCI99081](https://doi.org/10.1172/JCI99081)

neurological function in some patients.<sup>2</sup> These findings represent a substantial advancement in the expected outcomes of ALS treatment and provide hope that effective treatments will soon be accessible to all individuals living with ALS.

Sustained investments in public research are vital for improving the management and treatment of ALS. Any reduction in public funding at the NIH or other publicly supported ALS research programs could significantly hinder medical advancements in the study of ALS. Each ALS research initiative funded by the U.S. government is crucial to contributing to the broader ALS research continuum and adds value to the overarching goal of advancing our understanding of the disease. The aim is to make ALS livable rather than a fatal disease, until it is cured.

Here are more examples of how NIH funded research is moving our nation closer to a cure for ALS:

1. **Identification of *SOD1* as the first gene to cause familial ALS** (1993) – Robert Brown, Massachusetts General Hospital
2. **Identification of TDP-43 aggregates as a key pathological feature in ALS and FTD** (2006) – Virginia Man-Yee Lee, University of Pennsylvania Perelman School of Medicine
3. **Linking *C9orf72* to ALS** (2012) – Bryan Traynor, Neuromuscular Diseases Research Unit, National Institute on Aging, National Institutes of Health
4. **Better understanding of the role of nuclear pore damage in the accumulation of TDP-43** (2021) – Jeffrey Rothstein, Johns Hopkins University School of Medicine
5. **Validation of neurofilament light chain (NfL) as a biomarker for ALS** (2024) – Michael Benatar, University of Miami, Miller School of Medicine

ALS research at NIH not only increases our understanding of the disease that will lead to a cure, but it also provides access to critical therapies for people living with ALS not qualified for clinical trials. ALS clinical trials typically require participants to be in the early stages of the disease. This criterion excludes approximately 60% of people since the average time to diagnosis is a year and a half. The *Accelerating Access to Critical Therapies (ACT) for ALS Act*, P.L. 117-79, overwhelmingly passed by Congress authorizes NIH to disseminate expanded access grants allowing for access to investigational drugs for people living with ALS who are not eligible for clinical trials and collect relevant data on the drug's efficacy.

A veteran living with ALS recently testified at a Senate forum and illustrated what NIH funding means to him, his family and the 30,000 people living with ALS today.

“The National Institutes of Health (NIH) and other federal agencies have been critical in funding groundbreaking research that offers hope to thousands of individuals like me, including by providing access to experimental treatments for ALS. The expanded access drug I am taking could not only extend my life but could serve as a pathway to making ALS a livable disease.

But now funding cuts and reductions to funding at NIH and other research agencies threaten to derail decades of progress right when we are at the tipping point of finally finding a cure and at the minimum, making ALS a livable disease.

<sup>2</sup> Smith et al (2025). Tofersen treatment leads to sustained stabilization of disease in SOD1 ALS in a “real-world” setting. *Ann Clin Transl Neurol*, 70(3), 333-345. DOI: [10.1002/acn3.52264](https://doi.org/10.1002/acn3.52264)

But to be clear, this isn't just about me. It's about everyone impacted by ALS now and in the future. ALS costs our nation over one billion dollars a year. Investing in a cure is not only fiscally responsible, but very simply, good public policy.

I urge Congress to reject these harmful cuts to NIH and support the funding necessary to make ALS a livable disease until we cure it. My life, all our lives, and our economy depend on it."

The ALS Association urges Congress to prevent cuts to NIH programs which would harm people living with ALS and impact our role as a world leader in ALS research. By making strategic investments in ALS research at NIH, we can increase the number of clinical trials and decrease the incidence of new ALS cases. Together, these investments will enable us to change the trajectory of this disease and bring more effective treatments to all Americans with ALS, ultimately making ALS a livable disease. A healthy America includes a world without ALS.

The ALS Association stands ready to support your efforts and provide any additional information you may need to ensure ALS research is funded and protected with the urgency it deserves.

Senator CAPITO. Senator Moran.

Senator MORAN. Chairman Capito, thank you very much.

Doctor, welcome. And nice to see you again and thank you for the conversations that we have had prior to this hearing.

Doctor, this is, perhaps, follow on to what Senator Durbin was talking about. The life of a United States Senator I assume has lots of glamour and excitement, but I can tell you that perhaps the most satisfying—I say that with a smile because I am not certain that it is true—but I can, too, say in all seriousness, one of the

places that I found satisfaction in this job, one of the reasons this job has value to me, and hopefully to my constituents, is the work that we do in regard to combating diseases and finding the cures and the treatments for Alzheimer's, and cancer, and diabetes, and the list is—ALS, the significant list.

And the opportunity then to have a sense of satisfaction that our constituents are actually finding value from what we do of probably all of the arenas in which I work as a United States Senator, this one provides the most satisfaction, and it is one that I can relate to my constituents, in which they find satisfaction.

#### PLAN FOR POTENTIAL ADDITIONAL NATIONAL INSTITUTES HEALTH FUNDING

There is a lot of skepticism and distrust about government generally, the Federal Government perhaps in particular; but where there does seem to be satisfaction with what we are doing is in support for finding those cures. And so, what job, what task you have taken on is hugely important to me, hugely important I think to this committee, and hugely important to the country. And how you make decisions now has the—you have the opportunity to get the satisfaction that we find that I find at least, in trying to do the things that make a difference in people's lives, individuals, and to provide that hope that Senator Durbin talked about.

If Congress, you say this is a collaborative effort, and you are absolutely right, and I encourage Congress to exert its authorities and utilize its responsibilities in this arena and many others. So if Congress were to provide additional dollars above and beyond the President's budget request, how would we, as a committee, and how would you, as NIH, recommend for us to prioritize that spending to get what you are looking for; as in, a bit shaking up the past process and system by which grants were awarded and results were attained?

Dr. BHATTACHARYA. Well, there is a number of ideas that I have had, made in my Senate Hearing when I was confirmed, as well as in other public things. I think, first we have to focus on the real health needs of the American people, and they are enormous. Alzheimer's, yes, heart disease, diabetes, cancer, all of these we need to make, and so many others I don't have time to talk about, need focus, and need research, and need advances. I also have been heartened by the near bipartisan support that the NIH has long enjoyed, and I hope that we can get back to that. That is my—I view that as part of my job, is to say, look, let us have an Agency that focuses on things that really matter to people, as it has, and I think what it continues to do.

Second, we have to address some of the real problems in science, right? So, the replication crisis I have mentioned many times is most people don't know about this, but a lot of scientific research, when independent teams look at the same result, they don't find the same answer. That is basic science. You would expect that, and there is reason why that happens. There is no real advantage to doing replication work. That is something the NIH can fix.

When drug developers do their own investments, they tell me that they do their own private replication work because they can't trust the biomedical literature. We can fix that as NIH, and so I

would love to be able to fix that problem. We need to think big. Some of the advances are incremental. Let us focus on thinking big. So, I think, again, the budget, it is a collaborative effort, but I think it is going to be important that we address the real problems in science and the real needs of the American people with whatever budget that comes out. And that is my job.

Senator MORAN. Doctor, I think I wrote down what you responded, and among all those words, you said we need focus, research, and advances, and I assume that means need more resources, and that you would put them to good use. Is that accurate?

Dr. BHATTACHARYA. That is my job, is to make sure that every dollar goes to real science that really meets the health needs of the American people.

#### INCLUDE PROGRAM

Senator MORAN. Let me ask one final question. INCLUDE Project is a Trans-NIH Research Initiative established in 2017. The program is supporting scientists, and universities, and research institutes across the country, including the University of Kansas Medical Center, where researchers are studying Alzheimer's, in people with Down Syndrome, I have always been fascinated by this particular aspect of research that combines two things I care greatly about into one, in some ways.

As the administration advances efforts to unleash science across multiple NIH institutes and centers, I believe INCLUDE is a model for those objectives. Will you commit to working with me and the committee to ensure increased Federal funding for this effort and maintain the status as an NIH-wide initiative?

Dr. BHATTACHARYA. I think that that is a tremendously important focus. I was recently at an event featuring the advances the NIH made in studying Down syndrome patients, and the early onset of Alzheimer's is one of the major problems that Down syndrome patients face. So, I absolutely am committed to that, Senator.

Senator MORAN. Thank you, sir.

Senator CAPITO. Senator Merkley.

#### RE-INITIATING ADVISORY COUNCIL MEETINGS

Senator MERKLEY. Thank you very much, Madam Chair. And some of my colleagues have already emphasized the work on Alzheimer's, and it is my understanding that no existing grants have been cancelled, but some of the Advisory Council meetings necessary for grants to go forward at some of the 14—or at the 35 Alzheimer's Disease Research Centers have not been held, and so there is kind of an interruption of grant funding?

Dr. BHATTACHARYA. So, Senator, since I have been in office about 2 months, I have been working to turn on all of the light switches I can find, including getting the committee meetings going. I think we are now caught up. If not, it is very close. And we are on track, I think, to support that research.

Senator MERKLEY. Well, I really appreciate that and support that. I think you are hearing bipartisan support. Everyone here at this table has friends, everyone in the audience has friends and family who are affected by Alzheimer's, and certainly it is a terrible

way to finish the arc of your life, drifting into a state of malfunction. So, turn on every light switch you can, as you say you are doing. I certainly appreciate that.

#### NURSING RESEARCH AND NATIONAL INSTITUTE OF NURSING RESEARCH

I wanted to turn to the role of nurses that is maybe a particular interest in that my wife is a nurse, so I hear a lot about the healthcare system from her point of view and her colleagues' point of view. But you would agree that nurses are a key part of our healthcare system?

Dr. BHATTACHARYA. Absolutely, yes.

Senator MERKLEY. And NIH has engaged in research that is related to the role of nurses, including the impact of patient-to-nurse staffing ratios. That would be an important area of research?

Dr. BHATTACHARYA. Yes.

Senator MERKLEY. You know, one reason I particularly want to highlight that is what I have witnessed in some of the major healthcare systems is that as so many baby boom health practitioners are retiring, and so many baby boomers need more healthcare the effort—the pressure becomes for a higher and higher patient-to-staff ratio, which then produces burnout, which means that more nurses go on call rather than doing a full work week, or retire, accentuating the problem.

And so really trying to address the working conditions for nurses is in the interest of keeping more nurses working and therefore have a productive cycle rather than an unproductive cycle. So that research is important research. Also, nurses are engaged in interventions that improve the quality of life for many patients, including cancer survivors. Sometimes doctors are a little more on the engineering side, but in terms of the bedside-to-bedside and follow-up, nurses play a key role. You would agree with that?

Dr. BHATTACHARYA. Yes, I would. I mean, I should say personally, as a medical student, I learned at least as much from the nurses that I had the privilege to work with, as I did from many of the doctors.

Senator MERKLEY. So, this is why I am confused about your decision to eliminate—your proposal to eliminate the National Institute of Nursing Research, because such important work is done through that Institute. And could you give us a little insight on that?

Dr. BHATTACHARYA. So, I will just say, again, that the restructuring decisions are—something done in collaboration with Congress. I mean, I looked up the history of this, and Congress has weighed in many times, and there is a process which I am committed to following to make that in collaboration with Congress. But the substantive question, how should the research that you have outlined and where and should it be done. The key question to me is not the structure of the NIH, but the collaborative nature of the NIH. That research needs to get done because it advances health and well-being of American people. Where exactly it happens is less important to me than that it gets done. And I am committed to making sure that research like that does get supported.

Senator MERKLEY. So essentially what I hear you saying is you put forward a proposal to eliminate the National Institute of Nursing Research, but you understand that restructuring is something



that should be done in collaboration with Congress. That actually is the way the Constitution is designed. So, I appreciate your making that point. And I am sure folks here will be very engaged in that conversation.

So, in terms of any concern that anyone might have, if Congress funds NIH—decides to fund, and the bill is signed by the President, the National Institute of Nursing Research, we don't have to be worried that suddenly those funds will be impounded and it will be shut down?

Dr. BHATTACHARYA. Senator, a lot of nursing research, including the things you outlined, are important for the health—advancing the health needs of the American people, and understanding the nursing ratios, for instance, that is something I actually studied earlier in my career. And I understand why it is such an important question. So yes, I absolutely support that research.

Senator MERKLEY. But my question was, if Congress funds it by law, we don't have to worry about the administration shutting it down, despite the fact that we have funded it by law?

Dr. BHATTACHARYA. My job is to make sure that the funds that the Congress allocates for the National Institutes of Health are translated into improvements—into research that improves the health and well-being of the American people. I am going to make sure that that money is spent, whatever you all allocate to me.

Senator MERKLEY. Thank you.

Senator CAPITO. Thank you. Senator Kennedy.

Senator KENNEDY. Doctor, you don't look like Satan to me.

Dr. BHATTACHARYA. I hope not.

Senator KENNEDY. Some of my colleagues have accused you of everything but abandoning your children to wolves. Do you hate medical research?

Dr. BHATTACHARYA. I have devoted my life to medical research, Senator.

Senator KENNEDY. Do you hate the NIH?

Dr. BHATTACHARYA. I love the NIH. I think I said that in my Senate Hearing, in my earlier Senate Hearing, that I absolutely—I think it is the most important biomedical institution in the world.

Senator KENNEDY. This budget that we are debating today is the President's budget. When is the last time Congress took a President's budget and enacted it?

Dr. BHATTACHARYA. You know, the funny thing is, I have gotten to—and thanks to this process, I have gotten to meet, talking with all of you all.

Senator KENNEDY. When was the last time that happened?

Dr. BHATTACHARYA. I don't—I can't remember when.

Senator KENNEDY. It has never happened in the history of ever.

Dr. BHATTACHARYA. I mean, everyone has strong opinions about what should happen, and Congress gets to have a say, and that is a good thing.

#### INDIRECT COSTS

Senator KENNEDY. There are some changes that need to be made at the NIH, aren't there?

Dr. BHATTACHARYA. There are.

Senator KENNEDY. Okay. If I am the president of a university and I came to you, to the NIH, and said I need \$10 million to research a cure for nephritis, and I took that \$10 million and spent \$5 million of it renovating the vice provost's home, that would be morally repugnant, wouldn't it?

Dr. BHATTACHARYA. It would.

Senator KENNEDY. If I were a college president and I came to NIH and asked for \$20 million to research a cure for dementia, and I took \$5 million of that and used it to buy a yacht for my university, that would be morally repugnant, wouldn't it?

Dr. BHATTACHARYA. That would. And that is not—

Senator KENNEDY. And that has happened before, hasn't it?

Dr. BHATTACHARYA. That is not hypothetical. Alas.

Senator KENNEDY. And there has been a lot of talk about the difference between direct costs, spending the money, for example, on research and cures for nephritis, and indirect costs, overhead. Harvard, for example, with a \$53 billion endowment, spends 69 percent of its money from NIH on overhead, does it not?

Dr. BHATTACHARYA. I haven't looked at the latest numbers, but it is definitely in that range.

Senator KENNEDY. Yale spends 67.5 percent on overhead, does it not?

Dr. BHATTACHARYA. Again, roughly in that range, yes.

Senator KENNEDY. So, all this money spent on overhead is money that is not being spent on medical research; is that right?

Dr. BHATTACHARYA. Well, it is for fixed costs, like lab space and things, but also sometimes for other things, so some of it is absolutely necessary.

Senator KENNEDY. Well, if I am the Gates Foundation and I came to the NIH and said, I don't want money, I want to give you money. I want to give you \$100 billion.

Dr. BHATTACHARYA. Yes.

Senator KENNEDY. But you can't spend more than 10 percent on overhead, would NIH turn it down?

Dr. BHATTACHARYA. I wouldn't turn it down, no. In fact, I think the Gates Foundation overhead rates are roughly again in that range, 10 to 15 percent.

Senator KENNEDY. Robert Wood Johnson Foundation limits overhead to 15 percent, does it not?

Dr. BHATTACHARYA. That is what I understand, something like that.

#### RESEARCH PRIORITIES

Senator KENNEDY. Now, I want you to think in terms of the American people and the importance of medical research. What do you think is more important, and we have finite resources.

Dr. BHATTACHARYA. Okay.

Senator KENNEDY. And I support giving resources to NIH. I think NIH does breathtakingly innovative work. But if you ask the American people: Would you rather give money to research cerebrovascular disease, or would you rather give \$142,000 to the Seattle Children's Hospital to study how to use telehealth to improve access to gender-affirming care? What do you think the American people would say?

Dr. BHATTACHARYA. Senator, the NIH should be a non-political organization, non-ideological, addressing the health needs of the American people.

Senator KENNEDY. But yet the NIH also spent \$120,000 in a grant to, quote, “Develop 3-D avatars that help people work through gender dysphoria”, end quote; did it not?

Dr. BHATTACHARYA. It did.

Senator KENNEDY. And the NIH also spent \$2,368,492, gave it to Brown University to study, “Improving mental health among the LGBTQ community impacted by the COVID-19 pandemic”; did it not?

Dr. BHATTACHARYA. I think it did. Although, I have to say that we should——

Senator KENNEDY. Do you think that is more important than studying chronic lower respiratory disease?

Dr. BHATTACHARYA. I mean, I think we should address the real health needs of Americans, not divide Americans into—we have to take into account the real differences in Americans, in the biology of people, but when we do that, we should do it in a way that really addresses their actual health needs, not this kind——

Senator KENNEDY. Well, I am running out of time. What we have to do is spend the money on research.

Dr. BHATTACHARYA. We should, absolutely.

Senator KENNEDY. It is real simple.

Dr. BHATTACHARYA. I agree with you, Senator, 100 percent.

Senator KENNEDY. And some universities aren’t NIH—and NIH is not calling them on it. Isn’t it a fact that a study showed between 2017 and 2019 auditors found 137 critical trials funded with taxpayer money involving 41,000 kids, and they didn’t even report the results; what happened to the money?

Dr. BHATTACHARYA. Senator, I think that researchers we support have an obligation to share their data publicly with the American people no matter what the result.

Senator KENNEDY. Otherwise, it is wasted.

Dr. BHATTACHARYA. Yes, agreed.

Senator KENNEDY. All you want to do is fix NIH, don’t you?

Dr. BHATTACHARYA. I do. I want to fix all those problems, Senator.

Senator KENNEDY. Thank you, Madam Chair.

Senator CAPITO. Thank you, Senator Kennedy.

Senator Britt.

Senator BRITT. Thank you, Madam Chair.

Dr. Bhattacharya, I thank you so much for—or how do you say it? Say it for me.

Dr. BHATTACHARYA. I say [Bhat-a-char-ya], but my cousins think I don’t know how to pronounce it, so Senator, no worries.

#### MATERNAL HEALTH

Senator BRITT. Okay. Okay. Look, I want to talk about what Senator Kennedy just brought up, but before we do that, I want to talk about one of my top priorities, and that is supporting mothers before, during, and after pregnancy. Look, far too many women in this country are dying from pregnancy-related causes. You look at Alabama—we have one of the highest maternal mortality rates in

the Nation. It disproportionately affects Black women, Native American women, those women in rural areas.

When you look at rural areas in Alabama, we have one-third of our State's 67 counties are actually maternal care deserts, meaning they don't have access to birthing facilities or maternal care providers. I mean, look, it is 2025, these numbers should be moving in the opposite direction. I am really proud to have co-sponsored the NIH IMPROVE Act. It is to help make sure that we have research to deal with the things that I just said.

My question for you is, can you tell us briefly, what do we know today about why this is occurring, and where is the gap that we need to close in order to move these numbers in the opposite direction?

Dr. BHATTACHARYA. And Senator, I was just looking at the numbers. I mean, it is a range of conditions, including maternal—you know, gestational diabetes, maternal hypertension, a whole host of conditions, many of which are preventable if we just get prenatal care done early. It is an absolutely heartbreaking situation when—

Senator BRITT. Well, that is another thing, and many women don't even get care until about month five of pregnancy. I mean, these are things that we have to change. Look, we are doing this, and we are authorizing it, and then on a year-by-year basis, it is my thought that if we actually want change, we have to allow for predictability. So, my NIH IMPROVE Act allows for 7 years of predictability. My question to you is, if that was the case and you had that, do you think that we could have better research?

Dr. BHATTACHARYA. The answer is absolutely yes.

Senator BRITT. Okay, great. Well, then I think that we have got to start thinking bigger picture in this body. Instead of segmenting things one by one, we have got to think: How do we actually achieve the result on the issue in front of us.

And speaking of, back to Senator Kennedy's comments, let us talk about NIH. You know, I have been a strong supporter of making sure where we have lifesaving and life-changing research and that it absolutely continues. I also know that we have to be good stewards of taxpayer dollars. We have to make sure that we create a system where we can continue to be the gold standard of biomedical research across the board. I have heard my colleagues today say and indicate that you want to give up on medical research. Is that true, yes, or no?

Dr. BHATTACHARYA. No.

Senator BRITT. Right. They have said that you want to wipe out research; is that true, yes, or no?

Dr. BHATTACHARYA. No.

Senator BRITT. Okay. So let us have a productive conversation between the two of us right now. When we want NIH to remain the gold standard of research, we have got to make sure that the best idea wins, right?

Dr. BHATTACHARYA. Absolutely.

#### EXPANDING GRANTS GEOGRAPHICALLY

Senator BRITT. We have got to make sure that people have an opportunity to compete, no matter where they came from, that we

continued—stop rewarding just legacy contracts, so to speak, and empower researchers and empower the research to go where it can save lives. Do you agree with that?

Dr. BHATTACHARYA. Entirely.

Senator BRITT. So how do we make sure that every dollar actually goes to discovery and not to institutional overhead? What ideas do you have?

Dr. BHATTACHARYA. I mean, the key thing there is that we have to make sure that the institutional overhead funds are essentially part of a competition across universities.

Senator BRITT. Okay.

Dr. BHATTACHARYA. Right now, we have a system that guarantees that a very small number of universities are going to get all of their institutional support, not much of that—

Senator BRITT. So how do we fix that?

Dr. BHATTACHARYA. Essentially, the key problem now is that we require the institution to have excellent researchers in order to get the institutional support.

Senator BRITT. Okay.

Dr. BHATTACHARYA. It is a vicious cycle because you only attract researchers if you have—excellent researchers, if you have the institutional support, the lab space, and so on.

Senator BRITT. So, we have got to break that cycle?

Dr. BHATTACHARYA. We have to break that cycle.

Senator BRITT. How do you do that?

Dr. BHATTACHARYA. Well, I mean, there are lots of creative ways to do that. The IDEa Program that Senator Capito mentioned is one way to do that. There are other mechanisms to do that. I would love to talk with and work with Congress on that.

Senator BRITT. Absolutely. I think we have got to create a competitive environment where the best idea wins, so that the American people win. We have got to stop churning and churning and churning because it is what we have always done. This is our opportunity to make a dollar go further and to make it have a greater impact.

I guess my question to you is, if we introduce competition into this arena, which I think is a great idea and a concept that we should explore, if we introduce it into maybe the indirect cost equation, how would that actually bolster, or do you think that would, you know, break the system?

Dr. BHATTACHARYA. No, I think it would actually strengthen the system because it would get support to researchers that are in non-traditional places but have excellent ideas that have a much harder time getting support from the NIH. And I think that combats scientific groupthink, expands the base of scientific ideas, and it really addresses the critical roadblocks that we currently face.

Senator BRITT. Well, I hope that you will continue to explore that. We certainly want to be your partner in this. I believe we owe it to the American people to ensure that NIH funding and every single dollar of it is driving actual innovation that achieves results, that makes an impact, that saves lives, and I look forward to continuing this conversation. Thank you for being innovative in how we approach this and working with our colleagues on this com-

mittee to modernize the outdated system that rewards legacy, and not actual results. Thank you.

Dr. BHATTACHARYA. Thank you, Senator.

Senator CAPITO. Thank you. We have been joined by the Vice Chair of the full committee, Senator Murray, and welcome her here.

Senator MURRAY. Thank you very much, Madam Chairman. Welcome to our committee.

You know, I am extremely proud of the work that I have done on a bipartisan basis to strengthen our investments in NIH, to support life-saving research, and to really maintain American leadership in biomedical innovation. I am not going to mince words today about how that progress is now being unraveled. What the Trump administration is doing to NIH right now is, frankly, catastrophic.

Over the past few months, this administration has fired and pushed out nearly 5,000 critical employees across NIH, prevented nearly \$3 billion in grant funding from being awarded, and terminated nearly 2,500 grants totaling almost \$5 billion for life-saving research that is ongoing that includes clinical trials for HIV and Alzheimer's disease.

Across the country, including in my home State of Washington, research institutions have been waiting for months to receive funding for grants they have already been awarded. Meanwhile, NIH is cutting down on grant awards, with thousands of fewer research grants this year and almost 15,000 fewer next year if the administration has its way, because, to pile on this destruction, you and the President are requesting that we now slash the NIH budget by 40 percent, or \$18 billion. I cannot fathom to what end.

The Trump administration is already systematically dismantling the American biomedical research enterprise that is the envy of the world, throwing away billions in economic activity in every one of our States and jeopardizing the life-saving work of researchers across the country.

This budget proposal would effectively forfeit our leadership in research, innovation, and competitiveness to China. It would mean we depend on China for the latest treatments for devastating diseases. No one in America wants us to do less cancer research. No one is asking you to make it harder to research Alzheimer's disease. And no one is asking you to cut life-saving clinical trials.

We are hearing this from the experts themselves. You just received a letter signed by hundreds of your own staff who believe this administration's actions risk breaking NIH and the life-saving work it does. I really hope you heed their warning, and it should go without saying, that I expect none of them to face retaliation for raising those concerns.

Everyone on this dais wants NIH to succeed, and you are going to need to see some major changes from what you are doing right now to get us back on the right path.

#### NATIONAL INSTITUTES OF HEALTH STAFF REDUCTIONS

Now, Dr. Bhattacharya, we spoke on the phone last week, I appreciate that. I want to follow up on those questions, in what I have been trying to get answers from you for months. You told me 25 staff have been fired from the NIH Clinical Center out of the

1,445 who have been fired across the entire Agency. But that does not include staff leaving after being offered buyouts or threatened with future layoffs.

I want to know what is the total number of employees who left the Clinical Center and the entire Agency, as a result of the Trump administration's personnel actions, in total?

Dr. BHATTACHARYA. So, for the numbers I have in front of me are for the reduction in force. That is the 25 I mentioned in our conversation. We will get those numbers for the retirements' to you.

Senator MURRAY. Well, I asked—I told you I was going to ask for this administration over the phone. I have requested this multiple times. How come you do not have that for us today?

Dr. BHATTACHARYA. Yes. I thought—probably my misunderstanding. I thought you were asking for the reduction in force numbers, which we provided.

Senator MURRAY. I was being very clear. So, I want to know, by the end of the day, can I have a detailed list of the reductions in staff by institute, by center, by job function—

Dr. BHATTACHARYA. You are including—

Senator MURRAY [continuing]. Not just the RIFs.

Dr. BHATTACHARYA. Not just the RIFs, we will get to those.

Senator MURRAY. But total staff reductions. Can I have that by the end of the day?

Dr. BHATTACHARYA. Yes.

#### CLINICAL TRIAL REDUCTIONS

Senator MURRAY. Okay, those are really basic questions and I want to see that by the end of today. Now, I am also particularly concerned, as I told you, about cuts to clinical trials, which are harming patients' care nationwide and the chance for better treatments and cures. NIH has now terminated at least 160 clinical trials.

In addition to terminating grants, you are also delaying grant awards and freezing or significantly delaying institutions from being able to draw down their grant funding, which is disrupting clinical trials, to say nothing of the research that it is now threatening. How many clinical trials across the country have been impacted by the grants you have terminated, frozen, or delayed?

Dr. BHATTACHARYA. Senator, I don't have the numbers for the specific number of trials. We have worked to make sure that no—that the patients enrolled in the clinical trials are—have any delay in their care as a result of the—in 2020, the NIH terminated a very large number of clinical trials.

Senator MURRAY. Well, I am asking you about today, and under your direction.

Dr. BHATTACHARYA. So, I mean, I don't have the specific numbers. And a lot of that is subject to negotiation. I have set up a process where people can appeal for—if there are any decisions made regarding grant pauses and terminations, and we are actively working to make sure that—that appeals process is going. You know, the numbers are in flux, and we will have to get some of those numbers to you later.

Senator MURRAY. We do know that patient care is being impacted at your own clinical center, and in more than 100 clinical

trials in the country. On May 30th, you terminated a 23-year research effort to develop an HIV vaccine, just as scientists, including at the Fred Hutch Center in Seattle, are on the cusp of a functional cure for HIV. Terminating those HIV vaccine trials now cuts off access to treatment for 6,000 patients in the network. You canceled a clinical trial evaluating new evidence-based interventions for Type 2 diabetes in rural communities in Appalachia. You terminated a clinical trial studying immunotherapy in combination with monoclonal antibodies to treat women with recurrent ovarian cancer.

That is what has already happened. So now you are coming to us today proposing to cut NIH funding by 40 percent next year. Tell us, how many fewer clinical trials would you fund in the next fiscal year with a budget cut of \$18 billion to NIH?

Dr. BHATTACHARYA. Senator, can I just address the HIV, because I am absolutely committed to the—in 2019, President Trump issued a challenge for us to eliminate the threat of HIV in this country. We have had a 22 percent reduction in HIV transmission since then. We now have the technological tools to do that. I have been working on developing a program to actually implement this vision so we can use new advances—

Senator MURRAY. But you did terminate the HIV research at Fred Hutch that, again, was on the cusp of a treatment for 6,000 patients nationwide.

Dr. BHATTACHARYA. And we have had tremendous—

Senator MURRAY [continuing]. You did do that.

Dr. BHATTACHARYA. I don't—I would have to get back to you on that, Madam Chair.

Senator MURRAY. You did do that. Okay.

Dr. BHATTACHARYA. Senator, I mean, I think we actually now have the chance with the existing technologies, Lenacapavir and other technologies to actually address—

Senator MURRAY. I am delighted to hear that.

Dr. BHATTACHARYA. Yes.

Senator MURRAY. But I am just telling you what clinical trials have been terminated, and I am asking you this because we have to write an appropriations bill. How many fewer clinical trials will you fund in the next fiscal year with an \$18 billion cut?

Dr. BHATTACHARYA. Well, Senator, the cut—

Senator MURRAY. That is your budget request.

Dr. BHATTACHARYA. The budget request is a work of negotiation between Congress and the administration. President Trump has issued a letter to Secretary Kratsios, committing the United States to be the leading nation in biomedicine—

Senator MURRAY. Yes. Okay. Well, you are not answering the question. We need to know how many fewer clinical trials. Can you get that number back to me, please?

Dr. BHATTACHARYA. I mean, that is—

Senator MURRAY. You are asking for a budget, and we are trying to figure out what that will fund. That is our job.

Dr. BHATTACHARYA. The number depends on what the requests we get for proposals from all across the country. The budget itself will be dependent on what you all do as well what the administration does.



Senator MURRAY. Well, I know, but we are trying to write a budget with the knowledge that you have, with the requests that you have. I am asking a question: how many fewer clinical trials? We need an answer back to that.

Dr. BHATTACHARYA. Well, Senator, it is hard to give an answer to that because I don't know what the proposals are going to be that are going to come in, right.

Senator MURRAY. Well—

Dr. BHATTACHARYA. I mean, you are asking a hypothetical question about what the scientific—

Senator MURRAY. You came here today to ask for a budget that reduces NIH significantly. I would expect, as director, you would know what the impacts are. We need to know what the impacts are in order to fund that.

Dr. BHATTACHARYA. But Senator, it is hard to say exactly what the researchers of the country are going to do in response. I mean, for a hypothetical budget—

Senator MURRAY. Would you say there are going to be more clinical trials under that?

Dr. BHATTACHARYA. Under?

Senator MURRAY. Under an \$18 billion, 40 percent cut?

Dr. BHATTACHARYA. It seems unlikely. It seems unlikely. But I will say this, that the budget itself is a negotiation between the administration and Congress. Congress allocates the funds. I am absolutely committed to make sure, whatever the allocation goes, that we go to—we address the health in the country.

Senator MURRAY. I know my time is way over, Madam Chairman, but I think the point is really important. That you are asking us for a significant reduction, it will impact the health of the United States of America. This committee has an obligation to know how you are spending that money. Thank you very much.

Senator CAPITO. Thank you. Senator Rounds.

Senator ROUNDS. Thank you, Madam Chair.

#### ENHANCING GRANT OPPORTUNITIES FOR SMALL INSTITUTIONS

Dr. Bhattacharya, first of all, I enjoyed our conversation last week. I do think there is a real value in looking at smaller institutions as well and providing an opportunity for them to participate and compete for the grant dollars coming out of NIH. And I think you may very well find that their overhead may be substantially less. I also think, just in terms of being fair, I think we have got to do perhaps a clearer job of understanding as to what would be considered direct or indirect costs and lay that out with regard to whether or not it is overhead or something that is needed.

The smaller institution has the need for a centralized, larger computer system, and that is a larger part of what is considered overhead. It may very well mean that that is a larger part of what they are going to be spending their money on, but it might be a very important part of an experiment. Is that a fair way of looking at it?

Dr. BHATTACHARYA. Absolutely, Senator.

Senator ROUNDS. Okay. Look, I think what you are hearing today is, in a number of areas—first of all, that by tradition a president would suggest a budget, and then Congress would modify it back

and forth. What I think we are assuming is that, in this particular case, the President's budget has said this is the very basic minimum; Congress, if you are going to authorize stuff, you are also going to be accountable for actually appropriating the money.

And so, the expectation is, even more than a negotiation, is that we will be expected to put the money where we think it is best. And when we do that with an appropriate authorization, you will follow the law, and you will see that the money is spent in those appropriate locations. But it will be up to us, once again, to re-assume the responsibility we have got for actually deciding and telling the American people we want to spend the dollar in the following areas. Is that what you are sharing with this committee today?

Dr. BHATTACHARYA. Absolutely. It is a negotiation—a cooperation between Congress and the administration for deciding where the research needs of the—how to best meet the research needs of the country.

Senator ROUNDS. I am convinced that there is an opportunity to do two things at the same time. And sometimes I think it is misunderstood in terms of how we approach spending money. And that is, just as an example, in Medicare, two-thirds of all the people that are on Medicare have two or more chronic illnesses. We spend 93 percent of the money in Medicare on those two-thirds of the individuals. They are suffering. Their quality of life is not good with two or more chronic illnesses.

If we can find a way to improve their quality of life and actually save tax dollars by addressing those chronic illnesses, whether it be diabetes, whether it be Alzheimer's, whether it be Parkinson's, or cancer, it is kind of a win-win situation, is it not?

Dr. BHATTACHARYA. Absolutely, Senator.

#### ARTIFICIAL INTELLIGENCE

Senator ROUNDS. I don't think we can do that without integrating AI (Artificial Intelligence) into this process, and I think we are on the verge of actually doing a lot of that today. But part of it requires databases. Let me work my way through this just a little bit. I think we have to invest in modernized data systems, including leveraging AI to accelerate research, maintain global leadership in life sciences, and develop treatments and cures for both chronic and rare diseases.

As a co-chair of the Senate AI Caucus, I am one of the individuals who have championed several pieces of bipartisan legislation, this is bipartisan in nature, to expand AI literacy, adoption, and competitiveness. Now, I have been briefed on the National Center for Advancing Translational Sciences, known as NCATS, and their work on N3C. I am impressed by its success and its role in supporting the National AI Research, or NAR pilot.

However, under the budget, I noticed that NCATS will be folded into the National Institute of General Medical Sciences. How will NIH's proposed consolidation strengthen NCATS's leadership in data science, AI, and machine learning?

Dr. BHATTACHARYA. So, I also am tremendously proud of NCATS and what it has accomplished in AI. I am also aware of the program you are talking about, where my predecessor, Director

Bertagnolli, she developed this program. I fully support using NCATS to address the needs you are talking about. To me, the most important thing isn't the exact organization of the—but rather the actual activities that we do.

And under whatever reorganization we do, of course, Congress will have its say; I want to make sure that those activities go forward. I agree with you, Senator. The investments that we make in AI will pay off dividends enormously. It is a tremendously promising way to do scientific discovery and also to make patient care experiences and a physician—doctor relationships much better, and better—diagnoses better, the better ways to manage patients, and to prevent illness. I think AI is going to play a real important role in all of that.

Senator ROUNDS. I think the next step will be literally incorporating AI as an “agentizer” in the development of multiple types of approaches to solving lots of these chronic illnesses. And I am very hopeful. This is not something that is going to take decades. It may take years, but this is an opportunity to really show an improvement in quality of life that impacts American families. Not just the individuals that have those chronic illnesses, but those who take care of them as well. I look forward to working with you, sir.

Dr. BHATTACHARYA. Likewise, Senator.

Senator ROUNDS. Thank you. Thank you, Madam Chair.

Senator CAPITO. Thank you. Senator Shaheen.

#### DIABETES RESEARCH

Senator SHAHEEN. Thank you. Good morning. Nice to have you here, Dr. Bhattacharya. federally funded research through the National Institute of Diabetes and Digestive and Kidney Diseases, NIDDK, and the Special Diabetes Program has been really critical in advancing diabetes treatment. We talked about that when you and I met, but NIH funding, your budget slashes NIH funding and potentially guts NIDDK by folding it into other institutes.

Even worse, NIH has canceled long-term studies like the Diabetes Prevention Program Outcome Study for both political retribution and supposed cost savings. I have to be very skeptical of using programs within the National Institutes of Health for political retribution. I think it is very damaging to this country. But cutting ongoing trials, I think doesn't save money. It actually costs money, and it wastes years of prior investments and abandons the patients who have depended on this research.

So, will you commit today to ensuring that funding for critical diabetes research, including ongoing trials and prevention initiatives, will be prioritized and protected from reductions?

Dr. BHATTACHARYA. I commit to doing—supporting excellent research on diabetes. And you and I both share a commitment to that. Both for personal reasons, my father died of Type 2 diabetes, and also because we have had tremendous advances, like in Type 1 diabetes, we now have a drug that potentially can prevent it for some patients.

So, I think the continuing research in that area is tremendously important. And I want a portfolio of funding at the NIH that addresses that opportunity and need.

## NATIONAL INSTITUTES OF HEALTH FUNDING REDUCTIONS

Senator SHAHEEN. Well, we had this conversation, as you pointed out, and that is why it was so puzzling to me to see what the budget proposes in terms of slashing the funding for NIDDK. So, help me understand why that is and how that is going to improve our research into diabetes and for us——

Dr. BHATTACHARYA. Senator, I think the budget is a negotiation, collaboration between the administration and Congress, and you will have your say. I think my job is to make sure that the funds that you all appropriate to me go to advancing and meeting the health needs of the American people. I think that that is a productive thing. I am hearing from basically everybody that the NIH is a valued—is really valued in Congress. And I find that gratifying.

I value the NIH, and so you know, I don't—and the administration, President Trump has committed that the U.S. be the leading nation in biomedicine in the 21st century, and I entirely support that goal.

Senator SHAHEEN. Well, I do too, but it is hard to understand how we are going to get there when the budget slashes funding, particularly in critical areas of research, where our most critical competitor, the Chinese, are increasing funding in those areas, and we are slashing the budgets. Another area where I am very concerned is—and where I think we need more research is into drug addiction.

For years, I have talked with Director Volkow at NIDA (National Institute on Drug Abuse) about the importance of advancing science on substance use disorders. And finally, in New Hampshire, our overdose death rates are beginning to go down, in large part because of federally funded research on Narcan and other treatments, and yet, it is another place where the budget slashes those investments.

So how do you reassure researchers, how do you reassure academic institutions, and patients, most importantly, that addiction research is not going to suffer when your budget proposes cutting funding and dismantling the very institute that has led to this critical work?

Dr. BHATTACHARYA. Senator, the health needs for folks with overdoses are great, almost 100,000 deaths a year since 2020.

Senator SHAHEEN. I understand that——

Dr. BHATTACHARYA. And so, I agree with you that——

Senator SHAHEEN. I have been working on it for over 10 years. So don't tell me what the problem is. Tell me what the solution is——

Dr. BHATTACHARYA. And the——

Senator SHAHEEN [continuing]. And how you are going to address it when you are cutting your budget in areas that make a difference.

Dr. BHATTACHARYA. The solution involves research, right. So, as you said, Narcan, that is the result of NIH-funded work.

Senator SHAHEEN. Right.

Dr. BHATTACHARYA. And I don't think it only involves research. The sharp increase in—I am sorry—research in biomedicine particularly, but also in behavioral research to understand the sort of

settings that lead to overdoses. And I think the NIH is going to play a really important role in that. The key thing isn't the reorganization of the NIH—that is not as important to me as the activities that we are talking about. The activities to do research that meet those needs. That is what I am going to make sure happens at the NIH, so that those—so that when—if I come back 4 years from now, we can look back and say, you know, that we have reached the high-water mark of deaths from overdoses, which spiked during the pandemic. And that we have addressed those needs with excellent research.

Senator SHAHEEN. Well, it is hard for me to understand how we are going to address those needs with excellent research when you are cutting research grants, you are cutting personnel, and we are seeing some of our best scientists talking about going to Europe and to other parts of the world because they don't feel like they can get a fair shake in the United States.

Thank you, Madam Chair.

Senator CAPITO. Senator Schatz.

Senator SCHATZ. Thank you, Chair.

Dr. Bhattacharya, thank you for being here. Good to meet you. I had a really interesting conversation with Secretary Kennedy, an unexpectedly constructive conversation, because we sort of went through some of the cancellations in his Department, and he conceded something that not every Cabinet Member has conceded, which is that the initials of DOGE cuts were—and terminations and suspensions were at least substantially informed by a Control-F keyword search enterprise.

And I have heard this in private with some of the other secretaries, but they kind of concede blunt instrument, like still directionally consistent with the Trump administration's approach, but maybe a little overdone and a little—but it seems to me it is especially bad in the NIH, because you can ping some of these keywords and not be talking about anything that is in the least bit ideological.

So, understanding how chromosomal makeup and cross-sex hormone administration would affect wound healing in mice, the role of environmental sensor, AHR on colitis, establishing the science behind Alzheimer's recruitment registries, opportunities for increasing diversity, and accelerating enrollment into trial. There are probably many, many dozens of these examples where you are pinging a word like "maternal", or "diversity", or even "trans", inside of another word, not to mean transgender.

And so I guess what I would like from you is an admission that that was too rough of a cut, and you still have some work to do in untangling, because it isn't as though you just sort of say: Yeah, that was a little much, and in the next appropriation cycle we will clarify what we mean. Many of those grants are currently cancelled, and the only thing we are left to do is to go in and petition the—in some cases the king, in some cases part of his court, to say: Would you please give mercy to this one?

#### REINSTATING PAUSED AWARDS

And you are smart enough to know how to run an enterprise. I am wondering if you would undertake a process to figure out, now

that the dust has settled, which ones of these were accidentally ceased and to try to go about systematically reversing that. I mean, one of the people I talked to said it is going to take 18 months if we go hand by hand. Well, if the cutting takes 2 weeks and the restoring takes 2 years, we are losing a lot. I am wondering if you can work on that.

Dr. BHATTACHARYA. Yes, Senator. I have established a process for appeals for those grant terminations and decisions, and hundreds of people have appealed. It won't take 18 months. It will take weeks to get through those appeals. We have reversed many of them. I mean, I didn't take this job to terminate grants. I took this job to make sure that we do the research that advances the health needs of the American people.

#### AWARD APPEAL TIMELINE

Senator SCHATZ. Okay. So, give me like a timeframe for processing all of them.

Dr. BHATTACHARYA. I mean, it is hard to promise a specific timeframe, but it won't take—it won't be years, it will be weeks. I spent the last few weeks to set up the—I think it was like a month ago we set up the appeals process, and they have been working through those numbers—those grant applications as—

Senator SCHATZ. Can we agree that we shouldn't do it that way again?

Dr. BHATTACHARYA. I mean, I know—

Senator SCHATZ. I know you have to survive in this administration, but can we agree that this is not the most helpful way to do things?

Dr. BHATTACHARYA. I mean, I think a lot of those decisions were made before I got in, but I still own—

Senator SCHATZ. Yeah, and you know what, let us keep you out of trouble, and I will come back to you every couple of weeks to see the status of all these. I think it is just a fact that given what happened over the last 90 to 120 days, we are actually losing researchers. It is not like a rhetorical flourish. We are losing people to some friendly countries, Canada and others, and some not-so-friendly countries, China and others.

#### MAINTAINING RESEARCH WORKFORCE

And I am just wondering what you would say to a young researcher whose grant just got cut. Tell them why they should stay in the United States, because the prospects, if you are to believe—House Republicans, if you are to believe Elon Musk, I am not sure I can make the argument to a young researcher: You are best staying in the United States. Make the best case. You have a microphone. You are on the record.

Dr. BHATTACHARYA. Yes, so the U.S.—the World Report, which is an NIH product, estimates how much money public institutions give for research for biomedicine, for around the whole world. The U.S., through the NIH, is the primary funder of biomedical; something like 85 percent of all worldwide public biomedical research is funded by the NIH.

And so, if you are a scientist, if you are a young scientist, this is the place to do your work. This is the place where you are most

likely to get the scientific resource to do your scientific work. It is the place—I have actually looked at some of the——

Senator SCHATZ. Sure. I get it in the macro, but if I am the person whose grant was frozen, I would actually sort of go like: Okay, that is like what we did for the last 4 years telling people that the inflation that they are experiencing is not so bad because look what is happening macro-economically and how do we compare to these other countries.

That is actually not the question. The question is: Yes, what about my situation? I am a good researcher. I am being recruited from all these other countries. I would like to do this in the United States. I am going to—but I will not make you answer the question a second time, but I want to flag——

Dr. BHATTACHARYA. Can I just say one, real fast?

Senator SCHATZ. Sure. With the Chair's indulgence, could I have one more minute?

Dr. BHATTACHARYA. If you don't mind if I, because this would be the——

Senator CAPITO. Yes. I haven't voted yet, so.

Senator SCHATZ. Neither have I, but.

Senator CAPITO. Okay.

Dr. BHATTACHARYA. This is really important to me, so I am really pleased by the opportunity to answer the question. I have a real commitment to making sure that young researchers get supported by the NIH. They are the future of biomedical research, and I absolutely intend to make sure that that happens.

Senator SCHATZ. Fine. The last question I have for you, and I will ask it for the record. There is this conflation of health disparities and different outcomes for the different sexes, and people with different ethnicities, you know, you know them better than I do, but certainly as an Ashkenazi Jew, I have to work about—I have to worry about certain things. African-Americans have to worry about other things, and so on, right?

And that is being swept up as DEI (Diversity, Equity, and Inclusion), and I would like you to clarify for the public that there may be a category of things that are more ideological and less scientifically based that we can argue about in some other context, but in the scientific context it is absolutely true that different people respond to different courses of treatment differently and that should not be swept up as some sort of like WOKE enterprise. Can you just agree with that?

Dr. BHATTACHARYA. Completely agree with that.

Senator SCHATZ. Thank you.

Senator CAPITO. Thank you thank you Dr. Bhattacharya.

And we have a vote on, so we are going to end the hearing today on that. Everybody has gotten a chance for questions.

I would like to thank you, and my fellow committee members, for a very thoughtful conversation. And thank you, especially, for being here.

#### ADDITIONAL COMMITTEE QUESTIONS

For any Senators who wish to ask additional questions, questions for the record will be due June 17. The hearing record will remain

open until then for members who wish to submit additional materials for the record.

[The following questions were not asked at the hearing, but were submitted to the Department for response subsequent to the hearing:]

QUESTIONS SUBMITTED TO HON. JAYANTA BHATTACHARYA, M.D. PH.D

QUESTIONS SUBMITTED BY SENATOR SHELLEY MOORE CAPITO

*Pulmonary Fibrosis Research*

*Question.* How is NHLBI providing continued support for career development for pulmonary fibrosis researchers, especially for early stage investigators? What specific initiatives help these researchers maintain their role in the field, ensuring a strong pipeline of emerging scientists dedicated to finding a cure for this devastating disease that claims 40,000 American lives annually?

*Answer.* Cultivating the next generation of biomedical researchers remains a key priority of the NIH. Early-career scientists working with mid-careers scientists are the most likely to advance new ideas. NIH has recently issued an automatic temporary extension of Early-Stage Investigator eligibility for a defined set of investigators, which can be found on the grants.nih.gov website.<sup>1</sup> The National Heart, Lung, and Blood Institute (NHLBI) also continues to provide training at the individual, institutional, and community level for those pursuing biomedical or behavioral research careers or career transitions in cardiovascular, pulmonary, or hematologic health and disease, sleep disorders, or transfusion medicine.

*Smoking Cessation*

*Question.* There have been no new approved products to help smokers quit since 2006. Do you agree that patients need new smoking cessation pharmacotherapies to be more successful in their quit attempts? If so, what opportunities do you see to advance smoking cessation innovation for America's patients to help our nation to be healthier and reduce cancer morbidity and mortality?

*Answer.* Despite significant progress in reducing the prevalence of smoking in the United States, smoking continues to represent a major threat to public health. In addition, decreases in smoking have not been consistent across the population. Marked differences exist, with smoking prevalence continuing to remain high among certain sub-populations. The Tobacco Control Research Branch within the National Cancer Institute (NCI) supports research on the etiology of tobacco use and a broad range of behavioral and pharmacological interventions. In 2017, NCI launched the Cancer Center Cessation Initiative (C3I), with a long-term goal of helping cancer centers build and implement sustainable tobacco cessation treatment programs to routinely address tobacco cessation with cancer patients. This initiative includes refining electronic medical records and clinical workflows to overcome barriers in providing tobacco cessation treatment services. In addition to these centers, NIH is currently supporting research to better understand patient relapse, technology-based interventions for more accessible care, new nicotine replacement therapy options, and even the use of cannabidiol (CBD) to modify stress-related biobehavioral changes that lead to relapse. Continued opportunities for researchers to investigate new tobacco cessation therapy modalities and mechanisms will ultimately be the cause of a healthier populous.

*Question.* Last year, FDA and NIH held a public meeting on smoking cessation which demonstrated a consensus among stakeholders that more needs to be done by HHS to address the sustained unmet smoking cessation patient needs. Under your leadership, how will NIH work with FDA to ensure meaningful action that is responsive to these concerns, advances new smoking cessation innovation for patients, and ensures that this urgent patient and public health issue receives the attention it deserves? How do you see this work fitting within the administration's Make America Healthy Again agenda?

*Answer.* One of the most significant public health successes in modern U.S. history has been the reduction in smoking that has occurred during the past half century. However, tobacco smoking remains the leading cause of preventable disease and deaths, with millions of Americans living with smoking-related diseases. Thus, smoking cessation treatments and interventions are still greatly needed to improve the health of American and enhance quality of life. The NCI Tobacco Control Research Branch supports research on the etiology of tobacco use and a broad range

<sup>1</sup> [grants.nih.gov/grants/guide/notice-files/NOT-OD-25-114.html](https://grants.nih.gov/grants/guide/notice-files/NOT-OD-25-114.html).



of behavioral and pharmacological interventions. Oral smoking cessation treatment options are now available. As of October 16, 2019, the FDA has approved five nicotine replacement therapies (NRTs) and two non-nicotine oral medications to help smokers quit. NIH will work with FDA to continue spreading awareness of tobacco's harms, the effective treatments available, and efforts to get new, innovative interventions into the public's hands.

#### *NIH-Funded Research Involving Foreign Subawards*

*Question.* Is the NIH looking at any exemptions to the recently announced policy of temporary pausing all NIH-funded research involving foreign subawards?

In particular, if certain criteria around the subawards can be met, such as a demonstrated, safe research collaboration with the foreign entity, or country-specific IRB approved protocols would the trial be able to be continued?

If not, would alternative options be considered to ensure ongoing trials would not end?

*Answer.* In an effort to maintain strong, productive, and secure foreign collaborations in support of the NIH mission, NIH must ensure it can transparently and reliably report on each dollar spent. Therefore, NIH is establishing a new award structure that will prohibit foreign subawards from being nested under the parent grant. This new award structure will include a prime with independent awards that are linked to the prime that will allow NIH to track the project's funds individually, while scientific progress will be reported collectively by the primary institution, under the Research Performance Progress Report. NIH anticipates implementing the new award structure by no later than September 30, 2025, prior to Fiscal Year 2026. In all cases, NIH will allow Institutes, Centers and Offices (ICOs) to renegotiate awards, whether new, renewal or non-competing, to remove subawards to foreign entities and, where the work can be performed domestically, allow the funds to be reallocated for use by the prime recipient (domestic or foreign) or a domestic subrecipient. If a project is no longer viable without the foreign subaward, NIH will work with the recipient to negotiate a bilateral termination of the project, taking into consideration any need to support patient safety and/or animal welfare.

#### *COPD*

*Question.* Given COPD's status as a leading cause of death in the U.S., how is NHLBI advancing national efforts in disease surveillance, public awareness, and prevention?

*Answer.* NHLBI, with input from Federal and nonFederal partners, developed the COPD National Action Plan to guide nationwide efforts to reduce the burden of COPD. The goals of the plan include improved diagnosis, prevention, and treatment; improved surveillance and analysis of COPD public health data; and enhanced research to better understand and control the disease. NHLBI's Community Action Tool can be used to view the progress on these goals at the community level. The Global Initiative for Chronic Obstructive Lung Disease (GOLD), initially launched in collaboration with NHLBI, is also helping to promote worldwide COPD awareness including publishing guidelines for the diagnosis and management of COPD and providing educational materials for healthcare providers and for people who have COPD and those who support them.

In addition to the Action Plan, NHLBI is funding research on early COPD detection via biomarkers, breathing tests, imaging, and questionnaires. For example, the Lung Health Cohort (LHC) study is characterizing behavioral, environmental, and biological predictors of lung health in early adulthood, and the MESA COPD Study is looking at how changes to the blood vessels of smokers' lungs may contribute to the loss of lung function in COPD. NHLBI also supported the development of a validated tool for COPD screening in primary care settings via the COPD Assessment in Primary Care to Identify Undiagnosed Respiratory Disease & Exacerbation Risk (CAPTURE) Study.

For disease surveillance and treatment, NHLBI is supporting research that identifies biomarkers that predict COPD symptoms and progression. The SubPopulations and Intermediate Outcome Measures In COPD Study (SPIROMICS II) uses information from lung tests, biological specimens, imaging, and genetic testing to help us understand what raises a person's risk of COPD and how COPD develops. SPIROMICS participates in NHLBI's Trans-Omics for Precision Medicine (TOPMed) program, which makes the study's data available to other program investigators and helps to advance the field forward, collectively. NHLBI-funded researchers are also developing new approaches to genetic therapies that treat alpha-1 antitrypsin deficiency, a genetic condition that raises the risk of COPD.

*National Institute for Child and Women's Health, Sensory Disorders, and Communication (NICWHSDC)*

*Question.* The FY 2026 NIH Budget Request proposes to consolidate the Eunice Kennedy Shriver National Institute of Child Health and Human Development and the National Institute on Deafness and Other Communication Disorders into a new Institute, the National Institute for Child and Women's Health, Sensory Disorders, and Communication (NICWHSDC). How will the proposed new Institute support advancements in the health of women and reverse the negative trends in investment in women's health research?

*Answer.* Research on women's health is an essential component of the NIH research agenda that is incorporated into the NIH mission, NIH wide strategic plan, and priorities of all Institutes and Centers (ICs). NIH ICs collaborate to address cross cutting women's health research topics and will continue to do so, regardless of the number of Institutes. In FY 2024, NIH spent \$3.073 billion on women's health research. The mission of NIH and the goal of the MAHA movement is to make all Americans healthier and address the serious and growing chronic disease crisis in this country and we absolutely need to research conditions that impact women to address that. Women often experience delays in diagnosis and have relatively fewer treatment options for many conditions that are: female-specific (e.g., endometriosis or ovarian cancer); disproportionately affect women (e.g., autoimmune disease or depression); and present and progress differently in women (e.g., cardiovascular disease or pain syndromes). Female life course events such as menarche, menses, pregnancy, and menopause also influence the development of chronic diseases such as dementia or diabetes. Understanding the influences of sex on health is crucial to improving the health of women and the NIH seeks to fund research to understand these differences and what exposures or other aspects might be driving these trends.

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QUESTIONS SUBMITTED BY SENATOR CINDY HYDE-SMITH

*Question.* You have highlighted the importance of the NIH IDeA program in promoting broader distribution of research funding to historically underserved states and institutions. Mississippi and other IDeA states have made notable strides in biomedical research through initiatives like COBRE, INBRE, and IDeA.

Although IDeA states represent nearly half of the United States, they receive only 6 percent of NIH funding. Considering budget constraints, what criteria will NIH use to ensure that funding allocations do not disproportionately disadvantage IDeA states? And how will transparency be maintained throughout this process?

How does NIH plan to ensure that Mississippi and other IDeA states are meaningfully included in major national research initiatives—such as artificial intelligence in health—despite tightening budget conditions?

*Answer.* The IDeA program is critical to NIH's commitment to building research capacity to ensure that, regardless of geographic location or institutional affiliation, scientists can participate in high-impact science through access to high-quality research experiences, mentorship, learning opportunities, and scientific technologies. Building biomedical research capacity involves investments not only in states and institutions, but also in communities and organizations, including those that have long been medically underserved, such as rural populations. Engaging rural populations in research means reaching them in locations where they receive care, such as partnering with community clinics and primary care doctors that serve patients in rural settings. Rural health is a vital part of addressing the chronic disease crisis, which is a core pillar of the MAHA movement.

*Question.* Members of Congress have heard concerns that delayed decisions on grant renewals are forcing programs to shut down, leading to staff departures and loss of student training opportunities.

What is NIH doing to improve communication and speed up review timelines to prevent further damage to the research workforce in Mississippi and other IDeA states?

*Answer.* NIH's mission is to enhance human health through our biomedical research. NIH is doing everything in its power to increase our pace of funding to make these funds available for rigorous biomedical research. NIH has cleared the backlog of the first level of peer review for grants and will continue that progress and fund meritorious research as quickly as is feasible.

*Question.* Mississippi's only medical center continues to work toward receiving a National Cancer Institute designation. Mississippi, Arkansas, and Louisiana do not have any NCI-designated cancer centers, which forces our cancer patients to travel far distances to receive treatment. The University of Mississippi Medical Center is poised to fill this gap in care.

Will you commit to visiting UMMC to see firsthand the amazing work it is doing and work with me to help them achieve NCI designation?

*Answer.* Each year, approximately 400,000 patients receive their cancer diagnoses at an NCI-Designated Cancer Center. An even larger number of patients are treated for cancer at these centers each year, and thousands of patients are enrolled in cancer clinical trials at NCI- Designated Cancer Centers. These Centers serve to develop and translate scientific knowledge from promising laboratory discoveries into new treatments for cancer patients. The rapid pace of discovery and the improved treatments that the Centers have helped pioneer over decades have increased the number of cancer survivors in the United States and improved the quality of patients' lives immeasurably.

The Cancer Centers serve their local communities with programs and services tailored to their unique needs and populations. Many of the centers also provide public education and outreach programs on cancer prevention and screening, with special attention to the needs of underserved populations.

NIH remains committed to supporting NIH Cancer Center Designations and working with institutions pursuing this prestigious designation.

*Question.* The NIH has faced longstanding challenges in enrolling rural residents in clinical trials, resulting in significant under representation of these communities.

What are your strategies for directly addressing this barrier and how the NIH plans to strengthen partnerships with rural communities to ensure they are fully included in research efforts?

*Answer.* NIH is committed to supporting science seeking to understand and reduce the burdens of morbidity and mortality among populations experiencing health disparities, including underserved rural communities. Residents living in underserved rural communities are a NIH- designated population with health disparities. The NIH rural health portfolio includes research projects in areas such as cancer, heart diseases, chronic obstructive pulmonary disease, stroke, opioid misuse and addiction, and injury. In 2024, NIH launched the Communities Advancing Research Equity (CARE) for Health initiative that aims to establish a national primary care research network by integrating clinical research with community-based primary care, with a focus on serving underserved rural communities. Six networks are currently being funded through the program. Additionally, NIH funded capacity building programs for clinical and translational research are collaborating with Practice-Based Research Networks (PBRNs)—affiliated community clinics and primary care physicians, including those in rural communities, to increase their reach beyond medical centers and hospitals. NIH is also committed to increasing efforts to train the next generation of scientists seeking to understand and address the health needs of populations living in rural communities.

*Question.* Director Bhattacharya, the second leading cause of death in Mississippi is cancer. Yet, we don't have an NCI-designated cancer center. While the University of Mississippi Medical Center is working toward that goal, I am concerned that the proposed cuts to NIH in fiscal year 2026 will not only prevent new cancer centers but may also cut back the number of current cancer centers or the services at those facilities. The NCI is particularly good at funding life-saving cancer research on how cancer develops, how to prevent it, and ways to detect in earlier—all areas that industry doesn't invest as heavily or at all. Another area where industry sometimes underinvests is in rare cancers, like pediatric cancer, where NCI has been key in driving research.

How will you ensure that NCI continues to fill key role funding research that industry or private funders simply will not fund and thus the research would not be otherwise done?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support cancer research and ensure it is continuing to fund gold standard science in this space.

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#### QUESTIONS SUBMITTED BY SENATOR JOHN BOOZMAN

*Question.* During Secretary Kennedy's testimony before this Subcommittee last month, we discussed the important strides the University of Arkansas for Medical Sciences (UAMS) has made in its pursuit of a National Cancer Institute (NCI) designation. Secretary Kennedy expressed his willingness to help UAMS reach its goal

of achieving this designation later this year, and I look forward to working with you to advance that effort.

However, I am concerned about the significant reduction in funding for the NCI—more than 37%—and how this might affect the Institute's ability to award new cancer center designations.

We have made great progress in our fight against cancer, and NCI-designated cancer centers are a cornerstone of that progress, especially as we address disproportionately high cancer mortality rates in rural areas across the country.

The budget proposes to reduce the number of research centers from 241 to 190, but does not specify if any of these are NCI-designated cancer centers.

What is the administration's plan to ensure continued support for all existing NCI-designated cancer centers, and for someone from a state that does not have a cancer center and whose academic medical center has been working hard to achieve that status, is there any funding available in FY 2026 for new center awards?

*Answer.* Each year, approximately 400,000 patients receive their cancer diagnoses at an NCI-Designated Cancer Center. An even larger number of patients are treated for cancer at these centers each year, and thousands of patients are enrolled in cancer clinical trials at NCI-Designated Cancer Centers. These Centers serve to develop and translate scientific knowledge from promising laboratory discoveries into new treatments for cancer patients. The rapid pace of discovery and the improved treatments that the Centers have helped pioneer over decades have increased the number of cancer survivors in the United States and improved the quality of patients' lives immeasurably.

The Cancer Centers serve their local communities with programs and services tailored to their unique needs and populations. Many of the centers also provide public education and outreach programs on cancer prevention and screening, with special attention to the needs of underserved populations.

The University of Arkansas for Medical Sciences (UAMS) is continuing to build their funding base, and in FY 24, they held nearly \$10 million in NCI and other NIH cancer-focused grants, bringing them close to eligibility for a Cancer Center Support Grant application. NIH remains committed to supporting NIH Cancer Center Designations and working with institutions pursuing this prestigious designation. NIH staff are available to schedule time to discuss next steps in developing the appropriate application for UAMS.

These centers have a profound impact on individuals seeking cancer care and the communities they serve. We look forward to working with you and the Center as they navigate the application process.

*Question.* A strong healthcare workforce is critical to maintaining our global leadership in biomedical research and innovation.

I have heard from researchers in my state who are increasingly concerned about uncertainty surrounding their ongoing research projects amid changes to the grant withdrawal process and Facilities and Administrative costs, which will impact the future of new, innovative studies.

It is essential to uphold rigorous standards for scientific merit, but we must also work to reduce unnecessary administrative burdens that can delay progress and discourage talented researchers.

What is the administration's plan to ensure stability and support for research institutions, particularly those serving rural and underserved communities?

*Answer.* Due to pending litigation, NIH is unable to comment on policies about facilities and administrative rates.

A vital part of the MAHA movement and addressing the chronic disease crisis is helping support and understand the health problems impacting our rural communities. NIH's Institutional Development Award (IDeA) builds research capacity in states that historically haven't received as much NIH funding—which often are rural areas. The program aims to strengthen an institution's ability to support biomedical research, enhance the competitiveness of investigators in securing research funding, and enable clinical and translational research that addresses the needs of medically underserved communities.

NIH is also supporting the Risk Underlying Rural Areas Longitudinal (RURAL) Cohort Study, which created a coalition of university medical schools to find out why people living in Southern, rural areas have a higher burden of chronic heart and lung disease. Researchers are testing the heart and lung function of participants in 10 Southern counties, while collecting information about their environments, health history, and lifestyles. Using an innovative mobile exam unit—a massive medical trailer—researchers will bring the study to thousands of local residents in rural communities.

*Question.* As you know, vision loss affects millions of Americans and can significantly diminish quality of life.

As a former optometrist, I have seen firsthand how research supported by the National Eye Institute has led to major advances in preventing and treating eye diseases.

Given our aging population and the increasing number of Americans living with chronic conditions that put them at risk for vision loss, continued investment in vision research is more critical than ever.

What steps is the administration taking to ensure that vision research remains a priority, particularly under the proposed restructuring that would place the National Eye Institute under the new National Institute on Neuroscience and Brain Research?

*Answer.* More than one in four Americans over age 71 has a vision impairment.<sup>2</sup> Poor vision later in life is linked to depression, decreased independence, increased fall risk and mortality, according to the first nationally representative assessment of vision and fall-related outcomes in the National Health and Aging Trends Study.

The National Eye Institute (NEI) supports vision research through 1,700 research grants and training awards made to scientists at more than 250 medical centers, hospitals, and universities. NEI also conducts intramural laboratory and patient-oriented clinical research at its facilities in Maryland.

Vision research is pioneering technologies in imaging, artificial intelligence (AI), gene therapy, and a form of light therapy called photobiomodulation. NEI is funding extensive research to understand why age-related macular degeneration (AMD), a leading cause of vision loss in older people, is so closely associated with aging and what can be done to slow or reverse the progression of disease. The NEI AMD Integrative Biology Initiative (IBI) leverages the power of regenerative medicine to create patient-derived stem cell lines that can be turned into any cell in the human body to study biologic mechanisms. In a recent IBI advance, researchers created RPE from patients with a genetic variant that increased AMD risk. This research points to a new therapeutic target for dry AMD. An additional innovative project, NEI's Audacious Goals Initiative (AGI), seeks to restore vision through neuro-regeneration of the retina and optic nerve.

Many of NEI's funded programs and grants support innovative science, and target chronic disease, which align with the NIH's research priorities. Regardless of the number of NIH ICs, the important work that aligns with the Agency's and Administration's priorities will continue to be funded and supported. The President's Budget has a number of proposals to streamline and reduce inefficiencies, but the Administration's overall goal is to make us the global leader in biomedical research.

*Question.* As you know, the U.S. has the highest rates of maternal mortality and morbidity among high-income nations, with Arkansas having one of the highest maternal mortality rates in the country.

I appreciate the NIH's continued support for maternal health research through the IMPROVE Initiative, which aims to reduce preventable maternal deaths and improve outcomes during and after pregnancy.

In Arkansas, 95% of pregnancy-related deaths are considered preventable. Leading causes of pregnancy-related deaths include cardiovascular conditions and hypertensive disorders of pregnancy.

How can Congress support NIH in expanding maternal health research focused on prevention and treatment, in alignment with the President's commitment to Make America Healthy Again?

Additionally, as maternal health research has largely been housed within NICHD, what steps is the administration taking to ensure this work continues and is strengthened under the proposed institute structure that places the NICHD within the new National Institute for Child and Women's Health, Sensory Disorders, and Communication?

*Answer.* NIH is committed to supporting research to get the answers that mothers need to make decisions for their families and their health. NIH convened a Federal advisory committee for many years to advise on research gaps in knowledge and research on safe and effective therapies for pregnant and lactating women and continues to implement recommendations from that committee. NIH also supports the Maternal-Fetal Medicine Research Units Network that conducts clinical trials in maternal-fetal medicine and obstetrics to help establish clinical guidelines for prenatal care.

Regarding maternal morbidity and mortality, NIH's Implementing a Maternal health and PRenancy Outcomes Vision for Everyone (IMPROVE) Initiative is a key part of NIH's efforts to address the maternal mortality crisis and try to reduce some of the alarming trends in women's health that we've seen. The Maternal Health Research Centers of Excellence, established through the IMPROVE program, are work-

<sup>2</sup> Killeen et al. JAMA Ophthalmol. 2023;141(2):197-204.

ing to develop and implement community-driven interventions and conduct research on maternal health issues. NIH supported research is also accelerating point of care technologies to improve maternal health outcomes in rural areas including wearable technologies to enhance prenatal care.

Many of NICHD's funded programs and grants support innovative science and research on chronic disease, including maternal health, which aligns with the NIH's research priorities. Regardless of the number of NIH ICs, the important work that aligns with the Agency's and Administration's priorities will continue to be funded and supported. The President's Budget has a number of proposals to streamline and reduce inefficiencies, but the Administration's overall goal is to make us the global leader in biomedical research.

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QUESTIONS SUBMITTED BY SENATOR MIKE ROUNDS

*Question.* The ability to access biospecimens (blood, tissue, cerebral spinal fluid, etc.) is important to understanding brain cancers and for evaluating potential treatments and diagnostics. While National Cancer Institute has a specimen resource locator, NIH's data sharing policy is largely voluntary. As a result, there is not a comprehensive and reliable library of all NIH funded brain cancer biospecimen collections.

S. 1330, the Bolstering Research and Innovation Now (BRAIN) Act, is bipartisan, bicameral legislation that among other provisions, would increase transparency of federally-funded biobank collections so that researchers are aware of others who possess biospecimen samples that might be shared to enable important research.

Requiring brain cancer researchers to disclose the existence of biospecimen collections funded with Federal dollars—without mandating their sharing—and directing the National Cancer Institute to maintain this information in a searchable, organized format is a low-cost, common-sense policy that would promote transparency and encourage broader research collaboration. This simple reform would allow for more opportunities to engage in cutting-edge brain cancer research across U.S. institutions.

While we are pushing to advance this bill in Congress, how will NIH implement this approach administratively to promote transparency of publicly-funded biospecimen collections to improve cross-collaboration in cancer research?

*Answer.* NIH cannot comment on pending legislation. However, NIH already supports biospecimen repositories. The NCI Developmental Therapeutics Program supports a number of repositories for the acquisition, storage and distribution of chemical, and biological samples and standards to researchers worldwide. In many cases there is no, or only a nominal fee for samples. The repositories include the Division of Cancer Treatment and Diagnosis Tumor Repository, Repository of Patient-Derived Models, Repository of Chemical Agents—Small Molecules and Isolated Natural Products, Repository of Natural Products, and Repository of Biologicals—Monoclonal Antibodies, Cytokines and Cytokine Standards.

*Question.* I believe the U.S. must invest in and modernize data systems—including leveraging AI—to accelerate research, maintain global leadership in life science, and develop treatments and cures for both chronic and rare diseases. As co-chair of the Senate AI Caucus, I have championed several pieces of bipartisan legislation to expand AI literacy, adoption and competitiveness. My team and I have been briefed on the National Center for Advancing Translational Sciences' National COVID Cohort Collaborative (N3C) and are impressed by its success, including its role in supporting the National AI Research Resource (NAIRR) Pilot. However, according to the President's Budget, NCATS will be folded into the National Institute of General Medical Sciences.

Do you plan to elicit feedback with public hearings or input from patients, researchers and clinicians before acting to consolidate NCATS?

*Answer.* NIH is considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before restructuring would occur, the key principle is to empower collaboration across scientific disciplines to increase knowledge. NIH will continue to share ideas and data, regardless of the reorganization NIH undertakes. NIH is committed to delivering gold standard science and innovations to the public and continuing to drive the discovery of life-changing treatments.

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QUESTIONS SUBMITTED BY SENATOR SUSAN M. COLLINS

*Question.* Lyme and Tick-Borne Diseases Research Progress. In February 2024, HHS released the National Public Health Strategy to Prevent and Control Vector-

Borne Diseases in People. This strategy was required as part of the Kay Hagan Tick Act, which I authored, and the plan builds on the NIH Strategic Plan for Tickborne Disease Research from 2019. This national public health strategy is a critical step in helping to slow the spread of tick- and other vector- borne illnesses that have affected far too many families and communities throughout Maine and the United States. Maine had a record high number of Lyme disease cases in 2023, and cases are likely to continue to increase. What progress is being made in Lyme and tick-borne disease diagnostics, treatments and potential vaccines?

*Answer.* Tickborne disease (TBD) cases are on the rise, and ticks are spreading to new geographic areas. Lyme disease accounts for more than 8 out of 10 reported TBD cases annually and is an urgent and growing concern, signaling the need for better TBD detection, diagnosis, and treatment. The 2019 NIH Strategic Plan for Tickborne Disease Research focuses on basic fundamental research, diagnosis and detection, prevention, therapeutics, and research resources, and is based on recommendations from HHS' Tick-Borne Disease Working Group. Using the strategic plan as a guide, NIH has continued to invest in research programs to increase the understanding of complex vector-host-pathogen interactions and their influence on Lyme disease, with the ultimate goal of identifying new targets for intervention. This includes a request for applications on TBD prevention, which resulted in funding 11 R01 grants; a Notice of Special Interest (open through 2026) to support research on immune evasion in TBDs; and expansion of National Institute of Allergy and Infectious Diseases (NIAID) intramural TBD research with more investigators and resources at its Rocky Mountain Laboratories.

To improve tickborne disease diagnosis, NIH-funded researchers are developing rapid point-of-care and serochip blood tests for multiple TBD, monitoring responses to treatment, and improved therapeutics. NIH intramural researchers have also identified peptides from the bacteria that cause Lyme disease (*B. burgdorferi*) which can be used to help early diagnosis and staging of the disease. For treatment, NIH-funded researchers are testing the outcomes of different treatment regimens for pediatric Lyme-associated meningitis. They are also characterizing the fundamental biological pathways in *B. burgdorferi* to identify new potential drug targets, as well as human antibodies which may block the infection at the tick/host interface. In the area of prevention, NIH funded researchers are continuing to develop a human vaccine for Lyme and other TBDs through study of the human immune response to tick bites and tick saliva (clinical trials currently recruiting). NIAID-funded researchers are also developing reservoir "bait" vaccines for wildlife, designed to prevent wildlife from becoming infected and thus inhibiting transmission, one of which received USDA conditional licensure in 2023.

*Question.* Type 1 Diabetes. Next month, I will be hosting a full committee hearing as part of the Breakthrough T1D Children's Congress. The Children's Congress was inspired by a young boy from Massachusetts named Tommy Solo who when he was nine, asked his mother "Why can't kids go to Washington and tell their Representatives about what it is like to have type 1 diabetes and let them know that we want scientists to find a cure?" His mom got to work, and in 1999, the first-ever Children's Congress took place.

There are two delegates from Maine coming this year—six-year-old Caroline who was diagnosed with type 1 diabetes when she was just 4 years old and 16-year-old Ruby who was diagnosed when she was 5. I look forward to meeting all the children who will be coming to DC from across the country to participate in the Children's Congress hearing next month. And, I am looking forward to having Dr. Griff Rodgers, Director of the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), testify again this year as he has done in previous years. As a preview to next month's hearing and Dr. Rodgers's testimony, can you provide us an update on NIH's type 1 diabetes research?

*Answer.* NIH continues to work to improve the lives of people with Type 1 Diabetes (T1D) through research on prevention, monitoring, and treatment. Preventing T1D has been a long-standing goal of NIH-supported research. Recent research funded through the Special Diabetes Program has contributed to disease prevention as well as management and quality of life. For example, research supported by the Special Diabetes Program culminated in the 2022 FDA approval of teplizumab as the first preventive therapy for T1D in people ages 8 and older who are at high risk of developing the disease. This landmark achievement represented the first FDA approved treatment that delayed the clinical diagnosis of any autoimmune disease. Key research underlying this approval stemmed from a clinical trial conducted by the NIDDK- and Special Diabetes Program-supported Type 1 Diabetes TrialNet, a large, collaborative, international consortium designed to perform clinical trials of therapies to delay or prevent T1D progression. Additionally, the Special Diabetes Program supported the development of glucose management technologies, including

currently available commercial artificial pancreas systems that automate insulin delivery in response to blood glucose levels, one of which was recently FDA approved for adults with type 2 diabetes who are taking insulin<sup>3</sup>.

Technologies for managing T1D are important tools for alleviating the burden of this disease, but they are not a cure. Finding a biological cure for T1D that restores the body's ability to produce insulin and regulate blood glucose levels is another major, long-term goal of NIDDK- and Special Diabetes Program-funded research. To that end, recent NIH- and Special Diabetes Program-supported research, including research conducted by the Clinical Islet Transplantation Consortium, an effort coled by NIDDK and NIAID, paved the way for the June 2023 FDA approval of a cellular therapy—islet transplantation—for people with T1D whose disease cannot be managed using current therapies. This landmark achievement represents the first ever FDA- approved cell therapy for treating T1D.<sup>4</sup>

Thanks to new therapies, devices, and other improvements in treatment, people with T1D are living longer than ever.

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#### QUESTIONS SUBMITTED BY SENATOR TAMMY BALDWIN

*Question.* The NIH Congressional Justification (CJ) states that in FY2025 and FY2026, NIH will begin a new accounting method where multiyear grants will be “front loaded” as opposed to being funded incrementally over the life of the grant. The CJ states that half of NIH funding allocated toward competing research project grant awards will be fully funded, including their outyear commitments using FY2025 dollars. To begin “front-loading” grants, NIH would have to reduce the number of new grants to stay within the budget. In fact, the CJ indicates that NIH plans on making 40% fewer grants in FY2025 compared to FY2024. During the Senate LHHS Hearing on the NIH FY26 budget, Dr. Bhattacharya indicated that this new accounting was a “proposal,” yet NIH’s grantmaking pace indicates the agency is actively implementing this plan in FY2025.

How many grants will be “front loaded” in FY2025? What percentage of FY2025 grants will be affected? Please provide how many “front loaded” grants will be awarded, by IC, for FY2025 and provide a comparison for FY2024.

Please provide, by IC, the projected paylines and success rates under the budget request’s front-loading scenario for FY2025, FY2026, and FY2027. Please include comparisons for FY2022- FY2025. Please include this information for all 27 ICs.

Using the front-loading method, what would the dollar amount of the reduction in reoccurring grants be in FY2025 compared to FY2024?

Under the proposed front-loading scenario, will grantees be able to access their grant money earlier, or will disbursements still be made on the same schedule through the same procedures?

Out-year (competing) grant funding has sometimes been subject to a funding reduction in difficult budget years, and the ability of grantees to draw down from their already obligated funds has also recently been frozen for a variety of reasons. Under the new approach, will out- year funds be subject to the same potential reductions, freezes, or cancellations as has recently been the case?

Does the new accounting policy indicate any intention of changing the average funding term of grants issued by NIH?

NIH ICs were given guidance that as of June 1, new grants would be front-loaded. Please provide all guidance given to ICs related to this issue.

Is NIH considering fully funding outyear costs of existing non-competing continuation grants when they are up for renewal, or only for new competing grants?

*Answer.* In May 2025, NIH issued guidance to extramural staff on a revised policy to allow the use of multi-year funding for awards made in FY 2025 to give ICs the flexibility to meet the intent of FY 2025 appropriations funding. That policy applies to new and non-competing Research Project Grants (RPGs) and cooperative agreements for the remainder of FY 2025.

In FY 2026, NIH has proposed to continue the 2025 policy of for competing RPGs awards to fully fund half of outyear commitments. This approach allows NIH to facilitate efficient management of resources across multiple years. The change is meant to increase NIH’s budget flexibility by no longer encumbering large portions of each year’s appropriation for the continuation of research projects initiated in previous years.

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<sup>3</sup> [www.fda.gov/news-events/press-announcements/fda-roundup-february-28-2025](https://www.fda.gov/news-events/press-announcements/fda-roundup-february-28-2025)

<sup>4</sup> [www.fda.gov/news-events/press-announcements/fda-approves-first-cellular-therapy-treat-patients-type-1-diabetes](https://www.fda.gov/news-events/press-announcements/fda-approves-first-cellular-therapy-treat-patients-type-1-diabetes).



NIH awarded 58,882 grants in FY 2024 and has so far awarded more than 30,000 awards in FY 2025. The shift to multiyear funding could lower paylines temporarily during the transition period for those institutes and centers that use them. However, NIH cannot accurately predict future paylines or success rates until agency funding levels are released and after the close of the fiscal year. Preliminary data on the policy's impact in FY 2025 will be available following the close of the current fiscal year. Expenditure of agency appropriations continue to be subject to law.

*Question.* Unless specifically authorized, multi-year funding is provided only in limited cases, after first having gone through an Office of Extramural Research approval process. It appears that the new front-loading proposal will vastly change that. Please provide specific details on how this process is affected.

Please explain the urgency of enacting this strategy now, so late in the current fiscal year?

What input from stakeholders—including research institutions, scientists, and patient advocacy groups—has NIH received about its proposed front-loading scheme? Has NIH already—or does the agency intend to—put out a Request for Information to the research community about this dramatic change to how it funds biomedical research?

What is the projected impact of implementing this front-loading scheme on training programs nationwide, and the projected impact on graduate student admissions and the number of postdoctoral scholars as a result?

How does NIH anticipate this new front-loading scheme will affect the number of funded awards it will make in FY25? And how will it affect the number of funded investigators? Please provide the same data for anticipated impact on number of awards and investigators if it were implemented in FY26.

How will compliance and accountability be managed when providing grants upfront?

Please provide detail about the actual framework (or mechanism) for Federal upfront grant funding—how will NIH handle funding for the out years of a project? Will NIH still have a competing continuation application process?

*Answer.* NIH received concurrence from HHS to issue multiyear funded awards with a project period of 4 years. In FY 2026, NIH will continue the 2025 policy for competing research project grant (RPG) awards to fully fund 50 percent of the out-year commitments as part of the initial grant obligation. This policy is meant to facilitate efficient management of resources across multiple project years. Note that multiyear funding does not apply to NIH fellowships or training grants.

Providing the grantee with funding for every year of the RPG from the start will increase NIH budget flexibility by no longer encumbering large portions of each year's appropriation for the continuation of research projects that were initiated in previous years. NIH anticipates making fewer awards and supporting fewer researchers in FY 2025 through the expansion of multiyear funding. NIH did not release a Request for Information on this approach but is considering communications on the change and will actively work with the research community as appropriate. NIH's current competing continuation process will continue.

NIH is deeply committed to ensuring proper stewardship and accountability of taxpayer funds. NIH follows rigorous oversight processes when managing awards and, as explained in the NIH Grants Policy Statement, will continue to exercise appropriate oversight through the Program review of the annual progress reports as well as Grants Management review of expenditures and subaccount balances through the HHS Payment Management System.

*Question.* NIH has funded 3,288 fewer disease studies and research projects between January and April 2025 compared to the same time period last year. This translates to more than \$2.75 billion that the agency is behind schedule awarding to research institutions across the country. If NIH does not spend all of the funding appropriated by Congress, it will have illegally impounded funds and withheld billions of dollars for new treatments and cures for diseases that afflict millions of Americans. In the Senate LHHS Hearing on NIH's FY26 budget, Dr. Bhattacharya insisted that NIH will spend all of its FY25 funds by September 30, 2025.

Does Dr. Bhattacharya have a plan to accelerate grant deployment to get out all funds by this September deadline? If so, please describe how NIH will go about spending all of its FY25 funds by September 30, 2025.

If NIH does not spend all of its FY25 budget by Sept 30, 2025, who should be held accountable for impounding NIH funds?

Please provide a report on new (competing) and ongoing (non-competing) awards for FY24 and FY25, by quarter.

Does Dr. Bhattacharya commit to providing a quarterly report to the House and Senate Committees on Appropriations on new (competing) and ongoing (non-competing) awards going forward in FY26, FY27, FY28 and FY29?

*Answer.* NIH's mission is to enhance human health through our biomedical research. NIH is doing everything in its power to increase the pace of funding to make these funds available for rigorous biomedical research. NIH has streamlined processes to fund awards as expeditiously as possible.

AWARDED GRANT COUNT BY FY AND QUARTER <sup>5</sup>

2024		2025
Awarded	% of FY	Awarded
5,774	8.04%	5,892
13,309	21.99%	9,165
20,264	31.32%	
26,445	38.65%	
65,792	100.00%	15,057

<sup>5</sup> This table includes all types of competing and non-competing awards including Grants, Other Transactions, and Loan Repayment Programs.

*Question.* Please explain how NIH is implementing the current Executive Orders (EOs) related to Diversity, Equity and Inclusion (DEI) and gender ideology.

Who is determining which awards are in alignment with those EOs—DOGE officials, White House officials, HHS officials?

Why hasn't clear guidance to this effect been provided to NIH staff to differentiate "DEI-related" activities from those that address significant health disparities, particularly as they relate to chronic disease?

Empirical, scientific evidence demonstrates that promoting diversity, equity, and inclusion in the medical and biomedical research workforce improves health outcomes, drives innovation and reduces health disparities. What specific evidence or rationale supports the decision to cut funding for these programs, and how does Dr. Bhattacharya plan to address the potential negative impacts on health equity and workforce innovation that will arise as a result of these cuts?

*Answer.* The Administration believes the United States should have the best medical research in the world. To that end, NIH is advancing policies to maximize the impact of every Federal taxpayer dollar and to ensure proper oversight of this funding. NIH is required to carefully steward grant awards to ensure taxpayer dollars are used in ways that benefit the American people and improve their quality of life. The NIH mission is to seek fundamental knowledge about the nature and behavior of living systems to enhance health, lengthen life, and reduce illness and disability. NIH is dedicated to supporting and conducting gold-standard, evidence-based science. NIH cannot comment on grant terminations due to ongoing litigation.

*Question.* In the Senate LHHS Hearing on NIH's FY26 budget, Dr. Bhattacharya indicated several times that he has developed a process for submitting appeals for NIH grant terminations and delays and that it will take "only weeks" to make a determination about them.

Who is eligible to submit an appeal?

What guidance have grantees received explaining the appeals process? Please attach it as an addendum to your response.

How many appeals has NIH received so far? How many appeals has NIH approved, and what criteria is being used to determine whether appeals are approved?

Who is responsible for reviewing and approving appeals, both within and outside NIH? Please indicate whether political and/or career officials with the following affiliations—and under what job function—review and approve appeals: OMB, HHS, DOGE, NIH.

What does "only weeks" mean?

Please provide a list of all grants NIH has terminated, including those that were subsequently reinstated, including a 2–3 sentence description with the reason for terminating the grant.

Please provide a list of all terminated grants for which an appeal has been submitted, when the appeal was submitted, and the current status of it.

*Answer.* NIH cannot comment due to pending litigation.

*Question.* Dr. Bhattacharya acknowledged during his testimony at the Senate LHHS Hearing on NIH's FY26 budget request that political appointees at the Department of Government Efficiency (DOGE) are making decisions about the release of awarded NIH grants and contracts.

Who makes the final decision on the release of grants and contracts? Why is it not the NIH Institute and Center Directors, as it has been under every other administration?

Describe DOGE's role in the NIH grantmaking process. How many individuals from DOGE, and in what job capacity, are responsible for reviewing NIH grants and contracts?

Please indicate whether DOGE officials have access to each of the following NIH systems: NIH Business System (NBS), Electronic Research Administration (eRA), Information for Management, Planning, Analysis and Coordination II (IMPAC II), Procurement Request and Information System Management (PRISM), Funding Opportunity Announcement Module (FOAM), Clinical Research Information System (CRIS), Integrated Time and Attendance System (ITAS).

How do DOGE officials communicate with NIH staff about their decisions? Who at NIH are they communicating with—Dr. Bhattacharya? Dr. Memoli? NIH program officials?

What is the basis for DOGE officials' decisions about NIH grants and contracts?

Please confirm whether DOGE officials review and approve NIH Notices of Funding Opportunity (NOFOs). Please describe DOGE's role in the development of NIH NOFOs, and how review by DOGE officials has impacted the content and the time it takes for NIH to publish NOFOs.

*Answer.* Consistent with President Trump's Cost Efficiency Initiative, the Department of Government Efficiency (DOGE) will begin posting payments to show the public how taxpayer funds are actually being distributed and justified on a daily basis. This process is starting with the Payment Management System (PMS) payment computer, which disburses approximately \$215 billion in grant payments per year.

Each grant payment request in PMS now requires payment justifications from both the recipient and the agency granting office. Prior to the implementation of this system, grantees could request payments at any time without justification or description.

This is an accounting and transparency initiative to track how tax dollars are being spent.

*Question.* Since February, the Trump administration has terminated at least 859 active training grants, ripping away more than \$500 million from research institutions in 39 states to train the next generation of researchers.

Dr. Bhattacharya, why did you eliminate these training programs?

How does terminating hundreds of training grants, career development awards, and first grants to early career investigators preserve the next generation of scientists?

Provide a list of every training program that NIH has cancelled in FY25 and plans to cancel in FY26. Please confirm whether each of the following training programs will no longer be supported by NIH in FY26 and a justification for cancelling each of them: the Undergraduate Research training Initiative for Student Enhancement (U-RISE) program, the Maximizing Access to Research Careers (MARC) programs, the Post-Baccalaureate Research Education Program (PREP), the Bridges to Doctorate Program, the Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC) program.

*Answer.* NIH cannot comment due to pending litigation.

*Question.* In NIH's entire 100-year history, there have only been two political appointee positions at the entire agency—the NIH Director and the Director of the National Cancer Institute. This was an intentional decision made by Congress.

How many political appointees are currently in place at NIH? Please provide a list of current political appointees at the agency, a breakdown by Institute and Center, their positions and job functions, and their reporting structure.

How many political appointees does Dr. Bhattacharya intend to have at NIH? Please provide a justification for each position.

How many new positions (defined as positions that did not exist at NIH on January 19, 2025) are being established for political appointees? An example of this would be the new NIH Chief Operations Officer (COO), which has never existed before at NIH. Please provide a list of every new position being established at NIH for political appointees, as well as a job description and justification for each position.

How many positions that were previously occupied by NIH career officials are either currently or will be occupied by political appointees? An example of this would be the NIH Chief of Staff position, which was previously occupied by a career official and is now being occupied by a political appointee. Please provide a list of every position that was formerly occupied by a career official but is either currently or will

be occupied by a political appointee, as well as a job description and justification for why a political appointee and not a career official should hold this position.

*Answer.* As statutorily required, the Director reports to the Secretary of Health and Human Services. All political appointees serve at the pleasure of the President. The NIH Director will continue to determine staffing needs as he sees fit, in alignment with the agency's needs. Political appointees at the NIH as of July 30, 2025, include:

Director .....	Jay Bhattacharya
Chief of Staff .....	Seana Cranston
Deputy Chief of Staff .....	James McElroy
Senior Advisor .....	Michael Todd Allen
Deputy Chief Operating Officer .....	James Forgrave
Senior Advisor .....	Arman Sharma
Strategic Communications Director .....	Thomas Buckley
Deputy Strategic Communications Director .....	Laci Williams
Chief Science Advisor .....	George Sigounas
Principal Chief of Staff .....	Erica Moshtahedian

*Question.* More than 300 NIH staff wrote a letter expressing dissent and serious concerns with this administration's policies, particularly regarding significant cuts to research funding and their impact on public health. Dr. Bhattacharya has yet to formally respond to this letter. When will he respond to it, and how will Dr. Bhattacharya address these concerns?

*Answer.* As the authors of the letter indicated, NIH publicly supports free speech and dissent in science. NIH leadership will be inviting all of the current NIH staff who signed their names on the letter to participate in a round table discussion later this summer. This should be a productive meeting to discuss how NIH can increase efficiency while maintaining its status as the crown jewel in biomedical research.

NIH intends to follow the Whistleblower Protection Act and not take any retaliatory actions.

*Question.* How will NIH ensure that the health information provided on its supported websites reflect accurate, current data and resources—particularly as most of the IC-specific subject matter communications staff were fired as part of the Trump administration's recent Reduction in Force?

*Answer.* NIH is reviewing webpages to efficiently streamline information and remove redundancies. A phased and structured migration strategy is essential to preserve critical assets and ensure stakeholder continuity.

*Question.* Does Dr. Bhattacharya believe that the administration's FY26 proposed budget for NIH will be adequate to allow NIH to pursue its mission? If so, how?

*Answer.* President Trump wants NIH to remain the global leader in biomedical research. In addition to funding gold standard science, NIH seeks to restore public trust in the agency. NIH can continue to fund meritorious and impactful science within the Budget request.

*Question.* A recent NIH RECOVER study (Rao et al., 2024, Pediatrics) concluded that Long-COVID is now the most common chronic illness among children. Does Dr. Bhattacharya agree that Long-COVID is a health risk for children? How will NIH support research into the health ramifications of Long-COVID, particularly in pediatric populations?

*Answer.* NIH understands that Long COVID is a nascent and devastating disease for patients. Alleviating the suffering of so many individuals and their families is a critical commitment of the NIH.

Launched in 2021, the Researching COVID to Enhance Recovery (RECOVER) Initiative includes one of the world's largest and only deeply characterized cohort of Long COVID patients. RECOVER, which is co-chaired by NHLBI, NIAID and NINDS, created a network of nearly 300 research sites (universities, hospitals, clinics) where hundreds of Long COVID researchers across the nation are working with over 90,000 adult and pediatric research participants, conducting medical tests and collecting data and biospecimens; and then analyzing and sharing the data and results broadly with the research community, physicians, patients, and the public.

With ongoing studies and over 200 reports either published or in preparation, work under the RECOVER initiative continues to help us gain understanding in how Long COVID impacts children and adolescents, and how the condition appears differently among groups of people aged 21 and younger. Better understanding of these differences can inform future pediatric Long COVID research, including the development of personalized treatments.

*Question.* Teplizumab is the first drug to delay the diagnosis of type 1 diabetes (T1D) for a median of 2 years. It does not prevent T1D diabetes. In the Senate

LHHS Hearing on NIH's FY26 budget, Dr. Bhattacharya mentioned a drug that prevents type 1 diabetes. What is its name?

*Answer.* Preventing type 1 diabetes (T1D) has been a long-standing goal of NIH-supported research. Toward this goal, research supported by the Special Diabetes Program culminated in the 2022 FDA approval of teplizumab as the first preventive therapy for T1D in people ages 8 and older who are at high risk of developing the disease. This landmark achievement represented the first FDA approved treatment that delayed the clinical diagnosis of any autoimmune disease. Key research underlying this approval stemmed from a clinical trial conducted by the NIDDK and Special Diabetes Program-supported Type 1 Diabetes TrialNet, which is a large, collaborative, international consortium designed to perform clinical trials of therapies to delay or prevent T1D progression. TrialNet continues to be a unique and critical network for testing novel T1D preventive therapies.

While teplizumab's success is exciting, NIH also recognizes that more research is needed to make T1D prevention a reality for more people at risk of developing the disease. As such, TrialNet research continues to shed important light on possible prevention therapies, such as findings from clinical trials that the drug abatacept has beneficial effects on insulin-producing beta cell function but did not delay T1D diagnosis, and that the drug hydroxychloroquine did not slow T1D progression.<sup>6</sup> TrialNet has one ongoing prevention trial testing a low dose of the immunotherapy drug anti-thymocyte globulin which showed promise in new onset diseases. The Network is also considering testing combinations of drugs with complementary mechanisms of action toward a longer-term goal of permanent prevention.

*Question.* In May 2025, NIH announced that it would cease accepting new grant applications and suspend ongoing funding for certain types of gain-of-function (GOF) research. This decision follows an Executive Order (EO) issued on May 5, 2025. On June 5, NIH issued a stop-work order for NIH's 10 Centers for Research on Emerging Infectious Diseases (CREID), citing that the research "has been deemed unsafe for Americans and not a good use of taxpayer funding. Current agency priorities do not support this work."

What legal authority does NIH have to terminate funding for these grants?

What specific risks posed by this research were deemed "unsafe for Americans"?

Why does Dr. Bhattacharya categorically oppose gain-of-function research? How does NIH define "dangerous gain-of-function research" and "gain-of-function research"?

How many active NIH grants and contracts have been terminated to date as a result of this EO? How many NOFOs will be cancelled as a result of the May 5, 2025 EO?

Without this critical research tool, how will NIH be able to detect and stop viruses where they start, all over the world?

In the context of the clear increase in the frequency, severity and scale of pandemics, how will the proposed budget cuts to NIAID affect the ability of the Institute to continue major, critically important research programs to protect Americans from pandemic threats, like CREID program?

*Answer.* NIH actions pursuant to the President's May 5, 2025 Executive Order on Improving the Safety and Security of Biological Research (E.O. 14292) are focused on identifying the fraction of biological research that meets the definition of dangerous gain-of-function research provided in Sec. 8 of the E.O. Left unrestricted, such research has the potential to significantly endanger lives, cause widespread disruptions to American livelihoods, or diminish economic and national security. In accordance with guidance received from the White House, NIH undertook a comprehensive review of the research we support to identify projects, including unfunded collaborations/projects, covered by E.O. 14292.

As publicly conveyed in NOT-OD-25-112, NIH will suspend funding and other support for projects meeting the definition of dangerous gain-of-function research. Additionally, NIH ceased accepting competitive applications for grants and cooperative agreements submitted for due dates after May 7, 2025, and/or R&D contract proposals submitted to solicitations issued after May 7, 2025, for dangerous gain-of-function research.

The ability to rapidly detect, characterize, and respond to emerging infectious diseases (EID) depends on having established research infrastructure and partnerships in place before outbreaks occur. With NIAID support, individual scientists are monitoring infectious disease threats as part of their research projects. For example, NIAID-funded researchers are assessing spillover risk of viruses from wildlife, including Ebola, rabies, and other viral threats. NIAID scientists are conducting international research studies that monitor disease emergence and transmission, includ-

<sup>6</sup> [pubmed.ncbi.nlm.nih.gov/36920087/](https://pubmed.ncbi.nlm.nih.gov/36920087/); [pubmed.ncbi.nlm.nih.gov/37708415/](https://pubmed.ncbi.nlm.nih.gov/37708415/).

ing discovery and identification of high profile zoonotic viral pathogens, surveillance of viral/bacterial pathogens that could spread from rodents to humans, wildlife, and livestock, and genomic analysis to characterize pathogens during disease outbreaks. In addition, NIAID-supported investigators and NIAID scientists are developing diagnostics and pathogen detection tools for public health emergencies and outbreak response, including Mpox.

NIAID collaborations with global public health institutions are also an important source of information on EIDs. Lastly, NIAID has good collaborations with other US government agencies such as the CDC and DoD to share information on EIDs.

*Question.* In Dr. Bhattacharya's letter to Senator Murray, Senator Baldwin and Representative DeLauro, he indicated that 246 clinical trials have been terminated by NIH as of June 13, 2025.

Provide a list of the 246 clinical trials that were terminated, and a justification for termination for each one.

How many clinical trials have had their funding terminated, paused, or delayed?

How many patients were enrolled in clinical trials that were terminated, paused, or delayed?

How many clinical trials were initially terminated and then later reinstated?

*Answer.* NIH cannot comment due to pending litigation.

*Question.* NIH has not been reimbursing awarded grants at specific institutions—including Northwestern, Cornell, and Brown—with no clear demands or terms to restore funding.

Why is NIH not allowing these institutions to draw down funds that have been awarded?

Who is making decisions—both within and outside NIH—about whether institutions are able to draw down funds on NIH awards?

What is NIH's timeline for when reimbursements for these awarded grants will be restored?

Does DOGE, HHS or NIH include any kind of flag or identifying marker on specific grants or particular institutions that delay or limit the disbursement of funding on those grants or to those institutions? If so, how many grants currently have been flagged that is delaying or limiting the disbursement of funds?

How long does it take on average to process disbursements on current grants? How many requests for disbursements have been pending for more than 7 days? More than 14 days? More than 30 days? And more than 60 days? Please provide a list of grants and institutions that have disbursement requests that have been pending for more than 7 days, 14 days, 30 days, and 60 days.

*Answer.* Pursuant to President Trump's Executive Order on Additional Measures to Combat Anti-Semitism, the Justice Department formed a multi-agency Task Force to Combat Anti-Semitism. The Task Force is evaluating anti-Semitic harassment in schools and on college campuses.<sup>7</sup>

*Question.* Institutional training grants are an important mechanism to support the next generation of talented, promising scientists and ensure that they have support to follow their own research questions, independent of their thesis advisor's. In addition to the outright cancellation of institutional training grants because of "changes in priorities," no new institutional training grants (new applications and competitive renewals) have been awarded since February and there is a clear slowdown in the funding of non-competitive renewals. For example, training grants have been approved for funding at Council meetings but then held up for administrative review. When will institutional training grants be funded?

What is the nature of this administrative review?

Is this administrative review happening with all grants?

Is it being performed by scientists, NIH staff, and/or DOGE?

*Answer.* Consistent with President Trump's Cost Efficiency Initiative, the Department of Government Efficiency (DOGE) will begin posting payments to show the public how taxpayer funds are actually being distributed and justified on a daily basis. This process is starting with the Payment Management System (PMS) payment computer, which disburses approximately \$215 billion in grant payments per year.

Each grant payment request in PMS now requires payment justifications from both the recipient and the agency granting office. Prior to the implementation of this system, grantees could request payments at any time without justification or description.

This is an accounting and transparency initiative to track how tax dollars are being spent.

<sup>7</sup> <https://www.justice.gov/opa/pr/justice-department-announces-formation-task-force-combat-anti-semitism>.

*Question.* Diseases that afflict Americans occur throughout the world. How can we hasten research into the causes and treatments of rare and common diseases if we exclude patients outside the United States?

*Answer.* NIH remains committed to supporting international scientific collaboration with foreign scientists, when conducted in a secure, justifiable, and responsible way. NIH will continue to fund foreign components as long as they are structured as independent subprojects rather than subawards.

*Question.* NIH announced it will prohibit foreign subawards under new, renewal, and non-competing continuation awards effective May 1, 2025.

How many U.S. universities and medical centers will lose access to established global research networks due to this new policy?

How many active NIH grants received stop work orders as a result of this new policy?

Has NIH conducted an impact assessment on NIH-funded programs with active foreign subrecipients in terms of both health technology innovation and maintaining our competitive advantage in biomedical research? Please share any such assessment if it exists.

*Answer.* NIH remains committed to supporting international scientific collaboration with foreign scientists, when conducted in a secure, justifiable, and responsible way. NIH will continue to fund foreign components as long as they are structured as independent subprojects rather than subawards. Effective May 1, 2025, NIH will:

- Not issue awards to domestic or foreign entities (new, renewal or non-competing continuation), that include a subaward to a foreign entity.
- No longer accept prior approval requests to add a new foreign component or subaward to an ongoing project.
- Renegotiate new, renewal or non-competing awards to remove subawards to foreign entities, and allow the funds to be rebudgeted for use by the prime recipient when the work can be performed domestically.
- Work with the recipient to negotiate a bilateral termination if a project is no longer viable without the foreign subaward, taking into consideration any need to support participant safety and/or animal welfare.

This is a temporary pause for foreign subawards, while NIH finalizes the implementation of the new award structure (expected no later than September 30, 2025). The clearer structures and safeguards seek to enhance transparency, trackability, and protect national security in the areas of both monetary and non-monetary foreign collaborations.

*Question.* Dr. Bhattacharya recently told the Fogarty advisory board that he is committed to international research and sees its value to the United States and to the world. As he highlighted, NIH's international research and research training programs have contributed to major advances in multiple areas including cancer treatment, vaccines, and antimicrobial resistance—all of which benefit U.S. patients. What is the justification for zeroing out the Fogarty budget, dismantling this infrastructure and making international research more challenging for all parties?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support international research and research training programs and ensure it is continuing to fund gold standard science in this space.

*Question.* The FY26 Budget Congressional Justification (CJ) identifies a “focus on improving population health” and “innovation and collaboration” as two of the top five priorities for the agency. The CJ also notes that “a healthier nation is a more productive and economically sound nation” and that “each permanent 1 percent reduction in cancer deaths alone has been approximated to have a value of more than \$500 billion to current and future Americans.” According to the National Cancer Institute, lung cancer is “by far” the leading cause of cancer death, with smoking being responsible for 80% to 90% of all cases of lung cancer. However, the CJ does not include any mention of smoking cessation despite smoking being the largest single driver of cancer mortality.

There have been no new approved products to help smokers quit since 2006. Does Dr. Bhattacharya agree that patients need new smoking cessation pharmacotherapies to be more successful in their quit attempts? If so, what opportunities does he see to advance smoking cessation innovation for America's patients to help our nation to be healthier and reduce cancer morbidity and mortality?

Last year, FDA and NIH held a public meeting on smoking cessation which demonstrated a consensus among stakeholders that more needs to be done by HHS to

address the sustained unmet smoking cessation patient needs. Under Dr. Bhattacharya's leadership, how will NIH work with FDA to ensure meaningful action that is responsive to these concerns, advances new smoking cessation innovation for patients, and ensures that this urgent patient and public health issue receives the attention it deserves? How does he see this work fitting within the administration's Make America Healthy Again agenda?

*Answer.* Despite significant progress in reducing the prevalence of smoking in the United States, smoking continues to represent a major threat to public health. In addition, decreases in smoking have not been consistent across the population. Marked differences exist, with smoking prevalence continuing to remain high among certain sub-populations. The Tobacco Control Research Branch within the National Cancer Institute (NCI) supports research on the etiology of tobacco use and a broad range of behavioral and pharmacological interventions. In 2017, NCI launched the Cancer Center Cessation Initiative (C3I), with a long-term goal of helping cancer centers build and implement sustainable tobacco cessation treatment programs to routinely address tobacco cessation with cancer patients. This initiative includes refining electronic medical records and clinical workflows to overcome barriers in providing tobacco cessation treatment services. In addition to these centers, NIH is currently supporting research to better understand patient relapse, technology-based interventions for more accessible care, new nicotine replacement therapy options, and even the use of cannabidiol (CBD) to modify stress-related biobehavioral changes that lead to relapse. Continued opportunities for researchers to investigate new tobacco cessation therapy modalities and mechanisms will ultimately be the cause of a healthier populous.

Smoking cessation treatments and interventions are still greatly needed to improve the health of Americans and enhance quality of life. As of October 16, 2019, the FDA has approved five nicotine replacement therapies (NRTs) and two non-nicotine oral medications to help smokers quit. NIH will work with FDA to continue spreading awareness of tobacco's harms, the effective treatments available, and efforts to get new, innovative interventions into the public's hands.

*Question.* Dr. Bhattacharya asserted at the Senate LHHS hearing on the NIH FY26 budget that the U.S. possesses the technological resources to accomplish ending the HIV pandemic. Does he agree that a vaccine that is on the cusp of being developed should be one of those tools? We are still seeing over a million infections a year globally and it seems like an array of HIV prevention tools accessible to all would be the best way to end the HIV pandemic. What is Dr. Bhattacharya's concern with moving forward on a preventive HIV vaccine, especially one so close to being developed, that will save millions of lives?

*Answer.* The future of HIV research is both promising and complex. Persistent health disparities and the recent resurgence of syphilis and other sexually transmitted infections underscore the tenuousness of gains toward addressing the HIV pandemic. However, NIH continues to maintain a comprehensive research portfolio both to maximize the impact of existing interventions and to advance efforts toward a preventive vaccine and cure. Development of a vaccine could help bridge the prevention gap, while eradicating viral reservoirs could pave the way for a cure—both pathways are necessary to end the HIV pandemic. Unfortunately, these goals are complicated by high mutation rates of HIV, its ability to evade the immune system, and the complexity of implementing a future vaccine or cure.

*Question.* Recently, NIH decided not to move forward with the next notice of funding opportunity for the Consortia for HIV/AIDS Vaccine Development (CHAVD) program, which was approved in advisory council, to continue advancements toward an HIV vaccine. Very important progress is being made, and this decision ends any chance of advancing important research toward a vaccine. This is especially devastating as we will see cases of HIV rise due to cuts in PEPFAR. Having a vaccine is key to add to other HIV prevention tools to end the pandemic. Would Dr. Bhattacharya consider reinstating this funding and grant program to further this successful cutting-edge research and to realize the elimination of HIV in the U.S.?

*Answer.* NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. Despite cancellation of this funding opportunity, investigators may still apply for funding for HIV prevention research through other HIV-related announcements of investigator-initiated programs.

*Question.* Please confirm whether the June NIH Advisory Committee to the Director was cancelled and provide justification for why. When will this meeting be re-scheduled?

*Answer.* The June meeting of the NIH Advisory Committee to the Director (ACD) was cancelled. The ACD will meet again in December.



*Question.* As the Federal government's lead agency for cancer research, the National Cancer Institute (NCI) relies on advisory committees to provide objective and expert advice on coordination of the National Cancer Program, NCI scientific priorities, development of major extramural program initiatives, future direction of NCI's intramural and clinical trials programs, and the Frederick National Laboratory for Cancer Research. Over its 28-year history, the NCI Board on Scientific Advisors (BSA) shaped NCI-funded extramural science. It was tasked to advise the Director of NCI and the Director of each NCI Division/Office/Center on a wide variety of matters concerning scientific program policy as well as progress and future direction of extramural research programs of each of the Divisions. In April, Dr. Bhattacharya sent termination letters to NCI BSA board members, notifying them that the board was being disbanded.

Why did Dr. Bhattacharya eliminate the NCI BSA?

How will terminating the NCI BSA impact NCI's research portfolio, and funding decisions made both intramurally and extramurally by the Institute?

What other NIH advisory committees has NIH eliminated since January 20, 2025? Please provide a list and justification for each one.

*Answer.* Pursuant Executive Order 14217, "Commencing the Reduction of the Federal Bureaucracy", NIH terminated redundant advisory committees including the NCI Board of Scientific Advisors. Additional committees that were terminated include:

- Advisory Committee to the Deputy Director for Intramural Research, National Institutes of Health
- Frederick National Laboratory Advisory Committee to the NCI
- NCI Council of Research Advocates
- Literature Selection Technical Review Committee

#### QUESTIONS SUBMITTED BY SENATOR PATTY MURRAY

*Question.* The NIH has spent \$1.6 billion less this year than it does in a typical year. Many scientists are awaiting NIH funds to further their research and test clinical treatments. How will you speed up the process for awarding these funds before the end of the fiscal year? Please describe the specific approach you will take.

*Answer.* NIH has completely cleared the backlog of the first level of peer review for grants and aims to continue that progress to fund meritorious research as quickly as is feasible.

*Question.* The NIH's FY2026 budget calls for a 15% indirect cost rate. What stakeholder engagement have you undertaken to determine this rate?

Do you support a deliberative process, including experts and stakeholders, to make NIH indirect cost recommendations?

How will the proposed NIH indirect cost rate ensure that the scientific infrastructure exists within research institutions to support the necessary costs associated with conducting high quality, rigorous, reliable and valid research?

*Answer.* NIH cannot comment due to pending litigation.

*Question.* The NIH FY2026 budget proposes an extensive restructuring of the NIH institutes and centers. Do you commit to working with Congress and the stakeholder community, learning from collective experiences and expertise, to fully consider the potential unintended consequences of this proposed reform?

*Answer.* NIH is considering a number of proposals to streamline and reduce inefficiencies with the key principle of empowering collaboration across scientific disciplines to increase knowledge. Reorganization of NIH will consist of a robust process with input from many stakeholders, including Congress. NIH must continue to share ideas and data, regardless of the reorganization NIH undertakes. NIH is committed to delivering gold standard science and innovations to the public and continuing to drive the discovery of life-changing treatments.

*Question.* The Scientific Management Review Board (SMRB) advises and makes recommendations to the HHS Secretary and the NIH Director on the use of organizational authorities authorized in the NIH Reform Act of 2006. Have you engaged with the SMRB to discuss the proposed changes to structure of the NIH's institutes and centers?

Will you commit to convening the SMRB in FY2026 and sharing the proposed meeting schedule?

Will you commit to reporting to Congress on the SMRB's deliberations within 30 days of any meetings that the Board holds in FY2026?

*Answer.* NIH intends to reconvene the Scientific Management Review Board (SMRB). Each report on one or more specific contemplated organizational issues issued by the Board will be submitted by the Director, NIH to: (1) the House Com-

mittee on Energy and Commerce; (2) the House Committee on Appropriations; (3) the Senate Committee on Health, Education, Labor, and Pensions; (4) the Senate Committee on Appropriations; (5) the Secretary; and (6) officials with organizational authorities, other than any such official who served as a member of the Board with respect to the report involved. For each meeting with respect to a report, the Director of NIH shall post a summary of the proceedings on NIH's website.

*Question.* The American Cancer Society estimates that between 1998 and 2020, National Cancer Institute-supported clinical trials have added 14.2 million additional life-years to people living with cancer. Yet, the NIH FY2026 budget proposes a nearly \$2.7 billion cut to the National Cancer Institute. How many cancer-focused clinical trials will you NOT fund because of this \$2.7 billion dollar cut?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support cancer research and ensure it is continuing to fund gold standard science in this space.

*Question.* The leading cause of cancer-related deaths is now due to colorectal cancer, which has a rising incidence among younger people. Your proposed 40% cut to the NIH's FY2026 budget threatens to reduce funding for new treatments for colorectal cancer research. How will you ensure adequate funding for colorectal cancer research in the face of a \$2.7 billion dollar cut in funding to the National Cancer Institute?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support colorectal cancer research and ensure it is continuing to fund gold standard science in this space.

*Question.* Organ transplantation has been a successful treatment option for patients facing severe organ failure. How will research and innovation in lung transplantation science be prioritized when you are slashing the budget of the National Health, Lung, Blood Institute (NHLBI)?

How will disease surveillance for lung diseases such as chronic obstructive pulmonary disease be prioritized within the NHLBI with a proposed 40% budget cut?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support innovation in lung transplantation science and ensure it is continuing to fund gold standard science in this space.

*Question.* How will research and innovation into new treatments and an eventual cure for type 2 diabetes be prioritized within the National Institute of Diabetes and Digestive and Kidney Disease (NIDDK) with a 40% proposed budget cut?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support research on type 2 diabetes and ensure it is continuing to fund gold standard science in this space.

*Question.* How will research and innovation into regenerative medicine efforts to inform therapeutic treatments for arthritis and other cartilage diseases be prioritized within the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) with a 40% proposed budget cut?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH will continue to support research and innovation into regenerative medicine efforts to ensure it is continuing to fund gold standard science in this space.

*Question.* One of your stated NIH priorities is improving population health by combatting chronic disease. Research addressing the social and structural drivers of health disparities is needed to combat chronic disease. How will the proposed NIH FY2026 budget focus research on the social and structural drivers of health disparities to solve the chronic disease crisis in the U.S.?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH is reviewing our portfolio of research funding, and we're realigning it with NIH and HHS priorities, with a key goal of addressing the chronic disease epidemic. NIH is shifting away from politicized ideas toward research that improves the health of the American people. NIH welcomes research that is based on evidence-based research that supports our goal of making all Americans healthier. The agency is making a commitment to every American to ensure that their health needs are reflected in the NIH portfolio.

*Question.* The Office of Research on Women's Health (ORWH) is not mentioned in the NIH FY2026 budget documents or the congressional justification for the Office of the Director. ORWH has worked in partnership with other NIH institutes and centers to promote the prioritization of women's health research across portfolios, and to ensure that sex as a biological variable is examined as a critical factor in health and disease. Since 1990, ORWH has developed and co-funded research initiatives to advance our understanding of biological and social factors influencing women's health and disease and support a robust research workforce to improve healthcare for women. Congress affirmed the establishment of ORWH in statute in the NIH Revitalization Act of 1993 (PL 103-43).

Why did the NIH FY2026 budget documents omit mention of ORWH?

How will you continue to support ORWH's critical mandate and ensure it has the resources necessary to ensure that women are appropriately represented in biomedical and behavioral research studies supported by NIH and strengthen and enhance research related to diseases, disorders, and conditions that affect women?

How will you continue to ensure that all funded NIH research is adhering to the policy of sex as a biological variable?

*Answer.* Research on women's health is an essential component of the NIH research agenda that is incorporated into the NIH mission, NIH wide strategic plan, and priorities of all ICs. President Trump is committed to ensuring that the United States remains the global leader in biomedical research. NIH is streamlining efforts and increasing efficiency to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. NIH will continue to support research and innovation to improve the health of all Americans.

Understanding the influences of sex on health is crucial to improving the health of women. Enacted in 2016, the NIH-wide sex as a biological variable (SABV) policy requires male and female animals in preclinical research unless scientific justification is provided. This policy has led to significant increases in research reporting disaggregated data and inclusion of both sexes. Additionally, the Specialized Centers of Research Excellence (SCORE) on Sex Differences program promotes the study of factors that affect women's health. 12 SCORE programs are funded (\$18M/5 years) in collaboration with NIA, NIDA, NIDDK, and NIMH.

*Question.* You have proposed using artificial intelligence (AI) more broadly in NIH activities. How will AI be used in the scientific peer review process, and what explicit policy for the use of AI in the conduct of research have you developed for both intramural and extramural NIH researchers?

*Answer.* NIH promotes the safe and responsible use of artificial intelligence (AI) in biomedical research through programs that support the development and use of algorithms and models for research, contribute to AI-ready datasets that accelerate discovery, and encourage multi-disciplinary partnerships that drive transparency, privacy, and equity.

Advancements in AI are spurring tremendous progress in medical research to enhance human health and longevity. To that end, NIH has a robust system of policies and practices that guide stakeholders across the biomedical and behavioral research ecosystem. While AI may not be explicitly mentioned, NIH's policy framework is designed to responsibly guide and govern advancing science and emerging technologies, including development and use of AI technologies in research.

The policies, best practices, and regulations listed in the Artificial Intelligence in Research: Policy Considerations and Guidance<sup>8</sup> reflect these goals and should be considered before, during, and after development and use of AI in research. This is not an exhaustive list of all policies and requirements that may apply to any NIH-supported research project but can serve as a guide for the research community.

*Question.* In 2023, NIH proposed a large-scale health data effort called the Real-World Data Platform (RWDP) for Alzheimer's disease. Your autism study appears to be exactly the same proposal, except replacing "autism" for "Alzheimer's disease." House and Senate Appropriations Democratic and Republican leaders expressed concern about the RWDP for Alzheimer's disease as soon as it was presented to Congress in 2023 and requested for GAO review it. GAO's scathing report, published in July 2024 found that NIH lacked the governance, planning, and project management necessary to implement this complex and costly an effort. As a result of these findings, the FY2024 Consolidated Appropriations Act urged NIH to pause funding for the award, and NIH ultimately decided not to move forward with it.

Have you read GAO's July 2024 report GAO-24-106886 NIA Real-World Data Platform? Are you aware that both House and Senate Appropriations Committees, on both sides of the aisle, opposed NIH funding a real-world data platform because of the concerns outlined in GAO's report?

How has NIH governance, planning, and project management changed—in less than a year—to address the concerns outlined the report? Will you permit GAO to conduct a new review to assess these changes for your proposed autism study?

If Congress permits you to move forward with the autism proposal, how would you work with data brokers, i.e., the companies that have created the apps and wearable devices, to obtain the data?

How would you protect the privacy of these data, anonymize the data, and aggregate the data?

How would you determine who has access to the real-world data platform to complete independent analyses?

Would this real-world data platform be publicly available as is every other data platform hosted by HHS agencies?

*Answer.* The NIH Autism Data Science Initiative (ADSI)<sup>9</sup> and a potential NIH-led Real-World Data Platform effort are complementary but independent initiatives.<sup>10</sup> The main difference is that the ASDI does not support a new centralized data platform. Instead, the ASDI supports researchers in using and integrating existing data from data repositories to study multi-factorial causes of autism spectrum disorder and use those insights to propose improved interventions and treatments.

The Real-World Data Platform builds on existing data infrastructure to integrate and link data from various real-world sources and provide advanced computational resources. This initiative is aimed at accelerating research and translation, starting with neurodevelopmental disorders, and for chronic disease research more broadly.

The Real-World Data Platform is a new effort, distinct from the Alzheimer's Disease (AD) and AD-Related Dementias (ADRD) Real-World Data Platform, that will leverage existing capabilities and infrastructure that NIH has developed and tested. This initiative will leverage the National Center for Advancing Translational Sciences (NCATS) National Clinical Cohort Collaborative,<sup>11</sup> the All of Us Research Program, the National Institute on Aging (NIA) Linkage program,<sup>12</sup> the Office of Data Science Strategy (ODSS) Data COUNTS program, and other NIH initiatives. The governance over data collection and controlled access are well established and will follow NIH controlled access and cybersecurity policies. The project management for the Real-World Data Platform will be led from the Office of the Director, with collaborative partnerships across the NIH and with HHS, including ARPA-H.

Data access within the platform would be compliant with applicable privacy and confidentiality standards and security requirements,<sup>13</sup> applicable laws and regulations, HHS and NIH policy, determinations of any involved Institutional Review Board, data use limitations from informed consent documentation, associated data use agreements, and data repository policies.

NIH is committed to working with partners who demonstrate responsible and transparent data practices in their collection, governance, and consent of data. We

<sup>8</sup> <https://osp.od.nih.gov/policies/artificial-intelligence/>.

<sup>9</sup> [dpcpsi.nih.gov/autism-data-science-initiative](https://dpcpsi.nih.gov/autism-data-science-initiative).

<sup>10</sup> See the recent ADSI Pre-Application Webinar that highlights the differences between the two initiatives here: [www.youtube.com/watch?v=WPq\\_99zXhkk](https://www.youtube.com/watch?v=WPq_99zXhkk).

<sup>11</sup> [n3c.ncats.nih.gov/clinical-cohort](https://n3c.ncats.nih.gov/clinical-cohort).

<sup>12</sup> [www.nia.nih.gov/research/dbsr/nia-data-linkage-program-linkage](https://www.nia.nih.gov/research/dbsr/nia-data-linkage-program-linkage).

<sup>13</sup> [grants.nih.gov/policy-and-compliance/policy-topics/sharing-policies/accessing-data/best-practices](https://grants.nih.gov/policy-and-compliance/policy-topics/sharing-policies/accessing-data/best-practices).

will continue to engage stakeholders, including families, researchers, and advocacy groups, to ensure that all data use aligns with the goals of autism research and the public interest.

*Question.* How have you engaged with the autism community during the development of your proposal for the real-world data platform for studying the causes of autism?

What specific strategies have the autism community shared with you about how they would like research to be conducted into the causes of autism?

How would you employ these strategies in the real-world data platform?

*Answer.* NIH has engaged with, and will continue to work with, representatives of the autism community regarding the Real-World Data Platform and the Autism Data Science Initiative.

*Question.* You have indicated that you will spend NIH funds appropriated by Congress, but in fact, you have not. NIH has terminated or frozen billions of dollars in program and research efforts related to Alzheimer's disease, women's health, cancer, diabetes, mental health programs, and much more. When will you restore the frozen funding and when will you reinstate the funding you have terminated, in line with Congressionally-mandated appropriations? Please detail the specific steps you are taking to ensure that FY25 grant funds are being released promptly and in accordance with Federal law.

*Answer.* NIH cannot comment due to pending litigation.

*Question.* In your June 13, 2025 letter to Senator Murray, Senator Baldwin, and Representative DeLauro, you said that to date NIH has cancelled 246 clinical trials. How many patients were enrolled in clinical trials that were cancelled?

How many clinical trials were initially terminated and later reinstated?

What guidance has NIH provided to grantees of terminated clinical trials regarding the preservation of patient safety and navigation of orderly closeout procedures? Please provide a definition of both "patient safety" and "orderly closeout."

What is NIH's policy on exceptions, and what exceptions have been made? If so, provide a list of grants that were provided exceptions.

What is the process for grantees or NIH staff to petition for exceptions if there are concerns about patient safety?

What guidance has NIH provided to grantees that may need to request funds to support patient safety and orderly closeout of the project? What is the process for grantees to request those funds, and what actions qualify?

*Answer.* NIH cannot comment due to pending litigation.

*Question.* In your June 13, 2025 letter, you refer to 1,526 awards that NIH terminated between January 21, 2025 and May 29, 2025.

Given that NIH appears to be relying on a regulatory change in 2 CFR Part 200.340 that does not take effect until October 1, 2025, what is the NIH's legal authority to terminate grants based on alleged "changes" in agency priorities?

For each terminated grant, provide the: budget year of the grant that was terminated; amount of unexpended funds on the current grant when it was terminated; and total award of the grant, including expected future and non-competing continuation awards.

How were grants identified for termination and what criteria was used in determining which grants to terminate?

In your letter, you say that 306 individual or institutional training awards were terminated during this time period. What percentage of all institutional and individual training grants awarded by NIH in FY24 does this represent? What is the justification for each training grant that NIH has terminated?

*Answer.* NIH cannot comment due to pending litigation.

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#### QUESTIONS SUBMITTED BY SENATOR BRIAN SCHATZ

*Question.* I appreciate your acknowledgement during the hearing that health disparities research is not "diversity, equity, and inclusion", and that NIH should fund research to study the fundamental differences between people so that everyone has access to effective treatments and cures.

That is why I would like to emphasize the importance of the Research Centers in Minority Institutions (RCMI) program, which was established by Congress in 1985, during the Reagan administration, to award funds to "institutions that award doctoral degrees in the health professions or health-related sciences and have a historical and current commitment to serving students from underrepresented populations", such as Historically Black Colleges and Universities (HBCUs) and other minority-serving institutions. The RCMI awards "develop and strengthen the re-

search infrastructure necessary to conduct state-of-the-art biomedical research and foster the next generation of researchers from underrepresented populations.”

Before transitioning to the National Institute of Minority Health and Health Disparities (NIMHD), the RCMH programs were housed in the National Institute of General Medical Sciences (NIGMS). I am concerned about your plan to eliminate NIMHD in the FY 2026 budget request and the impacts to the RCMH program. RCMH programs conduct rigorously reviewed research that is relevant to the communities served by the institutions they fund. Most of the participating institutions serve rural and other underserved communities throughout the United States, which have higher levels of health challenges than the rest of the nation.

How does the NIH plan to support the critical work conducted by the RCMH programs to improve health outcomes, particularly in rural areas?

*Answer.* NIH is considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before restructuring would occur, the key principle is to empower collaboration across scientific disciplines to increase knowledge. NIH will continue to share ideas and data, regardless of the reorganization NIH undertakes. Rural health is a vital part of addressing the chronic disease crisis which is a core pillar of the MAHA movement. Addressing this crisis is one of NIH's top priorities, and this crisis must be addressed for all Americans, especially those in rural communities who have frequently been left behind. NIH will continue to promote and support our rural health initiatives moving forward.

*Question.* The National Institute of General Medical Sciences (NIGMS) FY 2026 budget proposal ideas a \$160 million reduction for the Institutional Development Award (IDeA) Program. This program provides additional resources in 23 states and Puerto Rico, jurisdictions that have historically received low levels of NIH funding. IDeA funding initiatives include:

- Centers of Biomedical Research Excellence (COBRE) initiative, which funds biomedical research centers of excellence in a research area that aligns with the grantee institution's strategic priorities, with a particular emphasis on developing the independent research careers of early-stage investigators;
- IDeA Networks of Biomedical Research Excellence (INBRE) initiative, which supports statewide networks of higher education institutions to expand research capabilities and develop the biomedical research workforce. These programs focus on the local health issues based on the population of the area, such as the prevalent chronic diseases of a jurisdiction; and
- IDeA Networks of Clinical and Translational Research (IDeA-CTR) facilitate the implementation of innovative and evidence-based clinical and translational projects aimed at improving the health of medically under-resourced communities and communities with significant health concerns. Often, these projects focus on highly prevalent chronic diseases, such as heart disease, diabetes, and cancer. The IDeA-CTRs utilize community engagement to ensure that interventions are tailored to different populations and have community buy-in before widespread implementation. Community-engaged research yields more impactful and sustained research outcomes.

How does the NIH plan to ensure that communities and populations in these jurisdictions are supported and that the largely rural grantee states are not put at an even greater disadvantage for NIH funding?

*Answer.* The IDeA program is critical to NIH's commitment to building research capacity to ensure that, regardless of geographic location or institutional affiliation, scientists can participate in high-impact science through access to high-quality research experiences, mentorship, learning opportunities, and scientific technologies. Building biomedical research capacity involves investments not only in states and institutions, but also in communities and organizations, including those that have long been medically underserved, such as rural populations. Engaging rural populations in research means reaching them in locations where they receive care, such as partnering with community clinics and primary care doctors that serve patients in rural settings. Rural health is vital part of addressing the chronic disease crisis which is a core pillar of the MAHA movement. Addressing this crisis is one of NIH's top priorities, and this crisis must be addressed for all Americans, especially those in rural communities who have frequently been left behind. NIH will continue to promote and support our rural health initiatives moving forward.

*Question.* I am concerned that the National Cancer Institute's (NCI) decision to delay planned awards and instead reissue the Comprehensive Partnerships to Advance Cancer Health Equity (CPACHE) Notice of Funding Opportunity (NOFO) will lead to gaps in prevention and early detection of cancer, which save lives and reduce costs to the system. Additionally, this decision will impact training the next generation of scientists, and risk funding to long-standing community partnership pro-

grams, such as the Pacific Island Partnership for Cancer Health for Everyone in Hawaii and Guam.

How will the FY2026 budget request enable these community partnerships that are vital for supporting the health of the American people and cost-saving?

*Answer.* NIH is considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before restructuring would occur, the key principle is to empower collaboration across scientific disciplines to increase knowledge. NIH will continue to share ideas and data, regardless of the reorganization NIH undertakes. NIH is reviewing our portfolio of research funding, and we're realigning it with NIH and HHS priorities, with a key goal of addressing the chronic disease epidemic. NIH is shifting away from politicized ideas toward research that improves the health of the American people. The agency welcomes research that is based on evidence-based research that supports our goal of making all Americans healthier. NIH is making a commitment to every American to ensure that their health needs are reflected in its portfolio.

*Question.* In FY2024, together with the LHHS subcommittee, I established a new Native Hawaiian/Pacific Islander Health Research Office (NHPIHRO) within NIMHD. Native Hawaiians and Pacific Islanders (NHPI) face severe health disparities, with conditions like diabetes, heart disease, and cancer occurring 10–15 years earlier than in the general U.S. population. The NHPIHRO both addresses health disparities, and develops the next generation of researchers to support these communities. I am concerned about your plan to eliminate NIMHD in the FY 2026 budget request and the impacts to NHPIHRO.

How does the NIH plan to continue the NHPIHRO and its important work for the NHPI community?

*Answer.* NIH is considering a number of proposals to streamline and reduce inefficiencies. While there is an extensive and systematic process in place before restructuring would occur, the key principle is to empower collaboration across scientific disciplines to increase knowledge. NIH will continue to share ideas and data, regardless of the reorganization NIH undertakes. NIH is reviewing our portfolio of research funding, and we're realigning it with NIH and HHS priorities, with a key goal of addressing the chronic disease epidemic. NIH is shifting away from politicized ideas toward research that improves the health of the American people. The agency welcomes research that is based on evidence-based research that supports our goal of making all Americans healthier. NIH is making a commitment to every American to ensure that their health needs are reflected in its portfolio.

*Question.* Chronic pain exceeds hypertension and diabetes and is the most prevalent, costly, and disabling chronic disease in the United States. My bipartisan STOP Pain Act was enacted 9 years ago and since then NIH has funded hundreds of millions of dollars in pain research. But still millions of people don't have access to safe, effective treatments. That is why I am so concerned about recent actions that NIH has taken to undermine promising research, such as the termination of all staff at the Office of Pain Policy and Planning that coordinated the HEAL initiative across NIH's ICs.

Please provide a listing of all pain-related grants that have been terminated, reduced, delayed, or not renewed since January 2025—categorized by award type (e.g., R, K), funding source (e.g., HEAL, non-HEAL), and total amounts affected.

Please also explain the criteria used for these decisions.

In addition, please describe the grant appeals process: who reviews appeals, what criteria are applied, what oversight mechanisms exist, and how NIH plans to increase transparency. Please include the number and percentage of pain grants reinstated via appeal since January 2025.

How will NIH's proposed restructuring impact the coordination, advancement, and administration of pain research and policy? How many staff reductions do you expect? What other changes will you implement for oversight of the Office of Pain Policy and Planning, NCCIH, NINR, and NIMHD?

Please include how NIH plans to uphold its congressionally mandated commitments to the HEAL Initiative, the Interagency Pain Research Coordinating Committee, and the NIH Pain Consortium.

How does NIH plan to preserve the scientific and operational infrastructure needed to sustain progress in HEAL and non-HEAL pain research?

Please clarify how a potential reduction in the number of Notices of Funding Opportunities may affect the number and type of pain grants awarded in future fiscal years.

Please include how you plan to continue developing and supporting pain data to maximize prior investments and accelerate scientific progress.

How is NIH incorporating input from patients, researchers, and clinicians into pain research funding priorities and restructuring plans? Who will lead this work

going forward, how will NIH fund it, and how will NIH ensure meaningful and sustained stakeholder involvement going forward?

*Answer.* President Trump committed to ensuring that the United States remains the global leader in biomedical research. NIH is seeking approaches to streamline and efficiently spend funds in order to advance NIH's mission to support scientific endeavors that advance the health and longevity of the American people. To tackle these persistent and complex problems, NIH-funded research must be rigorous, reproducible, and generalizable. NIH is reviewing its portfolio of research funding with a key goal of addressing the chronic disease epidemic, which includes pain research. NIH welcomes scientists to continue submitting proposals for meritorious research that supports our goal of making all Americans healthier by addressing chronic pain and reducing associated effects such as addiction to opioid pain medications. NIH is making a commitment to every American to ensure that their health needs are reflected in the NIH portfolio.

Past and present researchers funded by the NIH HEAL Initiative® have and will continue to generate massive amounts of data toward addressing the intertwined public health challenges of undertreated pain, and opioid misuse, addiction, and overdose. HEAL remains committed to open science and requires that scientific papers reporting HEAL research be immediately publicly available upon publication. The Initiative has also set up a cloud-based platform for user-friendly data analysis and sharing.<sup>14</sup> This effort can help maintain momentum for the HEAL Initiative by enhancing reproducibility and accelerating the ability of researchers to build upon NIH HEAL Initiative research to make new discoveries.

#### CONCLUSION OF HEARINGS

Senator CAPITO. At this point, the subcommittee will stand in recess. And many thanks to you.

[Whereupon, at 11:35 a.m., Tuesday, June 10, the hearings were concluded, and the subcommittee was recessed, to reconvene subject to the call of the Chair.]

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<sup>14</sup> [www.healdatafair.org/resources/guidance/selection](http://www.healdatafair.org/resources/guidance/selection).



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