



September 18, 2023

Honorable Kay Ivey
Governor of Alabama
State Capitol
600 Dexter Ave
Montgomery, Alabama 36130-2751

Dear Governor Ivey:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Alabama A&M University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Auburn University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Alabama A&M University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Alabama. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$527,280,064 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Alabama A&M University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Alabama A&M University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Alabama A & M University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,



Miguel Cardona, Ed.D.
U.S. Secretary of Education



Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Sarah Huckabee Sanders
Governor of Arkansas
State Capitol, Room 250
Little Rock, Arkansas 85007

Dear Governor Sanders:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

University of Arkansas at Pine Bluff, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Arkansas, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in University of Arkansas at Pine Bluff disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Arkansas. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$330,935,712 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. University of Arkansas at Pine Bluff has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to University of Arkansas at Pine Bluff, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to University of Arkansas at Pine Bluff in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation’s economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow’s workforce will enhance your state’s economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Ron DeSantis
Governor of Florida
State Capitol
400 S. Monroe St.
Tallahassee, Florida 32399-0001

Dear Governor DeSantis:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Florida Agricultural and Mechanical University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Florida, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Florida Agricultural and Mechanical University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Florida. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$1,973,081,216 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Florida Agricultural and Mechanical University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Florida Agricultural and Mechanical University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Florida Agricultural and Mechanical University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

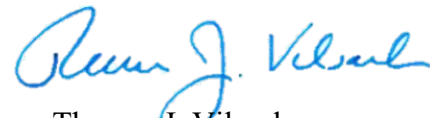
will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,



Miguel Cardona, Ed.D.
U.S. Secretary of Education



Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Brian Kemp
Governor of Georgia
203 State Capitol
Atlanta, Georgia 30334

Dear Governor Kemp:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Fort Valley State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Georgia, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Fort Valley State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Georgia. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$603,156,480 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Fort Valley State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Fort Valley State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Fort Valley State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter.

We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel Cardona". The signature is fluid and cursive, with the first name being more prominent.

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack". The signature is cursive and somewhat stylized, with the first name being the most legible part.

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Andy Beshear
Governor of Kentucky
State Capitol
700 Capitol Ave., Suite 100
Frankfort, Kentucky 40601

Dear Governor Beshear:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Kentucky State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Kentucky, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Kentucky State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Kentucky. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$172,135,168 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Kentucky State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Kentucky State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Kentucky State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,



Miguel Cardona, Ed.D.
U.S. Secretary of Education



Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable John Bel Edwards
Governor of Louisiana
P.O. Box 94004
Baton Rouge, Louisiana 708-9004

Dear Governor Edwards:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Southern University and A & M College, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Louisiana State University and Agricultural & Mechanical College, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Southern University and A & M College disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Louisiana. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$1,126,149,248 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Southern University and A & M College has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Southern University and A & M College, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Southern University and A & M College in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Wes Moore
Governor of Maryland
100 State Circle
Annapolis, Maryland 21401

Dear Governor Moore:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

University of Maryland Eastern Shore, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Maryland – College Park, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in University of Maryland Eastern Shore disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Maryland. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$321,181,312 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. University of Maryland Eastern Shore has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to University of Maryland Eastern Shore, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to University of Maryland Eastern Shore in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to

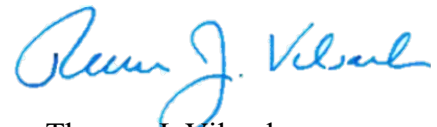
solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation’s economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow’s workforce will enhance your state’s economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona". The signature is fluid and cursive.

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack". The signature is fluid and cursive.

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Tate Reeves
Governor of Mississippi
P.O. Box 139
Jackson, Mississippi 39205

Dear Governor Reeves:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Alcorn State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Mississippi State University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Alcorn State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Mississippi. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$257,807,216 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Alcorn State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Alcorn State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Alcorn State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,



Miguel Cardona, Ed.D.
U.S. Secretary of Education



Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Mike Parson
Governor of Missouri
P.O. Box 720
Jefferson City, MO 65102

Dear Governor Parson:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Lincoln University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with University of Missouri-Columbia, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Lincoln University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a

lack of economic activity that would ultimately benefit Missouri. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$361,569,760 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Lincoln University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Lincoln University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Lincoln University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Kevin Stitt
Governor of Oklahoma
State Capitol
2300 N. Lincoln Blvd., Room 212
Oklahoma City, Oklahoma 73105

Dear Governor Stitt:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Langston University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Oklahoma State University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Langston University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Oklahoma. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$418,986,272 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Langston University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Langston University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Langston University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,



Miguel Cardona, Ed.D.
U.S. Secretary of Education



Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Henry McMaster
Governor of South Carolina
1100 Gervais Street
Columbia, South Carolina 29201

Dear Governor McMaster:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

South Carolina State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Clemson University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in South Carolina State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit South Carolina. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$469,956,832 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. South Carolina State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to South Carolina State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to South Carolina State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that

will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink, reading "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink, reading "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Bill Lee
Governor of Tennessee
State Capitol, 1st Floor
600 Charlotte Avenue
Nashville, Tennessee 37243

Dear Governor Lee:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Tennessee State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with The University of Tennessee-Knoxville, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Tennessee State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Tennessee. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$2,147,784,704 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Tennessee State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Tennessee State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Tennessee State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter.

We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Greg Abbott
Governor of Texas
Post Office Box 12428
Austin, Texas 78711

Dear Governor Abbott:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Prairie View A & M University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Texas A & M University-College Station, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Prairie View A & M University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Texas. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$1,135,496,704 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Prairie View A & M University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Prairie View A & M University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Prairie View A & M University in addressing these disparities.

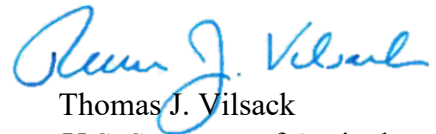
We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Glenn Youngkin
Governor of Virginia
P.O. Box 1475
Richmond, Virginia 23218

Dear Governor Youngkin:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

Virginia State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with Virginia Polytechnic Institute and State University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in Virginia State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit Virginia. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$277,544,416 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. Virginia State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

It is encouraging to learn that in recent years (the 2020 data from IPEDS) your state budget has taken steps to address this historic underinvestment, and it is our hope that we can work together to start a dialogue and develop a plan of action to make this institution whole after decades of being underfunded.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Virginia State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Virginia State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global

community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Jim Justice
Governor of West Virginia
State Capitol
Charleston, West Virginia 25305

Dear Governor Justice:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

West Virginia State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with West Virginia University, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in West Virginia State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit West Virginia. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$852,622,464 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. West Virginia State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to West Virginia State University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels. To date, while your state has sufficiently appropriated funds to the 1862 land-grant institution, including meeting or exceeding designated one-to-one federal match funding, it has not done so for the 1890 land-grant university in recent years.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to West Virginia State University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter. We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona".

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack".

Thomas J. Vilsack
U.S. Secretary of Agriculture



September 18, 2023

Honorable Roy Cooper
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27699-0301

Dear Governor Cooper:

As we work toward expanding America's position as a world leader, it is our shared goal to produce the best and the brightest talent that any country has to offer. We know that you and other Governors around the country are deeply focused on and committed to education, as evidenced by the significant portion of state budgets allocated to education spending. We also know you share the Biden-Harris Administration's commitment to the goal of excellence in education for all students. It is through the opportunities provided to our students that we will be able to innovate beyond what we thought was possible just a few years ago and even today.

Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Minority Serving Institutions make innumerable contributions to our country through the research produced by their faculty, achievements of their students and alumni, and services that they provide to the immediate community. As noted in the HBCU PARTNERS Act, while HBCUs, including 1890 land-grant institutions, represent 3 percent of postsecondary institutions, they enroll about 10 percent of all Black college students. Furthermore, these institutions generate close to \$15 billion in economic impact and over 134,000 jobs annually in the local and regional economies they serve.

To ensure we are able to compete at a high level and develop the strong workforce that will propel this country into the future, generate the next wave of job creators, and fuel our economy, it is imperative that high-quality educational opportunities are available to all students. The Second Morrill Act of 1890 required that states choosing to open a second land-grant institution to serve Black students, provide an equitable distribution of funds between their 1862 and 1890 land-grant institutions.

North Carolina A & T State University, the 1890 land-grant institution in your state, while producing extraordinary graduates that contribute greatly to the state's economy and the fabric of our nation, has not been able to advance in ways that are on par with North Carolina State University at Raleigh, the original Morrill Act of 1862 land-grant institution in your state, in large part due to unbalanced funding.

The longstanding and ongoing underinvestment in North Carolina A & T State University disadvantages the students, faculty, and community that the institution serves. Furthermore, it may contribute to a lack of economic activity that would ultimately benefit North Carolina. It is our hope that we can work together to make this institution whole after decades of being underfunded.

Using readily available data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Survey (IPEDS) that ranges from 1987 to 2020, we calculated the amount that these institutions would have received if their state funding per student were equal to that of 1862 institutions. Unequitable funding of the 1890 institution in your state has caused a severe financial gap, in the last 30 years alone, an additional \$2,079,934,848 would have been available for the university. These funds could have supported infrastructure and student services and would have better positioned the university to compete for research grants. North Carolina A & T State University has been able to make remarkable strides and would be much stronger and better positioned to serve its students, your state, and the nation if made whole with respect to this funding gap.

In recent years, some states have begun addressing this issue. In some instances, legislatures have provided significant state allocations. In others, students and alumni have formed coalitions to pursue court orders that ultimately required states to allocate remedial funding.

This is a situation that clearly predates all of us. However, it is a problem that we can work together to solve. In fact, it is our hope that we can collaborate to avoid burdensome and costly litigation that has occurred in several states.

Given the large amount of state funding that is owed to Lincoln University, it would be ambitious to address the funding disparity over the course of several years in the state budget. It might very well be your desire to do so, which we wholeheartedly support. Yet, if an ambitious timetable is not a possibility, we suggest a combination of a substantial state allocation toward the 1890 deficit combined with a forward-looking budget commitment for a two-to-one match of federal land-grant funding for these institutions in order to bring parity to funding levels.

We want to make abundantly clear that it is not necessary to reduce funding to other institutions, nor make a reduction in general fund allocations to Lincoln University in addressing these disparities.

We are at an inflection point that will determine our place in the world as leaders. We need to solidify our country as the top producer of talent and innovation – demonstrating to the global community that nothing can beat American ingenuity. The state that serves as our nation's economic engine for the next generation is sure to be one that fully realizes all its assets and is committed to ensuring that opportunity is equally distributed. Given the career opportunities that will be available due to recent bipartisan federal investments for key industries, strengthening these universities to provide tomorrow's workforce will enhance your state's economic viability.

The Departments of Education and Agriculture, working with your state budget office, would welcome hosting a workshop to fully examine the funding data that we shared in this letter.

We are committed to working with you to bring balance to the state investments in institutions that have been severely underfunded through the years.

Sincerely,

A handwritten signature in blue ink that reads "Miguel A. Cardona". The signature is fluid and cursive, with a long horizontal stroke at the end.

Miguel Cardona, Ed.D.
U.S. Secretary of Education

A handwritten signature in blue ink that reads "Thomas J. Vilsack". The signature is cursive and somewhat stylized, with a large initial "T".

Thomas J. Vilsack
U.S. Secretary of Agriculture