

2019 HACU LEGISLATIVE AGENDA



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H I S P A N I C A S S O C I A T I O N O F C O L L E G E S & U N I V E R S I T I E S

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2019 Summary Recommendations

This 2019 Legislative Agenda addresses multiple higher education policy priorities and the FY 2020 appropriations goals which HACU presents to the 1st Session of the 116th Congress programmatic requests critical to sealing the PK-Graduate School pipeline for Hispanics enrolled at the 523 Hispanic-Serving Institutions (HSIs) across the United States.

HSIs continue to be underfunded even though they enroll over 66% of the 3.5 million Hispanics in higher education and our nation continues to depend on a workforce that is increasingly Hispanic. Investments in HSIs will allow for the preparation and training of homegrown talent that will ease the dependence on the importation of a foreign-trained labor force. HACU presents and urges the enactment of the following appropriation and authorizing priorities to help the nation reach its 21st century American workforce.

Appropriations:

- HACU requests an appropriation of \$150 million for the Developing HSIs program for undergraduate support under Title V, Part A.
- HACU requests an appropriation of \$30 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.
- HACU request an appropriation of \$20 million for the HSIs Education Grants at USDA.
- HACU requests an appropriation of \$50 million for a competitive grants program within NSF to support HSIs in research, curriculum and infrastructure development.
- HACU requests an appropriation of \$30 million for the Hawkins Centers of Excellence program to increase effective minority educators by expanding and reforming teacher education programs.

Authorizations:

- HACU recommends that a new Part C be created under Title V of the HEA for a new grant program to support collaboration between HSIs, Emerging HSIs, Hispanic-Serving School Districts (HSSDs) and emerging HSSDs for greater student success. See case statement Appendix D, page 37.
- HACU recommends that 0.75% of the yearly appropriations amount for HEA under Title V, Part A, be set aside and dedicated by the U.S. Department of Education for national activities in support of research, technical assistance and training of administrative staff and faculty at HSIs.
- HACU recommends the development of a Capital Financing Program for HSIs for a total amount of \$10 billion in secured loans and accrued interest as part of the HSIs program. See case statement Appendix E, page 39.
- HACU recommends an authorization of \$50 million for a competitive grants program to create HSI Centers of Excellence for Veteran Student Success as part of the next reauthorization of the Veterans Affairs Administration legislation. See case statement Appendix F, page 40.
- HACU recommends that the maximum authorized funding level for HSIs under Title V, specifically directed at capacity building for undergraduate programs at 2- and 4-year institutions, be increased to \$465 million per year “and such sums as may be necessary.”

- 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 an authorization to create 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.

Hispanic Association of Colleges and Universities

FY 2020 Appropriations and Requests

PROGRAM	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY2020 Pres. Budget	Author-ized Level	HACU's Request
Education – Title V, Part A (Undergraduate)	\$98.6M	\$100.2M	\$107.8M	\$107.8M	\$123.2M	\$124.4M	(\$124.4M) ¹	\$175M	\$150M
Education – Title V, Part B (Graduate) ²	\$8.8M	\$8.99M	\$9.7M	\$9.7M	\$11.1M	\$11.2M	(\$11.2 M) ³	\$100M	\$30M
Education – STEM Articulation ⁴	\$92.8M	\$92.8M	\$93.2M	\$93.1M	\$93.4M	\$93.8M	\$94 M	\$100M	\$100M
National Science Foundation	Lang.	Lang.	0	\$15M ⁵	\$30M	\$40 M	\$15 M	\$50M ⁶	\$50M
Education – Hawkins Centers of Excellence	0	0	0	0	0	0	-	\$30M	
Education – First in the World Fund (MSI portion only)	\$20M	\$16M	0	0	0	0	-	\$100M	
Farm Bill – HSIs Education Grants	\$9.2M	\$9.2M	\$9.2M	\$9.2M	\$9.2M	\$9.2M		\$40M	\$20M
Farm Bill – HSACUs									
▪ Endowment	0	0	0	0	0	0	-	\$80M	
▪ Equity Grants	0	0	0	0	0	0	-	\$20M	\$20M
▪ Capacity-Building	0	0	0	0	0	0	-	\$40M	\$10M
▪ Basic & Applied Research	0	0	0	0	0	0	-	\$40M	\$10 M
▪ National Resources Leadership Program	0	0	0	0	0	0	-	\$40M	
▪ Extension Grants	0	0	0	0	0	0	-	\$40M	
▪ Training Hispanic Ag Workers Grants	New	0	0	0	0	0	-	\$10M ⁷	
HUD – HSI Assisting Communities	0	0	0	0	0	0	-	\$15M ⁸	\$6M
Commerce – MSI Wireless Technology	0	0	0	0	0	0	-	\$250M ⁹	
Veterans Affairs – HSI Veterans' Support	0	0	0	0	0	0	-	\$50M ¹⁰	

1 President Trump's FY 2020 budget proposal would combine most MSI programs into a new Title III/V Institutional Formula Grant

2 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.

3 President Trump's FY 2020 budget proposal would combine most MSI programs into a new Title III/V Institutional Formula Grant

4 Obligated funds first committed under the CCRAA of 2007 and extended by the HCR & ERA of 2010 through FY 2019.

5 Language in the FY 2017 Omnibus bill directs the NSF to "establish an Hispanic Serving Institution (HSI) program at no less than \$15,000,000 as authorized in 42 U.S.C. 1862o-12."

6 Congress had included language directing NSF to create an HSI program, but there was no specific authorization level; \$50M represents HACU's request.

7 No specific authorization level; \$10M represents HACU's request.

8 No specific authorization level; \$15M represents HACU's request.

9 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.

10 No specific authorization level exists under current legislation.

Introduction

The Hispanic Association of Colleges and Universities (HACU) is the champion of Hispanic success in higher education. HACU is the only nationally recognized voice for Hispanic-Serving Institutions (HSIs), which serve two thirds (66 percent) of the more than 3.5 Hispanic college students in the United States.

HACU presents its Legislative Agenda for the 1st Session of the 116th 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; yet, on average, HSIs continue to receive only sixty-eight cents for every federal dollar going to all degree-granting institutions per student.

HACU's Legislative Agenda addresses federal Fiscal Year (FY) 2020 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 *Farm Bill*, and includes a policy statement on the *Development, Relief and Education for Alien Minors Act (DREAM Act)* and programmatic recommendations for the Departments of *Veteran's Affairs* and *Health and Human Services*.

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 PK-20 pipeline for the country's 59.1 million Hispanic Americans¹¹ (and an additional 3.3 million in Puerto Rico¹²) and for the 3.5 million Hispanics in higher education.¹³

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

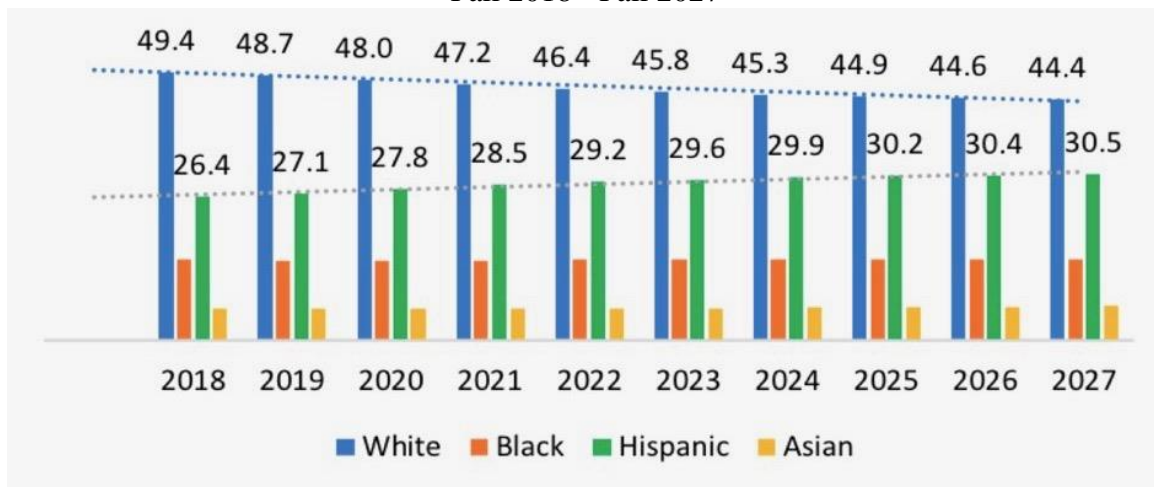
¹¹ U.S. Census Bureau, See Monthly National Population Estimates by Age, Sex, Race, Hispanic Origin, and Population Universe for the United States: April 1, 2010 to December 1, 2017, file 7/1/2017 to 12/1/2017, retrieved from <https://www.census.gov/data/tables/2017/demo/popest/nation-detail.html>.

¹² U.S. Census Bureau, Estimates of the Total Resident Population and Resident Population Age 18 Years and Older for the United States, States, and Puerto Rico: July 1, 2017 (SCPRC-EST2017-18+POP-RES), retrieved from <https://www.census.gov/data/tables/2017/demo/popest/nation-detail.html>.

¹³ National Center for Education Statistics, Digest of Educational Statistics 2018, Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity: 2017, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_306.50.asp?current=yes

- Hispanics make up 18.1 percent of the total United States population.¹⁴
- With a median age of 28.0, Hispanics are almost a decade younger than the U.S. population as a whole with a median age of 37.9.¹⁵
- U.S. Hispanic purchasing power in 2016 was \$1.4 trillion and “the U.S. Hispanic market is larger than the GDP of Mexico and bigger than the economies of all but 14 countries in the world.”¹⁶
- There are 10 states with a population of 1 million or more Hispanic residents in 2017 — Arizona, California, Colorado, Florida, Georgia, Illinois, New Jersey, New Mexico, New York and Texas.¹⁷
- In contrast to the decline of white students, Hispanics are projected to have the greatest increase in enrollment across all racial/ethnic groups in grades 9 to 12 as indicated in the chart below, which shows the percentual distribution through 2027.

Public Secondary School Enrollment
by Race/Ethnicity in Grades 9 to 12
Fall 2018 - Fall 2027



Source: IPEDS Dataset 2016-2017 Projections.

Note: American Indian/Alaska Native is projected to decline from 1.0% to 0.9%, African American to remain at about 15.0%, and Asian American to increase from 5.6% to 6.3% during the 10-year span.

¹⁴<https://www.census.gov/quickfacts/fact/table/US/PST045218>.

¹⁵ U.S. Census Bureau, American Factfinder, March 1, 2019, retrieved from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

¹⁶ See UGA Today, UGA report: Minority groups driving U.S. economy, March 2, 2017, retrieved from <https://news.uga.edu/Multicultural-economy-report-17/>.

¹⁷HACU Analysis of 2017-18 IPEDS data and US Census

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.¹⁷

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

- In 2016, Hispanic 16- through 24-year-olds had an 8.6 percent status dropout rate compared to 5.2 percent for whites of the same age group.¹⁸ This figure represents significant progress, since as recently as 1995, the rate was 30 percent.
- In 2017, only 17.2 percent of Hispanic adults had at least a bachelor's degree, compared to 53.9 percent of Asians, 38.1 percent of Non-Hispanic Whites and 24.3 percent of African Americans.¹⁹

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.

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.

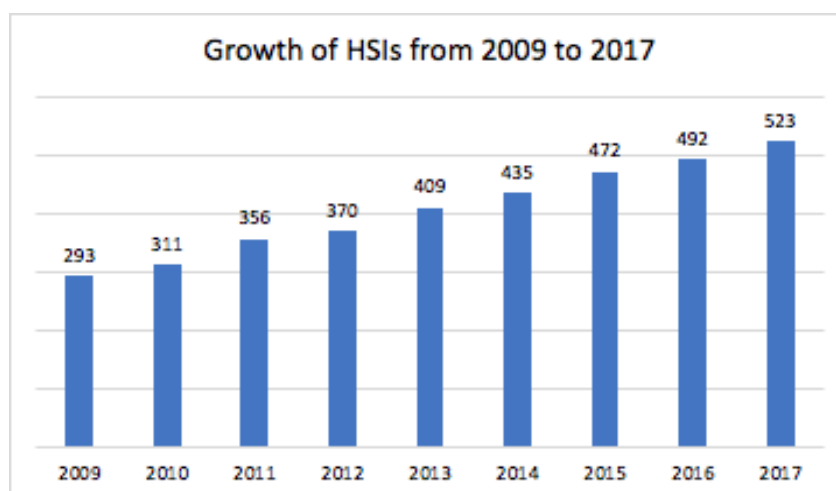
HSIs are at the forefront of efforts to increase educational access and success for the nation's Hispanic citizens. Based on U.S. Department of Education's most recent IPEDS data (2017 enrollment data), there are 523 Hispanic-Serving Institutions in 27 states, District of Columbia and Puerto Rico. Since 2009, HSIs have increased on average 30 institutions per year.

Promising continued growth in the number of HSIs, there are 328 "emerging" HSIs with FTE student enrollments that are between 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.

¹⁷ Bureau of Labor Statistics. Toossi, Mitra, "Labor force projections to 2020: a more slowly growing workforce, *Monthly Labor Review*, January 2012

¹⁸ NCES, *The Digest of Educational Statistics 2017*, "Table 219.70. Percentage of high school dropouts among persons 16 through 24 year olds (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2016." Retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_219.70.asp.

¹⁹ Ibid., "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 2017."



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

- HSIs represent over 15 percent of all higher education institutions yet serve 66.0 percent of all Hispanic undergraduate students.²⁰
- In 2016, HSIs awarded 56.4 percent of all degrees to Hispanic students.²¹
- Of the 523 HSIs in 2017:
 - 222 (42 percent) were public two-year institutions
 - 133 (25 percent) were public four-year institutions
 - 146 (28 percent) were private four-year institutions
 - 22 (4 percent) were private two-year institutions.²²
- HSIs enroll nearly two-thirds of all Latino undergraduates.
- 46 percent of the entire student population at all HSIs are Latino.
- 42 percent of HSIs are community colleges.
- 68 percent of HSIs are public institutions.
- A majority of HSIs are located in urban areas, and are concentrated geographically, with 83 percent of these institutions located in six states and one territory including California, Texas, Florida, New York, Illinois, New Mexico and Puerto Rico.
- One out of four colleges and universities are either an HSI or Emerging HSIs.
- HSIs and Emerging HSIs are present in all but 11 states, including those less known for their Latino population, such as Idaho, Kansas, and Georgia.
- The student undergraduate population at HSIs are diverse and represent 66 percent Hispanic, 40 percent Asian American, 29 percent Native Hawaiian/Pacific Islander, 22 percent African American and 20 percent Native American.

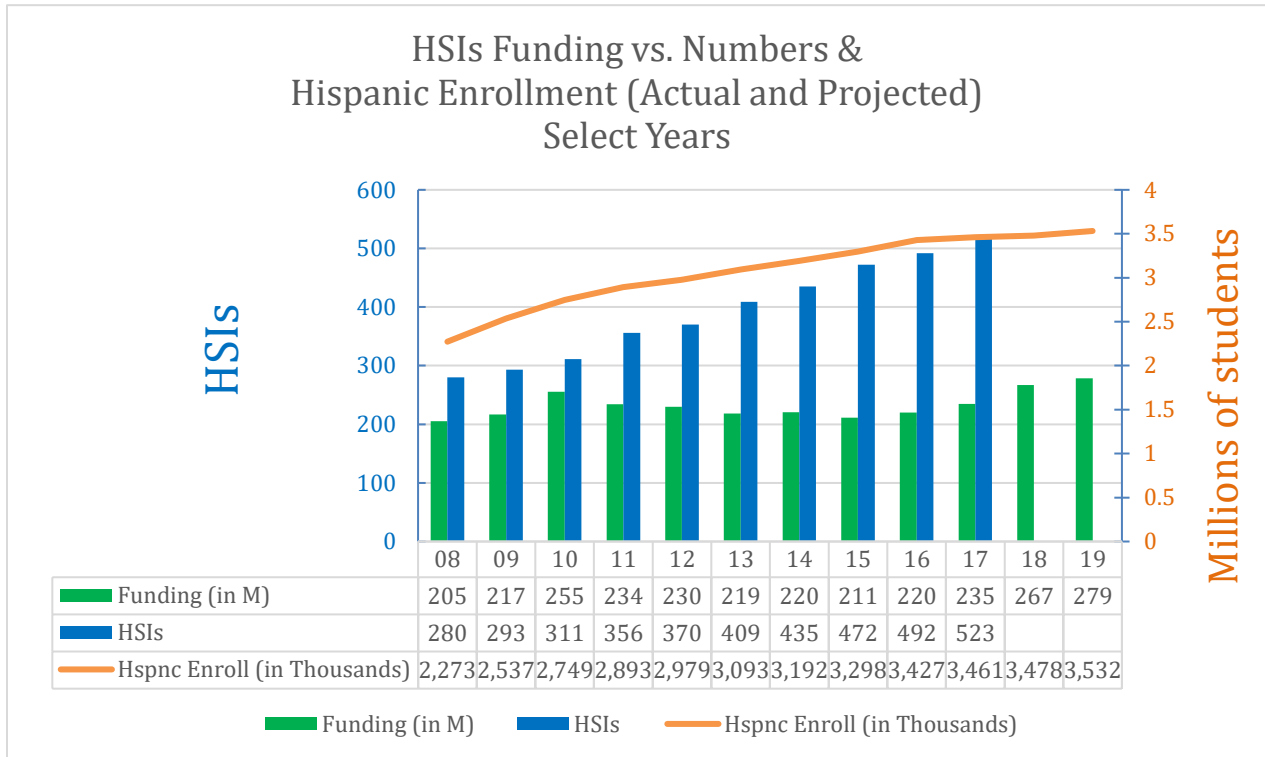
²⁰ HACU Analysis of 2017-18 IPEDS data

²¹ HACU Analysis of 2015-16 IPEDS Completions Survey

²² HACU Analysis of 2017-18 IPEDS data

HSI Funding

One of the challenges HSIs face as they address their critical role is persistent underfunding relative to every other degree-granting institution. As of FY 2016 IPEDS data, HSIs on average received \$3,117 per student from all federal revenue sources, compared to \$4,605 per student for all degree-granting institutions, just 68 cents on the dollar received by other institutions to educate a disproportionately low-income student population.²³



Although federal funding grew in the early years (1998-2004) of Title V (the original and still linchpin HSI federal funding program), it 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 and as the above chart illustrates, it has been declining until the creation of the NSF program and the most recent FY2018 appropriations deal. Throughout this time, the numbers of HSIs and Hispanic students have increased even more rapidly. The persistent underfunding of HSIs needs to change if HSIs are to play their role in educating the nation's workforce in this century.

The number of HSIs has more than doubled since 2000 and continues to climb, on average, more than 30 new HSIs annually, the amount of federal funding for this cohort of institutions has stagnated for the past ten years. It is imperative that federal funding keep pace with the increasing number of HSIs. They should be equitably supported to fulfill their mission of educating and training the fastest-growing segment of America's workforce, Hispanic Americans.

²³ HACU Analysis of 2015-16 IPEDS Financial data

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. In 2015, Hispanics students received:

- 6.9 percent of the Ph.D. degrees in science and engineering, up from 4.9 percent in 2005.²⁴
- 9.3 percent of masters' degrees in science and engineering, up from 6.2 percent in 2005 (and more than double the number of degrees).²⁵
- 12.8 percent of the baccalaureate degrees in science and engineering, up from 7.9 percent in 2005.²⁶

In view of the dramatic gap between these percentages and the percentage of Hispanics in the civilian workforce, which is estimated at 18 percent presently, 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 116th Congress.

²⁴ NSF, Science and Engineering Indicators 2018, Appendix Table 2.32, "Earned doctoral degrees, by citizenship, field, race, and ethnicity: 2000-15," retrieved from <https://nsf.gov/statistics/2018/nsb20181/assets/561/tables/at02-32.pdf>.

²⁵ NSF, Science and Engineering Indicators 2018, Appendix Table 2.28, "Earned master's degrees, by citizenship, field, race, and ethnicity: 2000-15," retrieved from <https://nsf.gov/statistics/2018/nsb20181/assets/561/tables/at02-28.pdf>.

²⁶ NSF, Science and Engineering Indicators 2018, Appendix Table 2.22, "Earned baccalaureate degrees, by citizenship, field, race, and ethnicity: 2000-15," retrieved from <https://nsf.gov/statistics/2018/nsb20181/assets/561/tables/at02-22.pdf>.

HACU's Public Policy Priorities for the 1st Session of the 116th Congress

U.S. Department of Education

Appropriations for Fiscal Year 2020

HEA 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 \$150 million for the Developing HSIs program for undergraduate support under Title V, Part A.**

This request attempts to accommodate the 59.4 percent increase in the number of HSIs (from 311 in 2010 to 523 in 2017—enrollment year).

HEA 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 41.2 percent of all Hispanic graduate degrees.²⁷ Currently, only 41 percent of HSIs offer a postbaccalaureate degree, with 23 percent offering a doctoral degree.²⁸ The total number of doctorates awarded to Hispanics has risen to 7.2 percent in 2016, with doctorates in STEM fields now up to 7.1 percent in 2016.²⁹

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. HSIs with graduate programs represent 209 total institutions.

- **HACU requests an appropriation of \$30 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.**

²⁷ HACU analysis of 2014-15 IPEDS Completions Data

²⁸ HACU analysis of 2015-16 IPEDS

²⁹ National Science Foundation, Science and Engineering Doctorates, December 2017, Table 23, "U.S. citizen and permanent resident doctorate recipients, by broad field of study, ethnicity, and race: Selected years, 1996-2016," retrieved from <https://www.nsf.gov/statistics/2018/nsf18304/data/tab23.pdf>.

The Higher Education Act (HEA) Reauthorization

The Higher Education Act of 1965 (HEA), as amended, defines and codifies 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 defines Hispanic-Serving Institutions (HSIs) and authorizes 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 (STEM) and Articulation program. The HEA was last authorized in 2008.

Hispanics are one of the fastest-growing demographics in the U.S. and are increasingly critical to the American workforce of the 21st century. The U.S. Department of Labor has projected 74 percent of people entering the workforce between 2010 and 2020 to be Hispanic. There has recently been considerable progress in Hispanic high school graduation rates: in 2017, 70.5 percent of adult Hispanics had graduated from high school, compared to only 58.5 percent in 2005.³⁰ However, the 2017 Hispanic rate is more than 23.6 percentage points behind non-Hispanic whites. Over the same time span, the Hispanic college matriculation rate of recent high school graduates has increased from 54 percent to 72 percent.³¹ Despite this progress, wide educational attainment gaps persist. In 2017, 17.3% of Hispanic adults had at least a bachelor's degree and 5.1% had an advanced degree, compared to 38.2% and 14.4% for non-Hispanic whites.³² However, the continued increase in Hispanic high school graduation rates is driving the growth in the number of higher education institutions where these students enroll.

Today's 523 Hispanic-Serving Institutions (HSIs) collectively enroll two-thirds of the 3.5 million Hispanic college students today, a disproportionate number of whom are first-generation college students from lower-income families. Yet, these institutions receive one-third less federal funding (on a per student basis) than the rest of higher education. The HEA Title V and Title III, Part F, programs are the main ways in which the federal government has tried to address this disparity. It is worth noting that HSIs educate and graduate the vast majority of PK-12 Hispanic teachers and of Hispanic STEM degree recipients across the country.

Their potential for increased collaboration with Hispanic-Serving School Districts (HSSDs, districts with at least 25 percent Hispanic student enrollment) to dramatically enhance student success is a major asset for the future of the nation. For these and many other reasons, HSIs need and merit increased public investments under the HEA.

³⁰ National Center for Educational Statistics, Digest of Educational Statistics 2017, Table 104.10. Rates of high school completion and bachelor's degree attainment among person age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2017, retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_104.10.asp.

³¹ Ibid., Table 302.20. Percentage of recent high school completers enrolled in college, by race/ethnicity: 1960 through 2016, retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_302.20.asp.

³² U.S. Census Bureau, Educational Attainment in the United States: 2017, Table 3. Detailed Years of School Completed by People 25 Years and Over by Sex, Age Groups, Race and Hispanic Origin: 2017, retrieved from <https://www.census.gov/data/tables/2017/demo/education-attainment/cps-detailed-tables.html>.

HEA Title V - Part C Proposal

In February 2018, HACU submitted its Higher Education Act (HEA) priorities to the Senate Health, Education, Labor and Pensions (HELP) Committee. Among them was a proposal to create a new Part C under Title V of the HEA for a new grant program to support partnerships and collaboration between Hispanic-Serving Institutions and those school districts that educate most Hispanic students for the purpose of improving their educational attainment. **HACU proposes that \$150 million be authorized to create the program.**

It is HACU's intent that the newly proposed HEA Title V-Part C would:

- Create a new HSI-designated grant program
- Define in law Emerging Hispanic-Serving Institutions (eHSIs), Hispanic-Serving School Districts (HSSDs), and Emerging Hispanic-Serving School Districts (eHSSDs)
- Promote and support PK-12 and higher education collaboration between HSIs and Hispanic-Serving School Districts (HSSDs)

Additional information on the proposal can be found on Appendix D, page 37.

Hispanic students are changing the face of education both in the PK-12 system and throughout higher education. In the 2015-16 school year, there were 3,343 school districts with 25% or more Hispanic enrollment, and they enrolled 78 percent of all kindergarten through grade 12 Hispanic students in the United States or 10.3 million individuals. Represented among these districts are 9 of the Nation's 10 largest school districts.

As of fall 2015, there were 12.8 million Hispanics in public elementary and secondary schools, a quarter of the total PK-12 population and projected to continue to grow. Moreover, the vast majority (80.4%) of Hispanic public elementary and secondary students are enrolled in one of the more than 3,300 HSSDs or one of the more than 1,400 Emerging HSSDs (9.3% of Hispanic schoolchildren are in these districts that are between 15.0 and 24.9 percent Latino).

Type of Institution	Numbers
Total Hispanic enrollment in public elementary schools	12.8 million
Hispanics at HSSDs	10.3 million
Hispanics at Emerging HSSDs	1.2 million
Total HSSDs & Emerging HSSDs	11.5 million

The relative youth of the Hispanic population accounts for these large numbers of Latino children in the education pipeline and underlines the importance of assuring a generation of student-ready teachers who will be culturally prepared to educate this rapidly growing segment. HSIs have the most critical role to play in assuring that our elementary and secondary schools are as student-ready as we want our children to be school-ready.

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).

Capital Financing Program for Hispanic-Serving Institutions

HACU supports the establishment of a Hispanic-Serving Institutions (HSIs) Capital Financing Program as part of the upcoming HEA reauthorization.

The goal of such a program is to provide low-cost capital to finance improvements to the infrastructure of the nation's HSIs. Specifically, the program would provide HSIs with access to capital financing or refinancing for the construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional and auxiliary facilities. This assistance comes through the issuance of federal guarantees on the full payment of principal and interest on qualified bonds, the proceeds of which are used for loans.

Additional information on the proposal can be found on the Appendix E, page 39.

- **HACU requests an authorization level of \$10 billion in secured loans and accrued interest available for a Capital Financing Program for Hispanic-Serving Institutions.**

HEA REAUTHORIZATION RECOMMENDATIONS:

- HACU recommends that the maximum authorized funding level for HSIs under Title V, specifically directed at capacity building 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 reauthorization of the HEA.
- HACU recommends that collaborations between HSIs and international higher education institutions be allowed with Title V funds.
- HACU recommends that three-quarters of one percent (0.75%) of the yearly appropriations amount for HEA under Title V, Part A, be set aside and dedicated by the U.S. Department of Education for national activities in support of research, technical assistance and training of administrative staff and faculty at HSIs.
- HACU recommends that a new Part C be created under Title V of the HEA for a new grant program to support collaboration between HSIs, Emerging HSIs³³, Hispanic-Serving

³³ An Emerging Hispanic-Serving Institution is as an eligible institution of higher education, defined as a non-profit, degree-granting institution, with full-time equivalent (FTE) undergraduate Hispanic student enrollment of at least 15% but no more than 24.9%.

School Districts (HSSDs)³⁴, and emerging HSSDs³⁵ for greater student success. See Case Statement located at Appendix D, page 37.

- HACU recommends the development of a Capital Financing Program for HSIs for a total amount of \$10 billion in secured loans and accrued interest available through the program. See Case Statement located at Appendix E, page 39.
- HACU recommends that the “50 percent low-income” assurance requirement be eliminated from the funding criteria of Title V; this provision creates an unnecessary and costly administrative burden as HSIs overwhelmingly enroll a majority of Title IV aid eligible recipients.
- 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 that the Reaching English Learners (EL) Act serve as the foundation of the preparation of teachers of Els under Title II, Part B.
- HACU recommends that federal investments be increased to enhance the Teacher Quality Partnership Grants program authorized in HEA under Title II, Part A. This is a promising strategy to address the teacher diversity crisis in the United States and mitigate the negative impact it has on the national majority-minority student population.
- HACU recommends that categorical funding be set aside for consortia and partnerships between HSIs and Emerging HSIs (to be defined under Title V as described in footnote 35) to prepare Hispanic teachers and other underrepresented populations in the teaching ranks and to meet national, state and local needs.
- HACU recommends that other financial support mechanisms for Hispanic achievement in higher education be authorized under Title IV of the HEA, including waiving 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 that immigrant students who arrived as minors, 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, be eligible for federal financial aid programs.

³⁴ A school district that has an enrollment of students that is at least 25 percent Hispanic and that is characterized as low income, as measured by having at least 50 percent of the student body eligible for free or reduced-price lunches.

³⁵ A school district that has an enrollment of Hispanic students that is between 15.0 percent and 24.9 and that is characterized as low income, as measured by having at least 50 percent of the student body eligible for free or reduced-price lunches.

- HACU recommends that HSIs and other Minority-Serving Institutions be granted the same number of points given to other institutions for “prior experience” in TRIO grant competitions.
- HACU recommends that a graduate fellowship program be created as part of the Graduate and Postsecondary Improvement Programs 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 would 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 new program to support an “HSI Fellowship Program” under Title VII, Part A, Subpart 5, of the HEA. This Fellowship Program will target Hispanics interested in pursuing careers in academia and willing to make a commitment to teach, conduct research, and engage in community service at HSIs as a condition of receiving a fellowship.
- HACU recommends that Congress allow simultaneous participation for eligible HSIs and Asian American and Native American Pacific Islander-Serving Institutions under Titles V and III, respectively.
- HACU recommends that the HSI STEM Articulation Program under Title III, Part F, which is scheduled to sunset in 2020, be made permanent and funded at a minimum of \$100 million per year “and such sums as may be necessary” consistent with the growth in the number of HSIs and collegiate Hispanic student enrollment, in order to meet the expanding STEM workforce needs of the nation.
- HACU recommends that a new competitive grant program be created under Title VI to enhance the capacity of HSIs to host college and university students from across the Americas and other regions of the world, and to increase Hispanic student participation in study abroad opportunities.

HACU is committed to working with the U.S. Congress and the Administration to ensure that the preceding recommendations are fully incorporated into the reauthorized text of the HEA, as appropriate.

Centers of Excellence for Veteran Student Success at HSIs

HACU supports the establishment of Centers of Excellence for Veteran Student Success at HSIs as part of the next reauthorization of the Veterans Affairs Administration legislation. According to the Minority Veterans Report (March 2017), sponsored by the National Center for Veteran Analysis and Statistics and the Department of Veterans Affairs, the Hispanic population is rising as is representation in military service. Therefore, the percentage of Hispanic Veterans is expected to increase in the future.

As part of reauthorizing the Veterans Affairs Administration legislation, HACU recommends the development of a new grant program to create and support Centers of Excellence for Veteran Student Success at HSIs. As the largest and most diverse cohort of minority-serving institutions, HSIs are the linchpin of any successful effort to encourage and educate Hispanic Veterans. The goal of such a program is to provide a grant program to allow for the creation of Service Centers at HSIs designed to support Veterans educational services. We urge Congress to approve an authorizing level for a total amount of \$50 million. This amendment will advance access and parity for the nation's fastest-growing and largest minority population enrolled in higher education.

Additional information on the proposal can be found on the Appendix F, page 40.

- **HACU requests an authorization of \$50 million for a competitive grants program to create Centers of Excellence for Veteran Student Success at HSIs, as authorized by the Veterans Affairs Administration legislation.**

TEACHER PREPARATION

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

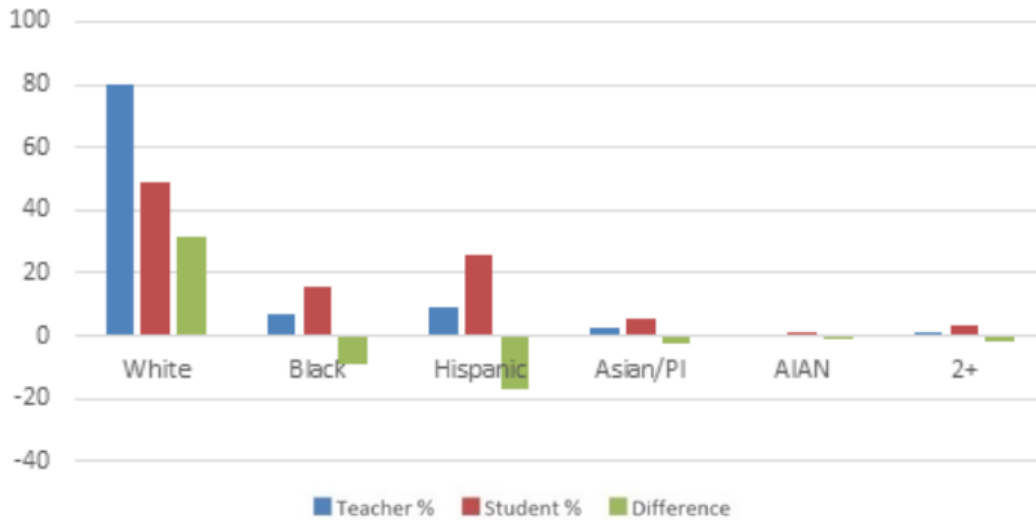
- Hispanics make up 26 percent of the student enrollments in PK-12 nationwide in 2015, but only 8.8 percent of teachers.³⁶ No other racial or ethnic group has such a wide disparity. In California and Texas, Hispanic children constitute 54.2 percent³⁷ and 52.4 percent of PK-12 public school enrollments.³⁸

³⁶ U.S. Department of Education, Digest of Educational Statistics 2017, Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2015-16, retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp.

³⁷ Ed-Data, November 2017, Enrollment by ethnicity, 2016-17, retrieved from <http://www.ed-data.org/state/CA>.

³⁸ Texas Education Agency, Enrollment in Texas Public Schools, 2016-17, June 2017, retrieved from http://tea.texas.gov/acctres/enroll_index.html.

2015 TEACHER STUDENT GAP IN K-12



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 80 percent of teachers in the U.S. today are white. This means that America's children of color will, for most of their school years, not have a teacher who is a reflection of their own image.
- One consequence of this debilitating mismatch is a disproportionate number 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.

- 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.

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 18 percent of the general population.³⁹

- In 2015 Hispanics received only 6.9 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.⁴⁰
- 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.⁴¹

³⁹ Pew Hispanic Center, "An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030," November 2016

⁴⁰ See note 26 above.

⁴¹ Higher Education Research Institute, "The American Freshman: National Norms, special tabulations" 2017

To address the dearth of Hispanic and other minorities in STEM fields and maximize our economic competitiveness, HSIs provide the infrastructure and opportunity the country needs to build upon. These institutions have the expertise in the needs of their student body, and as such are best equipped to build targeted STEM programs that will draw in Hispanic and minority students.

Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program)

In response to the Consolidated Appropriations Act, 2017 (P.L. 115-31) and the American Innovation and Competitiveness Act (P.L. 114-329), the NSF established a program for HSIs. The HSI Grant Program seeks to increase the retention and graduation rates of students pursuing associate or baccalaureate degrees in science, technology, engineering, and mathematics (STEM). This program awarded \$45 million in grants in FY 2018—it combined the FY 2017 (\$15M) and FY 2018 (\$30 M) into one award year. Congress approved appropriations of \$40 million in FY 2019.

- **HACU requests an appropriation of \$50 million for a competitive grants program within NSF to support HSIs in research, curriculum and infrastructure development, and for other purposes.**

Comprehensive Immigration Reform, The Development, Relief, and Education for Alien Minors (DREAM) 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.

The bipartisan Development, Relief, and Education for Alien Minors (DREAM) Act, first introduced during the 108th Congress, has been 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 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 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 March 2019, the Dream and Promise Act of 2019 (H.R. 6) was introduced by Rep. Lucille Roybal-Allard and has 214 co-sponsors. The bill would allow as many as 2.5 million people to apply for legal status and put them on a path that could ultimately lead to US citizenship. H.R. 6 combines the longstanding DREAM Act with a proposal to allow some immigrants with temporary humanitarian protections to apply for permanent legal status.

- **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.**

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 U.S. Department of Agriculture's (USDA) National Institute of Food and Agriculture (NIFA) administers a grant program aimed at HSIs. The Hispanic-Serving Institutions Education Grants Program promotes and strengthens efforts to attract, retain, and graduate outstanding students capable of enhancing the nation's food, agricultural, natural resource, and human sciences work force. Specifically, grant activities support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize what we know about how students learn. The NIFA HSIs grant program is funded at \$9.2 million in FY 2019.

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:

- **\$20 million for the HSIs Education Grants Program at USDA-NIFA**
- **\$20 million for the HSACU Equity Grants Program**
- **\$80 million for the HSACU Endowment Fund**
- **\$10 million for the HSACU Institutional Capacity-Building Grant Program**
- **\$10 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**

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 most 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 53 colleges and universities operate CAMP programs, and only 47 HEP programs are in place. Many areas of the country have no access to HEP or CAMP programs.⁴²

- **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, 29.5 percent of Hispanics have not completed high school, compared to 5.9 percent of non-Hispanics whites.⁴³

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

⁴² National HEP Camp Association, “Programs by State,” <http://www.hepcampassociation.org/programs-by-state.html>.

⁴³ NCES, Digest of Educational Statistics 2017, 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 2017,” January 2018, retrieved from http://nces.ed.gov/programs/digest/d17/tables/dt17_104.10.asp.

- **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.

- **HACU requests an appropriation of \$395 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 \$1.12 billion for TRIO programs under Title IV of HEA.**

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.**

National Issues to be Monitored

The following policy issues are of importance to the organization and HSIs but are not expected to be actively considered by the 116th Congress; however, if an opportunity were to present itself to engage on any of these authorization and/or authorization issues, HACU's government relations staff will move and act as necessary to represent the interest of HSIs by impacting the policy development process.

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.

- Require the Director of NSF to:
 - report to Congress the steps or plans that NSF is taking to build the capacity of Hispanic-Serving Institutions in STEM areas;
 - provide data on the number of Hispanic faculty and students that have benefited directly from NSF programs and resources;
 - provide an account of the representation of Hispanic faculty who serve on NSF task forces and decision-making bodies;
 - 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 an authority for 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 an authority for 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 at a HSI.
- Establish an authority for loan repayment or cancellation program for Hispanic students who obtain an advanced degree in critical STEM areas.

- Establish an authority for 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 an authority for 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 an authority for 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 an authority for summer research/internship grants program for Hispanic students enrolled in two-year and four-year HSIs.
- Establish an authority for fellowship programs for master’s and doctoral level Hispanic students who are pursuing STEM careers at an HSI.
- Establish an authority for dissertation fellowship for Hispanic doctoral students enrolled at an HSI.

<h2 style="margin: 0;">FARM BILL</h2>

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. These are the relevant 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 13171 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 made more than 12,000 intern placements, 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 FY 2016 represented 8.6 percent of the federal workforce⁴⁴ versus over 15.0 percent of the current civilian labor force. 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.

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

- In 2015, 88.0 percent of white non-Hispanic households had a computer at home, compared to only 84.2 percent of Hispanic households.⁴⁵
- In 2015 only 70.5 percent of Hispanic households had a broadband Internet subscription compared to 79.3 percent for non-Hispanic whites (and 64.5 percent for African Americans).⁴⁶

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 appropriating funding for *implementation* of this much-needed program is now long overdue.

⁴⁴ United States Office of Personnel Management. *Federal Equal Opportunity Recruitment Program Report to Congress, Fiscal Year 2016*. February 2018, retrieved from <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/feorp-2016.pdf>.

⁴⁵ U.S. Census Bureau, “Computer and Internet Use in the United States: 2015,” September 2017, see Table 1, p. 4, retrieved from <http://www.census.gov/content/dam/Census/library/publications/2017/acs/acs-37.pdf>.

⁴⁶ *Ibid.*

- **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

From FY 2002 to 2005 Congress funded a dedicated grant program at the Department of Defense (DoD) for infrastructure development at HSIs. This modest program was eliminated in 2006. Currently the DoD Infrastructure Support Program's HBCU/MI (Historically Black Colleges and Universities/Minority Institutions) Program provides grants to HSIs in STEM areas. These grants are 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.

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 \$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.**

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 66 percent of Hispanic undergraduates and are well poised to train health care professionals with the special skills to address diverse health care needs. Seven of the 30 fastest growing occupations between 2016 and 2026 are health-related.⁴⁷ 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 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. A national focus on disparities in health status is particularly important as major changes have unfolded in the way in which healthcare 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 66 percent of Hispanic undergraduates 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 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

⁴⁷ Bureau of Labor Statistics, Employment Projections, Table 1.4 Occupations with the most job growth, 2016 and projected 2026, January 2018, retrieved from http://www.bls.gov/emp/ep_table_104.htm.

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 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 locations are 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.**

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 2019 Legislative Agenda also addresses FY 2020 appropriations goals that HACU and its membership will present to the 116th 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.⁴⁸ 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 2019 Legislative Agenda presents recommendations essential to assuring a bright future, not only for Hispanics, but also for all Americans.

⁴⁸ U.S. Census Bureau 2016 Projections

APPENDICES

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 1, 2018, had 525 nonprofit, degree-granting member institutions in 38 states, Puerto Rico and the District of Columbia, plus 36 international members in 8 countries in Latin America and Spain:

- 302 HSI members in 20 states and Puerto Rico
- 116 Associate Members (10-25 percent Hispanic student enrollment or at least 1,000 Hispanic students) in 34 states and District of Columbia
- 43 Partner Institutions (less than 10 percent Hispanic student enrollment) in 21 states and District of Columbia
- 28 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 13,000 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.

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, page 36).
- 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 was 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.
- In the FY 2017 Omnibus spending bill, Congress included \$15 million in the Commerce Justice Science Appropriations bill to establish a NSF HSI infrastructure development grant program.

Altogether, HACU’s advocacy efforts with the federal government have led to more than \$3 billion in grants targeted to HSIs since 1995.

Federal HSI Appropriations 1995 – 2019

(in Millions of Dollars)

Source Year	HEA Title V*	HEA Title V, B	USDA Title VII	HUD HSIAC	DoD	STEM Title IIIF	NSF	Totals
1995	12							12
1996	10.8							10.8
1997	10.8		1.4					12.2
1998	12		2.4					14.4
1999	28		2.9	6.5				37.4
2000	42.3		2.9	6.5	2			53.7
2001	68.5		3.5	6.5	5			83.5
2002	86		3.5	6.5	4.3			100.3
2003	92.3		4.1	5	6			107.4
2004	94.5		4.6	6.5	5			110.6
2005	95.1		5.6	6.7	4.3			111.7
2006	94.9		6	6	0			106.9
2007	94.9		6	6	0			106.9
2008	93.2		6	6	0	100		205.2
2009	93.2	11.5	6	6	0	100		216.7
2010	117.429	22	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		230.1
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	9.2	0	0	92.8		211.2
2016	107.8	9.7	9.2	0	0	93.2		219.9
2017	107.8	9.7	9.2	0	0	93.1	15	234.8
2018	123.2	11.1	9.2	0	0	93.4	30	266.9
2019	124.4	11.2	9.2	0	0	93.8	40	278.6
TOTALS	2,008.03	164.60	146.53	74.72	26.60	1,154.10	45.00	3,659.58

* 1995-1998 HSI funding came under Title III of HEA; the 1998 reauthorization moved it to a new Title V

CASE STATEMENT

HEA Title V, Part C

Background

Hispanic students are changing the face of education both in the K-12 system and throughout higher education. In the 2015-16 school year, there were **3,343 school districts** with 25% or more Hispanic enrollment, and they enrolled 78 percent of all prekindergarten through grade 12 Hispanic students in the United States or 10.4 million individuals. Represented among these districts are nine of the Nation's 10 largest school districts.

Similarly, in the 2017-18 academic year, **523 institutions** met the federal enrollment criterion of 25% for Hispanic-Serving Institutions (HSIs), enrolling 2,066,468 Hispanics or more than 60% of the 3.4 million Hispanics enrolled in higher education that year. HSIs currently enroll 66% of Hispanic undergraduate students and represent 15% of all eligible institutions of higher education. Promising continued growth in the number of HSIs, there are 328 "emerging" HSIs in 28 states and the District of Columbia with Full-Time Equivalent (FTE) student enrollments that are between 15-24.9% Hispanic.

It is clear that the changing demographics in elementary and secondary schools in the U.S., in addition to fueling the rapid growth of HSIs, also present us with new opportunities to address lingering achievement gaps between White and Hispanic students. For example, while the Hispanic Association of Colleges and Universities (HACU) is pleased about the considerable progress in recent decades in high school completion and college matriculation rates, it remains concerned that Hispanics still lag non-Hispanic whites in education attainment. Too many Hispanic students still have little or no exposure to higher education opportunities during their early school years. Similarly, HACU acknowledges that more Hispanics are going to college than ever but remains concerned that less than half of them earn a bachelor's degree. For too many low-income, first generation students, including Hispanics, the preparedness provided by their early education experience is inadequate for success in a post-secondary environment. In order to address these concerns and others, HACU has embarked on a new initiative focused on maximizing the collaborative potential of the PK-12 and the higher education systems.

Why a Title V, Part C?

A new grant program to support partnerships and collaboration between Hispanic-Serving Institutions and school districts that educate the majority of Hispanic students is sorely needed. Historically, PK-12 and higher education have been separate systems, with different principles of organization, sources of funding, governing bodies and laws. Students and their families have

had the major responsibility of making the transition on their own from one system to the other. Congress can begin to take action to support enhanced collaboration between these levels and assure a more seamless educational pipeline. This change has the potential to have an enormous positive impact on the educational attainment of all Americans, but most especially on those least able to negotiate the current gaps, Hispanics and all low-income, first generation students.

Proposed Amendment to the Higher Education Act (HEA)

In February 2018, HACU submitted its Higher Education Act (HEA) priorities to the Senate Health, Education, Labor and Pensions (HELP) Committee. Among them was a proposal to create a new Part C under Title V of the HEA for a new grant program to support partnerships and collaboration between Hispanic-Serving Institutions and those school districts that educate the majority of Hispanic students for the purpose of improving their educational attainment. HACU proposes that \$150 million be authorized to create the program.

It is HACU's intent that the newly proposed Title V-Part C would:

- Create a new HSI-designated program
- Define in law Emerging HSI, Hispanic-Serving School Districts and Emerging Hispanic-Serving School Districts
- Promote and support PK-12 and higher education collaboration between HSIs and Hispanic-Serving School Districts (HSSDs)
- Expand and enhance the course offerings, program quality, and overall functionality of the colleges, universities and school districts that educate the majority of Hispanic students
- Authorize the Secretary of Education to provide grants and related assistance to HSIs for the development of model and innovative agreements between higher education and secondary schools
- Create a new set of allowable uses focused on increasing academic alliances and collaborative partnerships between higher education institutions and school districts that enroll the majority of Hispanic students.

CASE STATEMENT

Capital Financing Program for Hispanic-Serving Institutions

Background

The Hispanic college enrollment increased very rapidly over the past 20 years. From 1996 to 2006, the college enrollment of Hispanics increased from 1.1 million to 1.9 million. By 2016, 3.4 million Hispanics were enrolled in higher education. The enrollment of Hispanics over the past two decades has more than tripled. Hispanic college enrollment is predicted to exceed 3.9 million students by 2027, far surpassing the growth rate of any other ethnic/racial group. Approximately two-thirds of Hispanic students attend HSIs. As a result, the number of HSIs is also expected to increase over time at the rate of 30 institutions per year. Consequently, the need for additional classroom facilities, labs, and dorms is evident at most HSIs. Yet, HSIs lack a Federal Capital Financing Program. Congress established the HBCU Capital Financing Program in 1992 under Title III, Part D, of the Higher Education Act of 1965, as amended, to provide HBCUs with access to low-cost capital. The Tribally Controlled Colleges and Universities Assistance Act of 1978 (TCCUA), as amended, authorizes Federal grant resources to TCUs for construction, maintenance, and operations.

HSIs Funding Challenges

HSIs are highly diverse institutions that face some significant funding limitations. While two-thirds of today's 3.5 million Hispanic college students are enrolled at HSIs, they also enroll more African Americans than all the HBCUs combined and more American Indians than all TCUs together. Yet, HSIs remain dramatically underfunded. On average, HSIs only receive 69 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources. A new program to support the capital financing of the approximately 500 HSIs is essential to increase their capacity to serve the educational needs of their diverse and needy student populations.

Proposed Amendment to the Higher Education Act (HEA)

As the process of reauthorizing the HEA Bill continues, HACU urges the development of a Capital Financing Program for HSIs, comparable to that of HBCUs at a funding level commensurate with the number of HSIs. As the largest and most diverse cohort of minority-serving institutions, HSIs should not be excluded from the capital financing provisions of the Higher Education Act.

The goal of such a program is to provide low-cost capital to finance improvements to the infrastructure of the nation's HSIs. Specifically, the program would provide HSIs with access to capital financing or refinancing for the repair, renovation, and construction of classrooms, libraries, laboratories, dormitories, instructional equipment, and research instrumentation. This assistance comes through the issuance of federal guarantees on the full payment of principal and interest on qualified bonds, the proceeds of which are used for loans.

We urge Congress to approve an authorizing level for a total amount of \$10 billion in secured loans and accrued interest available through the program. This amendment will advance access and parity for the fastest-growing and largest minority population in the nation enrolled in higher education.

CASE STATEMENT

Centers of Excellence for Veteran Student Success for Hispanic-Serving Institutions

Background

According to the Minority Veterans Report (March 2017), sponsored by the National Center for Veteran Analysis and Statistics and the Department of Veterans Affairs, Hispanic population is rising as is representation in military service. Therefore, the percentage of Hispanic Veterans is expected to increase in the future. To assist veterans in pursuing higher education and to support them better to transition and integrate 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 the more than 1.2 million Hispanic veterans in 2017 and to encourage and support their access to higher education. Minorities represented about 22.6 percent of the total Veteran population in 2014. In the same year, 235,733 minority Veterans used education benefits. This represents only 5.4 percent of the total population of minority Veterans. At the 20 institutions with 100 or more GI Bill recipients eligible to finish in 2014, the government data shows, even the ones with the highest veteran success rates managed to graduate only one in five. The two largest groups of minority veterans are Hispanic and Black Veterans, and both will experience the largest growth of 7.4 and 3.3 percent from 2014 to 2043 in military service among all groups. Considering that HSIs enroll two thirds of all Hispanics and more African Americans than all the Historically Black Colleges and Universities combined, they are well positioned to serve this growing population of students. However, on average, HSIs only receive 69 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources. A new grant program to support the education needs of Veterans at the 523 HSIs is essential to increase their capacity to serve the educational needs of their diverse and needy student populations that include Veterans.

Proposed Amendment to the Veteran Affairs Administration Legislation

HACU urges the development of a new grant program to create and support Centers of Excellence for Veteran Student Success at HSIs with an authorization level of \$50 million. As the largest and most diverse cohort of minority-serving institutions, HSIs are the linchpin of any successful effort to encourage and educate Hispanic Veterans.

The goal of such a program is to provide a grant program to allow for the creation of Service Centers at HSIs designed to support Veterans educational services. We urge Congress to approve an authorizing level for a total amount of \$50 million. This amendment will advance access and parity for the nation's fastest-growing and largest minority population enrolled in higher education.