

Stenographic Transcript
Before the

COMMITTEE ON
ARMED SERVICES

UNITED STATES SENATE

TO RECEIVE TESTIMONY ON THE FINAL
RECOMMENDATIONS AND REPORT OF THE NATIONAL
COMMISSION ON MILITARY, NATIONAL, AND PUBLIC
SERVICE

Thursday, March 11, 2021

Washington, D.C.

ALDERSON COURT REPORTING
1111 14TH STREET NW
SUITE 1050
WASHINGTON, D.C. 20005
(202) 289-2260
www.aldersonreporting.com

1 TO RECEIVE TESTIMONY ON THE FINAL RECOMMENDATIONS AND REPORT
2 OF THE NATIONAL COMMISSION ON MILITARY, NATIONAL, AND PUBLIC
3 SERVICE

4
5 Thursday, March 11, 2021

6
7 U.S. Senate

8 Committee on Armed Services

9 Washington, D.C.
10

11 The committee met, pursuant to notice, at 9:31 a.m. in
12 Room SD-G50, Dirksen Senate Office Building, Hon. Jack Reed,
13 chairman of the committee, presiding.

14 Committee Members Present: Senators Reed [presiding],
15 Gillibrand, Blumenthal, Kaine, King, Peters, Manchin,
16 Duckworth, Rosen, Kelly, Inhofe, Fischer, Cotton, Rounds,
17 Ernst, Tillis, Sullivan, Scott, Blackburn, Hawley, and
18 Tuberville.
19
20
21
22
23
24
25

1 OPENING STATEMENT OF HON. JACK REED, U.S. SENATOR FROM
2 RHODE ISLAND

3 Chairman Reed: Let me call the hearing to order. Good
4 morning. Today the committee meets to receive testimony on
5 the Final Report and Recommendations of the National
6 Commission for Military, National, and Public Service.

7 I want to thank our witnesses for appearing today and
8 for their patience. The Commission actually concluded its
9 work a year ago, and the committee had to postpone the
10 scheduled hearing due to the pandemic. I think this past
11 year has underscored the importance of a shared commitment
12 to the public good and the Commission's recommendations
13 resonate even more strongly today.

14 Today we will hear testimony from The Honorable Dr.
15 Joseph Heck, who served as Chairman of the Commission,
16 following a distinguished career in the House of
17 Representatives, including as Chairman of the Military
18 Personnel Subcommittee of the House Armed Services
19 Committee. Dr. Heck also continues to serve as a Major
20 General in the Army Reserve. Thank you General Doctor.

21 The Honorable Debra Wada served as Vice Chair of the
22 Commission for Military Service, following her tenure as the
23 Assistant Secretary of the Army for Manpower and Reserve
24 Affairs during the Obama administration. Ms. Wada also has
25 over a decade of service as a senior advisor and staff

1 member on the House Armed Services Committee.

2 And finally today, Mr. Alan Khazei served as a
3 Commissioner on the Commission, and has extensive background
4 in national service programs. Mr. Khazei is the founder and
5 former CEO of City Year, a precursor to and model for
6 today's AmeriCorps program.

7 I must also give a shout-out to Mark Gearan, who was
8 the Vice Chairman. Mark was a former Director of the Peace
9 Corps and the President of Hobart College, and he, along
10 with Chairman Heck, did a superb job, along with all the
11 Commissioners.

12 The importance of the Commission's work cannot be
13 overstated. As many of my colleagues will recall, the
14 immediate legislative concern that gave rise to the
15 Commission was the military Selective Service System, and
16 whether it continues to meet the needs of the nation today.
17 In addition, when the Department of Defense opened all
18 military positions to service by women in 2016, the question
19 was raised whether women should register for the Selective
20 Service, and if there were constitutional concerns if women
21 were not required to register. As I stated then, I believe
22 that women should be included in military Selective Service.
23 In testimony before this Committee, past military service
24 chiefs testified to their personal opinion that women should
25 be required to register for the draft.

1 Beyond the issue of the Selective Service, the
2 Commission also explored "the means by which to foster a
3 greater attitude and ethos of service among United States
4 youth, including an increased propensity for military
5 service." This is an increasingly urgent matter. Today,
6 barely 25 percent of America's youth aged 17 to 24 meet
7 military entrance requirements. Furthermore, the most
8 recent data from the Defense Department reveals that only 10
9 percent of youth now show a propensity to serve in the
10 military, and this figure continues to drop, raising the
11 question of how the military services can meet future
12 recruiting missions without sacrificing quality.

13 Of course, as this panel well knows, the issue of
14 service is more fundamental than the question of who is
15 required to register for military service. It is a question
16 of who is expected to serve, who wants to serve, and who
17 will have the opportunity to serve, not just in the military
18 but in national and public service as well. These are
19 questions of our national character and aspirations, and
20 that is why we expanded the Commission's mandate to include
21 national and public service.

22 The 2003 Report of the National Commission on Public
23 Service, a predecessor report, otherwise known as the
24 Volcker Report, stated the problem well: "The notion of
25 public service, once a noble calling proudly pursued by the

1 most talented Americans of every generation, draws an
2 indifferent response from today's youth and repels many of
3 the country's leading private citizens."

4 The challenge remains ever more urgent today. Years of
5 budget constraints has led to furloughs, wage stagnation,
6 and low morale among the Federal public sector workforce.
7 Likewise, national service programs such as AmeriCorps, the
8 Peace Corps, and the Senior Corps are funded today at levels
9 that fail to match demand, even as the need is greater today
10 than it has ever been. Our national service infrastructure,
11 from the military to the Corporation for National and
12 Community Service, have been working tirelessly during the
13 pandemic to provide testing, vaccinations, contact tracing,
14 even food distribution.

15 We, as a government, must be prepared to invest in what
16 is truly our nation's great asset. Those are our public and
17 community servants. Service to others and the nation,
18 whether it be military, national, or public service, is a
19 healing, unifying, and patriotic act that we need a lot more
20 of today, not less.

21 I thank our witnesses again, as well as all of the
22 commissioners and staff of the national Service Commission
23 for their work, their bold ideas, and their call to action
24 for a better America and a more hopeful and optimistic
25 future rooted in service, and I look forward to their

1 testimony.

2 Senator Inhofe, please.

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

1 STATEMENT OF HON. JAMES INHOFE, U.S. SENATOR FROM
2 OKLAHOMA

3 Senator Inhofe: Thank you, Mr. Chairman. I commend
4 you for holding this hearing today and I am very interested
5 in the report of the National Commission -- I guess there
6 are three reports. I am not sure what I am looking at here,
7 but we will sure find out -- and the recommendations that
8 will come with them. The report must be subject to an open
9 debate. We need to get everybody in on this deal. And I
10 think the American people deserve that, and the hearing
11 today is an excellent start.

12 Chairman Heck and Vice -- I am going to make sure I am
13 pronouncing this right, but Vice Chairman Wada -- orM, Wadu?
14 Somebody help me.

15 Voice: Wada.

16 Senator Inhofe: Wada. Okay -- and Commissioner
17 Khazei, welcome, and I am glad you are here today. I want
18 to thank all the commissioners for the hard work and the
19 commitment that you have that is plain in every page of your
20 report. Your work is important to the future of our
21 national security.

22 And I have got kind of a unique perspective, because I
23 was the product of the draft. That was a time when I did
24 not want to be drafted, and I was a mess. I honestly do not
25 think I would be alive today if it had not been for the time

1 that I spent. And I look at all the problems that we have
2 with young people today, and I think, you know, if they had
3 gone through a basic training, the way it was in the good
4 old days and all that, I just think that would resolve a lot
5 of the problems that we have.

6 So I have to admit, I come to this meeting with a bias.
7 Even our current crisis shows that spirit of service is part
8 of being an American, but we must do a better job of
9 educating people about what it means to be a citizen of this
10 great nation. We also need to inform people about the many
11 opportunities to serve, whether in the military, civil
12 service, or local communities, and the benefits of such
13 service to themselves and to others. So I look forward to
14 this meeting.

15 Thank you, Mr. Chairman.

16 Chairman Reed: Well, thank you very much, Chairman
17 Inhofe, and now Ranking Member Inhofe, for your
18 participation, because you were here when we put this
19 Commission together and you contributed immensely. Thank
20 you.

21 Now I am going to turn to Dr. Heck for his statement,
22 who I understand will deliver the statement for the entire
23 panel, using the time that would normally be assigned to
24 each witness. Dr. Heck, please.

25

1 STATEMENT OF THE HONORABLE JOSEPH J. HECK, CHAIRMAN

2 Dr. Heck: Thank you. Chairman Reed, Ranking Member
3 Inhofe, and members of the committee, on behalf of all of
4 the commissioners and our dedicated and talented staff, my
5 colleagues and I thank you for the opportunity to appear
6 before you today to discuss the findings of the National
7 Commission on Military, National, and Public Service. At
8 your desk you have three documents, as Senator Inhofe
9 pointed out -- the full report, an executive summary, and
10 then a legislative annex.

11 Congress charged the Commission to review the military
12 Selective Service system, and perhaps more importantly,
13 identify ways to increase Americans' participation in
14 military, national, and public service in order to address
15 the needs of the nation. Last march, we were honored to
16 submit our report, "Inspired to Serve," to Congress, the
17 President, and the American people. Our work culminated in
18 164 discrete recommendations, reflecting the first
19 comprehensive and holistic review of the Selective Service
20 System and all forms of service in U.S. history.

21 "Inspired to Serve" reflects 2 1/2 years of extensive
22 research, public hearings, and conversations with Americans
23 from all across the country. As part of our work, the
24 Commission visited 22 states across all 9 census districts.
25 We traveled the country, visiting urban centers, suburban

1 neighborhoods, and rural towns. We spoke with elected
2 leaders, nonprofit organizations, faith-based communities,
3 military officers and enlisted, middle school, high school,
4 and college students, those who serve and those who do not.
5 We engaged with 530 organizations, held 11 public meetings
6 and forums, analyzed thousands of public comments, leveraged
7 multiple surveys, and convened 14 public hearings to discuss
8 and analyze a wide variety of policy proposals.

9 In this time of nationwide crisis, we bring a good-news
10 story. America's extraordinary and long-standing spirit of
11 service continues to shape the life of our nation. We also
12 bring an opportunity. In a country of 330 million people,
13 only 11 percent of the adult population engages in sustained
14 national service, leaving the extraordinary potential for
15 service largely untapped.

16 Our recommendations offer a bold vision and a
17 comprehensive plan that will nurture the spirit of service
18 that currently exists into a culture of service, that by
19 2031, the 70th anniversary of President Kennedy's call to
20 ask not what your country can do for you but what you can do
21 for your country, we have an expectation that all Americans
22 will engage in some form of service.

23 The coronavirus pandemic has made clear that the United
24 States must have a robust, tested infrastructure, capable of
25 mobilizing the nation in emergency situations. We need

1 experts in government at all levels with the skill and
2 experience to address the unexpected. We need the talents
3 and commitment of individual Americans and the resources of
4 the private sector to mobilize a whole-of-society effort in
5 times of crisis.

6 The Commission's recommendations aim to strengthen all
7 forms of service to meet domestic and national security
8 needs, including policies that would enhance our ability to
9 respond to national emergencies. I will briefly address the
10 highlights of each area, and we are prepared to go into
11 detail in the questions and answers.

12 As a nation, we must improve the readiness of the
13 national mobilization system through whole-of-government
14 leadership, regular exercises, and improved public
15 awareness. Our recommendations would require the Department
16 of Defense and the Selective Service System to conduct
17 regular exercises, improve public awareness, and identify
18 officials at Defense and in the National Security Council to
19 lead mobilization planning and response to a range of
20 national emergencies.

21 One piece of this is the military Selective Service
22 System. The nation must be prepared to address unforeseen
23 existential threats. After extensive research,
24 deliberation, discussion with experts and the American
25 public, we recommend that the United States maintain the

1 Selective Service System. It is a low-cost insurance policy
2 to supplement military personnel requirements in the face of
3 a national emergency.

4 However, the system does require modification. Most
5 significantly, in the event of a draft, the nation must
6 leverage the skills and talents of all Americans, regardless
7 of gender. Including women in Selective Service
8 registration is what the national security interests of the
9 United States demand. It will improve the ability of the
10 military to maintain higher standards in the even
11 conscription is ever needed.

12 Removing oneself from the emotion, passion, and
13 convictions deeply held by opponents and proponents on this
14 issue, this decision ultimately comes down to two factors:
15 standards and equity. At a time, as you pointed out, Mr.
16 Chairman, when nearly 70 percent of 17- to 24-year-olds will
17 fail to meet initial military accession standards, we cannot
18 afford to exclude half the population, the female half, from
19 the potential pool of inductees. If a draft is enacted, we
20 should want to ensure that as many people of the highest
21 quality can serve, those who are more likely to compete
22 training successfully and be more proficient at their jobs.

23 Expanding draft eligibility to women is, therefore, an
24 issue of standards, not gender. Expansion will strengthen
25 U.S. national security and mitigate the risks imposed by an

1 unforeseen future. It will enable the military to access
2 the most qualified individuals, regardless of sex, to
3 fulfill the variety of positions necessary to respond to an
4 ever-changing threat environment, and provide all Americans
5 an opportunity to meet their civic obligations.

6 The rights and freedoms that come with being an
7 American citizen are accompanied by responsibilities,
8 including the defense of the nation. Selective Service
9 registration presupposes this common obligation to provide
10 for the common defense. Consequently, the disparate
11 treatment of women in the context of the Selective Service
12 System unacceptably bars women from sharing in this
13 fundamental civic obligation. Male-only registration sends
14 a message to women that they are not vital to the defense of
15 the country and that they are not expected to participate in
16 defending it. Hence, requiring women to register and
17 perhaps be drafted affirms registration as a common civic
18 duty. America is simply stronger when we all engage in the
19 obligations of citizenship.

20 Extending registration also furthers a key goal of the
21 interim national security strategy just issued by the White
22 House earlier this month to, quote, "modernize our national
23 security institutions and processes while ensuring we take
24 advantage of the full diversity of talents required to
25 address today's complex challenges," end quote.

1 We also recommend measures to enhance the tradition of
2 voluntary military service by creating a continuum between
3 the routine recruiting mechanisms of the U.S. military and a
4 dire situation that may require activation of the draft.
5 For example, creating a critical skills, individual ready
6 reserve of Americans without prior military experience, who
7 would immediately join as their skill sets are needed;
8 creating a civilian cybersecurity reserve of former
9 government cyber experts to provide DHS and NSA with surge
10 capacity; a national roster of individuals ready to
11 volunteer in a national, state, or local emergency; and a
12 formal presidential call for volunteers to join the military
13 prior to initiating a draft.

14 We also identified critical trends that indicate a
15 deepening of the civil-military divide and raise concerns
16 about the long-term sustainability of the all-volunteer
17 force. First, gaps in understanding and interaction between
18 civilian and military communities have grown as a smaller
19 percentage of Americans participate in military service.
20 Second, enlisted recruiting remains uneven across the United
21 States, with certain geographic regions furnishing a
22 disproportionate share of recruits. Third, less than 30
23 percent of American youth are eligible to join the military
24 without a waiver, and even fewer are interested.

25 Among our recommendations are the Department of Defense

1 joining with additional funding from Congress to increase
2 investment of recruiting resources in under-represented
3 markets and hometown recruiting programs; expanding youth
4 citizenship programs, such as JROTC; and encouraging broader
5 use of tools, such as the Armed Services Vocational Aptitude
6 Battery Career Exploration Program.

7 We were pleased to see that the FY 2021 NDAA adopted
8 our recommendation to include an introduction to military,
9 national, and public service opportunities in existing JROTC
10 programs. These and other recommendations would increase
11 awareness of the realities of military life and engagement
12 between the military and the broader American public,
13 enhancing the military's ability to attract and retain
14 qualified personnel.

15 Moving to public service, we recognize that public
16 servants are vital to the security and well-being of the
17 nation. The current public health crisis has made this
18 abundantly clear to all of us. With just 6 percent of the
19 Federal workforce under 30 years of age, and more than a
20 third eligible to retire in the next five years, agencies
21 must attract the next generation of public service. Yet
22 basic hiring processes are dysfunctional. Most agencies
23 lack effective internship programs, flexibility in benefits
24 is not competitive with the private sector, and piecemeal
25 special hiring authorities have proliferated without

1 sustainable fixes to the overall personnel system. To fix
2 Federal hiring, we propose ways to transform recruiting,
3 improve internships, attract and retain critical talent,
4 modernize benefits, and create new pipelines to public
5 service.

6 We also propose critical improvements to help bring
7 more talented military veterans into public service. Our
8 recommendations would make veterans preferences a tiebreaker
9 between equally qualified candidates, refocus the preference
10 on recently discharged veterans transitioning to civilian
11 employment, and expand eligibility for the veterans'
12 recruitment appointment from the current 3 years to 10 years
13 after discharge.

14 In national service, the Federal Government supports
15 more than 300,000 positions annually through AmeriCorps,
16 Peace Corps, YouthBuild, and other programs, national
17 service volunteers who roll up their sleeves and help meet
18 the critical needs of the nation. They provide critical
19 disaster relief support, combat the opioid crisis, preserve
20 parks and public lands, teach public school students in low-
21 resourced communities, and much more. Yet, most Americans
22 do not know what national service is or how to get involved.
23 Nearly one-third of millennials state that they are unaware
24 of existing national service opportunities.

25 Our recommendations promote awareness of national

1 service and link recruiting efforts between military and
2 national service, such that aspiring individuals who are
3 ineligible for service in one type of program can learn
4 about opportunities in the other. We propose ways to
5 improve benefits to attract more Americans to this important
6 work, and recommend continued enhancements to the national
7 service infrastructure. Our goal is that national service
8 opportunities will grow to 1 million annually by the year
9 2031. To help achieve this goal, the Commission has
10 proposed a new, ground-breaking national service fellowship
11 program that would let individuals choose where they want to
12 serve, allowing more community, faith-based, and other
13 nonprofit organizations, especially those in rural, tribal,
14 or under-resourced areas to participate.

15 Our work also illuminated the need for better
16 coordination of service efforts among the various agencies
17 and organizations involved in managing and overseeing
18 service activities. I highlight two of our recommendations
19 designed to address this. First is establishing an
20 interagency council in the White House that would elevate
21 all streams of service and provide a forum for encouraging
22 coordination and communications. Second is creating an
23 online platform that can function as a one-stop shop for
24 service opportunities, a virtual clearing house that would
25 connect service organizations with potential talent, and

1 would provide immeasurable benefits for individual Americans
2 and organization in military, national, and public service.

3 When we began this journey, we did not expect to hear
4 passionate calls from Americans across the country to
5 improve civic education, but we did, and loudly. And we
6 also learned about the dire condition of civic education in
7 America and the promise of integrating service learning
8 methods into teaching. To that end, the Commission has
9 recommended that Congress make a significant financial
10 commitment to jumpstart a nationwide revitalization of civic
11 education and service learning to ensure young people are
12 equipped with the knowledge, skills, and dispositions to
13 actively participate in civic life and understand the
14 importance of serving one nation and community.

15 In closing, on behalf of this Commission, we call on
16 the Congress and the President to invest in the American
17 people and the security of the nation by taking action, bold
18 action, to ensure that every American has a clear and
19 supported path to service. We believe that now is the time
20 to build a new culture of service and strengthen our
21 republic, one in which every American is inspired and eager
22 to serve.

23 We thank you again for the opportunity to appear here
24 before you. We look forward to your questions.

25 [The joint prepared statement of Dr. Heck, Ms. Wada,

1 and Mr. Khazei follows:]

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

1 Chairman Reed: Well, thank you, Dr. Heck, for that
2 very compelling statement, and because some of our
3 colleagues are virtually participating, let me once again
4 explain our procedures.

5 Since it is impossible to know exactly when our
6 colleagues who will be joining via the computer arrive, we
7 will not be following our standard early bird timing rule.
8 Instead, we handle the order of questions by seniority,
9 alternating sides, until we have gone through everyone.
10 Once we reach the end, if there is anyone we missed we will
11 start back at the top of the list and continue until
12 everyone has had their turn.

13 We will do the standard five-minute rounds. I ask my
14 colleagues on the computers, and at their desk, to please
15 keep an eye on the clock, which you should see on your
16 screens.

17 Finally, to allow for everyone to be heard, whether in
18 the room or on the computer, I ask all colleagues to please
19 mute your microphone when not speaking.

20 In addition, the committee has received a statement for
21 the record from the Service Year Alliance, and I would
22 request that it be made part of the record. Without
23 objection, it is part of the record

24 [The information referred to follows:]

25 [COMMITTEE INSERT]

1 Chairman Reed: Thank you again, Dr. Heck, for your
2 compelling testimony and also for the extraordinary report
3 that you rendered, the ideas and the analysis you put
4 forward. I can assure you it will be carefully reviewed and
5 we hope, in large part, incorporated into the next national
6 defense bill after appropriate review and debate. But thank
7 you. You have made a significant contribution, you and your
8 colleagues.

9 Let me ask a question, Dr. Heck. Do you believe that
10 the current accession standards and entrance testing methods
11 are appropriate to fuel the force we need over the next 25
12 years?

13 Dr. Heck: Thank you for the question, Mr. Chairman.
14 The Commission did not delve into the issue of actual
15 accession standards. We felt that the standards are best
16 designed and vetted through the Department of Defense. What
17 we concentrated on was how could we get more individual
18 interested in serving in the military, with the belief that
19 if more are interested then regardless of what the standard,
20 more will meet the standard and more will participate.

21 Chairman Reed: I recognize that. I think one of the
22 comments you made, and it tracks my thinking, is today there
23 are some military specialties much different than when I was
24 serving. To be a drone operator does not require some of
25 the same physical capacities of some other issues that it

1 took to be an infantry officer or a naval officer, et
2 cetera. And think you are right to point out that it should
3 be considered by the services, and we will look to them for
4 their advice.

5 Ms. Wada, the question that has been raised about the
6 Commission, and again, in Dr. Heck's testimony, is how do we
7 increase the propensity of young people to serve in the
8 military? We have a shrinking cohort, so we have to do much
9 better. So your ideas, as a commissioner.

10 Ms. Wada: Certainly, sir. The Commission looked at
11 how we can better engage with the communities across this
12 country, and what we believe is that integrating both all
13 three lines of service would actually open up opportunities
14 to engage with young Americans today. There are many
15 communities in this country that military recruiters are
16 having a difficult time getting into, but yet those same
17 communities will welcome national service opportunities.
18 And if we combined all the service lines so that we
19 provided, educated, informed, processes for our young
20 Americans to consider all lines of service, we believe that
21 we could increase propensity.

22 Chairman Reed: I think that is good advice, and more
23 collaboration between the national service reps and the
24 military reps would be appropriate and something that we
25 will pursue.

1 I was struck when Senator Inhofe asked how to pronounce
2 your name. I was going to say it is easy. It just like we
3 say in New England, "Wada under the dam." Forgive me.

4 Mr. Khazei, we want to focus on expanding participation
5 not just in the military but through the charge that was
6 given for national and public service. Your experience with
7 City Year gives you a very special perspective. Can you
8 talk to us about how we can expand national and public
9 service?

10 Mr. Khazei: Thank you, Chairman. Is it on now?

11 Chairman Reed: It is not on yet, sir.

12 Mr. Khazei: It is not going on. Sir, it is not going
13 on.

14 Chairman Reed: You have got it now, I think.

15 Mr. Khazei: Is it on now?

16 Chairman Reed: You are on now.

17 Mr. Khazei: Sorry about that.

18 Chairman Reed: Thank you, sir.

19 Mr. Khazei: Chairman, thank you for your question. As
20 we traveled the country we found that there was an
21 incredible desire to serve but a lot of people do not know
22 about the opportunities to serve, and so we made a number of
23 recommendations. One is that there should be a new call to
24 service, and as my colleague said, linking military,
25 national, and public service. We also think that there

1 should be a new portal, a technological website, a one-stop
2 shop, where you can learn about different opportunities to
3 serve. We also think that we need to increase the benefits,
4 as was recently done in the American Rescue Plan and is
5 proposed in the CORE Act, which I know you are a co-sponsor
6 of, for especially more low-income youth to be able to
7 serve. We made a number of recommendations.

8 We think that already there are more people who want to
9 serve than there are positions, but with the right national
10 strategy and a national call to service the desire to serve
11 is tremendous. Young people of this generation, Generation
12 Z -- my daughter is one -- is the most idealistic, they are
13 the most serving, but if they see that there are
14 opportunities we believe they will sign up in droves.

15 Chairman Reed: Thank you very much. Just a final
16 point. My experience in trying to engage and encourage
17 service, one of the points with the schools systems, and
18 particularly the guidance counselors do not seem to be as
19 knowledgeable and engaged as they should be, and that is
20 something that you might have touched on in the Commission
21 report. But they are sort of an asset that is there. I
22 would think that talking to students, letting them know all
23 the options of service, the options for education, et
24 cetera, my sense is that is the resource we have not
25 developed enough. So we will also consider that.

1 Once again, thank you for your superb work. Senator
2 Inhofe.

3 Senator Inhofe: Thank you, Mr. Chairman. The
4 Commission's report urges to create a widespread culture of
5 service for Americans, but all backgrounds, again, expect
6 and inspired to serve the nation and all that. Now, Dr.
7 Heck, in light of that, what was the thinking behind the
8 Commission's decision not to recommend that Americans be
9 required to serve the nation in some way? You know, in my
10 opening statement I made it real clear that it is something
11 I would not have done, but I did, and I had a happy ending.
12 So what went into that decision?

13 Dr. Heck: Thank you, Senator Inhofe. So while the
14 Commission believes in the value of service to individuals
15 and the nation it ultimately concluded that policymakers
16 should make every effort to promote voluntary approaches to
17 service, and this is primarily looking at the intangible
18 benefits that come with the spirit of volunteerism. In
19 addition, when you look at trying to make service, in
20 whatever form, mandatory, certainly for military service
21 there is a constitutional requirement under Article I,
22 Section 8, to raise and support armies, provide and maintain
23 navies. There was concern about constitutionality of
24 forcing individuals into other forms of service against
25 their will.

1 Perhaps a bigger issue, however, is the incumbent
2 costs, if you were to make mandatory service something that
3 was a universal requirement. Roughly 210 million adults in
4 the U.S. population today, we could not afford 210 million
5 service opportunities. And we, again, go back to the
6 importance of the volunteer spirit in providing service,
7 whether it is at the local, state, or Federal level.

8 Senator Inhofe: Okay. I understand that. But in your
9 deliberation on that did you study what Israel has been
10 doing for so many years, and how successful, in my opinion,
11 that has been?

12 Dr. Heck: Yes, sir. We actually studied several
13 foreign nations and their systems that have some form of
14 mandatory service, and, in fact, met with representatives
15 from their respective embassies. Israel, sir, is a much
16 smaller country in population. In addition, if you talk to
17 the Department of Defense, they will echo the fact that at
18 no point in time have we had such a professional force as we
19 have now, with an all-volunteer force. And there are
20 concerns about rotating people in for a one-year
21 conscription, putting them through boot camp, and then
22 having them leave the service.

23 Senator Inhofe: So you did consider that. Ms. Wada, I
24 would say one of the things that was probably most
25 controversial in your efforts was the decision that young

1 women should be required to register in the system alongside
2 men. Was that difficult? Did you have a lot of opposition
3 to that position?

4 Ms. Wada: Thank you, Senator. The Commission did hear
5 from a number of organizations and individuals about the
6 different perspectives they brought. Ultimately, the
7 Commission decided that it was based on standards and that
8 men and women are equally qualified to meet --

9 Senator Inhofe: But was there opposition to that?

10 Ms. Wada: There was some. There was also a number of
11 --

12 Senator Inhofe: Yeah, I would think there would be,
13 and frankly, I am glad you did.

14 Now the most important thing, in my opinion, is the
15 problem that we have got right now with the fact that such a
16 small percentage of our young people qualify. You know, we
17 have a Personnel Subcommittee of this committee that you are
18 before right now, and this has probably been the thing that
19 has been studied for a long period of time, and even our
20 military have a difficult time coming up with, you know, one
21 of the choices would be to lower the standards, one of the
22 choices -- there are a lot of little obvious things that
23 could be done.

24 But do you have anything that you have done that is
25 going to address the problem that we just do not have enough

1 kids out there?

2 Ms. Wada: The Commission looked at the number of
3 individuals who were qualified to meet the current accession
4 standards, and the Commission found that both men and women
5 were equally qualified to meet it, and that percentage was
6 29 percent. In actuality, it was 29 percent for males and
7 it was 29.3 percent for females. So statistically, both men
8 and women, if were called to register and potentially
9 considered for a draft, both men and women would be equally
10 qualified to meet the current accession standards.

11 Senator Inhofe: Well, Mr. Khazei, you know, that is
12 fine, but that is the problem that we are going to be
13 facing. We have China and we have Russia, know the
14 capacities that they have. Mr. Khazei, do you have any
15 comments to make on that?

16 Mr. Khazei: Yes. I think one of our big
17 recommendations is that we need a new call to service
18 overall, and the brilliance of this Commission was that it
19 links all three branches of service -- military, national,
20 and public. And I think if we had a new almost like updated
21 "Uncle Sam Needs You" campaign, and gave young people the
22 option, and educated them about the different choices, and
23 if we linked to recruiting efforts I think more young people
24 would sign up to serve in public service, military service,
25 and national service.

1 And if I could just make one point quickly, Senator,
2 about your mandatory point. You know, we had a robust
3 debate on this. If you look at the development of high
4 school in America, it took about three decades. The first
5 high school was voluntary and then it got to a critical mass
6 and people said, "You know what? Everybody should go to
7 high school."

8 We have a robust recommendation which is to get to a
9 million young people in national service within 10 years.
10 At that point, it would be across the country enough that I
11 think we could have the debate that you want to have. Now,
12 should we make this mandatory? There is also the practical
13 issue that if you went from where we are now, which is less
14 than 100,000 people, to 4 million, would the service
15 opportunities be quality service opportunities? We do not
16 want people in service where they are not having an impact.

17 So I think if the recommendation to get to 1 million is
18 adopted, then the country really could have the kind of
19 debate that you are pushing for.

20 Senator Inhofe: Yeah. Okay. Well, thank you, Mr.
21 Chairman.

22 Chairman Reed: Thank you very much, Senator Inhofe.
23 And let me recognize Senator Gillibrand via Webex.

24 Obviously we have a technical issue. Senator
25 Blumenthal, please.

1 Senator Blumenthal: Thank you very much, Mr. Chairman.
2 Thank you for your excellent work.

3 Senator Gillibrand: I thought they were calling on --

4 Chairman Reed: Senator Gillibrand, are you on Webex
5 now? You were not. Could I ask you to defer? We
6 recognized Senator Blumenthal and I will recognize you next,
7 when your order comes up. Thank you.

8 Senator Gillibrand: Yes, sir. Thank you.

9 Senator Blumenthal: Thanks, Mr. Chairman. Thank you,
10 Senator Gillibrand.

11 This untapped opportunity is tremendously exciting, and
12 part of it is that we are recognizing for the first time, as
13 public service, folks who do seemingly ordinary tasks under
14 extraordinary challenges, whether it is postal workers or
15 bus drivers or grocery workers, because of the challenges
16 that we have faced over the last year in the midst of a
17 pandemic. And I am particularly interested in what can be
18 done in the military to attract more women, and keep them in
19 the military. There is a story in The New York Times,
20 today, I think, about the physical fitness tests that the
21 military imposes. In the course of your work did you
22 develop any opinions about how that fitness test impacts
23 either attracting or retaining women in the military?

24 Ms. Wada: Senator, thank you for the question. No,
25 the Commission did not look at the -- are you referring to

1 the Army's ACT, the new physical fitness?

2 Senator Blumenthal: Yes.

3 Ms. Wada: No. The Commission did not take a look at
4 that issue. The Commission did look, though, at how we
5 could increase propensity for individuals to serve, and what
6 we found was young individuals across this country lack
7 basic knowledge of the military and the opportunities that
8 it provides. A lot of young Americans today believe that
9 the majority of people in the military are what we would
10 call ground-pounders or infantrymen, not recognizing the
11 fact that we have everything from doctors to lawyers to
12 musicians in the military, and they have professional
13 opportunities available to them, that they are now well
14 known.

15 Senator Blumenthal: Would you agree that educating
16 them about the specific skills that are necessary and also
17 tailoring military requirements to attract those skills, for
18 example, cyber warriors, who may have different interests,
19 different style, different culture, but the military needs
20 them.

21 Ms. Wada: Correct. So one of the issues that the
22 Commission looked at was how do we increase propensity for
23 critical skills, and we have included a number of
24 recommendations to do that. What I would say is that it is
25 not only recruiting those individuals with critical skills.

1 It is also having the pathway and also the processes to be
2 able to keep them once they are in, as well. And so the
3 process needs to be looked at holistically.

4 Senator Blumenthal: What about student loan
5 forgiveness? Is that an option here that should be expanded
6 further?

7 Ms. Wada: We looked at benefits, in general. I do not
8 recall that we came out on any specific recommendation on
9 student loans, specifically.

10 Senator Blumenthal: Well, there is an option now to
11 have student loans forgiven. I hate that word, because it
12 makes it sound like an act of beneficence. But people who
13 do public service are actually contributing, and, in effect,
14 paying off their student loan. But one of the proposals
15 that I and others have advocated, that I think would be
16 extremely attractive to national service, is expanding the
17 options that are available so that people with huge amounts
18 of student debt can better reduce that debt in return for
19 public service. So that is not something you have explored?

20 Ms. Wada: No. The Commission did include a
21 recommendation that would actually start a scholarship
22 program and encourage centers of excellence for public
23 service, and start a scholarship program on the national
24 service level that would allow people to choose where they
25 want to provide their service, and part of national service

1 also comes with some college stipend money, depending on the
2 program.

3 Dr. Heck: Senator, if I may, so the committee does
4 have a recommendation to create a public service corps,
5 similar to the ROTC program, where there would be an up-
6 front scholarship program in exchange for someone agreeing
7 to serve in a Federal public service role upon graduation.

8 Senator Blumenthal: But what I am contemplating, in
9 effect, is, you know, a reverse GI Bill, in effect, where
10 someone does the public service and can reduce the debt, not
11 through a scholarship while in school but through service
12 afterwards. It already exists but it is under pretty
13 curtailed or limited circumstances, and widening it,
14 broadening it I think would greatly encourage public
15 service.

16 My time has expired. I apologize, but I would love to
17 follow up in questions. Thank you.

18 Chairman Reed: Thank you, Senator Blumenthal. Let me
19 recognize Senator Ernst.

20 Senator Ernst: Thank you very much. It is good to
21 have our witnesses in front of us. Dr. Heck, great to see
22 you. Ms. Wada, thank you, and Commissioner, thank you as
23 well for the great service that you have provided with this
24 study.

25 It is good to be able to visit with you today. There

1 are a number of issues out there. I think all of us will
2 have different views on whether women should be included in
3 the draft. I am okay with that, since we have opened up
4 those combat skills to women serving in the military. I do
5 think that that is entirely appropriate. I am very proud of
6 the 23-plus years that I had in boots, and am very excited
7 that my daughter has decided to follow in my footsteps and
8 put those boots on as well.

9 So just going to the civic education of our young men
10 and women. One thing from back home that I have been very
11 surprised about is that many of our school counselors do not
12 even offer the opportunity, when they are reviewing
13 scholarships with their high school students, many of them
14 do not bring up the fact that ROTC offers scholarships to
15 any number of our fine higher learning institutes. And so I
16 find that very discouraging that we are not opening that
17 opportunity to so many. And even my daughter had said, at
18 one point, she had heard one counselor say, "Oh, well, we do
19 not go over that because nobody will be interested." Well,
20 you do not know that those students are not interested
21 unless you actually propose it to them.

22 I also know of a number of high schools across Iowa
23 that do not allow National Guard recruiters to come into
24 their schools, and I think this is a great disservice by our
25 public high schools when they are not offering career

1 choices of varying degrees to their students.

2 So I would hope that those that are listening out there
3 might decide that, wow, we are cutting careers away from our
4 students by not offering that opportunity. Whether they
5 agree with military service or not, it is not up to our
6 schools to decide what career path our students engage in.
7 So hopefully we can bring that to light as well.

8 Now there was a Brookings report from June of 2020 that
9 stated, and I do agree, that "Americans' participation in
10 civic life is essential to sustaining our democratic form of
11 government. Without it, a government of the people, by the
12 people, and for the people will not last." This report
13 found that one in four Americans were unable to name the
14 three branches of government, and this report, admittedly,
15 shocked me.

16 So how can we reinvigorate civic education within our
17 schools and amongst our nation's youth, and then, of course,
18 just understanding our democracy is very important and
19 critical in today's society. We struggle with this issue,
20 but how can we get more of that civic engagement in our high
21 schools? Any of you, please.

22 Mr. Khazei: Senator, thank you for your service, and
23 your daughter's, and highlighting this issue. Just to
24 respond somewhat to what you said, we did recommend that
25 JROTC should be expanded and that part of the curriculum

1 should also include opportunities to serve in public service
2 and civilian national service, and we appreciate that this
3 committee actually put that instruction in your last NDAA,
4 and now hopefully JROTC will be expanded as well.

5 You are absolutely right about civics. The most recent
6 NAEP test on civics found that only 25 percent of our
7 eighth-graders are proficient. There is a lot we can do.
8 As our chairman said, we did not expect -- civics was not on
9 our initial mandate, but everywhere we went across the
10 country people raised the same concern that you have raised,
11 which is that we have to restore civics in schools. So we
12 have recommended that there be a new civics fund created at
13 the Department of Education, \$200 million a year, both for
14 teacher training in civics and to bring civics programs back
15 in.

16 Just today, in a bipartisan way, Senator Cornyn and
17 Senator Coons and Congresswoman DeLauro and Blumenauer and
18 Cole are introducing the Secure American Democracy Through
19 Civics Act. There is a new coalition, Educating for
20 Democracy. Three hundred scholars put out a roadmap last
21 week, and that legislation will put \$1 billion over five
22 years.

23 We have also proposed that we restore service learning
24 schools, so that kids can have the experience of doing
25 community service in an educational context. Basically, we

1 agree with your concern, and this has to start in first
2 grade and go all the way through high school, so that young
3 people are exposed to what our country means, how the system
4 of government works, what their rights and responsibilities
5 are, but then also have the chance to do service themselves
6 as they are going through the education system.

7 Senator Ernst: Fantastic. And my time has expired,
8 but I do appreciate the great service that you have given on
9 this Commission. I think it is important that we all take a
10 very hard look at it and look at your recommendations and
11 how we might follow through. Thank you very much. Thank
12 you, Mr. Chair.

13 Chairman Reed: Thank you, Senator Ernst. Let me
14 recognize Senator Gillibrand via Webex.

15 Senator Gillibrand: Thank you, Mr. Chairman. Thank
16 you to the witnesses for this excellent presentation. I
17 think your report is ground-breaking, and I think the
18 greatest asset this nation has always had is its people.
19 And on the Armed Services Committee I have worked very hard
20 to make sure the kids that apply for the service academies
21 are more diverse than would naturally occur.

22 And so I want to hear your recommendations. You
23 outlined in the report that you want to increase the number
24 of candidates of color, you want to increase the number of
25 even people with disabilities, people who have been

1 previously incarcerated, to expand national public service
2 to everyone. And you want to not only expand who is
3 applying but who actually is given the roles.

4 Can you speak a little bit too how you intend to do
5 this and how we can reach out to these communities more
6 effectively?

7 Ms. Wada: Well, the Commission, one of the ideas that
8 we have had is to do allow people to have scholarships that
9 they would be able to take into different communities to be
10 able to do that. We also want to increase the opportunities
11 for national service in communities of underserved
12 populations. To be able to do that, we have to increase the
13 stipends and also the positions available.

14 What the Commission found was there are a number of
15 barriers to service, and even including not just national
16 service barriers but also military service barriers.
17 Education is one of them. In a number of underserved
18 communities it may not just be the fact that they have
19 physical or mental waiver requirements but it also sometimes
20 is the educational attainment that they are not able to
21 achieve, which becomes a barrier to military service in some
22 of these underserved communities.

23 Senator Gillibrand: A little more to the question that
24 Senator Blumenthal raised, to basically have an expansion of
25 the GI Bill so that people can do public service after high

1 school or college and commit to a certain amount of public
2 service in exchange for having student debt paid down to a
3 certain degree or to receive a public education.

4 Dr. Heck: Yes, Senator. We did propose that the Segal
5 award, that the AmeriCorps members receive, get increased
6 equal to one year of in-state tuition. When it was first
7 proposed, back in 1994 when it came into existence, it
8 covered a year. It was raised to the level of Pell grants
9 in the Serve America Act of 2009, but it still is less than
10 a year. So we think if you could do a year of service and
11 get a year of in-state tuition, you could serve your way
12 through higher education.

13 Ms. Wada: Senator, I would also add the Commission had
14 a recommendation where we recommended that the military
15 provide sort of training prior to entrance of military
16 service. So if you, say, wanted to get your truck driver
17 CDL license that you would be able to go to get your CDL
18 license prior to joining the military, and then have a
19 service commitment that way as well. It is a tangible sort
20 of achievement that an individual could have prior to making
21 the commitment to serve.

22 Senator Gillibrand: Would you recommend for each year
23 you agree for service to have a year of education paid for?
24 So, for example, if you agreed to four years of service you
25 would get a four-year degree, if you agreed to two years of

1 service you would get a two-year degree? Is that the
2 investment we should make to try to encourage more
3 Americans, particularly those who are most underserved in
4 the underserved communities to look at service as a stepping
5 stone for their career?

6 Mr. Khazei: Yes, absolutely. In fact, our
7 recommendation is that the post-service Segal award should
8 be equivalent to one year of in-state tuition at a public
9 university. So you could do exactly what you said. If you
10 served for two years you get two years of education, or for
11 four you get four years. You could essentially serve your
12 way to higher education.

13 Senator Gillibrand: -- understand your views on
14 particularly this very unique population of those who have
15 been previously incarcerated. That is the group of people
16 that I have legislated on in terms of urban jobs
17 legislation, to try to get them job training. This would be
18 a very directed approach to try to get everyone to be fully
19 employed, who want to be employed, through this kind of
20 training and public service.

21 Mr. Khazei: Absolutely. In fact, we recommended there
22 are service programs like YouthBuild, Green City Force that
23 have brought young people who were formerly incarcerated,
24 very successful. And one of our recommendations is that the
25 Corporation of National Service should look at more

1 opportunities for people who have been formerly
2 incarcerated. It is a great transition to do national
3 service. We recommended that.

4 Senator Gillibrand: I would assume that it would be
5 wise to expand the definition of public service to include,
6 of course, the military, but also our intelligence services,
7 also all government service, health care, education, and
8 green jobs. Could you see this expanding that far, to all
9 public service?

10 Dr. Heck: Senator, for the purposes of the Commission
11 we defined public service as employment in either state,
12 local, tribal, or Federal Government positions, but many of
13 the recommendations that we do make are able to be
14 extrapolated to other forms of service as well.

15 Senator Gillibrand: Thank you, Mr. Chairman.

16 Chairman Reed: Thank you, Senator Gillibrand. Let me
17 recognize Senator Kaine.

18 Senator Kaine: Thank you, Mr. Chair and Ranking
19 Member. To the members of the Commission, congratulations.
20 I really look forward to digging into this.

21 National service is so important. When I was a kid in
22 law school I took a year off to help run a vocational school
23 in Honduras, and it was transformative. I was the oldest of
24 three boys. Because I had that experience and it was
25 transformative, my younger brother took a year off between

1 college and med school to work for a center for refugees in
2 Houston, and then my youngest brother took a year off
3 between college and law school to work at a homeless shelter
4 and ministry with the homeless in Richmond. These were all
5 informal, there was not a government program, there was no
6 incentives or benefits, but each of us found that to be
7 transformative in our lives. Two of my three children have
8 done more formal public service. One is a member of the
9 United States Marine Corps and one with AmeriCorps.

10 So there are a lot of questions I want to ask, but let
11 me just ask this one. I think the current way we do public
12 service, or try to incentivize public service, is highly
13 confusing. Just to use the example of the various public
14 service loan forgiveness programs. Senator Gillibrand and I
15 have a bill called the What You Can Do For Your Country Act
16 that basically tries to streamline and pull together the
17 various different public service loan programs that we have.
18 I am a member of the Health, Education, Labor and Pensions
19 Committee and it is kind of in our jurisdiction there.

20 We have incentives for military service. I saw an
21 Admiral Davidson on TV this morning that said sign up for
22 the Navy, up to \$40,000 signing bonus. We have programs to
23 encourage students in schools if they want to study cyber,
24 either to work on the civilian side or the military side.
25 We have a variety of other public service loan programs for

1 physicians or health workers if they work in underserved
2 areas. But we also often face a situation where people are
3 confused by the rules and they get into the wrong repayment
4 program, and they think they are going to get their loan
5 forgiven and then find out that that is not the case.

6 The previous administration, at the Department of
7 Education, was very, very customer-unfriendly in trying to
8 get people into the right programs so they could get their
9 loans forgiven. And they even stated a philosophical
10 objection to the programs. One of the key officials at the
11 DOE said, "Why would we want to give an incentive to work in
12 public service rather than an incentive to work in the
13 private sector?"

14 Do you have recommendations in here about the way we
15 can take the variety of programs that Congress has done to
16 provide incentives for people to go into different kinds of
17 public service and (a) make them more streamlined, and (b)
18 communicate them better so that students and their families,
19 as they are thinking about their future, have this
20 information at their hands as they make decisions?

21 Dr. Heck: Senator, thank you. Great question. We do
22 have a series of recommendations through each one of the
23 topic areas -- military, national, and public -- as well as
24 cross-cutting recommendations on how do we tie them all
25 together. Our recommendations revolve really around three

1 areas: awareness, aspiration, and access. You cannot be
2 what you do not know. We have to make sure people are aware
3 of the opportunities that are out there for them. Once they
4 are aware, they need to aspire to want to participate, and
5 then we have to make sure they have a program.

6 We feel that one of the best ways to do that is to
7 create the online platform, kind of a national service
8 clearinghouse online platform, where all forms of service
9 are there -- military, national, and public service -- that
10 outline what the responsibilities are, what the benefits
11 are. In this way, somebody does not need to go through a
12 series of websites to try to figure out what they want to do
13 and what might work best for them.

14 Certainly, many of the recommendations we concentrated
15 on to increase national service participation look at that
16 benefits package. My colleague mentioned one which was the
17 Segal award and pegging it to one year of in-state tuition
18 as opposed to the Pell grant. Another is looking at the
19 living stipend, to make sure that the living stipend is
20 sufficient to allow that person to participate. Right now
21 there is very little wiggle room in setting that number, and
22 obviously it is a different cost of living in downtown New
23 York versus in a rural state.

24 So we have several recommendations to try to address
25 those areas, and to have this cross-cutting approach, to

1 make sure that regardless of what line of service an
2 individual is interested in that they will be supported in
3 that line of service.

4 Senator Kaine: I very much appreciate it, and Alan, in
5 particular, it is great to see you again. Thanks for your
6 great work for so many years in advancing the idea of public
7 service. I look forward to following up on your
8 recommendations and I appreciate it. Thank you, Mr. Chair.

9 Chairman Reed: Thank you, Senator Kaine. Let me now
10 call on Senator King via Webex.

11 Senator King: Senator, thank you very much. I am in
12 the hall of Dirksen between two meetings. Most of the
13 comments and questions have been already presented to the
14 committee this morning. The necessity -- necessity -- of
15 greater civic education I do not think can be overestimated.
16 I think one of the great losses, and I do not really quite
17 understand why it has happened in the last 30 or 40 years,
18 has been the decline of civics, literally civics, in the
19 high school curriculum around the country.

20 A couple of other questions. Does the Commission have
21 an estimate of the number of 18-year-olds in the country --
22 if we are talking about 2 years, 18- and 19-year-olds, how
23 many people are we talking about, for example?

24 Mr. Khazei: Senator, we completely agree with you on
25 the issue of civics, and that is why we have recommended a

1 new civics fund at the Department of Education, \$200 million
2 a year, and are excited about the new legislation that is
3 being introduced today in a bipartisan fashion.

4 You know, right now the Federal Government spends about
5 \$5 million a year on civics, and spends over \$3 billion on
6 STEM. And when the government committed to investing in
7 STEM, STEM accelerated all across the country. We think the
8 same commitment should be made in civics. And we heard it
9 everywhere we went, people raised the same concern you did.

10 There are roughly four million young people that turn
11 18 every single year, so in terms of 18- and 19-year-olds,
12 there would be about eight million.

13 Senator King: So that is not a gigantic number in
14 terms of providing some kind of national service option.

15 Now another question is, is this a question of
16 communication, where people do not know the availability of
17 these slots, or are there not enough slots? In other words,
18 do we need more slots in AmeriCorps or the military or the
19 other places where national service might take place, or is
20 it just a question of there are fewer people applying and
21 therefore if we advertised more and made people aware of
22 these options we would have more participation? Which is
23 it, communications or shortage of slots?

24 Mr. Khazei: It is a little of both. There is
25 definitely a shortage of shots. You know, AmeriCorps is

1 roughly 75,000 people a year, Peace Corps is about 7,000,
2 and YouthBuild about 8,000. So there is less than 100,000
3 slots for that cohort, as you mentioned, four million, eight
4 million people, and there is way more demand. There are
5 programs all across the country that have way more people
6 applying. The corporation gets requests for funding that
7 far exceeds that grant authority. And we recommended that
8 there should be enough funding to get to one million people
9 a year over 10 years.

10 But there is also a question of when. As we traveled
11 the country, we found that very few people know about
12 AmeriCorps and the opportunity to serve. So we think there
13 needs to be both, and including people who have misgivings
14 or misunderstandings about the military, as my fellow
15 Commissioner Wada mentioned. So we did think there should
16 be a new call to service that would link all three streams
17 of service, as well as increased support, especially on the
18 civilian service side.

19 Senator King: I have to say I was --

20 Mr. Khazei: And thank you for your leadership on the
21 CORE Act, which would do that.

22 Senator King: Well, that is exactly what we are hoping
23 will happen.

24 I have to say, I was somewhat amused by the new idea of
25 service in exchange for a year of college scholarship. My

1 mother did that in the '20s. She had a scholarship to
2 William and Mary in Virginia, and for every year of her
3 scholarship she was committed to teach for a year, in the
4 commonwealth of Virginia. So this is back to the future.
5 And I think that might make a huge difference, either on the
6 front end or the back end. You can do the service before
7 you go to school and earn credits towards your school, or
8 financial support towards your schooling, or at the end of
9 your schooling you can do a service job and have a year of
10 your costs forgiven. So I think it makes sense. It worked
11 100 years ago and I suspect it may work.

12 Thank you so much for the work of this Commission. I
13 think it is timely and important, and I think you are going
14 to find a receptive audience here in the Capitol, just as
15 you already have today. So thank you for the great work on
16 the Commission.

17 Thank you, Mr. Chairman.

18 Chairman Reed: Thank you, Senator King. And let me
19 now recognize Senator Blackburn via Webex.

20 Senator Blackburn: Thank you so much. I appreciate
21 that and I appreciate that you all are with us.

22 I think that, you know, that we are all really aware of
23 the changing nature of warfare and the fighting that is
24 going to take place in the domains of space and cyber. In
25 the Commission's final report you recommend developing new

1 voluntary models for assessing personnel with critical
2 skills. And how do your findings support the military
3 framework like a national reserve digital corps, which
4 leverages the STEM workforce and national service?

5 Dr. Heck: Thank you, Senator Blackburn. One of our
6 recommendations is the formation of a civilian cybersecurity
7 kind of reserve force that is made up of individuals who
8 have previously served in the U.S. Government as
9 cybersecurity experts, have left Federal Government but are
10 willing to participate for surge capacity in the event of a
11 national emergency.

12 So we see that, coupled with the specific critical
13 skills, individual ready reserve, which is an opportunity
14 for individuals without any prior military experience, to be
15 able to volunteer their critical skill set in times of a
16 national emergency, and both of those are listed and fleshed
17 out in our recommendations.

18 Senator Blackburn: Yeah. What about building this out
19 through the National Guard or through the ROTC or Junior
20 ROTC programs?

21 Dr. Heck: Well, we do look at Junior ROTC and the
22 expansion thereof as another pathway to introduce
23 individuals to potential service in the military. We also
24 talk about expanding the utilization of the Armed Services
25 Vocational Aptitude Battery Career Exploration Program,

1 ASVAB/CEPT, which right now only about 15 percent of high
2 school students participate in. And that is not just about
3 getting them in a pathway to the service but helping them
4 determine where their skill set is for what they might want
5 to do as a career or as a trade, regardless of whether or
6 not they enter into the military. But JROTC is really a
7 citizenship program more than a military program. Within
8 senior ROTC at college levels there are the opportunities
9 for individuals to engage in specific high-STEM level and
10 cybersecurity programs. Those should be expanded.

11 And the key, we believe, is having more individuals
12 that are not already in the military pipeline being exposed
13 to and interested in providing service in this field.
14 Hence, the critical skills IRR and the cybersecurity reserve
15 program.

16 Senator Blackburn: Well, I tell you, I think the DOD
17 studies that show only 29 percent of today's youth is
18 eligible or interested in military service that is something
19 that should be of tremendous concern for us. And when you
20 talk about citizenships programs, yes, they are important
21 because that is how people are going to develop that desire,
22 whether it is scouting programs or Junior ROTC, or some of
23 those that build that awareness. I think also using the
24 National Guard so that individuals who are working in some
25 of the cyber and digital fields have the ability to bring

1 their skills to the military service, and with it bring that
2 innovation. I really think that is a very important
3 component.

4 And this means that the National Guard, the Reserve,
5 and our active-duty military, everyone needs to change some
6 of their recruiting practices. Don't you think?

7 Dr. Heck: Most definitely, ma'am. We have an entire
8 section dedicated to how the military needs to adapt its
9 recruiting methods to reach the potential recruits where
10 they live and where they are, especially with expanding
11 hometown recruiting programs, multiyear budgeting for the
12 advertising budgets so they can plan out an advertising
13 blitz, making sure that they are getting to individuals on
14 the social media platforms that they are on. And if you are
15 still advertising on TV to a millennial, you are not
16 advertising to that millennial.

17 Senator Blackburn: Right. Absolutely. Thank you so
18 much. I yield back, Mr. Chairman.

19 Chairman Reed: Thank you very much, Senator, and let
20 me recognize Senator Kelly, please.

21 Senator Kelly: Thank you, Mr. Chairman, and Dr. Heck
22 and Ms. Wada and Mr. Khazei, thank you to all of you for
23 working on this Commission. I come from a family of public
24 servants. Both my parents were police officers. When I was
25 18 years old, I went to the U.S. Merchant Marine Academy. I

1 spent 25 years in the Navy and at NASA. Now I am here in
2 the Senate, continuing public service, because I feel there
3 is no better way you can spend your time than trying to
4 improve our nation, and fight for what is right and help our
5 neighbors, whether that is in the military or in the
6 government or in some other form of service. Engaging
7 Americans in some form of national service is an important
8 way of addressing divisions in our country and emerging from
9 our current crisis stronger and more united.

10 Certain moments in our country's history have
11 galvanized generations and called them to serve. I think
12 9/11 is an example of this. There have been others. And
13 that is sometimes military service. It is sometimes other
14 forms of Federal service. You know, then there are other
15 events, events like the SolarWinds hack, which reminds us
16 how important certain critical skill areas will continue to
17 be for our government. It also calls to mind scenarios that
18 could require us to surge external support on a short
19 notice.

20 I understand the Commission considered a range of ways
21 to identify individuals with critical skills. Can you speak
22 to your findings on the different approaches there, and then
23 I have a follow-up question. Dr. Heck?

24 Dr. Heck: Thank you, Senator. Yeah, so we explored
25 various ways to try to encourage those with critical skills

1 to become involved and how we could identify those
2 individuals, starting with actually looking at like a
3 critical skills draft, if it was necessary. There is a
4 health care professional delivery system model that is a
5 subset of the currently existing Selective Service System,
6 where they would draft health care professionals in times of
7 war. So that model could be expanded to other skill sets if
8 we were at a point where we were in conflict and needed to
9 go to conscription.

10 However, as you well know, there are many conflicts
11 that will be short of conscription where we still may need
12 to tap into this expertise. And so that, again, goes back
13 to the concept of a critical skills individual ready
14 reserve, where individuals with no military experience have
15 the opportunity to sign up and participate in an individual
16 capacity in the times of need. Some training, you know,
17 once a year, perhaps a stipend to be engaged, and then be
18 called on when needed. We specifically focused on the
19 cybersecurity reserve force, which takes individuals that
20 have already worked in the government in that field, and
21 have received some of the best training and have already got
22 the clearances, but have left the government service to be
23 able to be a reserve force to call back in, to serve in
24 times of need.

25 Those types of programs can be extrapolated across any

1 critical skill. In fact, one of our charges was to identify
2 potential critical skills. What we realized when we start
3 is that it is impossible to predict the future, and what is
4 a critical skill today may not be a critical skill 10 years
5 from now. And so we did not specifically lay out which
6 skills need to be addressed, but identified models that
7 would work, depending upon what the policymakers believed
8 the critical skills were for a given point in time.

9 Senator Kelly: So in the cyber field you look at
10 individuals that already served in government that had
11 specific skills that had clearance. Was there any thought
12 given to try to attract to that same community possibly
13 younger people that never served in government but often do
14 have a certain set of skills that they acquired on their
15 own, and could also be part of a larger effort when we need
16 some sort of surge capability in the cyber arena?

17 Dr. Heck: Yes, sir. That is the concept behind our
18 critical skills individual ready reserve, which is not
19 limited to any critical skill. And that would be for, in
20 this case, in your example, additional cyber experts that
21 possessed that critical capability to sign up in an
22 individual ready reserve process that is not military
23 related. It is no military service. It is an opportunity
24 to serve in that capacity when needed.

25 Senator Kelly: Do you have any idea if there would be

1 enough interest to make a program like that worthwhile?

2 Dr. Heck: Hard to predict what the interest would be,
3 but we did find, as we traveled around the nation and talked
4 with people of all walks of life, that there are many people
5 interested in providing service in their state, local, and
6 federal government communities, short of wanting to put on a
7 uniform. And especially when you talk to folks who want to
8 be able to serve but serve where they live, you know, and I
9 think that is where the opportunity for a program like this
10 would show benefit.

11 Senator Kelly: Thank you, Dr. Heck.

12 Chairman Reed: Thank you, Senator Kelly. Let me
13 recognize Senator Sullivan.

14 Senator Sullivan: Thank you, Mr. Chairman, and
15 General, good to see you again sir. Congratulations to you
16 and the whole committee for doing this. You and I have been
17 in touch on your work for some time now. I am really glad
18 to see the hard work paid off here, and I am glad to see the
19 committee is holding a hearing on this.

20 I wanted to ask kind of a question that is not really
21 related but it came up last week in our confirmation hearing
22 for the Under Secretary of Policy. We were talking about an
23 issue, and, you know, I think you know, from your own
24 service, that the military is not a perfect institution but
25 I think in America it is certainly well respected. And I

1 think most people see it as one of the most important, in
2 many ways, civil rights institutions, given how it is
3 integrated, different ethnic groups throughout our country.
4 You know, in the Marine Corps nobody cares what race you are
5 in. They just care how good of a Marine you are. That is
6 the ethic that we all want throughout our nation. I think
7 it goes the idea of common service too.

8 We had an Under Secretary nominee up for his position,
9 Under Secretary of Policy, who declared that there was,
10 quote, "systemic racism within the ranks of the military."
11 That was his quote. I questioned him on it, and I said,
12 "That is a pretty broad statement here to be making. Do you
13 have any data to back that up?" He did not.

14 So I am just wondering, first, very quickly, and maybe
15 you can just say yes or no, in all your meetings with the
16 military and communities and people who have served and
17 others, did you see any actual data that there is systemic
18 racism within the ranks of the military?

19 Dr. Heck: Senator, thank you for the question. As we
20 traveled the nation and talked with officers and enlisted,
21 as well as the general public, you know, the one thing that
22 resonated was the fact that people want an opportunity to
23 serve, especially in the military. And when you look at
24 bringing people together, as we do in military training,
25 they leave that training looking at each other, to their

1 left and right, and calling each other "brother" and
2 "sister." When you bring people together in a civilian job
3 training program they leave calling each other "colleague."
4 And I think that speaks volumes to what bringing people
5 together in a common cause like service can accomplish.

6 Senator Sullivan: Yeah, that has been my experience as
7 well. Again, not a perfect organization by any means, but
8 to make that statement here without any data to me was kind
9 of shocking.

10 Let me turn to actually your report. You know, this
11 idea of critical skills lists in the IRR, I have been
12 working on legislation that relates to that with regard to
13 public health, particularly as it relates to what we have
14 just been going through, a pandemic where, you know, God
15 forbid we have another one, but we probably are at some
16 point in our history, and to be able to surge young men and
17 women who have critical skills, for example, in health care.
18 You are a general in the Army. You are the chairman of this
19 Commission. You also know a lot about health care. I
20 wonder what you think about that idea.

21 And then I was surprised to see that in a number of
22 your critical skills list ideas, as I am looking through the
23 report, the Pentagon is opposing the recommendations that
24 you are putting forward. Could you talk about that idea of
25 like a surge IRR capacity, if we had another big pandemic,

1 young men and women who have training in health care can be
2 recalled, public health service, military combination, and
3 why that could be important, but also why do you think the
4 Pentagon opposes those kind of ideas?

5 Dr. Heck: Senator, first, I wholly support the concept
6 of health care professionals being included within the
7 critical skills requirement, and certainly the programs that
8 we recommend could include health care professionals to
9 surge. I think the important point that we try to make in
10 the critical skills IRR, and perhaps IRR was not an artful
11 term to use, and it may cause some angst or confusion. But
12 we look at it as an opportunity for those with no prior
13 military experience. As you know, the current IRR is those
14 military members that are waiting to complete their military
15 obligation with really no requirement to perform any
16 service, but are still subject to recall. I believe that is
17 one of the issues that DOD has, and maybe more with the name
18 than it is with the program, also to ensure that it does not
19 count against their end-strength caps, which they are
20 already constrained by.

21 Senator Sullivan: Great. Thank you. Thank you, Mr.
22 Chairman.

23 Chairman Reed: Thank you very much, Senator Sullivan.
24 We do not anticipate a second round, but I have a question
25 and then I will yield to the ranking member for his

1 question. If others join us in the interim then they will
2 be recognized.

3 Again, you have done a superb job. One of the issues
4 that you raised was the less-than-representative composition
5 of the military today, through recruiting efforts, et
6 cetera, and that cuts both geographically and other
7 categories, race and gender, perhaps. Can you give us an
8 idea, Dr. Heck, General Heck -- I will use both -- of what
9 are the factors that are driving it. Is it an inattention
10 to areas or groups? Is it just we have always done it that
11 way? Go ahead, please.

12 Dr. Heck: Sir, again, a great question. So there are
13 several factors that weigh into this issue. One, which was
14 previously discussed briefly, is the growing civil-military
15 divide where individuals just do not think about wanting to
16 serve in uniform. We know that roughly 60 percent of
17 recruits today come from a small band of states through the
18 South and the West. We know that military service is
19 becoming a family business. I served because my mother
20 served, my father served.

21 And part of this is the growing disconnect. The other
22 thing that Ms. Wada had mentioned earlier is how are the
23 services getting their message out to the population. All
24 services are doing a much better job now, but previously the
25 advertisements all were the high-speed, you know, low-drag

1 MOS's, rappelling out of helicopters, kicking in doors,
2 which is not where the large majority of today's population
3 is. But when you start advertising the opportunity to be a
4 physician, to be a nurse, to be a cyber professional, to be
5 a cook, to be a truck driver, we need to concentrate more on
6 the positions that are not combat related. As you know,
7 less than one-third of the positions in the Army, even less
8 across the services, are considered ground combat positions,
9 yet that seems to be what we advertise for.

10 Another piece, I believe, is the actual way we provide
11 the opportunity for males to register with the Selective
12 Service. It is a passive process. So they go in to get
13 their driver's license and a box is checked and they are
14 registered with the Selective Service, not realizing the
15 solemn obligation that they just undertook and the gravity
16 of the situation which may call upon them to potentially
17 risk their lives in service to this nation. All part of the
18 growing civ-mil divide, and that is where we need to tackle
19 this issue.

20 Chairman Reed: Well, thank you very much, Dr. Heck.
21 Senator, are you ready?

22 Senator Inhofe: Oh yeah. I will make this real quick.
23 We have one more presenter here. But do not misinterpret
24 what I said about my having been a product of the draft. I
25 have to admit that I disagree with you on that, and yet I am

1 realistic enough to know that since I am the only member of
2 this committee who believes in compulsory service, it ain't
3 going to happen. But I would just say it happened in a
4 great, beneficial way to me and my life. Okay?

5 Chairman Reed: Well, thank you, Mr. Chairman, and you
6 and I might be the only persons here that actually were
7 subject to signing up for the draft.

8 Senator Hawley, please.

9 Senator Hawley: Thank you, Mr. Chairman, and thank you
10 to the witnesses for being here.

11 Dr. Heck, let me start with you. Missouri, as you
12 know, is the proud home of Fort Leonard Wood and Whiteman
13 Air Force Base and a number of other military installations
14 of which we are very proud. And so in my state there is a
15 strong-felt connection between local communities all across
16 the state and the United States military, and between the
17 ethic and the tradition of service and local communities.
18 But that is, to your point just a second ago, that is not
19 the case in many parts of the country.

20 So give us a sense of what you think the most important
21 steps are that we can take, think about taking to reconnect
22 those communities, geographic areas of the country that
23 increasingly have no regular contact with, no felt sense of
24 camaraderie with the military way of life. What can we do
25 to reconnect those things? And also as part of that, to

1 build a sort of shared national sense of identity, which I
2 think is an important part of this.

3 Dr. Heck: Thank you, Senator, for the question. I
4 will take it two different kind of pathways. First is how
5 the Department of Defense actually goes about recruiting,
6 and although they are making inroads and putting more
7 resources into kind of northeastern and midwestern urban
8 areas, which are historically areas that are difficult to
9 recruit from, that is the first step. The other piece that
10 we think is critically important is the expansion of a
11 program called Hometown Recruiting. If you want to get
12 somebody from a specific high school, a specific town to
13 sign up, the best way to do that is to send a graduate of
14 that high school to go talk to that class. Right now,
15 Hometown Recruiting is done via permissive TDY. So you are
16 home on vacation or on leave, you can do it. You get no
17 benefit from doing it. It is just doing it out of service.
18 We believe that should be funded, that you should send that
19 person home on a true TDY tour, and pay them their travel
20 and their per diem while they are home on leave, to be able
21 to do that.

22 The other piece goes to the bigger issue that we face
23 with the civ-military divide writ large. And while you have
24 an excellent situation in Missouri, as you mentioned, it is
25 not the same way. Part of it is, you know, post-9/11 we

1 closed down our bases from a security standpoint, which
2 makes it harder for the general population to get on base
3 and interact with members in the military. Also from a
4 security perspective, the military has become more insular.
5 So we are shopping on base, we go to church on base, we golf
6 on base. We are not getting out into the community as much
7 as we should, just in normal, everyday life, and that also
8 contributes to the growing disconnect.

9 So we need to address those issues that tend to
10 continue to grow the civ-mil divide, and we need to target
11 our recruiting resources in a much more focused way on how
12 we can recruit, attract, and retain those individuals.

13 Senator Hawley: Very good. Thank you for that. Ms.
14 Wada, do you want to add anything to that?

15 Ms. Wada: No. I would also say that we need to ensure
16 that when we are recruiting we are using the latest
17 advertising platforms, right. One of the recommendations we
18 made was to give them a multiyear recruiting budget, so that
19 when they do buy their spend at the beginning of the year
20 they are able to more effectively buy ads, particularly when
21 we talk about social media platforms, and how you best
22 engage with the younger generation, the Gen Z's, actually,
23 at this point, that we are looking for.

24 Senator Hawley: Yeah. Very good. Thank you. Let me
25 ask you, Ms. Wada, I will start with you on this. General

1 Milley recently said that -- he has said this a lot,
2 actually -- that the character of warfare is changing, and
3 he spoke in particular about the role of the advanced
4 technologies on the battlefield, that is speeding and
5 changing the pace of warfare, and is changing the way that
6 we fight, all across the board, in every sense. How should
7 the Selective Service System, in your view, change to
8 reflect these changes in the way that our military, and
9 other militaries across the world, are now fighting?

10 Ms. Wada: So the Commission did not make any
11 recommendations on how we change who we register except for
12 the expansion of women. The individual requirements that
13 the Department or the services will need in the future will
14 be determined at that point in time, when we are facing that
15 existential threat.

16 And so what we said was to ensure that we have the most
17 qualified individual in this country, able to be chosen for
18 or participate in a draft that we expand Selective Service
19 to women, and that way we would have the best-qualified
20 individuals available to be potentially available for a
21 draft.

22 Senator Hawley: Very good. Dr. Heck, do you have
23 anything to add on that point?

24 Let me ask you this. I have got just a few seconds
25 remaining. For any of you, the Commission's report

1 mentions, and you just mentioned this, Dr. Heck, a moment
2 ago, to the chairman, that unless there is a family member
3 or a close friend who has served, most Americans simply are
4 not aware of the various service opportunities. I am sure
5 they are aware of the United States military but they are
6 not aware of what that would actually mean, tangibly. How
7 did we get to this point, do you think? I mean, how have we
8 reached this point, and what are the most common reactions
9 you received or heard about when talking to young people
10 about the U.S. military?

11 Ms. Wada, go ahead.

12 Ms. Wada: I like to tell the story about the young
13 kids that we met with here in Washington that came from
14 Wisconsin. And I asked them, "How many of you were
15 interested in serving in the military?" and maybe in the
16 group of ten, three hand went up. And so I asked them, "Why
17 did you choose not to join the military, or not consider
18 joining the military?" The first response, from the
19 majority of kids in the room was, "My parents would kill me,
20 because they expect me to go to college."

21 And then I said, "Well, how are you going to pay for
22 college? Is your college paid for?" Ninety percent of the
23 room, "No, it is not paid for. I don't know how I will go
24 to college." And I said, "Well, do you know that the
25 military provides college opportunities? You can go through

1 ROTC if you went to a college. You can get a ROTC
2 scholarship. You can go and serve for four years as an
3 enlisted, get college paid for." They had no idea.

4 But what struck me was one young gentleman said, "I
5 really wanted to join the military but I wanted to go into
6 finance," and I said, "Do you know that there are finance
7 opportunities in the military?" I said, "My brother was a
8 finance officer in the United States Marine Corps." And
9 this look of shock that that is even a possibility had never
10 occurred to most of the people in that room.

11 And what we found when we went across the country is
12 that is actually the norm. That is not an anomaly. And so
13 we need to do a better job in educating and providing
14 opportunities for young Americans when they are at that
15 point in time, and we have been told that is at middle
16 school, to be able to have those conversations of if you
17 want to be X, this is all the pathways to get there. And
18 that is why we recommend a sort of a one-stop shop through a
19 website that would allow people to do that.

20 Senator Hawley: Very good. Thank you, Mr. Chairman.

21 Chairman Reed: Thank you, Senator Hawley. Now me
22 recognize Senator Duckworth via Webex.

23 Senator Duckworth: Thank you, Mr. Chairman. I also
24 want to thank the Commission for their work and their
25 recommendations today. In particular, I want to highlight

1 one quote from the report that stands out to me, because it
2 describes why national service is a fundamentally American
3 idea. And I quote, "Americans who repeatedly step up in
4 support of each other, offering their sweat and ingenuity
5 when needed, without being asked and without expectation of
6 anything in return," end quote. I think that speaks volumes
7 as to the ways military families serve alongside their
8 servicemembers, and often go above and beyond what military
9 families are asked to do. And yet spouses and other family
10 members face hurdles to education, unemployment, and can
11 find themselves isolated from their extended family and
12 support network.

13 Dr. Heck, I understand that for your work with the
14 Commission you engaged with military families to get a
15 better perspective on how they view or participate in
16 service to their communities. Can you speak to the
17 potential impact of a program that would provide service
18 opportunities specifically to military family members,
19 giving them the opportunity to serve in their communities
20 and gain skills and accreditations, or even for progress
21 towards educational opportunities or even some grant
22 funding, sort of an AmeriCorps kind of an idea but for
23 military families?

24 Dr. Heck: Thank you for the question, Senator
25 Duckworth. Certainly the Commission looks at elevating all

1 forms of service with an eye towards growing national
2 service opportunities across the board. And so if there was
3 to be a segment of that growth targeted towards military
4 families that would still achieve the goal that the
5 Commission has of having one million people in national
6 service annually by 2031.

7 Certainly for the points that you mentioned, military
8 families sacrifice and serve just as much, sometimes, if not
9 more, than the individual wearing the uniform. And they
10 suffer when they move, constant PCS moves, base to base,
11 inability to maintain employment, get a good education. And
12 so providing them national service opportunities also goes
13 to the ability for them to serve in their local community or
14 on their post, camp, or station, to care for their brothers
15 and sisters in arms.

16 That was something that we heard as we traveled around
17 the country and spoke to individuals about service. There
18 are a lot of people who want to serve, but they may not want
19 to, you know, Peace Corps outside the country. They may not
20 want to do AmeriCorps in an underserved community in a
21 different state. They want to serve where they live, and
22 take care of their neighbors, and this is a great example of
23 how we could grow service, open up opportunities, and allow
24 people to serve where they live.

25 Senator Duckworth: Thank you. Mr. Wada, from your

1 perspective, with the Commission and your previous
2 experience working in DOD, what are some potential barriers
3 to implementing a service corps designed for military
4 families, and are there any other ways you can think of for
5 the Department to make service opportunities accessible to
6 military spouses and families?

7 Ms. Wada: Thank you, Senator, for the question. I
8 think that providing opportunities and to family members and
9 spouses that would develop the skills necessary for them to
10 be able to transition from base to base is important, and
11 leveraging national service to be able to do would be of
12 benefit. I think the Department would have to do an
13 analysis, though, on how best to engage in such a program,
14 to ensure that they are meeting not just the potential
15 requirements that may be highlighted or identified by the
16 Department and the services, but also in the local
17 communities in which they serve, so that there is a balance.

18 Senator Duckworth: Thank you. Mr. Khazei, there are a
19 number of programs throughout DOD that support employment,
20 but the momentum and motivation to take advantage of these
21 programs can really vary from installation to installation.
22 Obviously, the installation commander can make it easy or
23 difficult. Do you see the establishment of a military
24 family service corps as something that can help support
25 these effort in alignment with the overall national public

1 service program's intent?

2 Mr. Khazei: Senator Duckworth, yes, I think your
3 proposal is a brilliant idea, and there is precedent.
4 FEMACorps, which is a partnership between AmeriCorps and
5 FEMA, leveraging FEMA resources and the AmeriCorps
6 experience in developing a service program, has been
7 extremely successful in a number of areas. And I think
8 that, you know, military spouse unemployment, as you know,
9 is 24 percent. When Blue Star Families did a study last
10 year, they found that the number one concern of military
11 spouses is employment opportunities. This kind of program,
12 I think, could be developed as an AmeriCorps program for
13 military families, and we found that AmeriCorps is a great
14 transition to employment. People learn skills. People who
15 volunteer are 27 percent more likely to be employed after,
16 and in rural it is 55 percent. There is tons of work on
17 installations, whether it is working military schools,
18 supporting wounded warriors, supporting families
19 transitioning, coming up with high-quality other activities.

20 So I could it could be a standalone program. It could
21 be developed in partnership between the Corporation for
22 National Service and the Defense Department. And I think
23 there would be tremendous interest. As you know, there is a
24 strong spirit of volunteerism across our military families
25 and on installations.

1 Senator Duckworth. Thank you so much. This has been
2 such an interesting hearing, and I appreciate each and every
3 one of you for participating. And, Mr. Chairman, thank you
4 for having a hearing on this topic. I yield back.

5 Chairman Reed: Thank you, Senator Duckworth. Senator
6 Tuberville, please.

7 Senator Tuberville: Thank you, Mr. Chairman. I want
8 to thank all of you for being here today. You know, as a
9 former educator and coach, I believe in what we talked about
10 a little bit earlier, about civic education. It is amazing,
11 me traveling across the country to our schools, and doing a
12 lot of what you are talking about, recruiting, that is all I
13 did. They call you coaches but you are a recruiter, trying
14 to get the best to come play for you, to keep your job.
15 Sometimes works; sometimes it didn't. But it is amazing to
16 me, around a lot of these kids that are immigrants who know
17 more about our country than our natural-born citizens. And
18 I know in Alabama the last few years we now teach, required
19 teaching civics in the school. Auburn University, where I
20 coached for a long time and where I live now, to get into
21 Auburn you have to have had civics in school. We are not
22 teaching our basic fundamentals.

23 That being said, it is hard. Recruiting is hard.
24 Getting kids nowadays, in this environment of technology,
25 finding kids that want to work, to be honest with you. I

1 would recruit 25 kids a year -- 25. I would give them
2 \$100,000 to \$150,000 scholarship. Maybe 50 percent of them
3 made it for four years. They could not handle the strain,
4 the hard work, the dedication, the teamwork, the
5 responsibilities. It is amazing in this country how many of
6 these kids have never seen the sun come up. They do not
7 understand it unless they have been out all night. You
8 know, my guys got up at 5 every morning, and we went to
9 work.

10 So we have got our hands full. If we want to do
11 something like this to where we obviously -- we want a
12 volunteer army. We want volunteer people to fight for this
13 country. But also, we are in a situation now where we are
14 going to have to have people trained.

15 I was glad to hear you say about education. Selling
16 people on coming here, you can get an education. You can
17 get an education doing this. So I think a big thing we have
18 got to do is obviously marketing. Marketing is a huge part
19 of it. And you see a lot. I have been on all these
20 campuses and high schools and you see all these recruiters
21 and people selling those things. I think it is going to
22 have to be even more. But we are in a tough world now. We
23 are recruiting people that are hard-nosed. We are not as
24 tough as we used to be. People used to have to fight to
25 eat. Now my kids are the same way, 25 and 26 years old.

1 They are kids that they do not really understand, you know,
2 getting their hands dirty sometimes, and getting knocked
3 down, and getting back up.

4 So that being said, you know, with all the things that
5 you have to have, requirements, Dr. Heck, about getting a
6 kid into school, or getting them into military, you have got
7 to have an IQ above 85, cannot have a criminal record. We
8 have got so many kids now that are obese. How many kids do
9 you think from 18 to 24, through your studies, 18 to 24, do
10 you think, in this country can make it in the military?

11 Dr. Heck: Senator Tuberville, it is a great question,
12 and I will just run real quickly through the numbers for
13 perspective. So every year there are about 32 million 17-
14 to 24-year-olds in the nation, the prime recruiting target.
15 If you take out those that are unqualified due physical,
16 medical, behavioral, or legal problems, you are down to 9
17 million. If you look at those that 9 million who are
18 considered highly academically qualified, which is the
19 equivalent of being an A-B student or a score of 50 on the
20 Armed Forces Qualification Test, you are down to 4.5
21 million. From that group, if you look at those who meet
22 those first two criteria and are interested or propensed in
23 serving in the military, you are down to 450,000. So from a
24 population of 32 million we are going after a recruit pool
25 of 450,000, which every D1 school is also going after, which

1 makes it very difficult.

2 Senator Tuberville: Thank you. Have you got any
3 comments on that?

4 Ms. Wada: The marketing and recruiting is a very
5 challenging program for all the services, especially in this
6 environment. And where, historically, I think, there was a
7 belief that as the economy gets worse, recruiting will get
8 better. I do not think the services are necessarily seeing
9 that correlation at this point because understanding that
10 most of divide has grown. So young adults today do not
11 understand military service and the opportunities that it
12 provides, and are not exposed to it because of the military
13 being much more close because of security reasons. And so
14 there are a number of different factors, I think, going on
15 today that have an adverse impact on a service's ability to
16 actually continue to recruit, from across the country. They
17 continue to do it well in certain areas of the country.

18 Senator Tuberville: I think the military is a great
19 point in terms of continuing education. Fifty percent of
20 the kids that go to 4-year schools nowadays do not need to
21 go. They need to go to the military or they need to go to
22 2-eyar schools to get educated to continue a life and raise
23 a family like they want to. I mean, bottom line. And
24 continuing education means that a majority -- I am not going
25 to say a majority -- a huge part of our country, when I took

1 them into school, when I brought them to a 4-year school,
2 could not read over the sixth-grade reading level. That is
3 where we are at in our education this country. That is the
4 reason we need military. That is the reason we need more
5 education in the military, to continue to advance these
6 kids, and I appreciate the work that you all have done.
7 Thank you.

8 Thank you, Mr. Chairman.

9 Chairman Reed: Thank you, Senator Tuberville. Senator
10 Peters, please.

11 Senator Peters: Thank you, Mr. Chairman, and thank you
12 to our witnesses here today, and thank you for the work that
13 you have done on this report.

14 I want to focus a little bit on the civics education
15 piece that you address here, and how important that is and
16 how we have to strengthen it. We know a lot of school
17 districts are dropping civics education as well and folks
18 are not getting exposed to that. And we all know that a
19 strong democracy requires an informed, educated electorate
20 who understands how government works, what the opportunities
21 are, what the limitations are, and how the active
22 involvement of a citizen requires more than just voting.
23 Voting is incredibly important, but it involves a whole lot
24 more than that.

25 My sense is, with civics classes, that it does not

1 connect in ways that we would like that to connect to the
2 high school, and if it is a required course it like a
3 required course that they have to punch a ticket and get out
4 of there as quickly as they can.

5 So in your research, as you have looked at all of this,
6 are there some programs that really jumped out as very
7 effective to do it, more hands-on, especially with the fact
8 that today's students need more of that kind of interaction.
9 They are not going to just sit through a lecture. They want
10 to be engaged. And also where they may have more exposure
11 to actual elected officials, for example, at all levels, and
12 understand that it involves city council races as well, and
13 what happens on their neighborhood street. It is not just
14 what happens in Congress.

15 Are there some examples of what you, as you looked, is
16 there an example that really stood out, or two examples?

17 Dr. Heck: Sure, and thank you, Senator, for the
18 question, and we could not agree more. As we said in the
19 beginning, civic education was not one of our charges to
20 evaluate, but it was brought to us by the general population
21 with whom we spoke as we traveled the nation. And you are
22 right, you know, the Federal Government spends \$54 per
23 student on STEM and 5 cents per student on civic education.
24 And we believe that civic education is the foundation upon
25 which a lifetime of service will be built.

1 So to answer your question, I will give you a specific
2 example. The Sandra Day O'Connor Act, which was adopted in
3 Florida, is an incredible example, because you are exactly
4 right. We do not want sitting through one semester of U.S.
5 government to count as civic education. It needs to be
6 woven through every course, whether it is math, science,
7 history, or English, so that students are constantly being
8 exposed to lessons in civic education, of what it means to
9 be an America. And so that is one example that I was most
10 enamored by.

11 Senator Peters: Well, I want to pick up on that point,
12 because I think it is critically important that it cross
13 across all those areas. But I think it is also important
14 that it starts really early in life. If you are talking to
15 someone in high school, you are getting a late start in
16 getting that, because it has to be part of their culture.

17 From my own personal experience, I am proud Eagle
18 Scout, and proud through the scouting program. I started
19 very early in life, that kind of instilled those values and
20 understand how you put country above self and the greater
21 good. To what extent did you look at some of those programs
22 that start in elementary school or early middle school?

23 Dr. Heck: Yes, sir. So we proposed that the civic
24 education, the classroom piece of it, begins in
25 kindergarten, but we also heavily support the reinvigoration

1 of service learning, where they are now going to take the
2 theory that they have learned in the classroom and actually
3 apply it. And we talk about the opportunities, perhaps do a
4 specific, finite, concrete service project as a middle
5 school student, looking at doing a semester of service while
6 you are in high school, or a summer of service. Doing a
7 service project between your high school and college years.

8 We could not agree more that the place to start
9 exposing our youth to civic education, service learning, and
10 a lifetime of service occurs at the earliest of ages,
11 because once you provide them with a meaningful service
12 opportunity that shows that they are much more likely to
13 continue serving throughout their lifetime.

14 In fact, just as a quick point, one of our first public
15 engagement was in Harrisburg, Pennsylvania, where we met
16 with a SeniorCorps group. And so I asked, "What was it that
17 you did in your prior life that now you are a retiree but
18 you still want to give back, and you are mentoring at-risk
19 youth, or you are sitting with homebound seniors?" Almost
20 universally, the females were teachers or nurses, the males
21 were police officers or prior service, military service,
22 showing that once you get hooked -- again, being a
23 physician, I believe everybody has a service gene. Our goal
24 is to unlock it, and activate that gene so that people want
25 to participate throughout their lifetimes.

1 Senator Peters: Great. Well, thank you for that, and
2 I appreciate that answer. We definitely have to focus on
3 getting to folks very young and making it just part of who
4 they are as a person. Thank you.

5 Chairman Reed: Thank you, Senator Peters. Now let me
6 recognize Senator Rosen via Webex.

7 Senator Rosen: Thank you, Mr. Chairman, and I am going
8 to thank the commissioners who are here with us this
9 morning. I especially want to thank Congressman Doctor Joe
10 Heck, who had the seat before me in Nevada's Third District.
11 His son, Joey, and my daughter went to school together in
12 Henderson, in junior high and high school, and I am just
13 glad to see you here. I am really proud of the work that
14 you are doing.

15 And so to all the witnesses, I really commend your
16 creative thinking in finding ways to incentivize all
17 Americans. And when we think about the military, national,
18 and public service in the 21st century, we really have to
19 reimagine what civic engagement looks like. We have to
20 shape serving your country. Like you said, there are so
21 many ways to serve, and I would argue that the person giving
22 the service gets as much, if not more than the people they
23 are serving, because they are really doing something
24 positive. And we have to really be inclusive and aligned
25 with the information economy.

1 So many Americans, they really do want to serve but
2 they face obstacles. Some are older. Some have
3 disabilities. But some of those folks are the next
4 generation of coders, cybersecurity experts, but they may
5 not be able to carry that 80-pound pack on their backs. And
6 so we have to find ways to increase opportunities for
7 individuals with diverse abilities so that they can
8 participate and we can benefit from them being in national
9 service. So when we open the door to people of all
10 backgrounds, of many ages, we make the most of the amazing
11 skills that Americans bring to the table in service to our
12 country, we strengthen our democracy, we strengthen our
13 national security.

14 So, Mr. Khazei, can you talk to me about how the
15 Federal Government, we can expand their service
16 opportunities for Americans from underserved communities,
17 nontraditional backgrounds, particularly older or those
18 folks with disabilities, through existing national service
19 programs or possibly creating some new ones.

20 Mr. Khazei: Thank you, Senator Rosen. The terrific
21 thing about AmeriCorps is that it is open to people of all
22 ages, and it has great programs from AmeriCorps state and
23 national, the National Civilian Community Corps, to the
24 AmeriCorps SeniorCorps program. And people can serve at all
25 ages, as my colleague, Chairman Heck, said.

1 We have proposed a comprehensive system that starts, as
2 he just said, with civics in school starting in
3 kindergarten, with opportunities for service learning in
4 middle school, summer of service, and a semester of service
5 in high school, as a way to sort of cultivate that energy
6 and that ethic so that when people turn 18 they can serious
7 consider, should I spend a year in service, whether it is in
8 AmeriCorps, Peace Corp, or the military, or joining public
9 service.

10 One of the things we proposed to expand opportunities
11 is a new service fellowship program. An inspiration for
12 this came from a couple of things, one being in Vinton,
13 Iowa, a small, rural community of just 5,000 people, where
14 we were hosted by Adam Lounsbury, the head of the state
15 commission in Iowa who is doing a great job. And people
16 said, "We love AmeriCorps but we do not have the capacity to
17 do the grants. We do not have the matching funds, the
18 philanthropy here. We have been able to get a few VISTAs."
19 So we said, why not have the fellowship program where the
20 fellows would be fully stipend and their Segal award would
21 be paid for, it will be run through state service
22 commissions where they would certify local nonprofits and
23 people could serve, as my colleague said, right in their own
24 back yard. That is one thing we could do.

25 We also proposed that the stipend and the Segal awards

1 be raised so that everybody could afford to do it. And we
2 have proposed that there be wraparound services for people
3 that need it, and supports for people who have disabilities.

4 So our report encompasses the full range. We believe
5 that every single person is an asset and can give back to
6 our country, and we just have to give them the opportunity
7 and the support to do so.

8 Senator Rosen: Well, thank you. I want to pose this
9 to Dr. Heck. You know, the U.S. is expected to face a
10 shortfall of over three million skilled tech workers by next
11 year. How can we leverage junior ROTC and ROTC programs to
12 incentivize and train them? I have a junior ROTC program
13 that was included in NDAA last year, to promote a cyber
14 track for our junior ROTC. But what can we do to help our
15 schools, our school districts, our teachers to really
16 promote junior ROTC and other ROTC programs?

17 Dr. Heck: Thank you for the question, Senator. Good
18 to see you again.

19 We believe that expansion of JROTC is the key. In our
20 recommendations, we call for an almost doubling of the
21 available programs to 6,000 by year 2031, in order to
22 provide more opportunities to high school students to engage
23 in that citizenship program. Also, in last year's NDAA
24 there was a provision to include in existing programs and
25 the curriculum an introduction to options in military,

1 national, and public service. So there is one area where we
2 can talk about the needs for specific critical skill sets
3 moving forward, perhaps igniting a spark in a young
4 student's mind about the type of career or vocation they may
5 want to pursue upon graduation.

6 Certainly in senior ROTC, at the college level, there
7 are opportunities for the cadets to engage in meaningful
8 experiences that expose them to a wide variety of military
9 occupational specialties, and so emphasis can be placed on
10 those that are in critical need, at any given time, through
11 that curriculum. Again, the key is to be able to increase
12 opportunities by increasing awareness and by motivating more
13 people to want to serve.

14 Senator Rosen: Well, I thank you all for being here,
15 for your thoughtful work, and your terrific suggestions.
16 Thank you.

17 Chairman Reed: Thank you, Senator Rosen, and Dr. Heck
18 and Ms. Wada and Mr. Khazei, thank you for a very, very
19 informative hearing that has engaged all of us, and that
20 follows on what I think is an extraordinarily helpful
21 report. The Commission has rendered a great national
22 service, and I want to commend you, and I wish you would get
23 that commendation to your colleagues too.

24 In fact, you have given us a roadmap, really, as we
25 consider these issues in the next NDAA, and after careful

1 consideration and debate, as we will want to do, we hope we
2 can use that roadmap to get to the place you have pointed
3 to.

4 So, Dr. Heck and colleagues, thank you very, very much,
5 and at this point I will adjourn the hearing. Thank you.

6 [Whereupon, at 11:21 a.m., the hearing was adjourned.]

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

WORD INDEX

< \$ >

\$1 36:21
\$100,000 72:2
\$150,000 72:2
\$200 36:13 46:1
\$3 46:5
\$40,000 42:22
\$5 46:5
\$54 76:22

< 1 >

1 17:8 29:17
1/2 9:21
10 4:8 16:12 29:9
 47:9 54:4
100 48:11
100,000 29:14 47:2
11 1:5 10:5, 13
11:21 84:6
14 10:7
15 50:1
164 9:18
17 4:6 12:16 73:13
18 45:22 46:11
 51:25 73:9 81:6
18-year-olds 45:21
1994 39:7
19-year-olds 45:22
 46:11

< 2 >

2 9:21 45:22
2003 4:22
2009 39:9
2016 3:18
2020 35:8
2021 1:5 15:7
2031 10:19 17:9
 68:6 82:21
20s 48:1
210 26:3, 4
21st 79:18
22 9:24
23-plus 34:6
24 4:6 70:9 73:9
24-year-olds 12:16
 73:14
25 4:6 21:11 36:6
 52:1 72:1, 25
26 72:25
27 70:15
29 28:6 50:17
29.3 28:7
2-eyar 74:22

< 3 >

3 16:12
30 14:22 15:19

45:17
300,000 16:15
32 73:13, 24
330 10:12

< 4 >

4 29:14
4.5 73:20
40 45:17
450,000 73:23, 25
4-year 74:20 75:1

< 5 >

5 72:8 76:23
5,000 81:13
50 72:2 73:19
530 10:5
55 70:16

< 6 >

6 15:18
6,000 82:21
60 59:16

< 7 >

7,000 47:1
70 12:16
70th 10:19
75,000 47:1

< 8 >

8 25:22
8,000 47:2
80-pound 80:5
85 73:7

< 9 >

9 9:24 73:16, 17
9/11 52:12
9:31 1:11

< A >

a.m 1:11 84:6
A-B 73:19
abilities 80:7
ability 11:8 12:9
 15:13 50:25 68:13
 74:15
able 24:6 32:2
 33:25 38:9, 10, 12,
 20 39:17 41:13
 49:15 53:23 55:8
 57:16 62:20 63:20
 64:17 66:16 69:10,
 11 80:5 81:18
 83:11
absolutely 36:5
 40:6, 21 51:17
abundantly 15:18
academically 73:18

academies 37:20
Academy 51:25
accelerated 46:7
access 13:1 44:1
accessible 69:5
accession 12:17
 21:10, 15 28:3, 10
accompanied 13:7
accomplish 57:5
accreditations 67:20
achieve 17:9 38:21
 68:4
achievement 39:20
acquired 54:14
act 5:19 24:5 31:1
 32:12 36:19 39:9
 42:15 47:21 77:2
action 5:23 18:17,
 18
activate 78:24
activation 14:4
active 75:21
active-duty 51:5
actively 18:13
activities 17:18
 70:19
actual 21:14 56:17
 60:10 76:11
actuality 28:6
Adam 81:14
adapt 51:8
add 39:13 63:14
 64:23
addition 3:17
 20:20 25:19 26:16
additional 15:1
 54:20
address 9:14 11:2,
 9, 22 13:25 17:19
 27:25 44:24 63:9
 75:15
addressed 54:6
addressing 52:8
adjourn 84:5
adjourned 84:6
administration 2:24
 43:6
Admiral 42:21
admit 8:6 60:25
admittedly 35:14
adopted 15:7
 29:18 77:2
ads 63:20
adult 10:13
adults 26:3 74:10
advance 75:5
advanced 64:3
advancing 45:6
advantage 13:24
 69:20

adverse 74:15
advertise 60:9
advertised 46:21
advertisements
 59:25
advertising 51:12,
 15, 16 60:3 63:17
advice 22:4, 22
advisor 2:25
advocated 32:15
Affairs 2:24
affirms 13:17
afford 12:18 26:4
 82:1
age 15:19
aged 4:6
agencies 15:20, 22
 17:16
ages 78:10 80:10,
 22, 25
ago 2:9 48:11
 61:18 65:2
agree 31:15 35:5, 9
 37:1 39:23 45:24
 76:18 78:8
agreed 39:24, 25
agreeing 33:6
ahead 59:11 65:11
aim 11:6
ain't 61:2
Air 61:13
Alabama 71:18
Alan 3:2 45:4
aligned 79:24
alignment 69:25
alive 7:25
Alliance 20:21
allow 20:17 32:24
 34:23 38:8 44:20
 66:19 68:23
allowing 17:12
all-volunteer 14:16
 26:19
alongside 27:1 67:7
alternating 20:9
amazing 71:10, 15
 72:5 80:10
America 5:24
 13:18 18:7 29:4
 39:9 55:25 77:9
American 7:10 8:8
 9:17 11:24 13:7
 14:23 15:12 18:16,
 18, 21 24:4 36:18
 67:2
Americans 5:1
 9:13, 22 10:21
 11:3 12:6 13:4
 14:6, 19 16:21
 17:5 18:1, 4 22:14,
 20 25:5, 8 31:8

35:9, 13 40:3 52:7
 65:3 66:14 67:3
 79:17 80:1, 11, 16
America's 4:6
 10:10
AmeriCorps 3:6
 5:7 16:15 39:5
 42:9 46:18, 25
 47:12 67:22 68:20
 70:4, 5, 12, 13
 80:21, 22, 24 81:8,
 16
amount 39:1
amounts 32:17
amused 47:24
analysis 21:3 69:13
analyze 10:8
analyzed 10:6
angst 58:11
annex 9:10
anniversary 10:19
annually 16:15
 17:8 68:6
anomaly 66:12
answer 77:1 79:2
answers 11:11
anticipate 58:24
apologize 33:16
appear 9:5 18:23
appearing 2:7
apply 37:20 78:3
applying 38:3
 46:20 47:6
appointment 16:12
appreciate 36:2
 37:8 45:4, 8 48:20,
 21 71:2 75:6 79:2
approach 40:18
 44:25
approaches 25:16
 52:22
appropriate 21:6,
 11 22:24 34:5
Aptitude 15:5
 49:25
area 11:10 83:1
areas 17:14 43:2,
 23 44:1, 25 52:16
 59:10 61:22 62:8
 70:7 74:17 77:13
arena 54:16
argue 79:21
Armed 1:8 2:18
 3:1 15:5 37:19
 49:24 73:20
armies 25:22
arms 68:15
Army 2:20, 23
 57:18 60:7 72:12
Army's 31:1

arrive 20:6
artful 58:10
Article 25:21
asked 23:1 65:14, 16 67:5, 9 78:16
aspiration 44:1
aspirations 4:19
aspire 44:4
aspiring 17:2
assessing 49:1
asset 5:16 24:21 37:18 82:5
assigned 8:23
Assistant 2:23
assume 41:4
assure 21:4
ASVAB/CEPT 50:1
at-risk 78:18
attainment 38:20
attitude 4:3
attract 15:13, 21 16:3 17:5 30:18 31:17 54:12 63:12
attracting 30:23
attractive 32:16
Auburn 71:19, 21
audience 48:14
authorities 15:25
authority 47:7
availability 46:16
available 31:13 32:17 38:13 64:20 82:21
award 39:5 40:7 44:17 81:20
awards 81:25
aware 44:2, 4 46:21 48:22 65:4, 5, 6
awareness 11:15, 17 15:11 16:25 44:1 50:23 83:12

< B >
back 20:11 26:5 34:10 36:14 39:7 48:4, 6 51:18 53:12, 23 56:13 71:4 73:3 78:18 81:24 82:5
background 3:3
backgrounds 25:5 80:10, 17
backs 80:5
balance 69:17
band 59:17
barely 4:6
barrier 38:21
barriers 38:15, 16 69:2
bars 13:12

Base 61:13 63:2, 5, 6 68:10 69:10
based 27:7
bases 63:1
basic 8:3 15:22 31:7 71:22
Basically 36:25
38:24 42:16
Battery 15:6 49:25
battlefield 64:4
becoming 59:19
began 18:3
beginning 63:19 76:19
begins 77:24
behalf 9:3 18:15
behavioral 73:16
belief 21:18 74:7
believe 3:21 18:19 21:9 22:12, 20 24:14 31:8 50:11 58:16 60:10 62:18 71:9 76:24 78:23 82:4, 19
believed 54:7
believes 25:14 61:2
beneficence 32:12
beneficial 61:4
benefit 55:10 62:17 69:12 80:8
benefits 8:12 15:23 16:4 17:5 18:1 24:3 25:18 32:7 42:6 44:10, 16
best 21:15 44:6, 13 53:21 62:13 63:21 69:13 71:14
best-qualified 64:19
better 5:24 8:8 17:15 22:9, 11 32:18 43:18 52:3 59:24 66:13 67:15 74:8
Beyond 4:1 67:8
bias 8:6
big 28:16 57:25 72:17
bigger 26:1 62:22
bill 21:6 33:9 38:25 42:15
billion 36:21 46:5
bipartisan 36:16 46:3
bird 20:7
bit 38:4 71:10 75:14
Blackburn 1:17 48:19, 20 49:5, 18 50:16 51:17
blitz 51:13

Blue 70:9
Blumenauer 36:17
Blumenthal 1:15 29:25 30:1, 6, 9 31:2, 15 32:4, 10 33:8, 18 38:24
board 64:6 68:2
bold 5:23 10:16 18:17
bonus 42:22
boot 26:21
boots 34:6, 8
bottom 74:23
box 60:13
boys 41:24
branches 28:19 35:14
briefly 11:9 59:14
brilliance 28:18
brilliant 70:3
bring 10:9, 12 16:6 34:14 35:7 36:14 50:25 51:1 57:2 80:11
bringing 56:24 57:4
broad 56:12
broadening 33:14
broader 15:4, 12
Brookings 35:8
brother 41:25 42:2 57:1 66:7
brothers 68:14
brought 27:6 40:23 75:1 76:20
budget 5:5 63:18
budgeting 51:11
budgets 51:12
build 18:20 50:23 62:1
Building 1:12 49:18
built 76:25
bus 30:15
business 59:19
buy 63:19, 20

< C >
cadets 83:7
call 2:3 5:23 10:19 14:12 18:15 23:23 24:10 28:17 31:10 45:10 47:16 53:23 60:16 71:13 82:20
called 28:8 42:15 52:11 53:18 62:11
calling 4:25 30:3 57:1, 3
calls 18:4 52:17

camaraderie 61:24
camp 26:21 68:14
campaign 28:21
campuses 72:20
candidates 16:9 37:24
capability 54:16, 21
capable 10:24
capacities 21:25 28:14
capacity 14:10 49:10 53:16 54:24 57:25 81:16
Capitol 48:14
caps 58:19
care 41:7 53:4, 6 56:5 57:17, 19 58:1, 6, 8 68:14, 22
career 2:16 15:6 34:25 35:6 40:5 49:25 50:5 83:4
careers 35:3
careful 83:25
carefully 21:4
cares 56:4
carry 80:5
case 43:5 54:20 61:19
categories 59:7
cause 57:5 58:11
CDL 39:17
census 9:24
center 42:1
centers 9:25 32:22
cents 76:23
century 79:18
CEO 3:5
certain 14:21 39:1, 3 52:10, 16 54:14 74:17
Certainly 22:10 25:20 44:14 55:25 58:7 67:25 68:7 83:6
certify 81:22
cetera 22:2 24:24 59:6
Chair 2:21 37:12 41:18 45:8
chairman 1:13 2:3, 15, 17 3:8, 10 7:3, 12, 13 8:15, 16 9:1, 2 12:16 20:1 21:1, 13, 21 22:22 23:10, 11, 14, 16, 18, 19 24:15 25:3 29:21, 22 30:1, 4, 9 33:18 36:8 37:13, 15 41:15, 16 45:9 48:17, 18 51:18, 19, 21 55:12, 14 57:18

58:22, 23 60:20 61:5, 9 65:2 66:20, 21, 23 71:3, 5, 7 75:8, 9, 11 79:5, 7 80:25 83:17
challenge 5:4
challenges 13:25 30:14, 15
challenging 74:5
chance 37:5
change 51:5 64:7, 11
changes 64:8
changing 48:23 64:2, 5
character 4:19 64:2
charge 23:5
charged 9:11
charges 54:1 76:19
checked 60:13
chiefs 3:24
children 42:7
China 28:13
choices 27:21, 22 28:22 35:1
choose 17:11 32:24 65:17
chosen 64:17
church 63:5
circumstances 33:13
citizen 8:9 13:7 75:22
citizens 5:3 71:17
citizenship 13:19 15:4 50:7 82:23
citizenships 50:20
City 3:5 23:7 40:22 76:12
civic 13:5, 13, 17 18:5, 6, 10, 13 34:9 35:10, 16, 20 45:15 71:10 76:19, 23, 24 77:5, 8, 23 78:9 79:19
civics 36:5, 6, 8, 11, 12, 14, 19 45:18, 25 46:1, 5, 8 71:19, 21 75:14, 17, 25 81:2
civil 8:11 56:2
civilian 14:8, 18 16:10 36:2 42:24 47:18 49:6 57:2 80:23
civil-military 14:15 59:14
civ-mil 60:18 63:10
civ-military 62:23
class 62:14
classes 75:25
classroom 77:24 78:2

<p>clear 10:23 15:18 18:18 25:10 clearance 54:11 clearances 53:22 clearing 17:24 clearinghouse 44:8 clock 20:15 close 65:3 74:13 closed 63:1 closing 18:15 coach 71:9 coached 71:20 coaches 71:13 coalition 36:19 coders 80:4 cohort 22:8 47:3 Cole 36:18 collaboration 22:23 colleague 23:24 44:16 57:3 80:25 81:23 colleagues 3:13 9:5 20:3, 6, 14, 18 21:8 83:23 84:4 College 3:9 10:4 33:1 39:1 42:1, 3 47:25 50:8 65:20, 22, 24, 25 66:1, 3 78:7 83:6 color 37:24 combat 16:19 34:4 60:6, 8 combination 58:2 combined 22:18 come 7:8 8:6 13:6 25:18 34:23 51:23 59:17 71:14 72:6 comes 12:14 30:7 33:1 coming 27:20 70:19 72:16 commander 69:22 commend 7:3 79:15 83:22 commendation 83:23 comments 10:6 21:22 28:15 45:13 74:3 COMMISSION 1:2 2:6, 8, 15, 22 3:3, 15 4:2, 22 5:22 7:5 8:19 9:7, 11, 24 17:9 18:8, 15 21:14 22:6, 10 24:20 25:14 27:4, 7 28:2, 4, 18 30:25 31:3, 4, 22 32:20 37:9 38:7, 14 39:13 41:10, 19 45:20 48:12, 16</p>	<p>51:23 52:20 57:19 64:10 66:24 67:14, 25 68:5 69:1 81:15 83:21 Commissioner 3:3 7:16 22:9 33:22 47:15 Commissioners 3:11 5:22 7:18 9:4 79:8 commissions 81:22 Commission's 2:12 3:12 4:20 11:6 25:4, 8 48:25 64:25 commit 39:1 commitment 2:11 7:19 11:3 18:10 39:19, 21 46:8 committed 46:6 48:3 Committee 1:8, 11, 13, 14 2:4, 9, 19 3:1, 23 9:3 20:20, 25 27:17 33:3 36:3 37:19 42:19 45:14 55:16, 19 61:2 common 13:9, 10, 17 56:7 57:5 65:8 commonwealth 48:4 communicate 43:18 communication 46:16 communications 17:22 46:23 communities 8:12 10:2 14:18 16:21 22:11, 15, 17 38:5, 9, 11, 18, 22 40:4 55:6 56:16 61:15, 17, 22 67:16, 19 69:17 80:16 Community 5:12, 17 17:12 18:14 36:25 54:12 63:6 68:13, 20 80:23 81:13 compelling 20:2 21:2 compete 12:21 competitive 15:24 complete 58:14 completely 45:24 complex 13:25 component 51:3 composition 59:4 comprehensive 9:19 10:17 81:1 compulsory 61:2 computer 20:6, 18</p>	<p>computers 20:14 concentrate 60:5 concentrated 21:17 44:14 concept 53:13 54:17 58:5 concern 3:14 25:23 36:10 37:1 46:9 50:19 70:10 concerns 3:20 14:15 26:20 concluded 2:8 25:15 concrete 78:4 condition 18:6 conduct 11:16 confirmation 55:21 conflict 53:8 conflicts 53:10 confused 43:3 confusing 42:13 confusion 58:11 congratulations 41:19 55:15 Congress 9:11, 16 15:1 18:9, 16 43:15 76:14 Congressman 79:9 Congresswoman 36:17 connect 17:25 76:1 connection 61:15 conscription 12:11 26:21 53:9, 11 Consequently 13:10 consider 22:20 24:25 26:23 65:17 81:7 83:25 consideration 84:1 considered 22:3 28:9 52:20 60:8 73:18 constant 68:10 constantly 77:7 constitutional 3:20 25:21 constitutionality 25:23 constrained 58:20 constraints 5:5 contact 5:13 61:23 contemplating 33:8 context 13:11 36:25 continue 20:11 52:16 63:10 74:16, 17, 22 75:5 78:13 continued 17:6 continues 2:19 3:16 4:10 10:11 continuing 52:2</p>	<p>74:19, 24 continuum 14:2 contributed 8:19 contributes 63:8 contributing 32:13 contribution 21:7 controversial 26:25 convened 10:7 conversations 9:22 66:16 convictions 12:13 cook 60:5 Coons 36:17 coordination 17:16, 22 CORE 24:5 47:21 Cornyn 36:16 coronavirus 10:23 Corp 81:8 Corporation 5:11 40:25 47:6 70:21 Corps 3:9 5:8 16:16 33:4 42:9 47:1 49:3 56:4 66:8 68:19 69:3, 24 80:23 Correct 31:21 correlation 74:9 co-sponsor 24:5 cost 44:22 costs 26:2 48:10 Cotton 1:16 Council 11:18 17:20 76:12 counselor 34:18 counselors 24:18 34:11 count 58:19 77:5 country 9:23, 25 10:12, 20, 21 13:15 18:4 22:12, 15 23:20 26:16 29:10, 18 31:6 36:10 37:3 42:15 45:19, 21 46:7 47:5, 11 52:8 56:3 61:19, 22 64:17 66:11 68:17, 19 71:11, 17 72:5, 13 73:10 74:16, 17, 25 75:3 77:20 79:20 80:12 82:6 country's 5:3 52:10 couple 45:20 81:12 coupled 49:12 course 4:13 30:21 35:17 41:6 76:2, 3 77:6 covered 39:8 create 16:4 25:4</p>	<p>33:4 44:7 created 36:12 creating 14:2, 5, 8 17:22 80:19 creative 79:16 credits 48:7 criminal 73:7 crisis 8:7 10:9 11:5 15:17 16:19 52:9 criteria 73:22 critical 14:5, 14 16:3, 6, 18 29:5 31:23, 25 35:19 49:1, 12, 15 50:14 52:16, 21, 25 53:3, 13 54:1, 2, 4, 8, 18, 19, 21 57:11, 17, 22 58:7, 10 83:2, 10 critically 62:10 77:12 cross 77:12 cross-cutting 43:24 44:25 culminated 9:17 cultivate 81:5 culture 10:18 18:20 25:4 31:19 77:16 current 8:7 15:17 16:12 21:10 28:3, 10 42:11 52:9 58:13 currently 10:18 53:5 curriculum 35:25 45:19 82:25 83:11 curtailed 33:13 customer-unfriendly 43:7 cuts 59:6 cutting 35:3 cyber 14:9 31:18 42:23 48:24 50:25 54:9, 16, 20 60:4 82:13 cybersecurity 14:8 49:6, 9 50:10, 14 53:19 80:4</p> <p>< D > D.C 1:9 D1 73:25 dam 23:3 data 4:8 56:13, 17 57:8 daughter 24:12 34:7, 17 79:11 daughter's 35:23 Davidson 42:21</p>
---	--	--	--	---

Day 77:2
days 8:4
deal 7:9
debate 7:9 21:6
 29:3, 11, 19 84:1
Debra 2:21
debt 32:18 33:10
 39:2
decade 2:25
decades 29:4
decide 35:3, 6
decided 27:7 34:7
decision 12:14
 25:8, 12 26:25
decisions 43:20
declared 56:9
decline 45:18
dedicated 9:4 51:8
dedication 72:4
deepening 14:15
deeply 12:13
defending 13:16
Defense 3:17 4:8
 11:16, 18 13:8, 10,
 14 14:25 21:6, 16
 26:17 62:5 70:22
defer 30:5
defined 41:11
definitely 46:25
 51:7 79:2
definition 41:5
degree 39:3, 25
 40:1
degrees 35:1
DeLauro 36:17
deliberation 11:24
 26:9
deliver 8:22
delivery 53:4
delve 21:14
demand 5:9 12:9
 47:4
democracy 35:18
 36:18, 20 75:19
 80:12
democratic 35:10
Department 3:17
 4:8 11:15 14:25
 21:16 26:17 36:13
 43:6 46:1 62:5
 64:13 69:5, 12, 16
 70:22
depending 33:1
 54:7
describes 67:2
deserve 7:10
designed 17:19
 21:16 69:3
desire 23:21 24:10
 50:21

desk 9:8 20:14
detail 11:11
determine 50:4
determined 64:14
develop 30:22
 50:21 69:9
developed 24:25
 70:12, 21
developing 48:25
 70:6
development 29:3
DHS 14:9
diem 62:20
difference 48:5
different 21:23
 24:2 27:6 28:22
 31:18, 19 34:2
 38:9 42:17 43:16
 44:22 52:22 56:3
 62:4 68:21 74:14
difficult 22:16 27:2,
 20 62:8 69:23 74:1
digging 41:20
digital 49:3 50:25
dire 14:4 18:6
directed 40:18
Director 3:8
Dirksen 1:12 45:12
dirty 73:2
disabilities 37:25
 80:3, 18 82:3
disagree 60:25
disaster 16:19
discharge 16:13
discharged 16:10
disconnect 59:21
 63:8
discouraging 34:16
discrete 9:18
discuss 9:6 10:7
discussed 59:14
discussion 11:24
disparate 13:10
dispositions 18:12
disproportionate
 14:22
disservice 34:24
distinguished 2:16
distribution 5:14
District 79:10
districts 9:24
 75:17 82:15
diverse 37:21 80:7
diversity 13:24
divide 14:15 59:15
 60:18 62:23 63:10
 74:10
divisions 52:8
Doctor 2:20 79:9
doctors 31:11
documents 9:8

DOD 50:16 58:17
 69:2, 19
DOE 43:11
doing 26:10 36:24
 55:16 59:24 62:17
 71:11 72:17 78:5,
 6 79:14, 23 81:15
domains 48:24
domestic 11:7
door 80:9
doors 60:1
doubling 82:20
downtown 44:22
Dr 2:14, 19 8:21,
 24 9:2 18:25 20:1
 21:1, 9, 13 22:6
 25:6, 13 26:12
 33:3, 21 39:4
 41:10 43:21 49:5,
 21 51:7, 21 52:23,
 24 54:17 55:2, 11
 56:19 58:5 59:8,
 12 60:20 61:11
 62:3 64:22 65:1
 67:13, 24 73:5, 11
 76:17 77:23 82:9,
 17 83:17 84:4
draft 3:25 7:23
 12:5, 19, 23 14:4,
 13 28:9 34:3 53:3,
 6 60:24 61:7
 64:18, 21
drafted 7:24 13:17
draws 5:1
driver 39:16 60:5
drivers 30:15
driver's 60:13
driving 59:9
drone 21:24
drop 4:10
dropping 75:17
droves 24:14
Duckworth 1:16
 66:22, 23 67:25
 68:25 69:18 70:2
 71:1, 5
due 2:10 73:15
duty 13:18
dysfunctional 15:22

 < E >
eager 18:21
Eagle 77:17
earlier 13:22 59:22
 71:10
earliest 78:10
early 20:7 77:14,
 19, 22
earn 48:7
easy 23:2 69:22

eat 72:25
echo 26:17
economy 74:7
 79:25
educated 22:19
 28:22 74:22 75:19
educating 8:9
 31:15 36:19 66:13
education 18:5, 6,
 11 24:23 34:9
 35:16 36:13 37:6
 38:17 39:3, 12, 23
 40:10, 12 41:7
 42:18 43:7 45:15
 46:1 67:10 68:11
 71:10 72:15, 16, 17
 74:19, 24 75:3, 5,
 14, 17 76:19, 23, 24
 77:5, 8, 24 78:9
educational 36:25
 38:20 67:21
educator 71:9
effect 32:13 33:9
effective 15:23 76:7
effectively 38:6
 63:20
effort 11:4 25:16
 54:15 69:25
efforts 17:1, 16
 26:25 28:23 59:5
eight 46:12 47:3
eighth-graders 36:7
either 30:23 41:11
 42:24 48:5
elected 10:1 76:11
electorate 75:19
elementary 77:22
elevate 17:20
elevating 67:25
eligibility 12:23
 16:11
eligible 14:23
 15:20 50:18
embassies 26:15
emergencies 11:9,
 20
emergency 10:25
 12:3 14:11 49:11,
 16
emerging 52:8
emotion 12:12
emphasis 83:9
employed 40:19
 70:15
employment 16:11
 41:11 68:11 69:19
 70:11, 14
enable 13:1
enacted 12:19
enamored 77:10
encompasses 82:4

encourage 24:16
 32:22 33:14 40:2
 42:23 52:25
encouraging 15:4
 17:21
end-strength 58:19
energy 81:5
engage 10:22
 13:18 22:11, 14
 24:16 35:6 50:9
 63:22 69:13 82:22
 83:7
engaged 10:5
 24:19 53:17 67:14
 76:10 83:19
engagement 15:11
 35:20 78:15 79:19
engages 10:13
Engaging 52:6
England 23:3
English 77:7
enhance 11:8 14:1
enhancements 17:6
enhancing 15:13
enlisted 10:3 14:20
 56:20 66:3
ensure 12:20 18:11,
 18 58:18 63:15
 64:16 69:14
ensuring 13:23
enter 50:6
entire 8:22 51:7
entirely 34:5
entrance 4:7 21:10
 39:15
environment 13:4
 71:24 74:6
equal 39:6
equally 16:9 27:8
 28:5, 9
equipped 18:12
equity 12:15
equivalent 40:8
 73:19
Ernst 1:17 33:19,
 20 37:7, 13
especially 17:13
 24:6 47:17 51:10
 55:7 56:23 74:5
 76:7 79:9
essential 35:10
essentially 40:11
establishing 17:19
establishment 69:23
estimate 45:21
et 22:1 24:23 59:5
ethic 56:6 61:17
 81:6
ethnic 56:3
ethos 4:3

evaluate 76:20
event 12:5 49:10
events 52:15
ever-changing 13:4
everybody 7:9
 29:6 78:23 82:1
everyday 63:7
exactly 20:5 40:9
 47:22 77:3
example 14:5
 31:18 39:24 42:13
 45:23 52:12 54:20
 57:17 68:22 76:11,
 16 77:2, 3, 9
examples 76:15, 16
exceeds 47:7
excellence 32:22
excellent 7:11 30:2
 37:16 62:24
exchange 33:6
 39:2 47:25
excited 34:6 46:2
exciting 30:11
exclude 12:18
executive 9:9
exercises 11:14, 17
existence 39:7
existential 11:23
 64:15
existing 15:9 16:24
 53:5 80:18 82:24
exists 10:18 33:12
expand 16:11 23:8
 38:1, 2 41:5 64:18
 80:15 81:10
expanded 4:20
 32:5 35:25 36:4
 50:10 53:7
Expanding 12:23
 15:3 23:4 32:16
 41:8 49:24 51:10
Expansion 12:24
 38:24 49:22 62:10
 64:12 82:19
expect 18:3 25:5
 36:8 65:20
expectation 10:21
 67:5
expected 4:16
 13:15 82:9
experience 11:2
 14:6 23:6 24:16
 36:24 41:24 49:14
 53:14 57:6 58:13
 69:2 70:6 77:17
experiences 83:8
expertise 53:12
experts 11:1, 24
 14:9 49:9 54:20
 80:4

expired 33:16 37:7
explain 20:4
Exploration 15:6
 49:25
explored 4:2 32:19
 52:24
expose 83:8
exposed 37:3 50:12
 74:12 75:18 77:8
exposing 78:9
exposure 76:10
extended 67:11
Extending 13:20
extensive 3:3 9:21
 11:23
extent 77:21
external 52:18
extraordinarily
 83:20
extraordinary
 10:10, 14 21:2
 30:14
extrapolated 41:14
 53:25
extremely 32:16
 70:7
eye 20:15 68:1

< F >

face 12:2 43:2
 62:22 67:10 80:2
 82:9
faced 30:16
facings 28:13 64:14
fact 26:14, 17
 27:15 31:11 34:14
 38:18 40:6, 21
 54:1 56:22 76:7
 78:14 83:24
factors 12:14 59:9,
 13 74:14
fail 5:9 12:17
faith-based 10:2
 17:12
families 43:18 67:7,
 9, 14, 23 68:4, 8
 69:4, 6 70:9, 13, 18,
 24
family 51:23 59:19
 65:2 67:9, 11, 18
 69:8, 24 74:23
Fantastic 37:7
far 41:8 47:7
fashion 46:3
father 59:20
Federal 5:6 15:19
 16:2, 14 26:7 33:7
 41:12 46:4 49:9
 52:14 55:6 76:22
 80:15

feel 44:6 52:2
fellow 47:14
fellows 81:20
fellowship 17:10
 81:11, 19
felt 21:15 61:23
FEMA 70:5
FEMACorps 70:4
female 12:18
females 28:7 78:20
fewer 14:24 46:20
field 50:13 53:20
 54:9
fields 50:25
Fifty 74:19
fight 52:4 64:6
 72:12, 24
fighting 48:23 64:9
figure 4:10 44:12
FINAL 1:1 2:5
 24:15 48:25
finally 3:2 20:17
finance 66:6, 8
financial 18:9 48:8
find 7:7 34:16
 43:5 48:14 55:3
 67:11 80:6
finding 71:25 79:16
findings 9:6 49:2
 52:22
fine 28:12 34:15
finite 78:4
first 9:18 14:17
 17:19 29:4 30:12
 37:1 39:6 56:14
 58:5 62:4, 9 65:18
 73:22 78:14
Fischer 1:16
fitness 30:20, 22
 31:1
five 15:20 36:21
five-minute 20:13
fix 16:1
fixes 16:1
fleshed 49:16
flexibility 15:23
Florida 77:3
focus 23:4 75:14
 79:2
focused 53:18
 63:11
folks 30:13 55:7
 75:17 79:3 80:3, 18
follow 33:17 34:7
 37:11
following 2:16, 22
 20:7 45:7
follows 19:1 20:24
 83:20
follow-up 52:23

food 5:14
footsteps 34:7
forbid 57:15
force 14:17 21:11
 26:18, 19 40:22
 49:7 53:19, 23
 61:13
Forces 73:20
forcing 25:24
foreign 26:13
Forgive 23:3
forgiven 32:11
 43:5, 9 48:10
forgiveness 32:5
 42:14
form 10:22 25:20
 26:13 35:10 52:6, 7
formal 14:12 42:8
formation 49:6
former 3:5, 8 14:8
 71:9
formerly 40:23
 41:1
forms 9:20 11:7
 25:24 41:14 44:8
 52:14 68:1
Fort 61:12
forum 17:21
forums 10:6
forward 5:25 8:13
 18:24 21:4 41:20
 45:7 57:24 83:3
foster 4:2
found 23:20 28:4
 31:6 35:13 36:6
 38:14 42:6 47:11
 66:11 70:10, 13
foundation 76:24
founder 3:4
four 35:13 39:24
 40:11 46:10 47:3
 66:2 72:3
four-year 39:25
framework 49:3
frankly 27:13
freedoms 13:6
friend 65:3
front 33:6, 21 48:6
fuel 21:11
fulfill 13:3
full 9:9 13:24
 72:10 82:4
fully 40:18 81:20
function 17:23
fund 36:12 46:1
fundamental 4:14
 13:13
fundamentally 67:2
fundamentals 71:22
funded 5:8 62:18

funding 15:1 47:6,
 8 67:22
funds 81:17
furloughs 5:5
furnishing 14:21
further 32:6
Furthermore 4:7
further 13:20
future 4:11 5:25
 7:20 13:1 43:19
 48:4 54:3 64:13
FY 15:7

< G >

gain 67:20
galvanized 52:11
gaps 14:17
Gearan 3:7
Gen 63:22
gender 12:7, 24
 59:7
gene 78:23, 24
General 2:20 32:7
 55:15 56:21 57:18
 59:8 63:2, 25 76:20
generation 5:1
 15:21 24:11 63:22
 80:4
generations 52:11
gentleman 66:4
geographic 14:21
 61:22
geographically 59:6
getting 22:16 50:3
 51:13 59:23 63:6
 71:24 73:2, 3, 5, 6
 75:18 77:15, 16
 79:3
GI 33:9 38:25
gigantic 46:13
Gillibrand 1:15
 29:23 30:3, 4, 8, 10
 37:14, 15 38:23
 39:22 40:13 41:4,
 15, 16 42:14
give 3:7 43:11
 59:7 61:20 63:18
 72:1 77:1 78:18
 82:5, 6
given 23:6 37:8
 38:3 54:8, 12 56:2
 83:10, 24
gives 23:7
giving 67:19 79:21
glad 7:17 27:13
 55:17, 18 72:15
 79:13
go 11:10 26:5
 29:6 34:19 37:2
 39:17 43:16 44:11
 48:7 53:9 59:11

60:12 62:14 63:5
 65:11, 20, 23, 25
 66:2, 5 67:8 74:20, 21
goal 13:20 17:7, 9
 68:4 78:23
God 57:14
goes 53:12 56:7
 62:5, 22 68:12
going 7:12 8:21
 23:2, 12 27:25
 28:12 34:9 37:6
 43:4 48:13, 24
 50:21 57:14 61:3
 65:21 72:14, 21
 73:24, 25 74:14, 24
 76:9 78:1 79:7
golf 63:5
Good 2:3, 12 8:3
 22:22 33:20, 25
 55:15 56:5 63:13, 24
 64:22 66:20
 68:11 77:21 82:17
good-news 10:9
government 5:15
 11:1 14:9 16:14
 35:11, 14 37:4
 41:7, 12 42:5 46:4, 6
 49:8, 9 52:6, 17
 53:20, 22 54:10, 13
 55:6 75:20 76:22
 77:5 80:15
grade 37:2
graduate 62:13
graduation 33:7
 83:5
grant 44:18 47:7
 67:21
grants 39:8 81:17
gravity 60:15
great 5:16 8:10
 33:21, 23 34:24
 37:8 41:2 43:21
 45:5, 6, 16 48:15
 58:21 59:12 61:4
 68:22 70:13 73:11
 74:18 79:1 80:22
 81:15 83:21
greater 4:3 5:9
 45:15 77:20
greatest 37:18
greatly 33:14
Green 40:22 41:8
grocery 30:15
ground 60:8
ground-breaking
 17:10 37:17
ground-pounders
 31:10
group 40:15 65:16

73:21 78:16
groups 56:3 59:10
grow 17:8 63:10
 68:23
growing 59:14, 21
 60:18 63:8 68:1
grown 14:18 74:10
growth 68:3
Guard 34:23 49:19
 50:24 51:4
guess 7:5
guidance 24:18
guys 72:8

< H >

hack 52:15
half 12:18
hall 45:12
hand 65:16
handle 20:8 72:3
hands 43:20 72:10
 73:2
hands-on 76:7
happen 47:23 61:3
happened 45:17
 61:3
happens 76:13, 14
happy 25:11
hard 7:18 37:10, 19
 55:2, 18 71:23
 72:4
harder 63:2
hard-nosed 72:23
Harrisburg 78:15
hate 32:11
Hawley 1:17 61:8, 9
 63:13, 24 64:22
 66:20, 21
head 81:14
healing 5:19
health 15:17 41:7
 42:18 43:1 53:4, 6
 57:13, 17, 19 58:1, 2, 6, 8
hear 2:14 18:3
 27:4 37:22 72:15
heard 20:17 34:18
 46:8 65:9 68:16
hearing 2:3, 10 7:4, 10
 55:19, 21 71:2, 4
 83:19 84:5, 6
hearings 9:22 10:7
heavily 77:25
Heck 2:15, 19 3:10
 7:12 8:21, 24 9:1, 2
 18:25 20:1 21:1, 9, 13
 25:7, 13
 26:12 33:3, 21
 39:4 41:10 43:21
 49:5, 21 51:7, 21
 52:23, 24 54:17

55:2, 11 56:19
 58:5 59:8, 12
 60:20 61:11 62:3
 64:22 65:1 67:13, 24
 73:5, 11 76:17
 77:23 79:10 80:25
 82:9, 17 83:17 84:4
Heck's 22:6
held 10:5 12:13
helicopters 60:1
help 7:14 16:6, 17
 17:9 41:22 52:4
 69:24 82:14
helpful 83:20
helping 50:3
Henderson 79:12
high 10:3 29:3, 5, 7
 34:13, 22, 25 35:20
 37:2 38:25 45:19
 50:1 62:12, 14
 72:20 76:2 77:15
 78:6, 7 79:12 81:5
 82:22
higher 12:10 34:15
 39:12 40:12
highest 12:20
highlight 17:18
 66:25
highlighted 69:15
highlighting 35:23
highlights 11:10
highly 42:12 73:18
high-quality 70:19
high-speed 59:25
high-STEM 50:9
hiring 15:22, 25
 16:2
historically 62:8
 74:6
history 9:20 52:10
 57:16 77:7
Hobart 3:9
holding 7:4 55:19
holistic 9:19
holistically 32:3
home 34:10 61:12
 62:16, 19, 20
homebound 78:19
homeless 42:3, 4
hometown 15:3
 51:11 62:11, 15
Hon 1:12 2:1 7:1
Honduras 41:23
honest 71:25
honestly 7:24
Honorable 2:14, 21
 9:1
honored 9:15
hooked 78:22
hope 21:5 35:2

84:1
hopeful 5:24
hopefully 35:7 36:4
hoping 47:22
hosted 81:14
House 2:16, 18 3:1
 13:22 17:20, 24
Houston 42:2
huge 32:17 48:5
 72:18 74:25
hundred 36:20
hurdles 67:10
 < I >
idea 45:6 47:24
 54:25 56:7 57:11, 20, 24
 59:8 66:3
 67:3, 22 70:3
idealistic 24:12
ideas 5:23 21:3
 22:9 38:7 57:22
 58:4
identified 14:14
 54:6 69:15
identify 9:13 11:17
 52:21 53:1 54:1
identity 62:1
igniting 83:3
illuminated 17:15
immeasurable 18:1
immediate 3:14
immediately 14:7
immensely 8:19
immigrants 71:16
impact 29:16
 67:17 74:15
impacts 30:22
implementing 69:3
importance 2:11
 3:12 18:14 26:6
important 7:20
 17:5 27:14 35:18
 37:9 41:21 48:13
 50:20 51:2 52:7, 16
 56:1 58:3, 9
 61:20 62:2, 10
 69:10 75:15, 23
 77:12, 13
importantly 9:12
imposed 12:25
imposes 30:21
impossible 20:5
 54:3
improve 11:12, 17
 12:9 16:3 17:5
 18:5 52:4
improved 11:14
improvements 16:6
inability 68:11
inattention 59:9

incarcerated 38:1
 40:15, 23 41:2
incentive 43:11, 12
incentives 42:6, 20
 43:16
incentivize 42:12
 79:16 82:12
include 4:20 15:8
 32:20 36:1 41:5
 58:8 82:24
included 3:22
 31:23 34:2 58:6
 82:13
including 2:17 4:4
 11:8 12:7 13:8
 38:15 47:13
inclusive 79:24
incorporated 21:5
increase 9:13 15:1, 10
 22:7, 21 24:3
 31:5, 22 37:23, 24
 38:10, 12 44:15
 80:6 83:11
increased 4:4 39:5
 47:17
increasing 83:12
increasingly 4:5
 61:23
incredible 23:21
 77:3
incredibly 75:23
incumbent 26:1
indicate 14:14
indifferent 5:2
individual 11:3
 14:5 18:1 21:17
 39:20 45:2 49:13
 53:13, 15 54:18, 22
 64:12, 17 68:9
individuals 13:2
 14:10 17:2, 11
 25:14, 24 27:5
 28:3 31:5, 6, 25
 49:7, 14, 23 50:9,
 11, 24 51:13 52:21
 53:2, 14, 19 54:10
 59:15 63:12 64:20
 68:17 80:7
inductees 12:19
ineligible 17:3
infantry 22:1
infantrymen 31:10
inform 8:10
informal 42:5
information 20:24
 43:20 79:25
informative 83:19
informed 22:19
 75:19
infrastructure 5:10

10:24 17:7	investment 15:2 40:2	Kelly 1:16 51:20, 21 54:9, 25 55:11, 12	lack 15:23 31:6	light 25:7 35:7
ingenuity 67:4	involved 16:22 17:17 53:1	Kennedy's 10:19	lands 16:20	Likewise 5:7
Inhofe 1:16 6:2 7:1, 3, 16 8:17 9:3, 8 23:1 25:2, 3, 13 26:8, 23 27:9, 12 28:11 29:20, 22 60:22	involvement 75:22	key 13:20 43:10 50:11 82:19 83:11	large 21:5 60:2 62:23	limitations 75:21
initial 12:17 36:9	involves 75:23 76:12	Khazei 3:2, 4 7:17 19:1 23:4, 10, 12, 15, 17, 19 28:11, 14, 16 35:22 40:6, 21 45:24 46:24 47:20 51:22 69:18 70:2 80:14, 20 83:18	largely 10:15	limited 33:13 54:19
initiating 14:13	Iowa 34:22 81:13, 15	kick 60:1	larger 54:15	line 45:1, 3 74:23
innovation 51:2	IQ 73:7	kid 41:21 73:6	late 77:15	links 22:13, 18, 20
inroads 62:6	IRR 50:14 57:11, 25 58:10, 13	kids 28:1 36:24 37:20 65:13, 19 71:16, 24, 25 72:1, 6, 25 73:1, 8 74:20 75:6	latest 63:16	link 17:1 47:16
INSERT 20:25	ISLAND 2:2	kill 65:19	law 41:22 42:3	linked 28:23
inspiration 81:11	isolated 67:11	kind 7:22 29:18 40:19 42:19 44:7 46:14 49:7 55:20 57:8 58:4 62:4, 7 67:22 70:11 76:8 77:19	lawyers 31:11	linking 23:24
Inspired 9:16, 21 18:21 25:6	Israel 26:9, 15	kindergarten 77:25 81:3	lay 54:5	links 28:19
installation 69:21, 22	issue 4:1, 13 12:14, 24 21:14 26:1 29:13, 24 31:4 35:19, 23 45:25 55:23 59:13 60:19 62:22	kinds 43:16	lead 11:19	list 20:11 57:22
installations 61:13 70:17, 25	issued 13:21	King 1:15 45:10, 11 46:13 47:19, 22 48:18	leaders 10:2	listed 49:16
in-state 39:6, 11 40:8 44:17	issues 21:25 31:21 34:1 58:17 59:3 63:9 83:25	knocked 73:2	leadership 11:14 47:20	listening 35:2
instilled 77:19	its 2:8 37:18 51:8	know 8:2 16:22 20:5 23:21 24:5, 22 25:9 27:16, 20 28:11, 13 29:2, 6 33:9 34:20, 22 44:2 46:4, 16, 25 48:22 52:14 53:10, 16 55:8, 23 56:4, 21 57:10, 14, 19 58:13 59:16, 18, 25 60:6 61:1, 12 62:25 65:23, 24 66:6 68:19 70:8, 23 71:8, 16, 18 72:8 73:1, 4 75:16, 18 76:22 82:9	learn 17:3 24:2 70:14	lists 57:11
institutes 34:15	issued 13:21	knowledge 18:12 31:7	learned 18:6 78:2 34:15 36:23 78:1, 9 81:3	literally 45:18
institution 55:24	issues 21:25 31:21 34:1 58:17 59:3 63:9 83:25	known 4:23 31:14 47:11	learning 18:7, 11 34:15 36:23 78:1, 9 81:3	little 27:22 38:4, 23 44:21 46:24 71:10 75:14
institutions 13:23 56:2	its 2:8 37:18 51:8	knows 4:13	leave 26:22 56:25 57:3 62:16, 20	live 51:10 55:8 68:21, 24 71:20
instruction 36:3	< J >	knowledgeable	leaving 10:14	lives 42:7 60:17
insular 63:4	Jack 1:12 2:1	knows 4:13	lecture 76:9	living 44:19, 22
insurance 12:1	JAMES 7:1	known 4:23 31:14 47:11	led 5:5	loan 32:4, 14 42:14, 17, 25 43:4
intangible 25:17	job 3:10 8:8 40:17 48:9 57:2 59:3, 24 66:13 71:14 81:15	known 4:23 31:14 47:11	left 49:9 53:22 57:1	loans 32:9, 11 43:9
integrated 56:3	jobs 12:22 40:16 41:8	known 4:23 31:14 47:11	legal 73:16	local 8:12 14:11 26:7 41:12 55:5 61:15, 17 68:13 69:16 81:22
integrating 18:7 22:12	Joe 79:9	known 4:23 31:14 47:11	legislation 40:16	long 27:19 71:20
intelligence 41:6	Joey 79:11	known 4:23 31:14 47:11	legislative 36:21 40:17 46:2 57:12	long-standing 10:10
intend 38:4	join 14:7, 12, 23 59:1 65:17 66:5	known 4:23 31:14 47:11	legislative 3:14 9:10	long-term 14:16
intent 70:1	joining 15:1 20:6 39:18 65:18 81:8	known 4:23 31:14 47:11	Leonard 61:12	look 5:25 8:1, 13 18:24 22:3 25:19 29:3 30:25 31:3, 4 37:10 40:4, 25 41:20 44:15 45:7 49:21 54:9 56:23 58:12 66:9 73:17, 21 77:21
interact 63:3	joint 18:25	known 4:23 31:14 47:11	lessons 77:8	looking 22:10 28:2 31:22 32:3, 7 76:5, 15
interaction 14:17 76:8	Joseph 2:15 9:1	known 4:23 31:14 47:11	less-than- representative 59:4	looks 67:25 79:19
interagency 17:20	journey 18:3	known 4:23 31:14 47:11	letting 24:22	losses 45:16
interest 55:1, 2 70:23	JROTC 15:4, 9 35:25 36:4 50:6 82:19	known 4:23 31:14 47:11	level 26:7 32:24 39:8 50:9 75:2 83:6	lot 5:19 8:4 23:21 27:2, 22 31:8 36:7 42:10 57:19 64:1 68:18 71:12, 16 72:19 75:16, 23
interested 7:4 14:24 21:18, 19 30:17 34:19, 20 45:2 50:13, 18 55:5 65:15 73:22	jumped 76:6	known 4:23 31:14 47:11	levels 5:8 11:1 50:8 76:11	loudly 18:5
interesting 71:2	jumpstart 18:10	known 4:23 31:14 47:11	leverage 12:6 82:11	Lounsbury 81:14
interests 12:8 31:18	June 35:8	known 4:23 31:14 47:11	leveraged 10:6	love 33:16 81:16
interim 13:21 59:1	Junior 49:19, 21 50:22 79:12 82:11, 12, 14, 16	known 4:23 31:14 47:11	leverages 49:4	low 5:6 16:20
internship 15:23	jurisdiction 42:19	known 4:23 31:14 47:11	leveraging 69:11 70:5	low-cost 12:1
internships 16:3	< K >	known 4:23 31:14 47:11	license 39:17, 18 60:13	low-drag 59:25
introduce 49:22	Kaine 1:15 41:17, 18 45:4, 9	known 4:23 31:14 47:11	life 10:11 15:11 18:13 35:10 55:4 61:4, 24 63:7 74:22 77:14, 19 78:17	lower 27:21
introduced 46:3	keep 20:15 30:18 32:2 71:14	known 4:23 31:14 47:11	lifetime 76:25 78:10, 13	
introducing 36:18		known 4:23 31:14 47:11	lifetimes 78:25	
introduction 15:8 82:25		known 4:23 31:14 47:11		
invest 5:15 18:16		known 4:23 31:14 47:11		
investing 46:6		known 4:23 31:14 47:11		

low-income 24:6

< M >

ma'am 51:7

maintain 11:25

12:10 25:22 68:11

Major 2:19

majority 31:9 60:2

65:19 74:24, 25

making 39:20

51:13 56:12 62:6

79:3

Male-only 13:13

males 28:6 60:11

78:20

managing 17:17

Manchin 1:15

mandate 4:20 36:9

mandatory 25:20

26:2, 14 29:2, 12

Manpower 2:23

March 1:5 9:15

Marine 42:9 51:25

56:4, 5 66:8

Mark 3:7, 8

marketing 72:18

74:4

markets 15:3

Mary 48:2

mass 29:5

match 5:9

matching 81:17

math 77:6

matter 4:5

mean 65:6, 7 74:23

meaningful 78:11

83:7

means 4:2 8:9

37:3 51:4 57:7

74:24 77:8

measures 14:1

mechanisms 14:3

med 42:1

media 51:14 63:21

medical 73:16

meet 3:16 4:6, 11

11:7 12:17 13:5

16:17 21:20 27:8

28:3, 5, 10 73:21

meeting 8:6, 14

69:14

meetings 10:5

45:12 56:15

meets 2:4

member 3:1 8:17

9:2 41:19 42:8, 18

58:25 61:1 65:2

Members 1:14 9:3

39:5 41:19 58:14

63:3 67:10, 18 69:8

men 27:2, 8 28:4, 7,
9 34:9 57:16 58:1

mental 38:19

mentioned 44:16

47:3, 15 59:22

62:24 65:1 68:7

mentions 65:1

mentoring 78:18

Merchant 51:25

mess 7:24

message 13:14

59:23

met 1:11 26:14

65:13 78:15

methods 18:8

21:10 51:9

microphone 20:19

middle 10:3 66:15

77:22 78:4 81:4

midst 30:16

midwestern 62:7

militaries 64:9

MILITARY 1:2

2:6, 17, 22 3:15, 18,

22, 23 4:4, 7, 10, 11,

15, 17 5:11, 18

8:11 9:7, 11, 14

10:3 11:21 12:2,

10, 17 13:1 14:2, 3,

6, 12, 18, 19, 23

15:8, 11, 12 16:7

17:1 18:2 21:18,

23 22:8, 15, 24

23:5, 24 25:20

27:20 28:19, 24

30:18, 19, 21, 23

31:7, 9, 12, 17, 19

34:4 35:5 38:16,

21 39:14, 15, 18

41:6 42:20, 24

43:23 44:9 46:18

47:14 49:2, 14, 23

50:6, 7, 12, 18 51:1,

5, 8 52:5, 13 53:14

54:22, 23 55:24

56:10, 16, 18, 23, 24

58:2, 13, 14 59:5,

18 61:13, 16, 24

63:3, 4 64:8 65:5,

10, 15, 17, 18, 25

66:5, 7 67:7, 8, 14,

18, 23 68:3, 7 69:3,

6, 23 70:8, 10, 13,

17, 24 73:6, 10, 23

74:11, 12, 18, 21

75:4, 5 78:21

79:17 81:8 82:25

83:8

military's 15:13

millennial 51:15, 16

millennials 16:23

Milley 64:1

million 10:12 17:8

26:3, 4 29:9, 14, 17

36:13 46:1, 5, 10,

12 47:3, 4, 8 68:5

73:13, 17, 21, 24

82:10

mind 52:17 83:4

ministry 42:4

misgivings 47:13

misinterpret 60:23

missed 20:10

missions 4:12

Missouri 61:11

62:24

misunderstandings

47:14

mitigate 12:25

mobilization 11:13,

19

mobilize 11:4

mobilizing 10:25

model 3:5 53:4, 7

models 49:1 54:6

modernize 13:22

16:4

modification 12:4

moment 65:1

moments 52:10

momentum 69:20

money 33:1

month 13:22

morale 5:6

morning 2:4 42:21

45:14 72:8 79:9

MOS's 60:1

mother 48:1 59:19

motivating 83:12

motivation 69:20

move 68:10

moves 68:10

Moving 15:15 83:3

multiple 10:7

multiyear 51:11

63:18

musicians 31:12

mute 20:19

< N >

NAEP 36:6

name 23:2 35:13

58:17

NASA 52:1

nation 3:16 5:17

8:10 9:15 10:11,

25 11:12, 22 12:5

13:8 15:17 16:18

18:14, 17 25:6, 9,

15 37:18 52:4

55:3 56:6, 20

60:17 73:14 76:21

NATIONAL 1:2

2:5, 6 3:4 4:18, 19,

21, 22 5:7, 10, 11,

18, 22 7:5, 21 9:6,

7, 14 10:14 11:7, 9,

13, 18, 20 12:3, 8,

25 13:21, 22 14:10,

11 15:9 16:14, 16,

22, 24, 25 17:2, 6, 7,

10 18:2 21:5

22:17, 23 23:6, 8,

25 24:9, 10 28:19,

25 29:9 32:16, 23,

25 34:23 36:2

38:1, 11, 15 40:25

41:2, 21 43:23

44:7, 9, 15 46:14,

19 49:3, 4, 11, 16,

19 50:24 51:4

52:7 62:1 67:2

68:1, 5, 12 69:11,

25 70:22 79:17

80:8, 13, 18, 23

83:1, 21

nations 26:13

nation's 5:16 35:17

nationwide 10:9

18:10

natural-born 71:17

naturally 37:21

nature 48:23

naval 22:1

navies 25:23

Navy 42:22 52:1

NDAA 15:7 36:3

82:13, 23 83:25

nearly 12:16 16:23

necessarily 74:8

necessary 13:3

31:16 53:3 69:9

necessity 45:14

need 5:9, 19 7:9

8:10 10:25 11:2

17:15 21:11 24:3

28:17 44:4, 11

46:18 53:11, 16, 24

54:6, 15 60:5, 18

63:9, 10, 15 64:13

66:13 74:20, 21

75:4 76:8 82:3

83:10

needed 12:11 14:7

53:8, 18 54:24 67:5

needs 3:16 9:15

11:8 16:18 28:21

31:19 32:3 47:13

51:5, 8 77:5 83:2

neighborhood 76:13

neighborhoods 10:1

neighbors 52:5

68:22

network 67:12

Nevada's 79:10

never 54:13 66:9

72:6

offering 34:25 35:4
 67:4
offers 34:14
Office 1:12
officer 22:1 66:8
officers 10:3 51:24
 56:20 78:21
officials 11:18
 43:10 76:11
Oh 34:18 60:22
Okay 7:16 26:8
 29:20 34:3 61:4
OKLAHOMA 7:2
old 8:4 51:25
 72:25
older 80:2, 17
oldest 41:23
once 4:25 20:3, 10
 25:1 32:2 44:3
 53:17 78:11, 22
ones 80:19
oneself 12:12
one-stop 17:23
 24:1 66:18
one-third 16:23
 60:7
one-year 26:20
online 17:23 44:7, 8
open 7:8 22:13
 68:23 80:9, 21
opened 3:17 34:3
OPENING 2:1
 25:10 34:16
operator 21:24
opinion 3:24 26:10
 27:14
opinions 30:22
opioid 16:19
opponents 12:13
opportunities 8:11
 15:9 16:24 17:4, 8,
 24 22:13, 17 23:22
 24:2, 14 26:5
 29:15 31:7, 13
 36:1 38:10 41:1
 44:3 50:8 65:4, 25
 66:7, 14 67:18, 21
 68:2, 12, 23 69:5, 8
 70:11 74:11 75:20
 78:3 80:6, 16 81:3,
 10 82:22 83:7, 12
opportunity 4:17
 9:5 10:12 13:5
 18:23 30:11 34:12,
 17 35:4 47:12
 49:13 53:15 54:23
 55:9 56:22 58:12
 60:3, 11 67:19
 78:12 82:6
opposed 44:18

opposes 58:4
opposing 57:23
opposition 27:2, 9
optimistic 5:24
option 28:22 32:5,
 10 46:14
options 24:23
 32:17 46:22 82:25
order 2:3 9:14
 20:8 30:7 82:21
ordinary 30:13
organization 18:2
 57:7
organizations 10:2,
 5 17:13, 17, 25 27:5
orM 7:13
outline 44:10
outlined 37:23
outside 68:19
overall 16:1 28:18
 69:25
overestimated 45:15
overseeing 17:17
overstated 3:13

< P >

pace 64:5
pack 80:5
package 44:16
page 7:19
paid 39:2, 23 55:18
 65:22, 23 66:3
 81:21
pandemic 2:10
 5:13 10:23 30:17
 57:14, 25
panel 4:13 8:23
parents 51:24
 65:19
parks 16:20
part 8:7 9:23
 20:22, 23 21:5
 30:12 32:25 35:25
 54:15 59:21 60:17
 61:25 62:2, 25
 72:18 74:25 77:16
 79:3
participate 13:15
 14:19 17:14 18:13
 21:20 44:4, 20
 49:10 50:2 53:15
 64:18 67:15 78:25
 80:8
participating 20:3
 71:3
participation 8:18
 9:13 23:4 35:9
 44:15 46:22
particular 45:5
 64:3 66:25

particularly 24:18
 30:17 40:3, 14
 57:13 63:20 80:17
partnership 70:4, 21
parts 61:19
passion 12:12
passionate 18:4
passive 60:12
path 18:19 35:6
pathway 32:1
 49:22 50:3
pathways 62:4
 66:17
patience 2:8
patriotic 5:19
pay 62:19 65:21
paying 32:14
PCS 68:10
Peace 3:8 5:8
 16:16 47:1 68:19
 81:8
pegging 44:17
Pell 39:8 44:18
Pennsylvania 78:15
Pensions 42:18
Pentagon 57:23
 58:4
people 7:10 8:2, 9,
 10 9:17 10:12
 12:20 18:11, 17
 22:7 23:21 24:8,
 11 26:20 27:16
 28:21, 23 29:6, 9,
 14, 16 31:9 32:12,
 17, 24 35:11, 12
 36:10 37:3, 18, 25
 38:8, 25 40:15, 23
 41:1 43:2, 8, 16
 44:2 45:23 46:9,
 10, 16, 20, 21 47:1,
 4, 5, 8, 11, 13 50:21
 54:13 55:4 56:1,
 16, 22, 24 57:2, 4
 65:9 66:10, 19
 68:5, 18, 24 70:14
 72:12, 14, 16, 21, 23,
 24 78:24 79:22
 80:9, 21, 24 81:6,
 13, 15, 23 82:2, 3
 83:13
percent 4:6, 9
 10:13 12:16 14:23
 15:18 28:6, 7 36:6
 50:1, 17 59:16
 65:22 70:9, 15, 16
 72:2 74:19
percentage 14:19
 27:16 28:5
perfect 55:24 57:7
perform 58:15

period 27:19
permissive 62:15
person 44:20 62:19
 79:4, 21 82:5
personal 3:24
 77:17
Personnel 2:18
 12:2 15:14 16:1
 27:17 49:1
persons 61:6
perspective 7:22
 23:7 63:4 67:15
 69:1 73:13
perspectives 27:6
Peters 1:15 75:10,
 11 77:11 79:1, 5
philanthropy 81:18
philosophical 43:9
physical 21:25
 30:20 31:1 38:19
 73:15
physician 60:4
 78:23
physicians 43:1
pick 77:11
piece 11:21 60:10
 62:9, 22 75:15
 77:24
piecemeal 15:24
pipeline 50:12
pipelines 16:4
place 46:19 48:24
 78:8 84:2
placed 83:9
places 46:19
plain 7:19
plan 10:17 24:4
 51:12
planning 11:19
platform 17:23
 44:7, 8
platforms 51:14
 63:17, 21
play 71:14
please 6:2 8:24
 20:14, 18 29:25
 35:21 51:20 59:11
 61:8 71:6 75:10
pleased 15:7
point 22:2 24:16
 26:18 29:1, 2, 10
 34:18 53:8 54:8
 57:16 58:9 61:18
 63:23 64:14, 23
 65:7, 8 66:15 74:9,
 19 77:11 78:14
 84:5
pointed 9:9 12:15
 84:2
points 24:17 68:7

police 51:24 78:21
policies 11:8
policy 10:8 12:1
 55:22 56:9
policymakers 25:15
 54:7
pool 12:19 73:24
population 10:13
 12:18 26:4, 16
 40:14 59:23 60:2
 63:2 73:24 76:20
populations 38:12
portal 24:1
pose 82:8
position 27:3 56:8
positions 3:18 13:3
 16:15 24:9 38:13
 41:12 60:6, 7, 8
positive 79:24
possessed 54:21
possibility 66:9
possibly 54:12
 80:19
post 68:14
post-9/11 62:25
postal 30:14
postpone 2:9
post-service 40:7
potential 10:14
 12:19 17:25 49:23
 51:9 54:2 67:17
 69:2, 14
potentially 28:8
 60:16 64:20
practical 29:12
practices 51:6
precedent 70:3
precursor 3:5
predecessor 4:23
predict 54:3 55:2
preference 16:9
preferences 16:8
prepared 5:15
 11:10, 22 18:25
Present 1:14
presentation 37:16
presented 45:13
presenter 60:23
preserve 16:19
President 3:9 9:17
 10:19 18:16
presidential 14:12
presiding 1:13, 14
presupposes 13:9
pretty 33:12 56:12
previous 43:6 69:1
previously 38:1
 40:15 49:8 59:14,
 24
primarily 25:17
prime 73:14

prior 14:6, 13
39:15, 18, 20 49:14
58:12 78:17, 21
private 5:3 11:4
15:24 43:13
probably 26:24
27:18 57:15
problem 4:24
27:15, 25 28:12
problems 8:1, 5
73:16
procedures 20:4
process 32:3 54:22
60:12
processes 13:23
15:22 22:19 32:1
product 7:23 60:24
professional 26:18
31:12 53:4 60:4
professionals 53:6
58:6, 8
proficient 12:22
36:7
program 3:6 15:6
17:3, 11 32:22, 23
33:2, 5, 6 42:5
43:4 44:5 49:25
50:7, 15 55:1, 9
57:3 58:18 62:11
67:17 69:13 70:6,
11, 12, 20 74:5
77:18 80:24 81:11,
19 82:12, 23
programs 3:4 5:7
15:3, 4, 10, 23
16:16 36:14 40:22
42:14, 17, 22, 25
43:8, 10, 15 47:5
49:20 50:10, 20, 22
51:11 53:25 58:7
69:19, 21 76:6
77:21 80:19, 22
82:11, 16, 21, 24
program's 70:1
progress 67:20
project 78:4, 7
proliferated 15:25
promise 18:7
promote 16:25
25:16 82:13, 16
pronounce 23:1
pronouncing 7:13
propensed 73:22
propensity 4:4, 9
22:7, 21 31:5, 22
proponents 12:13
proposal 70:3
proposals 10:8
32:14
propose 16:2, 6
17:4 34:21 39:4

proposed 17:10
24:5 36:23 39:7
77:23 81:1, 10, 25
82:2
proud 34:5 61:12,
14 77:17, 18 79:13
proudly 4:25
provide 5:13 13:4,
9 14:9 16:18
17:21 18:1 25:22
32:25 39:15 43:16
60:10 67:17 78:11
82:22
provided 22:19
33:23
provides 31:8
65:25 74:12
providing 26:6
46:14 50:13 55:5
66:13 68:12 69:8
provision 82:24
PUBLIC 1:2 2:6,
12 4:18, 21, 22, 25
5:6, 16, 18 9:7, 14,
22 10:5, 6, 7 11:14,
17, 25 15:9, 12, 15,
17, 21 16:4, 7, 20
18:2 23:6, 8, 25
28:20, 24 30:13
32:13, 19, 22 33:4,
7, 10, 14 34:25
36:1 38:1, 25 39:1,
3 40:8, 20 41:5, 9,
11 42:8, 11, 12, 13,
17, 25 43:12, 17, 23
44:9 45:6 51:23
52:2 56:21 57:13
58:2 69:25 78:14
79:18 81:8 83:1
pull 42:16
punch 76:3
purposes 41:10
pursuant 1:11
pursue 22:25 83:5
pursued 4:25
pushing 29:19
put 8:18 21:3
34:8 36:3, 20, 21
55:6 77:20
putting 26:21
57:24 62:6

< Q >
Qualification 73:20
qualified 13:2
15:14 16:9 27:8
28:3, 5, 10 64:17
73:18
qualify 27:16
quality 4:12 12:21
29:15

question 3:18 4:11,
14, 15 21:9, 13
22:5 23:19 30:24
38:23 43:21 46:15,
20 47:10 52:23
55:20 56:19 58:24
59:1, 12 62:3
67:24 69:7 73:11
76:18 77:1 82:17
questioned 56:11
questions 4:19
11:11 18:24 20:8
33:17 42:10 45:13,
20
quick 60:22 78:14
quickly 29:1 56:14
73:12 76:4
quite 45:16
quote 13:22, 25
56:10, 11 67:1, 3, 6

< R >
race 56:4 59:7
races 76:12
racism 56:10, 18
raise 14:15 25:22
74:22
raised 3:19 22:5
36:10 38:24 39:8
46:9 59:4 82:1
raising 4:10
range 11:19 52:20
82:4
Ranking 8:17 9:2
41:18 58:25
ranks 56:10, 18
rappelling 60:1
reach 20:10 38:5
51:9
reached 65:8
reactions 65:8
read 75:2
readiness 11:12
reading 75:2
ready 14:5, 10
49:13 53:13 54:18,
22 60:21
real 25:10 60:22
73:12
realistic 61:1
realities 15:11
realized 54:2
realizing 60:14
really 29:18 41:20
43:25 45:16 48:22
50:6 51:2 55:17,
20 58:15 66:5
69:21 73:1 76:6,
16 77:14 79:13, 15,
18, 23, 24 80:1

82:15 83:24
reason 75:4
reasons 74:13
recall 3:13 32:8
58:16
recalled 58:2
RECEIVE 1:1 2:4
39:3, 5
received 20:20
53:21 65:9
receptive 48:14
recognize 15:15
21:21 29:23 30:6
33:19 37:14 41:17
48:19 51:20 55:13
66:22 79:6
recognized 30:6
59:2
recognizing 30:12
31:10
recommend 11:25
14:1 17:6 25:8
35:24 39:22 48:25
58:8 66:18
recommendation
15:8 29:8, 17 32:8,
21 33:4 39:14 40:7
**RECOMMENDATI
ONS** 1:1 2:5, 12
7:7 9:18 10:16
11:6, 15 14:25
15:10 16:8, 25
17:18 23:23 24:7
28:17 31:24 37:10,
22 40:24 41:13
43:14, 22, 24, 25
44:14, 24 45:8
49:6, 17 57:23
63:17 64:11 66:25
82:20
recommended 18:9
36:12 39:14 40:21
41:3 45:25 47:7
reconnect 61:21, 25
record 20:21, 22, 23
73:7
recruit 62:9 63:12
72:1 73:24 74:16
recruiter 71:13
recruiters 22:15
34:23 72:20
recruiting 4:12
14:3, 20 15:2, 3
16:2 17:1 28:23
31:25 51:6, 9, 11
59:5 62:5, 11, 15
63:11, 16, 18 71:12,
23 72:23 73:14
74:4, 7
recruitment 16:12

recruits 14:22 51:9
59:17
reduce 32:18 33:10
Reed 1:12, 14 2:1,
3 8:16 9:2 20:1
21:1, 21 22:22
23:11, 14, 16, 18
24:15 29:22 30:4
33:18 37:13 41:16
45:9 48:18 51:19
55:12 58:23 60:20
61:5 66:21 71:5
75:9 79:5 83:17
referred 20:24
referring 30:25
reflect 64:8
reflecting 9:18
reflects 9:21
refocus 16:9
refugees 42:1
regard 57:12
regardless 12:6
13:2 21:19 45:1
50:5
regions 14:21
register 3:19, 21, 25
4:15 13:16 27:1
28:8 60:11 64:11
registered 60:14
registration 12:8
13:9, 13, 17, 20
regular 11:14, 17
61:23
reimagine 79:19
reinvigorate 35:16
reinvigoration 77:25
related 54:23
55:21 60:6
relates 57:12, 13
relief 16:19
remaining 64:25
remains 5:4 14:20
reminds 52:15
Removing 12:12
rendered 21:3
83:21
repayment 43:3
repeatedly 67:3
repels 5:2
REPORT 1:1 2:5
4:22, 23, 24 7:5, 8,
20 9:9, 16 21:2
24:21 25:4 35:8,
12, 14 37:17, 23
48:25 57:10, 23
64:25 67:1 75:13
82:4 83:21
reports 7:6
Representatives
2:17 26:14

- reps** 22:23, 24
republic 18:21
request 20:22
requests 47:6
require 11:15 12:4
 14:4 21:24 52:18
required 3:21, 25
 4:15 13:24 25:9
 27:1 71:18 76:2, 3
requirement 25:21
 26:3 58:7, 15
requirements 4:7
 12:2 31:17 38:19
 64:12 69:15 73:5
requires 75:19, 22
requiring 13:16
Rescue 24:4
research 9:22
 11:23 76:5
Reserve 2:20, 23
 14:6, 8 49:3, 7, 13
 50:14 51:4 53:14,
 19, 23 54:18, 22
resolve 8:4
resonate 2:13
resonated 56:22
resource 24:24
resourced 16:21
resources 11:3
 15:2 62:7 63:11
 70:5
respected 55:25
respective 26:15
respond 11:9 13:3
 35:24
response 5:2 11:19
 65:18
responsibilities 13:7
 37:4 44:10 72:5
restore 36:11, 23
retain 15:13 16:3
 63:12
retaining 30:23
retire 15:20
retiree 78:17
return 32:18 67:6
reveals 4:8
reverse 33:9
review 9:11, 19
 21:6
reviewed 21:4
reviewing 34:12
revitalization 18:10
revolve 43:25
RHODE 2:2
Richmond 42:4
right 7:13 22:2
 24:9 27:15, 18
 36:5 43:8 44:20
 46:4 50:1 51:17
 52:4 57:1 62:14
 63:17 76:22 77:4
 81:23
rights 13:6 37:4
 56:2
rise 3:14
risk 60:17
risks 12:25
roadmap 36:20
 83:24 84:2
robust 10:24 29:2,
 8
role 33:7 64:3
roles 38:3
roll 16:17
Room 1:12 20:18
 44:21 65:19, 23
 66:10
rooted 5:25
Rosen 1:16 79:6, 7
 80:20 82:8 83:14,
 17
roster 14:10
rotating 26:20
ROTC 33:5 34:14
 49:19, 20, 21 50:8,
 22 66:1 82:11, 12,
 14, 16 83:6
Roughly 26:3
 46:10 47:1 59:16
round 58:24
Rounds 1:16 20:13
routine 14:3
rule 20:7
rules 43:3
run 41:22 73:12
 81:21
rural 10:1 17:13
 44:23 70:16 81:13
Russia 28:13

< S >
sacrifice 68:8
sacrificing 4:12
Sam 28:21
Sandra 77:2
saw 42:20
scenarios 52:17
scheduled 2:10
scholars 36:20
scholarship 32:21,
 23 33:6, 11 47:25
 48:1, 3 66:2 72:2
scholarships 34:13,
 14 38:8
school 10:3 16:20
 29:4, 5, 7 33:11
 34:11, 13 37:2
 39:1 41:22 42:1, 3
 45:19 48:7 50:2
 62:12, 14 66:16
 71:19, 21 73:6, 25
 75:1, 16 76:2
 77:15, 22 78:5, 6, 7
 79:11, 12 81:2, 4, 5
 82:15, 22
schooling 48:8, 9
schools 24:17
 34:22, 24, 25 35:6,
 17, 21 36:11, 24
 42:23 70:17 71:11
 72:20 74:20, 22
 82:15
science 77:6
score 73:19
Scott 1:17
Scout 77:18
scouting 50:22
 77:18
screens 20:16
SD-G50 1:12
seat 79:10
Second 14:20
 17:22 58:24 61:18
seconds 64:24
Secretary 2:23
 55:22 56:8, 9
Section 25:22 51:8
sector 5:6 11:4
 15:24 43:13
Secure 36:18
security 7:21 11:7,
 18 12:8, 25 13:21,
 23 15:16 18:17
 63:1, 4 74:13 80:13
see 15:7 20:15
 24:13 33:21 41:8
 45:5 49:12 55:15,
 18 56:1, 17 57:21
 69:23 72:19, 20
 79:13 82:18
seeing 74:8
seemingly 30:13
seen 72:6
Segal 39:4 40:7
 44:17 81:20, 25
segment 68:3
Selective 3:15, 19,
 22 4:1 9:12, 19
 11:16, 21 12:1, 7
 13:8, 11 53:5
 60:11, 14 64:7, 18
self 77:20
Selling 72:15, 21
semester 77:4 78:5
 81:4
Senate 1:7, 12 52:2
SENATOR 2:1 6:2
 7:1, 3, 16 9:8 23:1
 25:1, 3, 13 26:8, 23
 27:4, 9, 12 28:11
 29:1, 20, 22, 23, 24
 30:1, 3, 4, 6, 8, 9, 10,
 24 31:2, 15 32:4,
 10 33:3, 8, 18, 19,
 20 35:22 36:16, 17
 37:7, 13, 14, 15
 38:23, 24 39:4, 13,
 22 40:13 41:4, 10,
 15, 16, 17, 18 42:14
 43:21 45:4, 9, 10,
 11, 24 46:13 47:19,
 22 48:18, 19, 20
 49:5, 18 50:16
 51:17, 19, 20, 21
 52:24 54:9, 25
 55:11, 12, 13, 14
 56:19 57:6 58:5,
 21, 23 60:21, 22
 61:8, 9 62:3 63:13,
 24 64:22 66:20, 21,
 22, 23 67:24 68:25
 69:7, 18 70:2 71:1,
 5, 7 73:11 74:2, 18
 75:9, 11 76:17
 77:11 79:1, 5, 6, 7
 80:20 82:8, 17
 83:14, 17
Senators 1:14
send 62:13, 18
sends 13:13
senior 2:25 5:8
 50:8 83:6
SeniorCorps 78:16
 80:24
seniority 20:8
seniors 78:19
sense 24:24 48:10
 61:20, 23 62:1
 64:6 75:25
series 43:22 44:12
serious 81:6
servants 5:17
 15:16 51:24
serve 2:19 4:9, 16,
 17 8:11 9:16, 21
 10:4 12:21 17:12
 18:22 22:7 23:21,
 22 24:3, 7, 9, 10
 25:6, 9 28:24 31:5
 33:7 36:1 39:9, 11,
 21 40:11 47:12
 52:11 53:23 54:24
 55:8 56:23 59:16
 66:2 67:7, 19 68:8,
 13, 18, 21, 24 69:17
 79:21 80:1, 24
 81:23 83:13
served 2:15, 21 3:2
 40:10 49:8 54:10,
 13 56:16 59:19, 20
 65:3
SERVICE 1:3 2:6,
 22, 25 3:4, 15, 18,
 20, 22, 23 4:1, 3, 5,
 14, 15, 18, 21, 23, 25
 5:7, 10, 12, 17, 18,
 22, 25 8:7, 12, 13
 9:7, 12, 14, 19, 20
 10:11, 14, 15, 17, 18,
 22 11:7, 16, 21
 12:1, 7 13:8, 11
 14:2, 19 15:9, 15,
 21 16:5, 7, 14, 17,
 22, 24 17:1, 2, 3, 7,
 10, 16, 18, 21, 24, 25
 18:2, 7, 11, 19, 20
 20:21 22:13, 17, 18,
 20, 23 23:6, 9, 24,
 25 24:10, 17, 23
 25:5, 14, 17, 19, 20,
 24 26:2, 5, 6, 14, 22
 28:17, 19, 24, 25
 29:9, 14, 15, 16
 30:13 32:13, 16, 19,
 23, 24, 25 33:4, 7,
 10, 11, 15, 23 35:5,
 22 36:1, 2, 23, 25
 37:5, 8, 20 38:1, 11,
 15, 16, 21, 25 39:2,
 10, 16, 19, 23, 24
 40:1, 4, 20, 22, 25
 41:3, 5, 7, 9, 11, 14,
 21 42:8, 12, 14, 17,
 20, 25 43:12, 17
 44:7, 8, 9, 15 45:1,
 3, 7 46:14, 19
 47:16, 17, 18, 25
 48:6, 9 49:4, 23
 50:3, 13, 18 51:1
 52:2, 6, 7, 13, 14
 53:5, 22 54:23
 55:5, 24 56:7 57:5
 58:2, 16 59:18
 60:12, 14, 17 61:2,
 17 62:17 64:7, 18
 65:4 67:2, 16, 17
 68:1, 2, 6, 12, 17, 23
 69:3, 5, 11, 24 70:1,
 6, 22 74:11 76:25
 78:1, 4, 5, 6, 7, 9, 10,
 11, 21, 23 79:18, 22
 80:9, 11, 15, 18
 81:3, 4, 7, 9, 11, 21
 83:1, 22
servicemembers
 67:8
Services 1:8 2:18
 3:1 4:11 15:5
 22:3 37:19 41:6
 49:24 59:23, 24
 60:8 64:13 69:16
 74:5, 8 82:2
service's 74:15

<p>servicing 18:14 21:18, 24 24:13 34:4 65:15 73:23 78:13 79:20, 23</p> <p>set 49:15 50:4 54:14</p> <p>sets 14:7 53:7 83:2</p> <p>setting 44:21</p> <p>sex 13:2</p> <p>shape 10:11 79:20</p> <p>share 14:22</p> <p>shared 2:11 62:1</p> <p>sharing 13:12</p> <p>shelter 42:3</p> <p>shock 66:9</p> <p>shocked 35:15</p> <p>shocking 57:9</p> <p>shop 17:23 24:2 66:18</p> <p>shopping 63:5</p> <p>short 52:18 53:11 55:6</p> <p>shortage 46:23, 25</p> <p>shortfall 82:10</p> <p>shots 46:25</p> <p>shout-out 3:7</p> <p>show 4:9 50:17 55:10</p> <p>showing 78:22</p> <p>shows 8:7 78:12</p> <p>shrinking 22:8</p> <p>side 42:24 47:18</p> <p>sides 20:9</p> <p>sign 24:14 28:24 42:21 53:15 54:21 62:13</p> <p>significant 18:9 21:7</p> <p>significantly 12:5</p> <p>signing 42:22 61:7</p> <p>similar 33:5</p> <p>simply 13:18 65:3</p> <p>single 46:11 82:5</p> <p>sir 22:10 23:11, 12, 18 26:12, 15 30:8 54:17 55:15 59:12 77:23</p> <p>sister 57:2</p> <p>sisters 68:15</p> <p>sit 76:9</p> <p>sitting 77:4 78:19</p> <p>situation 14:4 43:2 60:16 62:24 72:13</p> <p>situations 10:25</p> <p>sixth-grade 75:2</p> <p>skill 11:1 14:7 49:15 50:4 52:16 53:7 54:1, 4, 19 83:2</p> <p>skilled 82:10</p>	<p>skills 12:6 14:5 18:12 31:16, 17, 23, 25 34:4 49:2, 13 50:14 51:1 52:21, 25 53:3, 13 54:2, 6, 8, 11, 14, 18 57:11, 17, 22 58:7, 10 67:20 69:9 70:14 80:11</p> <p>sleeves 16:17</p> <p>slots 46:17, 18, 23 47:3</p> <p>small 27:16 59:17 81:13</p> <p>smaller 14:18 26:16</p> <p>social 51:14 63:21</p> <p>society 35:19</p> <p>SolarWinds 52:15</p> <p>solemn 60:15</p> <p>Somebody 7:14 44:11 62:12</p> <p>somewhat 35:24 47:24</p> <p>son 79:11</p> <p>Sorry 23:17</p> <p>sort 24:21 39:15, 19 54:16 62:1 66:18 67:22 81:5</p> <p>sound 32:12</p> <p>South 59:18</p> <p>space 48:24</p> <p>spark 83:3</p> <p>speak 38:4 52:21 67:16</p> <p>speaking 20:19</p> <p>speaks 57:4 67:6</p> <p>special 15:25 23:7</p> <p>specialties 21:23 83:9</p> <p>specific 31:16 32:8 49:12 50:9 54:11 62:12 77:1 78:4 83:2</p> <p>specifically 32:9 53:18 54:5 67:18</p> <p>speeding 64:4</p> <p>spend 52:3 63:19 81:7</p> <p>spends 46:4, 5 76:22</p> <p>spent 8:1 52:1</p> <p>spirit 8:7 10:10, 17 25:18 26:6 70:24</p> <p>spoke 10:1 64:3 68:17 76:21</p> <p>spouse 70:8</p> <p>spouses 67:9 69:6, 9 70:11</p> <p>staff 2:25 5:22 9:4</p>	<p>stagnation 5:5</p> <p>standalone 70:20</p> <p>standard 20:7, 13 21:19, 20</p> <p>standards 12:10, 15, 17, 24 21:10, 15 27:7, 21 28:4, 10</p> <p>standpoint 63:1</p> <p>stands 67:1</p> <p>Star 70:9</p> <p>start 7:11 20:11 32:21, 23 37:1 54:2 60:3 61:11 63:25 77:15, 22 78:8</p> <p>started 77:18</p> <p>starting 53:2 81:2</p> <p>starts 77:14 81:1</p> <p>state 14:11 16:23 26:7 41:11 44:23 55:5 61:14, 16 68:21 80:22 81:14, 21</p> <p>stated 3:21 4:24 35:9 43:9</p> <p>STATEMENT 2:1 7:1 8:21, 22 9:1 18:25 20:2, 20 25:10 56:12 57:8</p> <p>States 4:3 9:24 10:24 11:25 12:9 14:21 42:9 59:17 61:16 65:5 66:8</p> <p>station 68:14</p> <p>statistically 28:7</p> <p>STEM 46:6, 7 49:4 76:23</p> <p>step 62:9 67:3</p> <p>stepping 40:4</p> <p>steps 61:21</p> <p>stipend 33:1 44:19 53:17 81:20, 25</p> <p>stipends 38:13</p> <p>stone 40:5</p> <p>stood 76:16</p> <p>story 10:10 30:19 65:12</p> <p>strain 72:3</p> <p>strategy 13:21 24:10</p> <p>streamline 42:16</p> <p>streamlined 43:17</p> <p>streams 17:21 47:16</p> <p>street 76:13</p> <p>strengthen 11:6 12:24 18:20 75:16 80:12</p> <p>strong 70:24 75:19</p> <p>stronger 13:18 52:9</p>	<p>strong-felt 61:15</p> <p>strongly 2:13</p> <p>struck 23:1 66:4</p> <p>struggle 35:19</p> <p>student 32:4, 9, 11, 14, 18 39:2 73:19 76:23 78:5</p> <p>students 10:4 16:20 24:22 34:13, 20 35:1, 4, 6 42:23 43:18 50:2 76:8 77:7 82:22</p> <p>student's 83:4</p> <p>studied 26:12 27:19</p> <p>studies 50:17 73:9</p> <p>study 26:9 33:24 42:23 70:9</p> <p>style 31:19</p> <p>Subcommittee 2:18 27:17</p> <p>subject 7:8 58:16 61:7</p> <p>submit 9:16</p> <p>subset 53:5</p> <p>suburban 9:25</p> <p>successful 26:10 40:24 70:7</p> <p>successfully 12:22</p> <p>suffer 68:10</p> <p>sufficient 44:20</p> <p>suggestions 83:15</p> <p>Sullivan 1:17 55:13, 14 57:6 58:21, 23</p> <p>summary 9:9</p> <p>summer 78:6 81:4</p> <p>sun 72:6</p> <p>superb 3:10 25:1 59:3</p> <p>supplement 12:2</p> <p>support 16:19 25:22 47:17 48:8 49:2 52:18 58:5 67:4, 12 69:19, 24 77:25 82:7</p> <p>supported 18:19 45:2</p> <p>supporting 70:18</p> <p>supports 16:14 82:3</p> <p>sure 7:6, 7, 12 37:20 44:2, 5, 19 45:1 51:13 65:4 76:17</p> <p>surge 14:9 49:10 52:18 54:16 57:16, 25 58:9</p> <p>surprised 34:11 57:21</p> <p>surveys 10:7</p>	<p>suspect 48:11</p> <p>sustainability 14:16</p> <p>sustainable 16:1</p> <p>sustained 10:13</p> <p>sustaining 35:10</p> <p>sweat 67:4</p> <p>System 3:15 9:12, 20 11:13, 16, 22 12:1, 4 13:12 16:1 27:1 37:3, 6 53:4, 5 64:7 81:1</p> <p>systemic 56:10, 17</p> <p>systems 24:17 26:13</p> <p>< T ></p> <p>table 80:11</p> <p>tackle 60:18</p> <p>tailoring 31:17</p> <p>take 13:23 31:3 37:9 38:9 43:15 46:19 48:24 61:21 62:4 68:22 69:20 73:15 78:1</p> <p>takes 53:19</p> <p>talent 16:3 17:25</p> <p>talented 5:1 9:4 16:7</p> <p>talents 11:2 12:6 13:24</p> <p>talk 23:8 26:16 49:24 50:20 55:7 57:24 62:14 63:21 78:3 80:14 83:2</p> <p>talked 55:3 56:20 71:9</p> <p>talking 24:22 45:22, 23 55:22 65:9 71:12 77:14</p> <p>tangible 39:19</p> <p>tangibly 65:6</p> <p>tap 53:12</p> <p>target 63:10 73:14</p> <p>targeted 68:3</p> <p>tasks 30:13</p> <p>TDY 62:15, 19</p> <p>teach 16:20 48:3 71:18</p> <p>teacher 36:14</p> <p>teachers 78:20 82:15</p> <p>teaching 18:8 71:19, 22</p> <p>teamwork 72:4</p> <p>tech 82:10</p> <p>technical 29:24</p> <p>technological 24:1</p> <p>technologies 64:4</p> <p>technology 71:24</p> <p>tell 50:16 65:12</p>
---	---	--	--	--

ten 65:16
tend 63:9
tenure 2:22
term 58:11
terms 40:16 46:11, 14 74:19
terrific 80:20 83:15
test 30:22 36:6 73:20
tested 10:24
testified 3:24
TESTIMONY 1:1 2:4, 14 3:23 6:1 21:2 22:6
testing 5:13 21:10
tests 30:20
thank 2:7, 20 5:21 7:3, 18 8:15, 16, 19 9:2, 5 18:23 20:1 21:1, 6, 13 23:10, 18, 19 24:15 25:1, 3, 13 27:4 29:20, 22 30:1, 2, 7, 8, 9, 24 33:17, 18, 20, 22 35:22 37:11, 13, 15 41:15, 16, 18 43:21 45:8, 9, 11 47:20 48:12, 15, 17, 18, 20 49:5 51:17, 19, 21, 22 52:24 55:11, 12, 14 56:19 58:21, 23 60:20 61:5, 9 62:3 63:13, 24 66:20, 21, 23, 24 67:24 68:25 69:7, 18 71:1, 3, 5, 7, 8 74:2 75:7, 8, 9, 11, 12 76:17 79:1, 4, 5, 7, 8, 9 80:20 82:8, 17 83:14, 16, 17, 18 84:4, 5
Thanks 30:9 45:5
theory 78:2
thereof 49:22
thing 27:14, 18 34:10 56:21 59:22 72:17 80:21 81:24
things 26:24 27:22 61:25 72:21 73:4 81:10, 12
think 2:10 7:10, 25 8:2, 4 21:21 22:2, 22 23:14, 25 24:3, 8, 22 27:12 28:16, 20, 23 29:11, 17 30:20 32:15 33:14 34:1, 5, 24 37:9, 17 39:10 42:11 43:4 45:15, 16 46:7 47:12, 15 48:5, 10, 13, 22 50:16, 23 51:2, 6 52:11 55:9,

23, 25 56:1, 6 57:4, 20 58:3, 9 59:15 61:20, 21 62:2, 10 65:7 67:6 69:4, 8, 12 70:2, 7, 12, 22 72:17, 21 73:9, 10 74:6, 8, 14, 18 77:12, 13 79:17 83:20
thinking 21:22 25:7 43:19 79:16
Third 14:22 15:20 79:10
thought 30:3 54:11
thoughtful 83:15
thousands 10:6
threat 13:4 64:15
threats 11:23
three 7:6 9:8 22:13 28:19 29:4 35:14 36:20 41:24 42:7 43:25 47:16 65:16 82:10
Thursday 1:5
ticket 76:3
tie 43:24
tiebreaker 16:8
Tillis 1:17
time 7:23, 25 8:23 10:9 12:15 18:19 22:16 26:18 27:19, 20 30:12 33:16 37:7 52:3 54:8 55:17 64:14 66:15 71:20 83:10
timely 48:13
times 11:5 30:19 49:15 53:6, 16, 24
timing 20:7
tirelessly 5:12
Today 2:4, 7, 13, 14 3:2, 16 4:5 5:4, 8, 9, 20 7:4, 11, 17, 25 8:2 9:6 21:22 22:14 26:4 30:20 31:8 33:25 36:16 46:3 48:15 54:4 59:5, 17 66:25 71:8 74:10, 15 75:12
today's 3:6 5:2 13:25 35:19 50:17 60:2 76:8
told 66:15
tons 70:16
tools 15:5
top 20:11
topic 43:23 71:4
touch 55:17
touched 24:20

tough 72:22, 24
tour 62:19
town 62:12
towns 10:1
tracing 5:13
track 82:14
tracks 21:22
trade 50:5
tradition 14:1 61:17
train 82:12
trained 72:14
training 8:3 12:22 36:14 39:15 40:17, 20 53:16, 21 56:24, 25 57:3 58:1
transform 16:2
transformative 41:23, 25 42:7
transition 41:2 69:10 70:14
transitioning 16:10 70:19
travel 62:19
traveled 9:25 23:20 47:10 55:3 56:20 68:16 76:21
traveling 71:11
treatment 13:11
tremendous 24:11 50:19 70:23
tremendously 30:11
trends 14:14
tribal 17:13 41:12
tries 42:16
truck 39:16 60:5
true 62:19
truly 5:16
try 40:2, 17, 18 42:12 44:12, 24 52:25 54:12 58:9
trying 24:16 25:19 43:7 52:3 71:13
Tuberville 1:18 71:6, 7 73:11 74:2, 18 75:9
tuition 39:6, 11 40:8 44:17
turn 8:21 20:12 46:10 57:10 81:6
TV 42:21 51:15
two 12:14 17:18 39:25 40:10 42:7 45:12 62:4 73:22 76:16
two-year 40:1
type 17:3 83:4
types 53:25
< U >

U.S 1:7 2:1 7:1 9:20 12:25 14:3 26:4 49:8 51:25 65:10 77:4 82:9
ultimately 12:14 25:15 27:6
unable 35:13
unacceptably 13:12
unaware 16:23
Uncle 28:21
under-represented 15:2
under-resourced 17:14
underscored 2:11
underserved 38:11, 17, 22 40:3, 4 43:1 68:20 80:16
understand 8:22 18:13 26:8 40:13 45:17 52:20 67:13 72:7 73:1 74:11 76:12 77:20
understanding 14:17 35:18 74:9
understands 75:20
undertook 60:15
unemployment 67:10 70:8
uneven 14:20
unexpected 11:2
unforeseen 11:22 13:1
uniform 55:7 59:16 68:9
unifying 5:19
unique 7:22 40:14
United 4:3 10:23 11:25 12:9 14:20 42:9 52:9 61:16 65:5 66:8
universal 26:3
universally 78:20
university 40:9 71:19
unlock 78:24
unqualified 73:15
untapped 10:15 30:11
updated 28:20
urban 9:25 40:16 62:7
urgent 4:5 5:4
urges 25:4
use 15:5 42:13 58:11 59:8 84:2
utilization 49:24
< V >
vacation 62:16

vaccinations 5:13
value 25:14
values 77:19
variety 10:8 13:3 42:25 43:15 83:8
various 17:16 42:13, 17 52:25 65:4
vary 69:21
varying 35:1
versus 44:23
veterans 16:7, 8, 10, 11
vetted 21:16
Vice 2:21 3:8 7:12, 13
view 64:7 67:15
views 34:2 40:13
Vinton 81:12
Virginia 48:2, 4
virtual 17:24
virtually 20:3
vision 10:16
visit 33:25
visited 9:24
visiting 9:25
VISTAs 81:18
vital 13:14 15:16
vocation 83:4
Vocational 15:5 41:22 49:25
Voice 7:15
Volcker 4:24
volumes 57:4 67:6
voluntary 14:2 25:16 29:5 49:1
volunteer 14:11 26:6 49:15 70:15 72:12
volunteerism 25:18 70:24
volunteers 14:12 16:17
voting 75:22, 23
< W >
Wada 2:21, 24 7:13, 15, 16 18:25 22:5, 10 23:3 26:23 27:4, 10 28:2 30:24 31:3, 21 32:7, 20 33:22 38:7 39:13 47:15 51:22 59:22 63:14, 15, 25 64:10 65:11, 12 68:25 69:7 74:4 83:18
Wadu 7:13
wage 5:5
waiting 58:14

waiver 14:24 38:19
walks 55:4
want 2:7 7:17, 24
 12:20 17:11 23:4
 24:8 29:11, 16
 32:25 37:22, 23, 24
 38:2, 10 40:19
 42:10, 23 43:11
 44:4, 12 50:4 55:7
 56:6, 22 62:11
 63:14 66:17, 24, 25
 68:18, 20, 21 71:7,
 25 72:10, 11, 12
 74:23 75:14 76:9
 77:4, 11 78:18, 24
 79:9 80:1 82:8
 83:5, 13, 22 84:1
wanted 39:16
 55:20 66:5
wanting 55:6 59:15
wants 4:16
war 53:7
warfare 48:23 64:2,
 5
warriors 31:18
 70:18
Washington 1:9
 65:13
way 8:3 25:9
 36:16 37:2 39:11,
 19 40:12 42:11
 43:14 44:11 47:4,
 5 52:3, 8 59:11
 60:10 61:4, 24
 62:13, 25 63:11
 64:5, 8, 19 72:25
 81:5
ways 9:13 16:2
 17:4 44:6 52:20,
 25 56:2 67:7 69:4
 76:1 79:16, 21 80:6
wearing 68:9
Webex 29:23 30:4
 37:14 45:10 48:19
 66:22 79:6
website 24:1 66:19
websites 44:12
week 36:21 55:21
weigh 59:13
welcome 7:17
 22:17
well 4:13, 18, 24
 5:21 8:16 20:1
 28:11 29:20 31:13
 32:2, 10 33:23
 34:8, 18, 19 35:7
 36:4 38:7 39:19
 41:14 43:23 47:17,
 22 49:21 50:16
 53:10 55:25 56:21
 57:7 60:20 61:5

65:21, 24 74:17
 75:17 76:12 77:11
 79:1 82:8 83:14
well-being 15:16
went 25:12 29:13
 36:9 46:9 51:25
 65:16 66:1, 11
 72:8 79:11
West 59:18
White 13:21 17:20
Whiteman 61:12
whole-of-
government 11:13
whole-of-society
 11:4
wholly 58:5
wide 10:8 83:8
widening 33:13
widespread 25:4
wiggle 44:21
William 48:2
willing 49:10
Wisconsin 65:14
wise 41:5
wish 83:22
witness 8:24
witnesses 2:7 5:21
 33:21 37:16 61:10
 75:12 79:15
women 3:18, 19, 20,
 22, 24 12:7, 23
 13:11, 12, 14, 16
 27:1, 8 28:4, 8, 9
 30:18, 23 34:2, 4,
 10 57:17 58:1
 64:12, 19
wonder 57:20
wondering 56:14
Wood 61:12
word 32:11
words 46:17
work 2:9 3:12
 5:23 7:18, 20 9:17,
 23 17:6, 15 25:1
 30:2, 21 42:1, 3, 24
 43:1, 11, 12 44:13
 45:6 48:11, 12, 15
 54:7 55:17, 18
 66:24 67:13 70:16
 71:25 72:4, 9 75:6,
 12 79:13 83:15
worked 37:19
 48:10 53:20
workers 30:14, 15
 43:1 82:10
workforce 5:6
 15:19 49:4
working 5:12
 50:24 51:23 57:12
 69:2 70:17

works 37:4 71:15
 75:20
world 64:9 72:22
worse 74:7
worthwhile 55:1
wounded 70:18
woven 77:6
wow 35:3
wraparound 82:2
writ 62:23
wrong 43:3

< Y >

yard 81:24
Yeah 27:12 29:20
 49:18 52:24 57:6
 60:22 63:24
year 2:9, 11 3:5
 17:8 20:21 23:7
 30:16 36:13 39:6,
 8, 10, 11, 22, 23
 40:8 41:22, 25
 42:2 44:17 46:2, 5,
 11 47:1, 9, 25 48:2,
 3, 9 53:17 63:19
 70:10 72:1 73:13
 81:7 82:11, 13, 21
Years 5:4 9:21
 15:19, 20 16:12
 21:12 26:10 29:9
 34:6 36:22 39:24,
 25 40:10, 11 45:6,
 17, 22 47:9 48:11
 51:25 52:1 54:4
 66:2 71:18 72:3,
 25 78:7
year's 82:23
yield 51:18 58:25
 71:4
York 30:19 44:23
young 8:2 18:11
 22:7, 14, 19 24:11
 26:25 27:16 28:21,
 23 29:9 31:6, 8
 34:9 37:2 40:23
 46:10 57:16 58:1
 65:9, 12 66:4, 14
 74:10 79:3 83:3
younger 41:25
 54:13 63:22
youngest 42:2
youth 4:4, 6, 9 5:2
 14:23 15:3 24:6
 35:17 50:17 78:9,
 19
YouthBuild 16:16
 40:22 47:2

< Z >
Z's 63:22