



HACU

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

2021 HACU LEGISLATIVE AGENDA



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Ex-Officio:
Antonio R. Flores
President and CEO
HACU

Dear Colleagues:

As we enter 2021, and the new 117th Congress advances its work, we have a renewed sense of optimism that a return to a more “normal” life is on the horizon. Our work at the Hispanic Association of Colleges and Universities, much like the work in and around D.C., has continued throughout the pandemic and has shown the resilience of our organization, our member institutions, our champions on the Hill, the new Administration, and the American people.

As the only nationally recognized voice for the 569 Hispanic-Serving Institutions (HSIs), HACU is grateful to our advocates in Congress who ensured that COVID-19 relief packages included funding for our HSIs and the students they serve. We also have renewed hope that this may finally be the year Congress passes and the President signs the Dream Act and comprehensive immigration reform to regularize the nation’s almost 11 million undocumented residents.

However, we still have much work to do in 2021. The nation’s 500 HSIs remain severely underfunded by the federal government and the increasing number of HSIs each year only widens that funding gap. Our community and HSIs still face many of the challenges that COVID-19 has highlighted and magnified, including unequal access to broadband and technology, insufficient resources, and fast-growing enrollments of first-generation and needy students. As the backbone of Hispanic higher education, HSIs also serve a plurality of African Americans, Native Americans, Asian Americans, and other underserved populations. HSIs are a microcosm of America’s diversity and the foundation of its 21st Century workforce.

HSIs need additional access to affordable capital to ensure students are being educated in new or renovated buildings that are equipped to prepare students for the high- and critical thinking-skills occupations of our new economy, including STEM careers. Our college students, many of whom are low-income, need access to financial aid, not just loans, to help them pay for college and student success programs that help first-generation students graduate from college and pursue advanced degrees.

Our Hispanic-Serving School Districts (HSSDs) need more opportunities and resources to partner with neighboring HSIs to address the opportunity and achievement gaps among Latino and other disadvantaged K-12 students. HSSDs also need access to programs to foster student success and access to higher education.

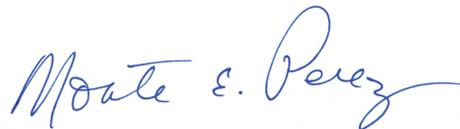
Together, we will not only meet the challenges facing HSIs and HSSDs and other historically underserved communities they serve, but we will also become a stronger nation by empowering students with the best education possible and the opportunity for them to make America a better country for all.

We appreciate your continuing commitment to “Champion Hispanic Success in Higher Education.”

Sincerely,



Antonio R. Flores
President and CEO
HACU



Monte E. Pérez, Chair
President
Los Angeles Mission College

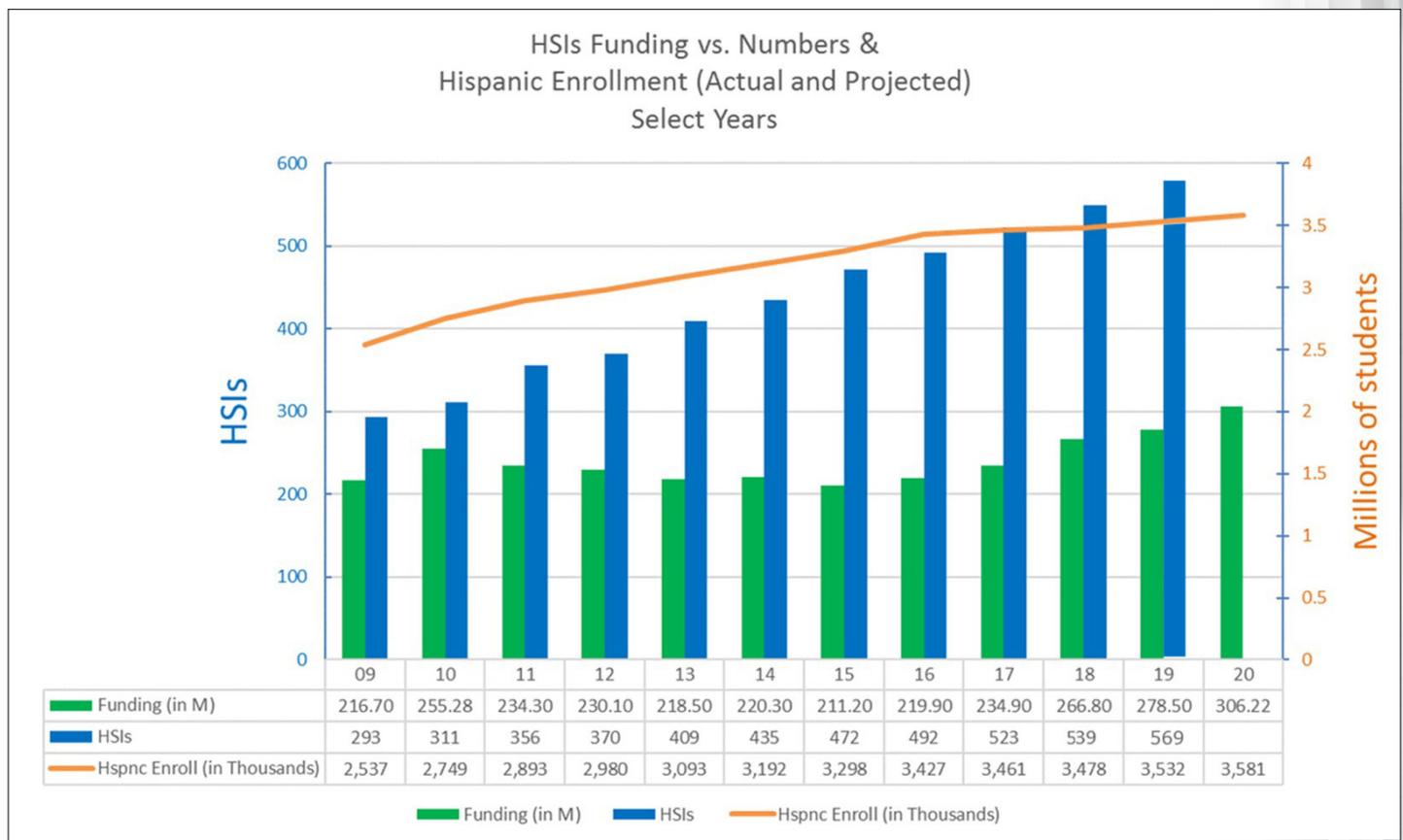
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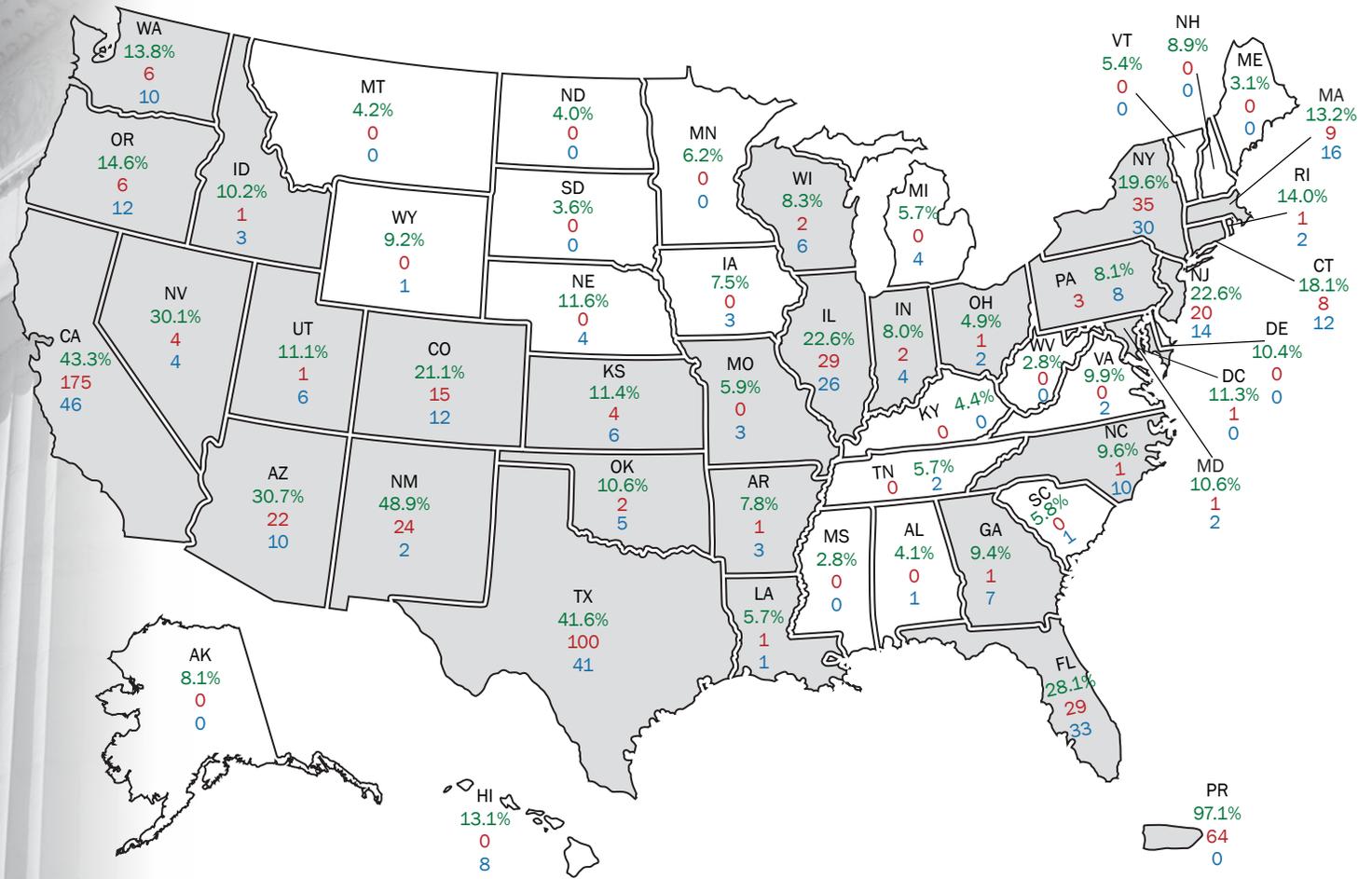
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About Us

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Today, HACU represents 500 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain as well as Hispanic-Serving School Districts (HSSDs) in the U.S. Together HSIs represent only 16% of institutions nationwide yet they are home to almost two-thirds of the Hispanic student population. Among other requirements laid out in the Higher Education Act (HEA), Hispanic-Serving Institutions (HSIs), enroll at least 25% full-time enrollment Hispanic students, and offer access to a significant proportion of the nation’s most underserved and underrepresented student groups. HACU is the only national educational association that represents HSIs. HACU’s mission is to champion Hispanic success in higher education.

Growth and Location of HSIs





- Percentage of Undergraduate Students that are Hispanic**
- Number of Hispanic-Serving Institutions (HSIs)**
(25.0 % minimum Hispanic Full-Time Equivalent (FTE) enrollment)
- Number of Emerging HSI**
(15.0 - 24.9 % Hispanic FTE)

Total HSIs = 569
 Total Emerging HSIs = 362

Total Undergraduate (UG) Student Headcount = 15,963,586
 Total Hispanic UG Student Headcount = 3,328,570
 Total Hispanic UG Student Percentage = 20.9%
 Reference: 2019-20 IPEDS Data

HACU Office of Policy Analysis and Information. 04/6/2021.
 Source: 2019-20 IPEDS data using Title IV eligible, 2 year & 4 year, Public and Private, nonprofit institutions.

Top Federal Priorities for the 117th Congress

Equitable Funding for Hispanic-Serving Institutions

HACU requests that all funding levels for Hispanic-Serving Institutions (HSIs) be appropriated equitably throughout government programs across all federal agencies. This includes funding to HSIs made through the U.S. Department of Education, U.S. Department of Agriculture, National Science Foundation, U.S. Department of Commerce, NASA, and other departments or agencies that have programs benefitting Minority-Serving Institutions (MSIs).

Hispanic Educational Resources and Empowerment (HERE) Act

HACU supports the bill introduced by Congressman Joaquin Castro, the Hispanic Educational Resources and Empowerment (HERE) Act. The HERE Act would create a new MSI-designated program, which would support partnerships and collaboration between MSIs and Hispanic-Serving School Districts (HSSDs). The HERE Act would help Hispanic students navigate the postsecondary system and bridge the gap towards higher completion rates and educational attainment.

Capital Financing Bill

HACU supports the establishment of a \$10 billion Capital Financing Program for HSIs as part of the upcoming Higher Education Act (HEA) reauthorization. The goal of the program is to provide low-cost capital to finance improvements to the infrastructure of the nation's HSIs.

Immigration Reform

HACU supports the immediate passage of the Dream Act as a down payment on a Comprehensive Immigration Reform bill. The Dream Act would provide a pathway to citizenship for the estimated 10.5-12 million undocumented immigrants in the U.S. We urge the passage of both the Dream Act and Comprehensive Immigration Reform¹ as one of the first non-COVID related priorities for this Congress.



HACU's Appropriations Requests for the 117th Congress

The appropriations levels listed below reflect amounts that would allow the 569 HSIs to compete for and receive grants that treat HSIs and the student populations they serve more equitably.

- HACU requests the authorization level be increased to \$250 million for Title V, Part A (Developing Hispanic-Serving Institutions (DHSI) Program) and that sum be appropriated this fiscal year.
- HACU requests \$50 million for Title V, Part B (Promoting Postbaccalaureate Opportunities for Hispanic Americans).
- HACU requests \$30 million under the U.S. Department of Education for the Hawkins Centers of Excellence.
- HACU requests \$5 million under the U.S. Department of Education for Centers of Excellence for Veteran Student Success at HSIs.
- HACU requests \$55 million under the National Science Foundation for the HSI program.
- HACU requests \$40 million under the Farm Bill for HSI Education Grants.
- HACU requests that all programs under the Farm Bill – Hispanic-Serving Agricultural Colleges and Universities be appropriated at the levels they were authorized. To date, none of these programs have been funded.
- HACU requests an appropriation of \$1.3 billion for Fiscal Year 2022, which is a 20% increase. This is the figure in the College for All Act, which puts TRIO on a path to double in five years.
- HACU requests an appropriation of \$395 million under Title IV of the Higher Education Act for GEAR UP programs that aid low-income youth.
- HACU requests an appropriation of \$55 million for HEP-CAMP, under Title IV of the HEA for our migrant students.
- HACU requests that Congress doubles the Pell Grant to cover more of the cost of college for low-income college students.



HACU's Congressional Requests: Higher Education

Equitable Funding for HSIs

HSIs have been historically underfunded. A prime example of such inequitable funding is the CARES Act funding distribution. While they serve two thirds of today's 3.6 million Hispanic college students, In 2019-20, HSIs made up 17% of all institutions of higher education and enrolled 67% of all Hispanic undergraduates. As a cohort, HSIs are very diverse and also enroll 41.3% of Asian American, 35.6% of Native Hawaiian and Pacific Islander, 24.4% of Black, and 15.8% of non-Hispanic white students. HSIs also enroll 33% of all Pell recipients in the nation, despite making up 17% of U.S. institutions, indicating disproportionately high enrollments among underrepresented and high-need student groups. Despite enrolling 64% of all MSI students, HSIs received just 24% of the MSI set-aside. We urge Congress to remedy these inequities in future funding across all programs and agencies.

HEA Title V, Part A: Undergraduate Education

Since 1995, funds received from Title V, Part A, of the Higher Education Act (HEA) 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. The number of HSIs has far outpaced the monies available for competition, creating inequitable funding for HSIs. HACU's request is a down payment on equitable funding for HSIs and the students they serve.

- HACU requests an appropriation of \$250 million for the Developing HSIs program for undergraduate support under Title V, Part A.

HEA Title V, Part B: Graduate Education

In the 2018-19 academic year, HSIs throughout the U.S. and Puerto Rico awarded 42% of all Hispanic graduate degrees. Many under-funded HSIs, however, do not have the infrastructure to offer advanced degree programs. This is particularly concerning for those invested in Hispanic education, considering the positive relationship between educational attainment and median weekly earnings in the U.S. Currently, less than half of HSIs offer a postbaccalaureate degree, with 25% offering a doctoral degree. Hispanic students were awarded 6.44% of all doctorate degrees and 5.96% of STEM doctorates in 2014. Five years later (2019), these numbers increased to 8.01% of all doctorates and 7.65% of STEM doctorates. Despite this noteworthy progress, these proportions are still far from mirroring the U.S. population, which was 18.5% Hispanic in 2019².

Title V, Part B funding took a significant hit in 2014 when an annual \$10 million mandatory appropriation expired. Total funding was effectively cut in half.

- HACU requests an appropriation of \$50 million for the Promoting Postbaccalaureate Opportunities for Hispanic Americans for graduate education at HSIs under Title V, Part B.



Capital Financing Bill

The Hispanic Association of Colleges and Universities (HACU) urges the U.S. Congress to create a Hispanic-Serving Institutions (HSIs) Capital Financing Program of \$10 billion in federally guaranteed loans at zero or nominal interest rates. HSIs are defined as nonprofit institutions of higher education whose enrollment is at least 25% Hispanic full-time-equivalent undergraduate students, 50% or more of all their students are eligible for need-based financial aid and have annual per-student expenditures below the average of peer non-HSI institutions.

Contextual Background

Hispanic college enrollment has increased rapidly over the past two decades from 1.9 million in 1996 to over 3.6 million in 2018 and is predicted to exceed 4.4 million students by 2025, far surpassing the growth rate of any other racial or ethnic group. As a result, the number of HSIs identified by HACU increased from 172 in 1995 to 569 in 2019 and are expected to continue growing at the rate of 26 institutions per year. Consequently, HSIs have a pressing need for additional and better classroom facilities, labs, dorms, and other infrastructure. Yet, HSIs lack a federal capital financing program to provide affordable loans for these burgeoning and often under-resourced institutions. This program would serve HSIs in the same manner as existing programs that rightfully provide capital outlay financing for Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs).

HSIs Funding Challenges

HSIs are diverse institutions facing inequitable federal funding challenges. While they serve two thirds of today's 3.6 million Hispanic college students, HSIs also boast the largest enrollments of African American, Native American, and Asian American students, compared to any other institutional cohort, and a sizeable number of needy non-Hispanic white students. Yet, HSIs remain dramatically underfunded. On average, HSIs receive only 68 cents of 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 over 500 HSIs is vital to increasing their capacity to meet the needs of their diverse students. The 4.83 million students at HSIs and other HACU member institutions are a microcosm of America's diverse demography and the backbone of its emerging workforce.

Proposed Amendment to the Higher Education Act (HEA)

HACU urges the development of a Capital Financing Program for HSIs, similar in purpose to those for TCUs and HBCUs, at a funding level commensurate with the number of HSIs. As the largest and most diverse cohort of Minority-Serving Institutions, HSIs should be included in the capital financing provisions of the Higher Education Act. This could be done through an appropriations bill or a stand-alone initiative.

Such a program would provide low- or zero-interest loans guaranteed by the federal government for 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; and for equipment and instrumentation, including IT infrastructure. This assistance would come 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 of \$10 billion in secured loans and accrued interest available through the program. This Congressional action would advance access and parity for HSIs and Hispanics, the fastest growing and most underserved student population in U.S. higher education.

- HACU urges 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 non-White population in the nation enrolled in higher education.

NTIA Minority Broadband Initiative

The 2021 Consolidated Appropriations Act provided \$285 million for a new Connecting Minority Communities Pilot Program, to be administered by the National Telecommunications and Information Administration (NTIA) in the U.S. Department of Commerce. This pilot program established the Office of Minority Broadband Initiatives and instructs it to:

- Provide grants to HBCUs, TCUs, MSIs, and respective consortiums for the purchase of broadband internet access service or any eligible equipment, or to hire and train information technology personnel.
- Collaborate with Federal agencies that carry out broadband internet access service support programs.
- Collaborate with state and local governments and HBCUs, TCUs, and MSIs to promote broadband access, adoption, digital literacy, and professional development.
- Submit an annual report detailing the work of the new office in expanding access to broadband at HSIs, HBCUs, TCUs, and MSIs and their surrounding communities and identifying barriers in providing access to program.

HACU recommends the following for the Connecting Minority Communities Pilot Program:

- Appropriate \$285 million for FY 2022 for more competitive grants program to support HSIs and MSIs, allowing more institutions to be able to compete for the program, without set-asides benefiting any one type of institution over the others.
- In the long term, create a permanent funding stream to address remaining broadband inequities. There should be no set-asides that disadvantage any of the MSIs in competition.

America COMPETES Act and National Science Foundation

Through the ongoing reauthorization of the America COMPETES Act, the U.S. has an opportunity to build capacity and invest in critical Science, Technology, Engineering and Mathematics (STEM) development that will strengthen our economy. Virtually, all HSIs have the capacity to teach and conduct research in STEM fields. 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.

Hispanic-Serving Institutions (HSIs) and Hispanic-Serving School Districts (HSSDs):

- Support enhanced and expanded existing teacher credentialing programs in STEM fields at HSIs to ensure that our current and future PK-12 teaching pool is diverse, bilingual, bi-cultural and well-equipped to address the needs of Hispanic and Dual Language Learning (DLL) students in PK-12.
- Establish an authority for the grant program to expand the number of STEM Advanced Placement and International Baccalaureate courses (algebra, biology, calculus, chemistry, mathematics, and physics) offered at two- and four-year HSIs for high school students from HSSDs. The program should include an aggressive outreach component to high school students, guidance counselors, teachers, principals, and superintendents.
- Establish an authority for the grant program to encourage partnerships between HSIs and HSSDs to train teachers and administrators to offer Advanced Placement (AP) and International Baccalaureate (IB) courses and curricula in STEM areas.
- Establish an authority for 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 STEM disciplines.
- Establish an authority for summer research/internship grants program for Hispanic students enrolled in two- 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.

STEM Scholarship & Loan Repayment Programs:

- Establish an authority for a NSF STEM scholarship program for Hispanic students enrolled in undergraduate HSI STEM programs, titled the “National Science Foundation Hispanic STEM Development Program.
- Establish a scholarship authority for Hispanic students enrolled in graduate level HSI STEM programs, titled the “National Science Foundation Hispanic STEM Advanced Degree Development Program.” It would be awarded to students who commit themselves to teaching at HSIs.
- Establish an authority for loan repayment or cancellation program for Hispanic students who obtain an advanced degree in critical STEM areas.

Require the Director of NSF to:

- Report STEM-focused HSI capacity-building NSF plans to Congress.
- Provide data on Hispanic faculty and students that have benefited directly from NSF programs and resources.
- Provide data that accounts for Hispanic faculty representation in NSF task forces and decision-making bodies.
- Provide data on Hispanic professional staff employed by NSF.

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

A 21st Century workforce trained in STEM is critical to our nation’s economic strength, social well-being, and financial security. In 2019, Hispanics comprised the fastest-growing sector of the U.S. labor force. That year, Hispanics also received just 8.1% of the doctoral degrees in engineering, mathematics and computer sciences, physical and earth sciences, and life sciences awarded to U.S. citizens or permanent residents, despite representing 18.5% of the population. The need for greater representation among Hispanics in STEM is evident.

HSIs can provide the infrastructure and opportunities necessary to address the dearth of Hispanic and other underrepresented student groups in STEM fields. These institutions understand the needs of their student bodies and therefore are best equipped to build targeted STEM programs that will draw Hispanic and other underserved students. Funding these institutions will ultimately maximize the nation’s competitiveness.

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 STEM fields. This program awarded \$45 million in grants in FY 2018—it combined the FY 2017 (\$15M) and FY 2018 (\$30M) into one award year. Congress approved appropriations of \$45 million in FY 2020 and \$46.5 million in FY 2021.

- HACU requests an appropriation of \$55 million for a competitive grants program within NSF to support HSIs in research, curriculum, and infrastructure development, and for other capacity-building purposes.



United States 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.

National Institute of Food and Agriculture

The USDA's National Institute of Food and Agriculture (NIFA) administers a grant program aimed at HSIs. The Hispanic-Serving Institutions Education Grants Program promotes and aims to retain, and graduate outstanding students capable of enhancing the nation's food, agricultural, natural resource, and human sciences workforce. 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 \$12.5 million in FY 2021.

- HACU requests \$40 million under the Farm Bill for HSI Education Grants.

Farm Bill

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 increase HSIs' capacity for offering educational programs that attract, retain and graduate outstanding students who will enhance the nation's food and agricultural, scientific, and professional workforce. These are the relevant provisions:

Provision I: Competitive Grant Program for HSIs (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: HSACU with requirement that a HSACU must: (i) qualify as an HSI, 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% shall be distributed among the HSACUs on a pro rata basis based on the Hispanic enrollment count of each institution; 40% 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. Funding authorization: such sums as may be necessary.

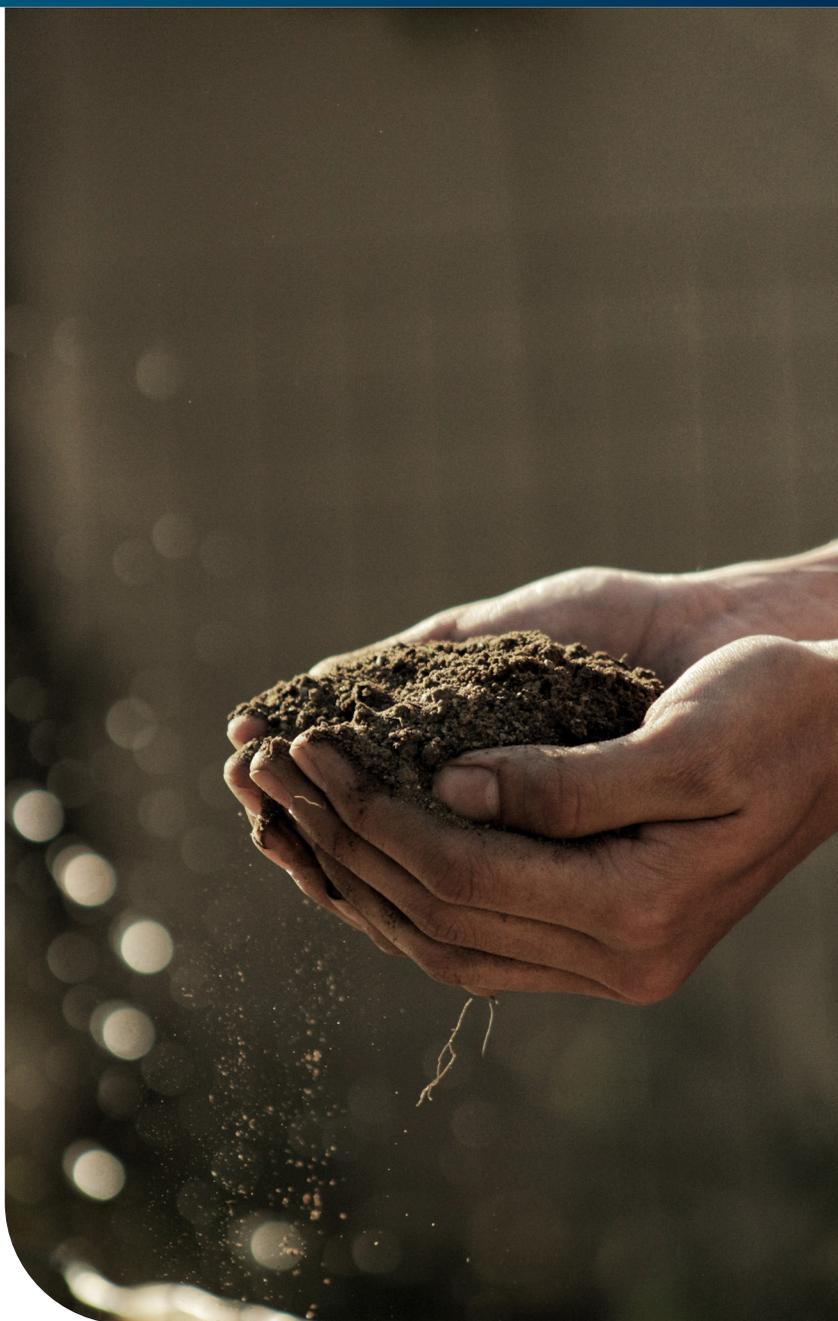
Provision VII: Hispanic-Serving Institution Agricultural Land National Resources Leadership Program - A competitive grants program to establish an undergraduate scholarship program to assist in the recruitment, retention and training of Hispanics and underrepresented groups for careers in forestry and 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 funding research and extension at HSACUs. The grants would target training in food and agricultural sciences, Hispanic agricultural workers, and Hispanic youth in the food and agricultural sciences.

None of the HSACU programs authorized in 2008 have ever been funded by Congress. The next Farm Bill is supposed to be reauthorized in 2023.

HACU requests the following appropriations:

- \$80 million for the HSACU Endowment Program
- \$20 million for the HSACU Equity Grants Program
- \$40 million for the HSACU Institutional Capacity-Building Grant Program
- \$40 million for the HSACU Fundamental and Applied Research Grants Program
- \$40 million for the HSACU National Resources Leadership Program
- \$40 million for the HSACU Extension Grants
- \$10 million for the HSACU Training Hispanic Ag Workers Grants



Centers of Excellence for Veteran Student Success at HSIs

Title VIII, Part T of the Higher Education Opportunity Act (P.L. 110-315) established competitive opportunities for Institutes of Higher Education and created support programs known as Centers of Excellence for Veteran Student Success. This program was awarded \$7 million in the FY 2020 appropriations and was approved the same amount for FY 2021.

HACU supports the establishment of Centers of Excellence for Veteran Student Success at HSIs. According to the *Minority Veterans Report* (November 2020), 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 the FY 2022 appropriations, 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 MSIs, HSIs are key to any successful effort to encourage and educate Hispanic Veterans. This grant would allow for the creation of Service Centers at HSIs designed to support Veterans educational services.

- HACU requests an appropriation of \$5 million for a competitive grants program to create Centers of Excellence for Veteran Student Success at HSIs. This will advance access and parity for the nation's second fastest growing and largest non-White population enrolled in higher education.

Higher Education Act (HEA) Reauthorization

The 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 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.

Ensuring access to postsecondary education for the U.S. Hispanic population, who grew by 2.1 million between 2010 and 2019, is critical for the success of the nation's workforce. The median usual weekly earnings of adults aged 25 and over who had attained a high school diploma, but not a postsecondary degree, totaled to \$746 in 2019, while those who, at most, held associate and bachelor's degrees, earned \$887 and \$1248, respectively. In light of this, the rise in the proportion of the Hispanic high school completers, from 62.9% to 71.8%, between 2010 and 2019 is encouraging. Still, Hispanics confront the lowest high school completion rates in the nation, trailing 16 percentage points behind all other racial-ethnic groups.

Despite this progress, wide educational attainment gaps persist. In 2018, 11.8% of Hispanic adults in the U.S. held at least a bachelor's degree and 4.5% had attained an advanced degree, compared to 20.6% and 11.6% of the total adult population, respectively. The continued increase in Hispanic high school graduation rates is driving the growth in the number of postsecondary institutions enrolling Hispanic students. On average, 26 institutions become HSIs annually.

Today, 569 Hispanic-Serving Institutions (HSIs) collectively enroll two-thirds of the 3.6 million Hispanic college students, 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 these disparities. HSIs graduate most PK-12 Hispanic teachers and Hispanic STEM degree recipients. In fact, 61% of Hispanic associate and bachelor's education degrees are conferred at HSIs in the U.S. and Puerto Rico¹⁵.

Increased potential for collaboration between HSIs and HSSDs would dramatically enhance student success. It would create opportunities that underserved students would otherwise not have access to at these institutions. HSIs need and merit increased public investments under the HEA.

Title IV (HEA) High School Equivalency Program (HEP) - College Assistance Migrant Program (CAMP)

The High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) are educational programs which serve students from migrant or seasonal farmworker families. HEP provides support and assistance to migrant or seasonal farmworker students who have dropped out of school, allowing them to get their High School Equivalency Credentials. HEP serves more than 6,000 students annually. CAMP assists first-year college students with academic, personal, and financial support and serves approximately 2,400 students annually. Both the HEP and CAMP programs have stunning success rates.

The HEP and CAMP, established in 1967 and 1972, respectively, are authorized under section 418(A) of the HEA. These programs are administered by the U.S. Department of Education's Office of Migrant Education, which awards 5-year grants to Institutions of Higher Education. There are over 100 programs throughout the country.

Additional programs addressing seasonal/migrant workers are funded under the HEA. Sustained increases in federal funding for HEP-CAMP would increase postsecondary access (HEP) and college success (CAMP) among Hispanic migrant and seasonal farm workers and their children. Only 100 colleges and universities operate programs and many areas of the country have no access to HEP or CAMP programs.

- HACU requests an appropriation of \$55 million for HEP-CAMP, under Title IV of the HEA.

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. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a proven tool for allowing states, middle and high schools, higher education institutions, and community organizations to strengthen the K-16 pipeline for large numbers of low-income students. HACU recommends that HSIs, HBCUs, TCUs and other MSIs that do not have GEAR UP program funding be granted the same number of points given to other institutions for "prior experience" in GEAR UP grant competitions.

- HACU requests an appropriation of \$395 million under Title IV of the HEA for GEAR UP for low-income youth.

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 recommends that HSIs, HBCUs, TCUs, and other Minority-Serving Institutions that do not have TRIO program funding be granted the same number of points given to other institutions for "prior experience" in TRIO grant competitions.
- HACU requests an appropriation of \$1.3 billion for FY 2022, which is a 20% increase. This is the figure in the College for All Act, which puts TRIO on a path to double in five years.

U.S. Department of Health and Human Services

HSIs enroll 66% of all Hispanic college and university students and are well poised to train health care professionals in the skills necessary to address diverse health care needs. Seven of the 30 fastest growing occupations between 2016 and 2026 are health related. 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.
- HACU requests \$20 million for a loan forgiveness grant program for Hispanic students who graduate with health care related degrees or certificates 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.

Eliminating Health Care Disparities

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 the National Institutes of Health (NIH) in working to reduce health disparities among Hispanics and other underserved populations.
- HACU requests 20 million for a competitive, capacity-focused HSI grant program that will train healthcare workers to carry out Hispanic-centered community initiatives. These grants will aim to assist Hispanic patients and patients with chronic diseases in gaining greater access to and navigating the healthcare system. Community initiatives will additionally focus on helping people develop healthier lifestyles, which is essential to overcoming health disparities.
- HACU requests \$20 million for a competitive grant program for HSIs at the 2- and 4- year levels 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.
- HACU requests \$20 million for a competitive grant program to create five HSI Centers of Excellence for research and outreach on health disparities affecting Hispanics and other underserved racial-ethnic populations.

HACU's Comprehensive Congressional Requests: PK – 12 Education

Hispanic Educational Resources and Empowerment (HERE Act)

The U.S. population shifted from being 16.4% Hispanic in 2010 to 18.5% in 2019. Yet, there remain large opportunity gaps that Hispanics face when trying to graduate college and enter the workforce. Currently, the proportion of Hispanics who graduate four-year programs within 6 years is 9 percentage points lower than that proportion for Whites.

The HERE Act would address the current educational crisis for Hispanic students by creating a new MSI-designated program that supports partnerships and collaboration between MSIs and HSSDs aimed at helping Hispanic and low-income students navigate the postsecondary system and bridge the gap towards higher completion rates and educational attainment. Just 72% of the Hispanic population, aged 25 and over, had completed high school in 2019. For perspective, this proportion is significantly lower than that of all other ethnic groups, whose completion rates are at 88% or greater¹⁰. Moreover, Hispanic students report lower parental educational attainment than all other ethnic groups other than Native American students, suggesting that Hispanic students may also be more likely to come from low socio-economic backgrounds. In addition, Hispanic students are disproportionately non-traditional students who tend to be older with family support responsibilities.

We must ensure Hispanic students are prepared to graduate from high school and transition to college, enhancing students' potential for educational attainment. By providing school districts with access to partnerships with colleges, we can ensure that Hispanic and other low-income students are gaining access to quality teachers, college credit-bearing course work, and dual-enrollment courses that prepare students for college. Students that start preparing for college coursework in high school are more likely to obtain a college degree and graduate in five years.

The HERE Act would:

- Create a new MSI-designated program.
- Define in law Emerging HSIs, HSSDs, and Emerging HSSDs.
- Promote and support PK-12 and higher education collaboration between MSIs and 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 U.S. Secretary of Education to competitively provide grants and related assistance to MSIs 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.

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 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 \$425 million under Title I, Part C of the ESEA for the Migrant Education Program.

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% of Hispanics have not completed high school, compared to 5.9% of non-Hispanic whites.

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

- HACU requests an appropriation of \$45 million under Title I, Part H of the ESEA for reintegration and dropout prevention.

HACU's Congressional Requests: Comprehensive Immigration Reform and Dream Act

HACU has been a longstanding champion for immigration reform and the passage of the Dream Act, first introduced in 2001, which would regularize the status of undocumented immigrants brought to the U.S. as children and offer a path to eventual citizenship. Numerous polls indicate that the vast majority of Americans sympathize with the plight of the Dreamers and support legislation that would allow them to remain legally in the U.S.

HACU urges the immediate enactment of the Dream Act introduced by Senators Richard Durbin and Lindsey Graham in February 2021 as a down payment on 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 students who are long-term United States residents. HACU also supports the American Dream and Promise Act, H.R.6 by Representative Roybal-Allard.

HACU further urges the enactment of the U.S. Citizenship Act of 2021. Among the many important benefits of comprehensive immigration reform is that it would create:

- A pathway to citizenship for the estimated 10.5-12 million¹ undocumented immigrants in the country.
- Protections for Dream Act and DACA students, with access to federal financial aid.
- Support for asylum seekers and other vulnerable populations.

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

Workforce Development 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 America and the Caribbean, 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.

There continues to exist a huge demographic mismatch between the public-school population, which is increasingly diversified and the majority-White school personnel who serve them. Dr. Leslie T. Fenwick, Dean Emerita at Howard School of Education,

proposes that significant federal investments in Hispanic-Serving Schools of Education and in Schools of Education at HBCUs are necessary to reverse this demographic mismatch. The numbers at these schools support her claim. HBCUs and HSIs graduate the majority of the nation's Black and Hispanic teachers. HBCUs, which account for about 3% of the nation's institutions of higher education, produce 51% of the nation's African-American teachers. In addition, HSIs produce 90% of the nation's Hispanic/Latino teachers.

HACU recommends:

- Amending Title II, Part A of the Higher Education Act to expand the Teacher Quality Partnership Program with reforms that invest in and support the teacher preparation work at HSIs.
- Authorizing a competitive grant program for Hispanic-Serving Schools of Education to enhance and expand 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.
- Authorizing 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. This would help increase the shortage of highly qualified bilingual teachers in states such as Arizona, California, Illinois, Louisiana, New York, and Texas.
- Authorizing a competitive grant program for two-year and four-year HSIs to train and retrain the educator and administrator workforce to address the shift to virtual learning. This shift necessitates that, along with investments in their technical infrastructure, states and districts must also make significant investments in their human capital infrastructure.
- Authorizing a competitive grant program for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.
- Authorizing a competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs. The grants would help expand the number of STEM AP courses and promote awareness of higher education options for high school students in STEM fields.
- Supporting state and district efforts to stabilize their educator workforce by investing \$345 billion in an Education Stabilization Fund, including \$175 billion for K-12 schools and \$132 billion for Schools of Education at HBCUs, TCUs, HSIs and other MSIs.
- Authorizing 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.

Hawkins Centers of Excellence

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 non-White educators by expanding and reforming teacher education programs at MSIs. If funded, the Hawkins Centers of Excellence program would make available competitive grants of at least \$500,000 annually, for up to five years, to eligible MSIs so that they could 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 opportunity and 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 profession-ready educators of color and school leaders by expanding and reforming teacher education programs at MSIs.

Appendix

Federal HSI Appropriations FY 1995 – 2021 (in Millions of Dollars)

Source Year	HEA Title V, A*	HEA Title V, B	USDA Title VII	HUD HSIAC	DoD	STEM Title III-F	NSF	Totals
1995	12							12.0
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	5.0	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		6.0	6.0	0			106.9
2007	94.9		6.0	6.0	0			106.9
2008	93.2		6.0	6.0	0	100		205.2
2009	93.2	11.5	6.0	6.0	0	100		216.7
2010	117.4	22.0	9.3	6.5	0	100		255.3
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	95.0		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
2020	143.1	12.8	11.2	0	0	94.1	45	306.2
2021	148.6	13.8	12.5	0	0	94.3	45.6	314.8
TOTALS	2299.7	191	170.2	74.7	26.6	1,342.5	175.6	4,280.5

Historical Appropriations and Requests

PROGRAM	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Authorized Level	HACU's Request
Education – Title V, Part A (Undergraduate)	\$100.2M	\$107.8M	\$107.8M	\$123.2M	\$124.4M	\$143M	\$148.6M	\$175M	\$250M
Education – Title V, Part B (Graduate)	\$8.99M	\$9.7M	\$9.7M	\$11.1M	\$11.2M	\$12.8M	\$13.8 M	\$100M	\$50M
Education – STEM Articulation	\$92.8M	\$93.2M	\$93.1M	\$93.4M	\$93.8M	\$94.1M	\$94.3M	\$100M	\$100M
National Science Foundation	Lang.	0	\$15M	\$30M	\$40M	\$45M	\$45.6 M	-	\$55M
Education – Hawkins Centers of Excellence	0	0	0	0	0	0	0	\$30M	\$30M
Farm Bill – HSIs Education Grants	\$9.2M	\$9.2M	\$9.2M	\$9.2M	\$9.2M	\$11.2M	\$12.5 M	\$40M	\$40M
Farm Bill – HSACUs									
Endowment	0	0	0	0	0	0	0	\$80M	\$10M
Equity Grants	0	0	0	0	0	0	0	\$20M	\$20M
Capacity-Building	0	0	0	0	0	0	0	\$40M	\$10M
Basic & Applied Research	0	0	0	0	0	0	0	\$40M	\$10M
National Resources Leadership Program	0	0	0	0	0	0	0	\$40M	\$10M
Extension Grants	0	0	0	0	0	0	0	\$40M	\$10M
Training Hispanic Ag Workers Grants	0	0	0	0	0	0	0	\$10M	\$5M
Education Department – HSI Veterans' Support	0	0	0	0	0	0	0	-	\$5M

Endnotes and Important Links

- 1 Brookings reports indicates that estimates range from 10.5-12 million, based on various methodologies used to calculate the U.S. undocumented immigrant population. See link for additional information. <https://www.brookings.edu/policy2020/votervital/how-many-undocumented-immigrants-are-in-the-united-states-and-who-are-they/>
- 2 <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- 3 HACU analysis of 2018-19 IPEDS
- 4 Doctorate Recipients from U.S. Universities: 2019 | NSF - National Science Foundation
- 5 U.S. Hispanic Population Growth (census.gov)
- 6 <https://nces.nsf.gov/pubs/nsf21308/assets/data-tables/tables/nsf21308-tab023.pdf>
- 7 <https://www.census.gov/library/visualizations/2020/comm/us-hispanic-population-growth.html>
- 8 https://nces.ed.gov/programs/digest/d19/tables/dt19_104.10.asp
- 9 <https://www.bls.gov/careeroutlook/2020/data-on-display/education-pays.htm>
- 10 https://nces.ed.gov/programs/digest/d19/tables/dt19_104.10.asp
- 11 https://nces.ed.gov/programs/digest/d19/tables/dt19_104.10.asp
- 12 Educational Attainment in the United States: 2018 (census.gov)
- 13 Derived from HACU HSI List growth rates
- 14 2021 Estimate, based off 10 year numbers: https://nces.ed.gov/programs/digest/d19/tables/dt19_104.10.asp
- 15 HACU analysis of 2018-19 IPEDS
- 16 U.S. Hispanic Population Growth (census.gov)
- 17 [National Postsecondary Student Aid Study: 2015-16:](#)

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