

2015 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

**2015 HACU LEGISLATIVE AGENDA
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Hispanic Association of Colleges and Universities

FY 2016

Appropriations and Requests

PROGRAM	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY2016 Pres. Budget	Author -ized Level
Education – Title V, Part A (Undergraduate)	\$117M	\$104.3M	\$100.4M	\$95.4M	\$98.6M	\$100.2M	\$100.2M	\$175M
Education – Title V, Part B (Graduate) ¹	\$10.5M	\$9.3M	\$9M	\$8.5M	\$8.8M	\$8.99M	\$10.6M	\$100M
Education – STEM Articulation ²	\$100M	\$100M	\$100M	\$95M	\$92.8M	\$92.8M	\$100M	\$100M
Education – Hawkins Centers of Excellence	0	0	0	0	0	0	0	\$30M
Education – First in the World Fund (MSI portion only)	-	-	-	0	\$20M	\$16M	\$60M	\$100M
Farm Bill – HSIs Education Grants	\$9.3M	\$9.2M	\$9.2M	\$8.7M	\$9.2M	\$9.2M	\$9.2M	\$40M
Farm Bill – HSACUs								
Endowment	0	0	0	0	0	0	\$10	\$80M
Equity Grants	0	0	0	0	0	0	0	\$20M
Capacity-Building	0	0	0	0	0	0	0	\$40M
Basic & Applied Research	0	0	0	0	0	0	0	\$40M
National Resources Leadership Program	0	0	0	0	0	0	0	\$40M
Extension Grants	0	0	0	0	0	0	0	\$40M
Training Hispanic Ag Workers Grants					New in 2014	0	0	\$10M ³
HUD – HSI Assisting Communities	\$6M	0	0	0	0	0	0	\$15M ⁴
National Science Foundation	Lang.	Lang.	-	Lang.	Lang.	-	Lang. ⁵	\$30M ⁶
Commerce – MSI Wireless Technology	0	0	0	0	0	0	0	\$250M ⁷
Veterans Affairs – HSI Veterans’ Support	0	0	0	0	0	0	0	\$20M ⁸

1 Appropriations in addition to the \$10.6M in mandatory funds for Title V, Part B, as authorized in the Higher Education Act

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

3 No specific authorization level; \$10M represents HACU’s request.

4 No specific authorization level; \$15M represents HACU’s request.

5 Unlike previous language in appropriations bills which asked NSF to create an HSI program, the President’s budget notes that NSF is focusing on Hispanic-serving 2-year institutions through a variety of existing programs.

6 Congress had included language directing NSF to create an HSI program, but there was no specific authorization level; \$30M represents HACU’s request.

7 This MSI program was reauthorized in 2008, but has not yet been funded. The amount requested for FY2014 by HACU was decided upon by the Alliance for Equity in Higher Education, for all MSIs.

8 No specific authorization level; \$20M represents HACU’s request.

HACU's Legislative Agenda for the 1st Session of the 114th Congress Authorizations & Appropriations Goals for FY 2016

Introduction

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

HACU presents its Legislative Agenda for the 1st Session of the 114th Congress to address Hispanic higher education needs as well as critical K-20 pipeline issues. Hispanics suffer the lowest high school and college graduation rates of any major racial/ethnic demographic population group; in addition, on a per student basis, HSIs on average continue to receive only sixty-nine cents for every federal dollar to all degree-granting institutions.

HACU's Legislative Agenda addresses federal Fiscal Year (FY) 2016 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)**, **Elementary and Secondary Education Act (ESEA)**, and the **America COMPETES Act**, and includes a policy statement on the **Development, Relief and Education for Alien Minors Act (DREAM Act)** and programmatic recommendations for the 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 K-20 pipeline for the country's 54 million Hispanic Americans⁹ (and an additional 3.5 million in Puerto Rico) and for the 2.9 million Hispanics in higher education.¹⁰

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

9 U.S. Census Bureau, American Fact Finder, July 1, 2013 estimate, retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>. Puerto Rico population estimate as of July 1, 2014, retrieved from http://www.census.gov/popest/data/puerto_rico/totals/2014/index.html.

10 HACU Analysis of 2013-14 IPEDS data, February 2015

- Hispanics make up 17 percent of the total United States population, and grew 50 percent from 2000-2012, the largest increase of all population groups except Asian American.¹¹
- With a median age of 28.1, Hispanics are more than a decade younger than non-Hispanic whites with a median age of 42.9.¹²
- U.S. Hispanic purchasing power in 2010 was \$1 trillion and is projected to be \$1.5 trillion by 2015.¹³

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

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

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

- In 2013 Hispanic 16- through 24-year-olds had an 11.7 percent status dropout rate compared to 5.1 percent for whites of the same age group.¹⁵ This figure represents significant progress, since as recently as 1995, the rate was 30 percent!
- In 2013, only 15.1 percent of Hispanic adults had at least a bachelor's degree, compared to 52.5 percent of Asians, 35.2 percent of Non-Hispanic Whites and 22.0 percent of African Americans.¹⁶

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

The Role of Hispanic-Serving Institutions (HSIs)

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

Hispanic-Serving Institutions (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 (2013

11 Pew Hispanic Center, "An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030," November 2012

12 US Census Bureau, American Factfinder, July 1, 2013, retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

13 Nielsen, "State of the Hispanic Consumer: The Hispanic Market Imperative," May 2012

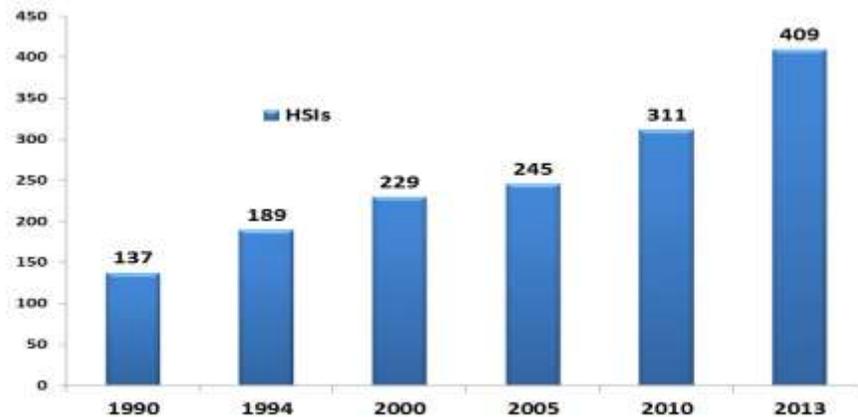
14 Bureau of Labor Statistics. Toossi, Mitra, "Labor force projections to 2020: a more slowly growing workforce, *Monthly Labor Review*, January 2012

15 NCES, *The Digest of Educational Statistics 2014*, "Table 219.70. Percentage of high school dropout among persons 16 through 24 year olds (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2013."

16 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 2013."

enrollment data), there are 409 Hispanic-Serving Institutions in 21 states and Puerto Rico. And, driven by demographic trends, the number of HSIs is rapidly growing.

Growth of HSIs from 1990 to 2013



Promising continued growth in the number of HSIs, there are 296 “emerging” HSIs with FTE student enrollments that are 15.0-24.9 percent Hispanic. Due to rapid Hispanic population growth and the increasing numbers of Hispanics pursuing postsecondary education, most of these emerging HSIs are expected to become HSIs within the next decade.

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

- HSIs represent 12 percent of all higher education institutions, yet serve 58.9 percent of all Hispanic students.¹⁷
- In 2011, HSIs awarded 46.9 percent of all degrees to Hispanic students.¹⁸
- Of the 409 HSIs in 2012:
 - 190 (48 percent) were public two-year institutions
 - 81 were public four-year institutions
 - 125 were private four-year institutions
 - 13 were private two year institutions.¹⁹
- 47.1 percent of Hispanic undergraduate students attend two-year institutions (compared to 35.2 percent of all college students)²⁰

17 HACU Analysis of 2013-14 IPEDS data, February 2015

18 HACU Analysis of 2010-11 IPEDS Completions Survey, February 2013

19 HACU Analysis of 2013-14 IPEDS data, February 2015

20 HACU Analysis of 2013-14 IPEDS data, February 2015

HSI Funding

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

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

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 of the major challenges in the future will be to prepare Hispanics in K-12 education with the strong academic skills needed to pursue degrees in science, technology, engineering and mathematics (STEM) areas, projected to be the most critical in the 21st century.

Hispanic percentages in key STEM areas are exceedingly low. For the academic year 2011-12, Hispanics students comprised:

- 2.9 percent of the Ph.D. graduates in physical sciences and science technologies, 2.3 percent in engineering and 2.6 percent in mathematics and statistics.²¹
- 3.5 percent of masters' degrees in physical sciences and science technologies, 4.3 percent in engineering, and 3.7 percent in mathematics and statistics.²²
- 6.3 percent of the baccalaureate degrees awarded in physical sciences and science technologies, 7.7 percent in engineering and 6.9 percent in mathematics and statistics.²³

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

To address these persisting educational access and achievement gaps for a group that will be an increasingly key component of the 21st century American workforce, and especially to assure a well-prepared STEM workforce to maintain America's innovation and economic leadership, HACU presents the following legislative and policy priorities to the 114th Congress.

21 NCES, Digest of Education Statistics 2013, Table 324.25, "Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2010-11 and 2011-12," July 2013

22 NCES, Digest of Education Statistics 2013, Table 323.30, "Master's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2010-11 and 2011-12," July 2013

23 NCES, Digest of Education Statistics 2013, Table 322.30, "Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2010-11 and 2011-12," July 2013

HACU's Public Policy Priorities for the 1st Session of the 114th Congress

U.S. Department of Education

Appropriations for FY 2016

Title V, Part A: Undergraduate Education

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

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

This request will only restore the FY 2010 funding level for this program and does not accommodate the continuing increase in the number of HSIs (from 311 in 2010 to 409 in 2013).

Title V, Part B: Graduate Education

As advanced skills become a more important measure of future earnings, tax dollars and the nation's economic strength, many under-funded HSIs do not have the infrastructure to offer advanced degree programs. Yet, HSIs award 37.0 percent of all Hispanic graduate degrees.²⁴ Currently, only 38 percent of HSIs offer a master's degree, with 19 percent offering a doctoral degree.²⁵ The total number of doctorates awarded each year to Hispanics continues to hover around 6 percent, with doctorates in STEM fields being closer to five percent.²⁶

- **HACU requests an appropriation of \$15 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.**

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

²⁴ HACU analysis of 2012-13 IPEDS Completions Data, February 2015

²⁵ HACU analysis of 2013-14 IPEDS, February 2015

²⁶ National Science Foundation, Survey of Earned Doctorates, 2014. Table 23, "U.S. citizen and permanent resident doctorate recipients, by race, ethnicity and broad field of study: Selected years, 1993-2013," December 2014.

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.**

First in the World Fund

The “First in the World” competition among colleges and universities was first proposed by the President in his FY 2013 budget. The FY 2016 budget proposal to Congress would fund a \$195 million “First in the World” competition, with \$60 million set aside for Minority-Serving Institutions, under the Fund for the Improvement of Postsecondary Education (FIPSE), to reward individual colleges and nonprofit institutions that encourage productivity and efficiency.

- **HACU requests an appropriation of \$60 million for First in the World (FITW) MSI projects to improve college persistence and completion.**

The Higher Education Act (HEA) Reauthorization

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

Recommendations

- HACU recommends that the maximum authorized funding level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2- and 4-year institutions be increased to \$465 million per year “and such sums as may be necessary” for the authorized cycle of years following the reenacting of the HEA.
- HACU recommends including collaborations between HSIs and international higher education as allowable usage of Title V funds.
- HACU also recommends that the “50 percent low-income” assurance requirement be eliminated from the funding criteria of Title V: this requirement applies only to HSIs among minority-serving institutions and creates an unnecessary and costly administrative burden.
- HACU recommends that Augustus F. Hawkins Centers of Excellence allow funding of consortia and partnerships between HSIs and Emerging HSIs, institutions with 15-24.9% Hispanic enrollment (to be defined under Title V below) for the preparing Hispanic teachers to meet national, state and local needs.

- HACU recommends other financial support mechanisms for Hispanic achievement in higher education. These mechanisms include discontinuing all federal student loan-origination fees, fixing the maximum interest rate at or below the current level or prime rate (whichever is lower), and forgiving accumulated federal loan debt of graduates who choose to work for HSIs.
- HACU recommends providing long-term immigrant students, who have successfully completed a secondary school program of study or its equivalent and have been physically present in the United States for a continuous period of not less than five years, with eligibility for federal financial aid programs.
- HACU recommends that HSIs and other minority-serving institutions be granted the same number of points as those given to other institutions for “prior experience” in TRIO grant competitions.
- HACU recommends the creation of a graduate fellowship program under Title VII of HEA to establish partnerships between HSIs and non-HSIs for increased Hispanic student enrollment and success in graduate and professional programs. This graduate fellowship program as a part of Graduate and Postsecondary Improvement Programs will attract students of superior ability and achievement, exceptional promise and demonstrated financial need to high-quality graduate programs critical to complete advanced degrees.
- HACU recommends that Congress authorize a program to support an “HSI Fellowship Program” under Title VII, Part A, Subpart 5 of the HEA. This Hispanic Fellowship Program targets Hispanics interested in pursuing careers in academia and willing to make a commitment to teach, conduct research and outreach in HSIs.
- HACU recommends that Congress allow simultaneous participation for eligible HSIs and Asian American and Native American Pacific Islanders-Serving Institutions under Title III and V.
- HACU recommends that Congress direct the Department of Education to annually publish lists of institutions eligible for assistance under Title V, Part A and Part B.

The Elementary and Secondary Education Act (ESEA)

ESEA is scheduled for reauthorization during the 114th Congress.

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

- Hispanic students are projected to make up 26.4 percent of the enrollments in K-12 nationwide in 2015 and 27.2 percent in all elementary schools.²⁷ In California and Texas, Hispanic children constitute 53.3 percent²⁸ and 51.8 percent of K-12 public school enrollments.²⁹

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

- Hispanic teachers are needed to serve as mentors and inspirational leaders for the many Hispanic youth at-risk of dropping out of school.
- In 2011-12 only 7.8 percent of all K-12 teachers were Hispanic.³⁰ The number of Hispanic teachers in classrooms with significant numbers of Hispanic students falls far below acceptable levels.

HACU makes the following recommendations for the reauthorization of ESEA:

Support Early Childhood Education

- Authorize a competitive grant program for HSIs to increase the number of culturally and linguistically competent early childhood education teachers and teaching assistants prepared to address the educational and developmental needs of Hispanics and English Language Learners (ELLs), including the ability to communicate effectively with their parents.
- Authorize a competitive grants program for HSIs to develop family literacy programs to provide services to parents and children from the surrounding communities in order to break the cycle of illiteracy.

Diversify the ranks of our nation's teachers and principals

- Authorize a competitive grant program for HSIs to expand teacher education programs to train elementary, middle, and high school teachers to be culturally and linguistically prepared to address the needs of Hispanic students and English Language Learners.
- Authorize a competitive grant program for HSIs to enhance and expand counseling programs to train culturally and linguistically prepared counselors 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

27 NCES, Digest of Education Statistics 2013, Table 203.60, "Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1998 through fall 2013," April 2014

28 Ed-Data, November 2014, retrieved from http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/profile.asp?Tab=1&level=04&reportNumber=16.

29 Texas Education Agency, Enrollment in Texas Public Schools, 2013-14, November 2014, retrieved from http://tea.texas.gov/acctres/enroll_index.html.

30 NCES Digest of Educational Statistics 2013, 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 2011-12," July 2013, retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp?current=yes.

of immigration to teach in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, and other areas to address the shortage of highly qualified bilingual teachers.

- Authorize a program to establish an Educational Leadership Institute to train principals, superintendents, and other high level school officials for positions at the growing number of HSSDs.
- Authorize a competitive grant program for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.

Support HSI/HSSD Collaboration to Expand Access to Higher Education

- Authorize the creation of a Hispanic-Serving School District (HSSD) designation, which consists of school districts with a Hispanic student enrollment of at least 25 percent.
- Authorize a competitive grant program for HSIs to collaborate with HSSDs to develop and improve dual enrollment programs to increase the number of students who complete a postsecondary education degree.
- Authorize a competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs to expand the number of AP courses in STEM areas and to promote awareness of higher education options for high school students in STEM areas.
- Authorize a competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high school students. The program will prepare Hispanic students to pursue careers in STEM as well as seek admission to HSIs and other colleges and universities.

Strengthening the PK-College Pipeline

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

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

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

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

Title IV (HEA) HEP-CAMP

Additional programs addressing seasonal/migrant workers are funded under the Higher Education Act. Sustained increases in federal funding for HEP-CAMP (High School Equivalency Program/College Assistance

Migrant Program) would allow more Hispanic migrant and seasonal farm workers and their children to break the cycle of poverty and increase the likelihood of postsecondary access (HEP) and college success (CAMP). Only 39 colleges and universities operate CAMP programs, and only 45 HEP programs are in place. Many areas of the country have no access to HEP or CAMP programs.³¹

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

Title I (ESEA) Dropout Prevention

As the nation's largest and fastest-growing ethnic population, Hispanics also suffer the lowest high school completion rates of any major group. Of adults 25 and older, 33.8 percent of Hispanics have not completed high school, compared to 7.1 percent of non-Hispanics whites.³²

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

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

Title IV (HEA) GEAR UP

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

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

Title IV (HEA) TRIO

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

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

32 NCES, Digest of Educational Statistics 2013, 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 2013," February 2014, retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_104.10.asp?current=yes.

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

Veterans Affairs

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

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

National Science Foundation

A 21st century workforce trained in science, technology, engineering and mathematics (STEM) fields is critical to our nation's economic strength, social well-being and security. Hispanics, the nation's largest ethnic population, comprise the fastest-growing sector of our U.S. labor force and 17 percent of the general population.³³

- In 2013 Hispanics received only 6.1 percent of the doctoral degrees in science and engineering awarded to U.S. citizens or permanent residents, compared to 72.5 percent by non-Hispanic whites.³⁴
- 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.³⁵

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

Currently, HSIs are the only group of MSIs not receiving targeted NSF infrastructure development funding. Historically Black Colleges and Universities (HBCUs) have received targeted funds since 1998 and Tribal Colleges and Universities (TCUs) since 2001. As of FY 2014:

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

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

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

33 Pew Hispanic Center, “An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030,” November 2012

34 NSF, Doctorate Recipients from U.S. Universities: 2013, “Table 22. Doctorate recipients: by citizenship status, ethnicity, race, and subfield of study: 2013,” December 2013

35 Higher Education Research Institute, “The American Freshman: National Norms, special tabulations” 2011

America COMPETES Act Reauthorization

Through the 2016 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 2014 America Competes Act Reauthorization.

- Establish a competitive grant program in the National Science Foundation's Directorate of Education/Division of Human Resources designated specifically for Hispanic-Serving Institutions for research, curriculum, lab equipment, and infrastructure development.
- Require the Director of NSF to: 1) report to Congress the steps or plans that NSF is taking to build the capacity of Hispanic-Serving Institutions in STEM areas; 2) provide data on the number of Hispanic faculty and students that have benefited directly from NSF programs and resources; 3) provide an account of the representation of Hispanic faculty who serve on NSF task forces and decision making bodies; 4) and provide statistics on the number of Hispanic professional staff who are employed by NSF.
- Support enhanced and expanded existing teacher credentialing programs in STEM areas at HSIs to ensure that our current and future K-12 teaching pool is diverse, bilingual, bi-cultural and capable of addressing the needs of Hispanic and Dual Language Learning (DLL) students in K-12.
- Establish a NSF STEM scholarship program for Hispanics that attend HSIs and enroll in a STEM program to obtain an undergraduate degree. The scholarship program would be named the "National Science Foundation Hispanic STEM Development Program."
- Establish a STEM scholarship program for Hispanics that attend HSIs and enroll in a STEM program to obtain a graduate degree. The scholarship program would be named the "National Science Foundation Hispanic STEM Advanced Degree Development Program" and be awarded to students who commit themselves to teach in an HSI.
- Establish a loan repayment or cancellation program for Hispanic students who obtain an advanced degree in critical STEM areas.
- Establish a grant program to expand the number of STEM Advanced Placement and International Baccalaureate courses (algebra, biology, calculus, chemistry, mathematics and physics) offered at two-year and four-year HSIs for high school students from school districts with at least a 25 percent Hispanic enrollment and deemed as "high need local education agencies." The program should include an aggressive outreach component to high school students, guidance counselors, teachers, principals, and superintendents.
- Establish a grant program to encourage partnerships between HSIs and Hispanic-Serving School Districts (HSSDs) to train teachers and administrators to offer Advanced Placement and International Baccalaureate courses and curricula in STEM areas.

- Establish a competitive grant program for HSIs to partner with HSSDs to offer a nationwide middle and high school summer enrichment program for Hispanic students in the STEM areas (Proyecto Access).
- Establish a summer research/internship grants program for Hispanic students enrolled in two-year and four-year HSIs.
- Establish fellowship programs for masters and doctoral level Hispanic students who are pursuing STEM careers at an HSI.
- Establish a dissertation fellowship for Hispanic doctoral students enrolled at an HSI.

U.S. Department of Agriculture

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

Research, Extension and Teaching

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

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

- **\$40 million for Title VII – HSI Grants Program**
- **\$20 million for the HSACU Equity Grants Program**
- **\$80 million for the HSACU Endowment Fund**
- **\$40 million for the HSACU Institutional Capacity-Building Grant Program**
- **\$40 million for the HSACU Fundamental and Applied Research Grants Program**
- **\$40 million for the HSACU Extension Grants Programs**
- **\$5 million for the competitive grants program for Hispanic agricultural workers and youth**

Title VIII – Forestry and Related Fields

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

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

2014 Farm Bill Authorized Provisions

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

New funding authorization: \$40 million

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

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

Funding authorization: \$80,000 multiplied by the number of HSACUs

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

Provision V: Competitive Research Grant Program for HSACUs - To fund fundamental and applied research in agriculture, human, nutrition, food science, bio-energy and environmental science.

Funding authorization: such sums as may be necessary

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

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

Funding Authorization: such sums as may be necessary

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

Other Federal Agencies

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

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

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

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

- The program provides college students with paid internships in federal agencies and an on-the-job introduction to federal career opportunities.
- HNIP is a proven tool for increasing Hispanic employment in the federal work force.
- Since its inception in 1992, HNIP has placed more than 11,000 interns, many of whom are today full-time federal employees.

Despite federal mandates and ongoing initiatives, Hispanics remain the only under-represented ethnic population group in the federal work force. Hispanics in 2012 represented 8.2 percent of the federal workforce³⁶ versus 15.8 percent of the current civilian labor force.³⁷ 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.

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

36 United States Office of Personnel Management. *Twelfth Annual Report to the President on Hispanic Employment in the Federal Government, September 2013.*

37 Bureau of Labor Statistics, "Monthly Labor Review," June 2013

- In 2013, 85.4 percent of white non-Hispanic households had a computer at home, compared to only 79.7 percent of Hispanic households.³⁸
- In 2013 only 66.7 percent of Hispanic households utilized the Internet compared to 77.4 percent for non-Hispanic whites (and 61.3 percent for African Americans).³⁹

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

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

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

U.S. Department of Defense

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

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

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

38 U.S. Census Bureau, “Computer and Internet Use in the United States: 2013,” November 2013, retrieved from <http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf>.

39 Ibid.

U.S. Department of Energy

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

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

U.S. Department of Health and Human Services

Hispanic-Serving Institutions enroll almost 59 percent of Hispanics in postsecondary education, and are well poised to train health care professionals with the special skills to address diverse health care needs. Eight of the 30 fastest growing occupations between 2012 and 2022 are health-related.⁴⁰ The aging of both the patient population and current health care professionals has resulted in an increased demand for health care professionals with cultural and linguistic competencies critical to a changing diverse population.

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

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

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

Workforce Diversity

HSIs enroll almost 59 percent of Hispanics in postsecondary education, and are well poised to train health care professionals with the special skills to address diverse health care needs. The aging of both the patient population and current health care professionals has resulted in an increased demand for health care professionals.

⁴⁰ Bureau of Labor Statistics, Employment Projections, Table 1.4 Occupations with the most job growth, 2012 and projected 2022, December, 2013, retrieved from http://www.bls.gov/emp/ep_table_104.htm.

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

Community Initiatives

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

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

- **HACU requests \$20 million for a competitive grants program for HSIs to train health care workers with outreach capacity focused grants to carry out community initiatives to assist Hispanic and other patients with chronic diseases to learn to navigate the health care system and to develop a life-style essential to overcoming poor health and eliminating illnesses, chronic diseases and other health problems endemic to Hispanics at disproportionate levels.**
- **HACU requests \$20 million for a competitive grants program for HSIs at both the community college and university level to develop and expand health care professions programs to retrain workers in the health care areas to improve the workforce diversity and linguistic and cultural competency.**

HSI Centers of Excellence

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

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

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

U.S. Department of Housing and Urban Development

Hispanic-Serving Institutions Assisting Communities (HSIAC)

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

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

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

National Aeronautics and Space Administration (NASA)

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

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

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

U.S. Department of State Foreign Affairs Reauthorization

HSI Program with Countries in the Western Hemisphere

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

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

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

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

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

HACU supports the Preservation Research at Institutions Serving Minorities Act of 2015 (PRISM Act) to direct the Secretary of the Interior to provide technical or financial assistance to Hispanic-Serving Institutions for the establishment of historic preservation training and degree programs. The proposal is expected to be introduced by Congressman Raul Grijalva (AZ-3) and Senator Tom Udall (NM) in the 114th Congress.

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

Comprehensive Immigration Reform and 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.

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

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

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

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

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

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

Conclusion

HACU, with the support of its membership, continues to work both independently and in collaboration with other educational associations and organizations to achieve HACU's public policy priorities for the reauthorization of the Elementary and Secondary Education Act, the Higher Education Act, and other federal legislative and funding objectives that will enhance the infrastructure 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 2015 Legislative Agenda also addresses FY 2016 appropriations goals which HACU and its membership will present to the 114th 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.⁴¹ 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 Legislative Agenda for FY 2015 presents recommendations essential to assuring a bright future, not only for Hispanics, but for all Americans.

⁴¹ U.S. Census Bureau 2012 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 31, 2014, had 405 nonprofit, degree-granting member institutions in 34 states, Puerto Rico and the District of Columbia, plus 49 international members in 9 countries in Latin America and Spain:

- 243 HSIs in 15 states and Puerto Rico
- 109 Associate Members (10-25 percent Hispanic student enrollment or at least 1,000 Hispanic students) in 24 states and DC
- 53 Partner Institutions (less than 10 percent Hispanic student enrollment) in 21 states and DC
- 26 Hispanic-Serving School Districts (HSSDs) in 11 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 11,000 students have benefited from the HACU National Internship Program (HNIP).
- More than \$3.9 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).
- Line-item funding has been included in appropriations for the Department of Housing and Urban Development and authorization language in the 2006 Defense reauthorization bill included HSIs as entities eligible for defense research grants.
- Two-year appropriations of \$200 million were included for a STEM enhancement grants program for HSIs under the College Cost Reduction and Access Act of 2007.
- This STEM program has now been extended for 10 years at \$100 million per year beginning in FY 2011 as a part of the Student Aid and Fiscal Responsibility Act (SAFRA) of 2010.
- Altogether, HACU’s advocacy efforts with the federal government have led to over \$2.6 billion in grants targeted to HSIs since 1995.

Federal HSI Appropriations: 1995 – 2015

(in Millions of Dollars)

Year	HEA Title V*	HEA Title V, B	USDA Title VII	HUD HSIAC	DoD	CCRAA/ SAFRA	Totals
1995	12.0						12.0
1996	10.8						10.8
1997	10.8		1.4				12.2
1998	12.0		2.4				14.4
1999	28.0		2.9	6.5			37.4
2000	42.3		2.9	6.5	2.0		53.7
2001	68.5		3.5	6.5	5.0		83.5
2002	86.0		3.5	6.5	4.3		100.3
2003	92.3		4.1	5.0	6.0		107.4
2004	94.5		4.6	6.5	5.0		110.6
2005	95.1		5.6	6.7	4.3		111.7
2006	94.9		6.0	6.0	0		106.9
2007	94.9		6.0	6.0	0		106.9
2008	93.2		6.0	6.0	0	100	205.2
2009	93.2	11.5	6.0	6.0	0	100	216.7
2010	117.429	22.0	9.327	6.52	0	100	255.276
2011	104.3	20.8	9.2	0	0	100	234.3
2012	100.4	20.5	9.2	0	0	100	230.0
2013	95.4	19.4	8.7	0	0	95	218.5
2014	98.6	19.7	9.2	0	0	92.8	220.3
2015	100.2	9.0	9.2	0	0	92.8	211.2
TOTALS	1544.829	122.9	109.727	74.72	26.6	780.6	2659.376

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