# 2020 HACU LEGISLATIVE AGENDA

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2020 Summary Recommendations

This 2020 Legislative Agenda addresses multiple higher education policy priorities and the FY 2021 appropriations goals which HACU presents to the 2nd Session of the 116th Congress. These programmatic requests are critical to sealing the PK-Graduate School pipeline for Hispanic students enrolled at the 539 Hispanic-Serving Institutions (HSIs) across the United States.

HSIs continue to be underfunded even though they enroll over 66% of the 3.8 million Hispanics in higher education and our nation continues to depend on a workforce that is increasingly Hispanic. Investments in HSIs will allow for the preparation and training of homegrown talent that will ease the dependence of a foreign-trained labor force. HACU presents, and urges, the enactment of the following appropriation and authorizing priorities to help the nation reach its 21st century American workforce:

Appropriations:
- HACU requests an appropriation of $170 million for the Developing HSIs program for undergraduate support under Title V, Part A.
- HACU requests an appropriation of $35 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.
- HACU requests an appropriation of $25 million for the HSIs Education Grants at USDA.
- HACU requests an appropriation of $55 million for a competitive grants program within NSF to support HSIs in research, curriculum and infrastructure development.

Authorizations:
- HACU recommends Congress enact the Hispanic Educational Resources and Empowerment (HERE) Act of 2019, which creates a new section under Title V of the HEA for a grant program, authorized at $150 million, to support collaboration between HSIs, Emerging HSIs, Hispanic-Serving School Districts (HSSDs) and emerging HSSDs for greater student success.
- HACU recommends that 0.75% of the yearly appropriations amount for HEA under Title V, Part A, be set aside and dedicated by the U.S. Department of Education for national activities in support of research, technical assistance and training of administrative staff and faculty at HSIs.
- HACU recommends the development of a Capital Financing Program for HSIs for a total amount of $10 billion in secured loans and accrued interest as part of the HSIs program. See case statement Appendix E, page 39.
- HACU recommends an authorization of $50 million for a competitive grants program to create HSI Centers of Excellence for Veteran Student Success as part of the next reauthorization of the Veterans Affairs Administration legislation. See case statement Appendix F, page 40.
- HACU recommends that the maximum authorized funding level for HSIs under Title V, specifically directed at capacity building for undergraduate programs at 2- and 4-year institutions, be increased to $465 million per year “and such sums as may be necessary.”
• HACU recommends that the Educator Preparation Reform Act (EPRA) serve as the framework for reauthorizing Title II of the Higher Education Act and include in the definitions of the terms “Profession Ready Teachers” and “Profession Ready Principals” the following language: “has demonstrated the ability to work with students who are culturally and linguistically diverse.”

• HACU recommends an authorization to create a competitive grant program for schools of education at HSIs to enhance and expand programs that equip graduates with the ability to work with culturally and linguistically diverse students to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.
## Hispanic Association of Colleges and Universities

### FY 2021 Appropriations and Requests

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1 President Trump’s FY 2020 budget proposal would combine most MSI programs into a new Title III/V Institutional Formula Grant
2 Appropriations originally included an additional $10.6M in mandatory funds for Title V, Part B, as authorized in the Higher Education Act. The mandatory portion ended in 2014.
3 President Trump’s FY 2020 budget proposal would combine most MSI programs into a new Title III/V Institutional Formula Grant
4 Obligated funds first committed under the CCRAA of 2007 and extended by the HCR & ERA of 2010 through FY 2019.
5 Language in the FY 2017 Omnibus bill directs the NSF to “establish an Hispanic Serving Institution (HSI) program at no less than $15,000,000 as authorized in 42 U.S.C. 1862o-12.”
Introduction

The Hispanic Association of Colleges and Universities (HACU) is the champion of Hispanic success in higher education. HACU is the only nationally recognized voice for Hispanic-Serving Institutions (HSIs), which serve two thirds of the more than 3.8 Hispanic college students in the United States.

HACU presents its Legislative Agenda for the 2nd Session of the 116th Congress to address Hispanic higher education needs as well as critical PK-20 pipeline issues. Hispanics suffer the lowest high school and college graduation rates of any major racial/ethnic demographic population group; yet, on average, HSIs continue to receive only 68 cents for every federal dollar going to all degree-granting institutions per student.

HACU’s Legislative Agenda addresses federal Fiscal Year (FY) 2021 appropriations requests for the Departments of Agriculture, Defense, Education, Energy, Health and Human Services and, the National Science Foundation.

It also proposes long-range priorities for the reauthorizations of the Higher Education Act (HEA) and the Farm Bill, and includes a policy statement on the Development, Relief and Education for Alien Minors Act (DREAM Act) and programmatic recommendations for the Departments of Veterans 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 ensure academic access and success throughout the PK-20 pipeline for the country’s 59.1 million Hispanic Americans6 (and an additional 3.3 million in Puerto Rico7) and for the 3.8 million Hispanics in higher education.8

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

- Hispanics make-up 18.3 percent of the total United States population.9
- With a median age of 28.0, Hispanics are almost a decade younger than the U.S. population as a whole with a median age of 37.9.10
- U.S. Hispanic purchasing power in 2018 was $1.5 trillion and includes more than one out of every six Americans. It is the second-fastest growing minority market in the U.S., rising by 212 percent, or $500 billion, since 2000.”11

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9 U.S. Census Bureau, United States Quick Facts, retrieved from https://www.census.gov/quickfacts/fact/table/US
10 U.S. Census Bureau, American Factfinder, March 1, 2019, retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk.
• There are 10 states with a population of 1 million or more Hispanic residents in 2018 — Arizona, California, Colorado, Florida, Georgia, Illinois, New Jersey, New Mexico, New York, and Texas.12

• In contrast to the decline of white students, Hispanics are projected to have the greatest increase in enrollment across all racial/ethnic groups in grades 9 to 12 as indicated in the chart below, which shows the percentual distribution through 2027.

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

Source: IPEDS Dataset 2017-2018 Projections.

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

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

• From 2018 to 2028, the number of Hispanics in the labor force is projected to increase by about 7.4 million - more than any other age, sex, or ethnic group. The total growth in the labor force is projected to reach about 8.9 million people over the decade.13

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

• In 2017, Hispanic 16- through 24-year-olds had a 9.5 percent dropout rate compared to 4.6 percent for whites of the same age group.14

• In 2018, only 18.3 percent of Hispanic adults had at least a bachelor’s degree, compared to 53.9 percent of Asians, 38.8 percent of Non-Hispanic Whites and 25.6 percent of African Americans.15

12 HACU Analysis of 2018-19 IPEDS data and US Census
15 Ibid., “Table 104.10. Rates or high school completion and bachelor’s degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2018,” Retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_104.10.asp
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 HEA as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic.

HSIs are at the forefront of efforts to increase educational access and success for the nation’s Hispanic citizens. Based on U.S. Department of Education’s most recent IPEDS data (2018 enrollment data), there are 539 Hispanic-Serving Institutions in 25 states, District of Columbia and Puerto Rico. Since 2009, HSIs have increased on average 30 institutions per year.

Promising continued growth in the number of HSIs, there are 352 “emerging” HSIs with FTE student enrollments that are between 15.0-24.9 percent Hispanic. Due to rapid Hispanic population growth and the increasing numbers of Hispanics pursuing postsecondary education, most of these emerging HSIs are expected to become HSIs within the next decade.

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

- HSIs represent 17 percent of all higher education institutions yet serve 67.0 percent of all Hispanic undergraduate students.\(^{16}\)
- In 2016, HSIs awarded 56.4 percent of all degrees to Hispanic students.\(^{17}\)
- Of the 539 HSIs in 2018:
  - 231 (43 percent) were public two-year institutions
  - 140 (26 percent) were public four-year institutions
  - 152 (28 percent) were private four-year institutions
  - 16 (3 percent) were private two-year institutions.\(^{18}\)

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16 HACU Analysis of 2017-18 IPEDS data
17 HACU Analysis of 2016-17 IPEDS data
18 HACU Analysis of 2017-18 IPEDS data
- HSIs enroll nearly two-thirds of all Hispanic undergraduates.
- A majority of HSIs are located in urban areas, and are concentrated geographically, with over 80 percent of these institutions located in six states and one territory including California, Texas, Florida, New York, Illinois, New Mexico, and Puerto Rico.
- One out of four colleges and universities is either an HSI or Emerging HSIs.
- HSIs enroll two-thirds of today’s 3.8 million Hispanic college students, they also enroll more African Americans than all the HBCUs combined, more American Indians than all the TCUs together, and over 40% of all Asian Americans enrolled in college today.

**Economic Impact of HSIs**

HSIs are a major contributor to the economic prosperity of the nation as engines of economic mobility. For example, in 2018 Opportunity Insights published data ranking institutions of higher education on their graduates’ economic mobility. Seven of the leading ten institutions are HSIs, including the top one.19

![Top Ten Economic Mobility Colleges & Universities](Image)

1. Cal State University – LA
2. Pace University
3. SUNY – Stony Brook
4. Technical Career Institutes
5. University of Texas at Pan American
6. City University of New York System
7. Glendale Community College
8. South Texas College
9. Cal State Polytechnic – Pomona
10. University of Texas at El Paso

HSIs are engines of upward mobility for millions of students despite being financially disadvantaged when compared to other institutions of higher education. The data make a strong case for increased investment in institutions, especially HSIs, that are meeting students where they are, and making good on the value of higher education for individuals, families, and communities.20

**HSI Funding**

One of the challenges HSIs face as they address their critical role is persistent underfunding relative to every other degree-granting institution. As of FY 2016 IPEDS data, HSIs on average received $3,117 per student from all federal revenue sources, compared to $4,605 per student for all degree-granting institutions, just 68 cents on the dollar received by other institutions to educate a disproportionately low-income student population.21

21 HACU Analysis of 2015-16 IPEDS Financial data
Although federal funding grew in the early years (1998-2004) of Title V, it then leveled off from 2004-07 as the number of HSIs and Hispanic college students continued to grow. Funding increased dramatically in 2008 with the addition of the HSI STEM program. However, since the Recession of 2009-10, funding had been declining until the creation of the NSF program and minor increases in the past three federal budget deals. Throughout this time, the numbers of HSIs and Hispanic students have increased even more rapidly. The persistent underfunding of HSIs needs to change if HSIs are to play their role in educating the nation’s workforce in this century.

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

**Science, Technology, Engineering, and Math (STEM) Education**

Although the numbers of Hispanics attending HSIs and other institutions continues to grow, Hispanics are not equitably represented in every field of study. One major challenge, and opportunity, is to prepare Hispanics in PK-12 education with the strong academic skills needed to pursue degrees in science, technology, engineering, and mathematics (STEM) areas. These fields are projected to be most critical in the 21st century.
Hispanic percentages in key STEM areas are exceedingly low. In 2017, Hispanics students received:

- 7.2 percent of the Ph.D. degrees in science and engineering, up from 4.9 percent in 2005.\textsuperscript{22}
- 10.5 percent of masters’ degrees in science and engineering, up from 6.2 percent in 2005 (and more than double the number of degrees).\textsuperscript{23}
- 14.2 percent of the baccalaureate degrees in science and engineering, up from 7.9 percent in 2005.\textsuperscript{24}

In view of the dramatic gap between these percentages and the percentage of Hispanics in the civilian workforce, which is estimated at 18 percent presently, it is urgent that special attention be given to increasing Hispanic participation and success in STEM fields.

To address these persisting educational access and achievement gaps for a group that will be an increasingly key component of the 21st century American workforce, and especially to assure a well-prepared STEM workforce to maintain America’s innovation and economic leadership.

HACU presents the following legislative and policy priorities to the 116th Congress.

\textsuperscript{22} NSF, Science and Engineering Indicators 2019, Appendix Table S2-11, “Doctoral degrees awarded, by citizenship, field, race, and ethnicity: 2000–17,” retrieved from https://ncses.nsf.gov/pubs/nsb20197/data
\textsuperscript{23} NSF, Science and Engineering Indicators 2019, Appendix Table S2-9, “Master's degrees awarded, by citizenship, field, race, and ethnicity: 2000–17,” retrieved from https://ncses.nsf.gov/pubs/nsb20197/data
\textsuperscript{24} NSF, Science and Engineering Indicators 2019, Appendix Table S2-7, “Bachelor's degrees awarded, by citizenship, field, race, and ethnicity: 2000–17,” retrieved from https://ncses.nsf.gov/pubs/nsb20197/data
HACU’s Public Policy Priorities for the 2nd Session of the 116th Congress

U.S. Department of Education

Appropriations for Fiscal Year 2021

HEA Title V, Part A: Undergraduate Education

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

- HACU requests an appropriation of $170 million for the Developing HSIs program for undergraduate support under Title V, Part A.

This request attempts to accommodate the 56.6 percent increase in the number of HSIs (from 311 in 2010 to 550 in 2018—enrollment year).

HEA Title V, Part B: Graduate Education

As advanced skills become a more important measure of future earnings, tax dollars, and the nation’s economic strength, many under-funded HSIs do not have the infrastructure to offer advanced degree programs. Yet in 2015, HSIs award 41.2 percent of all Hispanic graduate degrees.26 Currently, less than half of HSIs offer a postbaccalaureate degree, with 25 percent offering a doctoral degree.27 The total number of doctorates awarded to Hispanics has risen to 7.3 percent in 2018, with doctorates in STEM fields now up to 7.3 percent in 2018.28

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 $35 million for the Promoting Post-baccalaureate Opportunities for Hispanic Americans for graduate education support at HSIs under Title V, Part B.

25 HACU analysis of 2015-16 IPEDS
26 HACU analysis of 2017-18 IPEDS
27 HACU analysis of 2017-18 IPEDS
The 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.

Hispanics are one of the fastest-growing demographics in the U.S. and are increasingly critical to the American workforce of the 21st century. From 2018 to 2028, the Hispanic share of the labor force is projected to increase more than that of any other race or ethnic group, increasing from 17.5 percent in 2018 to 20.9 percent in 2028.29 There has recently been considerable progress in Hispanic high school graduation rates: in 2018, 71.6 percent of adult Hispanics graduated from high school, compared to only 58.5 percent in 2005. However, the 2018 Hispanic rate is more than 22.7 percentage points behind non-Hispanic whites. From 2005 to 2018, the Hispanic college matriculation rate of recent high school graduates has increased from 54 percent to 65.4 percent.30 Despite this progress, wide educational attainment gaps persist. In 2018, 11.8 percent of Hispanic adults had at least a bachelor’s degree and 4.5 percent had an advanced degree, compared to 23.1 percent and 13.3 percent for non-Hispanic whites.31 However, the continued increase in Hispanic high school graduation rates is driving the growth in the number of higher education institutions where these students enroll.

Today 539 Hispanic-Serving Institutions (HSIs) collectively enroll two-thirds of the 3.8 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 this disparity. It is worth noting that HSIs educate and graduate the vast majority of PK-12 Hispanic teachers and Hispanic STEM degree recipients across the country.

Their potential for increased collaboration with HSSDs, to dramatically enhance student success is a major asset for the future of the nation. For these and many other reasons, HSIs need and merit increased public investments under the HEA.

In order to address the lingering achievement gaps among Hispanic students, and the debilitating dynamic of PK-12 and higher education not working together, HACU partnered with Congressman Joaquin Castro to introduce the Hispanic Educational Resources and Empowerment (HERE) Act of 2019 (H.R. 3827). HACU strongly supports enactment of the HERE Act of 2019.

Hispanic growth is the fastest among all ethnic groups. Yet, there remain large achievement gaps that Hispanics face when trying to graduate college and enter the workforce. Currently, the proportion of Hispanics who graduate college within 6 years is 10 percentage points lower than whites. According to a report done by Rice University, if the gap does not diminish soon, there will not be a large enough workforce to replace the retiring baby boomers.

The HERE Act would address the current educational crisis for Hispanic students by creating a new HSI-designated program that supports partnerships and collaboration between HSIs and HSSDs to help Hispanic students navigate the postsecondary system and bridge the gap towards higher completion rates and educational attainment. Hispanic students still lag behind all other ethnic groups in graduating with a high school diploma. Additionally, Hispanic students are disproportionately low-income and first-generation college students.

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 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 HSI-designated program
- Define in law Emerging HSI, HSSDs, and Emerging HSSDs
- Promote and support PK-12 and higher education collaboration between HSIs 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 provide grants and related assistance to HSIs for the development of model and innovative agreements between higher education and secondary schools
- Create a new set of allowable uses focused on increasing academic alliances and collaborative partnerships between higher education institutions and school districts that enroll the majority of Hispanic students

Hispanic students are changing the face of education both in the PK-12 system and throughout higher education. In the 2016-17 school year, there were 3,471 school districts with 25% or more Hispanic enrollment, and they enrolled nearly 80% of all kindergarten through grade 12 Hispanic students in the United States or 10.3 million individuals. Represented among these districts are 9 of the Nation’s 10 largest school districts.
As of fall 2016, there were nearly 13 million Hispanics in public elementary and secondary schools, a quarter of the total PK-12 population and projected to continue to grow. Moreover, the vast majority (80.4%) of Hispanic public elementary and secondary students are enrolled in one of the 3,471 HSSDs or one of the 1,571 Emerging HSSDs (9.3% of Hispanic schoolchildren are in these districts that are between 15.0 and 24.9 percent Latino).

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

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

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

- HACU requests an authorization level of $10 billion in secured loans and accrued interest available for a Capital Financing Program for HSIs.

HEA REAUTHORIZATION RECOMMENDATIONS:

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

- HACU recommends the enactment of the HERE Act of 2019, which creates a new section under Title V of the HEA for a grant program, authorized at $150 million, to support collaboration between HSIs, Emerging HSIs, HSSDs and emerging HSSDs for greater student success.

- HACU recommends that collaborations between HSIs and international higher education institutions be allowed with Title V funds.

- HACU recommends that three-quarters of one percent (0.75%) of the yearly appropriations amount for HEA under Title V, Part A, be set aside and dedicated by the U.S. Department of Education for national activities in support of research, technical assistance and training of administrative staff and faculty at HSIs.

- HACU recommends the development of a Capital Financing Program for HSIs for a total amount of $10 billion in secured loans and accrued interest available through the program. See Case Statement located at Appendix D, page 39.

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

32 A school district that has an enrollment of Hispanic students that is between 15.0 percent and 24.9 and that is characterized as low income, as measured by having at least 50 percent of the student body eligible for free or reduced-price lunches.
HACU recommends the enactment of the Reaching English Learners Act (H.R. 1153 & S.545) which would address the increasing shortage of teachers of ELs by creating a program devoted to funding collegiate and master-level teacher preparation programs for future EL teachers.

HACU recommends the enactment of the Supporting Providers of English Language Learning (SPELL) Act (H.R.4389) which would make EL teachers eligible for increased loan forgiveness. Today, teachers employed for five consecutive years in a high-need school are eligible for up to $5000 of student loan forgiveness. However, math, science, or special education teachers who meet these requirements are eligible for up to $17,500 of student loan forgiveness due to the high demand for these positions. This bill would add teachers of EL to this category.

HACU recommends the enactment of the Supporting Young Language Learners’ Access to Bilingual Education (SYLLABLE) Act (H.R. 5764), intended to establish high-quality dual language immersion programs in communities with high numbers of low-income families and to support those programs from pre-K to 5th grade.

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

HACU recommends that categorical funding be set aside for consortia and partnerships between HSIs and Emerging HSIs (to be defined under Title V as described in footnote 35) to prepare Hispanic teachers and other underrepresented populations in the teaching ranks and to meet national, state, and local needs.

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

HACU recommends that immigrant students who arrived as minors that 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 three years, be eligible for federal financial aid programs.

HACU recommends that HSIs and other Minority-Serving Institutions (MSIs) be granted the same number of points given to other institutions for “prior experience” in TRIO grant competitions.

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

HACU recommends that Congress authorize a new program to support an “HSI Fellowship Program,” under Title VII, Part A, Subpart 5, of the HEA. This Fellowship Program will target Hispanics interested in pursuing careers in academia and willing to
make a commitment to teach, conduct research, and engage in community service at HSIs as a condition of receiving a fellowship.

- HACU recommends that Congress allow simultaneous participation for eligible HSIs and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) under Titles V and III, respectively.

- HACU recommends that a new competitive grant program be created under Title VI to enhance the capacity of HSIs to host college and university students from across the Americas and other regions of the world, and to increase Hispanic student participation in study abroad opportunities.

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

### Centers of Excellence for Veteran Student Success at HSIs

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

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

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

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

- Hispanics made up 27 percent of the student enrollments in PK-12 nationwide in 2015, but only 8.8 percent of teachers. No other racial or ethnic group has such a wide disparity. In California and Texas, Hispanic children constitute 54.2 percent and 52.4 percent of PK-12 public school enrollments.

- Unfortunately, at a time when the majority of the nation’s public-school students are students of color, the teacher force remains overwhelmingly white and the growth of Hispanic teachers appears to be stagnant.

According to NCES, research shows that all students benefit from having diverse teachers. Having a teacher of the same race/ethnicity can have positive impacts on a student’s attitudes, motivation, and achievement. Teachers of color may have more positive expectations for minority students’ achievement than nonminority teachers.

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

- Approximately 80 percent of teachers in the U.S. today are white. This means that America’s children of color will, for most of their school years, not have a teacher who is a reflection of their own image.

- One consequence of this debilitating mismatch is a disproportionate number of students of color in detention, special education classes, suspension and expulsions. Conversely, teachers of color serve as powerful role models for all students and showcase teaching as an attractive and viable profession.

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

**Recommendations**

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

- Authorize a competitive grant program for 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.

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

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

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

**Support HSI/HSSD Collaboration to Expand Access to Higher Education**

- Authorize 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.
A 21st century workforce trained in science, technology, engineering, and mathematics (STEM) fields is critical to our nation’s economic strength, social well-being, and security. Hispanics, the nation’s largest ethnic population, comprise the fastest-growing sector of our U.S. labor force and 18 percent of the general population.36

- In 2015, Hispanics received only 7.2 percent of the doctoral degrees in science and engineering awarded to U.S. citizens or permanent residents, compared to 66.0 percent by non-Hispanic whites.37

- 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.38

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

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

In response to the Consolidated Appropriations Act, 2017 (P.L. 115-31) and the American Innovation and Competitiveness Act (P.L. 114-329), the NSF established a program for HSIs. The HSI Grant Program seeks to increase the retention and graduation rates of students pursuing associate or baccalaureate degrees in science, technology, engineering, and mathematics (STEM). This program awarded $45 million in grants in FY 2018—it combined the FY 2017 ($15M) and FY 2018 ($30M) into one award year. Congress approved appropriations of $45 million in FY 2020.

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

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

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

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

38 Higher Education Research Institute, “The American Freshman: National Norms, special tabulations” 2017
This measure will benefit those deserving students who have met the same rigorous academic requirements as their college-bound peers and graduated from U.S. high schools. The nation would benefit from the education of these young people, who will then be able to make their fullest contribution as future taxpayers, educators, professionals and leaders in areas of critical importance to the nation’s economy and security.

Many HSIs are in communities with significant populations of undocumented Hispanic youth and are well situated to provide them with postsecondary opportunities. While the DREAM Act has not yet passed Congress, HACU remains committed to advocating for the passage of DREAM Act legislation.

In March 2019, the Dream and Promise Act of 2019 (H.R. 6) was introduced by Rep. Lucille Roybal-Allard and was later passed by the House of Representatives. The bill would allow as many as 2.5 million people to apply for legal status and put them on a path that could ultimately lead to US citizenship. H.R. 6 combines the longstanding DREAM Act with a proposal to allow some immigrants with temporary humanitarian protections to apply for permanent legal status.

**HACU recommends that Congress enact the DREAM Act as a part of comprehensive immigration reform by amending the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to permit states to determine state residency for higher education purposes and to authorize the cancellation of removal and adjustment of status of certain students who are long-term United States residents.**
The U.S. Department of Agriculture (USDA) and HACU have long been affiliated through a formal Memorandum of Understanding (MOU) and active leadership group meetings that recognize the need to include more HSIs in USDA programs and research.

Research, Extension, and Teaching

The U.S. Department of Agriculture’s (USDA) National Institute of Food and Agriculture (NIFA) administers a grant program aimed at HSIs. The Hispanic-Serving Institutions Education Grants Program promotes and strengthens efforts to attract, retain, and graduate outstanding students capable of enhancing the nation’s food, agricultural, natural resource, and human sciences work force. Specifically, grant activities support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize what we know about how students learn. The NIFA HSIs grant program is funded at $11.2 million in FY 2020.

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

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

- $25 million for the HSIs Education Grants Program at USDA-NIFA
- $20 million for the HSACU Equity Grants Program
- $10 million for the HSACU Institutional Capacity-Building Grant Program
- $10 million for the HSACU Fundamental and Applied Research Grants Program
Title I (Elementary and Secondary Education Act – ESEA) Migrant Education Program
The Migrant Education Program, under Title I, Part C, of the ESEA, provides supplemental instruction and other support services for migrant children. Eligible participants are children of migratory workers who have, within the last 36 months, moved across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing.

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

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

Title IV (HEA) High School Equivalency Program (HEP)- College Assistance Migrant Program (CAMP)
Additional programs addressing seasonal/migrant workers are funded under the HEA. Sustained increases in federal funding for HEP-CAMP would allow more Hispanic migrant and seasonal farm workers and their children to break the cycle of poverty and increase the likelihood of postsecondary access (HEP) and college success (CAMP). Only 53 colleges and universities operate CAMP programs, and only 47 HEP programs are in place. Many areas of the country have no access to HEP or CAMP programs.39

- HACU requests an appropriation of $50 million for HEP-CAMP, under Title IV of the HEA:
  - $25 million appropriation for HEP
  - $25 million appropriation for CAMP

Title I (ESEA) Dropout Prevention
As the nation’s largest and fastest-growing ethnic population, Hispanics also suffer the lowest high school completion rates of any major group. Of adults 25 and older, 29.5 percent of Hispanics have not completed high school, compared to 5.9 percent of non-Hispanics whites.40

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. 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 help strengthen the K-16 pipeline for large numbers of low-income students.

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

**Title IV (HEA) TRIO**

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

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

**Hawkins Centers for Excellence Program**

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

- HACU requests an appropriation of $30 million for the Hawkins Centers of Excellence program to increase the number of profession-ready educators of color and school leaders by expanding and reforming teacher education programs at MSIs.
National Issues to be Monitored

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

America COMPETES Act Reauthorization

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

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

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

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

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

- Establish an authority for loan repayment or cancellation program for Hispanic students who obtain an advanced degree in critical STEM areas.
• Establish an authority for grant program to expand the number of STEM Advanced Placement and International Baccalaureate courses (algebra, biology, calculus, chemistry, mathematics, and physics) offered at two- 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 grant program to encourage partnerships between HSIs and HSSDs to train teachers and administrators to offer Advanced Placement and International Baccalaureate courses and curricula in STEM areas.

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

• Establish an authority for summer research/internship grants program for Hispanic students enrolled in two- 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.

FARM BILL

The reauthorization of the Farm Bill in 2014 preserved the previously authorized programs for HSIs and HSACUs and added a new competitive grants program in support of Hispanic agricultural workers and youth. These programs are designed to strengthen the ability of HSIs to offer educational programs that attract, retain, and graduate outstanding students who will enhance the nation’s food and agricultural, scientific, and professional work force. These are the relevant provisions:

Provision I: Competitive Grant Program for 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 a 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 percent shall be distributed among the HSACUs 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. 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 under-represented groups for careers in forestry and related fields. Funding Authorization: such sums as may be necessary.

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

Other Federal Agencies

All federal agencies are mandated by White House Executive Order 13171 to promote and support workforce development and outreach policies to reflect the diversity of the nation.

The White House Initiative on Educational Excellence for Hispanic Americans and formal Memoranda of Understandings (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.
Hispanics, the fastest growing and youngest ethnic population in America, represent the best promise for the nation to eradicate the digital divide in higher education and meet the needs of a high technology workforce.

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

- In 2015, 88.0 percent of white non-Hispanic households had a computer at home, compared to only 84.2 percent of Hispanic households.\(^{41}\)
- In 2015 only 70.5 percent of Hispanic households had a broadband Internet subscription compared to 79.3 percent for non-Hispanic whites (and 64.5 percent for African Americans).\(^{42}\)

Through the combined effort of the Alliance for Equity in Higher Education – the Hispanic Association of Colleges and Universities, the National Association for Equal Opportunity in Higher Education (NAFEO) and the American Indian Higher Education Consortium (AIHEC) – and key members in Congress, the MSI digital wireless technology legislation was included in the Higher Education Opportunity Act and became a part of the Public Law 110-315 in August of 2008. The Alliance appreciates the bi-partisan support which it received from Congress in authorizing federal funding to MSIs for technology enhancement of the classrooms. But appropriating funding for implementation of this much-needed program is now long overdue, and vital, given the dramatic shift to online classes caused by COVID-19.

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

From FY 2002 to 2005 Congress funded a dedicated grant program at the Department of Defense (DoD) for infrastructure development at HSIs. This modest program was eliminated in 2006. Currently the DoD Infrastructure Support Program’s HBCU/MI (Historically Black Colleges and Universities/Minority Institutions) Program provides grants to HSIs in STEM areas. These grants are used by HSIs to enhance the capacity to perform science and engineering research and to accomplish related educational purposes in fields of study critical to the country’s national defense.

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

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\(^{42}\) Ibid.
HACU requests $20 million for the Department of Defense:

- $15 million for research development, testing and evaluation infrastructure support for HSIs;
- $5 million for faculty development programs for HSIs.

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).
HSIs enroll more than 66 percent of Hispanic undergraduates and are well poised to train health care professionals with the special skills to address diverse health care needs. Seven of the 30 fastest growing occupations between 2016 and 2026 are health-related.\(^43\) The aging of both the patient population and current health care professionals has resulted in an increased demand for health care professionals with cultural and linguistic competencies critical to a changing diverse population.

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

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

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

**Workforce Diversity**

HSIs enroll more than 66 percent of Hispanic undergraduates and are well poised to train health care professionals with the special skills to address diverse health care needs. The aging of both the patient population and current health care professionals has resulted in an increased demand for health care professionals.

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

**Community Initiatives**

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.

\(^{43}\) Bureau of Labor Statistics, Employment Projections, Table 1.4 Occupations with the most job growth, 2016 and projected 2026, January 2018, retrieved from [http://www.bls.gov/emp/ep_table_104.htm](http://www.bls.gov/emp/ep_table_104.htm).
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 2- and 4-year level to develop and expand health care professions programs to retrain workers in the health care areas to improve the workforce diversity and linguistic and cultural competency.

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

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

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

### 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.
HSI Program with Countries in the Western Hemisphere

HACU proposes the authorization of a student program between HSIs 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.

- HACU requests an appropriation of $5 million for the establishment of a Fulbright HSI Institutional Leaders program at HSIs.
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 HEA and other federal legislative and funding objectives that will enhance the capacity and quality of HSIs. With stronger federal and state support, HSIs can increase access and achievement for Hispanics in higher education and help develop an outstanding workforce for the nation.

The HACU 2020 Legislative Agenda also addresses FY 2021 appropriations goals that HACU and its membership will present to the 116th Congress through programmatic requests critical to sealing the PK-Graduate School pipeline for Hispanics and others.

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

By 2060, Hispanics will have more than tripled in number since 2000, comprising one-third of the U.S. population. 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 2020 Legislative Agenda presents recommendations essential to assuring a bright future, not only for Hispanics, but also for all Americans.

44 U.S. Census Bureau 2016 Projections
APPENDICES
The Role of HACU

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

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

As the only nationally recognized voice for HSIs and the Hispanic higher education community, HACU, as of December 1, 2019, had 446 nonprofit, degree-granting member institutions in 38 states, Puerto Rico and the District of Columbia, plus 34 international members in 10 countries in Latin America and Spain:

- 304 HSI members in 22 states and Puerto Rico
- 103 Associate Members (10-25 percent Hispanic student enrollment or at least 1,000 Hispanic students) in 32 states and District of Columbia
- 39 Partner Institutions (less than 10 percent Hispanic student enrollment) in 22 states
- 23 Hispanic-Serving School Districts (HSSDs) in 10 states (public or private K-12 school districts with Hispanic enrollment at least 25 percent of total)

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

- Hundreds of college students are placed annually in internships with federal agencies and private corporations; since 1992, more than 13,000 placements have benefited students from the HACU National Internship Program (HNIP).
- More than $4 million in HACU scholarships has been distributed to students at member institutions since 1992.
- Capacity-building initiatives for member colleges and universities have included areas like information technology, leadership development, and training in grant-writing.
HACU Legislative History

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

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

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

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

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

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

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

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

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

Altogether, HACU’s advocacy efforts with the federal government have led to almost $3 billion in grants targeted to HSIs since 1995.
### Federal HSI Appropriations

**FY 1995 – 2020**

(in Millions of Dollars)

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

CASE STATEMENT

Capital Financing Program for Hispanic-Serving Institutions

The Hispanic Association of Colleges and Universities (HACU) supports the establishment of a Hispanic-Serving Institutions (HSIs) Capital Financing Program as part of the upcoming reauthorization of the Higher Education Act (HEA). HSIs are defined as not-for-profit institutions of higher education with a full-time-equivalent undergraduate student enrollment that is at least 25 percent Hispanic, with over 50 percent of their students eligible for need-based financial aid, and with annual expenditures per student that are below the average for their peer non- HSI institutions.

Contextual Background

Hispanic college enrollment increased very rapidly over the past 20 years. In 1990, there were 782,400 Hispanic students enrolled in U.S. higher education, 5.8 percent of the total. In comparison to 2020, Hispanic enrollment is 3.8 million students, or over 20 percent of the total. The percentage of Hispanic enrollment over the past two decades has more than tripled and is predicted to exceed 4 million students by 2028, far surpassing the growth rate of any other ethnic/racial group. Approximately two-thirds of Hispanic students attend HSIs. As a result, the number of HSIs is also expected to increase over time at the rate of 30 institutions per year. Consequently, the need for additional classroom facilities, labs, dorms, and other infrastructure is evident at most HSIs. Yet, HSIs lack a Federal Capital Financing Program to provide affordable financing for these expanding and financially challenged institutions. Comparatively, Congress established the HBCU Capital Financing Program in 1992 under Title III, Part D, of the Higher Education Act of 1965, as amended, to provide HBCUs with access to low-cost capital. HSIs sorely need a similar program.

HSIs Funding Challenges

HSIs are highly diverse institutions that face significant funding limitations. Although HSIs enroll two-thirds of today’s 3.8 million Hispanic college students, they also enroll more African Americans than all the HBCUs combined, more American Indians than all the TCUs together, and over 40% of all Asian Americans enrolled in college today. Yet, HSIs remain dramatically underfunded. On average, HSIs only receive 69 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources. A new program to support the capital financing of the approximately 550 HSIs is essential to increase their capacity to serve the educational needs of their diverse and needy student populations.

Proposed Amendment to the Higher Education Act (HEA)

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

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

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

CASE STATEMENT

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

**Background**

According to the Minority Veterans Report (March 2017), sponsored by the National Center for Veteran Analysis and Statistics and the Department of Veterans Affairs, Hispanic population is rising as is representation in military service. Therefore, the percentage of Hispanic Veterans is expected to increase in the future. To assist veterans in pursuing higher education and to support them better to transition and integrate into the changing work force, Congress passed the GI Bill in 1944, the Montgomery Bill in 1985 and the Post-9/11 GI Bill as an extension of the Montgomery Bill in 2008. Unfortunately, none of the higher education support bills provide meaningful outreach provisions to assist the Office of Veterans Affairs with resources to identify the more than 1.2 million Hispanic veterans in 2017 and to encourage and support their access to higher education. Minorities represented about 22.6 percent of the total Veteran population in 2014. In the same year, 235,733 minority Veterans used education benefits. This represents only 5.4 percent of the total population of minority Veterans. At the 20 institutions with 100 or more GI Bill recipients eligible to finish in 2014, the government data shows, even the ones with the highest veteran success rates managed to graduate only one in five. The two largest groups of minority veterans are Hispanic and Black Veterans, and both will experience the largest growth of 7.4 and 3.3 percent from 2014 to 2043 in military service among all groups. Considering that HSIs enroll two thirds of all Hispanics and more African Americans than all the Historically Black Colleges and Universities combined, they are well positioned to serve this growing population of students. However, on average, HSIs only receive 69 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources. A new grant program to support the education needs of Veterans at the 550 HSIs is essential to increase their capacity to serve the educational needs of their diverse and needy student populations that include Veterans.

**Proposed Amendment to the Veteran Affairs Administration Legislation**

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

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