2017 HACU Legislative Agenda

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2017 HACU LEGISLATIVE AGENDA

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Hispanic Association of Colleges and Universities

FY 2018
Appropriations and Requests

PROGRAM	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY2018 Pres. Budget	Author-ized Level
Education – Title V, Part A (Undergraduate)	$100.4M	$95.4M	$98.6M	$100.2M	$107.8M	Pending	Pending	$175M
Education – Title V, Part B (Graduate)[1]	$9M	$8.5M	$8.8M	$8.99M	$9.7M	Pending	Pending	$100M
Education – STEM Articulation[2]	$100M	$95M	$92.8M	$92.8M	$93.2M	Pending	Pending	$100M
Education – Hawkins Centers of Excellence	0	0	0	0	0	Pending	Pending	$30M
Education – First in the World Fund (MSI portion only)	-	0	$20M	$16M	0	Pending	Pending	$100M
Farm Bill – HSIs Education Grants	$9.2M	$8.7M	$9.2M	$9.2M	$9.2M	Pending	Pending	$40M
Farm Bill – HSACUs								
▪ Endowment	0	0	0	0	0	-	Pending	$80M
▪ Equity Grants	0	0	0	0	0	-	Pending	$20M
▪ Capacity-Building	0	0	0	0	0	-	Pending	$40M
▪ Basic & Applied Research	0	0	0	0	0	-	Pending	$40M
▪ National Resources Leadership Program	0	0	0	0	0	-	Pending	$40M
▪ Extension Grants	0	0	0	0	0	-	Pending	$40M
▪ Training Hispanic Ag Workers Grants			New in 2014	-	-	-	Pending	$10M[3]
HUD – HSI Assisting Communities	0	0	0	0	0	-	Pending	$15M[4]
National Science Foundation	-	Lang.	Lang.	Lang.	-	Lang.[5]	Pending	$30M[6]
Commerce – MSI Wireless Technology	0	0	0	0	0	-	Pending	$250M[7]
Veterans Affairs – HSI Veterans' Support	0	0	0	0	0	-	Pending	$20M[8]

1 Appropriations originally included an additional $10.6M in mandatory funds for Title V, Part B, as authorized in the Higher Education Act. The mandatory portion ended in 2014.
2 Obligated funds first committed under the CCRAA of 2007 and extended by the HCR & ERA of 2010 through FY 2019.
3 No specific authorization level; $10M represents HACU's request.
4 No specific authorization level; $15M represents HACU's request.
5 Unlike previous language in appropriations bills which asked NSF to create an HSI program, the President's budget notes that NSF is focusing on Hispanic-serving 2-year institutions through a variety of existing programs.
6 Congress had included language directing NSF to create an HSI program, but there was no specific authorization level; $30M represents HACU's request.
7 This MSI program was reauthorized in 2008, but has not yet been funded. The amount requested for FY 2017 by HACU was decided upon by the Alliance for Equity in Higher Education, for all MSIs.
8 No specific authorization level; $20M represents HACU's request

HACU's Legislative Agenda for the 1st Session of the 115th Congress

Authorizations & Appropriations Goals for FY 2018

Introduction

The Hispanic Association of Colleges and Universities (HACU) is the nation's champion of Hispanic higher education success. HACU is the only nationally recognized voice for Hispanic-Serving Institutions (HSIs), which serve the largest concentrations of Hispanic students in higher education in the United States.

HACU presents its Legislative Agenda for the 1st Session of the 115th Congress to address Hispanic higher education needs as well as critical PK-20 pipeline issues. Hispanics suffer the lowest high school and college graduation rates of any major racial/ethnic demographic population group; in addition, on a per student basis, HSIs on average continue to receive only sixty-nine cents for every federal dollar to all degree-granting institutions.

HACU's Legislative Agenda addresses federal Fiscal Year (FY) 2018 appropriations requests for the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, and Housing and Urban Development, as well as the National Science Foundation and the National Aeronautics and Space Administration.

It also proposes long-range priorities for the reauthorizations of the ***Higher Education Act (HEA)*** and the ***America COMPETES Act***, and includes a policy statement on the ***Development, Relief and Education for Alien Minors Act (DREAM Act)*** and programmatic recommendations for the Department of ***Health and Human Services***.

Note: The 115th Congress has not yet completed the FY 2017 appropriations that should have been finished by the previous Congress. The federal government has been operating under a Continuing Resolution (CR), a short-term funding bill for the federal government, since December 2016. The CR is scheduled to expire on April 28, 2017. Congress is expected to either extend a full CR for the remainder of the Fiscal Year or pass a final FY 2017 budget. As a result, work on the introduction and consideration of the FY 2018 budget is expected to be significantly delayed. President Trump is not expected to release the complete FY 2018 budget submission to Congress until May 2017. Final FY 2017 appropriation amounts for the various HSI related programs were unknown as this legislative agenda was finalized.

Hispanic Demographics and Higher Education

Current demographic, employment and education data for Hispanics document the national need for greater investment to assure academic access and success throughout the K-20 pipeline for the country's 56.7 million

Hispanic Americans[9] (and an additional 3.4 million in Puerto Rico) and for the 3.1 million Hispanics in higher education.[10]

Hispanics are the largest, youngest, and second fastest-growing ethnic population in the U.S.

- Hispanics make up 17.6 percent of the total United States population, and grew 50 percent from 2000-2012, the largest increase of all population groups except Asian American.[11]

- With a median age of 28.2, Hispanics are almost than a decade younger than the U.S. population as a whole with a median age of 37.6.[12]

- U.S. Hispanic purchasing power in 2015 was $1.3 trillion and is projected to be $1.7 trillion by 2020.[13]

Not surprisingly, Hispanics are becoming an increasingly important part of the U.S. labor force:

- Between 2000 and 2010, Hispanics accounted for 54 percent of the labor growth. It is projected that between 2010 and 2020, 74 percent of the growth of the civilian workforce will be Hispanic.[14]

Unfortunately, Hispanic high school and college completion rates fall far below most major population groups in the nation.

- In 2014 Hispanic 16- through 24-year-olds had a 10.6 percent status dropout rate compared to 5.2 percent for whites of the same age group.[15] This figure represents significant progress, since as recently as 1995, the rate was 30 percent!

- In 2015, only 15.5 percent of Hispanic adults had at least a bachelor's degree, compared to 52.9 percent of Asians, 36.2 percent of Non-Hispanic Whites and 22.9 percent of African Americans.[16]

If the nation is to meet its workforce needs for the rest of this century, it needs to commit to improving the educational attainment of its Hispanic citizens.

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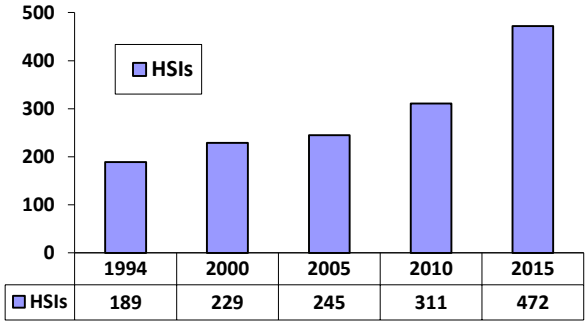
9 U.S. Census Bureau, 2014 National Population Projections, Table 10. Projections of the Population by Sex, Hispanic Origin, and Race for the United States: 2015 to 2060, retrieved from https://www.census.gov/population/projections/data/national/2014/summarytables.html. Puerto Rico population estimate as of July 1, 2014, retrieved from http://www.census.gov/popest/data/puerto_rico/totals/2014/index.html.
10 HACU Analysis of 2015 IPEDS data, March 2017
11 Pew Hispanic Center, "An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030," November 2012
12 US Census Bureau, American Factfinder, July 1, 2013, retrieved from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk.
13 Nielsen, "Hispanic Influence reaches new heights in the U.S.," August 2016, http://www.nielsen.com/us/en/insights/news/2016/hispanic-influence-reaches-new-heights-in-the-us.html
14 Bureau of Labor Statistics. Toossi, Mitra, "Labor force projections to 2020: a more slowly growing workforce," *Monthly Labor Review*, January 2012
15 NCES, *The Digest of Educational Statistics 2015*, "Table 219.70. Percentage of high school dropout among persons 16 through 24 year olds (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2014."
16 Ibid., "Table 104.10. Rates or high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2015."

The Role of Hispanic-Serving Institutions (HSIs)

Hispanic-Serving Institutions (HSIs) are defined in the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic. (Appendix A provides a listing of HSIs by Congressional district.)

HSIs are at the forefront of efforts to increase educational access and success for the nation's Hispanic citizens. Based on U.S. Department of Education's most recent IPEDS data (2015 enrollment data), there are 472 Hispanic-Serving Institutions in 18 states and Puerto Rico. And, driven by demographic trends, the number of HSIs is rapidly growing.

Growth of HSIs from 1990 to 2015



Promising continued growth in the number of HSIs, there are 323 "emerging" HSIs with FTE student enrollments that are 15.0-24.9 percent Hispanic. Due to rapid Hispanic population growth and the increasing numbers of Hispanics pursuing postsecondary education, most of these emerging HSIs are expected to become HSIs within the next decade.

HSIs provide Hispanic Americans the greatest access to a college education.

- HSIs represent 13.9 percent of all higher education institutions, yet serve 62.3 percent of all Hispanic students.[17]
- In 2011, HSIs awarded 46.9 percent of all degrees to Hispanic students.[18]
- Of the 472 HSIs in 2015:
  - 209 (44 percent) were public two-year institutions.
  - 105 were public four-year institutions.
  - 134 were private four-year institutions.
  - 24 were private two year institutions.[19]

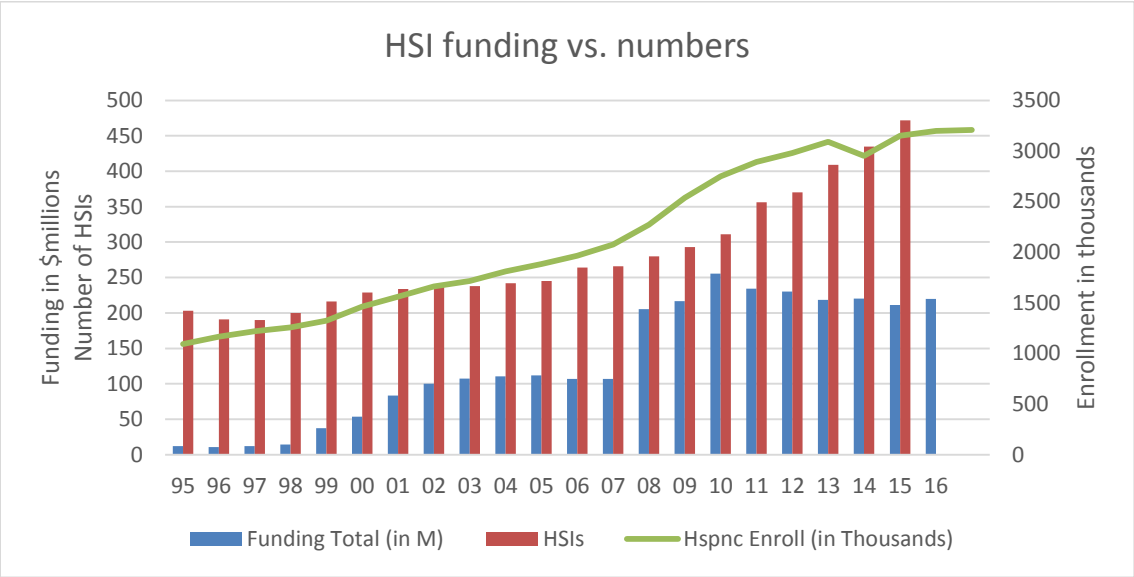
17 HACU Analysis of 2015-16 IPEDS data, March 2017
18 HACU Analysis of 2010-11 IPEDS Completions Survey, February 2013
19 HACU Analysis of 2015-16 IPEDS data, March 2017

- 46 percent of Hispanic undergraduate students attend two-year institutions (compared to 33 percent of all college students).[20]

HSI Funding

One of the challenges HSIs face as they address their critical role is persistent underfunding relative to every other degree-granting institution.

According to 2010-11 IPEDS data, HSIs on average received $3,815 per student from all federal revenue sources, compared to $5,554 per student for all degree-granting institutions, just 68.7 cents on the dollar received by other institutions to educate a disproportionately low income student population.



As the above chart illustrates, federal funding grew in the early years (1998-2004) of Title V (the original and still linchpin HSI federal funding program), then leveled off from 2004-07 as the number of HSIs and Hispanic college students continued to grow. It increased dramatically in 2008 with the addition of the HSI STEM program, but since the Recession of 2009-10, it has actually declined while HSIs and Hispanic enrollments have increased even more rapidly. This situation needs to change if HSIs are to play their role in educating the nation's workforce in this century.

Science, Technology, Engineering and Math (STEM) Education

Although the numbers of Hispanics attending HSIs and other institutions continues to grow, not every field of study is equitably represented by Hispanics. One major challenge is to prepare Hispanics in PK-12 education with the strong academic skills needed to pursue degrees in science, technology, engineering and mathematics (STEM) areas, projected to be the most critical in the 21st century.

Hispanic percentages in key STEM areas are exceedingly low. For the academic year 2013-14, Hispanics students comprised:

20 HACU Analysis of 2015-16 IPEDS data, April 2017

- 3.0 percent of the Ph.D. graduates in physical sciences and science technologies, 2.6 percent in engineering and 2.1 percent in mathematics and statistics.[21]

- 4.5 percent of masters' degrees in physical sciences and science technologies, 4.7 percent in engineering, and 3.7 percent in mathematics and statistics.[22]

- 7.6 percent of the baccalaureate degrees awarded in physical sciences and science technologies, 8.8 percent in engineering and 8.4 percent in mathematics and statistics.[23]

In view of the dramatic gap between these percentages and the percentage of Hispanics in the workforce, it is urgent that special attention be given to increasing Hispanic participation and success in STEM fields.

To address these persisting educational access and achievement gaps for a group that will be an increasingly key component of the 21st century American workforce, and especially to assure a well-prepared STEM workforce to maintain America's innovation and economic leadership, HACU presents the following legislative and policy priorities to the 115th Congress.

21 NCES, Digest of Education Statistics 2015, Table 324.25, "Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2012-13 and 2013-14," Sept. 2015
22 NCES, Digest of Education Statistics 2015, Table 323.30, "Master's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2012-13 and 2013-14," Sept. 2015
23 NCES, Digest of Education Statistics 2015, Table 322.30, "Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2012-13 and 2013-14," Sept. 2015

HACU's Public Policy Priorities for the 1st Session of the 115th Congress

U.S. Department of Education

Appropriations for FY 2018

Title V, Part A: Undergraduate Education

Since 1995, funds received from Title V, Part A, of the Higher Education Act have allowed HSIs to expand their academic and faculty programs, administration, infrastructure, technology, endowment and other urgently needed resources. Title V remains the chief federal vehicle for targeting funding to HSIs.

- **HACU requests an appropriation of $117 million for the Developing HSIs program for undergraduate support under Title V, Part A.**

This request will only restore the FY 2010 funding level for this program and does not accommodate the 51.8 percent increase in the number of HSIs (from 311 in 2010 to 472 in 2015).

Title V, Part B: Graduate Education

As advanced skills become a more important measure of future earnings, tax dollars and the nation's economic strength, many under-funded HSIs do not have the infrastructure to offer advanced degree programs. Yet, HSIs award 37.0 percent of all Hispanic graduate degrees.[24] Currently, only 41 percent of HSIs offer a post-baccalaureate degree, with 23 percent offering a doctoral degree.[25] The total number of doctorates awarded each year to Hispanics has risen to 7.0 percent in 2015, with doctorates in STEM fields up to 6.8 percent in 2015.[26]

Title V Part B funding took a significant hit in 2014 when an annual $10 million mandatory portion expired. Total funding was effectively cut in half and no new grants have been awarded since that year.

- **HACU requests an appropriation of $20 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.**

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24 HACU analysis of 2012-13 IPEDS Completions Data, February 2015
25 HACU analysis of 2015-16 IPEDS, April 2017
26 National Science Foundation, Science and Engineering Doctorates, December 2016, Table 23, "U.S. citizen and permanent resident doctorate recipients, by broad field of study, ethnicity, and race: Selected years, 1995-2015," https://www.nsf.gov/statistics/2017/nsf17306/data.cfm.

Hawkins Centers for Excellence Program

The Hawkins Centers for Excellence Program was authorized in the 2008 Higher Education and Opportunity Act and is designed to increase the number of effective minority educators by expanding and reforming teacher education programs at Minority-Serving Institutions (MSIs). If funded, the Hawkins Centers of Excellence program would make competitive grants of at least $500,000 annually for up to five years to eligible MSIs to establish Centers of Excellence in teacher education. Increasing the number of culturally and linguistically diverse teachers at HSSDs and other high need schools is key to closing the achievement gaps between Hispanic students and their peers.

- **HACU requests an appropriation of $30 million for the Hawkins Centers of Excellence program to increase the number of effective minority educators by expanding and reforming teacher education programs at MSIs.**

The Higher Education Act (HEA) Reauthorization

HEA is the legislation that defines the federal role in higher education. It governs federal student aid programs including Pell grants and federal student loans, international education, and developing institution programs. Most critically for HACU, it contains the definition of Hispanic-Serving Institutions (HSIs) and authorizes the Title V, Parts A and B, grant programs that support HSI undergraduate and graduate education, as well as Title III, Part F, the Developing Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics, and Articulation program. Last authorized in 2008, it is due for reauthorization in the current Congress.

Recommendations

- HACU recommends that the maximum authorized funding level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2- and 4-year institutions be increased to $465 million per year "and such sums as may be necessary" for the authorized cycle of years following the reenacting of the HEA.

- HACU recommends including collaborations between HSIs and international higher education as allowable usage of Title V funds.

- HACU also recommends that the "50 percent low-income" assurance requirement be eliminated from the funding criteria of Title V: this requirement creates an unnecessary and costly administrative burden.

- HACU recommends that the Educator Preparation Reform Act (EPRA) serve as the framework for reauthorizing Title II of the Higher Education Act and include in the definitions of the terms "Profession Ready Teachers" and "Profession Ready Principals" the following language: "has demonstrated the ability to work with students who are culturally and linguistically diverse."

- HACU recommends federal investments to enhance the Teacher Quality Partnership Grants program authorized in HEA under Title II Part A as a promising strategy to address the teacher diversity crisis in the United States and mitigate the negative impact it has on a majority-minority student population.

- HACU recommends that Augustus F. Hawkins Centers of Excellence allow funding of consortia and partnerships between HSIs and Emerging HSIs, institutions with 15-24.9% Hispanic enrollment (to be defined under Title V) for the preparing Hispanic teachers to meet national, state and local needs.

- HACU recommends other financial support mechanisms for Hispanic achievement in higher education. These mechanisms include discontinuing all federal student loan-origination fees, fixing the maximum interest rate at or below the current level or prime rate (whichever is lower), and forgiving accumulated federal loan debt of graduates who choose to work for HSIs.

- HACU recommends providing long-term immigrant students, who have successfully completed a secondary school program of study or its equivalent and have been physically present in the United States for a continuous period of not less than five years, with eligibility for federal financial aid programs.

- HACU recommends that HSIs and other minority-serving institutions be granted the same number of points as those given to other institutions for "prior experience" in TRIO grant competitions.

- HACU recommends the creation of a graduate fellowship program under Title VII of HEA to establish partnerships between HSIs and non-HSIs for increased Hispanic student enrollment and success in graduate and professional programs. This graduate fellowship program as a part of Graduate and Postsecondary Improvement Programs will attract students of superior ability and achievement, exceptional promise and demonstrated financial need to high-quality graduate programs critical to complete advanced degrees.

- HACU recommends that Congress authorize a program to support an "HSI Fellowship Program" under Title VII, Part A, Subpart 5 of the HEA. This Hispanic Fellowship Program targets Hispanics interested in pursuing careers in academia and willing to make a commitment to teach, conduct research and outreach in HSIs.

- HACU recommends that Congress allow simultaneous participation for eligible HSIs and Asian American and Native American Pacific Islanders-Serving Institutions under Title III and V.

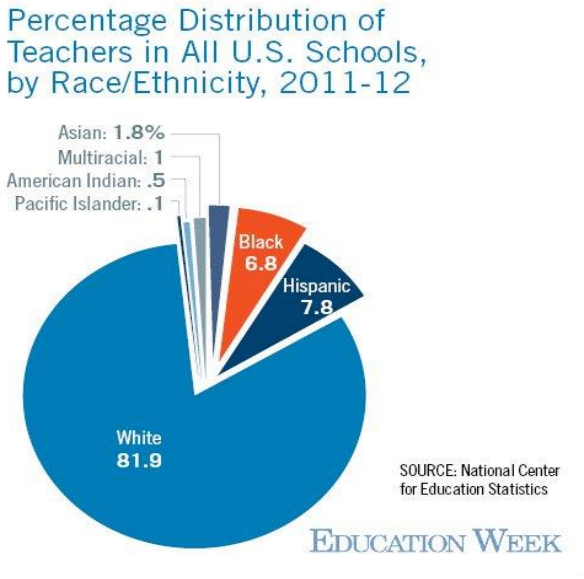
Every Student Succeeds Act

The Elementary and Secondary Education Act (ESEA) was reauthorized in the 114th Congress as the Every Student Succeeds Act (ESSA).

Hispanic enrollment in elementary and secondary school has increased significantly during the past decade. With continued immigration from Latin American countries, a higher birth rate, and a younger population with

a median age of 28.2, the number of Hispanic youth attending public schools will continue to increase more rapidly than other population groups in the U.S.

- Hispanics make up 27 percent of the student enrollments in PK-12 nationwide in 2017, but less than 8 percent of teachers. No other racial or ethnic group has such a wide disparity. In California and Texas, Hispanic children constitute 54 percent[27] and 52.2 percent of K-12 public school enrollments.[28]



The training of culturally and linguistically competent teachers for elementary and secondary schools is critical for the nation to continue its leadership role in commerce, trade and technology.

- Approximately 82 percent of teachers in the U.S. today are white. This means that America's children of color will, for the majority of their school years, not have a teacher who is a reflection of their own image.

- Some of the consequences of this debilitating mismatch include, disproportionate numbers of students of color in detention, special education classes, suspension and expulsions. Conversely, teachers of color serve as powerful role models for all students and showcase teaching as an attractive and viable profession.

- Hispanic teachers are needed to serve as mentors and inspirational leaders for the many Hispanic youth at-risk of dropping out of school.

Recommendations

Amend Title II, Part A of the Higher Education Act, in order to expand the Teacher Quality Partnership Program with reforms that invest in and support the teacher preparation work at HSIs.

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27 Ed-Data, November 2016, Enrollment by ethnicity, 2015-16, retrieved from http://www.ed-data.org/state/CA.
28 Texas Education Agency, Enrollment in Texas Public Schools, 2015-16, December 2016, retrieved from http://tea.texas.gov/acctres/enroll_index.html.

- Authorize a competitive grant program for schools of education at HSIs to enhance and expand counseling programs that equip graduates with the ability to work with culturally and linguistically diverse students to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.

- Authorize a competitive grant program for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries with high levels of immigration to teach in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, and other areas to address the shortage of highly qualified bilingual teachers.

- Authorize a program to establish an Educational Leadership Institute to train principals, superintendents, and other high level school officials for positions at the growing number of HSSDs.

- Authorize a competitive grant program for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.

Support HSI/HSSD Collaboration to Expand Access to Higher Education

- Authorize the creation of a Hispanic-Serving School District (HSSD) designation, which consists of school districts with a Hispanic student enrollment of at least 25 percent.

- Authorize a competitive grant program for HSIs to collaborate with HSSDs to develop and improve dual enrollment programs to increase the number of students who complete a postsecondary education degree.

- Authorize a competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs to expand the number of AP courses in STEM areas and to promote awareness of higher education options for high school students in STEM areas.

- Authorize a competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high school students. The program will prepare Hispanic students to pursue careers in STEM as well as seek admission to HSIs and other colleges and universities.

Strengthening the PK-College Pipeline

Title I (Elementary and Secondary Education Act – ESEA) Migrant Education Program

The Migrant Education Program, under Title I, Part C, of the ESEA, provides supplemental instruction and other support services for migrant children. Eligible participants are children of migratory workers who have, within the last 36 months, moved across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing.

This program is a critical component of efforts to ensure that truly no child is left behind, especially since the vast majority of program participants are Hispanic and the seasonal/migrant worker population suffers the highest K-12 dropout rates, lowest college attendance rates and disproportionately high poverty rates.

- **HACU requests an appropriation of $475 million under Title I, Part C, of the ESEA for the Migrant Education Program.**

Title IV (HEA) HEP-CAMP

Additional programs addressing seasonal/migrant workers are funded under the Higher Education Act. Sustained increases in federal funding for HEP-CAMP (High School Equivalency Program/College Assistance Migrant Program) would allow more Hispanic migrant and seasonal farm workers and their children to break the cycle of poverty and increase the likelihood of postsecondary access (HEP) and college success (CAMP). Only 39 colleges and universities operate CAMP programs, and only 45 HEP programs are in place. Many areas of the country have no access to HEP or CAMP programs.[29]

- **HACU requests an appropriation of $50 million for HEP-CAMP, under Title IV of the Higher Education Act (HEA):**
    - **$25 million appropriation for HEP**
    - **$25 million appropriation for CAMP**

Title I (ESEA) Dropout Prevention

As the nation's largest and fastest-growing ethnic population, Hispanics also suffer the lowest high school completion rates of any major group. Of adults 25 and older, 33.3 percent of Hispanics have not completed high school, compared to 6.7 percent of non-Hispanics whites.[30]

Substantial investments in dropout prevention are essential to increasing Hispanic high school graduation rates and access to and success in higher education.

- **HACU requests an appropriation of $45 million under Title I, Part H, of the ESEA for Dropout Prevention**.

Title IV (HEA) GEAR UP

Effective interventions in the transitions from middle to high school to college are critical to reversing Hispanic under-achievement and dropout. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a proven tool for allowing states, middle and high schools, higher education institutions and community organizations to help strengthen the K-16 pipeline for large numbers of low-income students.

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29 National HEP Camp Association, "Programs by State," http://www.hepcampassociation.org/programs-by-state.html.
30 NCES, Digest of Educational Statistics 2015, Table 104.10 "Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2015," October 2015, retrieved from http://nces.ed.gov/programs/digest/d14/tables/dt14_104.10.asp?current=yes.

- **HACU requests an appropriation of $301.6 million under Title IV of the HEA for GEAR UP for low-income youth.**

Title IV (HEA) TRIO

Under Title IV, TRIO programs provide student services that help low-income and first-generation college students enter and complete their postsecondary education. Pre-collegiate TRIO programs such as *Upward Bound* are specifically designed to help students prepare for college. TRIO programs are critical to Hispanic students since they are more likely to be low-income and first-generation, and suffer disproportionately low high school and college retention and completion rates.

- **HACU requests an appropriation of $600 million for TRIO programs under Title IV of HEA.**

Veterans Education

To assist veterans in pursuing higher education to allow them to be better integrated into the changing work force, Congress passed the GI Bill in 1944, the Montgomery Bill in 1985 and the Post-9/11 GI Bill as an extension of the Montgomery bill in 2008. Unfortunately, none of the higher education support bills provide meaningful outreach provisions to assist the Office of Veterans Affairs with resources to identify Hispanic veterans and to encourage and support their access to higher education.

- **HACU requests an appropriation of $20 million for a competitive grants program to create HSI Centers of Excellence for Veteran Student Success, as authorized by the 2008 HEA Reauthorization Act.**

National Science Foundation

A 21st century workforce trained in science, technology, engineering and mathematics (STEM) fields is critical to our nation's economic strength, social well-being and security. Hispanics, the nation's largest ethnic population, comprise the fastest-growing sector of our U.S. labor force and 17 percent of the general population.[31]

- In 2015 Hispanics received only 6.8 percent of the doctoral degrees in science and engineering awarded to U.S. citizens or permanent residents, compared to 72.1 percent by non-Hispanic whites.[32]

- More than 40.7 percent of Hispanic college students expect to major in science and engineering, compared to 37.0 percent of non-Hispanic whites.[33]

Many HSIs provide the baccalaureate foundation for Hispanic doctoral scientists and engineers, including five of the ten most productive institutions of future PhDs, a fact that has been recognized by the NSF. HSIs have the expertise, proximity and commitment to their students and communities to provide front-line leadership and support in the effort to close the gap and promote the graduation of more Hispanics with STEM degrees. However, many HSIs cannot successfully compete for existing NSF funds because they lack organizational support.

Currently, HSIs are the only group of MSIs not receiving targeted NSF infrastructure development funding. Historically Black Colleges and Universities (HBCUs) have received targeted funds since 1998 and Tribal Colleges and Universities (TCUs) since 2001. As of FY 2016:

- Total NSF targeted funds received by HBCUs = over $400 million
- Total NSF targeted funds received by TCUs = over $150 million
- Total NSF targeted funds received by HSIs = $0

In the 2007 and 2010 America COMPETES Act, Congress authorized NSF to establish an HSI grant program to "enhance the quality of undergraduate science, mathematics, engineering and technology and to increase retention and graduation rates of students pursuing associate or baccalaureate degrees in science, mathematics, engineering, or technology." NSF has yet to establish such a program although it has done some outreach to be more inclusive of two-year HSIs in existing programs.

In late 2016, the 114th Congress reauthorized the America Competes Act (S. 3084) that included legislative language promoted by HACU of benefit to HSIs. Specifically,

> "(a) In General.—The Director shall award grants on a competitive, merit-reviewed basis to Hispanic-serving institutions (as defined in section 502 of the Higher Education Act of 1965 (20 U.S.C. 1101a)) to enhance the quality of undergraduate STEM education at such institutions and to increase the retention

31 Pew Hispanic Center, "An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030," November 2012
32 See note 26 above.
33 Higher Education Research Institute, "The American Freshman: National Norms, special tabulations" 2011

and graduation rates of students pursuing associate's or baccalaureate degrees in science, technology, engineering, and mathematics."

This new language conveys Congress' strong desire to see an institutional development grant program for HSIs at the NSF. HACU now urges Congress to appropriate funding for such a program in the Commerce-Justice-Science (CJS) Appropriations Committee bill. FY 2017 appropriations are still pending as of this writing.

- **HACU requests an appropriation of $30 million for a competitive grants program within NSF to support HSIs in research, curriculum and infrastructure development, and for other purposes.**

America COMPETES Act Reauthorization

Through the on-going Reauthorization of the America Competes Act, the United States has an opportunity to build capacity and invest in critical science, technology, engineering, and mathematics (STEM) areas that strengthen our economy. Virtually all HSIs have the capacity to teach and conduct research in STEM areas. They are poised to prepare a new contingent of STEM professionals for the nation's workforce. The following is a summary of HACU's recommendations for the next America Competes Act Reauthorization.

- Establish a competitive grant program in the National Science Foundation's Directorate of Education/Division of Human Resources designated specifically for Hispanic-Serving Institutions for research, curriculum, lab equipment, and infrastructure development.

- Require the Director of NSF to: 1) report to Congress the steps or plans that NSF is taking to build the capacity of Hispanic-Serving Institutions in STEM areas; 2) provide data on the number of Hispanic faculty and students that have benefited directly from NSF programs and resources; 3) provide an account of the representation of Hispanic faculty who serve on NSF task forces and decision making bodies; 4) and provide statistics on the number of Hispanic professional staff who are employed by NSF.

- Support enhanced and expanded existing teacher credentialing programs in STEM areas at HSIs to ensure that our current and future K-12 teaching pool is diverse, bilingual, bi-cultural and capable of addressing the needs of Hispanic and Dual Language Learning (DLL) students in K-12.

- Establish a NSF STEM scholarship program for Hispanics that attend HSIs and enroll in a STEM program to obtain an undergraduate degree. The scholarship program would be named the "National Science Foundation Hispanic STEM Development Program."

- Establish a STEM scholarship program for Hispanics that attend HSIs and enroll in a STEM program to obtain a graduate degree. The scholarship program would be named the "National Science Foundation Hispanic STEM Advanced Degree Development Program" and be awarded to students who commit themselves to teach in an HSI.

- Establish a loan repayment or cancellation program for Hispanic students who obtain an advanced degree in critical STEM areas.

- Establish a grant program to expand the number of STEM Advanced Placement and International Baccalaureate courses (algebra, biology, calculus, chemistry, mathematics and physics) offered at two-year and four-year HSIs for high school students from school districts with at least a 25 percent Hispanic enrollment and deemed as "high need local education agencies." The program should include an aggressive outreach component to high school students, guidance counselors, teachers, principals, and superintendents.

- Establish a grant program to encourage partnerships between HSIs and Hispanic-Serving School Districts (HSSDs) to train teachers and administrators to offer Advanced Placement and International Baccalaureate courses and curricula in STEM areas.

- Establish a competitive grant program for HSIs to partner with HSSDs to offer a nationwide middle and high school summer enrichment program for Hispanic students in the STEM areas (Proyecto Access).

- Establish a summer research/internship grants program for Hispanic students enrolled in two-year and four-year HSIs.

- Establish fellowship programs for masters and doctoral level Hispanic students who are pursuing STEM careers at an HSI.

- Establish a dissertation fellowship for Hispanic doctoral students enrolled at an HSI.

U.S. Department of Agriculture

The U.S. Department of Agriculture (USDA) and HACU have long been affiliated through a formal Memorandum of Understanding (MOU) and active leadership group meetings that recognize the need to include more HSIs in USDA programs and research.

Research, Extension and Teaching

The reauthorization of the Farm Bill in 2014 preserved the previously authorized programs for HSIs and Hispanic-Serving Agricultural Colleges and Universities (HSACUs) and added a new competitive grants program in support of Hispanic agricultural workers and youth. These programs are designed to strengthen the ability of HSIs to offer educational programs that attract, retain and graduate outstanding students who will enhance the nation's food and agricultural, scientific and professional work force. However, none of the HSACU programs authorized in 2008 have ever been funded by Congress and only the HSACU Endowment program has ever been included in the President's Budget Requests.

HACU requests U.S. Department of Agriculture (USDA) appropriations of the Farm Bill for the following programs:

- **$40 million for Title VII – HSI Grants Program**

- **$20 million for the HSACU Equity Grants Program**

- **$80 million for the HSACU Endowment Fund**

- **$40 million for the HSACU Institutional Capacity-Building Grant Program**
- **$40 million for the HSACU Fundamental and Applied Research Grants Program**
- **$40 million for the HSACU Extension Grants Programs**
- **$5 million for the competitive grants program for Hispanic agricultural workers and youth**

Title VIII – Forestry and Related Fields

The HSI Forestry program authorizes a competitive grant program to assist in the recruitment, retention and training of Hispanics and other underrepresented groups in forestry and related fields.

- **HACU requests an appropriation of $40 million for the HSI Agricultural Land National Resources Leadership Program in Forestry and related Fields.**

2014 Farm Bill Authorized Provisions

Provision I: Competitive Grant Program for Hispanic-Serving Institutions (Reauthorized) - Infrastructure Enhancement: To strengthen institutions abilities to carry out education, applied research, and related community development programs.
New funding authorization: $40 million

Provision II: Hispanic-Serving Agriculture Colleges and Universities (HSACU) with requirement that a HSACU must: (i) qualify as a Hispanic-Serving Institution, and (ii) offer associate, bachelors, or other accredited degree programs in agriculture and related fields.

Provision III: Endowment Fund for HSACUs - From appropriations and interest earned on endowment, a distribution will be made October 1 of each fiscal year; 60 percent shall be distributed among the Hispanic-serving agricultural colleges and universities on a pro rata basis based on the Hispanic enrollment count of each institution; 40 percent equal shares to HSACUs.
Funding authorization: $80,000 multiplied by the number of HSACUs

Provision IV: Institutional Capacity-Building Grant Program for HSACUs - A competitive grant program for institutional capacity-building (not including alteration, repair, renovation, or construction of buildings).
Funding Authorization: such sums as may be necessary

Provision V: Competitive Research Grant Program for HSACUs - To fund fundamental and applied research in agriculture, human, nutrition, food science, bio-energy and environmental science.
Funding authorization: such sums as may be necessary

Provision VI: Eligibility of HSACUs for International Agriculture Research and Extension - To promote and support development of a viable and sustainable global agriculture system, anti-hunger and improved international nutrition efforts; and increased quantity, quality and availability of food.

Provision VII: Hispanic-Serving Institution Agricultural Land National Resources Leadership Program - A competitive grants program to establish an undergraduate scholarship program to assist in the recruitment, retention and training of Hispanics and under-represented groups for careers in forestry and related fields. Funding Authorization: such sums as may be necessary

Provision VIII: Competitive Grants Program for Hispanic Agricultural Workers and Youth – A competitive grants program to fund research and extension at HSACUs and to award competitive grants to HSACUs to provide for training in the food and agricultural sciences of Hispanic agricultural workers and Hispanic youth working in the food and agricultural sciences.

Other Federal Agencies

All federal agencies are mandated by White House Executive Order 13583 to promote and support workforce development and outreach policies to reflect the diversity of the nation.

The White House Initiative on Educational Excellence for Hispanic Americans and formal Memoranda of Understanding (MOUs) between HACU and more than 30 federal agencies provide foundations for greater collaboration between the federal government and HSIs, to include:

- Support and resources to HSIs for infrastructure; and
- Opportunities for students, faculty and staff at HSIs to participate in federal agency work and research.

In addition, many of these agencies are active partners with HACU's National Internship Program (HNIP), the nation's largest Hispanic college internship program.

- The program provides college students with paid internships in federal agencies and an on-the-job introduction to federal career opportunities.
- HNIP is a proven tool for increasing Hispanic employment in the federal work force.
- Since its inception in 1992, HNIP has placed more than 12,000 interns, many of whom are today full-time federal employees.

Despite federal mandates and ongoing initiatives, Hispanics remain the only under-represented ethnic population group in the federal work force. Hispanics in FY2015 represented 8.5 percent of the federal workforce[34] versus over 16.7 percent of the current civilian labor force.[35] In spite of the proven success of HACU's National Internship Program (HNIP) at sourcing highly qualified Hispanic employees for the federal government, agency participation in HNIP has declined by almost one third in the last five years in part because of federal budget constraints. This reduction only makes the goal of equitable Hispanic representation in the federal workforce even more distant.

U.S. Department of Commerce

Hispanics, the fastest-growing and youngest ethnic population in America, represent the best promise for the nation to eradicate the digital divide in higher education and meet the needs of a high technology workforce.

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34 United States Office of Personnel Management. *Annual Report to the President on Hispanic Employment in the Federal Government, Fiscal Year 2015.* October 2016. https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/hispanic-report-2016.pdf.

35 Bureau of Labor Statistics, "Labor Force Statistics from the Current Population Survey," February 2017, https://www.bls.gov/cps/cpsaat18.htm.

In spite of major technology advances and the increasing affordability of computer software, a significant gap persists between minority and white students.

- In 2013, 85.4 percent of white non-Hispanic households had a computer at home, compared to only 79.7 percent of Hispanic households.[36]

- In 2013 only 66.7 percent of Hispanic households utilized the Internet compared to 77.4 percent for non-Hispanic whites (and 61.3 percent for African Americans).[37]

The digital divide remains a major stumbling block for minorities, particularly those who attend Minority-Serving Institutions, to prepare themselves for the careers of tomorrow requiring competency in STEM fields. Targeting HSIs will produce the best return on investment in closing the digital divide for college students.

Through the combined effort of the Alliance for Equity in Higher Education – the Hispanic Association of Colleges and Universities, the National Association for Equal Opportunity in Higher Education (NAFEO) and the American Indian Higher Education Consortium (AIHEC) – and key members in Congress, the MSI digital wireless technology legislation was included in the Higher Education Opportunity Act and became a part of the Public Law 110-315 in August of 2008. The Alliance appreciates the bi-partisan support which it received from Congress in *authorizing* federal funding to MSIs for technology enhancement of the classrooms. But now the time has come to appropriate some funding for *implementation* of this much-needed program.

- **HACU requests an appropriation of $250 million for the Minority-Serving Institution Digital and Wireless Technology Opportunity Program (MSIDWTOP) for Hispanic-Serving Institutions and other Minority-Serving Institutions as defined in the Higher Education Act.**

U.S. Department of Defense

The DoD Infrastructure Support Program's HBCU/HSI/MI (Historically Black Colleges and Universities/Hispanic-Serving Institutions/Minority Institutions) Program provided grants to HSIs from FY 2002 to 2005 in STEM areas. These grants were used by HSIs to enhance the capacity to perform science and engineering research and to accomplish related educational purposes in fields of study critical to the country's national defense. This program was eliminated in 2006.

Many HACU member colleges and universities, because of historic funding inequities, lack resources to expand much-needed research and science education programs in areas of study where Hispanics are seriously under-represented and where national security needs are great.

- **HACU requests an appropriation of $20 million for the Department of Defense:**
    - **$15 million for research development, testing and evaluation infrastructure support for HSIs;**
    - **$5 million for faculty development programs for HSIs.**

36 U.S. Census Bureau, "Computer and Internet Use in the United States: 2013," November 2013, retrieved from http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf.
37 Ibid.

U.S. Department of Energy

The nation's higher education system is the best mechanism for conducting research on renewable and bio energy due to its outstanding faculty with research expertise and knowledge in the various STEM disciplines. Hispanic-Serving Institutions also have the capacity to carry out such research to ensure that the United States maintains a technological lead in the development and deployment of advanced energy technologies.

- **HACU requests an appropriation of $20 million for a competitive grants program for HSIs to carry out research in bio-energy, renewable energy, fossil energy and related areas as authorized under Section 5012 of the America COMPETES Act (42 U.S.C. 16538).**

U.S. Department of Health and Human Services

Hispanic-Serving Institutions enroll more than 62 percent of Hispanics in postsecondary education, and are well poised to train health care professionals with the special skills to address diverse health care needs. Eight of the 30 fastest growing occupations between 2012 and 2022 are health-related.[38] The aging of both the patient population and current health care professionals has resulted in an increased demand for health care professionals with cultural and linguistic competencies critical to a changing diverse population.

- **HACU requests an appropriation of $20 million for a faculty development, research and capacity building program within the Health Professions Bureau/Division of Health Resources and Services Administration (HRSA) under Title VII of the Public Services Act.**

Health care disparities, like a high rate of adult onset diabetes and tuberculosis and a lack of healthy nutrition and immunizations, impact Hispanics at a high rate and are exacerbated by the disproportionate poverty of the population. Most of these problems can be eliminated or reduced in severity and frequency with early diagnoses and proper treatment, along with education and assistance to avoid exposure to factors that promote the development of these diseases and ailments. The demographic changes anticipated over the next decade highlight the urgency of addressing health disparities. A national focus on disparities in health status is particularly important as major changes have unfolded in the way in which health care is delivered and financed.

- **HACU requests $20 million for a competitive grant program for faculty and researchers at HSIs to partner with NIH in the reduction of health disparities among Hispanics and other minority populations.**

Workforce Diversity

HSIs enroll more than 62 percent of Hispanics in postsecondary education, and are well poised to train health care professionals with the special skills to address diverse health care needs. The aging of both the patient

38 Bureau of Labor Statistics, Employment Projections, Table 1.4 Occupations with the most job growth, 2012 and projected 2022, December, 2013, retrieved from http://www.bls.gov/emp/ep_table_104.htm.

population and current health care professionals has resulted in an increased demand for health care professionals.

- **HACU requests $20 million for a loan forgiveness grant program for Hispanic students who graduate with a degree or certificate in health care related areas and work in a health center or hospital located in or near a Hispanic community.**
- **HACU requests $10 million for a credentialed "Promotoras de Salud" pilot program at an HSI.**

Community Initiatives

Eliminating racial and ethnic disparities in health will require enhanced scientific knowledge about preventing disease, promoting health and delivering appropriate care by professional institutional and outreach workers to Hispanic and other minority communities. Large urban areas with diverse cultures and the many towns and cities in states bordering Mexico require specially trained health care workers with a dedication and sensitivity to different cultures and life perspectives.

As the nation's minorities reach 50 percent of the U.S. population, the need for culturally competent health care professionals will also grow in importance, especially for the Hispanic community, since substantial numbers of recent immigrants arrive without strong English speaking and comprehension skills.

- **HACU requests $20 million for a competitive grants program for HSIs to train health care workers with outreach capacity focused grants to carry out community initiatives to assist Hispanic and other patients with chronic diseases to learn to navigate the health care system and to develop a life-style essential to overcoming poor health and eliminating illnesses, chronic diseases and other health problems endemic to Hispanics at disproportionate levels.**

- **HACU requests $20 million for a competitive grants program for HSIs at both the community college and university level to develop and expand health care professions programs to retrain workers in the health care areas to improve the workforce diversity and linguistic and cultural competency.**

HSI Centers of Excellence

Eliminating health disparities will require new knowledge about the determinants of disease, causes of disparities, and effective interventions. This will demand research infrastructure and faculty with strong research skills in areas related to health disparities.

Since HSIs are located in communities with the largest concentrations of Hispanics, they are best situated, and culturally most sensitive, to respond to these disparities by providing more health care professionals and focused faculty research and outreach. HSIs can also focus on training more Hispanic and other minority health care providers reflective of multicultural patient communities.

- **HACU requests $20 million for a competitive grant program to create five HSI Centers of Excellence for research and outreach on minority health disparities.**

U.S. Department of Housing and Urban Development

Hispanic-Serving Institutions Assisting Communities (HSIAC)

Past grants from the U.S. Department of Housing and Urban Development (HUD) have been vital to our communities – especially those with high-poverty, high-minority populations. HSIAC funds have been awarded to HSIs or consortia of HSIs for projects ranging from construction of community learning centers to youth services facilities. These program funds benefit primarily low- and moderate-income residents, help prevent or eliminate slums or blight, or meet urgent community development needs.

Since Hispanics suffer disproportionately high poverty rates and HSIs are located in or near communities with the country's largest and fastest-growing Hispanic populations, an increase in HSIAC program funding can enhance the role of HSIs in addressing urgent community needs and highlight the importance and availability of a college education. In addition, exposure of Hispanic youth to HUD sponsored programs will create opportunities for students to consider community development as a career option.

- **HACU requests an appropriation of $15 million for the HUD HSIAC program to extend the reach of HUD programs into fast-growing Hispanic communities and leverage HSIs as anchors of communities.**

National Aeronautics and Space Administration (NASA)

The shortage of Hispanics in STEM fields must be addressed in pre-collegiate programs targeting Hispanic and other minority students. From 1996 to 2001, HACU assisted more than 3,000 minority middle and high school students through the pilot *Proyecto Access* program. NASA provided the project $1 million per year for the five years of the project's existence.

Proyecto Access targeted minority students interested in pursuing degrees in engineering, science, mathematics, and information technology fields. The annual summer program focused on preparing these students by teaching logic, critical thinking, and problem-solving skills in STEM fields of study.

- **HACU requests an appropriation of $15 million within NASA to support a HACU/HSI consortium to elevate the model, regional pre-collegiate Proyecto Access initiative for science, technology, engineering and mathematics to a nationwide program.**

U.S. Department of State
Foreign Affairs Reauthorization

HSI Program with Countries in the Western Hemisphere

HACU proposes the authorization of a student program between Hispanic-Serving Institutions and select Western Hemisphere colleges with the intent of providing HSIs with the ability to host foreign students.

Bringing college and university students from Western Hemisphere countries to HSIs will advance cultural understanding and respect between countries and its people. Mutual understanding and respect will improve the economic and social well-being of all the nations of the Western Hemisphere.

- **HACU requests a competitive grant program to support HSIs for an opportunity to host Western Hemisphere college and university students.**

U.S. Department of Interior
Preservation Research at Institutions Serving Minorities Act of 2015

The National Historic Preservation Act of 1966 is the most far-reaching preservation legislation ever enacted in the United States. It is intended to preserve historical and archaeological sites in the United States of America. The act created the National Register of Historic Places, the list of National Historic Landmarks, and the State Historic Preservation Offices.

HACU supports the Preservation Research at Institutions Serving Minorities Act of 2015 (PRISM Act) to direct the Secretary of the Interior to provide technical or financial assistance to Hispanic-Serving Institutions for the establishment of historic preservation training and degree programs. The proposal has been introduced in the House of Representatives by Congressman Raul Grijalva (AZ-3) and in the Senate by Senator Tom Udall (D-NM) in the 114th Congress. The House of Representatives passed the bill in November 30, 2015.

- **HACU recommends that Congress reintroduce the Preservation Research at Institutions Serving Minorities Act of 2015.**

Comprehensive Immigration Reform, The Development, Relief, and Education for Alien Minors (DREAM) Act, and Bar Removal of Individuals who Dream and Grow our Economy (BRIDGE) Act

Immigration from many countries has been the basis for the unparalleled economic and industrial development of the United States. New immigrants have brought new ideas and made discoveries that have enhanced the economic and social life of the entire nation.

Currently the United States is in a period of increased population growth through immigration. Hispanic youth, who account for a sizeable number of long-term undocumented residents, are often achieving exemplary academic credentials in high school and showing the potential to become leaders and professionals in the U.S. workforce. Unfortunately, their residency status often prevents them from matriculating in postsecondary education. Cognizant of these realities, HACU has adopted policy statements supporting a comprehensive, fair immigration law that protects our borders, upholds our values as a multicultural nation and strengthens our economy and prosperity by providing educational opportunity for all students and, in particular, for immigrant students.

The bipartisan Development, Relief, and Education for Alien Minors (DREAM) Act first introduced during the 108th Congress, was reintroduced in each subsequent Congress. This legislation would give states the flexibility to offer in-state tuition to undocumented students who meet certain conditions and provide a pathway to regularize their immigration status.

This measure will benefit those deserving students who have met the same rigorous academic requirements as their college-bound peers and graduated from U.S. high schools. The nation as a whole would benefit from the education of these young people, who will then be able to make their fullest contribution as future tax-payers, educators, professionals and leaders in areas of critical importance to the nation's economy and security.

Many HSIs are located in communities with significant populations of undocumented Hispanic youth and are well situated to provide them with postsecondary opportunities.

While the DREAM Act has not yet passed Congress, HACU remains committed to advocating for the passage of DREAM Act legislation.

In December 2016, a bi-partisan group of Members of Congress introduced the Bar Removal of Individuals who Dream and Grow our Economy (BRIDGE) Act. These bills have again been reintroduced in the 115th Congress in both houses as H.R. 496 and S. 128. The BRIDGE Act would provide temporary relief from deportation and employment authorization to individuals who are eligible for the Department of Homeland Security's Deferred Action for Childhood Arrivals ("DACA") program. The Act would provide provisional protected presence and employment authorization for three years after the date of enactment of the legislation.

However, the DACA program and the BRIDGE Act are only stopgap measures; what is needed is the passage of the DREAM Act and ultimately fair, just, and comprehensive immigration reform.

- **HACU recommends that Congress enact the BRIDGE Act in order to codify the DACA program and serve the needs of the over 752 thousand enrolled individuals. The BRIDGE Act is a down payment on the adoption of the DREAM Act.**

- **HACU recommends that Congress enact the DREAM Act as a part of comprehensive immigration reform by amending the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to permit states to determine state residency for higher education purposes and to authorize the cancellation of removal and adjustment of status of certain alien students who are long-term United States residents.**

Conclusion

HACU, with the support of its membership, continues to work both independently and in collaboration with other educational associations and organizations to achieve HACU's public policy priorities for the reauthorization of the Higher Education Act and other federal legislative and funding objectives that will enhance the capacity and quality of HSIs. With stronger federal and state support, HSIs can increase access and achievement for Hispanics in higher education and help develop an outstanding workforce for the nation.

The HACU 2017 Legislative Agenda also addresses FY 2018 appropriations goals which HACU and its membership will present to the 115th Congress through programmatic requests critical to sealing the PK-Graduate School pipeline for Hispanics and others.

It is HACU's goal to ensure that HSIs and emerging HSIs will be better positioned to meet the educational needs of Hispanic students as well as all the other students these institutions serve.

By 2060, Hispanics will have more than tripled in number since 2000, comprising one-third of the U.S. population.[39] The academic success of this generation of Hispanic Americans will have a dramatic impact on the present and future prosperity, security and social life of our nation. HSIs and other institutions committed to Hispanic educational success have a vital role to play in this process. HACU's 2017 Legislative Agenda presents recommendations essential to assuring a bright future, not only for Hispanics, but for all Americans.

39 U.S. Census Bureau 2012 Projections

APPENDICES

Appendix A

The Role of HACU

Founded in 1986 to represent HSIs, the Hispanic Association of Colleges and Universities (HACU) is a 501 (c) 3 corporation with headquarters in San Antonio, Texas, and offices in Washington, D.C. and Sacramento, California. With a mission of "Championing Hispanic success in higher education," HACU was founded to:

- Promote the development of its member colleges and universities;
- Improve access to and the quality of postsecondary educational opportunities for Hispanic students and faculty; and
- Meet the needs of business, industry and government through the development and sharing of resources, information and expertise.

As the only nationally recognized voice for HSIs and the Hispanic higher education community, HACU, as of December 31, 2016, had 418 nonprofit, degree-granting member institutions in 37 states, Puerto Rico and the District of Columbia, plus 40 international members in 9 countries in Latin America and Spain:

- 270 HSIs in 15 states and Puerto Rico

- 104 Associate Members (10-25 percent Hispanic student enrollment or at least 1,000 Hispanic students) in 32 states and DC

- 43 Partner Institutions (less than 10 percent Hispanic student enrollment) in 18 states and DC

- 23 Hispanic-Serving School Districts (HSSDs) in 7 states (public or private K-12 school districts with Hispanic enrollment at least 25 percent of total)

HACU takes seriously its mission of championing Hispanic success in higher education to assure that the rising generation of Hispanics will be able to make its contribution to a better world.

- Hundreds of college students are placed annually in internships with federal agencies and private corporations; since 1992, more than 12,000 students have benefited from the HACU National Internship Program (HNIP).

- More than $4 million in HACU scholarships has been distributed to students at member institutions since 1992.

- Capacity-building initiatives for member colleges and universities have included areas like information technology, leadership development, and training in grant-writing.

Appendix B

HACU Legislative History

HACU has successfully achieved many milestones in recognizing the role and strengthening the capacity of HSIs in order to promote greater Hispanic success in higher education.

- HSIs were first defined in federal legislation in amendments to the Higher Education Act (HEA) in 1992 under Title III, sections 316 and 360 (a) (1) (B) (i) that authorized $45 million "for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years."

- HEA amendments in 1998, under a new and improved Title V, sharpened the HSI definition and increased authorized funding for HSIs to $62.5 million "for fiscal year 1999 and such sums as may be necessary."

- The 2008 HEA reauthorization increased the authorization level to $175 million and created a new post-baccalaureate program under Title V, authorized at $100 million.

- The Farm Bill governing the U.S. Department of Agriculture has provided funding for HSIs since fiscal year 1997 under Title VII.

- The Farm Bill reauthorization in 2008 created a new category of Hispanic-Serving Agricultural Colleges and Universities (HSACUs) and five new programs to build their capacity to address the need for more Hispanics in agricultural and related fields (see Appendix C).

- Line-item funding has been included in appropriations for the Department of Housing and Urban Development and authorization language in the 2006 Defense reauthorization bill included HSIs as entities eligible for defense research grants.

- Two-year appropriations of $200 million were included for a STEM enhancement grants program for HSIs under the College Cost Reduction and Access Act of 2007.

- This STEM program has now been extended for 10 years at $100 million per year beginning in FY 2011 as a part of the Student Aid and Fiscal Responsibility Act (SAFRA) of 2010.

- Altogether, HACU's advocacy efforts with the federal government have led to almost $2.9 billion in grants targeted to HSIs since 1995.

Federal HSI Appropriations

1995 – 2017

(in Millions of Dollars)

Source Year	HEA Title V*	HEA Title V, B	USDA Title VII	HUD HSIAC	DoD	CCRAA	Totals
1995	12.0						12.0
1996	10.8						10.8
1997	10.8		1.4				12.2
1998	12.0		2.4				14.4
1999	28.0		2.9	6.5			37.4
2000	42.3		2.9	6.5	2.0		53.7
2001	68.5		3.5	6.5	5.0		83.5
2002	86.0		3.5	6.5	4.3		100.3
2003	92.3		4.1	5.0	6.0		107.4
2004	94.5		4.6	6.5	5.0		110.6
2005	95.1		5.6	6.7	4.3		111.7
2006	94.9		6.0	6.0	0		106.9
2007	94.9		6.0	6.0	0		106.9
2008	93.2		6.0	6.0	0	100	205.2
2009	93.2	11.5	6.0	6.0	0	100	216.7
2010	117.429	22.0	9.327	6.52	0	100	255.276
2011	104.3	20.8	9.2	0	0	100	234.3
2012	100.4	20.5	9.2	0	0	100	230.0
2013	95.4	19.4	8.7	0	0	95	218.5
2014	98.6	19.7	9.2	0	0	92.8	220.3
2015	100.2	9.0	9.2	0	0	92.8	211.2
2016	107.2	9.7	9.2	0	0	93.2	219.3
2017**			PENDING				
TOTALS	**1,652.029**	**132.6**	**118.927**	**74.72**	**26.6**	**873.8**	**2,878.676**

* 1995-1998 HSI funding came under Title III of HEA; the 1998 reauthorization moved it to a new Title V.
** FY2017 Appropriations were still pending at the time of this writing.

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HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES

NATIONAL HEADQUARTERS
8415 Datapoint Dr., Suite 400
San Antonio, Texas 78229
tel: (210) 692-3805
fax: (210) 692-0823
email: hacu@hacu.net

WASHINGTON, D.C. OFFICE
One Dupont Circle N.W., Suite 430
Washington, D.C. 20036
Government Relations Office
tel: (202) 833-8361
fax: (202) 261-5082
email: dcgr@hacu.net

HACU National Internship Program
tel: (202) 467-0893
fax: (202) 496-9177
email: hnip@hacu.net

WESTERN REGIONAL OFFICE
915 L Street, Suite 1425
Sacramento, CA 95814
tel: (916) 442-0392
fax: (916) 446-4028
email: wro@hacu.net

www.hacu.net