



2022 WASHINGTON

BRIEFING BOOK

WESTERN REGIONAL OFFICE

CHAMPIONING HISPANIC SUCCESS IN
HIGHER EDUCATION IN WASHINGTON



HACU

HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

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Executive Summary

As we enter the 2022 Legislative Session, we have a renewed sense of optimism that a return to a more “normal” life is on the horizon. Our work at the Hispanic Association of Colleges and Universities (HACU), much like the work in and around the state Capitol, continued throughout the pandemic and has shown the resilience of our organization, our member institutions, and our fellow champions of Hispanic success in higher education in the vaulted halls of the Legislature.

As the only nationally recognized voice for the nation’s 569 Hispanic-Serving Institutions (HSIs), including the state’s 6 HSIs, HACU is grateful to those members of the Legislature who continue to advocate for higher education funding, and the students they serve at the state level.

However, we still have much work to do as our Legislatures return to work. HSIs continue to be underfunded at the federal level — and therefore the state, which provides the largest part of higher education’s budget, plays a critical role in ensuring our institutions not only provide access for our historically underserved student population, but success as well.

HSIs need access to a base budget that fully funds the need of higher education, and supplemental budgets to provide support services to the most underserved students populations. Our students need access to financial aid programs and student academic preparation programs that enable them to make college a reality. This should all be happening in new, updated and modernized buildings that are safe environments in which to learn.

Our Hispanic-Serving School Districts (HSSDs), educating our Hispanic youth, need additional resources to partner with HSIs, creating a seamless pipeline to higher education success.

We hope that this briefing book provides you with critical background information that will help you become advocates for our HSIs, HSSDs, and the students they serve. As the legislative session continues to move forward, we stand ready to be a resource and ally.

We appreciate those of you who have a strong commitment to “Champion Hispanic Success in Higher Education.”

HACU Mission and History

HACU's Mission: To Champion Hispanic Success in Higher Education

HACU fulfills its mission by:

- ✓ promoting the development of member colleges and universities;
- ✓ improving access to and the quality of post-secondary educational opportunities for Hispanic students; and
- ✓ meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.

HACU's History

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Because of HACU's exemplary leadership on behalf of the nation's youngest and fastest-growing population, the Association rapidly grew in numbers and national impact.

Today, HACU represents more than 500 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain and U.S. School Districts. Although our member institutions in the U.S. represent only 17% of all higher education institutions nationwide, together they are home to two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

In 1992, HACU led the effort to convince Congress to formally recognize campuses with high Hispanic enrollment as federally designated HSIs and to begin targeting federal appropriations to those campuses. (Click [here](#) for more information about the differences between HACU's definition of HSIs and the federal definition of HSIs under Title V of the Higher Education Act.) Soon after, HACU and its allies were instrumental in convincing Congress to appropriate money specifically for HSIs. For the first time ever, HSIs were granted \$12 million in 1995 from federal resources. Since then, funding has increased significantly because of HACU's persistent advocacy. In 2020, for example, \$143.08 million were appropriated for the HSI undergraduate program under Title V Part A of the Higher Education Act. HACU has recommended \$170 million be appropriated for fiscal year 2021.

Our nation's economic and social success rests on the level of skills and knowledge attained by Hispanics, now the nation's largest minority population. Education is indisputably the key. HACU is committed to Hispanic success in education, from kindergarten through graduate school and into the work force of tomorrow. Everyone has a stake in HACU's crucial goals: to promote the development of member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry and government through the development and sharing of resources, information and expertise.

With the help of HACU's Office of Government Relations in Washington, D.C., HACU maintains more than 30 formal Memoranda of Understanding (MOUs) and Partnership

Agreements with federal agencies, offices, and business organizations. HACU also provides assistance and outreach to HSIs by hosting technical assistance workshops throughout the country on available federal program grants and other resources. The HACU National Internship Program also operates out of the Washington, D.C., office and places more than 450 student interns each year with corporations and federal agencies.

HACU's Western Regional Office in Sacramento, California, offers support for state level advocacy and program work in the western United States. Additional regional offices are being planned.

HACU's Office of Policy Analysis and Information conducts policy analyses and research on issues affecting Hispanic higher educational success and HSIs. The Office of Student Services manages the Corporate Internship program, the Annual Conference Student Track, the HACU Scholarship program, and several capacity-building partnerships.

HACU's [conferences and special events](#) each year provide a vital platform for advocacy, information, collaboration, and recognition. These events include the National Capitol Forum on Hispanic Higher Education each spring in Washington, D.C., and HACU's Annual Conference. Student participation has been an important new dimension in recent years. HACU also hosts a Biennial International Conference.

Thousands of young Hispanics benefit from HACU with internships, scholarships, college retention and advancement programs, precollegiate support, and career development opportunities and programs. We truly are **the champions of Hispanic success in higher education.**

Membership in HACU

Member and Partner Institutions

Institutions of higher education in the U.S., Puerto Rico, Latin America, Portugal and Spain may be eligible to join HACU. To be considered for membership, institutions must complete an institutional membership application. This application is available online at www.hacu.net under the Members/New Member Application link.

National Members

National members are nonprofit, accredited colleges or universities of higher education or systems/districts located in the United States, the District of Columbia, and Puerto Rico. National member institutions fall into the following membership types:

- 1.) Hispanic-Serving Institution (HSI) – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment at the undergraduate or graduate level.
- 2.) Associate Member Institution (AMI) – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes at least 10% of the total enrollment, or where a minimum of 1,000 Hispanic students are enrolled at the undergraduate or graduate level.
- 3.) Partner Institution – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes less than 10% of the total enrollment.

International Members

International members are an institution of higher education abroad that document that it is a legally constituted entity authorized to operate in its country according to the rules and regulations required by its government.

Hispanic-Serving School District (HSSD)

Hispanic-Serving School District (HSSD) Affiliate – a school district where total Hispanic enrollment constitutes a minimum of 25% Hispanic of the total district enrollment.

Educational Affiliate

Educational Affiliate – a nonprofit organization, association or council that is in support of HACU's mission. In order to qualify for affiliation, an organization must be a 501(c)(3) nonprofit as determined by the Internal Revenue Service and not an institution of higher education or a school district eligible for membership in any of the above-mentioned categories.

Faculty and Staff Affiliates

Faculty and Staff Affiliates is for individual faculty or staff from HACU-member institutions, non-member nonprofit colleges and universities, and K-12 school districts. The Faculty and Staff Affiliates are an important asset to HACU's mission to promote Hispanic success in higher education. Individuals interested in Hispanic issues in education, professional development, and networking opportunities are encouraged to join.

Trustee Affiliate

Trustee Affiliate is for individual board or trustee members from HACU-member institution as well as non-member nonprofit colleges and universities. The Trustee Affiliates are an important asset to HACU's mission to promote Hispanic success in higher education. Individual board members or trustees interested in Hispanic issues in higher education, advocacy work, and networking opportunities, are encouraged to join.

Student Affiliate

Student Affiliate is an affiliate category for individual students enrolled at a nonprofit college or university can join HACU's student affiliates or a student organization on your campus can also join.

In Washington

As of November 2021, HACU had three Member Institutions in Washington: 1 Hispanic Serving Institutions, 1 Associate Member Institution, and 1 Partner Institution.

Policy Agenda

Higher Education Budget

HACU advocates for state budgets which reflect the full funding of higher education, including financial aid. At the federal level, Hispanic-Serving Institutions are historically underfunded, but the states, where most of the government funding comes from, could ensure that those institutions which educate our most underserved students have funding to provide not only access but success in higher education.

Across the nation, Hispanic students reflect the second largest segment of K-12 education, as well as higher education and by 20260, Hispanics are projected to represent more than one-third of all U.S. children. As such, these largely first-generation, low-income students should be attending institutions of education and higher education which are funded to meet their educational needs. Among the issues in a state budget that HACU supports:

1. Base level funding that meets the requests of the institutions of education/ higher education.
2. Funding, in addition to the base funding, which is targeted at underrepresented groups and support services for them. These funds should not be tied to requirements which end up penalizing those institutions which serve the most underserved, but the state should ensure that the funds are used for the purposes for which they are provided.
3. Student Academic and Outreach Program funding. Programs such as Upward Bound, TRIO, Puente and MESA assist low-income, first-generation students reach educational success. State programs should make investments in programs with a track record of helping students persevere through K-12 education, and matriculate in higher education.
4. Full financial aid, including for undocumented students. Financial aid should cover not only tuition and fees but address the total cost of attendance for students. In addition, HACU supports financial aid awareness programs that help students, and their families learn about available aid and help them fill out complex financial aid forms.
5. Capital Financing Projects. Please see additional information below on this topic.
6. Broadband and Technology Initiatives. The pandemic has highlighted the inequities for communities of color with respect to access to broadband access – whether related to actual lack of access or the cost prohibitive nature of the level of access needed to stream. In addition, the pandemic highlighted the unequal access to the type of technology that is necessary to 21st Century learning. States must make investments to address these inequities. Even with a return to in-person classes, access to both broadband and technology are critical for full learning.
7. PK-16 Regional Collaboration Grants. At the federal level, HACU supports the Higher Education Resources and Empowerment (HERE) Act, first introduced in 2019. We know that for most Hispanic students, particularly those who are first-generation, low-income, that they are likely to attend a regional institution. This program would create a grant program to enable PK-12 to partner with higher education to create a more seamless pipeline for students. States are well-poised to take the lead creating regional collaboration grants that achieve the same goal. The two programs combined would complement each other, providing separate funding sources.

PK-12 Education

The U.S. population shifted from being 16.4% Hispanic in 2010 to 18.5% in 2019. However, while Hispanic elementary students have accelerated their progress in math and reading scores, those scores were lower than that of other groups, but higher than those for African Americans. In addition, while nationally high school dropout rates have decreased, it still remains higher than for other groups. We must ensure Hispanic students are prepared to graduate from high school and transition to college, enhancing students' potential for educational attainment. By providing school districts with access to partnerships with colleges, we can ensure that Hispanic and other low-income students are gaining access to quality teachers, college credit-bearing course work, and dual enrollment courses that prepare students for college.

1. Access to high quality education that prepares students for the career or education of their choice.
2. Opportunities for students to engage in dual enrollment and earn college credit while enrolled in high school.
3. Ethnic studies as a high school graduation requirement. Data shows that students who participate in ethnic studies are more academically engaged, develop a stronger sense of self-efficacy and personal empowerment, perform better academically and graduate at higher rates.

Undocumented Students/Immigration

HACU has been a long-standing champion for immigration reform and the passage of the Dream Act which was first introduced at the federal level. Ultimately the pathway to citizenship can only be granted through an act of Congress. However, many states have taken the lead on providing in-state tuition and/or financial aid for specified undocumented students. In addition, undocumented students, and those in mixed status households face a variety of challenges that should be met with support, including legal services, and mental health support. HACU supports:

1. In-state tuition and financial aid for undocumented students., and those with protected status.
2. Fully funded resource centers for undocumented students.
3. Access to legal services for undocumented students, their families, and those with protected status.

Student Academic Preparation Programs

At the federal level, HACU has supported various student academic preparation programs including the High School Equivalency Program (HEP) – College Assistance Migrant Program (CAMP), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and TRIO programs. At the state level, HACU also supports student academic preparation programs such as EOP, Puente, and MESA. Given the lower math and reading scores of Hispanic students in elementary school, it is necessary to have student academic preparation programs that ensure that these students can access and succeed in higher education. HACU supports:

1. Fully funded, access to quality student academic preparation programs that complement those funded by the federal government.

Diversity Programs for Administrators, Faculty, and Staff at Institutions of Higher Education

Racial and ethnic diversity has increased among college administrator, faculty, and staff in the United States over the past two decades, but they are still much more likely than students to be white. As a matter fact, in recent years the number of Hispanic college presidents has declined. In order to ensure that administrators, faculty, and staff at institutions of higher education reflect their student population, HACU supports:

- 1) State funding for programs that create a pipeline for Hispanic students from college to graduate programs.
- 2) State funding for programs that enables institutions of higher education to further develop the potential of existing faculty and staff, including by creating leadership programs or allowing the funding to be used for existing leadership programs.

Diversity in Teacher Preparation Programs

There continues to exist a huge demographic mismatch between the public-school population, which is increasingly diversified and the majority-White school personnel who serve them. Significant state investments in Hispanic-Serving Schools of Education are necessary to reverse this demographic mismatch. HSIs graduate the majority of the nation's Hispanic teachers. HSIs produce 90% of the nation's Hispanic/Latino teachers.

1. Full funding of programs that result in qualified, bilingual, culturally competent teachers, across subject areas.
2. Full funding for programs that provide a pipeline for diverse administrators from principals to superintendents.

Diversity in Medical Higher Education Programs

HSIs enroll 66% of all Hispanic college and university students and are well poised to train health care professionals in the skills necessary to address diverse health care needs. Seven of the 30 fastest growing occupations between 2016 and 2026 are health related. In addition, Health care disparities, like adult-onset diabetes and tuberculosis and access to healthy nutrition information 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. Data shows that there are not enough physicians of color, particularly those that are bilingual and culturally competent. It is important to address these inequities. HACU supports:

1. Programs that support diversifying every level of the medical profession from nursing to physicians.
2. Funding for programs that result in bilingual, culturally competent nurses, physicians, and other medical personnel.
3. Creation of medical schools at HSIs in traditionally under-served areas.

Diversity in Science, Technology, Engineering, and Mathematics (STEM) Education

“As the U.S. has transformed rapidly to an information-based economy, employment in science, technology, engineering and math occupations has grown – outpacing overall job growth. Since 1990, STEM employment has grown 79% (9.7 million to 17.3 million) and computer jobs have seen a whopping 338% increase over the same period.” “Black and Hispanic workers continue to be underrepresented in the STEM workforce. Blacks make up 11% of the U.S. workforce overall but represent 9% of STEM workers, while Hispanics comprise 16% of the U.S. workforce but only 7% of all STEM workers. And among employed adults with a bachelor’s degree or higher, blacks are just 7% and Hispanics are 6% of the STEM workforce.” In order to create a more diverse STEM workforce, HACU supports:

1. Programs that result in diverse STEM teachers who are bilingual and culturally competent.
2. Pipeline programs that create pathways both from high school and community colleges to four-year institutions in the STEM fields.
3. Programs that support under-privileged students in the STEM fields.

Capital Outlay Financing

In 2021, HACU conducted a [survey](#) of its member institutions which demonstrated the need for funding for Capital Financing. Students deserve the opportunity to learn in safe, modern buildings with access to appropriate technology. The survey of HACU member HSIs finds that campuses require access to additional no- or low-cost capital financing to ensure they are providing a high-quality learning environment. HACU supports:

1. No or low-cost state funding for new buildings, modernization of existing buildings.
2. Capital financing for new technology throughout campus, including classrooms, labs, and libraries.
3. Creation of campuses in communities that are under-resourced where no institutions of higher education exist.

Washington HACU Members – As of 11-10-2021

Heritage University

Type: Hispanic-Serving Institution
President: Andrew Sund Ph.D.
3240 Ford Road
Toppenish, WA 98948

Phone: (888) 272-6190

Website: <https://www.heritage.edu/>

Pacific Lutheran University

Type: Associate Member Institution
President: Allan Belton
12180 Park Avenue S
Tacoma, WA 98447

Phone: (253) 535-7411

Website: <https://www.plu.edu/>

Whitman College

Type: Partner Institution
President: Kathleen M. Murray Ph.D.
345 Boyer Avenue
Walla Walla, WA 99362

Phone: (509) 527- 5111

Website: <https://www.whitman.edu/>

HACU will periodically update member lists as more institutions in Washington become HACU Members
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HACU Member Institutions by Congressional District

District 4

Congress Member Dan Newhouse (R)

- Heritage University

District 5

Congress Member Cathy McMorris Rodgers (R)

- Whitman College

District 10

Congress Member Marilyn Strickland (D)

- Pacific Lutheran University

HACU Member Institutions by State Senate District

District 14

Senator Curtis King (R)

- Heritage University

District 16

Senator Perry Dozier (R)

- Whitman College

District 29

Senator Steve E. Conway (D)

- Pacific Lutheran University

HACU Member Institutions by State House of Representative District

District 14

House Representatives Chris Corry (R)

House Representatives Gina Mosbrucker (R)

- Heritage University

District 16

House Representatives Mark Klicker (R)

House Representatives Skyler Rude (R)

- Whitman College

District 29

House Representatives Melanie Morgan (D)

House Representatives Steve Kirby (D)

- Pacific Lutheran University

Demographic Data

Washington Demographics

Population

Washington Population (2020 Census): 7,705,281

Hispanic Population: 1,059,213

Percent Hispanics: 13.7%

Information below from the 2019 American Community Survey 1-Year Estimates:

Age

White non-Hispanic Median Age: 37.7

Hispanic Median Age: 25.2

Number of Children under age 18: 1,660,046

Number of Hispanic Children under age 18: 365,210

Percent of Children under age 18 who are Hispanic: 22%

Workforce

Washington Workforce: 3,830,416

Hispanic Workforce: N/A

Percent Hispanic: N/A

Income

Washington Household Median Income: \$78,687

Hispanic Household Median Income: \$55,618

Washington Education (All data for 2019-2020 Year)

The Numbers

Number of Students Enrolled in K-12: 1,075,387

Number of Hispanic Students Enrolled in K-12: 264,236

Percent of Total Number of Students who are Hispanic: 24.66%

Washington Institutions

Hispanic-Serving Institutions: 1

Emerging Hispanic Serving Institutions: 10

IPEDS Data (2019-2020)

WA Student Total Undergraduate and Graduate: 472,475

WA Hispanic Student Total Undergraduate and Graduate: 61,988

WA Hispanic Student Total Enrollment as Percent: 13.12%

WA Total Undergraduate Enrollment: 428,286

WA Hispanic Total Undergraduate Enrollment: 58,573

WA Hispanic Total Undergraduate Enrollment as Percent: 13.68%

WA Total Graduate Enrollment: 44,189

WA Hispanic Total Graduate Enrollment: 3,415

WA Hispanic Total Graduate Enrollment as Percent: 7.73%

Where Hispanic K-12 Students Are:

Counties Hispanic Student Enrollment (K-12)

Adams (82.6%)

Franklin (72.9%)

Yakima (70.4%)

Grant (61.8%)

Douglas (54.2%)

Chelan (49.8%)

Walla Walla (42.4%)

Skagit (36.8%)

Benton (34.2%)

Mason (25.9%)

Lewis (23.3%)

Pacific (22.9%)

Okanogan (22.5%)

Grays Harbor (22.5%)

Snohomish (20.7%)

Clark (20.7%)

Pierce (20.5%)

Whatcom (19.5%)

Kittitas (19.4%)

Klickitat (19.1%)

Columbia (19%)

Cowlitz (18.8%)

San Juan (18.6%)

King (18.3%)

Thurston (17%)

Island (16.5%)

Clallam (15.5%)

Kitsap (15.1%)

Skamania (14.2%)

Wahkiakum (10.4%)

Whitman (9.7%)

Spokane (9.0%)

Garfield (8.9%)

Stevens (8.7%)

Jefferson (8.1%)

Asotin (7.8%)

Pend Oreille (6.6%)

Ferry (5.8%)

Lincoln (4.9%)

Hispanic High School Graduation 2019 Cohort

Number of Arizona High School Graduates: 68,393

Number of Hispanic High School Graduates: 29,231

Percent of Total High School Graduates who are Hispanic: 42.74%

Hispanic High School Graduation Rates by County

Island County	90%	Mason County	73.95%
Stevens County	86.95%	Benton County	73.68%
Thurston County	84.66%	Whatcom County	73.39%
Clallam County	84.29%	Yakima County	70.42%
Kitsap County	84.02%	Chelan County	66.8%
Spokane County	83.02%	Franklin County	66.0%
Jefferson County	82.53%	Skagit County	64.02%
King County	82.51%	Kittitas County	63.48%
Klickitat County	82.19%	Okanogan County	59.75%
Cowlitz County	82.01%	Ferry County	N/A
Pierce County	81.99%	Pacific County	N/A
Clark County	79.17%	Garfield County	N/A
Snohomish County	79.06%	San Juan County	N/A
Walla Walla County	75.99%	Skamania County	N/A
Grays Harbor County	75.6%	Pend Oreille County	N/A
Grant County	75.39%	Columbia County	N/A
Adams County	75.13%	Whitman County	N/A
Lewis County	74.91%	Asotin County	N/A
Douglas County	74.8%	Wahkiakum County	N/A
		Lincoln County	N/A

Hispanic College Graduation Rates by County

Island County	34.54%	Grant County	10.15%
Grays Harbor County	32.38%	Adams County	9.13%
King County	32.33%	Mason County	8.97%
Spokane County	29.3%	Stevens County	N/A
Walla Walla County	28.95%	Clallam County	N/A
Clark County	25.86%	Jefferson County	N/A
Thurston County	24.82%	Klickitat County	N/A
Pierce County	24.48%	Kittitas County	N/A
Lewis County	22.18%	Lincoln County	N/A
Snohomish County	21.45%	Ferry County	N/A
Kitsap County	21.05%	Pacific County	N/A
Douglas County	20.13%	Garfield County	N/A
Benton County	19.37%	San Juan County	N/A
Whatcom County	19.26%	Skamania County	N/A
Okanogan County	17.22%	Pend Oreille County	N/A
Yakima County	17.15%	Columbia County	N/A
Cowlitz County	16.05%	Whitman County	N/A
Skagit County	13.3%	Asotin County	N/A
Chelan County	13.08%	Wahkiakum County	N/A
Franklin County	12.91%		

Washington Colleges and Universities (Data is for 2020-2021)

Washington Community Colleges

There is one emerging Hispanic Serving Institution in the community college system. While there are two community colleges that are HSIs, none of the community colleges in Washington are members of HACU.

Washington Universities

Washington has 4 institutions qualifying for HSI status. Out of those four, only Heritage University is a member of HACU. Washington also shows 9 emerging HSIs in the state all under 20% enrollment of Hispanics.

Four Year Hispanic Serving Institutions (4)

Heritage University
Yakima Valley College
Columbia Basin College
Wenatchee Valley College

Two Year Hispanic Serving Institutions (2)

Perry Technical Institute
Big Bend Community College

Sources

Washington

https://datacommons.org/place/geoId/53?utm_medium=explore&mprop=age&popt=Person&hl=en
https://data.bls.gov/timeseries/LASST5300000000000006?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true
<https://ofm.wa.gov/washington-data-research/statewide-data/washington-trends/population-changes/population-hispaniclatino-origin>
<https://datacenter.kidscount.org/data/tables/4682-median-family-income-by-race-and-ethnicity-5-year-average#detailed/2/any/false/1983,1692,1691,1607,1572,1485,1376,1201,1074,880/437,172,133,12,4100,826,816,13,438/10944>
<https://www.census.gov/quickfacts/WA>
<https://datacenter.kidscount.org/data/tables/4415-k-12-enrollment-by-race-ethnicity-public-schools#detailed/2/any/false/2043,1769,1696,1648,1603,1539,1381,1246,1124,1021/2273,172,133,3,4100,2274,107,169,13/10079,10080>
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>
<https://data.wa.gov/dataset/Report-Card-Enrollment-2020-21-School-Year/nvpc-yr7b>

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Champions of Hispanic Success in Higher Education
