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State of African Americans in the Black Belt

The Economic Impact Of 1890 Land-Grant Universities:

Proven Engines of Economic Mobility— Advancing Community Economic Vitality

Carver Integrative Sustainability Center (CISC)
College of Agriculture, Environment and Nutrition Sciences (CAENS)
Tuskegee University, Alabama

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Authors:

Dr. Dalal Alkordi

Dr. Gloria Bromell Tinubu

Dr. Monyai Chavers

Kourtney Sherrod

Baile Braxton

Guest Authors:

Shirley Brown

Reylan Cook

Veronica Royal

Adelina Rwabilimbo

Keesha St. John

Fatoumata Sidibe

SAABB Staff:

Dr. Raymon Shange, CISC Director

Edward “Jerry” Pennick, Editor

Dr. Gloria Bromell Tinubu, Senior Research Associate

Dr. Dalal Alkordi, Research Associate

Dr. Monyai Chavers, Research Associate

Kourtney Sherrod, Research Fellow

Baile Braxton, High School Research Intern

Special thanks to Maurice Antoine Jr. for designing the report.

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Message from the Carver Integrative Sustainability Center (CISC)

For more than a century, Land-Grant Universities have carried a distinct public responsibility: to ensure that education, research, and Extension advance opportunity in communities that have historically been excluded from economic growth. This report, The Economic Impact of 1890 Land-Grant Universities: Proven Engines of Economic Mobility—Advancing Community Economic Vitality, underscores a critical truth for 1890 leaders and partners alike: 1890 institutions are not peripheral contributors to local economies, but essential economic anchors whose influence extends across counties and entire states. The economic evidence presented here affirms that the work carried out through Extension (i.e., workforce development, agricultural innovation, nutrition education, ecological resilience, and community leadership) produces tangible economic value well beyond campus boundaries.

For the 1890 Region, these findings are both affirming and instructive. They affirm decades of programming grounded in culturally relevant practices and community-defined priorities, often delivered amid persistent underinvestment. At the same time, they compel us to be more intentional in recognizing Extension as an economic strategy. Every Extension initiative carries economic consequences by shaping employment pathways, supporting local enterprises, stabilizing households, and strengthening community resilience. When aligned with broader institutional anchor strategies, Extension can move from contributing to economic outcomes to deliberately shaping them.

This report arrives at a moment of heightened urgency. Many counties served by 1890 Extension remain classified as distressed or at risk due to longstanding structural issues. Yet these same communities possess enduring assets such as land, knowledge, culture, social networks, and leadership capacity. Cooperative Extension sits at the intersection of these assets and opportunities. By aligning Extension programming with local economic priorities such as cooperative development, agroecology, tourism, and workforce pipelines, 1890 institutions can help transform persistent distress into sustainable growth.

Equally important, this report strengthens the case for increased investment. Accurate measurement of economic impact matters. It informs policy decisions, shapes funding allocations, and determines whether institutions serving the nation's most distressed communities are resourced to meet the scale of their mission. Underestimating the economic role of 1890 institutions risks perpetuating the disparities our work seeks to address.

Ultimately, the true impact of 1890 Institutions is reflected not only in economic multipliers but in resilient farms and communities, viable rural businesses, healthy families, and young people who can envision a future in the places they call home. It is my hope that this report will serve as both evidence and encouragement that reinforces the indispensable role of 1890 institutions in advancing resilience, sustainability, and long-term prosperity across the Historic Black Belt and beyond.

We look forward to your feedback on our fourth volume!

Raymon Shange

Dr. Raymon Shange, Director

Message from the SAABB Editor

SAABB's fourth annual report focuses on an unappreciated yet vital resource that helps drive the economic development—and even the survival—of the Historic Black Belt Region: the 1890 Land-Grant Universities. These universities were established by Congress in 1890 to provide formerly enslaved African Americans and their descendants with the education they were denied by the 1862 land-grant universities.

The two systems have always been separate and unequal. Even the name "land-grant" is a misnomer because 1862 Universities were awarded thousands of acres of land upon which to establish their universities and to raise funds to meet their budgets; conversely, the 1890 universities received little or no land and had to depend on the largesse of state and federal governments that has never met the needs of those universities; in fact, according to one estimate, the 1890 universities are owed a combined total of more than $13 billion. This is not due to an oversight, a lack of funding, or a bookkeeping error; it is intentional, based entirely on race.

For nearly a century and a half, 1890 Land-Grant Universities have been forced to operate in a shortage of required government funding; even so, they have always had a surplus of expertise and commitment to the communities, regions, and states they serve. As this report demonstrates, their economic contributions are considerable. Collectively, 1890 Land-Grant Universities generate billions of dollars in economic activity and support tens of thousands of jobs. When their impact is measured at the state level—rather than limited to local or regional boundaries—their role as economic engines becomes even greater and much clearer. These institutions are not just centers of learning; they are a part of an intricate economic system that forms the basis of the economic well-being of the states in which they are located.

But their value goes beyond economic metrics. 1890 institutions are also engines of leadership development, producing graduates who go on to serve in education, agriculture, business, public service, and countless other fields. They are firmly established in their communities and remain committed to expanding opportunity where it is needed most.

This report is intended to shine a long-overdue light on the full value of 1890 Land-Grant Universities. Documenting their economic impact using more comprehensive methods gives a clearer picture of their efforts and the extent to which those contributions have been historically undervalued.

It is our hope that this work will not only inform policymakers and support efforts toward greater equity in public funding but also inspire current and future students to advance the mission of these institutions. That mission—grounded in access, service, and opportunity—remains as vital today as it was in 1890.

Jerry Pennick

Edward "Jerry" Pennick, Editor

Emerging Role for 1890 Land-Grant Universities in Distressed Communities

Monyai Chavers, Ph.D., and Gloria Bromell Tinubu, Ph.D.

Introduction

Established under the Second Morrill Act of 1890, the 1890 Land-Grant Universities (LGUs) emerged from a system of racial exclusion that required states to either integrate existing Land-Grant institutions or create separate ones for Black students. Rather than dismantle segregation, Southern states chose to establish parallel institutions—giving rise to the 1890 LGUs. In the face of systemic discrimination, these institutions have become enduring pillars of education, research, and Cooperative Extension, rooted in service to Black communities across the South.

For more than 130 years, 1890 LGUs have helped students achieve economic mobility by expanding access to higher education (McKinsey & Company, 2021). These universities have also consistently supported Black farmers and rural communities, offering practical guidance to help them navigate changing agricultural practices, develop and adopt new technologies, improve food security, and overcome economic and environmental challenges.

This legacy of impact exists alongside a persistent and defining reality: most 1890 LGUs are located in—and serve—economically distressed communities. This dual position presents both a challenge and an opportunity. While these Universities have transformed individual lives and supported local communities, their full potential lies in advancing specific community and economic development goals. Realizing that potential requires a more intentional embrace of their role as anchor institutions—deeply rooted entities with the capacity to shape local and state economies in sustained and transformative ways.

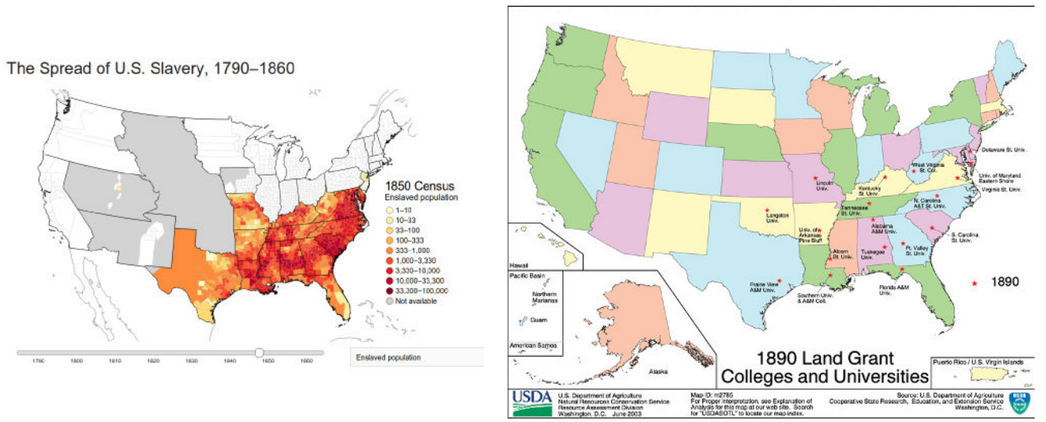
The persistent distress in the communities where these institutions are located and serve raises an urgent question: **what more can be done to strengthen support for community economic development initiatives co-developed by 1890 Land-Grant Universities and local communities, grounded in shared leadership, equity, and place-based priorities?** By intentionally assessing levels of community distress, we create an opportunity to develop solutions that are rooted in place—grounded in equity and driven by the knowledge, leadership, and agency of local communities.

This article advances a central argument: 1890 Land-Grant Universities must build on their proven role as engines of student economic mobility to more intentionally drive economic vitality in the communities where they are located and serve. It begins by examining the geography of economic distress by identifying the structural forces that have caused these conditions and the extent of economic distress surrounding these universities and the communities they serve. It then explores how 1890 LGUs can move from longstanding community presence to intentional economic leadership by fully leveraging their roles as anchor institutions—aligning their core functions as employers, purchasers, workforce developers, land stewards, and community partners to generate place-based economic impact. Finally, it outlines strategic policy recommendations to strengthen institutional capacity, deepen community partnerships, and better align public investment with the transformative potential of the 1890 LGU system.

1890 LGUs and the Geography of Economic Distress

The Historic Black Belt Region (HBBR), namely the 15 former slave states, is not only home to the 1890 LGUs, but it is also home to the majority of Black people living in the United States, whose ancestors suffered from centuries of enslavement and discrimination (See Figure 1 below).

Figure 1: Former Slave States and 1890 LGUs



Sources: Mullen, L. (n.d.), The Spread of U.S. Slavery, 1790–1860, and NIFA (2024), respectively.

The economically distressed communities that make up the HBBR did not arise by chance; they are the product of a "southern economic development strategy" that is "rooted in racism," and shaped by powerful political and business leaders, according to Childers (2024). This strategy, both historically and currently, has perpetuated conditions similar to those of the Jim Crow era, which include low wages, regressive taxes, resistance to unions, weak social safety nets, and limited environmental and labor protections (Childers, 2024). Exploitative and discriminatory practices promulgated by this strategy have led to much of the ongoing economic and environmental distress plaguing the region.

To better understand and quantify these patterns of economic distress, a standardized, place-based measurement tool, the Distressed Community Index (DCI), was employed. Developed by the Economic Innovation Group, DCI provides a comprehensive, place-based measure of economic well-being across U.S. communities, highlighting stark disparities within and across regions.[1] Using the most recent Census data, the DCI categorizes ZIP codes, counties, and congressional districts into five tiers—prosperous, comfortable, mid-tier, at risk, and distressed—offering a clear framework for understanding how communities are faring economically.

The Distressed Communities Index (DCI) is a score from 0 to 100 that indicates how a community's economy compares to others. A lower score means higher economic well-being, while a higher score indicates greater economic distress.

Table 1. Distressed Communities Index (DCI) Score Interpretation

Score Range	Category	Description
0–20	Prosperous	Strong economic conditions, low poverty, high employment, and stable housing.
21–40	Comfortable	Moderate economic well-being; some challenges but generally stable.
41–60	Mid-tier	Mixed economic conditions; areas of strength alongside areas of concern.
61–80	At Risk	Noticeable economic challenges, including higher poverty, unemployment, or housing vacancy rates.
81–100	Distressed	Severe economic distress, marked by high poverty, low employment, and/or high housing vacancy rates.

Source: Economic Innovation Group

The index is constructed from seven key indicators: educational attainment (share of adults without a high school diploma), housing stability (housing vacancy rate), labor force engagement (share of prime-age adults not working), poverty rate, relative income levels (median income ratio), and recent economic change, as measured by shifts in employment and business establishments over a five-year period. By uniting these factors, the DCI moves beyond single metrics to provide a multidimensional view of economic well-being, making it an important resource for identifying patterns of persistent disadvantage and informing more targeted, place-based policy and allocation strategies (Economic Innovation Group, 2025).

While county-level analysis provides an important regional perspective, a more granular assessment using ZIP code–level data reveals a deeper and more nuanced understanding of the economic conditions surrounding the 1890 LGUs. In many cases, these institutions are located within ZIP codes that exhibit significantly higher levels of economic distress than the counties in which they are located. For example, only 32% of 1890 LGUs are located in distressed and/or at risk counties, but 74% (14 out of 19) are located in Distressed and/ or at risk zip codes. This discrepancy highlights localized economic hardship that is not fully captured by county-level data. A closer look at ZIP code–level data offers a more detailed picture of the economic realities surrounding many 1890 Land-Grant Universities.

In several cases, both ZIP code and county-level data indicate significant economic distress (see Table A.1 in Appendix A). Institutions such as Tuskegee University, South Carolina State University, Alcorn State University, and the University of Maryland Eastern Shore are located in areas where economic distress is both widespread (county-level) and deeply rooted (ZIP code-level), affecting the immediate community and the surrounding region. Southern University, Fort Valley State University, the University of Arkansas at Pine Bluff, and Central State University are located in distressed zip codes, while their respective counties are at risk, mid-tier, comfortable, and prosperous, respectively.

In other cases, some institutions are located in ZIP codes that are at risk and face economic challenges, even when the broader county appears stable or prosperous, with West Virginia State University being the exception (see Table A.2 in Appendix A). This pattern is evident around universities such as Florida A&M University and Virginia State University, where the counties are prosperous, and North Carolina A&T State University, Prairie View A&M University, and Lincoln University, where the counties are categorized as comfortable. These differences highlight how broader measures can mask pockets of distress.

Even when 1890 institutions are in ZIP codes labeled as comfortable or mid-tier, in certain instances, there are still differences between their ZIP code and county-level conditions (see Table A.3 in Appendix A). For example, Alabama A&M University, Kentucky State University, and Delaware State University are in communities that seem stable based on ZIP code scores, but their counties are rated as even more economically stable. This shows that economic conditions are not spread evenly within counties, and some communities benefit more than others.

Taken together, these patterns point to a clear conclusion: ZIP code–level analysis provides a more precise understanding of economic conditions than county-level data alone. Many 1890 LGUs are not only located in distressed counties but are often situated within the most economically vulnerable areas. This has important implications for policy and practice. Reliance on county-level data can mask deep, localized disparities, while ZIP code–level analysis reveals where economic distress is most concentrated. These findings underscore the need for targeted, place-based strategies and reinforce the role of 1890 LGUs as anchor institutions positioned to address localized economic challenges and drive equitable economic development where it is needed most.

These findings are further reinforced by additional federal data analyzed from the EPA's 2024 Climate and Economic Justice Screening Tool (CEJST), which showed that 14 of the 19 (74%) 1890 LGUs were located in disadvantaged census tracts. Of the fourteen, twelve (12) cited workforce development as a primary reason for their economic disadvantage, with health and climate change ranking second and third (CEJST, 2024).[2] CEJST defined a community as "disadvantaged if it is in a census tract that is: (1) at or above the threshold for one or more environmental, climate, or other burdens; and (2) at or above the threshold for an associated socioeconomic burden. In addition, a census tract that is completely surrounded by disadvantaged communities and is at or above the 50% percentile for low income is also considered disadvantaged" (CEJST, 2024).

1890 LGUs Primarily Serve Distressed Communities

This broad pattern of economic distress is also reflected in the counties served by individual institutions. Beyond their geographic location, 1890 LGUs also serve counties that face similar or greater levels of distress. By way of example, the state of Alabama is unique in that it houses more Historically Black Colleges and Universities than any other state in the country, with two of those HBCUs being 1890 Land-Grant Universities. Considering its history in agricultural education, its support for rural Black farmers through the Tuskegee Movable School of Agriculture, and the phenomenal work of Thomas Monroe Campbell and George Washington Carver, a closer look at Tuskegee University is warranted.

Located in Macon County, Alabama, which is economically distressed with a county score of 94.6 out of 100, Tuskegee University primarily serves 12 of the 67 counties in Alabama. Of the counties served by TU's Cooperative Extension System, 92% are distressed, 8% are at-risk, 0% are mid-tier, 0% are comfortable, and 0% are prosperous; hence, **100% of the counties served by Tuskegee University are either distressed or at-risk.**

Although it is located in Madison County, a prosperous county with a county distress score of 10.5, **Alabama A&M University's** Cooperative Extension Program has a broad reach, serving 44 of the 67 counties in Alabama. Even with Alabama A&M's Cooperative Extension's broad geographic scope, **63% of the counties served by Alabama A&M are either distressed or at risk.**

To further illustrate the economic conditions found in counties served by 1890 LGUs, the Distressed Communities Index is again used to provide a snapshot of 1890 institutions located in Georgia, Mississippi, Louisiana, and Arkansas.

Fort Valley State University is located in Peach County, Georgia, which is considered mid-tier with a distress score of 54.3. Fort Valley State University serves 26 of the 159 counties in Georgia - of those counties, **65% are distressed, 15% are at risk, and 11% are mid-tier; hence, 80% of the counties served by Fort Valley State University are either distressed or at risk.**

Alcorn State University is located in Claiborne County, Mississippi, and has a distressed score of 97.7. Alcorn's Extension System serves 14 of the 82 Mississippi counties; of those counties, **86% are distressed, 0% are at risk, 0% are mid-tier, 0% are comfortable, and 14% are prosperous; hence, 86% of the counties served by Alcorn State University are distressed.**

Southern University is located in East Baton Rouge Parish, Louisiana, which has an at risk county [parish] score of 61.5. Southern University serves 49 of the 64 parishes in Louisiana. Out of those 49 parishes, **55% are distressed, 24% are at risk, 14% are mid-tier, 4% are comfortable, and 2% are prosperous. Therefore, 79% of the counties served by Southern University are either distressed or at risk.**

The University of Arkansas at Pine Bluff is located in Jefferson County, Arkansas. Jefferson County has a distressed communities index score of 37.3, which falls in the comfortable range. The University of Arkansas at Pine Bluff serves 27 out of the 75 counties in Arkansas. Of the 27 counties served by the University of Arkansas at Pine Bluff, **55% are distressed, 30% are at risk, 4% are mid-tier, and 11% are comfortable. Therefore, 85% of the counties served by the University of Arkansas at Pine Bluff are either distressed or at risk.**

The economic distress experienced by counties served by 1890 institutions reflects not only the southern economic development strategy, but is also a product of over a century of neglect, disinvestment, and insufficient funding at the federal, state, and local levels. Insufficient federal funding, along with state governments' failure to provide required matching funds, creates significant barriers for 1890 Land-Grant Universities. Systemic racism has also contributed to persistent funding gaps, often leaving 1890 universities excluded from federal formula payments for extension research (Alkordi, 2023). In addition, government agencies have not effectively improved oversight or regulations to address disparities between 1890 and 1862 Land-Grant Universities. Given the concentration of 1890 LGUs in highly distressed communities and the distress experienced by the counties they serve, their role as anchor institutions becomes not only relevant, but essential.

From Institutional Presence to Economic Leadership

As anchor institutions, 1890 LGUs are uniquely positioned to translate their longstanding community presence into intentional economic leadership. They have consistently provided education, technical assistance, and communitybased support in places where few other institutions have maintained a sustained presence. As a result, they can shape local economies not only through their programs, but also through their core operations.

According to ICIC's Anchor Institution Strategic Framework, anchors can be defined as employing up to 7 strategies: provider of products or services; cluster anchor; purchaser; employer; workforce developer; real estate developer; and community developer (see figure below). The ICIC maintains that if anchor institutions are intentional about these seven strategies, they will have a considerable economic impact.

Figure 2. Anchor Institutions as Creators of Community and Economic Vitality



Source: Creating an Anchored Local Economy in Newarkicic.org

1890 LGUs that fully embrace this role can expand their impact across several dimensions:

- Workforce development by aligning education and training with local economic opportunities
- Local procurement is achieved by directing institutional spending to local and regional businesses and by incubating new ones.
- Employment pathways through creating accessible and quality jobs for community residents
- Real estate and land use to support community-centered development
- Community capacity-building by strengthening local leadership and institutions to increase civic engagement

These functions are not new to 1890 LGUs—but they have not always been leveraged in a coordinated, intentional strategy aimed at transforming local economies. The opportunity ahead is to align these roles into a comprehensive approach that advances community wealth-building and long-term economic vitality.

From Proven Impact to Expanded Opportunity

1890 LGUs have a history of demonstrating what is possible. Through Cooperative Extension, applied research, and community engagement, they continue to deliver culturally responsive programs that address the needs of small-scale farmers, entrepreneurs, and rural communities. Their work spans climate-smart agriculture, conservation, nutrition, business development, and cooperative development.

These efforts have helped communities adapt, survive, and in many cases, thrive under challenging conditions. But the scale of distress facing the Historic Black Belt Region requires a corresponding re-thinking of institutional strategy.

This includes:

- Assessing institutional spending patterns to identify opportunities for local economic development and sustainability.
- Strengthening partnerships with community-based organizations and local governments
- Scaling successful models, such as cooperative development and agroecological initiatives
- Leveraging federal investments, particularly in the area of economic development

Ultimately, realizing the full potential of 1890 LGUs as anchor institutions will require intentional policy development and implementation as well as sustained investment.

Policy and Investment Imperatives

Federal initiatives—such as funding for economic development through Federal Regional Commissions and Authorities—present a critical opportunity to engage 1890 LGUs. Programs designed to support disadvantaged communities can be significantly strengthened by leveraging the expertise, trust, and infrastructure of 1890 LGUs. Their deep connections to local communities position them as ideal providers of technical assistance, capacity-building, and implementation support.

To fully activate this role, policymakers should develop and support policies and regulations that:

- Ensure that 1890 LGUs are integrated into Federal Regional Commissions and Authorities, as well as state regional development authorities and commissions and county-level development authorities 10
- Provide funding to buttress community-based economic development organizations that are co-led by 1890 LGUs.
- Provide equitable funding for 1890 LGUs, including enforcement of state matching requirements.
- Direct federal grants and other resources for technical assistance through 1890 universities and their community-based partners.
- Invest in institutional capacity building to enable these universities to meet the ever-evolving needs and opportunities of the communities they serve.
- Support system-wide collaborations that build and leverage networks around common needs and goals. Ultimately, realizing the full potential of 1890 LGUs as anchor institutions will require intentional policy development and implementation as well as sustained investment.

Given their geographic footprint within the Historic Black Belt Region, 1890 Land-Grant Universities are uniquely positioned to strengthen their presence in the communities in which they are located and serve. Their longstanding commitment places them at the forefront of efforts to address the distinct, place-based challenges that have shaped these communities over time.

Conclusion

This analysis shows that most 1890 Land-Grant Institutions are located in and serve some of the most economically distressed areas in their respective states, reinforcing the urgency for their expanded role as anchor institutions. These institutions continue to deliver services that are culturally informed and tailored to the needs of the communities in which they are located and beyond. Through applied research, on-farm demonstrations, climate-smart agriculture training, conservation education, entrepreneurship programs, and Centers of Excellence, they turn research into practical strategies.

Yet the economic and environmental distress that characterizes much of the Historic Black Belt Region persists and are the result of deeply rooted structural inequities. At the same time, it is within this very landscape that 1890 Land-Grant Universities have built a legacy of resilience, trust, and impact. Today, that legacy provides a foundation for something more.

As proven engines of economic mobility for its graduates, 1890 LGUs have transformed individual lives for generations. The opportunity now is to extend that impact outward—advancing community and economic vitality in the places they call home. By fully embracing their role as anchor institutions, these universities can move beyond mitigating distress to actively shaping more inclusive, resilient, and prosperous local economies. In doing so, they will not only honor their historic mission—they will redefine it for the future.

Notes

1. Disclaimer required by the Economic Innovation Group: "The opinions expressed in this publication are solely those of the State of African Americans in the Black Belt and not necessarily those of The Economic Innovation Group. The Economic Innovation Group does not guarantee the accuracy or reliability of, or necessarily agree with, the information provided herein" (Economics Innovation Group, 2025).

2. CJEST was discontinued as a White House website on January 22, 2025, but the unofficial website has been preserved at Climate and Economic Justice Screening Tool (CEJST) | NDC Partnership.

The Economic Impact of 1890 Land-Grant Universities: State Versus Regional Impacts

Dalal Alkordi, Ph.D., and Gloria Bromell Tinubu, Ph.D.

Introduction

The 1890 land-grant universities (LGUs), which are historically Black colleges and universities (HBCUs), are key to boosting economic mobility, workforce skills, and community strength nationwide. Earlier studies, such as those for the United Negro College Fund (UNCF), have shown that HBCUs make a big economic difference, especially by creating jobs, generating income, and supporting local economies (Humphreys, 2024).

However, current studies often underestimate the economic impact of 1890 LGUs for two main reasons. First, most research uses regional models that focus only on local or nearby areas. These models miss the wider impact of 1890 LGUs, which work across entire states through extension programs, research, and community projects. Second, past studies often group 1890 LGUs with all HBCUs, thereby obscuring the unique and significant role these universities play in driving economic activity.

This study addresses these issues by focusing solely on the economic impact of 1890 LGUs and using statewide input-output modeling to quantify their full effects. Using the **Regional Input-Output Modeling System (RIMS II) from** the U.S. Bureau of Economic Analysis, the study finds that statewide estimates are much higher than regional estimates. For example, the economic impact of 1890 LGUs went from $5.1 billion to $8.0 billion at the state level, and the number of jobs supported rose from 43,000 to 68,000.

These results show that regional models often undervalue the economic role of 1890 LGUs. By using a broader measurement approach, this study gives a clearer picture of their importance and offers useful insights for policy, funding, and investment in higher education.

Methods and Data

Economic impact analysis is a way to understand how spending affects the economy. When an organization spends money, that spending doesn't stop there—it creates a chain reaction that ripples through businesses, households, and communities (see Appendix A for a full explanation of economic impact analysis). This study uses RIMS II to estimate economic impacts, showing how spending by 1890 LGUs creates economic activity through direct, indirect, and induced effects. This method provides a thorough, cost-effective way to see how the spending of 1890 LGUs flows through state economies and supports broader economic growth.

The analysis looks at four main ways to measure economic impact. Total economic impact shows all the economic activity created, including transactions between businesses. Value-added impact is the contribution to the state's gross product, similar to GDP. Labor income includes all wages, salaries, and benefits from this activity. Employment impact counts the total number of full-time and part-time jobs supported. These measures follow standard economic modeling practices.

The study uses spending data mainly from the Integrated Postsecondary Education Data System (IPEDS), including university expenses, employee pay, and student spending. These numbers help estimate the direct economic effects, which are then expanded using RIMS II multipliers to include indirect and induced impacts.

To assess the modeling, some estimates were compared with results from IMPLAN, another common input-output system. The results were similar overall, which supports the accuracy of the estimates, though there were some differences in size between the two models.

The analysis uses statewide data to show the reach of 1890 LGUs, giving a fuller estimate of their economic impact than regional models, which focus only on local areas. Still, these results are conservative. The study does not include several important impacts, such as capital spending, research funding, visitor spending, alumni effects, and outreach activities.

Why Regional Estimates Undervalue 1890 LGUs

Economic impact studies usually examine how university spending generates economic activity in a given area. Most studies on HBCUs use regional multipliers, which only measure effects within a small area around the school. While this is helpful, it does not fully capture the impact of 1890 LGUs.

Unlike many institutions, 1890 LGUs operate **statewide through Cooperative Extension systems, research networks, and outreach programs.** Their impact goes far beyond their local area. Because of this, regional estimates capture only part of their economic impact and often undervalue their role in state economies. This study uses **statewide multipliers** with RIMS II to give a more complete and cost-effective measure of their impact.

Establishing the Baseline: 1890 LGUs Overperform

The most recent UNCF economic impact study, conducted by Humphreys (2024) using 2020–2021 data, provides a useful baseline. That study estimates that all HBCUs—public and private—collectively generated:

- **$16.5 billion in economic impact, and**
- **136,000 jobs nationwide**

A deeper dive into the data shows that within the total economic impact and jobs supported, 1890 LGUs stand out. Although 1890 LGUs represent approximately 19 percent of all HBCUs, they account for a disproportionately large share of total economic activity. Specifically, they generate:

- **31 percent of the total economic impact** ($5.1 billion), and
- **32 percent of the total employment impact** (43,000 jobs)

Figure 3. Share of Total Economic and Employment Impact Attributable to 1890 LGUs Relative to All HBCUs, 2020–2021

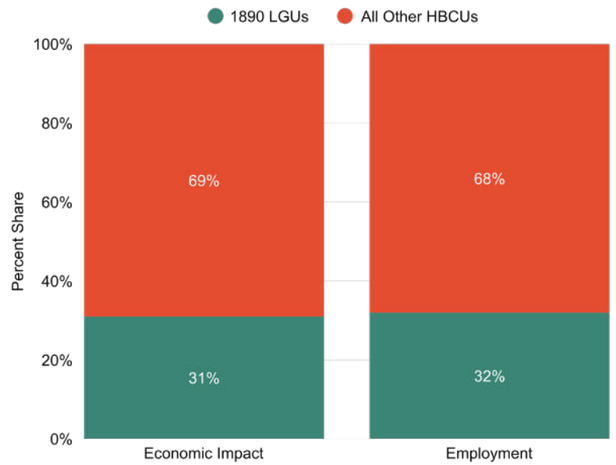


Figure 3 *shows that 1890 LGUs account for a much larger share of the total economic and job impacts than their share of institutions would suggest. This highlights their major economic role within the HBCU sector.*

Statewide Approach: RIMS II and IMPLAN

To assess the comparability of modeling approaches, regional economic impact estimates for Tuskegee University were generated using both IMPLAN and RIMS II.

Table 2. Comparison of Regional Economic Impact Estimates for Tuskegee University Using IMPLAN and RIMS II (2020–2021)

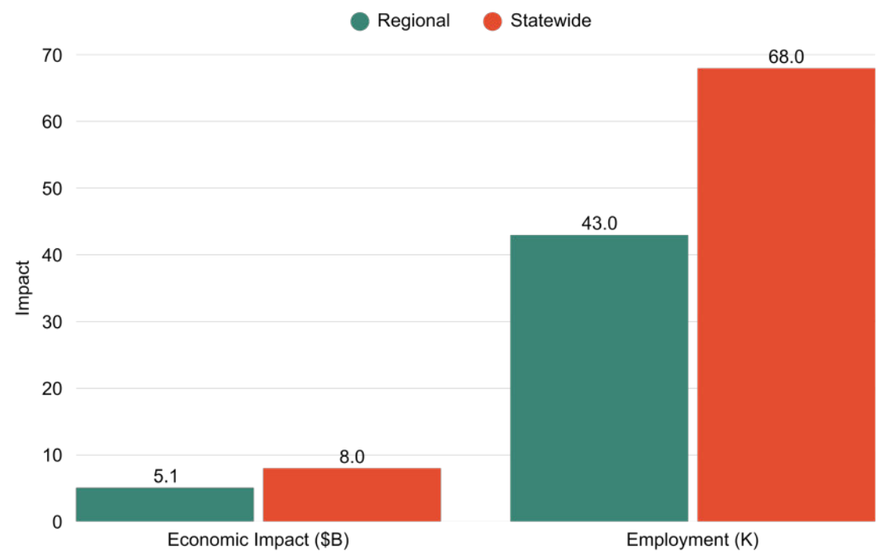
Impact Type	IMPLAIN	RIMS II
Total Economic Impact	$237M	$271M
Emloyment Impact	2,064	2,501

Table 2 *shows that RIMS II gives slightly higher estimates than IMPLAN for both output and jobs. Still, the results are similar overall, which supports using RIMS II for statewide analysis, despite some differences in methods.*

Statewide Economic Impact: A More Complete Picture

Using statewide multipliers greatly increases the estimated economic impacts. Total output goes up from $5.1 billion in regional models to $8.0 billion in statewide models, and jobs rise from 43,000 to 68,000.

Figure 4. Comparison of Regional and Statewide Economic Impact Estimates for 1890 LGUs (2020–2021)



Source: Authors' analysis using RIMS II multipliers.

Figure 4 *shows the extent to which regional models underestimate the impact.Statewide estimates are about 57% higher for economic output and 58% higher for jobs, showing the wider reach of 1890 LGUs.*

Resilience and Growth Over Time

Statewide economic impacts have grown steadily over time, even during tough economic periods.

Table 3. Statewide Economic Impact and Employment Supported by Tuskegee University, 2020–2024.

Year	Economic Impact	Growth from Prior Year
2019-2020	$7.4B	-
2020-2021	$8.0B	+$0.6B
2021-2022	$8.7B	+$0.7B
2022-2023	$8.8B	+$0.1B
2023-2024	$9.6B	+$0.8B
TOTAL INCREASE FROM 2019-2020 TO 2023-2024: $2.2B		

Source: Authors' analysis using RIMS II multipliers from the Bureau of Economic Analysis.

Table 3 *shows that total economic impact rose from $7.4 billion in 2019–2020 to $9.6 billion in 2023–2024, and jobs increased from 63,000 to 81,000. This is about 30% growth in output and 29% in jobs. This steady rise shows that 1890 LGUs are stable economic anchors, even during uncertain times (**see Figure 5**).*

Figure 5. Growth in Statewide Economic Impact of 1890 LGUs, 2020–2024

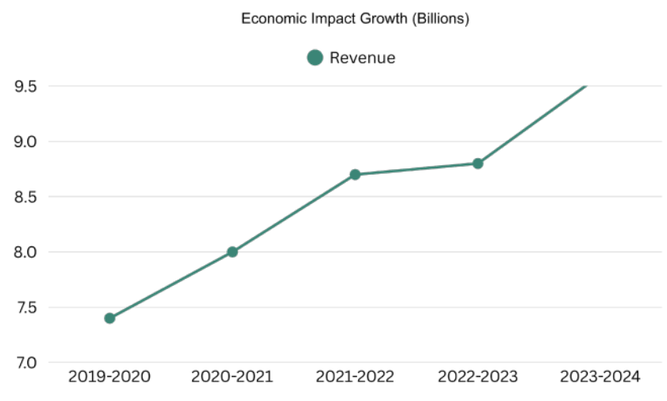


Figure 5 shows a steady rise in economic impact over time, especially after COVID-19. This trend highlights the contributions of 1890 LGUs to workforce development, economic stability, and community growth. See Appendix C for detailed data on each 1890 LGU from 2020 to 2024.

Aggregate Impact Across 1890 LGUs

Across all 19 institutions, the latest estimates show that the economic impact of 1890 LGUs increased substantially from 2020 to 2024, despite the COVID-19 pandemic.

- $7.4 to $9.6 billion in total economic output (~30% growth)
- $4.7 to $6.3 billion in value-added (~34% growth)
- $2.7 to $3.5 billion in labor income (~35% growth)
- 63,000 to 81,000 jobs supported (~29% growth)

Case Study: Tuskegee University

Tuskegee University's experience shows how these broader trends play out at a single institution.

Table 4. Statewide Economic Impact and Employment Supported by Tuskegee University, 2020–2024.

Year	Economic Impact	Employment Impact
2019-2020	$340.3M	3,484
2020-2021	$321.8M	3,294
2021-2022	$371.5M	3,803
2022-2023	$376.6M	3,856
2023-2024	$397.1M	4,065
2023-2024 PEAK: $397.1M ECONOMIC IMPACT • 4,065 EMPLOYMENT IMPACT		

Source: Authors' analysis using RIMS II multipliers.

Table 4 *shows that during the peak of COVID-19, Tuskegee University saw drops in economic impact and jobs in 2020–2021, but then made a strong comeback. Economic impact grew from $321.8 million to $397.1 million between 2020–2021 and 2023–2024, and jobs increased from 3,294 to 4,065.*

Policy Implications

These results have important implications.

- **Measurement matters:** Regional models underestimate statewide impact
- **Policy matters:** Underestimation can lead to underinvestment
- **Strategy matters:** 1890 LGUs are major statewide economic engines.

Recognizing their full economic footprint strengthens the case for:

- Increased funding
- Strategic investment
- Expanded institutional roles as anchors for economic opportunity

The economic impact numbers in this report are minimum estimates for 1890 LGUs, as the study was intended to align with UNCF-sponsored research. Future reports should try to collect more direct data from 1890 LGUs, like capital spending, research grants, and outreach programs (see Appendix A for details). This will help create more complete and far-reaching estimates of their economic impact.

Conclusion

Statewide modeling finds much greater effects than regional estimates, proving their key role in **economic mobility and state development.** They also have a greater impact than their share of all HBCUs would suggest.

Recognizing this wider impact is crucial, not just for accuracy, but also for making policy and investment decisions that affect economic opportunity.

1890 LGUs are already helping students move up economically and changing lives. When their full economic impact is measured and supported, they become key drivers of prosperity and long-term growth across their respective states.

Economic Impact of 1890 LGUs (2024)

Alabama A&M University
Alcorn State University
Central State University
Delaware State University
FAMU
Fort Valley State University
Kentucky State University
Langston University
University of Maryland Eastern Shore
North Carolina Agricultural and Technical State University
Prairie View A&M University
SC State University
Southern University
Tennessee State University
Tuskegee University
University of Arkansas at Pine Bluff
Lincoln University Missouri
Virginia State University
West Virginia State University

1890 Universities Foundation

Source:
www.1890foundation.org

Overview: Economic Impact of 1890 Land-Grant Universities, 2024

The 19 Historically Black 1890 Land-Grant Universities (1890 LGUs) are powerful drivers of economic activity in the Historic Black Belt Region of the United States. In 2024, these universities collectively generated **nearly $10 billion in economic output** and supported **more than 81,000 jobs**, demonstrating their critical role in strengthening state and regional economies.

Key Findings

- $**9.6 billion** in total economic impact
- $**6.3 billion** in value-added contributions
- $**3.5 billion** in labor income
- **81,000** jobs supported nationwide

On average, each institution generates about **$506 million in economic activity** and supports **over 4,200 jobs**. While all 19 institutions contribute meaningfully to their state economies, their impacts vary in scale:

The **largest institution** generates over $1.25 billion in economic output.

The **smallest contributes nearly $140 million**.

Half of all institutions generate **more than $400 million** in economic activity.

This wide range reflects differences in institutional size, mission, and regional economic context—but underscores that **every 1890 LGU is a significant economic asset**.

Job Creation and Workforce Impact

- Total jobs supported: 81,000
- Average per institution: ~4,200 jobs
- Top institutions support over 9,000 jobs each
- Smaller institutions support over 1,200 jobs

These jobs include not only university employees, but also jobs created through business activity and household spending.

Economic Multipliers at Work -The economic impact of 1890 LGUs extends well beyond campus operations. Their influence is driven by:

Direct effects: University spending, payroll, and student expenditures

Indirect effects: Supply chain activity from vendors and contractors

Induced effects: Local spending supported by household wages

Taken together, they create a **multiplier effect**, meaning each dollar spent by the university generates additional economic activity throughout the state.

Why This Matters

1. **Economic Development Engines** - 1890 LGUs serve as:
   - Major employers in their respective states
   - Drivers of rural, state, and individual economic growth
   - Anchors for local business ecosystems

2. **Strategic Public Investment**

With average impacts exceeding half a billion dollars per institution, investments in these universities yield strong economic returns. Underinvestment risks weakening institutions that are already proven contributors to state economies, thereby weakening overall state economies.

3. **Expanding Opportunity** - Beyond economic output, these institutions:
   - Expand access to higher education
   - Support workforce development
   - Promote upward economic mobility in underserved communities

Bottom Line

In 2024, 1890 Land-Grant Universities generated nearly **$10 billion in economic activity** and supported **over 81,000 jobs nationwide**. Despite differences in size, every institution plays a meaningful role in its state economy. Taken together, they form a network of **high-impact, community-centered institutions** that drive economic growth and long-term sustainability.

Policy Implication

Recognizing the full economic contributions of 1890 LGUs strengthens the case for:

- Sustained and increased public investment
- Expansion of research and extension programs
- Integration into state and national economic development strategies

What follows is the 2024 estimated economic impact for each 1890 LGU, listed alphabetically.

Alabama A&M University

Economic Impact for 2024

Overview

Alabama Agricultural and Mechanical University was founded in 1875 by former enslaved person and civil rights leader William Hooper Councill as the Huntsville Normal School. It received Land-Grant funds in 1891, allowing it to grow and relocate to its current campus.Today, Alabama A&M University is recognized as one of the nation's distinguished HBCUs, with its role in educating African Americans and its contributions to the Civil Rights Movement. The campus itself is listed on the National Register of Historic Places.

The University provides more than 60 undergraduate, graduate, certificate, and concentration programs across a broad range of disciplines. It is home to a diverse international faculty, more than 50 student organizations, and an extensive alumni network comprising politicians, educators, entrepreneurs, doctors, lawyers, engineers, scientists, authors, artists, and more.

Total ECONOMIC Impact:

$651,746,229

- Alabama A&M University generated $652 million in total economic impact for Alabama's economy as a result of $355 million in initial spending.
- Alabama A&M University had a multiplier value of 1.8. Every dollar spent by the University and its students generated an additional $0.80 for Alabama's economy.

Total VALUE-ADDED Impact:

$429,378,658

- Alabama A&M's value-added impact represents the estimated increase in faculty and student dollars brought into Alabama's economy.
- Value-added impact comprised $429 million, or 65.9% of total output, with domestic and foreign trade accounting for the remaining 34.1%.



Total LABOR INCOME Impact:

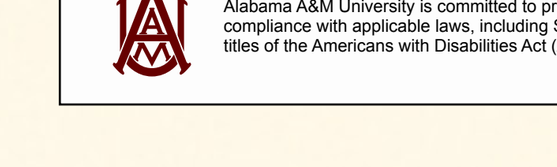
$247,973,534

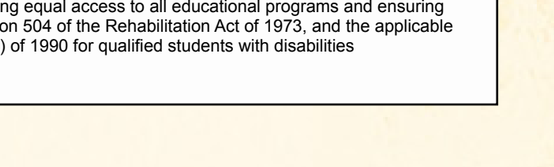
- Labor income includes wages, salaries, benefits, and income earned by business owners, supporting $248 million in Alabama.
- Labor income received by Alabama residents represented 58% of the University's total value-added impact.

Total EMPLOYMENT Impact:

6,672 Jobs

- With $355 million in initial spending, Alabama A&M University and its students supported 6,672 jobs across Alabama's economy.
- The employment multiplier of 18.8 means each $1 million spent supported approximately 18.8 jobs statewide.





For more information, please visit: www.aamu.edu

Alabama A&M University is committed to providing equal access to all educational programs and ensuring compliance with applicable laws, including Section 504 of the Rehabilitation Act of 1973, and the applicable titles of the Americans with Disabilities Act (ADA) of 1990 for qualified students with disabilities

Alcorn State University

Economic Impact for 2024

Overview

Alcorn State University is the nation's first public historically Black Land-Grant institution and the second-oldest state-supported university in Mississippi. Founded to enrich the lives of Mississippi residents through higher education, Alcorn drives economic growth by preparing leaders in agriculture, science, and engineering.

Beginning with just eight faculty and 179 students in 1871, Alcorn's campus has grown to over 700 faculty and staff and more than 3,200 students representing diverse backgrounds. Today, Alcorn State University offers over 40 degree programs—including bachelor's, master's, educational specialist degrees, and Doctor of Nursing Practice—actively advancing its proud tradition of academic excellence and leadership. Alcorn is a respected university with a rich legacy of developing leaders and innovators, providing a supportive and engaging learning environment where students achieve their full potential through a high-quality, affordable education grounded in academic excellence and student success.

Total ECONOMIC Impact:

$278,581,836

- Alcorn State University generated $279 million in total economic impact for Mississippi's economy as a result of $162 million in initial spending.
- Alcorn had a multiplier value of 1.72. Each dollar spent by the University and its students added $0.72 to Mississippi's economy.

Total VALUE-ADDED Impact:

$184,022,719

- Value-added impact estimates Alcorn's contribution to Mississippi's gross domestic product through university and student spending.
- Value-added impact represented 66% of total output, while the remaining 34% was tied to domestic and foreign trade.



Total LABOR INCOME Impact:

$107,947,013

- Alcorn generated $108 million in labor income, including wages, salaries, benefits, and proprietors' income.
- Labor income received by Mississippi residents represented 59% of the University's total value-added impact.

Total EMPLOYMENT Impact:

2,911 Jobs

- As a result of $162 million in initial spending, Alcorn State University supported 2,911 jobs across Mississippi's economy.
- Each $1 million initially spent by the University and its students supported approximately 17.9 jobs.





For more information please visit: www.alcorn.edu

Alcorn State University is expressly committed to providing equal employment opportunities without regard to race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender identity and/or expressions, sexual orientation, military or veteran status, genetic information…"

Central State University

Economic Impact for 2024

Total ECONOMIC Impact:

$253,001,763

- Central State University generated nearly $253 million in total economic output across Ohio from $126.6 million in initial spending.
- Central State University had a multiplier value of 2.0, meaning every $1 spent supported another $1 in Ohio economic activity.

Total LABOR INCOME Impact:

$93,009,955

- Central State University generated $93 million in labor income for residents of Ohio's economy.
- Labor income includes all forms of employment income, such as wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

2,218 Jobs

- Central State University's spending supported 2,218 jobs across Ohio's economy.
- The employment multiplier of 17.5 means each $1 million spent supported approximately 17.5 jobs statewide.

Overview

Founded in 1890, Central State University (CSU) stands as Ohio's only HBCU and the state's 1890 Land-Grant institution. As a Land-Grant university, CSU is committed to expanding access to higher education, conducting research that addresses real-world challenges, and delivering knowledge and resources to underserved and historically neglected communities across Ohio.

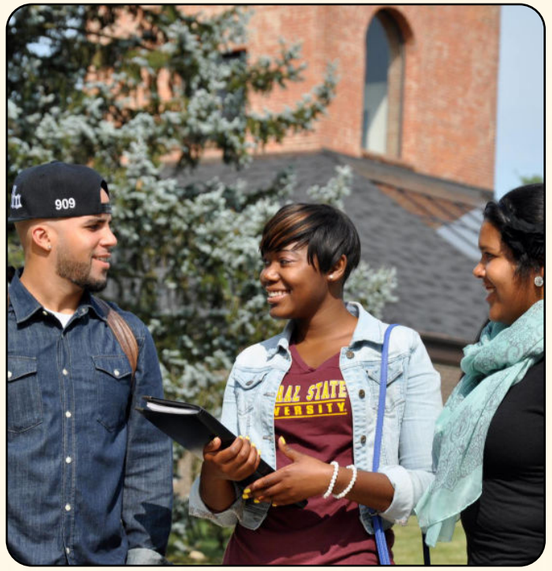
CSU offers bachelor's degrees and minors across colleges of Education, Business, Engineering, Science, Technology, and Agriculture, as well as Humanities, Arts, and Social Sciences. Notable programs include Business Administration, Criminal Justice, and Manufacturing Engineering. It offers over 150 majors and minors, as well as more than 45 graduate programs, with a focus on aviation, cybersecurity, education, and nursing.

Total VALUE-ADDED Impact:

$163,802,342

- Central State's value-added impact reflects its direct contribution to Ohio's gross domestic product.
- The value-added multiplier of 1.29 means each dollar spent contributed an additional $0.29 to Ohio's GDP.







For more information please visit: www.centralstate.edu

Central State University is committed to the value of diversity, access, and inclusion, and steadfastly adheres to equal opportunity and non-discrimination principals in all aspects of employment for our staff and to all community members seeking to participate in our programs and activities. Under Title VI and Title VII of the 1964 Civil Rights Act, as amended, and various federal and state laws and university policies, as well as our personal and organizational beliefs and values, we are collectively committed to the elimination of discrimination based on characteristics such as race, color, disability, gender identity, religion, sex, sexual orientation, veteran status, and other protected categories.

Delaware State University

Economic Impact for 2024

Overview

Delaware State University, founded by the Delaware General Assembly in 1891 as the State College for Colored Students, has grown into a vibrant and thriving institution. Today, it is regarded as a leading Historically Black College and University (HBCU) that welcomes and empowers a diverse student population.

The diverse and vibrant student body includes students from 39 states and 34 countries, and a female to male ratio of 63:37. With more than 100 organizations to join, students can choose from 9 associate, 46 undergraduate, 26 master's, and 7 doctoral degrees. Graduate students explore specialized areas such as interdisciplinary applied mathematics/mathematical physics, as well as educational leadership, positioning DSU at the forefront of academic innovation.

Total ECONOMIC Impact:

$621,676,138

- Delaware State University generated $621.7 million in total economic impact for Delaware as a result of $369 million in initial spending.
- Delaware State had a multiplier value of 1.68. Every dollar spent generated an additional $0.68 for Delaware's economy.

Total VALUE-ADDED Impact:

$419,117,886

- Delaware State's value-added impact represents the estimated increase in faculty and student dollars brought into Delaware.
- Value-added impact comprised $419 million, or 67% of total output, with the remaining 33% tied to domestic and foreign trade.



Total LABOR INCOME Impact:

$203,260,168

- Delaware residents earned $203 million in labor income as a result of the University's initial spending.
- Labor income includes wages, salaries, benefits, and proprietors' income supported through university-related activity.





Total EMPLOYMENT Impact:

4,248 Jobs

- Delaware State University supported 4,248 jobs across Delaware's economy.
- The employment multiplier of 11.5 means each $1 million spent supported approximately 11.5 jobs statewide.



For more information, please visit: www.desu.edu

Delaware State University adheres to all civil rights laws. The University does not discriminate and does not permit discrimination in its admissions practices, employment practices, or educational programs or activities on the basis of Protected Characteristics (actual or perceived).

Florida A&M University

Economic Impact for 2024

Overview

Florida A&M University (FAMU), recognized as one of the nation's largest and most respected historically Black institutions, welcomes thousands of students each year to its vibrant Tallahassee campus. Founded in 1887 as the State Normal College for Colored Students, FAMU continues to shape future leaders through excellence in academics, leadership, and community engagement.

Proudly serving African American students and underrepresented communities, FAMU stands as a beacon within the State University System of Florida. FAMU's 14 colleges and schools offer bachelor's, master's, professional, and doctoral degrees, equipping students for leadership in their chosen fields. Driven by innovation, equity, and excellence, FAMU empowers graduates to meet the evolving needs of tomorrow's world.

Total ECONOMIC Impact:

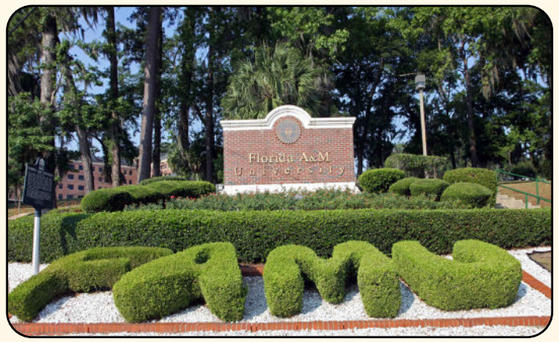
$1,119,230,902

- Florida A&M University generated over $1.1 billion in total output impact for Florida's economy from $553 million in initial spending.
- FAMU had a multiplier value of 2.0, meaning every dollar spent by the University and its students generated another dollar for Florida.

Total VALUE-ADDED Impact:

$743,129,036

- FAMU's value-added impact represents the estimated increase in faculty and student dollars brought into Florida.
- Value-added impact shows FAMU's direct contribution to Florida's economy through institutional and student spending.



Total LABOR INCOME Impact:

$420,313,340

- Florida residents received $420 million in labor income as a result of FAMU's economic activity.
- This amount represented 57% of the University's value-added impact, showing a major contribution to the workforce.

Total EMPLOYMENT Impact:

9,736 Jobs

- FAMU supported 9,736 jobs for Florida's economy as a result of $553 million in initial spending.
- The employment multiplier of 17.6 means each $1 million spent supported approximately 17.6 jobs.





For more information please visit: www.famu.edu

Florida A&M University is committed to providing an educational and workplace environment free from harassment and discrimination. In accordance with federal and state laws, including Title IX, the University prohibits discrimination and sexual misconduct, including sexual harassment, assault, dating and domestic violence, and stalking.

Fort Valley State University

Economic Impact for 2024

Overview

Fort Valley State University (FVSU), a Land-Grant public HBCU in Fort Valley, Georgia, is part of the University System of Georgia. FVSU's expansive 1,365-acre campus warmly invites students to explore the second-largest university grounds in Georgia.

FVSU welcomes students to more than 50 undergraduate and several graduate programs, with special emphasis on agricultural sciences, veterinary technology, engineering, and community outreach. The University is nationally recognized for its thriving undergraduate research and STEM initiatives, proudly receiving more National Science Foundation funding for STEM research than any other public teaching college in Georgia. FVSU's strong focus on agriculture and STEM continues its Land-Grant mission, fostering education, research, and service in rural communities.

Total ECONOMIC Impact:

$273,350,586

- Fort Valley State University generated over $273 million in statewide economic activity from $130 million in initial spending.
- With an output multiplier of 2.1, each dollar spent by FVSU and its students supported an additional $1.10 in Georgia's economy.

Total VALUE-ADDED Impact:

$179,351,376

- Nearly $179 million of FVSU's total output represented value-added contributions to Georgia's economy.
- With a value-added multiplier of 1.38, each dollar spent by FVSU supported an additional $0.38 in value-added activity.



Total LABOR INCOME Impact:

$99,980,623

- FVSU supported nearly $100 million in labor income, including wages, salaries, benefits, and proprietors' income.
- Labor income received by Georgia residents represented 56% of the University's total value-added impact.

Total EMPLOYMENT Impact:

2,066 Jobs

- FVSU's initial spending stimulated Georgia's economy by supporting 2,066 jobs across multiple sectors.
- With an employment multiplier of 15.9, each $1 million spent supported approximately 15.9 jobs statewide.





For more information please visit: www.fvsu.edu

FVSU is committed to the full inclusion of individuals with disabilities to the principle of individual rights and responsibilities. To that end, the policies and procedures of FVSU reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and enjoyment of academic programs and co-curricular activities or otherwise subjected to discrimination in such programs and activities.

Kentucky State University

Economic Impact for 2024

Overview

Founded in 1886 as the State Normal School for Colored Persons, Kentucky State University (KSU) is a vibrant public, historically Black Land-Grant University in Frankfort, Kentucky.
Recitation Hall—now known as Jackson Hall and the college's first building—was erected in 1887, the same year the institution opened on October 11 with three teachers and 55 students. After attaining land-grant status in 1890, KSU expanded its curriculum to include agriculture, mechanics, and home economics.

KSU proudly upholds its legacy of advancing education, agriculture, and community development by offering 61 degree programs: 28 certificates, 2 associate degrees, 25 baccalaureate degrees, 11 master's degrees, and 1 doctoral degree in nursing practice. With the lowest student-to-faculty ratio among public colleges in the Commonwealth, KSU delivers a personal learning experience to over 2,800 students, supported by 450 dedicated faculty and staff.

Total ECONOMIC Impact:

$223,734,521

- Kentucky State University generated $223.7 million in total economic impact for Kentucky from $121 million in initial spending.
- Kentucky State had a multiplier value of 1.84. Every dollar spent generated an additional $0.84 for Kentucky's economy.

Total VALUE-ADDED Impact:

$145,087,712

- Kentucky State's value-added impact represents the estimated increase in faculty and student dollars brought into Kentucky.
- Value-added impact totaled $145 million, comprising approximately 65% of the University's total output impact.



Total LABOR INCOME Impact:

$80,855,035

- Kentucky residents earned $80.9 million in labor income as a result of the University's initial spending.
- Labor income includes wages, salaries, benefits, and proprietors' income supported through KSU-related activity.

Total EMPLOYMENT Impact:

2,121 Jobs

- Kentucky State University supported 2,121 jobs across Kentucky's economy.
- With an employment multiplier of 17.5, each $1 million spent supported approximately 17.5 jobs statewide.





For more information, please visit: www.kysu.edu

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Langston University

Economic Impact for 2024

Overview

Langston University, Oklahoma's only HBCU, was founded as the Colored Agricultural and Normal University on March 12, 1897, as a Land-Grant college. By 1947, the University administration had led the growth and expansion that created what is known today as Langston University. Building on this foundation, Langston University is grounded in innovation, employing new technologies and producing talented graduates who are competitive in the global market.

Continuing its legacy of excellence, Langston University offers 40 degree programs through six schools of study. With campus locations in Langston, Oklahoma City, Tulsa, and Ardmore, Langston has exceeded the national STEM student retention rate for more than a decade. Langston continues to foster an environment that cultivates leaders, innovators, and engaged citizens who meet the challenges of local, national, and global communities.

Total ECONOMIC Impact:

$139,261,419

- Langston University generated $139 million in total economic impact for Oklahoma from $76 million in initial spending.
- Langston had a multiplier value of 1.84, meaning every dollar spent supported an additional $0.84 in Oklahoma economic activity.

Total VALUE-ADDED Impact:

$91,675,400

- Langston's value-added impact represents the estimated increase in economic activity supported by faculty and student spending.
- Approximately 66% of total output came from value-added contributions, while the remaining 34% came from trade activity.



Total LABOR INCOME Impact:

$53,665,491

- Oklahoma residents received $54 million in labor income as a result of Langston University's economic activity.
- Labor income includes wages, salaries, benefits, and proprietors' income, representing 58% of value-added impact.

Total EMPLOYMENT Impact:

1,416 Jobs

- Langston University supported 1,416 jobs across Oklahoma's economy as a result of $76 million in initial spending.
- The employment multiplier of 19.7 means each $1 million spent supported approximately 19.7 jobs.







For more information please visit: www.langston.edu

Langston University provides equal employment and educational opportunity on the basis of merit without discrimination because of age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veterans' status, or disability. For an issue of ADA compliance, you can contact Soncearay Higgins, reachable at 405-466-3223 or Soncearay.c.higgins@langston.edu

Lincoln University

Economic Impact for 2024

Overview

Founded in 1866, Lincoln University of Missouri is a historically Black Land-Grant school started by members of the United States Colored Infantry after the Civil War to give education to formerly enslaved African Americans. It is the only historically Black college founded by formerly enslaved Black soldiers. In its early years, the institution focused on teacher preparation and industrial education to meet the urgent needs of newly freed populations and to expand access to literacy and skilled professions.

As Lincoln University of Missouri evolved, it began offering a variety of undergraduate (bachelor's and associate) and graduate degree programs focusing on agriculture, nursing, business, criminal justice, and education. Popular majors include nursing, liberal arts, journalism, and criminal justice, emphasizing hands-on learning.

Total ECONOMIC Impact:

$176,244,113

- Lincoln University generated $176.2 million in total economic impact for Missouri from $89 million in initial spending.
- Lincoln's economic multiplier was 2.0, meaning every dollar spent supported an additional dollar in statewide economic activity.

Total VALUE-ADDED Impact:

$115,166,596

- Lincoln University's value-added impact totaled $115 million in Missouri's economy.
- Of this amount, 56% represented labor income, while the remaining 44% consisted of profits, rents, and tax revenues.



Total LABOR INCOME Impact:

$63,983,423

- Missouri residents received $64 million in labor income as a result of Lincoln University's economic activity.
- Labor income includes wages, salaries, benefits, and proprietors' income supported through university-related spending.

Total EMPLOYMENT Impact:

1,275 Jobs

- Lincoln University's economic activity supported 1,275 full- and part-time jobs statewide.
- These jobs included direct university employment and indirect or induced jobs supported through supplier, retail, and service sectors.





For more information please visit: www.lincoln.edu

LINCOLN UNIVERSITY MISSOURI

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North Carolina A&T State University

Economic Impact for 2024

Overview

North Carolina Agricultural and Technical State University (N.C. A&T), a dynamic Black Land-Grant University in Greensboro, North Carolina, has empowered scholars since its founding in 1891 under the Second Morrill Act. N.C. A&T thrives by excelling in academics, pursuing innovative research, and leading STEM disciplines.

As a leading research institution, N.C. A&T drives education, innovation, and economic growth across the state and the nation. Graduating more African American engineers and agricultural scientists than any other U.S. university, it also hosts the nation's top public HBCU business school. Through research, service, and its 61 undergraduate degree programs, 35 master's programs, 14 doctoral degree programs, and 46 graduate certificate programs, N.C. A&T consistently prepares leaders who drive positive change in their communities and beyond.

Total ECONOMIC Impact:

$1,256,113,182

- North Carolina A&T State University generated nearly $1.3 billion in total economic impact from $606 million in initial spending.
- With a multiplier of 2.07, every dollar spent by the University and its students supported an additional $1.07 in North Carolina.

Total VALUE-ADDED Impact:

$824,616,053

- North Carolina A&T's value-added impact totaled $825 million for North Carolina's economy.
- This figure represents the estimated increase in economic activity supported by faculty and student spending statewide.



Total LABOR INCOME Impact:

$462,781,732

- North Carolina residents received $463 million in labor income as a result of the University's economic activity.
- This labor income represented 56% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

9,230 Jobs

- North Carolina A&T supported 9,230 jobs across North Carolina's economy.
- The employment multiplier of 16.2 means each $1 million spent supported approximately 16.2 jobs statewide.





For more information please visit: www.ncat.edu

The Office of Equal Employment Opportunity/Affirmative Action, in the Division of Human Resources, seeks to facilitate a welcoming and inclusive environment which supports the right of every member of the University community to learn and work in an environment that promotes fairness, equity and access to its employment and educational programs free of discrimination.

Prairie View A&M University

Economic Impact for 2024

Overview

Founded in 1876 by the Texas legislature, Prairie View A&M University (PVAMU) is the second-oldest public institution of higher education in Texas. In 1878, PVAMU first opened for classes with eight African-American men. PVAMU is located on 1,440 acres in Prairie View, Texas, and has become the largest Historically Black College and University in Texas. In 1984, the University received the designation of an "institution of first class" and was given access to the permanent University fund.

With over 50 bachelor's, 37 master's, and 4 doctoral programs, PVAMU offers numerous paths for students to engage in innovative research and academic excellence. Recently, PVAMU became the first HBCU in Texas to offer a bachelor's degree in public health, launching the School of Public and Allied Health.

Total ECONOMIC Impact:

$1,010,795,649

- Prairie View A&M University generated $1.01 billion in total economic impact for Texas from $446 million in initial spending.
- PVAMU had a multiplier value of 2.27. Every dollar spent generated an additional $1.27 for Texas's economy.

Total VALUE-ADDED Impact:

$653,740,000

- PVAMU's value-added impact measures its contribution to the gross domestic product of Texas.
- Value-added impact comprised $654 million, or 65% of total output, with the remaining 35% tied to trade activity.



Total LABOR INCOME Impact:

$366,998,632

- Texas residents received $367 million in labor income as a result of PVAMU's economic activity.
- Labor income represented 56% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

7,946 Jobs

- PVAMU supported 7,946 jobs across the Texas economy.
- These jobs included direct University employment and indirect or induced jobs supported through supplier, retail, and service sectors.





For more information please visit: www.pvamu.edu

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities.

South Carolina State University

Economic Impact for 2024

Overview

On March 3, 1896, the South Carolina General Assembly passed legislation establishing the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina, located in Orangeburg. South Carolina State University (SCSU) has educated generations of scholars and leaders. It holds a top-10 ranking for the most enrolled ROTC cadets and is number 1 among HBCUs.

SC State is South Carolina's only Research 2 (R2) University as classified by the Carnegie Classification of Institutions of Higher Education.The university invests at least $5 million annually into research. SCSU offers approximately 60 undergraduate majors across 17 subject areas and is home to the state's only nuclear engineering program. In addition, it has the state's only Master of Science degree in transportation and the only Master of Business Administration degree with a concentration in agribusiness.

Total ECONOMIC Impact:

$417,644,272

- South Carolina State University generated $418 million in total economic impact from $209 million in direct spending.
- SC State had a multiplier value of 2.0. Every dollar spent generated an additional dollar for South Carolina's economy.

Total VALUE-ADDED Impact:

$273,328,059

- SC State's value-added impact represents the estimated increase in faculty and student dollars brought into South Carolina.
- Value-added impact comprised $273.3 million, or 65% of total output, with the remaining 35% tied to trade activity.



Total LABOR INCOME Impact:

$153,043,669

- South Carolina residents received $153 million in labor income as a result of SC State's economic activity.
- Labor income represented 56% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

4,037 Jobs

- South Carolina State University supported 4,037 jobs across South Carolina's economy.
- With an employment multiplier of 19.3, every direct job supported additional jobs through indirect and induced effects.





For more information please visit: www.scsu.edu

South Carolina State University provides equal employment opportunity to all employees and job applicants without regard to race, color, religion, gender, national origin, age, disability or veteran status, in accordance with applicable federal and state laws.

Southern University and A&M College

Economic Impact for 2024

Overview

Southern University and A&M College Proposed by Black leaders at Louisiana's 1879 Constitutional Convention, Southern University and A&M College (SU) was chartered in 1880 and opened in New Orleans in 1881 with 12 students. Relocated to Baton Rouge in 1914, Southern University is the flagship institution of the Southern University System, the nation's only historically Black university system. SU serves a diverse student population through a broad range of undergraduate, graduate, and professional degree programs across multiple colleges and schools.

Southern University has earned recognition for its strong programs in engineering, business, education, law, and nursing, while maintaining a longstanding commitment to expanding opportunities in STEM fields, agriculture, and other high-demand professions. Through academic excellence, research, and community engagement, SU continues to prepare students to become leaders, innovators, and contributors to society.

Total ECONOMIC Impact:

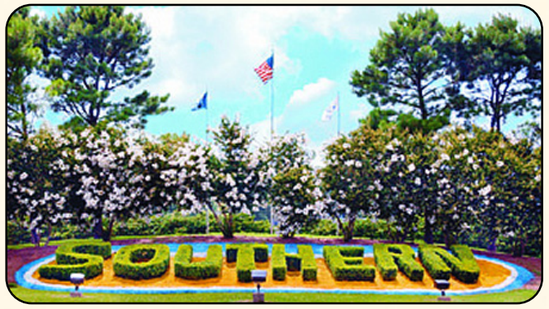
$576,657,538

- Southern University generated $577 million in total economic impact for Louisiana through university and student spending.
- Southern University had a multiplier value of 1.8. Every dollar spent generated an additional $0.80 for Louisiana's economy.

Total VALUE-ADDED Impact:

$380,886,296

- Southern University's value-added impact reflects the estimated increase in faculty and student dollars brought into Louisiana.
- Value-added impact totaled $381 million and represents a major contribution to Louisiana's statewide economy.



Total LABOR INCOME Impact:

$225,260,875

- Louisiana residents received $225 million in labor income through Southern University's economic activity.
- Labor income represented 59% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

5,420 Jobs

- Southern University supported 5,420 jobs across Louisiana's economy.
- The employment multiplier of 16.84 means each $1 million spent supported approximately 16.84 jobs statewide.





For more information please visit: www.subr.edu

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University and A&M College forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws.

Tennessee State University

Economic Impact for 2024

Overview

Founded in 1912 by the Tennessee State General Assembly, the University began as the Tennessee Agricultural & Industrial State Normal School for Negroes. Situated on 500 scenic acres near the Cumberland River, Tennessee State University now proudly offers a diverse array of academic programs through eight colleges and schools. Students can pursue 45 undergraduate degrees, 24 master's degrees, and seven doctoral programs in dynamic fields such as physical therapy, psychology, and engineering.

As of 2024, the University stands proudly as one of the largest HBCUs in the United States. With its "high research" Carnegie Classification, Tennessee State actively nurtures excellence in programming, offerings, and community engagement. Continuing its pursuit of academic distinction, TSU has received approval to build a $50 million research facility, marking a significant milestone in its visionary journey.

Total ECONOMIC Impact:

$850,254,225

- Tennessee State University generated $850 million in total economic impact for Tennessee from $396 million in initial spending.
- Tennessee State had a multiplier value of 2.15. Every dollar spent generated an additional $1.15 for Tennessee's economy.

Total VALUE-ADDED Impact:

$550,169,160

- Tennessee State's value-added impact represents the estimated increase in faculty and student dollars brought into Tennessee.
- Value-added impact comprised $550 million, or 65% of total output, with the remaining 35% tied to trade activity.



Total LABOR INCOME Impact:

$302,818,874

- Labor income includes wages, salaries, benefits, and proprietors' income supported through TSU-related activity.
- Labor income received by Tennessee residents represented 55% of the University's total value-added impact.

Total EMPLOYMENT Impact:

6,437 Jobs

- Tennessee State University supported 6,437 jobs across Tennessee's economy from $396 million in initial spending.
- The employment multiplier of 16.2 means each $1 million spent supported approximately 16.2 jobs.





For more information please visit: www.tnstate.edu

Tennessee State University is an EEO/AA employer and does not discriminate on the basis of race, color, national origin, gender, gender identity, sexual orientation, age, religion, disability or veteran status in its programs or activities. Tennessee State University is committed to providing the highest quality of employment, education, research, and service.

Tuskegee University

Economic Impact for 2024

Overview

Tuskegee University—“the pride of the swift, growing South”—was founded on July 4, 1881, through House Bill 165, becoming a beacon of hope and opportunity for African Americans in Alabama and the South. Guided by the visionary leadership of Booker T. Washington and the groundbreaking scientific contributions of George Washington Carver, Tuskegee transformed education into a catalyst for social and economic progress.

Rooted in a legacy of excellence, Tuskegee empowers students to develop self-knowledge, social awareness, and pride in their cultural heritage while preparing them to lead in a global society. As a national, independent, and state-related institution in Alabama, Tuskegee is recognized for strengths in the sciences, business, architecture, engineering, health professions, and liberal arts. Its historic Land-Grant mission has evolved from agriculture into a dynamic foundation for innovation, leadership, and community impact.

Total ECONOMIC Impact:

$397,061,940

- Tuskegee University generated $397 million in total economic impact for Alabama from $216 million in initial spending.
- Tuskegee had a multiplier value of 1.84. Every dollar spent generated an additional $0.84 for Alabama’s economy.

Total VALUE-ADDED Impact:

$261,589,427

- Tuskegee’s value-added impact represents the estimated increase in faculty and student dollars brought into Alabama.
- Value-added impact comprised $262 million, or 66% of total output, with the remaining 34% tied to trade activity.



Total LABOR INCOME Impact:

$151,072,378

- Alabama residents received $151 million in labor income as a result of Tuskegee University’s economic activity.
- Labor income represented 58% of value-added impact and included wages, salaries, benefits, and proprietors’ income.

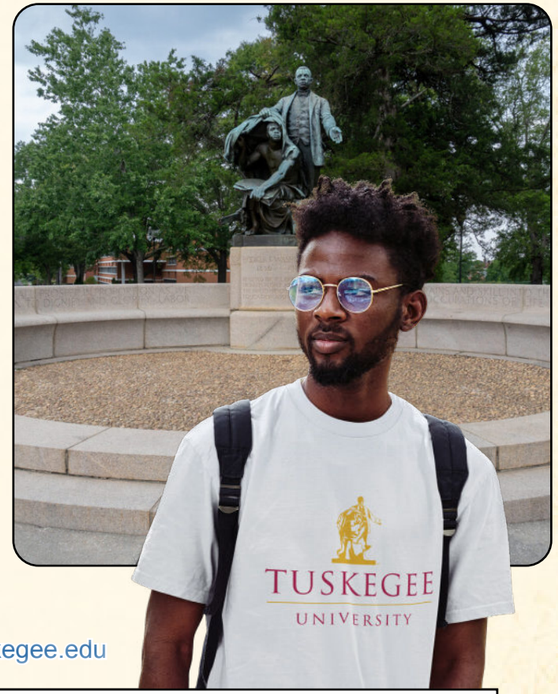
Total EMPLOYMENT Impact:

4,065 Jobs

- With $216 million in initial spending, Tuskegee University supported 4,065 jobs across Alabama’s economy.
- The employment multiplier of 18.8 means each $1 million spent supported approximately 18.8 jobs statewide.







For more information please visit: www.tuskegee.edu

It is the policy of Tuskegee University Cooperative Extension Program to provide equal employment opportunities and to offer educational programs, resources and materials to eligible participants without regard to race, color, national origin, religion, sexual orientation, disability, age, marital or veteran status, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). For all reasonable accommodation requests, please contact Shirley Brown, Director, Office of Civil Rights Compliance at sbrown@tuskegee.edu.

University of Arkansas at Pine Bluff

Economic Impact for 2024

Overview

The University of Arkansas at Pine Bluff (UAPB) is a public, historically Black, Land-Grant University in Pine Bluff, Arkansas, and is the state's second-oldest public institution. Its first location was a one-story frame house built to serve as a barracks. As part of the University of Arkansas System, UAPB is committed to academic excellence, leadership, and service, particularly among African American and underrepresented populations.

UAPB offers more than 50 degree and certificate programs at the undergraduate, master's, and doctoral levels through award-winning and internationally recognized academic programs. Known for its diverse faculty, rich educational heritage, and commitment to student success, UAPB fulfills its Land-Grant mission through excellence in teaching, research, and outreach, addressing the social and economic needs of Arkansas and beyond while preparing graduates to lead, innovate, and thrive in an increasingly interconnected global society.

Total ECONOMIC Impact:

$187,375,448

- UAPB generated $187 million in total economic impact for Arkansas from $108 million in initial spending.
- With an output multiplier of 1.74, every dollar spent produced an additional $0.74 in statewide economic activity.

Total VALUE-ADDED Impact:

$123,402,014

- UAPB's value-added impact totaled $123 million, representing 66% of the University's total output impact.
- This figure reflects the University's direct contribution to the gross domestic product of Arkansas.



Total LABOR INCOME Impact:

$72,059,176

- UAPB generated $72 million in worker earnings across Arkansas's economy.
- Labor income represented 59% of value-added impact and included wages, salaries, benefits, and proprietors' income.

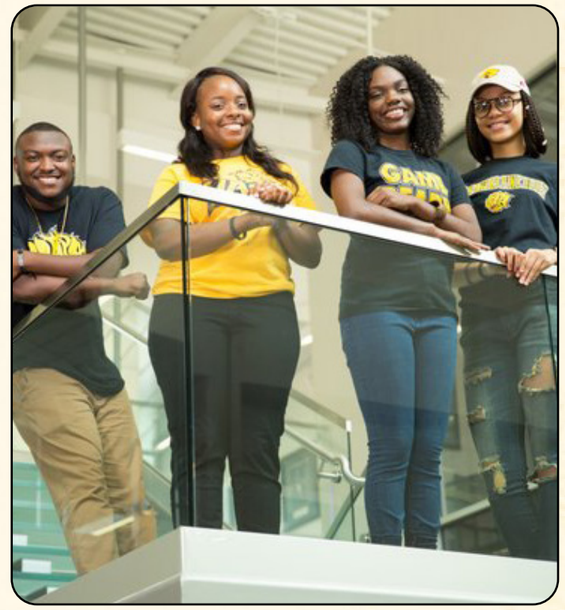
Total EMPLOYMENT Impact:

1,930 Jobs

- UAPB supported 1,930 jobs across Arkansas's economy through university-related spending.
- The employment multiplier of 17.88 means each $1 million spent supported approximately 17.88 jobs statewide.







For more information please visit: www.uapb.edu

UNIVERSITY of ARKANSAS AT PINE BLUFF

UAPB is an equal opportunity/access/pro-disabled and veteran employer and does not discriminate on the basis of sex in our education programs or activities, pursuant to Title IX and 34 CFR Part 106. For more information, visit UAPB's Nondiscrimination Policy or the Office of Institutional Equity.

University of Maryland Eastern Shore

Economic Impact for 2024

Overview

Located in Princess Anne, Maryland, the University of Maryland Eastern Shore (UMES) is a public, land-grant university founded in 1886 by the Methodist Episcopal Church as a private school on 16 acres. Federal funding led to a partnership with Maryland Agricultural College (University of Maryland, College Park) to offer collegiate-level courses for African Americans. In 1935, the state acquired the campus and today UMES has a 1,100-acre campus with the mission of serving a diverse student body.

UMES offers a diverse array of academic programs, including 38 distinct bachelor's degrees that span fields such as physical sciences, engineering, education, and golf management. Graduate-level offerings comprise 14 specialized master's and 8 doctoral programs, supporting its Doctoral University designation. The institution is recognized for its emphasis on agriculture, health professions, and uniquely tailored bachelor's degrees.

Total ECONOMIC Impact:

$403,601,449

- UMES generated $404 million in total economic impact for Maryland from $213 million in initial spending.
- UMES had a multiplier value of 1.89. Every dollar spent generated an additional $0.89 for Maryland's economy.

Total VALUE-ADDED Impact:

$269,316,506

- UMES's value-added impact represents the estimated increase in faculty and student dollars brought into Maryland.
- Value-added impact totaled $269 million, or 66.6% of total output, with the remaining 33.4% tied to trade activity.



Total LABOR INCOME Impact:

$141,516,491

- Maryland residents received $142 million in labor income as a result of UMES's economic activity.
- Labor income represented 53% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

2,960 Jobs

- UMES contributed to the creation and support of 2,960 jobs across Maryland's economy.
- With an employment multiplier of 13.9, every direct job supported additional jobs through indirect and induced effects.







For more information please visit: wwwcp.umes.edu

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Virginia State University

Economic Impact for 2024

Overview

Virginia State University (VSU) is a public, Land-Grant, historically Black University (HBCU) located in Ettrick, near Petersburg, Virginia. Founded on March 6, 1882, as Virginia Normal and Collegiate Institute, it was the first state-supported four-year institution for Black Americans in the United States. The University expanded its mission and changed names over time, becoming Virginia State College in 1930 and Virginia State University in 1979.

VSU offers 37 undergraduate, 19 graduate, 2 doctoral, and 9 certificate programs, providing a comprehensive educational experience across various fields. Through its academic programs, research initiatives, and commitment to public service, VSU continues to prepare students for leadership, professional success, and meaningful contributions to their communities. As an 1890 Land-Grant institution, the University also plays an important role in advancing education, outreach, and economic opportunity for underserved populations.

Total ECONOMIC Impact:

$609,598,401

- Virginia State University generated $610 million in total economic impact for Virginia from $314 million in initial spending.
- VSU had a multiplier value of 1.94. Every dollar spent generated an additional $0.94 for Virginia's economy.

Total VALUE-ADDED Impact:

$403,460,077

- VSU's value-added impact reflects its direct contribution to Virginia's overall economy.
- This figure, derived from a value-added multiplier of 1.3, represents the University's addition to Virginia's GDP.



Total LABOR INCOME Impact:

$216,523,679

- Virginia residents received $217 million in labor income as a result of VSU's economic activity.
- Labor income represented 54% of value-added impact and included wages, salaries, benefits, and proprietors' income.

Total EMPLOYMENT Impact:

4,950 Jobs

- VSU contributed to the creation and support of 4,950 jobs across Virginia's economy.
- The employment multiplier of 15.78 means each $1 million spent supported approximately 15.78 jobs statewide.







For more information please visit: www.vsu.edu

The Virginia State University is committed to providing a working, learning and living environment that is free from unlawful discrimination, harassment and retaliation, and strives to afford fair and equitable treatment to all members of the University community, regardless of their membership in any legally protected class. The University does not discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, marital status, pregnancy, political affiliation, or veteran status, in admissions, employment, or in any of its educational programs or activities.

West Virginia State University

Economic Impact for 2024

Overview

West Virginia State University (WVSU), located in Institute near Charleston, West Virginia, was established in 1891 as the West Virginia Colored Institute under the Second Morrill Act of 1890, to provide higher education for African Americans. As one of 19 historically Black Land-Grant institutions, it emerged as a leader in agricultural advancement, teacher preparation, and community development. The University expanded, achieving accreditation in 1929 and supporting World War II through its aviation program, training African American pilots.

Today, WVSU provides more than 70 undergraduate and graduate programs and remains committed to access, innovation, and service. Guided by its motto, “A Living Laboratory of Human Relations,” the University continues to equip diverse students for leadership and community impact throughout West Virginia and beyond.

Total ECONOMIC Impact:

$170,136,552

- West Virginia State University generated $170 million in total economic output from $88 million in initial spending.
- With an output multiplier of 1.9, every dollar spent produced nearly another dollar in total economic activity.

Total VALUE-ADDED Impact:

$112,604,145

- WVSU’s value-added impact reflects its contribution to West Virginia’s overall economy.
- This figure, derived from a value-added multiplier of 1.3, represents the University’s direct addition to state GDP.



Total LABOR INCOME Impact:

$60,430,920

- WVSU’s labor income impact reached $60 million as a result of $88 million in initial spending.
- Labor income represented 53% of value-added impact and included wages, salaries, benefits, and proprietors’ income.

Total EMPLOYMENT Impact:

1,382 Jobs

- WVSU supported an estimated 1,382 jobs across multiple sectors of West Virginia’s economy.
- The employment multiplier of 15.8 shows that university spending sustained additional jobs across the state.





For more information please visit: www.wvstateu.edu

West Virginia State University is an equal opportunity/affirmative action institution and does not discriminate against any person because of race, color, religion, sex/gender, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, sexual orientation, gender identity, veteran or military status or other category that is protected under federal, State, or local anti-discrimination laws as protected characteristics.

Summary Economic Impact Profiles

Alabama A&M University
$651,746,229 Economic Impact
6,672 Jobs Supported

Alcorn State University
$278,581,836 Economic Impact
2,911 Jobs Supported

Central State University
$253,001,763 Economic Impact
2,218 Jobs Supported

Delaware State University
$621,676,138 Economic Impact
4,248 Jobs Supported

Florida A&M University
$1,119,230,902 Economic Impact
9,736 Jobs Supported

Fort Valley State University
$273,350,586 Economic Impact
2,066 Jobs Supported

Kentucky State University
$223,734,521 Economic Impact
2,121 Jobs Supported

Langston University
$139,261,419 Economic Impact
1,416 Jobs Supported

Lincoln University
$176,244,113 Economic Impact
1,275 Jobs Supported

North Carolina A&T State University
$1,256,113,182 Economic Impact
9,230 Jobs Supported

Prairie View A&M University
$1,010,795,649 Economic Impact
7,946 Jobs Supported

South Carolina State University
$417,644,272 Economic Impact
4,037 Jobs Supported

Southern University and A&M College
$576,657,538 Economic Impact
5,420 Jobs Supported

Tennessee State University
$850,254,225 Economic Impact
6,437 Jobs Supported

Tuskegee University
$397,061,940 Economic Impact
4,065 Jobs Supported

University of Arkansas at Pine Bluff
$187,375,448 Economic Impact
1,930 Jobs Supported

University of Maryland Eastern Shore
$403,601,449 Economic Impact
2,960 Jobs Supported

Virginia State University
$609,598,401 Economic Impact
4,950 Jobs Supported

West Virginia State University
$170,136,552 Economic Impact
1,382 Jobs Supported

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Appendix A

1890 LGUs and Local Economic Conditions

Table A.1: 1890 LGUs Located in Distressed ZIP Codes (2025)

University	Zip Distress Score	County Distress Score
South Carolina State University	99.4 (Distressed)	92.7 (Distressed)
Tuskegee University	98.2 (Distressed)	94.6 (Distressed)
Alcorn State University	97.7 (Distressed)	99.8 (Distressed)
University of Maryland Eastern Shore	80.8 (Distressed)	90.4 (Distressed)
Southern University and A&M College	99.2 (Distressed)	61.5 (At Risk)
Fort Valley State University	81.2 (Distressed)	54.3 (Mid-Tier)
University of Arkansas at Pine Bluff	97.5 (Distressed)	37.3 (Comfortable)
Central State University	95.5 (Distressed)	14.7 (Prosperous)

Table A.2: 1890 LGUs Located in At Risk ZIP Codes (2025)

University	Zip Distress Score	County Distress Score
West Virginia State University	74.5 (At Risk)	75.7 (At Risk)
North Carolina A&T State University	77.7 (At Risk)	31.3 (Comfortable)
Prairie View A&M University	68.5 (At Risk)	27.0 (Comfortable)
Lincoln University	66.0 (At Risk)	24.3 (Comfortable)
Virginia State University	69.3 (At Risk)	2.5 (Prosperous)
Florida A&M University	75.6 (At Risk)	21.6 (Prosperous)

Table A.3: 1890 LGUs Located in Comfortable and Mid-Tier ZIP Codes (2025)

University	Zip Distress Score	County Distress Score
Alabama A&M University	37.8 (Comfortable)	10.5 (Prosperous)
Tennessee State University	28.1 (Comfortable)	34.8 (Comfortable)
Kentucky State University	44.0 (Mid-Tier)	18.8 (Prosperous)
Delaware State University	45.3 (Mid-Tier)	8.8 (Prosperous)

Appendix B

Economic Impact Analysis, Methods, and Limits

What Is Economic Impact Analysis?

Economic impact analysis is a way to understand how spending affects the economy. It looks at how money flows through businesses and communities.

Terminologies:

1. **Total Initial Spending**: expenditures generated by the institution, including wages and salaries, fringe benefits, operating expenses, and spending by students attending the institution.

2. **Total Economic Impact**: the total value of production within the economy, equivalent to business revenues, sales, or gross receipts. This is the most comprehensive measure of economic activity, as it includes the value of all intermediate inputs. It measures the overall change in economic activity within a region resulting from institution-related spending, including direct, indirect, and induced effects.

3. **Total Value-Added Impact**: a measure of the value of production to the regional economy, equivalent to gross regional product (GRP). It is calculated as total output minus intermediate purchases; it does not reflect the value created by intermediate inputs.

4. **Labor Income Impact**: the total compensation paid to workers, including wages, salaries, and employer-provided benefits, generated by economic activity associated with the institution.

5. **Employment Impact**: the total number of full-time and part-time jobs supported by the economic activity, including direct, indirect, and induced employment effects.

When an organization spends money, that spending doesn't stop there—it creates a chain reaction. Economists measure this using three types of effects:

- **Direct effects:** The first round of spending (for example, a university paying salaries).
- **Indirect effects:** Businesses buying goods and services from other businesses.
- **Induced effects:** Employees spending their income on things like housing, food, and transportation. Together, these show the total impact of spending on the economy.

What Is RIMS II?

The **Regional Input-Output Modeling System (RIMS II)** is a tool created by the U.S. Bureau of Economic Analysis (BEA).

- It uses data about how industries are connected.
- It provides multipliers, which estimate how much economic activity is created from an initial amount of spending.
- It helps researchers and policymakers understand the ripple effects of economic activity.

What Is Economic Impact Analysis?

IMPLAN is another tool used to measure economic impact.

It calculates total impact using four key measures:

- **Output**: Total sales in the economy
- **Value added**: Contribution to GDP
- **Labor income**: Wages and earnings
- **Employment**: Jobs supported

IMPLAN also breaks impacts into:

- Direct
- Indirect
- Induced

Total impact = Direct + Indirect + Induced

Methodology (How the Analysis Was Done)

This report looks at the economic impact of all 1890 Land-Grant Universities (LGUs).

It measures how university-related spending affects:

- Output (sales)
- Value added (GDP)
- Labor income (wages)
- Employment (jobs)

The analysis includes spending from:

- Universities (operations and salaries)
- Faculty and staff
- Students

Data from **IPEDS** (a federal education database) was used to estimate spending, specifically:

1. Wages, salaries, and benefits
2. Other university expenses

RIMS II multipliers were then applied to estimate the total economic impact of this spending.

Limitations (What This Study Does NOT Include)

This report gives a **conservative estimate**, meaning the real impact is likely larger.

It includes three main types of spending:

- Employee wages and benefits
- University operating expenses
- Student spending

However, it does **not include** several important factors:

- **Construction and capital projects** (like new buildings)
- **Tourism and sporting events** (visitor spending)
- **Alumni impact** (graduates' earnings and taxes)
- **Research funding and grants**
- **Outreach and public service programs**

Because these are excluded, the results likely **underestimate the true economic impact** of 1890 LGUs.

Final Note

The economic impact numbers in this report should be seen as a **minimum estimate**. Future studies aim to include more data—like construction, research, and visitor spending—to give a more complete picture.

Appendix C

State-Wide Economic Impact of 1890 LGUs, 2020-2023

Table C.1: State-Wide Economic Impact of 1890 Land-Grant Universities, 2023.

Name	Economic Impact	Value-added	Labor Income	Employment (job)
Alabama A&M University	$580,564,995	$382,483,561	$220,890,812	5,943
Alcorn State University	$257,018,844	$169,778,860	$99,591,621	2,685
Central State University	$167,719,078	$108,587,298	$61,657,847	1,470
Delaware State University	$456,019,596	$307,436,553	$149,097,921	3,116
Florida A&M University	$1,062,226,271	$705,280,013	$398,905,955	9,240
Fort Valley State University	$241,604,847	$158,522,294	$88,369,312	1,826
Kentucky State University	$219,819,980	$142,549,204	$79,440,366	2,084
Langston University	$133,211,764	$87,692,929	$51,334,208	1,354
Lincoln University	$151,834,511	$99,216,158	$55,121,794	1,098
North Carolina A&T State University	$940,637,041	$617,511,555	$346,552,878	6,912
Prairie View A&M University	$953,596,899	$616,746,261	$346,230,969	7,497
South Carolina State University	$280,905,129	$183,838,877	$102,936,290	2,715
Southern University and A&M College	$456,693,294	$301,649,082	$178,399,005	4,293
Tennessee State University	$802,884,047	$519,517,608	$285,947,939	6,079
Tuskegee University	$321,797,449	$212,004,229	$122,436,076	3,294
University of Arkansas at Pine Bluff	$175,754,674	$115,748,786	$67,590,162	1,810
University of Maryland Eastern Shore	$288,686,712	$192,635,822	$101,223,449	2,117
Virginia State University	$384,170,515	$254,261,601	$136,453,792	3,120
West Virginia State University	$152,897,563	$101,194,594	$54,307,791	1,242
Total	**$8,028,043,209**	**$5,276,655,283**	**$2,946,488,186**	**67,895**

Appendix C continued

State-Wide Economic Impact of 1890 LGUs, 2020-2023

Table C.2: State-Wide Economic Impact of 1890 Land-Grant Universities, 2022.

Name	Economic Impact	Value-added	Labor Income	Employment (job)
Alabama A&M University	$484,135,162	$318,954,367	$184,201,614	4,956
Alcorn State University	$261,580,889	$172,792,409	$101,359,357	2,733
Central State University	$164,309,650	$106,379,913	$60,404,453	1,440
Delaware State University	$416,735,085	$280,951,957	$136,253,651	2,848
Florida A&M University	$901,547,979	$598,595,410	$338,565,207	7,842
Fort Valley State University	$232,100,265	$152,286,127	$84,892,919	1,754
Kentucky State University	$173,741,391	$112,668,089	$62,788,104	1,647
Langston University	$119,424,578	$78,616,863	$46,021,207	1,214
Lincoln University	$160,347,505	$104,778,968	$58,212,340	1,160
North Carolina A&T State University	$987,234,427	$648,101,913	$363,720,455	7,255
Prairie View A&M University	$855,531,484	$553,321,686	$310,625,481	6,726
South Carolina State University	$269,712,758	$176,514,008	$98,834,900	2,607
Southern University and A&M College	$400,493,548	$264,528,761	$156,445,587	3,765
Tennessee State University	$622,582,064	$402,850,631	$221,733,211	4,714
Tuskegee University	$340,348,380	$224,225,817	$129,494,252	3,484
University of Arkansas at Pine Bluff	$171,382,771	$112,869,531	$65,908,855	1,765
University of Maryland Eastern Shore	$297,003,333	$198,185,363	$104,139,541	2,178
Virginia State University	$390,383,708	$258,373,776	$138,660,660	3,170
West Virginia State University	$153,968,233	$101,903,212	$54,688,084	1,250
Total	**$7,402,563,208**	**$4,866,898,801**	**2,716,949,876**	**62,508**

Table C.3: 1890 LGUs as Stable Economic Anchors and Sources of Statewide Growth, 2020–2024.

Name	Economic Impact	Value-added	Labor Income	Employment (job)
Alabama A&M University	$580,564,995	$382,483,561	$220,890,812	5,943
Alcorn State University	$257,018,844	$169,778,860	$99,591,621	2,685
Central State University	$167,719,078	$108,587,298	$61,657,847	1,470
Delaware State University	$456,019,596	$307,436,553	$149,097,921	3,116
Florida A&M University	$1,062,226,271	$705,280,013	$398,905,955	9,240
Fort Valley State University	$241,604,847	$158,522,294	$88,369,312	1,826
Kentucky State University	$219,819,980	$142,549,204	$79,440,366	2,084
Langston University	$133,211,764	$87,692,929	$51,334,208	1,354
Lincoln University	$151,834,511	$99,216,158	$55,121,794	1,098
North Carolina A&T State University	$940,637,041	$617,511,555	$346,552,878	6,912
Prairie View A&M University	$953,596,899	$616,746,261	$346,230,969	7,497
South Carolina State University	$280,905,129	$183,838,877	$102,936,290	2,715
Southern University and A&M College	$456,693,294	$301,649,082	$178,399,005	4,293
Tennessee State University	$802,884,047	$519,517,608	$285,947,939	6,079
Tuskegee University	$321,797,449	$212,004,229	$122,436,076	3,294
University of Arkansas at Pine Bluff	$175,754,674	$115,748,786	$67,590,162	1,810
University of Maryland Eastern Shore	$288,686,712	$192,635,822	$101,223,449	2,117
Virginia State University	$384,170,515	$254,261,601	$136,453,792	3,120
West Virginia State University	$152,897,563	$101,194,594	$54,307,791	1,242
Total	**$8,028,043,209**	**$5,276,655,283**	**$2,946,488,186**	**67,895**

Appendix C continued
State-Wide Economic Impact of 1890 LGUs, 2020-2023

Table C.4: State-Wide Economic Impact of 1890 Land-Grant Universities, 2020.

Name	Economic Impact	Value-added	Labor Income	Employment (job)
Alabama A&M University	$484,135,162	$318,954,367	$184,201,614	4,956
Alcorn State University	$261,580,889	$172,792,409	$101,359,357	2,733
Central State University	$164,309,650	$106,379,913	$60,404,453	1,440
Delaware State University	$416,735,085	$280,951,957	$136,253,651	2,848
Florida A&M University	$901,547,979	$598,595,410	$338,565,207	7,842
Fort Valley State University	$232,100,265	$152,286,127	$84,892,919	1,754
Kentucky State University	$173,741,391	$112,668,089	$62,788,104	1,647
Langston University	$119,424,578	$78,616,863	$46,021,207	1,214
Lincoln University	$160,347,505	$104,778,968	$58,212,340	1,160
North Carolina A&T State University	$987,234,427	$648,101,913	$363,720,455	7,255
Prairie View A&M University	$855,531,484	$553,321,686	$310,625,481	6,726
South Carolina State University	$269,712,758	$176,514,008	$98,834,900	2,607
Southern University and A&M College	$400,493,548	$264,528,761	$156,445,587	3,765
Tennessee State University	$622,582,064	$402,850,631	$221,733,211	4,714
Tuskegee University	$340,348,380	$224,225,817	$129,494,252	3,484
University of Arkansas at Pine Bluff	$171,382,771	$112,869,531	$65,908,855	1,765
University of Maryland Eastern Shore	$297,003,333	$198,185,363	$104,139,541	2,178
Virginia State University	$390,383,708	$258,373,776	$138,660,660	3,170
West Virginia State University	$153,968,233	$101,903,212	$54,688,084	1,250
Total	**$7,402,563,208**	**$4,866,898,801**	**2,716,949,876**	**62,508**

The 1890 Land-Grant University System stands as a powerful example of strength, resilience, and unity in advancing education, research, and community engagement across the United States. Established under the Second Morrill Act of 1890, these historically Black land-grant institutions have worked collectively for more than a century to expand opportunities for underserved populations while addressing critical challenges in agriculture, natural resources, youth development, health, and economic prosperity. Through strong partnerships among universities, Cooperative Extension programs, research centers, government agencies, and local communities, the 1890 institutions leverage their shared mission to create lasting impact. Their unity fosters collaboration, innovation, and resource-sharing that strengthen rural and urban communities alike, ensuring that knowledge reaches those who need it most. Together, the 1890 universities continue to build on a legacy of service, leadership, and excellence, demonstrating that collective action and a common purpose can transform lives and empower future generations.

The continued success and sustainability of the 1890 Universities is due to an ecosystem of support both within and outside the community that has stayed on mission for the past 136 years. Though we cannot recognize and name all the individuals and their contributions here, it is important that we at least reference the organizations that continue to play a key role in our development.

The 1890 Council of Presidents
The 1890 University Foundation
The Association of Extension Administrators
The Association of Research Directors
The Council of 1890 Deans

1890 Centers of Excellence

- The Center of Excellence for Student Success and Workforce Development (SSWD)
- The Center of Excellence for Land, Water, and Resource Management (LWRM)
- The Center of Excellence for Emerging Technologies
- The Center of Excellence for Global Food Security and Defense (GFSD)
- The Center of Excellence for Nutrition, Health, Wellness, and Quality of Life
- The Center of Excellence for Farming Systems, Rural Prosperity, and Economic Sustainability (CFSRPES)

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Get in touch

Contact SAABB: (334) 724-4441 | saabb@tuskegee.edu

SAABB Editor: (404) 451-6226 | pennick3@gmail.com

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