



FY 2024 Written Testimony for the Hearing Record
House Committee on Appropriations
Subcommittee on Labor, Health and Human Services, Education, and Related Agencies
Fiscal Year (FY) 2024
March 23, 2023

On behalf of the Council of Graduate Schools (CGS), I, Suzanne T. Ortega, President of CGS, respectfully submit this written testimony for the record regarding Fiscal Year (FY) 2024 appropriations. For FY 2024, we request the subcommittee appropriate at, or greater than, the levels proposed in the President's FY 2024 Budget. The programs administered by the Department of Education listed below promote access to graduate education and scholarship, strengthen diversity, equity, and inclusion at our nation's universities, and create opportunities for international engagement and collaboration:

- **Graduate Assistance in Areas of National Need:** at least \$35 million
- **Ronald E. McNair Postbaccalaureate Achievement Program:** at least \$61.2 million
- **Child Care Access Means Parents in School:** at least \$95 million
- **Promoting Postbaccalaureate Opportunities for Hispanic Americans:** \$28.8 million
- **Strengthening Historically Black Graduate Institutions:** \$102.3 million
- **Strengthening Master's Degree Programs at Historically Black Colleges and Universities:** \$21 million
- **International and Foreign Language Studies:** \$173.6 million

For over 60 years, CGS has served as the national organization dedicated to advancing graduate education and research. Our membership includes 500 institutions of higher

education in the United States, Canada, and abroad representing over 1.8 million graduate students. Collectively, our members grant 87 percent of all U.S. doctorates and majority of U.S. master's degrees. As an association, we are proud to represent a diverse and dynamic group of higher education institutions ranging from public and private research-intensive institutions to regional comprehensive institutions, Minority-Serving Institutions, Hispanic-Serving Institutions, and Historically Black Colleges and Universities.

The Department of Education supports and administers essential graduate education programs for a diverse cadre of students. A program of particular importance to the CGS membership is the Graduate Assistance in Areas of National Need (GAANN) program. GAANN fellowships are awarded to scholars pursuing degrees in fields of study designated as areas of national need and in areas of study that will help the United States remain globally competitive. This program provides valuable opportunities for graduate students to conduct vital research and produce scholarship that will help meet the nation's most pressing challenges. Unfortunately, since FY 2011, federal funding for GAANN has decreased, threatening the scope of the program and its benefits. As the only grant aid program available to graduate students through the Department of Education, GAANN is a critical source of support for academically talented graduate students who would otherwise face financial barriers in accessing a master's or doctoral degree. We request the subcommittee provide robust support to this program to support graduate students in need.

Another essential Department of Education program that provides needed assistance to academically talented graduate students is the Ronald E. McNair Postbaccalaureate Achievement Program. The McNair Scholars Program provides funding to 151 institutions of

higher education to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and demonstrate strong academic potential with the goal of increasing the attainment of doctoral degrees by students from underrepresented segments of society.

While the Child Care Access Means Parents In School (CCAMPIS) program does not get much attention, it provides much-needed grants to colleges and universities to support or establish campus-based childcare services that serve the needs of low-income students, including those in graduate school. A recent report by the Congressional Research Service stated that in FY2016-2017, CCAMPIS helped about 3,300 students who were parents pay for childcare, and more than 4,000 children were on waiting lists¹. Grant funds are used to support childcare costs, provide childcare via campus-based programs, or by outsourcing within the community.

Promoting diversity, equity, and inclusion within graduate education enhances cross-cultural understanding, fosters intellectual collegiality, and enriches the scholarship produced at institutions of higher education. CGS strongly supports programs administered by the Department of Education that enable graduate schools to attract and support students, postdoctoral researchers and fellows, and faculty from diverse backgrounds. In this regard, CGS continues to advocate the importance of programs such as the Promoting Postbaccalaureate Opportunities for Hispanic Americans, Strengthening Historically Black Graduate Institutions, and Strengthening Master's Degree Programs at Historically Black Colleges and Universities. To

¹ A. Edgerton. Child Care Access Means Parents in Schools (CCAMPIS): In Brief. R47422. Congressional Research Service. 2/13/23. <https://crsreports.congress.gov/product/pdf/R/R47422>

maintain our global competitiveness in the fields of the 21st Century, the United States must make strides in reducing barriers for domestic students that discourage many from pursuing graduate degrees. Continued federal support for these and other programs that advance the education and training of students from underrepresented groups, including first-generation students, students in rural America, LGBTQ+ students, and veterans will provide our nation with the expertise and human capital needed to be and remain globally competitive.

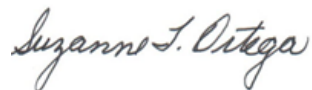
As our world becomes increasingly connected, it is essential for the nation to increase its investment in international education and foreign language studies. The Department of Education's international education and foreign language training programs receive bipartisan and bicameral support because they provide a solid foundation in international education, research, and world language studies. There are several important international education and foreign language training programs that benefit graduate education, including the Foreign Language and Area Studies (FLAS) Fellowships, National Resource Centers, and the Fulbright-Hays Doctoral Dissertation Research Abroad program. Robust federal funding for international education and foreign language programs addresses the well-being and national security of the United States through research and workforce expertise in areas and languages that hold strategic interest for national defense and economic security.

As the world's largest biomedical research agency, the National Institutes of Health (NIH) is at the forefront of conducting and funding groundbreaking research in a multitude of fields, including biomedical, behavioral, and social research. **For FY 2024, CGS encourages an appropriation of at least \$50.924 billion for NIH's foundational work.** NIH provides valuable research and educational opportunities to graduate students, including the Graduate

Partnership Program, the Graduate Summer Opportunities to Advance Research Program, the NIH MD/PhD Partnership Training Program, and the Postbaccalaureate Research Education Program.

Thank you for the opportunity to provide written testimony on the FY 2024 Departments of Labor, Health and Human Services, and Education Appropriations bill. CGS looks forward to your support for the programs listed above, and others, that promote access to graduate education and scholarship, strengthen diversity, equity, and inclusion at our nation's universities, and create opportunities for international engagement and collaboration. If you have any questions or comments, please do not hesitate to contact Ms. Amy Scott at amscott@cgs.nche.edu or Mr. Nick Cox at ncox@cgs.nche.edu.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne T. Ortega".

Suzanne T. Ortega

President