

HACU

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

2024 HACU LEGISLATIVE AGENDA



HACU Governing Board 2023-2024



Mike Flores, *Chair*
Chancellor
Alamo Colleges District
San Antonio, Texas



Juan S. Muñoz, *Vice Chair*
Chancellor
University of California, Merced
Merced, Calif.



Emma Grace Hernández Flores, *Secretary*
President
Universidad de Iberoamérica
San José, Costa Rica



Irma Becerra, *Treasurer*
President
Marymount University
Arlington, Va.



Federico Zaragoza, *Substitute for Past-Chair*
President
College of Southern Nevada
Las Vegas, Nev.



Ted Alejandre
Superintendent
San Bernardino County Schools
San Bernardino, Calif.



Adela de la Torre
President
San Diego State University
San Diego, Calif.



Abel Antonio Chávez
President
Our Lady of the Lake University
San Antonio, Texas



Cynthia Larive
Chancellor
University of California, Santa Cruz
Santa Cruz, Calif.



Daniel López
President
Harold Washington College
City Colleges of Chicago
Chicago, Ill.



Gary May
Chancellor
University of California, Davis
Davis, Calif.



Margaret McMenemy
President
Union College
Cranford, N.J.



Brad Mortensen
President
Weber State University
Ogden, Utah



Greg Peterson
President
Chandler-Gilbert Community College
Chandler, Ariz.



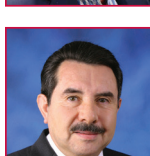
Frank D. Sánchez
President
Manhattanville College
Purchase, New York



Garnett S. Stokes
President
The University of New Mexico
Albuquerque, N.M.



Luke Visconti
Chairman and Founder
Fair360
West Palm Beach, Fla.



Antonio R. Flores, *Ex-Officio*
President and CEO
HACU

Dear Colleagues:

Our nation's Hispanic-Serving Institutions (HSIs) are essential to our nation's future success, but funding and support for their students and the programs that ensure retention and graduation still falls short of what is needed. Ultimately the success of this growing segment of higher education will depend on the vital federal funding that has never achieved equity in comparison to peer institutions. After a slight decline in numbers during the pandemic, HSIs rebounded from 559 in 2020-21 to 600 in 2022-23. HSIs prepare our future scientists, teachers, artists, and multitudes of professionals who lead our nation to meet the challenges of today and beyond.

Underrepresented communities across the country and the HSIs that serve them are still reeling from the impacts of the pandemic that highlighted and magnified the challenges they face due to decades of underfunding from the federal government. In addition to that, the imperatives of climate change and political turmoil across the world demand a highly educated and trained workforce and citizens with a diverse global perspective. If our HSIs are to continue to innovate and thrive in this new environment to serve their students, much greater and strategic investments must be made in HSIs to ensure their success and long-term sustainability.

As the backbone of Hispanic higher education, HSIs also serve a plurality of African Americans, Native Americans, Asian Americans, and other underserved populations. HSIs are a microcosm of America's diversity and the foundation of its 21st century workforce.

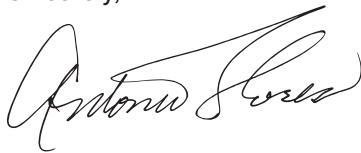
HSIs need increased access to affordable capital to finance their sorely neglected infrastructure to educate students in new or renovated facilities equipped with the latest learning tools and technology that will prepare them for the rapidly evolving workplace, especially in STEM fields. Our HSI students, most of them low-income and first generation, need access to equitable and adequate financial aid to help them pay for college.

As part of HACU's Legislative Agenda, we are focused on advocating for fair investments in HSIs with Congressional support in priority areas: equitable funding for HSIs; increasing authorization levels for Title V Part A and Part B; reauthorization of the Farm Bill with increased funding and the inclusion of select HSIs in the Land Grant community; immigration reform, particularly the passage of the DREAM Act; enhancing the Pell grant by doubling the award amount and extending eligibility for Deferred Action for Childhood Arrivals (DACA) eligible and Temporary Protected Status (TPS) students; establishing a capital financing program for HSI infrastructure; and the passage of the HERE Act.

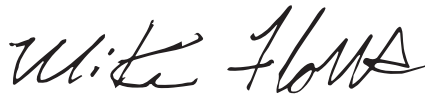
It is a national imperative to address the inequities HSIs face to meet the pressing needs of their fast-growing student population of over five million. HSIs require equitable federal funding that will prepare the next generation of leaders in this country.

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

Sincerely,



Antonio R. Flores
President and CEO



Mike Flores
HACU Governing Board, *Chair*
Chancellor, Alamo Colleges District



Table of Contents

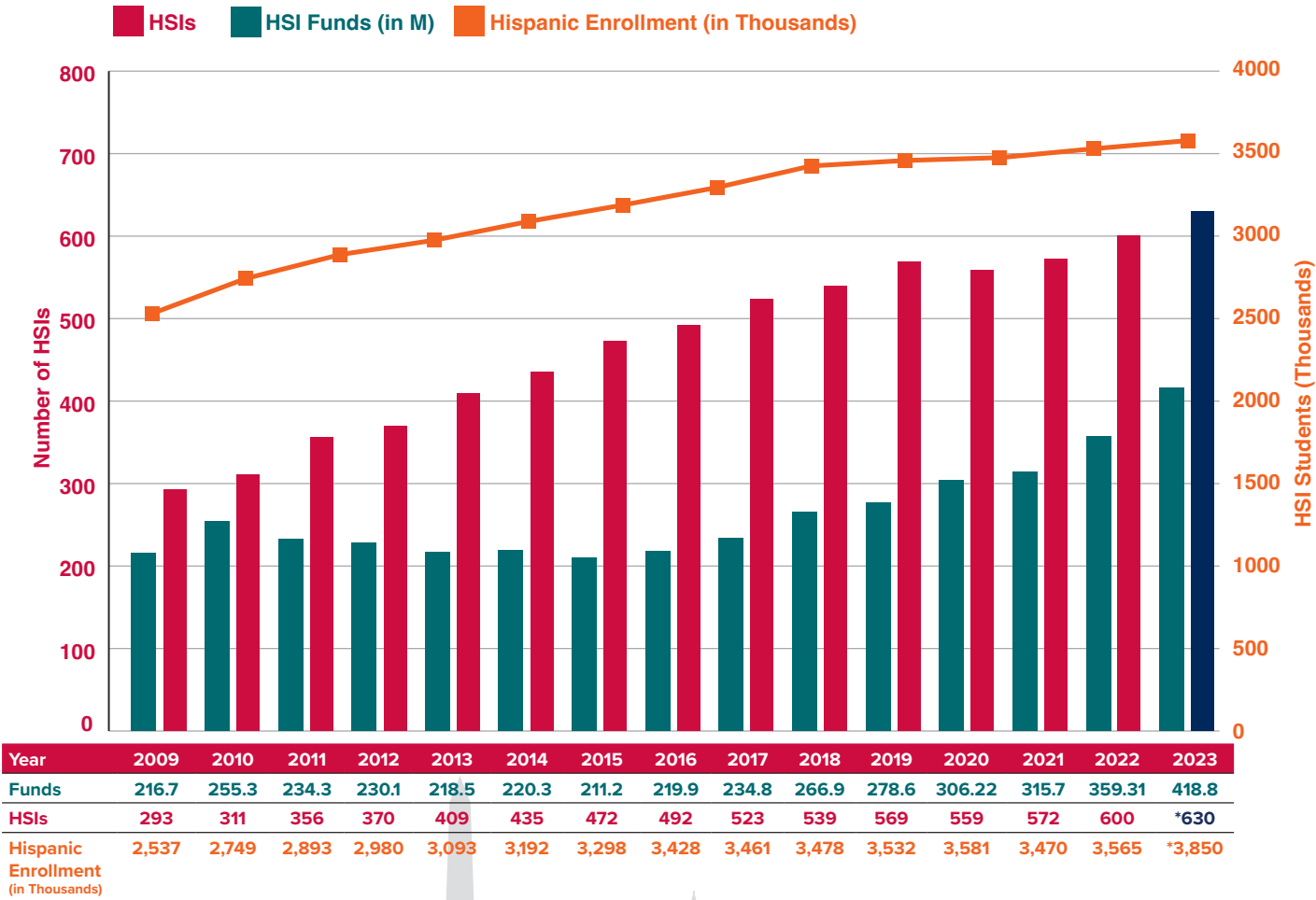
About HACU	4
Growth and Location of HSIs	4
2022-23 Geographic Distribution	5
Top Federal Priorities for the 118 th Congress	6
HACU's Appropriations Requests for the 118th Congress	7
HACU's Congressional Requests: Higher Education	8
Equitable Funding for HSIs	8
HEA Title V, Part A: Undergraduate Education	8
HEA Title V, Part B: Graduate Education	8
HSI Capital Financing Program	9
HSIs Funding Challenges	9
Proposed Amendment to the Higher Education Act (HEA)	9
NTIA Minority Broadband Initiative	10
National Science Foundation	10
Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program)	10
The Chips and Science Act	10
Hispanic-Serving Institutions (HSIs) and Hispanic-Serving School Districts (HSSDs)	11
STEM Scholarship & Loan Repayment Programs:	11
United States Department of Agriculture	12
National Institute of Food and Agriculture	12
Reauthorization of the Farm Bill	12
Centers of Excellence for Veteran Student Success at HSIs	14
Higher Education Act (HEA) Reauthorization	14
Title IV (HEA) High School Equivalency Program (HEP) - College Assistance	
Migrant Program (CAMP)	15
Title IV (HEA) GEAR UP	15
TRIO	15
U.S. Department of Health and Human Services	16
Eliminating Health Care Disparities.	16
HACU's Congressional Requests: PK – 12 Education	17
Hispanic Educational Resources and Empowerment (HERE Act)	17
Title I (Elementary and Secondary Education Act – ESEA)	18
Migrant Education Program	18
HACU's Congressional Requests: Comprehensive	18
Immigration Reform	18
Pell Grant Award	18
Workforce Development	19
Teacher Preparation	19
Hawkins Centers of Excellence	19
Appendix	20
Federal HSI Appropriations FY 1995 – 2021	20
Historical Appropriations and Requests	21
Endnotes and Important Links	22
Hispanic-Serving Institutions Quick Facts	23

About HACU

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Today, HACU represents 530 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain as well as Hispanic-Serving School Districts (HSSDs) in the U.S. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs). Together HSIs represent only 20% of institutions nationwide yet they are home to almost two-thirds of the Hispanic student population. Among the requirements laid out in the Higher Education Act (HEA), HSIs enroll at least 25% full-time enrollment Hispanic undergraduate students and also offer access to a significant proportion of the nation’s most underserved and underrepresented student groups. HACU’s mission is to champion Hispanic success in higher education.

Growth and Location of HSIs

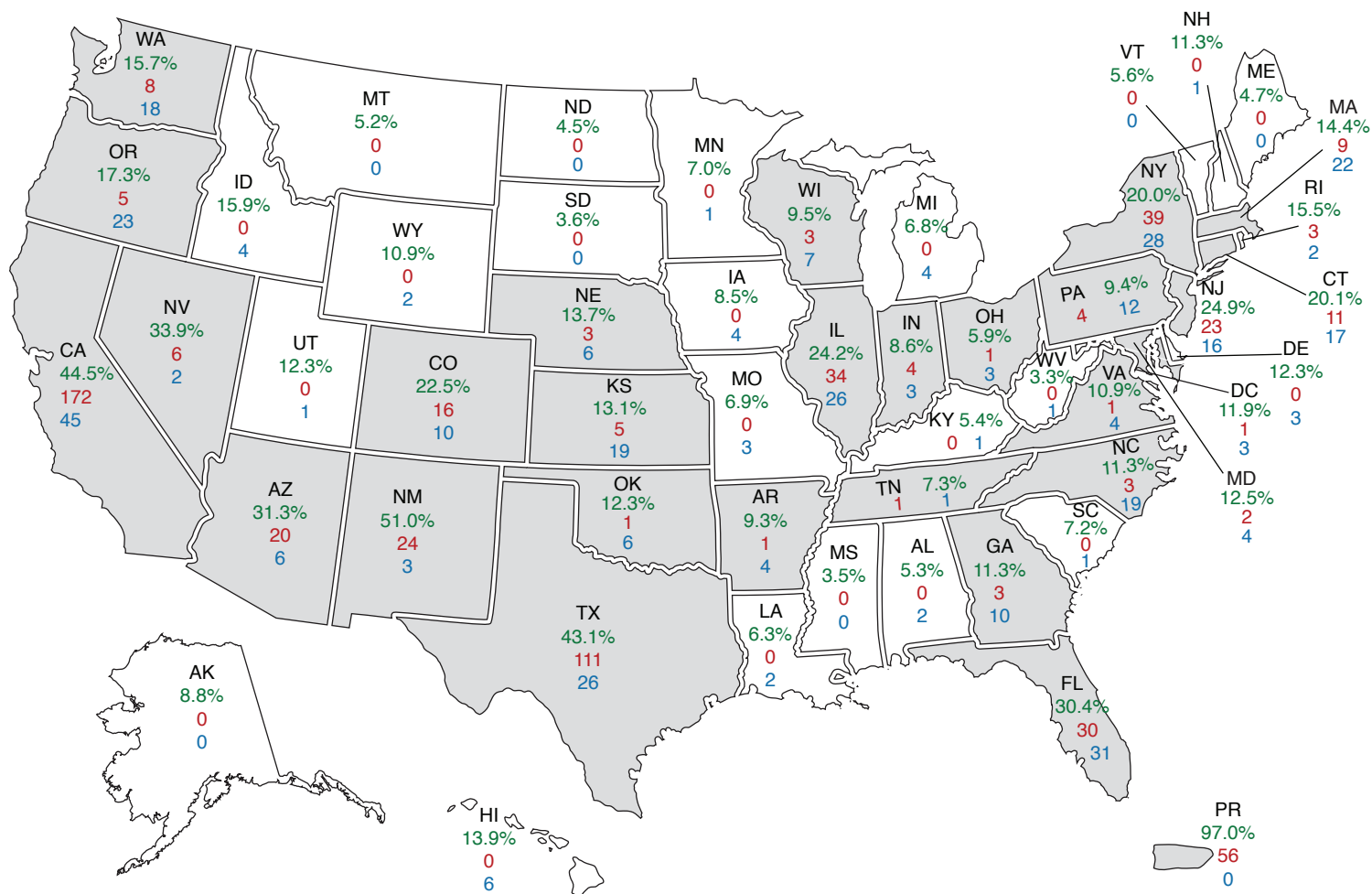
An HSI is defined as a nonprofit higher education institution with enrollment of at least 25% Hispanic undergraduate full-time equivalent students. In the 2022-23 school year HSIs grew to 600 institutions, a 4.9% increase from 2021-2022 and is now above pre-pandemic years. While the number of HSIs has increased, funding has remained fairly static relative to their growth. The following page provides a map showing the relative distribution of Hispanic undergraduate students, HSIs, and emerging HSIs across the nation.



Source for Hispanic Enrollment: https://nces.ed.gov/programs/digest/d20/tables/dt20_306.30.asp?current=yes
*Note: 2023 Hispanic enrollment is a projection based on NCES enrollment. 630 HSIs are projected in 2023.

2022-23 Geographic Distribution

By percentage of Hispanic Undergraduate Headcount and Number of HSIs/EHSIs



Percentage of Hispanic Undergraduate Students by State Headcount

Number of Hispanic-Serving Institutions (HSIs): Total 600
(25.0 % minimum Hispanic Full-Time Equivalent (FTE) enrollment)

Number of Emerging HSIs: Total 412
(15.0 - 24.9 % Hispanic FTE)

State percentages based on:

Total Undergraduate (UG) Student Headcount = 14,780,157

Total Hispanic UG Student Headcount = 3,235,494

Total Hispanic UG Student Percentage = 21.9%

HACU Office of Policy Analysis and Information. 3/1/2024.

Source: 2022-23 IPEDS data using Title IV eligible, 2 year & 4 year, public and private, nonprofit institutions.

Top Federal Priorities for the 118th Congress

Equitable Funding for Hispanic-Serving Institutions

HACU requests that all funding levels be commensurate to the growth of HSIs and be appropriated fairly and equitably throughout all government programs across all federal agencies. HACU requests that funding for HSIs made through the U.S. Department of Education, U.S. Department of Agriculture, National Science Foundation (NSF), U.S. Department of Commerce, NASA, and other departments or agencies that have programs benefiting Minority-Serving Institutions (MSIs) have dedicated funding for HSIs that educate and serve over 3 million Hispanic students nationwide.

Increase Authorization Levels for Title V, Part A and Title V, Part B

HACU urges Congress to increase the authorization levels for Title V, Part A and Title V, Part B of the Higher Education Act. Title V remains the topmost federal funding for HSIs. However, the number of HSIs has far outpaced the funding available for competition. Title V, Part A funds are critical to our institutions since they can be used to purchase laboratory equipment and construct instructional facilities, support faculty development, and provide academic tutoring/counseling programs and student support services, such as outreach, mentoring, and fellowships.

Title V, Part B funding expands postbaccalaureate academic offerings and enhances program quality in postsecondary institutions educating the majority of Hispanic college students and supporting large numbers of Hispanic and low-income students in completing their postsecondary degrees. Without funding that is commensurate to the growth of our HSIs, our institutions will continue to be severely underfunded and underserved, negatively impact the education of our nation's future workforce.

Reauthorization of the Farm Bill

With the reauthorization of the Farm Bill, HACU urges the U.S. Congress to equitably strengthen the capacity of HSIs and Hispanic-Serving Agricultural Colleges and Universities (HSACUs) to implement higher education programs that attract, retain, and graduate students qualified to enter a competitive workforce in the nation's food, agriculture, natural resources, and human sciences fields. HACU also proposes the creation of a new HSACUs Land Grant category of institutions in the reauthorized Farm Bill.

Immigration Reform

HACU supports the immediate passage of the Dream Act as a down payment on a Comprehensive Immigration Reform bill. The Dream Act provides a pathway to citizenship for the estimated 10.5-121 million undocumented immigrants in the United States.¹

Increasing the Pell Grant

HACU endorses the maximum Pell Grant award and requests that Congress double the Pell Grant to \$13,000 to cover much-needed auxiliary college expenses, such as tuition, books, internet, housing, and food. HSIs enroll 32.2% of all Pell recipients in the country, some of the most financially needy students. HACU also supports expanding federal student aid, including Pell Grant eligibility, to Deferred Action for Childhood Arrivals (DACA) recipients and Temporary Protected Status (TPS) students.

Capital Financing Bill

HACU supports the establishment of an HSIs Capital Financing Program as part of the Higher Education Act (HEA) reauthorization. The goal of the program is to provide federally guaranteed loans at zero to nominal interest rates to finance infrastructure improvements for our nation's HSIs. A recent GAO report highlights that 43% of HSIs' building spaces require repairs or replacements, with an average deferred maintenance backlog of nearly \$100 million. Furthermore, approximately 77% of HSIs have at least one project deferred due to health concerns. Yet, HSIs lack a federal capital financing program to provide affordable loans for these burgeoning and under-resourced institutions. This program would serve HSIs in the same manner as existing programs that rightfully provide capital outlay financing for Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs).

Hispanic Educational Resources and Empowerment (HERE) Act

HACU supports the HERE Act authored by Congressman Joaquin Castro and Senator Alex Padilla. The HERE Act will create a new HSI-designated program, which will support partnerships and collaborations between HSIs and Hispanic-Serving School Districts (HSSDs). The HERE Act will help Hispanic students navigate the postsecondary education system and bridge the gap towards higher completion rates and educational attainment.

HACU's Appropriations Requests for the 118th Congress

HACU requests the following appropriation levels as a down payment for an initial step in addressing equitable funding for the 600 HSIs that compete for and receive grants for the significant share of Hispanic students they educate and serve.

- HACU requests the authorization level be increased and appropriated to **\$350** million for fiscal year (FY) 2024 for Title V, Part A (Developing Hispanic- Serving Institutions (DHSI) Program).
- HACU requests **\$150** million be appropriated for Title V, Part B (Promoting Postbaccalaureate Opportunities for Hispanic Americans).
- HACU requests **\$165** million be appropriated under the HSI National Science Foundation program.
- Under the Farm Bill Reauthorization, HACU requests:
 - \$100 million under the Farm Bill for HSI Education Grants
 - Create a new category of Land Grant HSACUs and authorize annual funding to provide capacity building grants based on a formula and dollar-for-dollar state matching funds as follows:

Capacity Grants:

- \$180 million for extension capacity grants
- \$210 million for research capacity grants

Competitive Grants:

- \$72 million for improving institutional capacity in food and agricultural sciences
- \$30 million for scholarships for students to pursue careers in agriculture and food sciences

HACU requests that all programs under the Farm Bill – Hispanic-Serving Agricultural Colleges and Universities (HSACUs) be appropriated at the following levels. To date, none of these programs have been funded.

- \$100 million for the HSACU Endowment Program
- \$40 million for the HSACU Equity Grants Program
- \$80 million for the HSACU Institutional Capacity-Building Grant Program
- \$80 million for the HSACU Basic and Applied Research Grant Program
- \$80 million for the National Resources Leadership Program
- \$80 million for the HSACU Extension Grants
- \$30 million for the HSACU Training Hispanic Agricultural Workers Grants
- HACU requests that Congress doubles the Pell Grant award to \$13,000 and extend eligibility to DACA and TPS students.
- HACU requests \$40 million under the U.S. Department of Education for the Hawkins Centers of Excellence.
- HACU requests \$5 million under the U.S. Department of Education for Centers of Excellence for Veteran Student Success at HSIs.
- HACU requests an appropriation of \$2 billion for Fiscal Year 2024 for the federal TRIO program. The proposed increase would support TRIO's educational opportunity programs for students in need of financial assistance.
- HACU requests an appropriation of \$410 million under Title IV of the Higher Education Act for GEAR UP programs that aid low-income youth.
- HACU requests an appropriation of \$80 million for the Special Programs for Migrants which includes the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP), under Title IV of the HEA for our migrant students.

HACU's Congressional Requests: Higher Education

Equitable Funding for HSIs

For decades, HSIs have been historically underfunded and underserved. While they serve two-thirds of today's 3.2 million Hispanic undergraduate students in nonprofit postsecondary institutions, HSIs also boast the largest enrollments of African American, Native American, and Asian American students. HSIs also enroll 32.2% of all Pell recipients in the nation, despite comprising 20% of U.S. institutions, indicating disproportionately high enrollments among underrepresented and high-need student groups. **We urge Congress to remedy these inequities in future funding across all programs and agencies.**

HEA Title V, Part A: Undergraduate Education

The Developing Hispanic-Serving Institutions (DHSI) Program provides competitive grants to assist HSIs to expand and improve the attainment of educational opportunities for Hispanic students. Title V remains the chief federal vehicle for targeted funding to HSIs. Since 1995, funds received from Title V, Part A, of the Higher Education Act (HEA) have allowed HSIs to expand and grow their academic and faculty programs, address deferred maintenance and infrastructure needs, provide wraparound student services, and update their aging technology and broadband. The number of HSIs has far outpaced the monies available for competition, creating inequitable funding for HSIs. HACU requests an increase in Title V funding as a down payment and the first step toward equitable funding for the 600 HSIs and the over 5.2 million students they educate and serve.

- **HACU requests an appropriation of \$350 million for the Developing HSIs program for undergraduate support under Title V, Part A.**

HEA Title V, Part B: Graduate Education

The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program provides grants to: expand postbaccalaureate educational opportunities for, and improve the academic attainment of Hispanic students; and expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degree.

Currently, 256, or 43% of HSIs offer a postbaccalaureate degree with only about 27% offering a doctoral degree.² Hispanic students were awarded 6.4% of all doctorate degrees and 6% of science and engineering doctorates in 2014. Seven years later (2021), these numbers increased to 9% of all doctorates and 9.2% of science and engineering doctorates.³ Despite this noteworthy progress, White students continue to earn a higher proportion of doctorates at 67.4%. In addition, doctorates earned among Hispanics are still far from mirroring the U.S. population, which was 19.1%, or nearly 64 million in 2023.⁴ This is particularly concerning for those invested in Hispanic education, considering the positive relationship between educational attainment and median usual weekly earnings in the U.S.⁵

To address this disparity, HACU urges an increase in Title V, Part B funding.

- **HACU requests an appropriation of \$150 million for the Promoting Postbaccalaureate Opportunities for Hispanic Americans for graduate education at HSIs under Title V, Part B.**



HSI Capital Financing Program

HACU urges Congress to establish an HSIs Capital Financing Program in federally guaranteed loans at zero or nominal interest rates to finance deferred maintenance and capital improvements for the nation's 600 HSIs.

Contextual Background

Hispanic college enrollment in all U.S. higher education has increased rapidly over the past two decades from 1.9 million in 1996 to 3.7 million in 2020 and is predicted to exceed 4.3 million students by 2026⁶, far surpassing the growth rate of any other racial or ethnic group. As a result, the number of HSIs identified by HACU increased from 172 in 1995 to 600 in 2022.

Consequently, HSIs urgently need additional and technologically upgraded “smart” classroom facilities, laboratories, dormitories, and other infrastructure. All these costs and deferred maintenance have increased and been exacerbated by the COVID-19 pandemic. Yet, HSIs lack a federal capital financing program to provide affordable loans for these burgeoning and under-resourced institutions. This program would serve HSIs in the same manner as existing programs that rightfully provide capital outlay financing for Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs).

HSIs Funding Challenges

HSIs educate nearly 64% of today's 3.6 million Hispanic undergraduate and graduate students. HSIs also serve the largest enrollments of African American, Native American, and Asian American students compared to other cohorts of MSIs. HSIs additionally serve a sizeable number of low-income non-Hispanic white students. Yet, HSIs remain severely underfunded as compared to their peer institutions. A 2024 report from the U.S. Government Accountability Office (GAO) shows that HSIs have severe facility infrastructure needs, including backlogs of delayed repairs to buildings. According to GAO's report, 43 percent of HSIs' building space need repairs or replacement. HSIs, on average, have a deferred maintenance backlog of almost \$100 million and about 77% of HSIs have at least one deferred maintenance project that addresses a health or safety issue. The report also shows that HSIs have unmet digital infrastructure needs related to internet access and connectivity, cybersecurity and hybrid learning methods. For example, 90% of HSIs that offer hybrid courses face at least one technological or financial hardship to continue to deliver them. To address these digital and facility infrastructure needs, HSIs report common challenges securing funding. These challenges include insufficient state funding and declining tuition and fees revenue towards addressing capital project needs. The 5.2 million students at HSIs are a microcosm of America's diverse demography and represent the backbone of our emerging workforce. To meet the needs of a growing student body that is becoming more and more diverse, a new program to support the capital financing needs of the 600 HSIs across the country is vital and necessary for these institutions to increase their capacity.

Proposed Amendment to the Higher Education Act (HEA)

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

Such a program would provide low- to zero-interest loans guaranteed by the federal government for improvements to the infrastructure of our nation's HSIs which have been severely underfunded and underserved for decades. Specifically, the program would provide HSIs with access to capital financing or refinancing for improving classrooms, libraries, laboratories, and other instructional and auxiliary facilities; and for equipment and instrumentation, including IT infrastructure.



NTIA Minority Broadband Initiative

The Connecting Minority Communities Pilot Program is a \$285 million grant program administered by the National Telecommunications and Information Administration (NTIA) in the U.S. Department of Commerce. This pilot program established the Office of Minority Broadband Initiatives and instructs it to:

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

In the long term, HACU recommends creating a permanent funding stream to address remaining broadband inequities, exacerbated by the COVID-19 pandemic. HACU urges the removal of set-asides that only serve to create an uneven playing field for MSIs competing for grants.

The National Science Foundation

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

A 21st century workforce trained in STEM is critical to our nation's economic strength, social well-being, and financial security. Hispanics comprise the fastest-growing sector of the U.S. labor force and are projected to account for 78% of the net new workers between 2020 and 2030.⁷ That year, Hispanics also received just 9.0%⁸ of the doctoral degrees in engineering, mathematics and computer sciences, physical and earth sciences, and life sciences awarded to U.S. citizens or permanent residents⁸, despite representing 19.1% of the population.⁹ The need for greater representation among Hispanics in STEM is critical to the well-being of our country.

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

In response to the Consolidated Appropriations Act, 2017 (P.L. 115-31) and the American Innovation and Competitiveness Act (P.L. 114-329), NSF established a program for HSIs. The HSI Grant Program seeks to increase the retention and graduation rates of students pursuing associate or baccalaureate degrees in STEM fields.

- HACU requests an **appropriation of \$115 million for a competitive grants program within NSF** to support HSIs in research, curriculum, infrastructure development, and other capacity-building purposes.

The CHIPS and Science Act

President Biden signed the \$280 billion CHIPS and Science Act in August 2022 to boost federal science and technology research and development programs. The law authorizes \$174 billion for research, development, and workforce improvement in STEM and other fields (\$80 billion is earmarked for the NSF) through Fiscal Year 2027. HSIs have the potential to significantly contribute to STEM teaching, learning and research. 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:

Subtitle C of the Chips and Science Act - MSI STEM Achievement

The Chips and Science Act authorizes the NSF to award grants to MSIs to expand research capacity and create five MSI Centers of Innovation. The Centers will "serve as incubators to allow institutions of higher education to experiment, pilot, evaluate, and scale up promising practices."

- **HACU recommends NSF equitably invest in all MSIs (HBCUs, TCUs, and HSIs) cohorts and ensure parity in the selection of the Centers of Innovation in proportion to the number of institutions each cohort represents.**

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

- Support enhanced and expanded existing teacher credentialing programs in STEM fields at HSIs to ensure that our current and future PK-12 teaching pool is diverse, bilingual, bicultural, and well-equipped to address the needs of Hispanic and Dual Language Learning students in PK-12.
- Establish an authority for the grant program to expand the number of STEM Advanced Placement and International Baccalaureate courses (algebra, biology, calculus, chemistry, mathematics, and physics) offered at two- and four-year HSIs for high school students from HSSDs. The program should include an aggressive outreach component that targets high school students, guidance counselors, teachers, principals, and superintendents.
- Establish an authority for the grant program to encourage partnerships between HSIs and HSSDs to train teachers and administrators in offering Advanced Placement (AP) and International Baccalaureate (IB) courses and curricula in STEM areas.
- Establish an authority for a competitive grant program for HSIs to partner with HSSDs to offer a nationwide middle and high school summer enrichment program for Hispanic students in STEM disciplines.
- Establish an authority for summer research/internship grants program for Hispanic students enrolled in two- and four-year HSIs.
- Establish an authority for fellowship programs for master's and doctoral level Hispanic students who are pursuing STEM careers at HSIs.
- Establish an authority for dissertation fellowships for Hispanic doctoral students enrolled at HSIs.

STEM Scholarship and Loan Repayment Programs:

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

Require the Director of NSF to:

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



United States Department of Agriculture

The U.S. Department of Agriculture (USDA) and HACU have a longstanding partnership that was formalized through a Memorandum of Understanding (MOU). Among other items, the MOU establishes an active leadership group of HSIs that meets regularly to inform the Secretary and other senior-level officials at USDA about how HSIs can coordinate with USDA on their program and research priorities.

National Institute of Food and Agriculture

The USDA's National Institute of Food and Agriculture (NIFA) administers a grant program targeting HSIs. **The Hispanic-Serving Institutions Education Grants Program** promotes and aims to retain and graduate outstanding students capable of enhancing the nation's food, agricultural, natural resource, and human sciences workforce. Specifically, grant activities support creating, adapting, and adopting of learning materials and teaching strategies to operationalize what we know about how students learn. The NIFA HSIs grant program is funded at \$16 million for FY 2023.

- **HACU requests \$100 million under the Farm Bill for HSI Education Grants.**

Farm Bill Reauthorization

Since their respective inclusion in the Farm Bill amendments of 1997 and 2008, HSIs and Hispanic-Serving Agricultural Colleges and Universities (HSACUs) have received meager to no funding for their programs and endowment to expand educational opportunities for Hispanic students in higher education. Yet, with their rapid growth over the last several years, HSIs and HSACUs have become increasingly important to higher education and the development of the U.S. agricultural workforce development. The 222 HSACUs are a vital pipeline to the nation's agricultural workforce for the next generation of Hispanic leaders in agricultural-related fields. In 2020-2021, HSACUs enrolled about 1.3 million undergraduate Hispanic students, representing 47% of the total undergraduate student population in such institutions.

To create and strengthen career pathways for Hispanic students at HSIs and HSACUs and to meet the current and future demand of highly skilled jobs in agricultural-related fields under the reauthorized Farm Bill of 2023, HACU urges Congress to:

Create a new category of Land Grant HSACUs and authorize annual funding - This new category will recognize the most agriculture intensive HSACUs in each of the states with five or more such institutions for a total of 12 Land Grant HSACUs: AZ (1), CA (2), CO (1), FL (1), IL (1), NJ (1), NM (1), NY (1), TX (2), and PR (1).

Congress should authorize annual funding of \$492 million for Land Grant HSACUs to provide capacity grants based on a formula and dollar-for-dollar state matching funds as follows:

Capacity Grants:

- \$180 million for extension capacity grants
- \$210 million for research capacity grants

Competitive Grants:

- \$72 million for improving institutional capacity in food and agricultural sciences
- \$30 million for scholarships for students to pursue careers in agriculture and food sciences

HACU urges Congress to increase authorized funding levels for HSIs and HSACUs grant programs to reflect their rapid institutional growth and chronic underfunding as follows:

- \$100 million for the National Institute of Food and Agriculture HSIs Education Grants Program
- \$100 million for the HSACU Endowment Program
- \$40 million for the HSACU Equity Grants Program
- \$80 million for the HSACU Institutional Capacity-Building Grant Program
- \$80 million for the HSACU Basic and Applied Research Grant Program
- \$80 million for the National Resources Leadership Program
- \$80 million for the HSACU Extension Grants
- \$30 million for the HSACU Training Hispanic Agricultural Workers Grant

In 2021, slightly over 21 million jobs or about 11% of the total U.S. employment were related to the agricultural and food sectors. Further job growth in the agricultural-related fields requires rethinking current investments to meet this demand. Appropriate investments into HSIs and HSACUs will create educational opportunities and career pathways for the students they serve, strengthen the pipeline and facilitate entry into the agricultural workforce, particularly to professional, scientific, and leadership positions.

HACU urges the creation of a new category of Land Grant HSACUs which is required under the reauthorized Farm Bill and requests significantly higher levels of funding for current HSI and HSACU programs in the Farm Bill.

Centers of Excellence for Veteran Student Success at HSIs

Title VIII, Part T of the Higher Education Act established competitive opportunities for Institutes of Higher Education and created support programs known as Centers of Excellence for Veteran Student Success.

HACU supports the establishment of Centers of Excellence for Veteran Student Success at HSIs. According to the Minority Veterans Report (November 2020), sponsored by the National Center for Veteran Analysis and Statistics and the Department of Veterans Affairs, the Hispanic population is rising as is representation in military service. Therefore, the percentage of Hispanic veterans is expected to increase substantially in the near future.

As part of the FY2024 appropriations, HACU recommends developing a new grant program to create and support Centers of Excellence for Veteran Student Success at HSIs. As the largest and most diverse cohort of MSIs, HSIs are key to any successful effort to encourage and educate Hispanic veterans. This grant would allow for the creation of Service Centers at HSIs designed to support veteran educational services.

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

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 institutional programs. Most critically for HACU, it defines HSIs and authorizes Title V, Parts A and B, grant programs that support HSI undergraduate and graduate education, as well as Title III, Part F, the Developing Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (STEM) and Articulation program. The HEA was last authorized in 2008.

Ensuring access to postsecondary education for the U.S. Hispanic population, which grew by 11.9 million between 2010 and 2021, is critical for the success of the nation's workforce. The median usual weekly earnings of adults aged 25 and over who had attained a high school diploma but not a postsecondary degree, totaled \$899 in 2023, while those who, at most, held associate and bachelor's degrees earned \$1,016 and \$1,609, respectively¹⁰. In light of this, the rise in the proportion of Hispanic high school completers from 62.9% to 75.2%, between 2010 and 2022, is encouraging. Still, Hispanics confront the nation's lowest high school completion rates, trailing nearly 15 percentage points or higher behind all other racial-ethnic groups¹¹. Despite moderate progress, wide educational attainment gaps persist. In 2021, 20.9% of Hispanic adults aged 25 years and over in the U.S. held at least a bachelor's degree or higher, compared to 41.8% of the non-Hispanic White population.¹²

Today 600 Hispanic-Serving Institutions (HSIs) collectively enroll nearly two-thirds of the 3.2 million Hispanic undergraduate students in nonprofit postsecondary education, a disproportionate number of whom are first-generation college students from lower-income families. The HEA Title V and Title III, Part F, programs are the main ways in which the federal government has tried to address these disparities. In 2022, Hispanic students at HSIs earned 1 out of 4 (25.9%) associate degrees and about 16.3% of the bachelor's degrees conferred in nonprofit postsecondary institutions.¹³

HSIs need and merit increased public investments under the Higher Education Act under Title V, Part A, Title V, Part B, and the Title III, Part F.



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

The High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) are educational programs that serve students from migrant or seasonal farmworker families. HEP provides support and assistance to migrant or seasonal farmworker students who have dropped out of school, allowing approximately 5,000 students to get their High School Equivalency Credentials. HEP serves annually. CAMP assists first-year college students with academic, personal, and financial support and serves approximately 2,000 students annually. Both the HEP and CAMP programs have stunning success rates.

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

Additional programs addressing seasonal/migrant workers are funded under the HEA. Sustained increases in federal funding for HEP-CAMP would increase postsecondary access (HEP) and college success (CAMP) among Hispanic migrant and seasonal farm workers and their children.

- **HACU requests an appropriation of \$80 million for HEP-CAMP, under Title IV of the HEA.**

Title IV (HEA) GEAR UP

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

- **HACU requests an appropriation of \$410 million under Title IV of the HEA for GEAR UP for low-income youth.**

TRIO

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

- **HACU recommends that HSIs, HBCUs, TCUs, and other MSIs that do not have TRIO program funding be granted the same number of points given to other institutions for “prior experience” in TRIO grant competitions.**
- **HACU requests an appropriation of \$1.5 billion for FY24.**



U.S. Department of Health and Human Services

HSIs enroll about 66% and 42% of all Hispanic undergraduate and graduate students, respectively, and are well poised to train health care professionals in the skills necessary to address diverse health care needs. Seven of the 20 fastest-growing occupations between 2016 and 2026 are health-related.¹⁴ The aging of the patient population and current health care professionals has increased demand for health care professionals with cultural and linguistic competencies critical to a diverse population that has shown significant growth.

- **HACU requests an appropriation of \$20 million for a faculty development, research and capacity building program** within the Health Professions Bureau/Division of Health Resources and Services Administration (HRSA) under Title VII of the Public Services Act.
- **HACU requests \$20 million for a loan forgiveness grant program** for Hispanic students who graduate with health care related degrees or certificates and work in a health center or hospital located in or near a Hispanic community.
- **HACU requests \$10 million for a credentialed “Promotoras de Salud” pilot program** at an HSI.

Eliminating Health Care Disparities

Health care disparities, like adult-onset diabetes and tuberculosis and access to healthy nutrition information and immunizations, impact Hispanics at a high rate and are exacerbated by the disproportionate poverty level of that 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) to reduce health disparities among Hispanics and other underserved populations.
- **HACU requests \$20 million for a competitive, capacity-focused HSI grant program** to train healthcare workers to carry out Hispanic-centered community initiatives. These grants will aim to assist Hispanic patients and patients with chronic diseases to access and navigate the healthcare system. Community initiatives will also focus on helping people develop healthier lifestyles, which is essential to overcoming health disparities.
- **HACU requests \$20 million for a competitive grant program for HSIs at the 2- and 4-year levels** to develop and expand health care professions programs to educate workers in the health care areas to improve workforce diversity and linguistic and cultural competency.
- **HACU requests \$20 million for a competitive grant program** to create five HSI Centers of Excellence for research and outreach on health disparities affecting Hispanics and other underserved racial-ethnic populations.

DoctoreX Initiative

- **HACU requests a \$100 million appropriation, set-aside to fund the DoctoreX initiative with HSIs and international medical schools accredited and certified in the U.S.** to prepare Hispanic medical students. Once they pass the medical board exams, clinical rotations, and residencies, these medical professionals will practice medicine in underserved communities. Their lower-cost of medical education, bilingual-bicultural proficiency, and affinity with underserved patients will make these physicians an invaluable asset to the our nation and will close the excessive Latino representation gap in the U.S., where only 5.6% of all the practicing physicians are Hispanic, compared to 22% of their presence in the general population.



HACU's Congressional Requests: PK–12 Education

Hispanic Educational Resources and Empowerment (HERE Act)

The U.S. population shifted from 16.4% Hispanic in 2010 to 19.1% in 2022. Unfortunately, this positive population growth is not reflected in post-secondary degree attainment among Hispanics. Based on the most recent data, 54% of Hispanic students graduate from four-year programs within six years, compared with 61% of all students.¹⁵

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 aimed at helping Hispanic and low-income students navigate the postsecondary system and bridge the gap towards higher completion rates and educational attainment. About 75% of the Hispanic population, aged 25 and over had completed high school in 2022. For perspective, this proportion is significantly lower than that of all other ethnic groups, whose completion rates are 89.9% or greater.¹⁶ Moreover, the percentage of children under 18 who lived in households where no parent had completed high school was higher for Hispanic children than all other ethnic groups in 2021.¹⁷ Hispanic students may also be more likely to come from low socio-economic backgrounds. In addition, Hispanic students are disproportionately non-traditional students who tend to be older with family support responsibilities.

We must ensure Hispanic students are prepared to graduate from high school and transition to college, enhancing students' potential for educational attainment. By providing school districts with access to partnerships with colleges, we can ensure that Hispanic and other low-income students are gaining access to quality teachers, college credit-bearing coursework, and dual-enrollment courses that prepare students for the college experience. 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 competitive grants and related assistance to HSIs to develop a model and innovative agreements between higher education and secondary schools.
- Create a new set of allowable uses focused on increasing academic alliances and collaborative partnerships between higher education institutions and school districts that enroll the majority of Hispanic students.



Title I Part C (Every Student Succeeds Act)

Migrant Education Program

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

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

- **HACU requests an appropriation of \$425 million under Title I, Part C, of the ESSA for the Migrant Education Program.**

Title I, Part H Reintegration and Dropout Prevention

As the nation's largest and fastest-growing ethnic population, Hispanics suffer the lowest high school completion rates of any major group. Of adults 25 and older, 24% of Hispanics have not completed high school, as compared to 9% of the U.S. population.¹⁸

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 ESSA for reintegration and Dropout Prevention.**

HACU's Congressional Requests:

Comprehensive Immigration Reform

HACU has been a longstanding champion for immigration reform and the passage of the Dream Act, first introduced in 2001, which would regularize the situation of undocumented immigrants brought to the U.S. as children and offer a pathway to eventual citizenship.

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

- A pathway to citizenship for the estimated 10.5 million undocumented immigrants in the country¹⁹.
- Protections for Dream Act and DACA students, with access to federal financial aid.
- Support for asylum seekers and other vulnerable populations.

Pell Grant Award

HACU supports increasing the maximum Pell Grant and requests that Congress double the Pell Grant to cover much-needed auxiliary college expenses, such as tuition, books, internet, housing, and food. HSIs enroll 32.2% of all Pell recipients in the country, some of the most financially needy students.

HACU also supports expanding federal student aid, including Pell Grant eligibility, to Deferred Action for Childhood Arrivals (DACA) recipients and temporary protected status (TPS) students.



Workforce Development

Teacher Preparation

The Elementary and Secondary Education Act (ESEA) was reauthorized in the 114th Congress as The Every Student Succeeds Act (ESSA). Hispanic elementary and secondary school enrollment 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 30.7, Hispanic youths attending public schools will continue to increase more rapidly than other population groups in the U.S.

There continues to exist a huge demographic mismatch between the public school population, which is increasingly diversified and the majority-White school personnel who serve them. Dr. Leslie T. Fenwick, Dean Emerita at Howard School of Education, proposes significant federal investments in Hispanic-Serving Schools of Education and in Schools of Education at HBCUs to reverse this demographic mismatch. The numbers at these schools support her claim. HBCUs and HSIs graduate the majority of the nation's Hispanic and Black teachers. HBCUs, which account for about 3% of the nation's institutions of higher education, produce nearly half of the nation's African-American teachers. In addition, HSIs produced about 59% of the nation's Hispanic/Latino teachers in 2022-2023.¹⁹

HACU recommends:

- Amending Title II, Part A of the Higher Education Act, to expand the Teacher Quality Partnership Program with reforms that invest in and support the teacher preparation work at HSIs.
- Authorizing a competitive grant program for Hispanic-Serving Schools of Education to enhance and expand programs that equip graduates with the ability to work with culturally and linguistically diverse students to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.
- Authorizing a competitive grant program for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries with high levels of immigration to teach in U.S. schools. This program would help increase the shortage of highly qualified bilingual teachers in states such as California, Arizona, Texas, Louisiana, New York, and Illinois.
- Authorizing a competitive grant program for two-year and four-year HSIs to train and retrain the educator and administrator workforce to address the shift to virtual learning. This shift necessitates that, along with investments in their technical infrastructure, states and districts must also make significant investments in their human capital infrastructure.
- Authorizing a competitive grant program for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.
- Authorizing a competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs. The grants would help expand the number of STEM AP courses and promote awareness of higher education options for high school students in STEM fields.
- Supporting State and District efforts to stabilize their educator workforce by investing \$345 billion in an Education Stabilization Fund, including \$175 billion for K-12 schools and \$132 billion for Schools of Education at HBCUs, TCUs, HSIs and other MSIs.
- Authorizing a program to establish an Educational Leadership Institute to train principals, superintendents, and other high-level school officials for positions at the growing number of HSSDs.

Hawkins Centers of Excellence

The Hawkins Centers for Excellence Program was authorized in the 2008 Higher Education and Opportunity Act and is designed to increase the number of effective non-White educators by expanding and reforming teacher education programs at MSIs. If funded, the Hawkins Centers of Excellence program would make 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 opportunity and achievement gaps between Hispanic students and their peers.

- **HACU requests an appropriation of \$40 million for the Hawkins Centers of Excellence program** to increase the number of profession-ready educators of color and school leaders by expanding and reforming teacher education programs at MSIs.

Appendix

Federal HSI Appropriations FY 1995 – 2023 (in Millions of Dollars)

Source Year	HEA Title V, A*	HEA Title V, B	USDA Title VII	HUD HSIAC	DoD	STEM Title III-F	NSF	Totals
1995	12							12.0
1996	10.8							10.8
1997	10.8		1.4					12.2
1998	12		2.4					14.4
1999	28		2.9	6.5				37.4
2000	42.3		2.9	6.5	2			53.7
2001	68.5		3.5	6.5	5			83.5
2002	86		3.5	6.5	4.3			100.3
2003	92.3		4.1	5.0	6			107.4
2004	94.5		4.6	6.5	5			110.6
2005	95.1		5.6	6.7	4.3			111.7
2006	94.9		6.0	6.0	0			106.9
2007	94.9		6.0	6.0	0			106.9
2008	93.2		6.0	6.0	0	100		205.2
2009	93.2	11.5	6.0	6.0	0	100		216.7
2010	117.4	22.0	9.3	6.5	0	100		255.3
2011	104.3	20.8	9.2	0	0	100		234.3
2012	100.4	20.5	9.2	0	0	100		230.1
2013	95.4	19.4	8.7	0	0	95.0		218.5
2014	98.6	19.7	9.2	0	0	92.8		220.3
2015	100.2	9	9.2	0	0	92.8		211.2
2016	107.8	9.7	9.2	0	0	93.2		219.9
2017	107.8	9.7	9.2	0	0	93.1	15	234.8
2018	123.2	11.1	9.2	0	0	93.4	30	266.9
2019	124.4	11.2	9.2	0	0	93.8	40	278.6
2020	143.1	12.8	11.2	0	0	94.1	45	306.2
2021	148.73	13.8	12.5	0	0	94.3	46.5	315.83
2022	182.85	19.66	14.0	0	0	94.3*	48.5	359.31
2023	227.8	27.3	16	0	0	94.3	53.5	413.8
TOTALS	2710.48	238.16	200.2	74.7	26.6	1531.1	278.5	5054.74

* Mandatory appropriations are provided under Section 371 of the HEA. The 2021 and 2022 levels for mandatory programs have been reduced by 5.7 percent which became effective on October 1, 2020, and October 1, 2021, respectively pursuant to Budget Control Act of 2011.

Historical Appropriations and Requests
(in millions)

PROGRAM	FY20	FY21	FY22	FY23	HACU's FY24 Request
Education – Title V, Part A (Undergraduate)	\$143.10	\$148.73	\$182.85	\$227.8	\$300
Education – Title V, Part B (Graduate)	\$12.80	\$13.85	\$19.66	\$27.3	\$150
Education – STEM Articulation	\$94.10	\$94.30	\$94.30	\$94.3	\$100
National Science Foundation	\$45	\$46.50	\$48.50	\$53.5	\$165

* Mandatory appropriations are provided under Section 371 of the HEA. The 2021 and 2022 levels for mandatory programs have been reduced by 5.7 percent which became effective on October 1, 2020, and October 1, 2021, respectively, pursuant to Budget Control Act of 2011. Although the 2023 level for mandatory programs is expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.



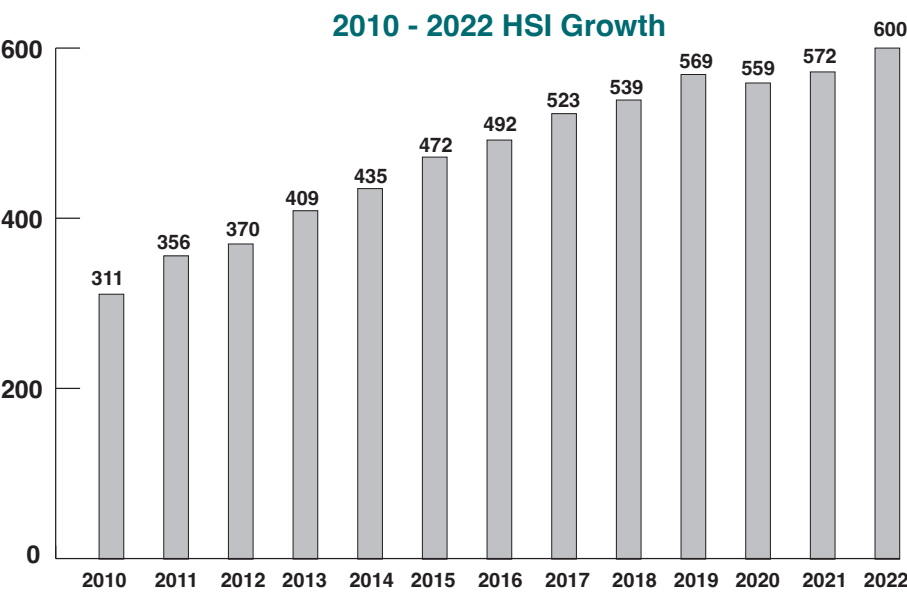
Endnotes and Important Links


1. Pew Research Center estimates the number of undocumented immigrants is 10.5 million in 2021, noting that it does not account for the recent increase in immigrants starting in March 2021. See link for additional information: What we know about unauthorized immigrants living in the U.S. | Pew Research Center.
2. HACU Office of Policy Analysis and Information analysis using 2022-2023 IPEDS data.
3. Doctorate Recipients from U.S. Universities: 2021 | NSF - National Science Foundation. <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>.
4. <https://www.census.gov/quickfacts/US>.
5. <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>.
6. <https://nces.ed.gov/programs/digest/d21/>.
7. <https://blog.dol.gov/2021/09/15/hispanics-in-the-labor-force-5-facts>.
8. <https://nces.nsf.gov/pubs/nsf22300/report/fields-of-study#minority-u-s-citizens-and-permanent-residents>.
9. <https://www.census.gov/quickfacts/US>.
10. <https://www.bls.gov/news.release/wkyeng.t09.htm>.
11. U.S. Census Bureau, Current Population Survey, 2022 Annual Social and Economic Supplement.
12. <https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html>.
13. HACU Office of Policy Analysis and Information analysis using 2022-2023 IPEDS data.
14. <https://www.bls.gov/ooh/fastest-growing.htm>.
15. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rates component 2022 provisional data.
16. U.S. Census Bureau, Current Population Survey, 2022 Annual Social and Economic Supplement.
17. <https://nces.ed.gov/programs/coe/indicator/cce/family-characteristics>.
18. Census Bureau Releases New Educational Attainment Data.
19. HACU Office of Policy Analysis and Information analysis using 2022-2023 IPEDS data.


Hispanic-Serving Institutions Quick Facts


 **HSIs 600**  **Emerging HSIs 412**

2021-22 IPEDS Data

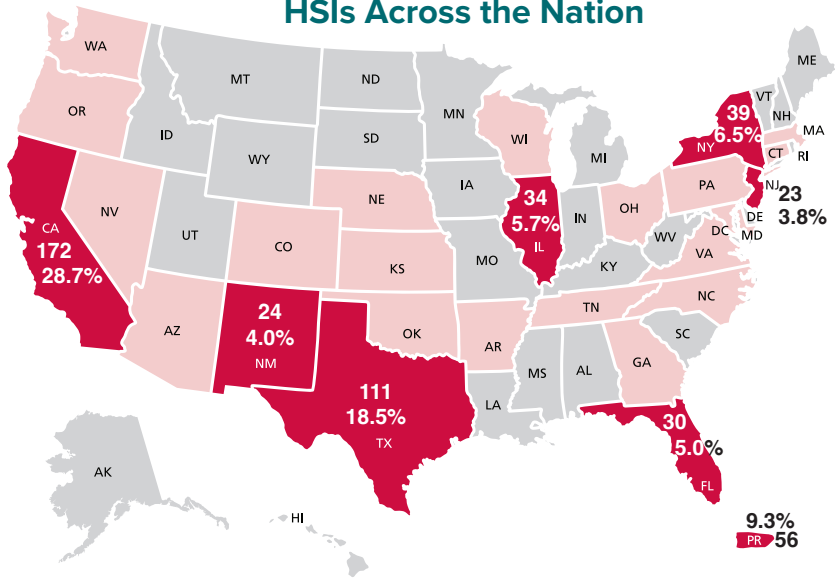


 **HSIs enroll 5.2 million students**
Graduate total 498,717
Undergraduate total 4,678,264
Total students 5,176,981

 **HSIs enroll 32.2% of Pell recipients**

 **There are 3.6 million**
Hispanic undergraduate and graduate students in nonprofit postsecondary education.

HSIs Across the Nation

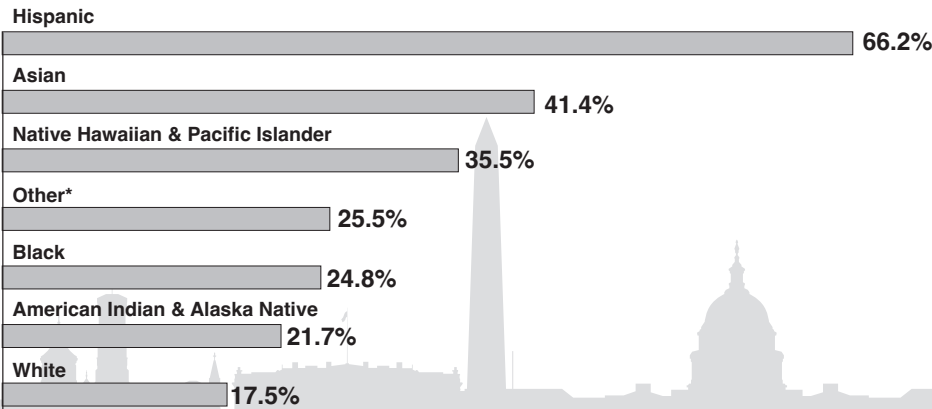


HSIs are in **28** states, the District of Columbia and Puerto Rico with a majority of them located in urban areas and concentrated geographically

California, Texas, Puerto Rico, New York, Illinois, Florida, New Mexico and New Jersey are home to 489 HSIs or

82% of HSIs

Percentage of U.S. Undergraduate Students at HSIs, by Race-Ethnicity



* includes unknown and multiracial categories.

HSIs enroll 66.2%
of all Hispanic undergraduate students and
31.7%
of all undergraduate students in nonprofit postsecondary education

Source: 2022-23 IPEDS Database

National Headquarters

4801 N.W. Loop 410, Suite 701
San Antonio, TX 78229
(210) 692-3805
Email: hacu@hacu.net

Washington, D.C. Office

One Dupont Circle, NW, Suite 430
Washington, D.C. 20036
(202) 833-8361
Email: dcgr@hacu.net
www.hacuadvocates.net

Western Regional Office

1107 9th Street, Suite 850
Sacramento, CA 95814
(916) 442-0392
Email: wro@hacu.net



HACU

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

FOLLOW HACUNEWS ON SOCIAL MEDIA



www.hacu.net

