



HISPANIC EDUCATION COALITION

September 8, 2020

MEMBERS

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| <p>Aspira</p> <p>Cuban American National Council</p> <p>Hispanic Association of Colleges and Universities</p> <p>Hispanic Federation</p> <p>Intercultural Development Research Association</p> <p>League of United Latin American Citizens</p> <p>Mexican American Legal Defense and Educational Fund</p> <p>Migrant Legal Action Program</p> <p>Multicultural Education, Training & Advocacy</p> <p>National Association for Bilingual Education</p> <p>National Association of State Directors of Migrant Education</p> <p>National Council for Community and Education Partnerships</p> <p>National HEP CAMP Association</p> <p>National Latino Children's Institute</p> <p>National Migrant and Seasonal Head Start Association</p> | <p>The Honorable Richard C. Shelby
Chairman, Committee on Appropriations
U.S. Senate
S-128, The Capitol
Washington, D.C. 20515</p> <p>The Honorable Roy Blunt
Chairman, Subcommittee on Labor, Health & Human Services, Education, & Related Agencies
U.S. Senate
S-128, The Capitol
Washington, D.C. 20515</p> | <p>The Honorable Patrick Leahy
Vice Chairman, Committee on Appropriations U.S. Senate
S-128, The Capitol
Washington, D.C. 20515</p> <p>The Honorable Patty Murray
Ranking Member, Subcommittee on Labor, Health & Human Services, Education, & Related Agencies
U.S. Senate
S-128, The Capitol
Washington, D.C. 20515</p> |
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Re: Hispanic Education Coalition FY 2021 Appropriations Priorities

Dear Chairwoman Shelby, Vice Chairman Leahy, Chairman Blunt, and Ranking Member Murray:

On behalf of the Hispanic Education Coalition (HEC), which unites 18 national organizations dedicated to improving educational opportunities and outcomes for the almost 60 million Latinos and Latinas living in the United States and Puerto Rico, we respectfully request your support of the following programs in the final negotiated FY 2021 Labor, Health and Human Services, and Education appropriations bill and urge their expansion during the ongoing COVID-19 crisis.

Program	Request
Head Start	\$11.6B
Education of migratory farmworker and fishing children	\$435M
Preparing, training, and recruiting high quality teachers and principals	\$2.6B
Language instruction for English learners	\$2B+\$1B*
Federal TRIO programs	\$1.2B
GEAR UP	\$400M
Teacher Quality Partnership grant program	\$53M
HEP CAMP	\$50M
Public Service Loan Forgiveness	Continue [†]
Developing Hispanic-Serving Institutions	\$175M
Promoting postbaccalaureate opportunities for Hispanic Americans	\$35M
Improving undergraduate STEM education in Hispanic-Serving Institutions	\$55M
Adult education & family literacy	\$678.7M
Civil rights enforcement	\$130M
<p>* HEC additionally requests \$1 billion in emergency supplemental appropriations for language instruction for English learners as a result of the COVID-19 crisis.</p> <p>[†] Although Public Service Loan Forgiveness is not a discretionary program subject to the appropriations process, HEC wishes to emphasize its support for the program to continue and expand.</p>	

Today, Latinos are the nation's largest group of color in the United States, as well as the youngest. At 27.8 percent, Latinos make up more than one quarter of all students in our nation's PK-12 public schools; with Dept. of Education projecting Latinos will represent 1 in 3 students by 2027, there are more Latinos in

public schools than any other group of students of color.¹ It is because of the growth in the Latino community, that students of color are no longer the minority, but the new racial majority of students in public schools nationwide.²

The Latino public school student population has doubled over the past twenty years to 14.1 million, and is projected to grow to represent one in three students in public schools by 2027,³ but three-quarters of these Latino students are segregated in high-poverty schools.⁴ High-poverty schools have fewer resources, less access to advanced coursework, and lower high school completion rates than other schools.

As the process continues to finalize funding for fiscal year 2021 and additional emergency spending bills, we ask Congress to recognize that the 14.1 million Latino students in school today are the future of our nation and our nation’s economy. For America’s long-term prosperity, Congress must commit to programs that invest in the Latino community, as well as other underserved communities. Equal access to education is an economic imperative. If America, the wealthiest nation in the world, is going to have an educated society prepared to lead the world in the twenty-first century, we must give America’s new student majority the same opportunities that we give to white and to wealthy students.⁵

I. EARLY CHILDHOOD EDUCATION

a. Head Start – Department of Health and Human Services

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President’s FY 2021 Request</i>	<i>HEC’s FY 2021 Request</i>
BA in Millions	\$9,253	\$9,863	\$10,438	\$10,671	\$10,613	\$11,869
* H.R. 7617 includes a \$15 million set aside for Migrant and Seasonal Head Start. This should be included in the final bill.						

The largest and perhaps best-known Latino-serving program is Head Start, the school readiness program administered by HHS, which includes early childhood education, health, and nutrition programs. Nationwide, **37% of Head Start students are Latino.**⁶ To put this into context, in 2016, Dept. of Education found that Latinos have the nation’s lowest enrollment in early childhood education (ECE) programs (49.5%), compared to 55.5% of White children.⁷ Robust funding is needed to address the lack of access to high-quality ECE programs which undermines the educational opportunities and achievement of Latino children from their earliest years. Head Start encompasses several programs, but one of the most important to the Latino community is Migrant and Seasonal Head Start (MSHS), which provides seasonal and full-day services to accommodate the needs of the young children of farmworkers. MSHS is the only Head Start model with a parental work requirement: 55% of the families enrolled in MSHS have two parents working in agriculture. In 2018, MSHS programs served some 30,000 children through their operations in 40 states. MSHS programs maintain an effective network to provide seamless services to children and their families, including the transfer of academic and medical records to avoid disrupting a child’s education. This cross-program coordination eliminates duplication of services, including the

¹ *Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2027*, Education Dept., https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp

² *Id.*

³ *Id.* According to the Department of Education, in 2000 there were 6.8 million Latino students in public schools nationwide, in comparison to 14.1 million today. In the same time period, the Asian American student population also nearly doubled from 1.7 million in 2000 to 2.8 million today. The numbers of African American in our nation’s public schools have remained almost unchanged, going from 8.1 million African American students in 2000 to 7.7 million today. The number of White students has dropped; there were 28.9 million White students in public school in 2000, and there are 23.9 million today.

⁴ *Number and percentage distribution of public-school students, by percentage of students in school who are eligible for free or reduced-price lunch, school level, locale, and student race/ethnicity: Fall 2015*, Education Dept., https://nces.ed.gov/programs/digest/d17/tables/dt17_216.60.asp. 45.3% of Latinos attend schools that have more than 75% low-income students, and 27.7% of Latino students attend schools that are between 50.1% and 75% low-income students.

⁵ See e.g. *Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination*, GAO, 18-21 (Apr. 2016), available at <http://www.gao.gov/products/GAO-16-345> (showing that high poverty schools are much less likely to have access to have access to advanced science and mathematics courses, gifted and talented education programs, and AP courses, as compared to low-poverty schools).

⁶ *Head Start program facts for Fiscal Year 2016*, Dept. of Health & Human Services, <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/head-start-program-facts-fiscal-year-2016>

⁷ Data from Unidos ECE factsheet <http://publications.unidosus.org/handle/123456789/2019> (Source National Center for Education Statistics, “Digest of Education Statistics,” https://nces.ed.gov/programs/digest/d17/tables/dt17_103.10.asp)

prevention of repeat immunizations or testing.⁸ We request that the report accompanying the FY 2021 Labor, HHS Appropriations bill include language to ensure that no less than 4.5% of the funds appropriated to Head Start are set aside for Migrant and Seasonal Head Start programs, per the Head Start Act.

II. ELEMENTARY AND SECONDARY EDUCATION

a. Program for the Children of Migratory Agricultural and Fishing Workers – Title I, Part C, of ESEA

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$375	\$375	\$375	\$375	\$7	\$425

Title I, Part C of the Elementary and Secondary Education Act (ESEA), reauthorized in 2015 in the Every Student Succeeds Act (ESSA), provides supplemental assistance to the children of migratory farmworkers and fishers who suffer from educational disruption because their parents move from one area to another due to their employment in the agricultural or fishing sectors. **Virtually all migratory children in the United States are Latino.** Title I, Part C funds go from the Department of Education to the state education agencies for distribution to local, often rural, school districts and other providers to supplement education and support services related to the mobility of migratory children. Title I, Part C bridges gaps in schooling to ensure children do not suffer due to their mobility and the differences among states in curriculum, academic content, or graduation requirements. The program has steadily increased the high school graduation rate among migratory children and provides critically needed services, without which many of these children would be forced to repeat courses, or simply drop out of school.

b. Preparing, Training, and Recruiting High Quality Teachers and Principals – Title II of ESEA

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$2,056	\$2,053	\$2,046	\$2,138	\$1,681	\$2,556

Title II of ESEA provides important resources to states, school districts, and state institutes of higher education to recruit and train high-quality teachers and principals, which include grants for the preparation of teachers working with English learners. As the population of English learners continues to grow, more states and districts are unable to find teachers qualified to teach them. In 2016, **32 states reported not having enough qualified teachers to teach English learners.**⁹ Title II must continue to be expanded, not cut, to address these growing needs. This request is to fully fund Title II at the FY 2020 authorized funding level.

c. Language Instruction for English Learners – Title III of ESEA

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$737	\$737	\$739	\$792	\$0	\$2,000 + \$1,000 emergency supplemental

One in ten students enrolled in K-12 public schools is an English learner. Despite educators' best efforts during the COVID-19 crisis, it is proving difficult to provide high-quality online instruction for ELs due to lack of electronic devices,

⁸ In order to maintain services at this level, MSHS asks that the Labor, HHS Appropriations bill includes language to ensure that no less than 4.5 percent of the funds appropriated to Head Start in FY 2018 are set aside for Migrant and Seasonal Head Start programs, as required in the Head Start Act. See 42 U.S.C. 9835 (a)(4)(D)(iii).

⁹ Claudio Sanchez, *English Language Learners: How Your State Is Doing*, NPR Ed, <http://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk> (analyzing 2016 data from the US Department of Education).

connectivity, and lack of digital curricula specifically designed for ELs. Additional resources are needed now to meet the challenges of distance learning for ELs, and to prepare for the increased support EL students will need in the coming school year. Title III is the only federal funding stream specifically dedicated to the teaching and learning of EL students and is sorely underfunded.¹⁰ While the EL population has grown by over 28 percent over the past two decades, federal Title III funds dedicated for EL students have only increased by 1 percent since 2009.¹¹ An increase in Title III funds would be the most effective way to target funds where they are needed most. Title III funds may be used for language instruction education programs (LIEPs), teacher professional development, education technology, and other effective activities and strategies including parent, family, and community engagement. HEC calls for both an increase in FY 2021 appropriations for Title III and for emergency supplemental funding to address the unique challenges this community addresses due to the COVID-19 crisis.¹²

III. HIGHER EDUCATION

a. Federal TRIO Programs – Title I, Part A of the Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President’s FY 2021 Request</i>	<i>HEC’s FY 2021 Request</i>
BA in Millions	\$950	\$1,010	\$1,060	\$1,090	\$950	\$1,160

There are five TRIO programs, discretionary grant programs that provide services to encourage individuals from disadvantaged backgrounds to both enter and complete college and postgraduate education.¹³ The TRIO programs help disadvantaged middle and high school students prepare for college by providing tutoring, rigorous coursework, and guidance. TRIO programs serve nearly 800,000 students and **approximately 19% of TRIO program participants are Latino**. TRIO programs have been proven effective in helping participants graduate from high school ready for college. As one Latino Student Support Services (SSS) participant put it, “my SSS peer mentor was directly responsible for helping me stay in school after my freshman year... Without SSS, I know I would not be where I am today.”¹⁴

b. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) – Title I, Part A of the Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President’s FY 2021 Request</i>	<i>HEC’s FY 2021 Request</i>
BA in Millions	\$340	\$350	\$360	\$365	\$0	\$400

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provide 6-year grants to support early college preparation and awareness activities. GEAR UP has two major components. First, projects provide a comprehensive set of early support services for low-income elementary and secondary school students including mentoring, tutoring, exposure to college campuses as well as financial aid information and assistance. Second, projects provide college scholarships to participating students. Studies have shown that GEAR UP students, as compared to other low-income students, have more positive outcomes on nearly all measures of enrollment, persistence, and degree

¹⁰See *Educating English Language Learners*, Grantmakers for Education (April 2013) https://edfunders.org/sites/default/files/Educating%20English%20Language%20Learners_April%202013.pdf. Forty-three states saw the number of ELs increase between 2000 and 2017, with growth as high as a 765 percent increase in South Carolina. See also *English Learners Demographic Trends*, ED (also noting that in nine states, the EL population is above 10%, including California (20.2%), Washington (11.1%), Texas (17.2%), and Florida (10.3%)) https://ncela.ed.gov/files/fast_facts/19-0193_Del4.4_ELDemographicTrends_021220_508.pdf.

¹¹ *Id.*

¹² See also *Supplemental Funding for English Learners*, UnidosUS (Apr. 17, 2020) (noting that 35 civil rights and education groups also support emergency supplemental funding of \$1 billion for Title III of ESEA, Language Instruction for English Learners) http://publications.unidosus.org/bitstream/handle/123456789/2043/unidosus_titleIIIcovidsignonletter_41720.pdf.

¹³ These programs include Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and the McNair Post Baccalaureate Achievement programs.

¹⁴ US Department of Education. “*FACT SHEET: 50th Anniversary of the Federal TRIO Programs.*” <https://www2.ed.gov/about/offices/list/ope/trio/trio50anniv-factsheet.pdf>

attainment.¹⁵ **Thirty percent of GEAR UP participants are Latino students.** One evaluation showed that 71% of Latino GEAR UP students attended college the year after high school graduation, as compared to only 45% of low-income Latino students not participating in GEAR UP.¹⁶ Congress should reject any proposed cuts and should increase GEAR UP funding to help states continue the proven progress they are making by exposing more students and parents to information that helps them graduate college and career ready.

c. Teacher Quality Partnership (TQP) Grant Program - Title II of the Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$43	\$43	\$43	\$50	\$0	\$53

The Teacher Quality Partnership (TQP) grant program, authorized in Title II of the Higher Education Act, is the only federal initiative designed to strengthen and reform educator preparation at institutions of higher education. TQP grants support the preparation of profession-ready teachers for high-need schools and high-need subject areas. Under this program, partnerships between institutions of higher education and high-need schools and districts compete for funding to develop masters-level residency programs or to reform undergraduate preservice preparation programs. TQP grants have funded significant professional development opportunities for teachers in high-need schools, meaningful induction/mentoring programs for novice teachers, and the implementation of evidence-based reforms in teacher preparation programs. Continued investment is needed to meet the needs of the nation’s growing English learner (EL) student population, including a robust teacher workforce equipped to teach them.

d. High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) – Title IV, Part A, Subpart 5, Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$44.6	\$44.6	\$44.6	\$45.6	\$0	\$50

For over five decades, the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) projects have successfully closed the access and completion gaps for the children of agricultural workers.¹⁷ HEP and CAMP are the only federal programs that provide the children of agricultural workers with the educational opportunities and support to succeed in higher education. HEP provides children of agricultural workers aged 16 and over academic and support services to help them obtain a High School Equivalency Diploma which allows them to gain employment or admission to postsecondary institutions or training programs.¹⁸ CAMP assists students in their first year of college with academic and personal counseling, stipends, and other support services, which help students obtain financial aid for their remaining undergraduate education. By all measures, both HEP and CAMP are highly efficient and successful programs: attainment of High School Equivalency Diplomas; enrollment in college, upgraded career, or entrance into the military; and various measures within college.¹⁹ The HEC’s FY 2021 request will support outreach, technical assistance, and

¹⁵ See e.g. Social & Economic Sciences Research Center. “*Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)*” http://www.gearup.wa.gov/sites/default/files/resources/sesrc_study_2008.pdf

¹⁶ *Id.*

¹⁷ See e.g. HEP-CAMP FY 2016 Report to Congress, Education Dept., <https://www2.ed.gov/programs/hep/2016hcreporttocongress.pdf>

¹⁸ For example, coming from a single parent home Guillerma always dreamed of becoming an engineer. She and her mother moved to Oregon when she was 9 years old to work in the strawberry fields during the summer. Guillerma is the first person in her family to attend a four-year institution, Oregon State University (OSU), and participated in the College Assistance Migrant Program (CAMP) in 2011-12. While in college, she pursued summer internships with Lockheed Martin Aerospace and NASA. She successfully graduated from OSU in 2016 with a degree in Industrial Engineering. Guillerma now works for Pratt and Whitney, a United Technologies Corp. company that designs, manufactures and services aircraft engines and is applying to business school to earn an MBA. CAMP was instrumental in providing her the supportive services she needed to graduate from college and achieve her dream of becoming an engineer.

¹⁹ See e.g. HEP-CAMP FY 2016 Report to Congress, Education Dept., <https://www2.ed.gov/programs/hep/2016hcreporttocongress.pdf>. The most recent reporting finds 74.5 percent of participants in CAMP receive their High School Equivalency Diplomas, and 80.1 percent of those go on to enter postsecondary education programs, career positions, or the military. It also finds that 86.7 percent of CAMP participants complete their first year of a postsecondary program in good standing, and 96.2 percent of those continue their postsecondary education.

professional development activities. These services are in high demand, and more funding is required to meet the needs of the children of migratory farm workers to ensure they have access to greater educational and job opportunities. Furthermore, the proposed funding level will allow the Department of Education to consider the geographic distribution of grants to ensure HEP and CAMP projects are available in rural areas of the country with the most need for these critical programs.

e. Public Service Loan Forgiveness – Title IV, Part C, Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	n/a	n/a	n/a	n/a	End program for new borrowers	Continue and expand program²⁰

Latinos are underrepresented in many fields that require advanced degrees. For instance, **despite being 17% of the population, only 4% of attorneys are Latinos, and 5% of physicians are Latinos.**²¹ While there are a few programs such as those discussed below that help create post-baccalaureate programs at Minority Serving Institutions, there are no federal need-based grant programs that help low-income students get advanced degrees, the way that Pell Grants and the programs described above do for undergraduate students. The only program that helps bridge that gap is Public Service Loan Forgiveness (PSLF), where a low-income borrower can get their student loans forgiven after paying their loans for ten years while working in public interest: for federal, state, or local government, or for a 501(c)(3) non-profit.²² Programs like PSLF should be expanded to better meet the needs of low-income students and students of color, not removed.

f. Developing Hispanic-Serving Institutions Program – Title V, Part A of the Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$107.8	\$123.2	\$124.5	\$143.1	\$0 ²³	\$175

Nationwide, there are 539 Hispanic-Serving Institutions (HSIs), accredited and degree-granting public or private nonprofit institutions of higher education, the undergraduate enrollment of each of which is at least 25% Latino.²⁴ Together, these **HSIs enroll 67% of all Hispanic undergraduate students**, a total of more than 2 million Latinos in 2018.²⁵ 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. The request attempts to accommodate the 64.3% increase in the number of HSIs (from 311 in 2010 to 539 in 2018).²⁶

²⁰ The Public Interest Loan Forgiveness program is mandatory spending like Medicare and Social Security, not discretionary spending like other programs described.

²¹ See 2016 *Lawyer Demographics*, ABA, https://www.americanbar.org/content/dam/aba/administrative/market_research/lawyer-demographics-tables-2016.authcheckdam.pdf. See also Paloma Toledo, *The US Needs More Hispanic Medical Students*, Northwestern University, <https://news.northwestern.edu/stories/2014/04/opinion-quartz-toledo-hispanic-medical-students/>

²² Passed in 2007, PSLF requires ten years of payments after enactment, which means when the first payout, which has not yet occurred but should occur later this year, will not only include graduates from 2007, but all previous years. Because of this, the second year of PSLF payouts should be considerably lower than the first year.

²³ President's Trump's FY 2021 budget proposal would combine most Minority-Serving Institutions programs into a new Title III/V Institutional Formula Grant.

²⁴ Hispanic Association of Colleges and Universities (HACU) analysis of 2017-18 IPEDS data, March 2019.

²⁵ *Id.* HSIs alone, enrolled 2,066,468 Hispanic or Latino students in the 2017-18 school year.

²⁶ As of 2010 there were 311 institutions of higher education nationwide that were HSIs, which rose to 64.3 percent to 539 in 2018.

g. Promoting Postbaccalaureate Opportunities for Hispanic Americans Program – Title V, Part B of the Higher Education Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$9.7	\$11.1	\$11.2	\$12.8	\$0 ²⁷	\$35

The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program provides competitive grants to HSIs to expand postbaccalaureate educational opportunities for Hispanic and low-income students. Graduate degrees are rapidly becoming crucial to succeed in today's economy, as advanced skills become a more important measure of future earnings, tax dollars, and the nation's economic strength. HSIs have already begun to rise to meet this need; today **HSIs award 41.2% of all Hispanic graduate degrees, but only 41 percent of HSIs offer a postbaccalaureate degree, with 23% offering a doctoral degree.**²⁸ PPOHA was designed to promote advanced degrees in HSIs but unfortunately took a significant budgetary hit in 2014 when an annual \$10 million mandatory portion expired. Total funding was effectively cut in half. This request would allow HSIs to build this necessary infrastructure and meet the under-tapped need within the Latino community.

h. Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program) – National Science Foundation (NSF)

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY2021 Request</i>	<i>HEC's FY2021 Request</i>
BA in Millions	\$15	\$30	\$40	\$45	\$15	\$55

In 2017, Hispanic Americans received only 7.2% of the doctoral degrees in science and engineering, compared to 66.0% by non-Hispanic whites.²⁹ And more than 40.7% of Hispanic college students expect to major in science and engineering, compared to 37% of non-Hispanic whites.³⁰ Many HSIs provide the baccalaureate foundation for Hispanic doctoral scientists and engineers, including four of the ten most productive institutions of future PhDs, a fact that has been recognized by NSF.³¹ HSIs have the expertise, proximity, and commitment to their students and communities to provide front-line leadership and support in the effort to close the gap and promote the graduation of more Hispanics with degrees in Science, Technology, Engineering, and Math (STEM). However, many HSIs cannot successfully compete for existing NSF funds because they lack organizational support. **The HSI Program is critical to enable HSIs capacities and increase Hispanic participation and success in STEM fields.**

IV. ADULT EDUCATION

a. Adult Education and Family Literacy – Title II of the Workforce Innovation and Opportunity Act

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$582	\$621	\$642	\$657	\$657	\$678.7

²⁷ President's Trump's FY 2021 budget proposal would combine most Minority-Serving Institutions programs into a new Title III/V Institutional Formula Grant.

²⁸ See Hispanic Association of Colleges and Universities (HACU) analysis of 2014-15 IPEDS Completions Data, March 2018. See also Hispanic Association of Colleges and Universities (HACU) analysis of 2015-16 IPEDS, April 2018.

²⁹ NSF, Science and Engineering Indicators 2019, Appendix Table S2-11, "Doctoral degrees awarded, by citizenship, field, race, and ethnicity: 2000–17," retrieved from <https://nces.nsf.gov/pubs/nsb20197/data>.

³⁰ Higher Education Research Institute, "The American Freshman: National Norms, special tabulations" 2017

³¹ *Women, minorities, and persons with disabilities in science and engineering: 2017*, National Science Foundation, <https://www.nsf.gov/statistics/2017/nsf17310/static/data/tab7-14.pdf>.

Title II of the Workforce Innovation and Opportunity Act (WIOA) provides many important adult education and literacy services including: workplace adult education and literacy, family literacy, English language acquisition, integrated English literacy and civics education, workforce preparation, and integrated education and training.³² These adult English learning, civics, and literacy programs are vital to the Latino community, improving the English language proficiency skills of their students, and helping them integrate into our society. **English learners make up 40% of all Title II adult education students.** Many immigrant families depend upon these classes to become successful members of their communities.³³

V. OTHER ISSUES

a. Civil Rights Enforcement -- The Department of Education, Office for Civil Rights.

	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>President's FY 2021 Request</i>	<i>HEC's FY 2021 Request</i>
BA in Millions	\$109	\$117	\$125	\$130	\$130	\$130

Congress charged the Department of Education, Office for Civil Rights with the important responsibility to enforce prohibitions against discrimination based on a student’s race, national origin, sex, gender, disability, or age.³⁴ In 2016, the Office for Civil Rights received a record-high 16,720 civil rights complaints.³⁵ Furthermore, evidence shows that throughout the country, discrimination and hate crimes continue to be on the rise.³⁶ The Hispanic Education Coalition calls upon Congress to continue to fund the Office for Civil Rights commensurate with the present need and calls upon the Office for Civil Rights to dutifully enforce civil rights law.

* * *

If you have any questions, please feel free to contact the HEC co-chairs: Andrea Senteno of the Mexican American Legal Defense and Educational Fund, at asenteno@maldef.org, or John Aguilar of the Hispanic Association of Colleges and Universities at john.aguilar@hacu.net.

Sincerely,

Andrea Senteno
 HEC Co-Chair
 MALDEF (Mexican American Legal
 Defense and Educational Fund)

John Aguilar
 HEC Co-Chair
 Hispanic Association of Colleges
 and Universities (HACU)

CC: Senate Committee on Health, Education, Labor, and Pensions

³² *Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act – Frequently Asked Questions*, Education Dept., <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf>

³³ *Id.*

³⁴ The Department of Education, Office of Civil Rights is statutorily bound to enforce racial and national origin discrimination under the Title VI of the Civil Rights Act of 1962, sex and gender discrimination under Title IX of the Education Amendments of 1982, disability discrimination under Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act of 1990, Age Discrimination under the Age Discrimination Act of 1975.

³⁵ Catherine E. Lhamon, *Securing Equal Educational Opportunity FY 2016: Report to the President and Secretary of Education*, <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2016.pdf>.

³⁶ The Southern Poverty Law Center records 1,094 incidents of harassment and intimidation in the month following the 2016 election. “Overall, anti-immigrant incidents (315) remain the most reported, followed by anti-black (221), anti-Muslim (112), and anti-LGBT (109).” *See 1,094 Bias-Related Incidents in the Month Following the Election*, Southern Poverty Law Center, <https://www.splcenter.org/hatewatch/2016/12/16/update-1094-bias-related-incidents-month-following-election>.