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DIVERSITY IN THE COAST GUARD, INCLUDING RECRUITMENT, PROMOTION, AND RETENTION OF MINORITY PERSONNEL

(110–165)

HEARING

BEFORE THE

SUBCOMMITTEE ON
COAST GUARD AND MARITIME TRANSPORTATION

OF THE

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE
HOUSE OF REPRESENTATIVES

ONE HUNDRED TENTH CONGRESS

SECOND SESSION

SEPTEMBER 10, 2008

Printed for the use of the
Committee on Transportation and Infrastructure

U.S. GOVERNMENT PRINTING OFFICE

45–024 PDF WASHINGTON : 2008

For sale by the Superintendent of Documents, U.S. Government Printing Office
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September 9, 2008

SUMMARY OF SUBJECT MATTER

TO: Members of the Subcommittee on Coast Guard and Maritime Transportation

FROM: Subcommittee on Coast Guard and Maritime Transportation Staff

SUBJECT: Hearing on Diversity in the Coast Guard, including Recruitment, Promotion, and Retention of Minority Personnel

PURPOSE OF THE HEARING

The Subcommittee on Coast Guard and Maritime Transportation will convene at 2:00 p.m., on September 10, 2008, in Room 2167 of the Rayburn House Office Building to receive testimony regarding diversity in the Coast Guard, including the recruitment, promotion, and retention of minority personnel. The hearing will examine diversity at all levels of the service, including in enrollments at the Coast Guard Academy, and accessions from all sources to the Coast Guard's officer corps and enlisted ranks.

BACKGROUND

The chart below shows the total breakdown of the officer corps and enlisted ranks for each armed service.

Officer Corps and Enlisted Ranks in Each Armed Service

	TOTAL		WHITE		MINORITY		UNKNOWN		HISPANIC ETHNICITY	
	# of personnel	% of individual service	# of personnel	% of individual service	# of personnel	% of individual service	# of personnel	% of individual service	# of personnel	% of individual service
ARMY										
Officers	84,682	16.4%	62,423	73.7%	14,598	17.2%	7,661	9.0%	4,752	5.6%
Enlisted	433,101	83.6%	295,205	68.2%	113,390	26.2%	24,506	5.7%	50,765	11.7%
Total	517,783		357,628	69.1%	127,988	24.7%	32,167	6.2%	55,517	10.7%
NAVY										
Officers	51,431	15.5%	42,343	82.3%	7,137	13.9%	1,951	3.8%	2,851	5.5%
Enlisted	280,838	84.5%	174,250	62.0%	98,021	34.9%	8,567	3.1%	42,247	15.0%
Total	332,269		216,593	65.2%	105,158	31.6%	10,518	3.2%	45,098	13.6%
AIR FORCE										
Officers	65,722	20.0%	53,768	81.8%	6,904	10.5%	5,050	7.7%	2,469	3.8%
Enlisted	263,372	80.0%	188,798	71.7%	59,758	22.7%	14,816	5.6%	14,794	5.6%
Total	329,094		242,566	73.7%	66,662	20.3%	19,866	6.0%	17,263	5.2%
MARINE CORPS										
Officers	19,684	10.6%	16,108	81.8%	2,091	10.6%	1,485	7.5%	1,319	6.7%
Enlisted	166,741	89.4%	127,056	76.2%	26,163	15.7%	13,522	8.1%	22,222	13.3%
Total	186,425		143,164	76.8%	28,254	15.2%	15,007	8.0%	23,541	12.6%
COAST GUARD										
Officers	8,051	19.8%	6,649	82.6%	1,112	13.8%	290	3.6%	465	5.8%
Enlisted	32,599	80.2%	25,219	77.4%	5,496	16.9%	1,884	5.8%	3,674	11.3%
Total	40,650		31,868	78.4%	6,608	16.3%	2,174	5.3%	4,139	10.2%

SOURCE: Defense Manpower Data Center Report 3035EO

Minority includes African American, American Indian/Alaska Native, Asian, Pacific Islander, and individuals identifying themselves as multi-racial.

Coast Guard Military Workforce Composition

The Coast Guard has approximately 41,000 active duty personnel. In the past 10 years, there have been periods of growth and decline within the officer and enlisted ranks. Overall, the numbers of minorities in the officer and enlisted ranks have increased.

Coast Guard Workforce Composition FY95-FY07						
	Officer		Enlisted		Warrant Officer	
	FY95	Present	FY95	Present	FY95	Present
African American	3.1%	4.7%	7.60%	6.2%	2.5%	7%
Hispanic	3.1%	6%	6.30%	11.5%	1.6%	5%
Native American	0.6%	1.4%	2.70%	2.9%	0.3%	1%
Asian/PI/Multi Race	2.6%	8.6%	2.10%	8%	2.3%	2%

Source: United States Coast Guard

The table below shows accessions to the Coast Guard's officer corps from all sources from fiscal year 1999 through fiscal year 2007.

Coast Guard Officer Accessions									
	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07
White(or Unknown prior to FY05)	377	417	401	451	451	449	424	306	330
African American	39	27	27	28	21	33	42	20	21
Hispanic	25	31	31	35	35	33	41	37	27
Alaskan/Native American	11	9	8	2	7	5	8	7	5
Asian/Pacific Islander	16	22	9	26	16	26	12	1	6
Multiple Race							34	120	66
Unknown or Declined							44	30	16
Total	468	506	476	542	530	546	564	484	444

Source: United States Coast Guard

*Accession numbers excludes Warrant Officers and officers on Extended Active Duty.
*In fiscal year 2005, the Coast Guard adopted a new diversity accounting system per instructions from the Office of Management and Budget Statistical Policy Directive No.15, which created the Multi Race and Unknown categories and categorized Hispanic as an ethnicity rather than a race. This change requires all personnel to be categorized under both a race and an ethnicity, and necessitates the exclusion of Hispanics from the totals in FY05-FY07 so that they are not double- counted.

The table below shows the members of the Coast Guard's officer corps by race and rank as of August 2008.

Race	Coast Guard Officers by Race and Rank as of August 2008										
	ENS	LTJG	LT	LCDR	CDR	CAPT	RADML	RADM	VADM	COMDT	Total
American Indian/Alaska Native	6	10	41	22	11	0	0	0	0	0	**90**
Asian	8	5	14	9	3	3	0	0	0	0	**42**
Black or African American	29	54	129	67	17	4	1	0	0	0	**301**
Multiple Race	89	163	147	91	33	6	1	0	0	0	**530**
Nat Hawaiian/Pacific Islander	0	0	2	2	0	0	0	0	0	0	**4**
Unknown or Declined to Respond	29	33	105	50	22	7	1	1	0	0	**248**
White	579	652	1901	1102	772	353	14	17	4	1	**5,396**
Hispanic or Latino	45	66	169	77	32	6	2	0	0	0	**397**
Not Hispanic or Latino	584	700	2055	1211	800	359	15	17	5	1	**5,747**
Declined to Comment	111	151	115	55	26	8	0	1	0	0	**467**

ACCESSIONS OF ENLISTED PERSONNEL

USCG Active Duty Enlisted Accessions					
	2004*	2005*	2006	2007	2008**
Gender					
Female	731	679	692	648	456
Male	3,511	3,741	3,473	3,562	2,746
Total	**4,242**	**4,420**	**4,165**	**4,210**	**3,202**
Race					
White	2,948	3,064	2,959	3,258	2,340
African American	364	341	355	279	184
Am. Indian/AK Native	117	152	130	109	83
Asian	4	80	76	59	45
Nat. HI/Pac. Islander	2	70	45	47	29
Unknown/Declined	607	233	159	93	47
Multiple Race	200	480	441	365	474
Ethnicity					
Hispanic or Latino	620	622	673	623	442
Not Hispanic or Latino	3,600	3,177	2,961	2,756	2,016
Unknown / Declined	22	621	531	831	744

Source: United States Coast Guard

In August 2005, the Coast Guard began using the Direct Access database, which captures race and ethnicity data in a different format from the legacy PMIS database. We have used available data to try to "fit" the old style of reporting to that in Direct Access, but it is important to note that there may be inconsistencies due to the fact that prior to August 2005, the data came from a different database, using a different collection method and different rules. The data from fiscal years 2004 and 2005 cannot be precisely compared to data from fiscal year 2006 and later. ** Data for 2008 is through July 31, 2008.

Officer Accessions to the U.S. Military Services

Commissioned officers in the Armed Services of the United States (the U.S. Coast Guard, U.S. Navy, U.S. Air Force, U.S. Marines, and U.S. Army) enter the services from a number of sources, including the federal service academies, officer candidate school (OCS), direct commission programs, and reserve officer training corps (ROTC) programs.

Officer Accessions to the Coast Guard

The Coast Guard accesses commissioned officers from the Coast Guard Academy, Officer Candidate School (OCS), the national Maritime Academies (including the U.S. Merchant Marine Academy at King's Point and the six state maritime academies), and Direct Commission programs. The chart presented below presents accessions to the Coast Guard's officer corps from fiscal years 2003 through 2007 from all sources.

Coast Guard Officer Accessions Fiscal Year 2003-Fiscal Year 2007				
Source of Accessions (and number of accessions from each source)	CGA (1,028)	OCS (811)	Other (899)	Total (2,738)
Minority Accessions	12.9%	29.1%	23.9%	21.3%
Women	29.6%	22.1%	13.7%	22.1%

*Accession numbers include Warrant Officers and officers on Extended Active Duty

Applicants to Coast Guard OCS must be in their senior year at an accredited college or university or hold a baccalaureate or higher degree from an accredited college or university. Applicants can also be active duty members of the Coast Guard or any military service holding the rank of at least E-5 (Petty Officer Second Class in the Coast Guard and Navy, sergeant in the Army and Marine Corps, and technical sergeant in the Air Force) and having at least four years of active duty service.

The Coast Guard's Direct Commission Officer (DCO) School is a three-to-five week course at the OCS for people who bring unique professional skills (such as legal training, engineering training, maritime safety experience etc.) that is needed by the Coast Guard. Coast Guard enlisted or warrant officer personnel, as well as officers from other U.S. military services, Maritime Academy graduates, and the Public Health Service – as well as civilians with professional degrees but without prior military service – can apply to this program to serve in specific positions throughout the Coast Guard.

Officer Accessions to the Air Force

The Air Force's sources of commissioned officers are the Air Force Academy (USAFA), Air Force ROTC (AFROTC), and the Air Force's officer training school (OTS) (the equivalent of OCS). The chart presented below shows accessions to the Air Force officer corps from each of these sources.

Accessions to the Air Force Officer Corps from Each Commissioning Source

Air Force Officer Accessions 2004-2008			
	USAFA	AFROTC	OTS
2004	22%	54%	24%
2005	23%	60%	17%
2006	26%	59%	15%
2007	28%	58%	14%
2008	31%	56%	13%

Source: United States Air Force

Officer Accessions to the Navy

The Navy's sources of commissioned officers are the U.S. Naval Academy, Naval ROTC (NROTC), Officer Candidate School (OCS), Seaman-to-Admiral 21 (STA-21), and direct accessions; additionally, the Navy offers commissions to individuals in the E-5 or E-6 ranks who upon their receipt of a commission through the Officer Development School (ODS) subsequently serve as Limited Duty Officers (LDO) in their technical field of specialization. Other sources of officers include the Medical Service Corps In-service Procurement Program, Medical Enlisted Commissioning Program, Merchant Marine Recalls, Reserve Recalls, Inter-service transfers/commissioning, the Health Professional Scholarship Program, the Health Services Collegiate Program, and the JAG Student Program.

Accessions to the Navy Officer Corps from Major Commissioning Sources

Navy Officer Accessions 2004-2008					
	ODS	STA-21	OCS	NROTC	USNA
2004	23%	17%	23%	28%	25%
2005	20%	8%	20%	27%	25%
2006	20%	11%	17%	26%	25%
2007	19%	11%	19%	25%	26%
2008	30%	8%	21%	20%	23%

Source: United States Navy

Officer Accessions to the United States Marine Corps

The Marines' sources of commissioned officers are Officer Candidates Course (OCC), the Platoon Leaders Class (PLC), Naval Reserve Officers Training Corps - Marine Option (NROTC), and the United States Naval Academy (USNA).

College/university seniors and college graduates go through OCC, which is a 10-week session at Officer Candidate School. For both PLC and OCC, members are compensated for their training time.

The Platoon Leaders Class is a class for college freshmen and sophomores that consists of two six-week training sessions between school years at Officer Candidates School. For college juniors, it consists of one 10-week training session held at the end of their junior year.

Accessions to the Marine Officer Corps from Each Commissioning Source

Marine Corps Officer Accessions				
PLC	OCS	Enlisted	NROTC	USNA
35%	24%	12%	15%	14%

Source: United States Marines

Officer Accessions to the Army

The United States Army's sources of commissioned officers include the United States Military Academy at West Point, the Army ROTC, Military Academy Programs, Officer Candidate School (OCS), and Direct Commissioning programs.

Federal Service Academies

The colleges operated by the U.S. Federal Government are referred to as the Federal Service Academies and include the U.S. Military Academy (West Point), U.S. Naval Academy (Annapolis), U.S. Coast Guard Academy (New London), U.S. Merchant Marine Academy (Kings Point), and the U.S. Air Force Academy (Colorado Springs).

Students at the service academies other than Kings Point incur a five-year active duty and a three-year reserve commitment upon their graduation. Students at Kings Point graduate with a professional license as either an engineering officer or deck officer and have an obligation to serve in the foreign or domestic commerce of the U.S. (working under their professional license) or in the national defense of the U.S. for five years; Kings Point graduates must also apply for and accept, if offered, an appointment as a commissioned officer in an armed forces reserve component. Additional service commitments may be required of graduates from Federal Service Academies who enter certain military specialties – such as service as a pilot.

Applicants to all service academies except the United States Coast Guard Academy are required to obtain a nomination to the school from a nominating authority. Nominating authorities currently include U.S. Senators, Members of Congress, and the President and Vice President of the United States. Students wishing to attend the U.S. Coast Guard Academy apply directly to the Academy and compete on a nationwide basis for competitive appointments to the Academy, which does not have any type of quotas (such as for state representation).

The U.S. Coast Guard Academy

The Coast Guard Academy (CGA) is the smallest of the five service academies. It was founded in 1876 and is located in New London, Connecticut.

The Academy offers four-year Bachelor of Science degree programs in engineering (naval architecture, mechanical, electrical and civil), government, management, marine and environmental sciences, and operations research and computer analysis. The cost to educate a student at the Academy is approximately $68,000 a year.

Each year, the Academy receives more than 3,000 applications for the fewer than 300 student slots available at the Academy. Approximately 63 percent of those selected for admission will eventually graduate from the Academy. As of August 2008, there were 963 Cadets enrolled at the Academy. There were 2,807 applicants for the class of 2012; 412 appointments were offered and 295 individuals were eventually sworn-in as cadets. Of those who were sworn-in, 52 had completed a preparatory school program.

Approximately 61 students from among the applicants for the class of 2012 were selected to attend one of the two preparatory schools to which the Coast Guard sends prospective students. Tuition for preparatory school students is paid for from the Academy's operations budget. Approximately 15 percent of the corps of cadets at the Academy is preparatory school graduates.

The table below shows total enrollment at the Coast Guard Academy for the classes of 2008 through 2011.

USCG Academy Enrollment				
Class	2008	2009	2010	2011
White (Including Unknown in the class of 2008)	177	178	174	192
African American	7	9	8	8
Hispanic	9	14	10	11
Alaskan/Native American	0	2	2	3
Asian/Pacific Islander	13	5	0	1
Multiple Race	N/A	1	10	20
Unknown or Declined	N/A	13	10	5
Total	206	208	204	229

Source: United States Coast Guard

*In fiscal year 2005, the Coast Guard adopted a new diversity accounting system per instructions from the Office of Management and Budget Statistical Policy Directive No.15, which created the Multi Race and Unknown categories and categorized Hispanic as an ethnicity rather than a race. This change requires all personnel to be categorized under both a race and an ethnicity, and necessitates the exclusion of Hispanics from the totals in FY05-FY07 so that they are not double- counted.

The U.S. Military Academy (West Point)

The United States Military Academy (West Point) was founded on March 16, 1802. The Academy is located on the Hudson River, approximately 50 miles north of New York City.

In addition to a core curriculum of arts and sciences, and a required five-course engineering sequence, West Point offers 31 fields of study and 19 optional majors. The cost to educate a student at West Point is approximately $112,000 a year.

For the class of 2011, 10,838 individuals submitted applications and 3,746 received a nomination from a nominating authority. Of those who were nominated, 2,039 were found to be qualified academically and physically to attend the Academy and 1,305 were admitted.

Over the past five years, approximately 83% of the students who were sent to a preparatory school to prepare for West Point ended up attending West Point the following year.

West Point Enrollment					
Class	2008	2009	2010	2011	2012
Non-Minority	949	935	1,017	949	954
African American	71	91	79	78	83
Hispanic	76	91	100	122	131
Native American	14	18	13	18	32
Asian	94	84	86	102	68
Hawaiian/PI					37
Total Minorities	275	316	314	356	351
Total	1,224	1,251	1,311	1,305	1,305

Source: United States Army

U.S. Naval Academy (Annapolis)

The U.S. Naval Academy was founded in 1845 by the Secretary of the Navy and is located in Annapolis, MD.

The Naval Academy offers 19 Bachelor of Science degree programs which include: Aerospace Engineering, Chemistry, Computer Science, Economics, Electrical Engineering, Information Technology, etc. The cost of educating a Naval Academy midshipman is approximately $88,800 a year.

For the class of 2012, there were 10,960 applications submitted to the U.S. Naval Academy. Of those, 3,838 individuals received a nomination, 2,196 nominees were found to be qualified to attend the Academy, 1,537 individuals were offered admission, and 1,261 applicants were finally admitted. Of those admitted, approximately 202 had completed a preparatory school program.

Approximately 261 individuals among the applicants for the class of 2012 had attended the Naval Academy Preparatory School (NAPS). Over the past five years, approximately 80 percent of those sent to NAPS to prepare for the Naval Academy ended up attending the Academy the following year. Tuition for students at NAPS is paid using federal appropriations. Students

attending private preparatory schools are funded by a combination of scholarship, Naval Academy Foundation funds and student's funds.

U.S. Naval Academy Enrollment				
Class	2008	2009	2010	2011
White	958	953	924	896
African American	69	64	57	40
Hispanic	111	115	134	133
Native American	21	14	3	6
Asian-American	49	26	28	33
Hawaiian/Pacific Islander	19	10	4	5
Multiple Response	1	42	49	68
International	17	11	13	9
Declined to Respond			17	13
Total	1,245	1,235	1,229	1,203

U.S. Merchant Marine Academy (Kings Point)

Two years after Congress passed the Merchant Marine Act in 1936, the U.S. Merchant Marine Cadet Corps was established. The U.S. Merchant Marine Academy (USMMA) was dedicated in 1943 and is located in Kings Point, New York. In 1974, Kings Point became the first federal service academy to enroll women students (two years ahead of the Army, Navy, Air Force or Coast Guard Academies).

The Academy offers Bachelor of Science degree programs in Marine Transportation, Marine Engineering, Marine Engineering and Shipyard Management, Marine Engineering Systems, Maritime Operations and Technology, Logistics and Intermodal Transportation. The cost of educating a Kings Point student is approximately $51,750 a year.

For the class of 2012, there were 1,734 applications submitted to USMMA. Of those, 1,334 individuals received a nomination, 449 individuals were offered admission, and 307 were finally admitted. Of those admitted, approximately 18 had completed a preparatory school program.

Once enrolled, a student must complete the course of instruction at the Academy and then pass the Coast Guard examination for a license as an officer in the U.S. Merchant Marine. Graduates of the USMMA must maintain their Coast Guard license for at least six years from the date of their graduation.

Upon graduation, students at the USMMA must apply for and accept, if offered, an appointment as a commissioned officer in an armed force reserve component. If appointed, students must serve in that reserve component for at least eight years from the date of their graduation.

Graduates of the USMMA are also required to serve in the foreign and domestic commerce or in the national defense of the U.S. for at least five years from the date of their graduation. To fulfill this requirement, a student may work under his/her license as a merchant marine officer serving on vessels documented under the laws of the U.S. or on vessels owned and operated by the U.S. or by any state or territory of the U.S. Students may also fulfill their service requirement by serving as commissioned officers on active duty in an armed force of the U.S. or in the National Oceanic and Atmospheric Administration. Students may also work in the U.S. maritime-related industry or in a marine science industry as approved by the Secretary of Transportation if the Secretary determines that service as a merchant marine officer serving on a vessel under the laws of the U.S. or vessel owed by the U.S. is not available to the individual.

Kings Point Enrollment					
Class	2008	2009	2010	2011	2012
African American	7	7	6	7	9
Hispanic	13	8	16	19	16
Alaskan/Native American	0	1	2	3	2
Asian/Pacific Islander	13	13	13	10	20
Total Minority Enrollment	33	29	37	39	47
Caucasian/White	251	256	233	240	260
Total Admissions	284	285	270	279	307
Diversity Percentage	11.6%	10.2%	13.7%	14.0%	15.3%

Source: United States Merchant Marine Academy

U.S. Air Force Academy

Congress authorized creation of the Air Force Academy in 1954. It is located in Colorado Springs, Colorado.

The Academy offers 32 Bachelor of Science degree programs, including aeronautical engineering, astronautical engineering, mechanical engineering, space operations, systems engineering management, etc. The cost to educate an Air Force Academy cadet is approximately $100,750 a year.

For the class of 2012, there were 9,001 applications. Of those, 8,557 individuals received a nomination, 1,642 individuals were offered admission, and 1,348 were finally admitted. Of those admitted, approximately 247 completed a preparatory school program.

The Air Force uses appropriated funds to pay for preparatory schools. In fiscal year 2007, the initial funding distribution was $480,000. The Air Force preparatory school also relies on gift funds from the association of graduates to fund a number of their enrichment programs due to the restrictions imposed on the purposes for which the Air Force's operations and maintenance funds can be expended.

U.S. Air Force Academy Enrollment				
Class	2008	2009	2010	2011

White	1062	1130	1013	999
African American	66	45	60	71
Hispanic	96	74	101	95
Native American	25	31	34	18
Asian/Pacific Islander	78	110	126	104
Hawaiian/Pacific Islander	*	*	*	*
Total	1,327	1,390	1,334	1,287

*USAFA collects data on Asian/Pacific Islanders only. Asian American and Hawaiian Pacific cadets are not counted separately. (Note: Data represent population on in-processing day for each class.)

Preparatory Schools

Preparatory schools are intended to strengthen the academic potential of candidates applying to the federal service academies. Students who do not qualify for admission to a service academy at the time of their application because they do not meet all academic or physical fitness standards – but who demonstrate they are likely to qualify with additional preparatory work – can be sent to attend a preparatory school. A description of the prep schools utilized by federal service academies is provided in the table below.

Overview of the Prep Schools Utilized by Federal Service Academies

Preparatory School	New Mexico Military Institute, Roswell, New Mexico;	Marion Military Institute, Marion, Alabama	Air Force Academy Preparatory School – on the grounds of the Air Force Academy, Colorado Springs	U.S. Naval Academy Preparatory School, Newport, Rhode Island	U.S. Military Academy Preparatory School, Fort Monmouth, New Jersey
Length of Study	One year	One year	10 months	One year	10 months
Total Cost Per Student	$61,270 (for students from the Coast Guard if 30 students are enrolled)	$63,000 (for students from the Coast Guard)	$65,383	$54,000 (for students from the Army); if students from the Coast Guard attend this prep school, the Coast Guard must supply one officer to the Navy for every 12 cadets enrolled at the prep school	$45,000

Currently, the Coast Guard sends students only to the New Mexico Military Academy and to the Marion Military Academy to receive preparatory training. This training is funded by the Coast Guard Academy's budget. Students sent to a preparatory school must re-apply for admission to the Coast Guard Academy.

Reserve Officers' Training Corps (ROTC)

The ROTC program is a college-based officer commissioning program that offers students scholarships that can cover up to 100 percent of the cost of a college education. ROTC produces officers for all branches of the U.S. Armed Forces except the U.S. Coast Guard. Presently, 11 percent of the Marine Corps officers corps, 56 percent of the Army officer corps, 41 percent of the Air Force officer corps, and 20 percent of the Navy officer corps accessed these services through ROTC programs (39 percent of all active duty officers in the agencies of the Department of Defense accessed the service through ROTC).

Although the Coast Guard has no ROTC programs, the service does have a Direct Commissioning program for graduates of maritime academies. The Direct Commission Maritime Academy Graduate Program is available to individuals who earn a degree from a qualifying federal or state Maritime Academy and hold a Third Mate or Third Assistant Engineer license, or a degree major in Marine Environmental Protection or a related field. Selected individuals will serve as a Coast Guard Reserve Officer on full-time active duty.

Army ROTC

The Army has ROTC host units at 282 U.S. colleges, including 23 units located at historically black colleges and universities (HBCU). Additionally, the Army has 774 college/university affiliate schools where students can participate in ROTC at host units located at other colleges or universities in the same geographic location. ROTC scholarships are awarded based on a student's merit and grades, not financial need. The Army offers two, three, and four-year scholarship options and full-tuition scholarships; additional allowances pay for living expenses, books and fees. Upon completion of the Army ROTC program, graduates will be commissioned as Second Lieutenants in the Army and will then attend specialized training in their first Army branch.

Air Force ROTC

The Air Force has ROTC units/detachments at 144 U.S. colleges and universities, including seven at HBCUs. Additionally, the Air Force has more than 1,000 college/university affiliate programs. The Air Force offers four-year and two-year programs. Air Force ROTC scholarships cover tuition and provide textbook allowances; the scholarships also cover most lab fees and provide up to $500 spending cash per academic month.

The average yearly cost for an Air Force ROTC student at a college/university is approximately $16,600. The average cost to sustain an Air Force ROTC program at a college/university is approximately $498,000. The Air Force typically provides each ROTC detachment a staff of five personnel, including three officers and two enlisted staff members. The Air Force supplies each detachment with computers/IT equipment (projectors, printers, scanners,

etc.), government vehicles, furniture, and cadet uniforms. The host college/university provides the facilities utilized by the ROTC detachment.

Navy ROTC

There are 32 Navy ROTC (NROTC) units at colleges and universities, including four at HBCUs - and 55 affiliate schools. Students selected for the NROTC scholarship program make their own arrangements for college enrollment and room and board, and take the normal course load required by the college or university for completion of their degrees. Additionally, scholarship midshipmen are required to follow specific academic guidelines. The Navy ROTC scholarships provide tuition, tutoring, a book allowance, a monthly stipend, summer training, and uniforms.

The average yearly cost for an NROTC student at a college/university is approximately $26,600. The average cost to sustain an NROTC program at a college/university is approximately $1,032,000. The costs include unit travel, supplies, military, and civilian and staff pay, etc. The host college/university agrees to provide classrooms, offices, utilities, and other services on the same basis as they are provided to other departments within the institution.

Coast Guard's Leadership and Diversity Action Plan

On July 25, the Commandant of the Coast Guard, Admiral Thad Allen, laid out the Coast Guard's leadership and diversity initiatives at the annual National Naval Officers Association (NNOA) in Portsmouth, Virginia. In August, the Commandant issued a message to all Coast Guard personnel that provided an update on action taken to implement the initiatives. Additionally, a 20-point action plan has been developed by the Coast Guard's Diversity Advisory Council, Diversity Strategic Group, and the Diversity Staff, in conjunction with the Director of Civil Rights.

The Commandant's message to all Coast Guard personnel announced the following:

- Every CG Flag officer and Senior Executive Service (SES) will attend at least one affinity group national-level conference annually (e.g. National Naval Officers Association, Coast Guard Women's Leadership Association, Blacks in Government, Association of Naval Service Officers, etc). Commanding Officers with the rank of Lieutenant Commander and above will also attend at least one of these conferences during their command tour. The Commandant also strongly encouraged Commanding Officers to send their officers, enlisted and civilians to affinity group conferences.
- Every Flag Officer and SES has committed to partnering with a Minority Serving Institution, Hispanic Serving Institution, or Tribal Council Institution to raise the Coast Guard's visibility with these schools by developing and maintaining an ongoing relationship. The Flag Officers and SES staff members and the active duty alumni of these schools will be paired for outreach to the schools. Rear Admiral Tom Ostebo, the Assistant Commandant for Engineering and Logistics, adopted North Carolina A&T University.
- The Commandant directed a total force recruiting approach to be undertaken through which all members of the Coast Guard, including active duty, enlisted, civilian, and Auxiliarists will be recruiters to ensure all markets are clearly recognized and the best possible applicants are identified.

- The College Student Pre-Commissioning Initiative program is being modified to target institutions with more diverse student populations.
- The Commandant initiated a prototype extracurricular program at the Maritime Industries Academy in Baltimore, MD, which is a high school with a significant minority population. The outreach effort include increasing student awareness of Coast Guard missions, supporting the excellence in education and improving the diversity of applicants interested in the full spectrum of Coast Guard opportunities.

PREVIOUS COMMITTEE ACTION

The Subcommittee on Coast Guard and Maritime Transportation has not held a hearing during the 110th Congress on diversity issues in the Coast Guard.

WITNESSES

Rear Admiral Jody Breckenridge
Assistant Commandant for Human Resources
United States Coast Guard

Master Chief Petty Officer
Kevin D. Isherwood
Command Master Chief for Chief of Staff
United States Coast Guard

HEARING ON DIVERSITY IN THE COAST GUARD INCLUDING RECRUITMENT, PROMOTION, AND RETENTION OF MINORITY PERSONNEL

Wednesday, September 10, 2008,

HOUSE OF REPRESENTATIVES,
COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE,
SUBCOMMITTEE ON COAST GUARD AND MARITIME TRANSPORTATION,
Washington, DC.

The Subcommittee met, pursuant to call, at 10:00 a.m., in Room 2167, Rayburn House Office Building, the Honorable Elijah E. Cummings [Chairman of the Subcommittee] presiding.

Mr. CUMMINGS. Good afternoon. Let me express my apologies. We are running a little bit late. The family of the late Stephanie Tubbs Jones was addressing a small group of us, wanting to express their appreciation for things we had done for the family, so that is why I am running a little late.

This Subcommittee will come to order. Before we begin today's hearing, we pause to remember Lieutenant Commander Andrew Wischmeier, Aviation Survival Technician 1st Class David Skimin, and Aviation Maintenance Technician 2nd Class Joshua Nichols, who were killed when the helicopter in which they were conducting training exercises crashed last week near Honolulu. We also remember Commander Thomas Nelson, the Executive Officer of Air Station Bombers Point, who remains missing.

Those who have died gave their lives in service to our great Nation, and their deaths remind us of the risks that all Coast Guard members face every day. Our prayers are with the families of those who have been lost to us and with their comrades throughout the Coast Guard and I ask that you join me in a moment of silence.

[Pause.]

Mr. CUMMINGS. Today, I convene the Subcommittee to consider diversity in the Coast Guard, including the recruitment, promotion, and retention of minority personnel.

In October of 2007, I visited the United States Coast Guard Academy to address the student body after a noose had been found in the effects of an African American cadet and in the office of an officer conducting diversity training.

The discovery of the nooses was obviously shocking to the conscience and completely unacceptable at any Federal service academy. At that time, I emphasized to the Academy students that diversity and our mutual respect for each other are our greatest

strengths as a Nation. Diversity is a promise that exists in every single individual, a promise that can only be cultivated and fully realized through our collective commitment to assure fair treatment to everyone.

Yesterday, Congresswoman Sanchez, my colleague on the House Armed Services Committee, and I hosted a briefing conducted by the Rand Corporation at which Dr. Nelson Limb presented the options and recommendations that Rand had developed for leaders of the Department of Defense to assist them as they plan for diversity in all ranks of DOD services. I emphasized that expanding diversity is a challenge in all of the military services, not just in the Coast Guard and I think it is important for each service to learn from the successes and challenges in the other services.

The key point the Rand Corporation made is the following: In order for any strategic plan for supporting diversity to be effective, leaders must define diversity and then they must also explain how they intend to measure progress toward greater diversity and how they will hold themselves and others accountable for their progress.

While the Coast Guard is not a part of DOD, the lessons that Rand offered to the DOD are completely applicable to the Coast Guard. Under the leadership of Admiral Thad Allen, the Commandant of the Coast Guard, whom I know to be a man of the highest honor and integrity, the Coast Guard is taking steps to prioritize expansion of diversity. In July of this year, the Commandant indicated that the Coast Guard would "redouble" its commitment to creating a more diverse workforce and he announced new leadership in diversity initiatives the Coast Guard will now be pursuing.

In August, the Commandant provided an update on the implementation of some of those initiatives in the form of a message issued to all members of the Coast Guard, commonly referred to as an All Coasts. The message described important steps the service is taking to expand this outreach. For example, the Commandant announced that Flag officers and Senior Executive Staff members would partner with minority-serving institutions, Hispanic-serving institutions, and Tribal Council institutions to raise the Coast Guard's visibility and to develop ongoing relationships. These are important initiatives and I am anxious to hear more about how the implementation is proceeding.

However, drawing on the lessons presented by the Rand Corporation, it is imperative that the Coast Guard's diversity initiatives form a coherent tactical plan designed to implement the Coast Guard's specific diversity goals. Therefore, I also look forward to discussing today how the Coast Guard defines its goals and how it will measure progress toward the achievement of these goals.

According to data from Defense Manpower Data Center, in 2007, 13.8 percent of the officer corps and 16.9 percent of the members of the enlisted ranks of the Coast Guard were minorities. About 14 percent of the students in the class of 2011 at the Coast Guard Academy are minorities, including individuals who self identify as being multiracial. These are strong numbers, but they can be stronger. Importantly, however—and this goes back to my earlier point—diversity should be defined to include not only the represen-

tation of certain groups, but their success and their effective inclusion in an entity.

I firmly believe that the Coast Guard needs to bring the challenge of minority recruiting down to a personal basis. Each Flag officer and each commanding officer of an air station, sector, cutter, or buoy tender should be challenged to recruit one minority individual to apply to the Coast Guard Academy, the CSPI program, or to their officer candidate school. Current minority officers in the Coast Guard, as well as Coast Guard alumni, should be challenged to reach out to members of minority communities to present to them their firsthand knowledge of the opportunities associated with service in the Coast Guard. I strongly believe that recruiting minority service members cannot just be left to recruiters; it needs to be everyone's shared priority.

Additionally, each service member must make it a priority to do all that he or she can do to create an atmosphere in which each individual feels his or her expertise and perspective are valued.

With that, I look forward to hearing from Admiral Breckenridge and Master Chief Isherwood today as we examine the steps the Coast Guard is taking to ensure that our Nation's shield of freedom reflects the diversity that is truly one of the greatest sources of our Nation's strength.

Now I recognize our distinguished Ranking Member, Mr. LaTourette.

Mr. LATOURETTE. Thank you, Mr. Chairman, for the time and thank you for holding this hearing.

Every day, more than 45,000 members, officers, and civilian employees carry out the Coast Guard's missions to safeguard life and property at sea. They perform these missions on the water, in the air, and at stations and units located throughout the Country. These men and women are the representatives of our Federal Government and the face of our Country in our ports and on the high seas. As such, it is important that the Coast Guard hire and retain the most qualified possible Coast Guard men and women, and not discriminate in hiring on the basis of ethnicity or gender.

I look forward to hearing about some of the initiatives that are in place and those that are being planned to expand the diversity of the Coast Guard. I also would like to examine some of the circumstances which may be roadblocks to these initiatives. I am concerned about situations such as the lack of berthing space for female crew members aboard many of the Coast Guard's legacy vessels, which limits opportunities for Coast Guardsmen to build experience necessary for a successful career. I hope that the witnesses will discuss ways to enhance opportunities for young Coast Guardsmen to get this experience in the future.

I want to thank our witnesses for coming here today and for their willingness to address these issues, and I look forward to their testimony and I yield back.

Mr. CUMMINGS. Thank you very much.

Ms. Richardson? Mr. Coble?

Very well. We will proceed with our hearing.

The Chairman of the House Homeland Security Committee, Chairman Bennie Thompson, has prepared a statement for the

record and, without objection, it will be included in the record and is so ordered.

I want to thank Chairman Thompson for his leadership on this issue and look forward to working with him to ensure that we achieve our shared goals of expanding diversity in the Coast Guard.

We will now hear from our two witness, our only witnesses. Rear Admiral Jody Breckenridge is the Assistant Commandant for Human Resources with the United States Coast Guard, and Master Chief Petty Officer Kevin D. Isherwood is the Command Master Chief for the Chief of Staff of the United States Coast Guard.

We welcome your testimony and we will hear from you, Rear Admiral.

TESTIMONY OF REAR ADMIRAL JODY A. BRECKENRIDGE, DIRECTOR, STRATEGIC TRANSFORMATION TEAM & ASSISTANT COMMANDANT FOR HUMAN RESOURCES; AND COMMANDER MASTER CHIEF KEVIN D. ISHERWOOD, COMMAND MASTER CHIEF FOR CHIEF OF STAFF, UNITED STATES COAST GUARD

Admiral BRECKENRIDGE. Thank you and good afternoon, Mr. Chairman and distinguished Members of the Committee. As the Chair said, I am Rear Admiral Jody Breckenridge, the Coast Guard's Assistant Commandant for Human Resources.

I am pleased today to be joined by Master Chief Isherwood, who will speak in just a moment, and also Mr. Curt Odum, our Deputy Director for Personnel Management, and Rear Admiral Dan May, who is our Chief of Reserve and Training.

In addition to my human resource duties, I am also the Director for the Strategic Transformation Team, with responsibilities to synchronize our efforts to modernize the Coast Guard. I departed duty as Commander of the 11th Coast Guard District in California in the summer of 2007 to assume duties as the Director of the Team.

Mr. Chairman, I request that my written statement be entered into the record.

Mr. TAYLOR. [Presiding] Without objection.

Admiral BRECKENRIDGE. Mr. Chairman, since assuming my duties as Assistant Commandant for Human Resources on 31 May of this year, one of my top priorities has been and remains our diversity action plan. I am personally involved in the strategic plan and the tactical execution of each of the initiatives. First, it is the right thing to do with the changing demographics of our Nation. We would like more citizens to know of the opportunities in the Coast Guard and to consider service in the Coast Guard, whether as part of our full-time military, our part-time military or reserve force, our civilian workforce, or our volunteer workforce, the Coast Guard Auxiliary.

Second, we have a large stakeholder base, both domestically and internationally. We need to be able to interact effectively to achieve new safety and security standards for the maritime community. Mr. Chairman, I know you are aware of the concerns raised over our marine inspectors' and investigators' capacity and experience level. Quite frankly, we have good people, but we are too homogeneous in our sourcing. We tend to be predominantly Coast Guard bred and developed in that community.

Third, the simple reality is heterogeneity offers ways to look at and solve problems that homogeneity does not. So what are we doing? We are looking across a career continuum. It is not enough to hire more people; we must also develop them and retain them. Within our plan we have addressed tangible, actionable steps that create a foundation to build on for sustainability. But, to be honest, our current plan is more focused on assessions at this time.

We are doing better in our enlisted corps than our officer corps. We developed the Strategic Metropolitan Area and Recruiting Territory, known as our SMART program, which uses data to drive our recruiting efforts, focusing our efforts on high schools and regions with high minority populations. This effort, since its inception in 2003, when I was the commanding officer of the recruiting command, has resulted in 30 to 39 percent minority assession each year.

We also have robust opportunities for enlisted to move into our officer corps from our enlisted corps. Through our officer candidate school, direct commission programs, enlisted to warrant, warrant to lieutenant, and to our Academy, a program we are re-emphasizing this year. A number of our minority enlisted, along with their majority counterparts, move from our enlisted ranks to the officer corps through these programs.

Within our officer corps, we are challenged by our need for more than 47 percent of our officer annual assessions to have technical degrees: math, science, engineering, operations research, and computer majors. STEM, which stands for Science, Technology, Engineering, and Math, is a frequently used term to describe these fields. To meet that requirement, our Academy must produce 70 percent of their graduates with these degrees.

To expand the base of under-represented students at the Academy, we are looking to expand their participation in our Academy Introduction Mission program, also known as AIM. We are seeking assistance from Congress, sir, and getting the word out for this opportunity. We are also more actively marketing our preparatory program, called Coast Guard Academy Scholars Program, both externally and internally.

To assist Congress in understanding Academy requirements, we are currently advertising a position I am taking out of hide as a bridging strategy until I can get on budget to work with Congressional staffs to identify candidates or new affinity groups we should be engaged with.

For our college student precommissioning initiative, we are looking at two-year schools to select participants whom the Coast Guard will pay for their last two years of school and then attend officer candidate school. We are also looking at two-year schools for the Coast Guard Academy to partner with, schools with strong STEM curricula to select students at the one-or two-year point to attend the Academy.

As part of our outreach initiatives, our Flags and SES's are establishing relationships with minority-serving institutions. In some cases we are re-establishing relationships, such as those we previously had with Morgan State University. Mid-grade and junior officers are also being assigned as part of the outreach team. This alignment creates a mentoring chain of sustainability with the in-

stitution. As Flags and SES's retire, they will be replaced. As the more junior officers become more senior, more junior officers will continue to be assigned.

In the retention arena, we are working on mentoring and development of our mid-grade officers and enlisted, expanding requirements for individual development plans for lieutenants, lieutenant commanders, E-5s and E-6s. We believe in the networking and professional development opportunities offered by affinity groups, such as the National Naval Officers Association, and are increasing our participation at these venues.

A few years ago, participation across the board in the National Naval Officers Association had waned, and it was through the efforts of then Captain Manson Brown, U.S. Coast Guard, now Rear Admiral Brown, that the organization was rejuvenated. We have an active diversity advisory group composed of members of all of our corps forces from across the Coast Guard. They meet with the Commandant to provide him and other senior managers with concerns and recommendations, and they participated in the development of our action plan.

We also have a number of similar initiatives focused on our civilian workforce to bring in new perspectives and youth. We are leveraging new opportunities with modernization, including looking at virtual organizations and growth, such as the Marine Safety Program, to put new assession programs in place and to enhance workplace options to appeal to an even greater talent pool.

Mr. Chairman, these are a few of our initiatives. I appreciate this opportunity. It is a topic I am passionate about and committed to. Our service has demonstrated success if you look at where women are in our service. We remain the only armed service where every career field is open to women, a standard we established in 1977. We are the only service where a woman has achieved the number two position in the service.

We cannot say the same for continuity for our minorities. Today, 19.5 percent of the 41 of our Flag corps are women and minorities. One-third of our SES corps are minority and 44 percent are minority or women, a result that has occurred under Admiral Allen. We have some bright spots, but we still have much to do. I know that you, sir, are committed to assisting us in this journey, and we look forward to partnering with you and the other Members of Congress.

I look forward to the questions in our discussion, sir.

Mr. CUMMINGS. [Presiding] Thank you very much, Commander.

Chief ISHERWOOD. Good afternoon, Mr. Chairman and distinguished Members of the Committee. I am Master Chief Kevin Isherwood, Command Master Chief for the Chief of Staff of the United States Coast Guard. I have served in the Coast Guard for 26 years and most recently served in the 11th District with Rear Admiral Breckenridge. I am happy to appear today alongside Admiral Breckenridge and Mr. Curt Odum to answer any questions that you may have on diversity in the United States Coast Guard.

As the Command Master Chief, I am the senior enlisted advisor to the Chief of Staff and an integral member of Rear Admiral Breckenridge's staff. My main function is to provide a field reality check in all situations. One of the greatest values a command mas-

ter chief offers is their relationship and understanding of the workforce issues.

To remain credible and to prevent gaps from growing in these critical relationships, I spend a considerable amount of my time visiting and communicating with my units. I am a resource person who assists Coast Guard personnel and subordinate commands to work through local and national issues, including diversity, with the intent of resolving these issues at the lowest effective level.

While I am not directly in the chain of command, I help strengthen the chain of command by working closely with the folks within the chain of command, providing personal experiences and ground truth feedback. This enhances communications and fosters a better understanding of the needs and viewpoints of all Coast Guard members and their families. In other words, my job is to balance workforce desires with mission requirements.

The vision of the Command Master Chief Program is: proactively assist Coast Guard members to be ready today, preparing for tomorrow. Command master chiefs advise all team Coast Guard members on personnel policies, programs, ideas, and opportunities pertinent to their well-being, allowing them to focus on performing their mission and enhancing their careers.

Additionally, by advising, consulting, and participating in high-level policy issues, command master chiefs play an important role in the continuous improvement of the Coast Guard with the goal of all Coast Guard members attaining their full potential.

Again, thank you for the time and thank you for providing me an opportunity of a lifetime speaking before you on this important topic.

Mr. CUMMINGS. Thank you very much.

Rear Admiral, let me go back to something you said. I think you mentioned a program that you had with Morgan State University at one time?

Admiral BRECKENRIDGE. Mr. Chairman, we had a relationship with Morgan State University and it was predominantly for our college student precommissioning initiative program. But over time, for some reason, that relationship waned. I can't tell you why, but we are committed to reinitiating that relationship and reinvigorating it, particularly as we look at our requirements for STEM-oriented students, sir.

Mr. CUMMINGS. What did the program? Because Morgan State is in my district, that is why I am curious. Matter of fact, I am on the board of Morgan State also. Go ahead.

Admiral BRECKENRIDGE. Yes, Mr. Chairman. Morgan State actually acted at one time as an advisor to the Coast Guard as we were looking at some of the challenges that we had with diversity, provided some insights into what we should be doing from program perspective, and then we also sought their advice on what we should be doing as we were looking at the CSPI program—it had a different name at the time—and how we should be seeking out minority students to avail them of the opportunities that were in that program, Mr. Chairman.

Mr. CUMMINGS. So you are looking at going back, is that what you said?

Admiral BRECKENRIDGE. Yes, sir. Mr. Odum and I have been talking to the Dean of Engineering at Morgan State, and we have yet to get our schedules to work out to have a sit-down meeting, but we intend to go back up and sit down and talk with the dean to look at the engineering field and where we perhaps should be looking.

Mr. CUMMINGS. Thank you very much.

Now let's go to another college, and that is the Coast Guard Academy. The Comprehensive Climate and Cultural Optimization Review effort conducted at the Academy, dated February 2007, found that "The number of African American high school students who are academically ready for an Academy experience, eligible and interested in military services estimated at only 640 young people per year in the Nation." Where does this number come from and what is limiting this number? Is it academic qualification or interest in military service, or both?

Admiral BRECKENRIDGE. Mr. Chairman, that was done for us by an independent contractor looking at an enrollment management scheme. It takes the full spectrum of academics, physical requirements, and across the board. It represents that one contractor's opinion, sir.

As we look at the Academy, we are committed to the open access. As I noted, sir, in my statement, Mr. Chairman, our big challenge is looking at the propensity of students across this Nation to go into STEM majors. That is an absolute requirement for our workforce and, sir, as I noted, 70 percent of the Academy graduates is the target for them to produce with STEM degrees.

Mr. CUMMINGS. But students who are interested in military service, but perhaps not academically or physically prepared for the rigors of the Academy, the Academy can offer a placement in a preparatory school, is that right?

Admiral BRECKENRIDGE. Mr. Chairman, we do have preparatory schools. We have two that we are focused on right now. That is the Coast Guard's Scholars Program. I don't think that has been a well advertised program, and we are working very hard right now on advertising it. If you go to the Coast Guard Academy website, it is advertised there. It is in every package that goes out. As we look at parents' packages, it is in all of their packages. But we are also marketing it inside the Coast Guard for those within our own workforce who might have the propensity to go to the Academy but might need an academic boost, Mr. Chairman.

Mr. CUMMINGS. So how many students does the Coast Guard send to these preparatory schools each year, do you know?

Admiral BRECKENRIDGE. Sir, right now we are at 61 tabs, Mr. Chairman.

Mr. CUMMINGS. Sixty-one?

Admiral BRECKENRIDGE. Yes, sir, which represents about 21 percent of our student population at the Academy, which compares with the other academies. If you look at their preparatory programs, their preparatory programs represent about 25 percent, Mr. Chairman.

Mr. CUMMINGS. And so what percentage of those students then come into the Academy? In other words, you have got a number

going. That doesn't mean that all of them are going to end up—a number going to the preparatory school.

Admiral BRECKENRIDGE. Yes, sir.

Mr. CUMMINGS. I am just trying to figure out when everything filters out, how many of those then go on to the Coast Guard Academy.

Admiral BRECKENRIDGE. Mr. Chairman, I would like to provide that for the record. To be honest, my memory is failing me right now.

What I would like to offer you on that, though, is the Academy has focused not just on getting students into the Academy, but is really focused on retention once they are in. The goal of all of these programs is to produce individuals as they become commissioned officers who are positioned for success in our service. The Academy, as they have looked at the programs that they have and the focus that they have had on retention in recent years, has gone from 66 percent to a 75 percent retention rate.

Mr. CUMMINGS. Is that where we are right now, 75 percent?

Admiral BRECKENRIDGE. Yes, Mr. Chairman, that is where we are.

Mr. CUMMINGS. How does that compare to the other academies?

Admiral BRECKENRIDGE. The other academies—I would like to provide that for the record, sir.

[Information follows:]

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The below table provides cadet retention rates of those who attend preparatory schools for U.S. Coast Guard Academy (USCGA) and U.S. Air Force Academy (USAFA). The U.S. Military Academy (USMA), U.S. Naval Academy (USNA), and U.S. Merchant Marine Academy (USMMA) data for cadet retention rates was unavailable. However, the following points of contact may be helpful for further information:

USMA
MJR Harold LaRock, II
Harold.LaRock@usma.edu
845-938-7389

USMMA
CDR Dennis Compton
Comptond@usmma.edu
516-773-5384

USNA
Candidate Guidance Office
117 Decatur Road
Annapolis, MD 21402-5018
webmail@usna.edu
410-293-4361

Retention rates for USCGA and USAFA graduates that entered from prep school							
		USCGA			USAFA		
Prep School Year	Class Year	Entered From Prep Schools	Graduated	Retention	Entered from USAFA Prep School*	Graduated	Retention
1999-2000	2004	28	15	54%	158	108	68%
2000-2001	2005	32	20	63%	172	111	64%
2001-2002	2006	25	15	60%	159	113	71%
2002-2003	2007	45	34	76%	171	128	72%
2003-2004	2008	33	25	76%	178	121**	69%
Overall 5 Year Retention	**Grand Total**	**163**	**109**	**67%**	**838**	**460**	**55%**

Note: USMA, USMA, USNA not available at this time.

*Does not include those who went to other prep schools.
**As of start of last semester of 1st Class year.

Mr. CUMMINGS. All right. So it is 75 percent. And you are saying before this it was 61 percent?

Admiral BRECKENRIDGE. That is correct, Mr. Chairman.

Mr. CUMMINGS. You know, a lot of young people, when they go into the academies—it is not just this academy, but I am also on the Board of Trustees of the Naval Academy. We have people who come in and maybe the military atmosphere is not something that is conducive with their personalities; others, academic problems, what have you. Certainly finance is not an issue here.

But what do you find the reasons we are losing young people? Is there anything unique to the minority population we are losing, reasons why, as compared to the rest of the student body?

Admiral BRECKENRIDGE. Mr. Chairman, I can't offer an insight at large that there is a distinctive difference between our minority students and the larger population. What I would offer, I think, is a good correlation and why we want to look at our AIM program. When we look at the students who go to the AIM program, there is a very high correlation to those who go and get access to what it would be like to attend an academy who then make a decision to attend the Academy and then successfully come out the other end to be a commissioned officer, Mr. Chairman.

Mr. CUMMINGS. First of all, I agree that it is not enough to admit students; we want to make sure that they do well and then go on to do what other students do, that is, to become leaders. So the retention program makes a lot of sense. I am just wondering what is entailed in that. What would somebody in that program get that somebody else might not get? Do you follow me?

Admiral BRECKENRIDGE. Yes, sir.

Mr. CUMMINGS. In other words, the general population might not get what?

Admiral BRECKENRIDGE. Mr. Chairman, is the question compared to the population——

Mr. CUMMINGS. In other words, what is the retention——

Admiral BRECKENRIDGE.—in the civilian sector versus——

Mr. CUMMINGS. In other words, what I am asking you is, is there something called a retention program? Is that true?

Admiral BRECKENRIDGE. Mr. Chairman, we have retention initiatives and we look at retention rates.

Mr. CUMMINGS. Okay, fine. There are things that you do to try to make sure there is retention of these minority students, is that correct? Is that what you are saying?

Admiral BRECKENRIDGE. As we look at the atmosphere at the Academy, Mr. Chairman, we are concerned that—or we want to ensure that all students feel that they are valued at the Academy and that they will have the opportunity to succeed. If we look at our academic population at the Academy, we are working on diversifying that so that, as students have issues, they feel comfortable having access to individuals that they feel they may need to address things with. We have also focused on the climate at the Academy so that, if there are issues, cadets feel that they can bring those issues to the attention of the chain of command so that they can be addressed.

As you know, any academy, Mr. Chairman, has a mentorship program within the cadet or the student population itself, but on

top of that, within our headquarters, we have an Office in Leadership and we have hired a new individual that is looking at our mentorship programs. In fact, we are linking junior officers who are out in the field up with cadets so that they know what it is like once they finish through the Academy, what is it going to be like joining the officer corps of the Coast Guard, Mr. Chairman.

Mr. CUMMINGS. Now, the February 2007 report also stated that approximately 7 percent of the Academy staff and faculty are minority, compared with about 24 percent of the Coast Guard workforce and 14 percent of the corps of cadets. I just want to ask how many African American teachers do you currently have at the Academy and how many Hispanics, and what are you doing to increase those numbers, going to the statement that you just made, by the way?

Admiral BRECKENRIDGE. Mr. Chairman, I will provide the numbers for the record. There is a concerted effort as we look at each one of the vacancies that we have to make sure that we have a very broad outreach, so we diversify the pools of individuals that we are considering for each position that comes available.

[Information follows:]

Page 27, following Line 571

The following tables provide the breakdown of U.S. Coast Guard Academy (USCGA) faculty (table 1), staff (table 2), and combined faculty and staff (table 3) by race and gender.

Racial Composition of USCGA Faculty: Women, Men, and Total* - Table 1

Racial Composition	Gender			Percentage of Column Total		
	F	M	Total	Women	Men	Total
Amer. Indian/Alaskan Native	2	1	3	6%	1%	3%
Asian/Pacific Islander	0	0	0	0%	0%	0%
Black or African American	1	6	7	3%	7%	6%
Declined to Respond/Unknown	0	4	4	0%	5%	3%
Hispanic	3	3	6	9%	4%	5%
Multiracial	0	0	0	0%	0%	0%
White	27	71	98	82%	84%	83%
Total	33	85	118	100%	100%	100%
Minority	6	10	16	18.2%	11.8%	13.6%
White	27	71	98	81.8%	83.5%	83.1%
Declined to Respond/Unknown	0	4	4	0.0%	4.7%	3.4%
Total	33	85	118	100.0%	100.0%	100.0%

* Data obtained from NFC (civilians) and DA data (military)

Racial Composition of USCGA Staff: Women, Men, and Total* - Table 2

Racial Composition	Gender			Percentage of Column Total		
	Women	Men	Total	Women	Men	Total
Amer. Indian/Alaskan Native	3	6	9	2.3%	1.9%	2.0%
Asian/Pacific Islander	0	4	4	0.0%	1.2%	0.9%
Black or African American	9	14	23	6.8%	4.4%	5.1%
Declined to Respond/Unknown	4	13	17	3.0%	4.0%	3.7%
Hispanic	2	6	8	1.5%	1.9%	1.8%
Multiracial	2	3	5	1.5%	0.9%	1.1%
White	113	275	388	85.0%	85.7%	85.5%
Total	133	321	454	100.0%	100.0%	100.0%
Minority	16	33	49	12.0%	10.3%	10.8%
White	113	275	388	85.0%	85.7%	85.5%
Declined to Respond/Unknown	4	13	17	3.0%	4.0%	3.7%
Total	133	321	454	100.0%	100.0%	100.0%

* Data obtained from NFC (civilians) and DA data (military)

Racial Composition of USCGA Faculty and Staff: Women, Men, and Total* - Table 3

Racial Composition	Gender			Percentage of Column Total		
	Women	Men	Total	Women	Men	Total
Amer. Indian/Alaskan Native	5	7	12	3.0%	1.7%	2.1%
Asian/Pacific Islander	0	4	4	0.0%	1.0%	0.7%
Black or African American	10	20	30	6.0%	4.9%	5.2%
Declined to Respond/Unknown	4	17	21	2.4%	4.2%	3.7%
Hispanic	5	9	14	3.0%	2.2%	2.4%
Multiracial	2	3	5	1.2%	0.7%	0.9%
White	140	346	486	84.3%	85.2%	85.0%
Total	166	406	572	100.0%	100.0%	100.0%
Minority	22	43	65	13.3%	10.6%	11.4%
White	140	346	486	84.3%	85.2%	85.0%
Declined to Respond/Unknown	4	17	21	2.4%	4.2%	3.7%
Total	166	406	572	100.0%	100.0%	100.0%

*derived from military and civilian PAL Sept 18, 2008

Mr. CUMMINGS. All right, thank you.

Mr. LaTourette.

Mr. LATOURETTE. Thank you very much.

Thank you both for your testimony.

Admiral, just a question before I talk about some of the other specifics. I was just talking to Mr. Rayfield, and a week from Saturday, in my district, we are going to have our military academy information day. Does the Coast Guard attend those on a regular basis or do you need to be invited?

Admiral BRECKENRIDGE. We attend a number of those on a regular basis, sir. I won't say that we have visibility of every one of them, so we are always looking for new opportunities.

Mr. LATOURETTE. Okay. I don't know how it is in the Chairman's district or other Members' districts, but when we go through the military screening, which we do in November, we often find that the Naval Academy is over-subscribed and we have more applicants than we can satisfy with nominations.

I don't know how we can get it done, but I bet you could get more customers in more districts if we worked out a way, Chairman, to have the Coast Guard present at these military academy information days. Maybe a young man or a young woman that thinks the Navy is right for them, and it doesn't work out because of numbers in terms of what the Member nominates or the Senator nominates, perhaps could switch over and get into the competition for one of the slots at the Academy.

So I guess the question is, is there any reason that the service wouldn't, if we sort of worked this out between us and sent a memo and asked the Command to participate, any impediment to doing that?

Admiral BRECKENRIDGE. No sir, just number of events and people on a single night. But we would welcome that as a challenge.

Mr. LATOURETTE. Okay. Just from my area, I think it would be a good idea, because I think, in this day and age, any young person that wants to serve their Country in the armed forces is a gift and I hate to turn them away. It becomes sort of a sad thing when you have people raring at the bit to go. And these are young people; these are the best and the brightest. I forget what the requirements are, but it is like a 3.5 average, and a lot of these people at 18 have done more than some people I have met in their 50s and 60s, quite frankly, in terms of Eagle Scout activities and other things.

So I think those that don't make the cut, in terms of nomination, not because of anything else, I think the Coast Guard would be glad to have some of them.

Admiral BRECKENRIDGE. Yes, sir. The resource that I was talking about that we intend to put on the Congressional Affairs Staff would be specifically to interact to make sure that people had visibility of the requirements of our Academy and also to make sure that we had full visibility of these opportunities and that we did show up.

Mr. LATOURETTE. Okay. I thank you for that.

The Coast Guard Academy is the only service academy, of course, that considers applicants on the merit of their qualifications and open competition, and not through the nomination by the Presi-

dent, the Vice President, or Members of Congress. I would ask you how does the open application process impact the size and quality of the applicant pool at the Academy?

Admiral BRECKENRIDGE. Sir, we get a number of people who look at the Coast Guard Academy but, quite frankly, we are looking for a larger pool and we are looking for different composition within that pool. We do not have the visibility, the national visibility that our sister service academies have, nor, if you look at the alumni sheer numbers that they have and reach that they have through their alumni, as well as the histories of our services where minorities have served, I think there are some differences there that become challenges for us.

Mr. LATOURETTE. Has the Coast Guard begun to look at what changes would be required to transition to the nomination-based system that is spelled out in the House-passed Coast Guard reauthorization bill?

Admiral BRECKENRIDGE. We have started to look at that, sir, and, to be blunt, we do have some concerns about there being some potential barriers. Given the size of the population that actually is in an entering class at the Coast Guard Academy, it is less than 250 in a very strong year and can be less than 200 in other years. So given the small numbers and then just given—right now, anybody across the Country—we are not limited by any geographic boundaries that are in the nomination process; we can take 15 people from the same high school into the Academy. We think that is a plus, sir, but we need to change what is in the pool that we have right now.

Mr. LATOURETTE. Have you or anybody at the service ever collected any data, aside from the question of diversity, on diversity in terms of geography? And by that I mean do most of the people that apply to your academy or seek to become in the enlisted corps come from the coasts and areas that border water, as opposed to the young fellow that is in Oklahoma or Nebraska?

Admiral BRECKENRIDGE. Yes, sir, we have looked at the demographics, and there are six States that we are predominantly from. California is one of them. Not too surprisingly, the Northeast represents a large portion. We do get a number from Maryland, sir. So, yes, sir, we have looked at those demographics.

Mr. LATOURETTE. And I would think Alaska too, probably?

Admiral BRECKENRIDGE. I don't remember where Alaska was on the list, sir, but I would be happy to provide that.

[Information follows:]

Page 31, following Line 674

USCGA Cadets Enrolled on 18 Sept 2008 by Home State*, Gender and Ethnicity
*** AP = APO Address Pacific, AE = APO Address Europe, FN = Foreign National**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
AE	Female		1		1	1	3
AE	Male			2		5	7
AE Total		**0**	**1**	**2**	**1**	**6**	**10**
AK	Female					1	1
AK	Male					6	6
AK Total		**0**	**0**	**0**	**0**	**7**	**7**
AL	Female					1	1
AL	Male					2	2
AL Total		**0**	**0**	**0**	**0**	**3**	**3**
AP	Female	1	1				2
AP	Male	2					2
AP Total		**3**	**1**	**0**	**0**	**0**	**4**
AR	Female						
AR	Male			1		3	4
AR Total		**0**	**0**	**1**	**0**	**3**	**4**
AZ	Female	1			1	1	3
AZ	Male			2		4	6
AZ Total		**1**	**0**	**2**	**1**	**5**	**9**
CA	Female	4		3		10	17
CA	Male	5	2	5	1	45	58
CA Total		**9**	**2**	**8**	**1**	**55**	**75**
CO	Female	1				10	11
CO	Male					14	14
CO Total		**1**	**0**	**0**	**0**	**24**	**25**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
CT	Female	1				14	15
CT	Male	2				39	41
CT Total		**3**	**0**	**0**	**0**	**53**	**56**
DE	Female					1	1
DE	Male					4	4
DE Total		**0**	**0**	**0**	**0**	**5**	**5**
FL	Female	1	1	2		9	13
FL	Male	1	1	5		29	36
FL Total		**2**	**2**	**7**	**0**	**38**	**49**
GA	Female	1				4	5
GA	Male		2			18	20
GA Total		**1**	**2**	**0**	**0**	**22**	**25**
HI	Female	1				2	3
HI	Male	1				2	3
HI Total		**2**	**0**	**0**	**0**	**4**	**6**
IA	Female					1	1
IA	Male					2	2
IA Total		**0**	**0**	**0**	**0**	**3**	**3**
ID	Female						
ID	Male					3	3
ID Total		**0**	**0**	**0**	**0**	**3**	**3**
IL	Female					1	1
IL	Male					13	13
IL Total		**0**	**0**	**0**	**0**	**14**	**14**
IN	Female				1	3	4
IN	Male					4	4
IN Total		**0**	**0**	**0**	**1**	**7**	**8**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
KS	Female					1	1
KS	Male					2	2
KS Total		**0**	**0**	**0**	**0**	**3**	**3**
KY	Female	2					2
KY	Male					1	1
KY Total		**2**	**0**	**0**	**0**	**1**	**3**
LA	Female					3	3
LA	Male					5	5
LA Total		**0**	**0**	**0**	**0**	**8**	**8**
MA	Female					14	14
MA	Male	3	1	1		45	50
MA Total		**3**	**1**	**1**	**0**	**59**	**64**
MD	Female	1	1	1		7	10
MD	Male	4	2	1		29	36
MD Total		**5**	**3**	**2**	**0**	**36**	**46**
ME	Female					1	1
ME	Male			1		5	6
ME Total		**0**	**0**	**1**	**0**	**6**	**7**
MI	Female					6	6
MI	Male			1	1	17	19
MI Total		**0**	**0**	**1**	**1**	**23**	**25**
MN	Female					3	3
MN	Male					8	8
MN Total		**0**	**0**	**0**	**0**	**11**	**11**
MO	Female					1	1
MO	Male					2	2
MO Total		**0**	**0**	**0**	**0**	**3**	**3**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
MS	Female						
MS	Male		1			3	4
MS Total		**0**	**1**	**0**	**0**	**3**	**4**
MT	Female						
MT	Male					3	3
MT Total		**0**	**0**	**0**	**0**	**3**	**3**
NC	Female	1				10	11
NC	Male	1		3	1	15	20
NC Total		**2**	**0**	**3**	**1**	**25**	**31**
ND	Female						
ND	Male					1	1
ND Total		**0**	**0**	**0**	**0**	**1**	**1**
NE	Female						
NE	Male					1	1
NE Total		**0**	**0**	**0**	**0**	**1**	**1**
NH	Female					5	5
NH	Male			1		14	15
NH Total		**0**	**0**	**1**	**0**	**19**	**20**
NJ	Female	1				21	22
NJ	Male			1		49	50
NJ Total		**1**	**0**	**1**	**0**	**70**	**72**
NM	Female					3	3
NM	Male					2	2
NM Total		**0**	**0**	**0**	**0**	**5**	**5**
NV	Female			1		1	2
NV	Male			2			2
NV Total		**0**	**0**	**3**	**0**	**1**	**4**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
NY	Female	1		1		21	23
NY	Male	1		2		35	38
NY Total		**2**	**0**	**3**	**0**	**56**	**61**
OH	Female			1		5	6
OH	Male		1			26	27
OH Total		**0**	**1**	**1**	**0**	**31**	**33**
OK	Female						
OK	Male			1			1
OK Total		**0**	**0**	**1**	**0**	**0**	**1**
OR	Female					1	1
OR	Male					5	5
OR Total		**0**	**0**	**0**	**0**	**6**	**6**
PA	Female		1			13	14
PA	Male		1	2		44	47
PA Total		**0**	**2**	**2**	**0**	**57**	**61**
PR	Female						
PR	Male			2			2
PR Total		**0**	**0**	**2**	**0**	**0**	**2**
RI	Female					1	1
RI	Male			1		12	13
RI Total		**0**	**0**	**1**	**0**	**13**	**14**
SC	Female					1	1
SC	Male					7	7
SC Total		**0**	**0**	**0**	**0**	**8**	**8**
SD	Female					1	1
SD	Male						
SD Total		**0**	**0**	**0**	**0**	**1**	**1**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
TN	Female	1				2	3
TN	Male					3	3
TN Total		**1**	**0**	**0**	**0**	**5**	**6**
TX	Female	1	1	3		10	15
TX	Male	1		7		24	32
TX Total		**2**	**1**	**10**	**0**	**34**	**47**
UT	Female					1	1
UT	Male					1	1
UT Total		**0**	**0**	**0**	**0**	**2**	**2**
VA	Female	3	3	3		15	24
VA	Male	3	2	5		39	49
VA Total		**6**	**5**	**8**	**0**	**54**	**73**
VI	Female		1			1	2
VI	Male		2			1	3
VI Total		**0**	**3**	**0**	**0**	**2**	**5**
VT	Female					1	1
VT	Male					1	1
VT Total		**0**	**0**	**0**	**0**	**2**	**2**
WA	Female		1			4	5
WA	Male		1			18	19
WA Total		**0**	**2**	**0**	**0**	**22**	**24**
WI	Female					1	1
WI	Male					5	5
WI Total		**0**	**0**	**0**	**0**	**6**	**6**
WV	Female					1	1
WV	Male					2	2
WV Total		**0**	**0**	**0**	**0**	**3**	**3**

State	Gender	Asian American	Black	Hispanic	Native American / Alaska Native	All Other	Grand Total
WY	Female						
WY	Male					1	1
WY Total		**0**	**0**	**0**	**0**	**1**	**1**
FN	Female		2				2
FN	Male		1			9	10
FN Total		**0**	**3**	**0**	**0**	**9**	**12**
Grand Total		**46**	**30**	**61**	**6**	**842**	**985**

Mr. LATOURETTE. Okay. Then, lastly, two quick things. The Chairman mentioned Morgan State and he also mentioned our colleague who has recently passed, Stephanie Tubbs Jones. She has a great engineering school, Cleveland State University, in her district as well. One of the criticisms I get when you talk about outsourcing this, that, and the other thing, a lot of people coming out of that engineering program say that they can't find jobs; why are firms hiring engineers that are trained from other countries rather than American-made, born engineers.

So is there in your strategy, aside from the Morgan States of the world, a plan to sort of reach out to, if the skill set that you are looking for are engineers or people with engineering training, to reach out to all of the engineering programs in the Country that might increase the diversity that we are talking about?

Admiral BRECKENRIDGE. Yes, sir. We are in professional associations that look both at Naval engineering, civil engineering, and engineering in general, and that are affiliated with most of the institutions that produce engineers for this Country. We are trying to focus our effort, instead of going very broadly, which is something that we did in the past and we weren't able to sustain it. If we want relationships with schools, we are trying to start small and make sure that we understand what their requirements are and that we can produce results out of that, both for the school and for ourselves, that we can then build on and expand out.

Mr. LATOURETTE. Now lastly, in my opening statement I talked about the observation that there may be some berthing shortages for women on some of the legacy vessels. Is the service addressing that and, if so, how?

Admiral BRECKENRIDGE. It is being addressed, sir. It has been addressed on some of our legacy assets. It is certainly true that as we look at the women who serve, that there are sometimes constraints in individual assignment cycles, where a berth may not be available on a particular unit that they want to go to. But there is no class of vessels that is closed to them. And as we look at our new national security cutters coming out, they offer many more options in berthing spaces that allow us to look at more opportunities for women.

Mr. LATOURETTE. Thank you very much.

Admiral BRECKENRIDGE. Yes, sir.

Mr. CUMMINGS. Mr. Taylor.

Mr. TAYLOR. Thank you, Mr. Chairman, for holding this hearing. It is certainly an eye opener to have the opportunity to look at the different academies and what percentages. It should not surprise anyone that the military academy leads the way in the greatest diversity.

Ms. Breckenridge, I want to get to something the Chairman brought up. As a former Coastie, when Congressman Oberstar first proposed that Members of Congress should be allowed to nominate people, at first I was a little taken aback. And the more I thought about and the more I look around the House Floor, at the diversity on the House Floor where we are selected by 700,000 Americans all over the Country who pick a Congressman, and quite often Congressmen tend to nominate people that they are comfortable with, that they think would be good officers.

My personal view, having thought about this, is that we would expand your pool of recruiters by 535, that the analogy that Mr. LaTourette was talking about, I see it every year. I have at least 20 great kids for 5 slots that I am promised, and I guarantee that if one of those great kids, if I said, you know what, the only slot I have open is the Coast Guard Academy, will you take it? I guarantee one of those 14 that are left out, or 15 that are left out, would jump at the opportunity. I think the Coast Guard Academy would get some great kids that didn't know of the opportunity or that you didn't get a chance to know just because of your limited resources.

So having stated my opinion now on Mr. Oberstar's proposal, I am curious, what is the Commandant's opinion?

Admiral BRECKENRIDGE. Sir, I would be happy to give you my opinion.

Mr. TAYLOR. Okay.

Admiral BRECKENRIDGE. I don't want to put words in the Commandant's mouth.

Mr. TAYLOR. But it is obviously easier to pass something that regards the Coast Guard if the Commandant is in favor of it.

Admiral BRECKENRIDGE. Yes, sir. The organization does feel that we see barriers in there, and the barriers are, first of all, it is an extended application process. In the environment in which you compete for youth today, anything that has multiple numbers of steps and takes a long period of time creates a barrier. And, quite frankly, there are students who won't apply. I think one of the reasons the other——

Mr. TAYLOR. Admiral, you haven't answered my question. Specifically to the Oberstar proposal to allow Members of Congress to nominate young people to the Coast Guard Academy, has the Coast Guard taken a position?

Admiral BRECKENRIDGE. Our position is that we prefer the system that we have today, sir.

Mr. TAYLOR. I am sorry to hear that, for all the reasons that I just outlined and for the reasons that the Chairman held this hearing. I happen to think, in retrospect, that Mr. Oberstar's proposal has a heck of a lot of merit.

Admiral BRECKENRIDGE. Well, we hope, sir, that——

Mr. TAYLOR. And, by the way, works with the Merchant Marine Academy, which is about the same size as your academy.

Admiral BRECKENRIDGE. Sir, we would be happy to provide for the record the statistics between the academies, because we don't believe the statistics show that, sir.

[Information follows:]

Page 35, following Line 780

The following table provides a comparison between U.S. Coast Guard Academy (USCGA) and U.S. Merchant Marine Academy (USMMA) by gender and ethnicity. However, USMMA 2012 data was unavailable. The point of contact for USMMA is:

CDR Dennis Compton
Head, Office of Plans and Assessment
Comptond@usmma.edu
516-773-5384

USCGA Minority & Gender Profile at swearing in based on current (9/5/08) Acadis Data vs. USMMA (4/22/08 USMMA admissions data)

CLASS	2007				2008				2009				2010				2011				2012			
	USMMA		USCGA		USMMA		USCGA		USMMA		USCGA		USMMA		USCGA		USMMA		USCGA		USMMA		USCGA	
	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*
American Indian	2	0.7%	1	0.3%	0	0.0%	2	0.7%	1	0.4%	2	0.7%	2	0.7%	2	0.7%	3	1.1%						
American Indian FEMALE								0.0%			1	0.3%			1	0.4%								
American Indian MALE			1	0.3%			2	0.7%			1	0.3%			1	0.4%								
Hawaiian/Pacific Islander																								
Haw/Pac. Islander FEMALE																								
Haw/Pac. Islander MALE																								
Asian	10	3.3%	16	5.3%	13	4.6%	12	3.9%	13	4.6%	16	5.3%	13	4.8%	12	4.4%	10	3.6%	12	4.5%			17	5.8%
Asian FEMALE			8	2.7%			5	1.6%			9	3.0%			3	1.1%			3	1.1%			11	3.8%
Asian MALE			8	2.7%			7	2.3%			7	2.3%			9	3.3%			9	3.4%			6	2.1%
Black	2	0.7%	9	3.0%	7	2.5%	6	2.0%	7	2.5%	3	1.0%	6	2.2%	13	4.8%	7	2.5%	8	3.0%			6	2.1%
Black FEMALE			2	0.7%			2	0.7%			2	0.7%			5	1.9%			4	1.5%			4	1.4%
Black MALE			7	2.3%			4	1.3%			1	0.3%			8	3.0%			4	1.5%			2	0.7%
Hispanic	16	5.3%	15	5.0%	13	4.6%	13	4.2%	8	2.8%	14	4.7%	16	5.9%	20	7.4%	19	6.8%	24	9.0%			10	3.4%
Hispanic FEMALE			3	1.0%			6	2.0%			4	1.3%			4	1.5%			7	2.6%			3	1.0%
Hispanic MALE			12	4.0%			7	2.3%			10	3.3%			16	5.9%			17	6.3%			7	2.4%
Total Minorities**	30	9.9%	41	13.7%	33	11.6%	33	10.7%	28	9.8%	35	11.6%	37	13.7%	47	17.4%	39	14.0%	44	16.4%			33	11.3%
Total Minority FEMALE**			13	4.3%			13	4.2%			16	5.3%			13	4.8%			14	5.2%			18	6.2%
Total Minority MALE**			28	9.3%			20	6.5%			19	6.3%			34	12.6%			30	11.2%			15	5.1%
All Others***	273	90.1%	259	86.3%	251	88.4%	274	89.3%	257	90.2%	266	88.4%	233	86.3%	223	82.6%	240	86.0%	224	83.6%			259	88.7%
All Others FEMALE***			82	27.3%			73	23.8%			68	22.6%			50	18.5%			67	25.0%			66	22.6%
All Others MALE***			177	59.0%			201	65.5%			198	65.8%			173	64.1%			157	58.6%			193	66.1%
Total USCG Sworn-In	n/a	n/a	300	100.0%	n/a	n/a	307	100.0%	n/a	n/a	301	100.0%	n/a	n/a	270	100.0%	n/a	n/a	268	100.0%	n/a	n/a	292	100.0%
Total USCG Sworn-In FEMALE	n/a	n/a	95	31.7%	n/a	n/a	86	28.0%	n/a	n/a	84	27.9%	n/a	n/a	63	23.3%	n/a	n/a	81	30.2%	n/a	n/a	84	28.8%
Total USCG Sworn-In MALE	n/a	n/a	205	68.3%	n/a	n/a	221	72.0%	n/a	n/a	217	72.1%	n/a	n/a	207	76.7%	n/a	n/a	187	69.8%	n/a	n/a	208	71.2%
Foreign National***			4	1.3%			3	1.0%			3	1.0%			4	1.5%			4	1.5%			3	1.0%
Foreign National FEMALE			1	0.3%				0.0%				0.0%			1	0.4%			1	0.4%			1	0.3%
Foreign National MALE			3	1.0%			3	1.0%			3	1.0%			3	1.1%			3	1.1%			2	0.7%
Grand Total Sworn-In	303	100.0%	304	100.0%	284	100.0%	310	100.0%	285	100.0%	304	100.0%	270	100.0%	274	100.0%	279	100.0%	272	100.0%			295	100.0%
Grand Total Sworn-In FEMALE	51	16.8%	96	31.6%	35	12.3%	86	27.7%	28	9.8%	84	27.6%	36	13.3%	64	23.4%	29	10.4%	82	30.1%			85	28.8%
Grand Total Sworn-In Male	252	83.2%	208	68.4%	249	87.7%	224	72.3%	257	90.2%	220	72.4%	234	86.7%	210	76.6%	250	89.6%	190	69.9%			210	71.2%

** "Minority" category includes only those persons who identified themselves as a member of a minority group listed.
*** "All Others" category inludes all persons not identifying themselves as a member of a minority group listed or Foreign Nationals.

Mr. TAYLOR. Well, okay, please correct me, because what I am looking at is the Merchant Marine Academy. Typical class is about 285. Coast Guard Academy, typical class around 200. That is not a whole lot of difference. I can see the difference between yourself and the Air Force Academy.

Admiral BRECKENRIDGE. Yes, sir. Yes, sir, I think we are doing slightly better than the Merchant Marine Academy. If you look at African Americans, we are doing better than the Merchant Marine Academy. With Asians we are doing better than the Merchant Marine Academy. With Hispanics we are doing better than the Merchant Marine Academy. With Native Americans——

Mr. TAYLOR. Admiral, I thought your point was that, again, with 535 additional recruiters and the fact that you are only going to have about 200 to a class, that could complicate things, and I understand that. But apparently the Merchant Marine Academy handles that problem I guess at least to the satisfaction of most of the Members of Congress who are nominating people.

Admiral BRECKENRIDGE. Sir, I can't speak to how Congress views that. I certainly respect that opinion. It would be our hope, sir, that since we do demonstrate that, at this point, with the system we have, that we are doing better, that working with Congress to look at the AIM program and expanding the understanding and opportunity that exists at the Academy, that we would do better than the other academies overall with the open system for competition that we have for the Academy.

Mr. TAYLOR. I see the yellow light, so just for the heck of it, who serves on your selection committee now? How big a committee is it? What is the breakdown between active service and retirees? What is the breakdown by rank? Or does it fluctuate year from year?

Admiral BRECKENRIDGE. I would be happy to provide that for the record, sir.

Mr. TAYLOR. You don't know?

Admiral BRECKENRIDGE. I don't have that at my fingertips, no, sir.

Mr. TAYLOR. Could you give me a rough guess?

Admiral BRECKENRIDGE. No, sir, I would not want to do that for the record. I would be happy to provide that, sir, for you.

[Information follows:]

Page 37, following Line 822

The U.S. Coast Guard Academy (USCGA) Cadet Candidate Evaluation Board (CCEB) is an admissions board of two or three member teams which evaluates approximately 1,500 potential applicants seeking to fill 275 – 300 cadet positions. The CCEB is comprised of 40 active duty and civilian faculty and staff from USCGA. The breakdown of the CCEB is comprised of approximately three Captains, four Commanders, nine Lieutenant Commanders, nine Lieutenants, three Lieutenant (junior grade), and 12 civilians. The board membership describes themselves as 31 percent female; 69 percent male; 78 percent Caucasian; 12 percent minority (Black & Asian); and 10 percent chose "other". The mix of faculty/staff and total number of board membership remains relatively consistent each year.

Mr. TAYLOR. Have you ever served on one of these boards?

Admiral BRECKENRIDGE. I have not served on one of the boards.

Mr. TAYLOR. How about you, Chief?

Chief ISHERWOOD. No, sir, I have not served on one of those boards.

Mr. TAYLOR. Okay. Thank you, Mr. Chairman.

Mr. CUMMINGS. Thank you very much.

Mr. Coble.

Mr. COBLE. Thank you, Mr. Chairman.

Admiral, it is good to have you and the Master Chief with us. Admiral, you may have touched on this earlier, but let me ask you this question; and I am talking about specific numbers. Let me, first of all, define minority enrollment. I guess when we say minority enrollment, it probably applies to any applicant who is not a male Caucasian. Is that accurate?

Admiral BRECKENRIDGE. Sir, we do not include women as a minority; we track women separately.

Mr. COBLE. All right, let me go back to my question. How does the U.S. Coast Guard Academy minority enrollment compare with other academies? I think you just, in response to Mr. Taylor, said it was favorable. Do you have specific numbers? If not, I would like for you to make those available to us.

Admiral BRECKENRIDGE. I would be happy to provide those for the record. I do have the percentages in front of me, and what I will say is that when you look at women, for a number of years the Coast Guard has far exceeded any of the other academies.

Mr. COBLE. Now, do you all maintain separate numbers as to females, African American, Hispanics? Do you break it down that thoroughly?

Admiral BRECKENRIDGE. Yes, sir, we can.

[Information follows:]

Page 38, following Line 858

The following table provides a breakdown among the U.S. Coast Guard Academy (USCGA), U.S. Merchant Marine Academy (USMMA) and U.S. Naval Academy (USNA) service academies by gender and ethnicity. The 2012 data for USMMA was unavailable. There was no data available for U.S. Military Academy (USMA) or the U.S. Air Force Academy (USAFA). However, the following points of contact may be helpful for further information:

U.S. Merchant Marine Academy CDR Dennis Compton Comptond@usmma.edu 516-773-5384	U.S. Military Academy MJR Harold LaRock, II Harold.LaRock@usma.edu 845-938-7389	U.S. Air Force Academy Kathleen O'Donnell Kethleen.Odonnell@usafa.mil 719-333-3091

USCGA Minority & Gender Profile at swearing in based on current (9/5/08) Acadis Data vs. USNA (9/8/08 institutional research data) and USMMA (4/22/08 USMMA admissions data)

CLASS	2007						2008						2009						2010						2011						2012					
	USMMA		USNA		USCGA		USMMA		USNA		USCGA		USMMA		USNA		USCGA		USMMA		USNA		USCGA		USMMA		USNA		USCGA		USMMA		USNA		USCGA	
	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*	Freq	% of Class*
American Indian	2	0.7%	29	2.4%	1	0.3%	0	0.0%	21	1.7%	2	0.7%	1	0.4%	29	2.4%	2	0.7%	2	0.7%	28	2.3%	2	0.7%	3	1.1%	28	2.3%					32	2.5%		
American Indian FEMALE												0.0%					1	0.3%					1	0.4%												
American Indian MALE					1	0.3%					2	0.7%					1	0.3%					1	0.4%												
Hawaiian/Pacific Islander			6	0.5%					19	1.5%					19	1.5%					10	0.8%					9	0.7%					37	2.9%		
Haw/Pac. Islander FEMALE																																				
Haw/Pac. Islander MALE																																				
Asian	10	3.3%	51	4.2%	16	5.3%	13	4.6%	50	4.0%	12	3.9%	13	4.6%	40	3.3%	18	5.3%	13	4.8%	45	3.7%	12	4.4%	10	3.6%	62	5.2%	12	4.5%			68	5.4%	17	5.8%
Asian FEMALE					8	2.7%					5	1.6%					9	3.0%					3	1.1%					3	1.1%					11	3.8%
Asian MALE					8	2.7%					7	2.3%					7	2.3%					9	3.3%					9	3.4%					6	2.1%
Black	2	0.7%	101	8.2%	9	3.0%	7	2.5%	69	5.5%	6	2.0%	7	2.5%	69	5.6%	3	1.0%	6	2.2%	69	5.6%	13	4.8%	7	2.5%	60	5.0%	8	3.0%			83	6.6%	6	2.1%
Black FEMALE					2	0.7%					2	0.7%					2	0.7%					5	1.9%					4	1.5%					4	1.4%
Black MALE					7	2.3%					4	1.3%					1	0.3%					8	3.0%					4	1.5%					2	0.7%
Hispanic	16	5.3%	115	9.4%	15	5.0%	13	4.6%	110	8.8%	13	4.2%	8	2.8%	115	9.4%	14	4.7%	16	5.9%	115	9.4%	20	7.4%	19	6.8%	132	11.0%	24	9.0%			131	10.4%	10	3.4%
Hispanic FEMALE					3	1.0%					6	2.0%					4	1.3%					4	1.5%					7	2.6%					3	1.0%
Hispanic MALE					12	4.0%					7	2.3%					10	3.3%					16	5.9%					17	6.3%					7	2.4%
Total Minorities**	30	9.9%	302	24.6%	41	13.7%	33	11.6%	269	21.6%	33	10.7%	28	9.8%	272	22.2%	35	11.6%	37	13.7%	267	21.7%	47	17.4%	39	14.0%	291	24.2%	44	16.4%			351	27.8%	33	11.3%
Total Minority FEMALE**					13	4.3%					13	4.2%					16	5.3%					13	4.8%					14	5.2%					18	6.2%
Total Minority MALE**					28	9.3%					20	6.5%					19	6.3%					34	12.6%					30	11.2%					15	5.1%
All Others***	273	90.1%	926	75.4%	259	86.3%	251	88.4%	975	78.4%	274	89.3%	257	90.2%	955	77.8%	266	88.4%	233	86.3%	961	78.3%	223	82.6%	240	86.0%	911	75.6%	224	83.6%			910	72.2%	259	88.7%
All Others FEMALE***					82	27.3%					73	23.8%					68	22.6%					50	18.5%					67	25.0%					66	22.6%
All Others MALE***					177	59.0%					201	65.5%					198	65.8%					173	64.1%					157	58.6%					193	66.1%
Total USCG Sworn-In	n/a	n/a	n/a	n/a	300	100.0%	n/a	n/a	n/a	n/a	307	100.0%	n/a	n/a	n/a	n/a	301	100.0%	n/a	n/a	n/a	n/a	270	100.0%	n/a	n/a	n/a	n/a	268	100.0%	n/a	n/a	n/a	n/a	292	100.0%
Total USCG Sworn-In FEMALE	n/a	n/a	n/a	n/a	95	31.7%	n/a	n/a	n/a	n/a	86	28.0%	n/a	n/a	n/a	n/a	84	27.9%	n/a	n/a	n/a	n/a	63	23.3%	n/a	n/a	n/a	n/a	81	30.2%	n/a	n/a	n/a	n/a	84	28.8%
Total USCG Sworn-In MALE	n/a	n/a	n/a	n/a	205	68.3%	n/a	n/a	n/a	n/a	221	72.0%	n/a	n/a	n/a	n/a	217	72.1%	n/a	n/a	n/a	n/a	207	76.7%	n/a	n/a	n/a	n/a	187	69.8%	n/a	n/a	n/a	n/a	208	71.2%
Foreign National***					4	1.3%					3	1.0%					3	1.0%					4	1.5%					4	1.5%					3	1.0%
Foreign National FEMALE					1	0.3%						0.0%						0.0%					1	0.4%					1	0.4%					1	0.3%
Foreign National MALE					3	1.0%					3	1.0%					3	1.0%					3	1.1%					3	1.1%					2	0.7%
Grand Total Sworn-In	303	100.0%	1228	100.0%	304	100.0%	284	100.0%	1244	100.0%	310	100.0%	285	100.0%	1227	100.0%	304	100.0%	270	100.0%	1228	100.0%	274	100.0%	279	100.0%	1202	100.0%	272	100.0%			1261	100.0%	295	100.0%
Grand Total Sworn-In FEMALE	51	16.8%	205	16.7%	96	31.6%	35	12.3%	250	20.1%	86	27.7%	28	9.8%	237	19.3%	84	27.6%	36	13.3%	272	22.1%	64	23.4%	29	10.4%	251	20.9%	82	30.1%			261	20.7%	85	28.8%
Grand Total Sworn-In Male	252	83.2%	1023	83.3%	208	68.4%	249	87.7%	994	79.9%	224	72.3%	257	90.2%	990	80.7%	220	72.4%	234	86.7%	956	77.9%	210	76.6%	250	89.6%	951	79.1%	190	69.9%			1000	79.3%	210	71.2%

** "Minority" category includes only those persons who identified themselves as a member of a minority group listed.
*** "All Others" category includes all persons not identifying themselves as a member of a minority group listed or Foreign Nationals.

Mr. COBLE. And you can make those numbers available to us?

Admiral BRECKENRIDGE. Yes, sir, we can.

Mr. COBLE. All right. You may have touched on this with Mr. LaTourette and Mr. Taylor. How does the current application process compare to those that are in place at the Merchant Marine Academy, which is comparable student body number-wise to you all, and the other service academies whose student bodies are probably more than four times the enrollment at the Coast Guard Academy?

Admiral BRECKENRIDGE. As we talked to the Merchant Marine Academy and look at their process, I think that we are able to do early acceptances, which although the other academies do, we can float our numbers with much more ease, and I think we move through the process much faster than they do.

Mr. COBLE. Now, to reiterate, Admiral, to make sure I am reading it correctly, you did say that the Coast Guard Academy compares favorably with all the other academies.

Admiral BRECKENRIDGE. I was comparing the Coast Guard Academy, sir, to the Merchant Marine Academy. There is no question, if you look at some of the other academies, that in some arenas they are doing better than we are if you look at specific categories. Specifically, if you look at Hispanics, the Naval Academy is doing much better than all the other services right now. So it goes category by category, sir. Where the Coast Guard stands out is with women, sir.

Mr. COBLE. All right, how many minority officers have been advanced to Flag rank in the last three years?

Admiral BRECKENRIDGE. Right now we have one African American Flag officer, sir, we have two Hispanics and we have five women.

Mr. COBLE. All right. Finally, Admiral, do you or the Master Chief have any accounts you can share with us regarding recruiting under-represented groups of officers, enlisted, civilians, reservists, et cetera, to share with the Committee?

Admiral BRECKENRIDGE. Yes, sir. As I had mentioned, the AIM program certainly, I think as we look at our college scholarship programs we have, of which the CSPI, or the College Student Precommissioning Initiative opportunity that exists, I think that we don't have more people apply just simply because people don't know of the opportunities. We are a small service and our reach only goes so far, so I think that is one of our challenges and why we want to put a resource on the Hill to work with Congress to look at the opportunities that exist in your districts.

The other opportunity that exists is as we look at the Coast Guard Academy, we have renewed the Board of Visitors that we have, which we have asked Members of Congress to serve on, and certainly through that venue we would look at Congress to help us with recruiting and leveraging opportunities without a formal nomination process.

Mr. COBLE. Thank you both.

Mr. Chairman, with your permission, I have a Judiciary meeting I have to attend, but thank you again for having held this hearing.

Mr. CUMMINGS. Thank you very much.

Rear Admiral, before we get to Congresswoman Richardson, let me just make sure I am clear on something. You said something that is going to keep me awake tonight. You said that you have 200 people, and you said that if you got 15 from the same high school, there is nothing wrong with that, pretty much. I see a lot wrong with that, when we have got hundreds of high schools. I mean, I probably have, in my one Congressional district, about 50.

Hear me, now. And if there is nothing wrong with, out of a class of 200, 15 coming from the same high school, I mean, it should concern all of us. And let me tell you what is bothering me. When the proposal that Mr. Taylor was talking about was floated, we got a lot of response on that proposal, and a lot of those responses, it appeared—I am just telling you what I got—was a group of people who basically have legacy situations going on. You have a lot of people who love the Coast Guard. Don't get me wrong, there are a lot of wonderful people coming from wonderful States. But this can be the situation from now until I am in Heaven for 200 years.

At some point, just because—I mean, if you have a few States that seem to be getting all the folks, we cannot use an excuse that it is a small situation. Taxpayers' dollars are paying every dime, every dime for that academy, and if it is small and we don't have the budget, we need to work together to make sure people know about the Academy and know about these opportunities. There is no excuse for us, all of us. And I am not knocking the Coast Guard, but it bothers me if somebody tells me that it would not bother them if, out of 200 kids, 15 of them came from that same high school, when I have 50 high schools in my district.

Admiral BRECKENRIDGE. Mr. Chairman——

Mr. CUMMINGS. And we have 435 districts. I would be so upset I wouldn't know what to do, if I were in your position. I am just curious, did I miss something? I am quiet; I want to hear it.

Admiral BRECKENRIDGE. Mr. Chairman, if I may revise my answer.

Mr. CUMMINGS. Please.

Admiral BRECKENRIDGE. The intent of my response, Mr. Chairman, was right now each Congressman and Congresswoman has a set number of nominations. If, from your district, sir, we were to have—and I heard one of the questions, that there was an oversubscribing for Naval Academy, too many apply for that. If, within that, those were the top candidates, there is no barrier for whatever portion of that over-subscription entering the Academy to enter the Coast Guard Academy.

And, yes, sir, we would be concerned if we had 15 from one high school. I did talk about the fact that we are homogenous, and that represents a category of homogenous thinking coming out of any one institution. So, yes, we do want broader representation, Mr. Chairman.

Mr. CUMMINGS. I am sorry. Ms. Richardson, please.

Ms. RICHARDSON. Thank you, Mr. Chairman.

I am going to build upon what the Chairman was just saying, and also Mr. Taylor here. Ma'am, Rear Admiral, to say that you are doing better than some other academy, in my opinion, is not good enough, and let me tell you why. African Americans, you have 7 out of 206. That is 3.3 percent.

I don't think you should be striving for being better than some other academy. You should be striving to do a good job. And whether that happens to be 10 points better than another academy or 20 points better, so be it. But you shouldn't set yourself to a standard that, in my opinion, is unacceptable.

Total minorities, you have 29 out of 206. That is 14 percent. This Country right now is almost 50 percent minority. So for you saying you are proud about being 14 percent to us is not reflective of what this Nation is about.

So when you just said you are happy to have top candidates, what makes a person a top candidate?

Admiral BRECKENRIDGE. Ma'am, if I may go back to my opening statement, where I set the three cornerstones of why we think we need to be more diverse, I did address the issues. We are not satisfied with where we are right now, and I stated that emphatically in my oral statement. I don't think we should be bound by numbers. We are not reflective of the American public and we need to be reflective of the American public. We would like to be the best, the most diverse organization, because we think that will make us serve the American public and our Nation even better. So we are not satisfied with where we are.

Ms. RICHARDSON. So then your opening statement should be consistent with the answers to your questions, because the answer to the question was not consistent with that. Let me build upon, because you haven't answered my question yet, so let me drill down even further. Is it important to know how to swim to be in the Coast Guard?

Admiral BRECKENRIDGE. We do have swimming requirements that come in at our assession programs, but we will teach people how to swim.

Ms. RICHARDSON. Okay. Let me tell you something about that. My district, my former city council district, I have one swimming pool. And kids fight to get into that swimming pool, literally fight to get into it. So you say, oh, we will teach people. Okay. So if a young person has an opportunity to choose between going into the Marines or West Point or wherever they are going to go, and they have got to come to the Coast Guard and learn how to swim, where they have never in their lives had an opportunity to swim, you are not comparing apples to apples here; and that is what some of my colleagues are talking about.

When you talk about it is okay to get top candidates from whatever school, you know, Chadwick in California, where they might have a swimming pool on every corner, and then you come to my district, where maybe we might only have one or two swimming pools, it is difficult for that candidate pool to rise to the level.

Let's talk about grades. In my district, Los Angeles Unified School District, the second largest school district in the Country, they speak over 200 languages. So to say Joe Blow kid has the same opportunity as someone else is not always the case.

So what we are striving to help you understand is, by being Members of Congress, by being representative of our public, we have a good sense of what some of these challenges are and maybe some good suggestions of how we can work with you to better equalize the pool that you have.

Admiral BRECKENRIDGE. Ma'am, we would welcome your insights. And if I don't appear receptive, then I am not communicating well, because I am receptive. We do want to broaden out.

But the reality, if I can just talk about the Academy. It is not an entry requirement to be able to swim. I personally was not a strong swimmer. Had I been around water—I had seen water, I had been at the ocean, but I was not a swimmer when I entered the Coast Guard. In fact, at Officer Candidate School I was put in remedial swimming.

It is a requirement, because we operate in and around the water, that I at least be able to save myself if something happened to me when I am in the water. Now, beyond that, for some of our ratings, our rescue swimmers obviously have to be very strong swimmers.

To go specifically to the question that you asked about, what makes someone competitive, what we use at the Academy, what is called the whole person concept. It is true that we have a strong academic requirement. I talked about people having a strong foundation in math. Our first semester at the Academy, they have to take 21 hours. That is the most stringent of any of the academies. And we lose students at the end of the first year due to academics. We want to make sure that we are selecting people and preparing people to be successful.

But it isn't just looking at SAT scores, ACT scores, or what high school they come from. We look at what kinds of activities are they in. We look at the leadership opportunities that they have looked at. And when we compare what high schools they come from, as I am sure you aware, ma'am, there are a number of normative skills that allow you to look across high schools. What we are really looking for is if they have the foundation, because we want them to be successful. If they don't, if it doesn't look like that at the start, to get right in the Academy, we talk to them about our preparatory programs and whether they would be interested in those opportunities.

Ms. RICHARDSON. Excuse me. I am 35 seconds over, so let me close with this point. I am not suggesting that members of the Coast Guard don't need to know how to swim. Clearly, they do.

What I am trying to explain to you is I am a good movie buff. For example, I saw The Guardian. And if I am a kid who doesn't know how to swim or has limited swimming ability, that kid may hesitate to go to your academy, versus another one, just from what they have seen and what they have watched. And what we are trying to explain to you is that by having a greater degree of outreach, by having a greater degree of involvement of your Members of Congress, if we—Mr. Taylor asked you, point blank, would you be supportive of us being involved in your process in terms of applications and the answer was no.

So my point to you is what we are trying to convey to you is by our involvement, we can help you from an outreach perspective to help young people to understand what they can do to prepare so they will be open to consider your academy and to be better applicants when they do apply.

Thank you, Mr. Chairman.

Mr. CUMMINGS. Thank you.

Admiral BRECKENRIDGE. Mr. Chairman, may I respond?

Mr. CUMMINGS. Yes.

Admiral BRECKENRIDGE. I appreciate that very much and we welcome your assistance. We welcome applicants through the Members of Congress.

I think where we have a difference is whether it has to be through a nomination process to make the difference that we are talking about. I believe we all have the same goal of opening these opportunities up to find every American out there who aspires to become a member of any part of our services, that we afford the visibility of those opportunities and the opportunity to access those opportunities. So we welcome that.

Ms. RICHARDSON. Do you have an urban recruitment plan?

Admiral BRECKENRIDGE. That is our SMART program, ma'am.

Ms. RICHARDSON. You do. I would like to see some info about it. Thank you.

Mr. CUMMINGS. How much money do you have in your budget for recruitment, do you know?

Admiral BRECKENRIDGE. I don't have the Academy figures right in front of me, but it is $18 million for our recruiting command. That is what is in their budget.

Mr. CUMMINGS. So, in other words, $18 million to recruit 200 people?

Admiral BRECKENRIDGE. No, sir. That is our total requirements across—that is predominantly for our enlisted and our non-Academy sources, both officer, enlisted, and civilian, sir.

Mr. CUMMINGS. All right. One of the things, as we get to Mr. Gilchrest, you know, I know that you have concerns about the proposal that Mr. Oberstar and I submitted, but I want you to understand. You said something a moment ago about how you would hope that the Congress would have some effect with regard to sitting on the board and what have you. And that may be true, but let me tell you what happens here, say, for example, in my district. I am able to reach people that you will never reach. Hello?

Admiral BRECKENRIDGE. Yes, Mr. Chairman. We agree with that.

Mr. CUMMINGS. I am just telling you I am able to reach people that you will never reach. I don't care how much money you have, you will never reach them. And so what congress people are able to do is reach into a neighbor like the one I live in, in the inner city of Baltimore, and see that little fellow and actually almost recruit him for, say, the Naval Academy or what have you.

So if you have 435 of us, plus, reaching and pulling folks that might not even normally even consider the Coast Guard, that is very, very significant, and I don't think that that needs to be downplayed, because it is very serious.

Now, the money that you have, $18 million, I realize that is supposed to be spread amongst a lot of responsibilities, but, again, I think, just to kind of pooh-pooh the proposal which is similar to the one that we use for the Naval Academy, the Army, and all the other academies, I think we need to be very careful with that because, again, what we want is a very diverse corps of leaders. We live in a diverse Country, so it makes sense for the morale of the institution. But it makes sense for something else: It makes sense to make sure that somebody has something that they can even dream about.

Basically what you have said here, to some degree, is that they don't even have it to dream about because they don't know about it.

Admiral BRECKENRIDGE. I concur, Mr. Chairman. And we do want those——

Mr. CUMMINGS. I am sorry?

Admiral BRECKENRIDGE. I concur, Mr. Chairman. We do want those individuals to have dreams.

Mr. CUMMINGS. And I don't even know your story. I don't know your story, but I am sure that at some point somebody introduced the Coast Guard to you, or you would not be the great officer that you are today. Somebody had to give that to a young 18 year old who may not have even been thinking about military. I don't know.

Admiral BRECKENRIDGE. Yes, sir.

Mr. CUMMINGS. But you are here today.

Admiral BRECKENRIDGE. I am.

Mr. CUMMINGS. But the problem that I have is that if we don't open up and show people things, and show young people things, they will go a lifetime not developing into a rear admiral and, therefore, depriving themselves of certain development and depriving us as a Country and the world of the gifts that they bring.

Admiral BRECKENRIDGE. Yes, Mr. Chairman, or not even considering the opportunity that might exist.

Mr. CUMMINGS. That is right.

Admiral BRECKENRIDGE. And, again, we welcome the partnership. We would like the candidates from Members of Congress.

Mr. CUMMINGS. I got you.

Admiral BRECKENRIDGE. Our view is whether it has to be at the point of a nomination. Could we not take it up to that point and use a different process? Does it have to be the nomination for Congress to reach out and help us provide that visibility?

And, if I may, Mr. Chairman, beyond just the Academy, remember, the Academy, although it is more significant than the other services, is only 50 percent of our officer corps; the rest of it comes from within our workforce and the seven other programs that we have that go to collegiate institutions. The reason the 70 percent is so high or is at 70 percent for the Academy is because we don't compete as well.

We get some very fine individuals who do have dreams and want to join the Coast Guard, and they are successful with that. But we are not getting the diversity that we need from those institutions, or from the pools that we are getting, not just the institutions—it is not their fault.

And when we look at the scholarship programs that we offer to students at the two-year point through our CSPI program, where we will pay the remainder of their college for them and they will go directly to the Officer Candidate School, we would love to have some assistance finding some additional candidates for all of those programs, so not just the Academy.

Also, our enlisted force. While we are doing well, 30 to 39 percent, should we be satisfied with that? Absolutely not. So we would welcome any increase across any part of our workforce, including our civilian workforce.

Mr. CUMMINGS. Mr. Gilchrest.

Mr. TAYLOR. Mr. Chairman, could I ask what I hope would be a timely follow-up?

Mr. CUMMINGS. Mr. Taylor, yes.

Mr. TAYLOR. Admiral, I am going to throw four names at you: Commandant Mundy, CNO Mike Border, Chairman of the Joint Chiefs Colin Powell, Chairman of the Joint Chiefs Shali Kashvili. All got to the top of their careers through sources other than their respective academies.

I am curious, in the Coast Guard, your last three commandants, were they all Academy grads?

Admiral BRECKENRIDGE. Yes, sir, I believe they were.

Mr. TAYLOR. The point is, Mr. Chairman, is an opportunity to be an officer about to get to the top——

Admiral BRECKENRIDGE. I would point out that Vice Admiral Cray is not.

Mr. TAYLOR. Okay.

Admiral BRECKENRIDGE. Nor am I, sir.

Mr. TAYLOR. Okay, thank you very much.

Mr. CUMMINGS. Mr. Gilchrest, I want to thank you for your patience.

Mr. GILCHREST. That is the Eastern shore, Elijah. We are patient over there. We wait for the sun to come up before we milk those cows.

And Mr. Cummings publicly announced his assumption that he is going to Heaven, so I just wanted all of us to recognize that.

[Laughter.]

Mr. GILCHREST. That is confidence, Elijah.

I will say I keep in touch with the people I served with in Vietnam. I was in the Marine Corps, and I remember the swimming classes were not very pleasant back then, but we learned how to swim. The people from all across the Country—urban, rural, suburban—they put you in those cattle cars, ran you down to the pool and they threw you in with all your gear on.

But the fellow I was talking to, Sergeant Bathurst, he stayed in the Marine Corps for 36 years, retired as a colonel. This is a travesty, I suppose, to say if there is any old jarheads in the room, but he and I both agree that if we had it to start all over again, we would have gone into the Coast Guard.

And what he is doing to his grandchildren is encouraging them, if they have the proclivity or the motivation to go into a military service, is to go into the Coast Guard, because we remember as former Marines 40 years ago, we used to train and train and train. And we went to Vietnam, we went to the Dominican Republic, we did these other things, but you spend months sometimes just training. The Coast Guard, when they train, they are out there on the high seas and they are enforcing fishing laws, they are saving lives.

By the way, I know the Chairman mentioned this about the Coast Guard people that were lost in the Pacific, and I just wanted to add my condolences to them and to the Coast Guard service for all of that.

One other quick comment, though, to the Master Chief. You said that this was a once in a lifetime opportunity to testify before Congress. Am I missing something? You don't have enough opportunities? Should you go down to the Antarctic and get on that ice-

breaker? You needed to come to the—I am just kidding. I am in a rare mood this afternoon.

Chief ISHERWOOD. I would like to answer that, sir.

Mr. GILCHREST. Yes, sir.

Chief ISHERWOOD. If you can get me on an icebreaker in Antarctica, I would take it right today.

Mr. GILCHREST. Okay.

Chief ISHERWOOD. Going further, I didn't say once in a lifetime, I said an opportunity of a lifetime.

Mr. GILCHREST. Oh, all right. Okay. I agree.

But the point is what we are trying to do here, what the Committee is trying to do is to figure out, and you are trying to figure out, how we can enhance the diversity, a reflection of this great Country, which is in essence, to quote Walt Whitman, our Country is the race of races. We represent the diversity of the world, and it is that diversity that makes us who we are as a Nation and can actually reflect, I think, and enhance the bounty of ingenuity, courage, intellect, and initiative of any branch of service. I experienced that when I was in the service.

So if you could just ponder, and maybe answer it now or think about it and come back to us later, other than all of the various methods that you are trying to use to find those young people in inner cities that don't know how to swim and are afraid of water, but maybe make great Coast Guard officers, is there a way to sort of think out of the box for some hybrid nomination process for the Coast Guard that this Congress that is willing to move forward on this would like to help you out with?

Admiral BRECKENRIDGE. Sir, we have actually provided some drafting assistance with some language on a hybrid, should that be the desire of Congress.

Mr. GILCHREST. Thank you very much.

Admiral BRECKENRIDGE. If I may, sir, the question you asked or the comment you made about opportunities for individuals, and particularly in the inner city, I would like to point out that we could also use assistance with our civilian workforce. As we look at opportunities that exist, much of the conversation here has focused on the military component. We have 7,500, and growing, civilians in our population who don't have to go to sea.

Now, some of them, certainly, we have contractors who go to sea and support; sometimes they go out in a support mode and do in fact deploy with our units. But we have many, many different kinds of opportunities and we could certainly use enhanced diversity in that population also, sir.

Mr. GILCHREST. Well, thank you very much for your service and your informative testimony, both of you.

Admiral BRECKENRIDGE. Thank you very much, sir.

Mr. GILCHREST. Thank you, Mr. Chairman.

Mr. CUMMINGS. Thank you.

Tell me, what are your specific objectives? You know, you talked a lot about the CSPI program and we have gotten a number of memos from the Coast Guard generally talking about what they wanted to do as far as reaching out. Do you have some goals? I mean, there is not a lot that I agreed with Ronald Reagan about, but he did say how do you say something and verify? I want to

make sure that if there is—that there should be some kind of accountability. I am trying to figure out where we are going with all of this. Do you follow me?

Admiral BRECKENRIDGE. I am not following your question, Mr. Chairman.

Mr. CUMMINGS. In other words, what I am saying to you is that what are the specific objectives that are to be achieved through the partnering of a Flag officer or SES staff member with a minority-serving, Hispanic-serving, or Tribal Council institution?

The Navy challenges their senior officers not just to visit minority schools, but to recruit minority officers for their service. What is the Coast Guard doing to challenge each Flag officer and commanding officer of your major units, such as air stations, sectors, cutters, buoy tenders, et cetera?

Private corporations, in many instances, part of their promotion scheme is they look to see how diverse their managers are, how their managers are doing with regard to diversity and promotions and what have you. I am just wondering do you have objectives. I mean, are we just sort of flying by the seat of our pants or do we have some objectives here?

Admiral BRECKENRIDGE. Sir, as we look at this outreach initiative, it is building on some of the past experiences that we have had in working with minority-serving institutions. Our initial goal is to go in at the senior level of the institution and begin working with them down through the deans to make sure that they are aware of opportunities within the Coast Guard, especially our scholarship programs.

We think we have something to offer these institutions and we are looking for opportunities for the institutions to work with and help us as we look at the diversity, and opportunities to help those young people you were describing, Mr. Chairman, to look at their dreams and see whether the Coast Guard is part of their dream and if we can help make that dream a reality.

With that, quite frankly, our Flags and SESes are all very nice people, very smart people, but we are not relevant to a student population. So in addition to the Flag and SES, we are going to have mid-grade and junior officers linked up for relevancy to that workforce or to that student population that can answer their questions, that can avail them of the opportunities that exist, that can mentor them or invite them to visit our units and so forth.

We are going to focus initially on two-year institutions. We have a list of schools that we are looking to work at for the reorientation of our CSPI program, Mr. Chairman, as well as we are very much focused on two-year institutions as a feeder to our Coast Guard Academy, which we believe no other academy has a program like that; that they will go in and set up a relationship with a two-year school that at the one-year point we would select students.

We tried it with four-year institutions and, quite understandably, they are interested in those students continuing and graduating from their schools. At a two-year institution, those institutions are looking for their student populations to go on to a four-year college and complete their degrees, hopefully, or they will go out into the workforce. We would like to afford the opportunity for some portion of that population to understand the opportunities that exist at the

Coast Guard Academy and, after one year, go to the Coast Guard Academy and complete their degree there, Mr. Chairman.

Mr. CUMMINGS. Let me conclude this hearing by saying this, that one of the things that I think as you get older and you begin to face your own mortality and you begin to look at people who had been on the battlefield of civil rights for a long time and then they die. They die. They fight, they fight and fight, and then they die. And then a new group of soldiers comes along to fight the fight.

What I am getting at is the reason why I asked about goals is because we can be sitting here 30 years from now making these same arguments. I won't be here, I will be gone. In some kind of way I think it helps to have something. I mean, we can talk from now until forever, but the question is, what are we doing or what do we have in place to measure what we are doing so that we know that there is progress being made? What are the specific programs?

I understand that there are some things that people will benefit from perhaps some things the Coast Guard may do and they may not end up in the Coast Guard. I understand that. But at the same time our goal is to get more people, get a more diverse force. So I don't know how you do that without having some type of measuring tool. I just don't.

Admiral BRECKENRIDGE. Yes, Mr. Chairman.

Mr. CUMMINGS. And so far—I am going to be very frank with you—I have not, maybe I missed it, maybe I wasn't listening carefully, but I haven't heard anything about a measuring tool out of everything you have said, every syllable. I think you have been very forceful. I think you have carried the weight for the Coast Guard very nicely, and I have tried to be polite. I am not usually this polite in other hearings.

Admiral BRECKENRIDGE. I appreciate this, Mr. Chairman.

Mr. CUMMINGS. But, to be honest with you, I am getting a little frustrated because I don't feel—I guess I don't want to waste my time and I don't want to waste yours, nor do I want to waste the Committee's time, but I just feel like we have gotten a lot, you have said a lot, but I don't know where we are going with it and how we measure it. All right?

Admiral BRECKENRIDGE. Mr. Chairman, if I may, let me provide you some tangible numbers.

Mr. CUMMINGS. Sure.

Admiral BRECKENRIDGE. We have 61 tabs for our College Student Precommissioning Initiative. That is not as diverse a pool as we want. I was very involved in that when I was at the Recruiting Command and, in fact, I was responsible for expanding it to its current definition. It is now yielding an outcome. While we get some very good people, it is not getting us into those very neighborhoods and that very exposure, sir, that you talked to us about.

So I look at the CSPI program, I want that more than 50 percent. In fact, my goal is to get it up to 60 to 75 percent. If I look at the tabs that we are currently using for the preparatory program for the Coast Guard Academy, I believe that we should be at least at 70 to 75 percent of those being other than white males, sir. So is that specific enough for you, Mr. Chairman?

Mr. CUMMINGS. That is better. That is much better. And if you have anything else—we are going to have to end this hearing.

I am going to have to end the hearing, but I may follow up with a few questions. But thank you all very much.

Admiral BRECKENRIDGE. Thank you very much, Mr. Chairman. And thank you to the Committee.

Mr. CUMMINGS. This ends the hearing. Thank you.

[Whereupon, at 3:32 p.m., the Subcommittee was adjourned.]

"Diversity in the Coast Guard, including Recruitment, Promotion, and Retention of Minority Personnel"

September 10, 2008 – 2:00 p.m.
Room 2167, Rayburn House Office Building

Statement of Chairman Elijah E. Cummings

The Subcommittee will come to order [Gavel].

Before we begin today's hearing, we pause to remember:

- Lieutenant Commander Andrew Wischmeier,
- Aviation Survival Technician First Class David Skimin, and,
- Aviation Maintenance Technician Second Class Joshua Nichols

who were all killed when the helicopter in which they were conducting training exercises crashed last week near Honolulu, Hawaii.

We also remember Commander Thomas Nelson, the Executive Officer of Air Station Barbers Point, who remains missing.

Those who have died gave their lives in service to our nation – and their deaths remind us of the risks that all Coast Guard members face everyday.

My prayers are with the families of those who are lost to us – and with their comrades throughout the Coast Guard.

I ask that you join me in a moment of silence in their honor.
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Today, I convene the Subcommittee to consider diversity in the Coast Guard, including the recruitment, promotion, and retention of minority personnel.

In October of 2007, I visited the United States Coast Guard Academy to address the student body after a noose had been found in the effects of an African American cadet – and in the office of an officer conducting diversity training.

The discovery of the nooses was obviously shocking to the conscience and completely unacceptable at any federal service academy.

At that time, I emphasized to the Academy's students that diversity – and our mutual respect for each other – are our greatest strengths as a nation. Diversity is a promise that exists in every single individual – a promise that can only be cultivated and fully realized through our collective commitment to assure fair treatment to everyone.

Yesterday, Congresswoman Sanchez, my colleague on the House Armed Services Committee, and I hosted a briefing conducted by the RAND Corporation in which Dr. Nelson Lim presented the options and recommendations RAND had developed for leaders of the Department of Defense to assist them as they plan for diversity in all ranks of the DOD services.

I emphasize that expanding diversity is a challenge in all of the military services – not just in the Coast Guard – and I think it is important for each service to learn from the successes and challenges of the other services.

The key point the RAND Corporation made is the following: in order for any strategic plan for supporting diversity to be effective, leaders must define *diversity* and they must also explain how they intend to measure progress toward greater diversity and how they will hold themselves and others accountable for their progress.

While the Coast Guard is not part of the DOD, the lessons that RAND offered to the DOD are completely applicable to the Coast Guard.

Under the leadership of Admiral Thad Allen, the Commandant of the Coast Guard, whom I know to be a man of the highest honor and integrity, the Coast Guard is taking steps to prioritize the expansion of diversity.

In July of this year, the Commandant indicated that the Coast Guard would "redouble" its commitment to creating a more diverse workforce and he announced new leadership and diversity initiatives the Coast Guard will now be pursuing.

In August, the Commandant provided an update on the implementation of some of those initiatives in the form of a message issued to all members of the Coast Guard – commonly referred to as an "ALL COAST."

The message described important steps the service is taking to expand its outreach. For example, the Commandant announced that flag officers and Senior Executive Service staff members would partner with minority serving institutions, Hispanic serving institutions, and Tribal Council institutions to raise the Coast Guard's visibility and to develop on-going relationships.

These are important initiatives and I am anxious to hear more about how their implementation is proceeding.

However, drawing on the lessons presented by the RAND Corporation, it is imperative that the Coast Guard's diversity initiatives form a coherent tactical plan designed to implement the Coast Guard's specific diversity goals.

Therefore, I also look forward to discussing today how the Coast Guard defines its goals – and how it will measure progress toward the achievement of these goals.

According to data from the Defense Manpower Data Center, in 2007, 13.8 percent of the officer corps and 16.9 percent of the members of the enlisted ranks of the Coast Guard were minorities.

About 14 percent of the students in the class of 2011 at the Coast Guard Academy are minorities, including individuals who self-identify as being multi-racial.

These are strong numbers – but they can be stronger. Importantly, however, and this goes back to my earlier point, diversity should be defined to include not only the representation of certain groups – but their success and their effective inclusion in an entity.

I firmly believe the Coast Guard needs to bring the challenge of minority recruiting down to a personal basis.

Each flag officer and each commanding officer of an air station, sector, cutter, or buoy tender should be challenged to recruit one minority individual to apply to the Coast Guard Academy, the C-SPI program, or to your Officer Candidate School.

Current minority officers in the Coast Guard as well as Coast Guard alumni should also be challenged to reach out to members of minority communities to present to them their first-hand knowledge of the opportunities associated with service in the Coast Guard.

I strongly believe that recruiting minority service members cannot just be left to the recruiters – it needs to be everyone's shared priority.

Additionally, each service member must make it a priority to do all that he or she can to create an atmosphere in which each individual feels his or her expertise and perspective are valued.

With that, I look forward to hearing from Admiral Breckenridge and Master Chief Isherwood today as we examine the steps the Coast Guard is taking to ensure that our nation's shield of freedom reflects the diversity that is truly one of the greatest sources of our nation's strength.

I now recognize the Ranking Member, Congressman LaTourette.

Statement of
Chairman James L. Oberstar
Hearing on
Diversity in the Coast Guard, including Recruitment, Promotion, and Retention of Minority Personnel
September 10, 2008

I would also like to send my condolences to the families of Commander Thomas Nelson, Lieutenant Commander Andrew Wischmeier, Aviation Survival Technician First Class David Skimin and Aviation Maintenance Technician Second Class Joshua Nicols who lost their lives last Thursday when their HH-65 helicopter crashed, while conducting training operations. Our hearts and prayers go out to their families, Airstation Honolulu and also the 42,000 brave men and women of the Coast Guard who put their lives in danger every day conducting dangerous missions from search and rescue, migrant interdictions, drug interdictions, vessel and facility inspections, pollution and hazardous materials response and helicopter operations.

We are here today to talk about the Coast Guard's recruitment, retention and promotion of minority personnel. It's important that our military services are reflective of the nation's demographics with regards to race and gender.

The Coast Guard clearly has challenges with achieving national diversity standards and the 2008 Coast Guard Authorization Bill includes provisions to address these issues and meeting these standards..

Today's hearing will see what measures are being taken by Coast Guard leadership to achieve the national diversity standards and what legal authorities are needed to recruit, retain and promote people of a diverse workforce.

I look forward to the testimony of Rear Admiral Breckenridge and Master Chief Isherwood.

Statement of Chairman Bennie G. Thompson
Subcommittee on Coast Guard and Maritime Transportation
Committee on Transportation and Infrastructure
"Diversity in the Coast Guard, including Recruitment, Promotion, and Retention of Minority Personnel"
2:00 P.M. on Wednesday, September 10, 2008
2167 Rayburn House Office Building

Good afternoon. I'd like to thank Chairman Cummings for holding this hearing. Like Chairman Cummings, I, too, am concerned about diversity in the Coast Guard.

The Coast Guard is not as diverse as other branches of the Armed Services. While thirty-five (35) percent of enlisted personnel in the Navy, are minorities, only seventeen (17) percent of enlisted personnel in the Coast Guard are minorities. The same trend can be found within the military service academies. For instance, at West Point, there are eighty-three (83) African Americans and sixty-eight (68) Asian Americans in the class of 2012. In contrast, at the Coast Guard Academy, there are only eight (8) African Americans and one (1) Asian-American in the class of 2012. These discrepancies are troubling.

Throughout our nation's history, the Armed Services have been a gateway of opportunity for minorities. Yet, in the Coast Guard there are just two (2) Hispanic and one (1) African-American Admirals among the dozens of top brass. It is well documented that diversity in the higher ranks of an organization fosters diversity at all levels. One reason for the lack of diversity at the Coast Guard is that few minority families have multi-generational legacies or traditions of service in the Coast Guard. Instead, we generally find that grandfathers, fathers, and sons in minority communities have joined the Army or Marine Corp. The same can be said of our grandmothers, mothers, and daughters. They have historically chosen to serve predominately in the Army.

Several years ago, an African-American Coast Guard Academy graduate worked for me on my Committee. Like his father, he attended the Academy and served his country proudly. To my knowledge, they are the only African-American father and son to have ever graduated from the Coast Guard Academy. It is my hope that in the future, other families will know the pride of having a legacy in Coast Guard. This dream is dependent upon the Coast Guard increasing and improving minority recruitment. The Coast Guard can not rely on its past recruitment strategies. Instead, it must employ new approaches and more actively recruit in areas where they are likely to find a diverse pool of candidates.

One day, through these efforts, I hope to see a minority Commandant of the Coast Guard. He or she will be responsible for managing a proud organization – one that is dedicated and always ready to protect and defend this Nation. He or she will also be a role model to all Coast Guard men and women.

I would like to pay credit to Chairman Cummings for working collaboratively with me to bring about the kinds of changes we need to see in the Coast Guard. The language we authored together in the Coast Guard Authorization bill will ensure that there is a commitment to diversity at all levels of this vital Department of Homeland Security component.

Thank you, Chairman Cumming, for holding this hearing and I look to continuing our partnership on this critical endeavor.

U. S. Department of Homeland Security

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DEPARTMENT OF HOMELAND SECURITY

U. S. COAST GUARD

STATEMENT OF

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ON

DIVERSITY IN THE COAST GUARD

BEFORE THE

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

SUBCOMMITTEE ON COAST GUARD AND MARINE TRANSPORTATION

U. S. HOUSE OF REPRESENTATIVES

SEPTEMBER 10, 2008

Good morning Mr. Chairman and distinguished members of the Committee. It is a pleasure to appear before you today to discuss diversity within the Coast Guard. I am Rear Admiral Jody Breckenridge, the Coast Guard's Assistant Commandant for Human Resources.

As a military, maritime, and multi-mission Service - one of the Nation's five Armed Services—our mission is to protect the public, the environment, and America's economic interests in the Nation's ports and waterways, along our coasts, on international waters and the high seas, and in any other maritime region as required to support our Nation's vital interests. To execute this mission requires an energetic, well-educated and highly capable workforce of active, reserve, civilian and Auxiliary volunteers. The Coast Guard is committed to building and sustaining an organizational climate where people of diverse backgrounds, cultures, races, religions, and ethnicities are valued and respected. We are working hard to create access and opportunity within our total workforce regardless of age, gender, physical ability, race, nationality, or religion.

Diversity is not a program or policy; it's really a state of being. Our Service readiness to fulfill our worldwide missions effectively requires a heterogeneous workforce; however, our progress has been slow and inconsistent. We have set a fresh course for ourselves and I assure you, Mr. Chairman, that we are committed. Our trackline for recruiting, retention, and promotion has tangible steps to build upon across our workforce.

The topic of diversity has been intertwined with American history since the beginning of our nation. The points of intersection between diversity and our national history are most vibrant and reflect the immense power of the American spirit, when viewed through the American Armed Forces.

On March 5th, 1770, Crispus Attucks, an African-American, became the "first martyr of the American Revolution" for standing up against British tyranny during the Boston Massacre. One author noted Attuck's importance by calling him "one of the most significant figures in African-American history…he is a reminder that the African-American heritage is not only African, but American."

African Americans fought valiantly in the Revolutionary War battles of Bunker Hill, Lexington and Concord, and on American ships at sea. Settlers from the Canary Islands living in what is now southeast Louisiana fought the British in that region. During the Civil War, the 54th Massachusetts Infantry Regiment demonstrated what they could do with access and opportunity on their path to "Glory". Thousands of Mexican-Americans joined the Union Army and fought to abolish slavery and preserve the nation. Side by side with white soldiers and sailors…neither caring about the other's accent or skin color during battle but rather only if that person had the courage to shoot straight.

As you know, the life saving service was a predecessor to the U. S. Coast Guard. During a terrifying storm off the North Carolina coast in 1896, the Pea Island Life Saving Station executed a daring rescue that history has noted as heroic on the beached merchant vessel E. S. NEWMAN. As Captain Etheridge and his African-American crew fought through the breaking surf on 10 separate occasions to rescue people, neither the rescuers nor those saved cared what the other's skin color was – only that all survived the nightmarish ordeal. They did. Today, at commemorations of this historic rescue, descendants of E.S. NEWMAN's crew note they would

not be here today were it not for the courage and commitment of the Pea Island Lifesaving Station crew.

Women have also served heroically in nearly every conflict this nation has engaged in – often behind the scenes, without much fanfare, or even masquerading as men. Clara Barton essentially founded the American Red Cross on the bloody killing fields of Antietam. The Coast Guard SPARS, Navy WAVES, and Army WACS of World War II paved the way for following generations in each of our Armed Services, who serve with distinction today in many roles and missions only previously dreamed about. The Coast Guard Academy stands out among the Service Academies in its ability to attract women - today, 25% of the Cadets at the Coast Guard Academy are female. Thirty years ago, that number was zero.

Today, the Coast Guard remains the only Service where talented women may serve across all spectrums of missions and operations. In 1977, the Coast Guard opened the last remaining career field, the afloat community, to women. During Desert Storm/Desert Shield, the Coast Guard deployed units as part of our Nation's engagement in the Middle East. Our Service was asked to remove the women from these units, to which we responded, "No." Women were and are an integral part of crews that plan and train together. To remove them would limit the best and brightest talent for accomplishing our mission.

Recently our Nation celebrated the 60th anniversary of President Truman signing Executive Order 9981 ending the segregation of the armed forces and requiring that "there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. Based on his own military experience, President Truman valued the courage and contributions of African Americans who served their Nation in WWII. That view led to the Executive Order nearly 20 years before President Johnson signed the Civil Rights Act, which outlawed segregation in schools, public places, and employment.

All of these examples beg the question of why minorities joined the military in the first place. For a good portion of our history, minorities were fighting to protect freedoms they weren't allowed to enjoy when they removed their uniform. So why?

WHY DIVERSITY IS IMPORTANT:

As General Colin Powell noted in his autobiography, minorities chose the military to "join the most democratic institution in America, where they could rise or fall on merit." He viewed the military as a virtual melting pot. Whether it's a Marine patrol attacking a hostile outpost, a Navy cruiser's combat information center team directing air defense operations in a combat zone, or a Coast Guard boarding team going over the gunwale to secure a non-compliant vessel – the military forge an environment that places character, commitment, and courage above all else.

General Powell identified that the military, by the very nature of its work, has the innate ability to break down preconceived biases and replace them with a spirit of teamwork. Unlike the private sector, in the military we live, work, fight, and sacrifice together. Chairman Cummings, our Commandant, Admiral Thad Allen shares that commitment to equal access and opportunity as evidenced in the results of his involvement in increasing diversity of our flag and senior executive service corps. This commitment is the underpinning of all that we do to improve diversity in the Coast Guard.

In our Service, we have long viewed diversity as an opportunity to create an environment where each person, regardless of their heritage, ethnicity, or gender, can be an effective contributor. We strive for an organizational and leadership culture of inclusion, equity, and respect. We need to maximize the potential of our workforce to effectively accomplish our vast maritime safety, security, and stewardship missions. We've made strides to increase diversity within our ranks, but we know more needs to be done.

Admiral Allen is guiding our Service to modernize and re-orient into a change-centric organization – one that is nimble enough to recognize subtle indicators and make appropriate course changes. Modernization involves the workforce as well as our capital assets. Our diversity initiatives are deeply embedded in this effort as we look at new assets, competency requirements, and different programs to attract and retain our already talented workforce. Our renewed diversity efforts will help the Coast Guard reflect the ever-changing face of America and the global maritime community we interact with on a daily basis.

The Coast Guard faces an incredibly complicated world of work – from national security, to environmental regulations, to search and rescue – which includes multiple players at different levels of the public and private sectors, a dizzying array of domestic and international laws, all in an environment requiring risk analysis and prioritization. Our missions are conducted in a "zero tolerance for failure" atmosphere driven by a relentless 24-hour news cycle. We need new ways of thinking to manage the tyranny of the present and position the organization for future success.

Numerous social scientists have highlighted diversity as a key to innovative thinking and enhanced problem solving within organizations. The simple reality is that heterogeneity offers ways to look at and solve problems that homogeneity does not. Within the Coast Guard, we require members to live, train, stand duty together, and if necessary, fight together. Every time we send a crew out, they are dependent on each other to get the mission done and get back safely. We think of each other as family members and comrades – this attitude helps break down some of the barriers in society at large. And a loss, like the helicopter crew we lost in Hawaii last week, is a deep and personal loss felt by each of us.

The Coast Guard is an agent of change, a long-time champion of the continual improvement mantra – this occurs every day at Coast Guard units. Innovation, creative thinking, and adaptiveness are the pistons within a change-centric organization's engine. Diversity can provide some of the lube oil to increase performance.

The Coast Guard, and the Armed Services in general, have internalized and upheld core values. In the Coast Guard, once we put on the uniform, regardless of our personal backgrounds, we all coalesce around Honor, Respect, and Devotion to Duty. The Coast Guard's Guardian Ethos of protecting, defending, and saving the American public continues to guide us today. We are all Guardians and we honor our core values.

Our men and women are amazing at viewing the maritime public through that well defined Guardian lens; now Admiral Allen is asking all members of the Coast Guard to turn that lens around and focus it on the people we work with every day. Think about protecting, defending and saving our shipmates - by respecting and embracing their differences - with the same level of commitment we provide to the American public.

IMPROVING DIVERSITY IN THE COAST GUARD:

The Coast Guard is committed to the respectful treatment of all personnel and to providing each person with the tools they need to succeed. All levels of leadership, top down and bottom up have clutched-in ahead to make a difference. I have told you why diversity is important, and now I'm going to tell you some of things we are doing to make further progress on our diversity journey.

We chartered a Diversity Strategy Group and Diversity Advisory Council to identify areas for immediate improvement. These forums provided many action items that Admiral Allen endorsed and communicated internally and externally on his personal commitment to diversity and the trackline these initiatives provide. Mr. Chairman, there is a new level of energy we are generating within the Service that we believe will lead to innovation and new programs not being thought about today. We have stepped out smartly to take decisive action. Here are a few of those actions:

- To encourage diversity awareness:
  Admiral Allen directed all units to enhance their local relationships with affinity groups, which we have already embraced at the organizational level including the National Naval Officers Association, the Association of Naval Service Officers, Coast Guard Women's Leadership Association, and Blacks in Government.

  Every Flag Officer/Senior Executive Service member will actively participate in at least one affinity group national conference annually.

  All Commanding Officers, O-4 and above, will attend at least one affinity group national conference during their tour.

- To increase Coast Guard awareness at institutions of higher learning, flags and SES will reach out to offer personal and direct involvement with a minority serving institution. These senior officers will maintain an ongoing relationship with the institution as partners as we work together toward mutual goals. We will also link a mid-grade and junior officer with the senior for connectivity into the student body.

- To increase diversity within our officer corps, we are revising the application requirements of our College Student Pre-commissioning Program (CSPI). The current program, which requires colleges and universities to have a minority enrollment of 25 percent to qualify as a participating institution, is not producing the desired results.

- We are moving forward with a program at the Maritime Industries Academy in Baltimore. Through our existing Partnership in Education (PIE) Program, we will work with the Academy to identify their needs and how we can help students reach their potential. Partnership in Education has a history of mentoring, tutoring, supporting scholastic achievement, and enrichment programs such as boarding Coast Guard cutters, or exploring Coast Guard aircraft. With the proximity of local Coast Guard units in Curtis Bay, we will explore educational and skill development opportunities with the school.

- For our civilian workforce, we benchmarked successful hiring practices of other federal agencies and are applying lessons learned to our Service to bring in more college graduates, marine industry personnel, and to increase our diversity.

CONCLUSION

Chairman Cummings, the Coast Guard is committed to improving the diversity of our Service. We are taking action—tactical and strategic. We are making changes now and charting the course along our trackline for sustainability into the future.

Thank you for the opportunity to testify today. I look forward to your questions.

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